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## HOME

The Guilford College Catalog is officially maintained through the Office of the Registrar and Student Accounts (https://www.guilford.edu/ academics/registrar-and-student-accounts/). In addition to the Undergraduate and Graduate Catalog, information includes academic department and major information as well as academic regulations and resources; admission standards and requirements; tuition, fees and financial aid information; and a message from Interim President (https:// www.guilford.edu/who-we-are/president/)James W. (Jim) Hood (https:// www.guilford.edu/who-we-are/president/).

Previous years' Catalogs are available through the Registrar and Student Accounts webpage (https://www.guilford.edu/academics/registrar-and-student-accounts/).

## COLLEGE CATALOG

## 2021-2022

## Notice of Non-Discrimination

Guilford College does not discriminate on the basis of sex/gender, age, race, color, creed, religion, national origin, sexual orientation, gender identity, disability, genetic information, military status, veteran status, or any other protected category under applicable local, state or federal law, ordinance or regulation.

Read the full notice at www.guilford.edu/nondiscrimination. (http:// www.guilford.edu/nondiscrimination/)

## Academic Calendars

The Academic Calendar includes the fall, spring, and summer semesters. The Academic Calendar is subject to change by the Office of the Provost.

# 2021-2022 Academic Calendar (Subject to Change) 

## Fall 2021

(Scroll down on page to view the Spring 2022 and Summer 2022 Semester Calendars)

| Date | Entries |
| :--- | :--- |
| Friday, August 13 | Faculty Meeting |
| Tuesday, August 17 | Opening Convocation at 3 p.m. |
| Wednesday, August 18 | Fall 3-Week Session Begins |
| Friday, August 20 | Last Day to Swap a Fall 3-Week Class |
| Friday, August 27 | Last Day to Withdraw from a Fall 3-Week Class <br> with a "W" Grade |
| Wednesday, September 1 | Last Day to Request a Provisional "X" Grade for |
| Fall 3-Week Classes |  |


| Tuesday, October 26 | Fall Breaks Ends Wednesday |
| :---: | :---: |
| Wednesday, October 27 | Classes Resume |
| Wednesday, November 3 | Last Day to Withdraw from a 12 Week Class with a "W" Grade |
|  | Last Day to Add Independent Studies and Internships (1-2 credits) |
| Mon., Nov. 8 - Mon., Nov. 15 | Registration for Spring 2022 Semester |
| Saturday, November 20 | Thanksgiving Holiday Break |
| Sunday, November 28 | Break Ends |
| Monday, November 29 | Classes Resume |
|  | Final Corrections to Summer 2022, Fall 2022, and Spring 2023 Semesters Schedule Due |
| Wednesday, December 1 | Last Day to Request a Provisional "X" Grade for Fall 12-Week Classes |
| Friday, December 10 | Fall 12-Week Session Ends |
| Monday, December 13 | Reading Day for Fall 12-Week Classes |
| Tuesday, December 14 | Exams Begin for Fall 12-Week Classes |
| Friday, December 17 | Exams End for Fall 12-Week Classes |
| Monday, January 3 | Final Grades for 12-Week Session due by 8:30 |

Updated on July 16, 2021

## Spring 2022

| Date | Entries |
| :---: | :---: |
| Monday, January 10 | Spring 12 Week Session Begins |
| Monday, January 17 | Martin Luther King, Jr. Holiday (College Closed) |
| Tuesday, January 18 | Last Day to Add or Drop a Spring 12-Week or 3-Week Class Without a Grade; 3-Week Class Swap Still Open |
| Friday, January 21 | All course and program proposals for Summer 2022, Fall 2022, and Spring 2023 Semesters Due |
| Tuesday, January 25 | Last Day to Add Independent Studies and Internships (4 credits) |
| Monday, February 7 | Last Day to Add Independent Studies and Internships (3 credits) |
| Saturday, February 12 | Last Day to Apply for May 2022 Graduation |
| Wednesday, February 16 | Last Day to Replace Fall Semester Provisional Grades |
| Saturday, March 5 | Spring Break Begins |
| Sunday, March 13 | Spring Break Ends |
| Monday, March 14 | 12-Week Classes Resume |
| Friday, March 18 | Last Day to Withdraw from a Spring 12-Week Class with a "W" Grade |
|  | Last Day to Add Independent Studies and Internships ( $1-2$ credits) |
| Fri., Mar. 25 - Fri., Apr. 1 | Registration for Summer/Fall 2022 and Spring 2023 Semesters |
| Wednesday, March 30 | Last Day to Request a Provisional "X" Grade for Spring 12-Week Classes |
| Monday, April 11 | Spring 12-Week Session Ends |
| Tuesday, April 12 | Reading/Awards Day for Spring 12-Week Classes |
| Wednesday, April 13 | Exams Begin for Spring 12-Week Classes |


| Friday, April 15 | Exams End for Spring 12-Week Classes |
| :--- | :--- |
| Saturday, April 16 | Session Break Begins |
| Tuesday, April 19 | Session Break Ends |
| Wednesday, April 20 | Spring 3-Week Session Begins |
| Friday, April 22 | Last Day to Swap a Spring 3-Week Class <br> Monday, April 25 <br> College Offices and Classes Closed |
| Tuesday, April 26 | Spring 12-Week Session Grades Due by 8:30 <br> a.m. |
| Friday, April 29 | Last Day to Withdraw from a Spring 3-Week <br> Class with a "W" Grade |
| Tuesday, May 3 | Last Day to Request a Provisional "X" Grade for <br> Spring 3-Week Classes |
| Wednesday, May 11 | Spring 3-Week Session Ends |
| Thursday, May 12 | Final Exam Day for Spring 3-Week Classes <br> Spring 3-Week Session Grades for Graduating <br> Seniors Due Noon |
| Friday, May 13 | Final Grades for Spring 3-Week Session Due <br> 8:30 a.m |
| Saturday, May 14 | May Commencement |

Updated on June 14, 2021

## Summer 2022

| Date | Entries |
| :--- | :--- |
| Full Summer Term | Monday, May 23 - Monday, August 1 |
| Monday, May 23 | Full Summer Term Classes Begin |
| Monday, May 30 | Memorial Day - College Offices and Classes <br> Closed |
| Tuesday, May 31 | Last Day to Add or Drop Full Summer Term <br> Classes Without a Grade |
| Saturday, June 4 | Last Day to Apply for August 2022 Graduation <br> Last Day to Withdraw from Full Summer Term <br> Classes with a "W" Grade |
| Monday, July 4 June 14 | Independence Day Holiday - College Offices <br> and Classes Closed |
| Friday, July 22 | Last Day to Request Provisional "X" Grade for <br> Full Summer Term Classes |
| Monday, August 1 | Full Summer Term Ends |
| Full Summer Term Final Examinations Held |  |
| Wednesday, August 3 | Final Grades for Full Summer Term Classes <br> Due Noon |
| Ters Half of Summer | Monday, May 23 - Monday, June 27 |
| Monday, May 23 | First Half of Summer Term Classes Begin |
| Thursday, May 26 | Last Day to Add or Drop First Half of Summer <br> Term Classes Without a Grade |
| Monday, May 30 | Memorial Day - College Offices and Classes <br> Closed |
| Friday, June 3 | Last Day to Withdraw from First Half of <br> Summer Term Classes with a "W" grade |
| Saturday, June 4 | Last Day to Apply for August 2022 Graduation <br> Last Day to Request Provisional "X" Grade for <br> First Half of Summer Term Classes |
| First Half of Summer Term Ends |  |


|  | First Half of Summer Term Final Examinations <br> Held During Last Class Period |
| :--- | :--- |
| Wednesday, June 29 | Final Grades for First Half of Summer Classes <br> Due Noon |
| Second Half of Summer | Wednesday, June 29 - Monday, August 1 |
| Term | Second Half of Summer Term Classes Begin <br> Wednesday, June 29 <br> Monday, July 4 <br> and Classes Closed |
| Tuesday, July 5 | Last Day to Add or Drop Second Half of <br> Summer Term Classes with a "W" Grade |
| Friday, July 8 | Last Day to Withdraw from Second Half of <br> Summer Term Classes with a "W" Grade |
| Friday, July 22 | Last Day to Request Provisional "X" Grade for <br> Second Half of Summer Term Classes |
| Monday, August 1 | Second Half of Summer Term Ends |
| Wednesday, August 3 | Final Grades for Second Half of Summer Term <br> Classes Due Noon |

Posted on June 21, 2021

## 2022-2023 Academic Calendar (Subject to Change)

|  |  |
| :---: | :---: |
| (Scroll down on page to view the Spring 2023 Semester Calendar) |  |
| Date | Entries |
| Wednesday, August 17 | Fall 3-Week Session Begins |
| Friday, August 19 | Last Day to Swap a Fall 3-Week Class |
| Friday, August 26 | Last Day to Withdraw from a Fall 3-Week Class with a "W" Grade |
| Wednesday, August 31 | Last Day to Request a Provisional "X" Grade for Fall 3-Week Classes |
| Monday, September 5 | Labor Day - College Offices and Classes Closed |
| Wednesday, September 7 | Fall 3-Week Classes End |
|  | Final Exam Day for 3-Week Classes |
| Thursday, September 8 | Session Break Begins |
| Sunday, September 11 | Session Break Ends |
| Monday, September 12 | Fall 12-Week Session Begins |
| Wednesday, September $14$ | Fall 3-Week Session Grades Due by 8:30 a.m. |
| Friday, September 16 | Mid-year course proposals due to Curriculum Committee for Spring Semester |
| Monday, September 19 | Last Day to Add or Drop Fall 12-Week Class Without a Grade |
| Monday, September 26 | Last Day to Add Independent Studies and Internships (4 credits) |
| Wednesday, September $28$ | Last Day to Replace Spring Semester and Summer School Provisional Grades |
| Wednesday, October 5 | Last Day to Add Independent Studies and Internships (3 credits) |
| Saturday, October 8 | Last Day to Apply for December 2022 Graduation |
| Saturday, October 22 | Fall Break Begins |


| Tuesday, October 25 | Fall Breaks Ends Wednesday |
| :---: | :---: |
| Wednesday, October 26 | Classes Resume |
| Wednesday, November 2 | Last Day to Withdraw from a 12 Week Class with a "W" Grade |
|  | Last Day to Add Independent Studies and Internships (1-2 credits) |
| Mon., Nov. 7 - Mon., Nov. 14 | Registration for Spring 2023 Semester |
| Saturday, November 19 | Thanksgiving Holiday Break |
| Sunday, November 27 | Break Ends |
| Monday, November 28 | Classes Resume |
|  | Final Corrections to Summer 2023, Fall 2023, and Spring 2024 Semesters Schedule Due |
| Wednesday, November 30 | Last Day to Request a Provisional "X" Grade for Fall 12-Week Classes |
| Friday, December 9 | Fall 12-Week Session Ends |
| Monday, December 12 | Reading Day for Fall 12-Week Classes |
| Tuesday, December 13 | Exams Begin for Fall 12-Week Classes |
| Friday, December 16 | Exams End for Fall 12-Week Classes |
| Monday, January 2 | Final Grades for 12-Week Session due by 8:30 a.m. |

Posted on June 21, 2021

## Spring 2023

| Date | Entries |
| :--- | :--- |
| Monday, January 9 | Spring 12 Week Session Begins |
| Monday, January 16 | Martin Luther King, Jr. Holiday - College Offices <br> and Classes Closed |
| Tuesday, January 17 | Last Day to Add or Drop a Spring 12-Week or <br> 3-Week Class Without a Grade; 3-Week Class <br> Swap Still Open |
| Friday, January 20 | All course and program proposals for Summer <br> 2023, Fall 2023, and Spring 2024 Semesters <br> Due |
| Tuesday, January 24 | Last Day to Add Independent Studies and <br> Internships (4 credits) |
| Monday, February 6 | Last Day to Add Independent Studies and <br> Internships (3 credits) |
| Saturday, February 11 | Last Day to Apply for May 2023 Graduation |
| Wednesday, February 15 | Last Day to Replace Fall Semester Provisional <br> Grades |
| Saturday, March 4 | Spring Break Begins <br> Spring Break Ends |
| Sunday, March 12 | 12-Week Classes Resume |
| Monday, March 13 | Last Day to Withdraw from a Spring 12-Week <br> Class with a "W" Grade |
| Friday, March 17 |  |


|  | Last Day to Add Independent Studies and Internships ( $1-2$ credits) |
| :---: | :---: |
| Fri., Mar. 24 - Fri, Mar. 31 | Registration for Summer/Fall 2023 and Spring 2024 Semesters |
| Wednesday, March 29 | Last Day to Request a Provisional "X" Grade for Spring 12-Week Classes |
| Monday, April 10 | Spring 12-Week Session Ends |
| Tuesday, April 11 | Reading/Awards Day for Spring 12-Week Classes |
| Wednesday, April 12 | Exams Begin for Spring 12-Week Classes |
| Friday, April 14 | Exams End for Spring 12-Week Classes |
| Saturday, April 15 | Session Break Begins |
| Tuesday, April 18 | Session Break Ends |
| Wednesday, April 19 | Spring 3-Week Session Begins |
| Friday, April 21 | Last Day to Swap a Spring 3-Week Class |
| Monday, April 24 | College Offices and Classes Closed |
| Tuesday, April 25 | Spring 12-Week Session Grades Due by 8:30 a.m. |
| Friday, April 28 | Last Day to Withdraw from a Spring 3-Week Class with a "W" Grade |
| Tuesday, May 2 | Last Day to Request a Provisional "X" Grade for Spring 3-Week Classes |
| Wednesday, May 10 | Spring 3-Week Session Ends |
|  | Final Exam Day for Spring 3-Week Classes |
| Thursday, May 11 | Spring 3-Week Session Grades for Graduating Seniors Due Noon |
| Friday, May 12 | Final Grades for Spring 3-Week Session Due 8:30 a.m |
| Saturday, May 13 | May Commencement |

Posted on June 21, 2021

## Academic Departments and Majors

The course is the basic unit of instruction and measurement of academic progress at Guilford. Almost all courses carry four credits (the equivalent of four semester hours). Exceptions include some sport studies courses, physical education courses, independent study projects, internships and seminars.

Normally, 100-level courses are introductory courses, 200-level courses are sophomore courses, and 300 - and 400 -level courses are junior and senior courses. First-year students may not enroll in 300- or 400 -level courses unless they demonstrate exceptional maturity or background in the discipline.

Courses are generally offered by academic departments, which make available coherent patterns of courses for students to complete the requirements for a major. Interdisciplinary majors are also available.

| Programs | Major | Department | Degree Offered |
| :--- | :--- | :--- | :--- |
| Academic Departments and Majors <br> (p. 8) |  |  | BS |
| Accounting Major (p. 32) | Accounting | Business and Accounting | BS |
| African and African American <br> Studies Major (p. 12) | African \& African American Studies | African \& African American Studies | AB |
| Analytics Major (p. 10) | Analytics | Analytics | BS |


| Art Major. Ceramics Focus (p. 17) | Art | Art | AB, BFA |
| :---: | :---: | :---: | :---: |
| Art Major. Drawing Focus (p. 18) | Art | Art | AB, BFA |
| Art Major. Painting Focus (p. 19) | Art | Art | AB, BFA |
| Art Major: Photography Focus (p. 19) | Art | Art | AB, BFA |
| Art Major. Printmaking Focus (p. 20) | Art | Art | AB, BFA |
| Art Major. Sculpture Focus (p. 21) | Art | Art | AB, BFA |
| Biology Major (p. 26) | Biology | Biology | AB, BS |
| Business Administration Major (p. 33) | Business | Business and Accounting | BS |
| Chemistry Major (p. 37) |  |  | AB, BS |
| Community and Justice Studies Major (p. 88) | Justice and Policy Studies | Justice and Policy Studies | BS |
| Comprehensive Secondary Science Education Major (p. 47) | Education Studies | Comprehensive Secondary Science Education | BS |
| Computing Technology and Information Systems Major (p. 41) | Computing Technology \& Information Systems | Computing Technology \& Information Systems | BS |
| Creative Writing Major (p. 53) | English and Creative Writing | English and Media Studies | AB |
| Criminal Justice Major (p. 89) | Justice and Policy Studies | Justice and Policy Studies | BS |
| Cyber and Network Security Major (p. 41) | Computing Technology \& Information Systems | Computing Technology \& Information Systems | BS |
| Earth Sciences Major (p. 64) | Geology \& Earth Sciences | Geology | AB, BS |
| Economics (ECON) (p. 41) |  |  | AB |
| Economics Major (p. 44) | Economics | Economics | AB |
| Education Studies Major (p. 48) | Education Studies | Education Studies | $A B$ |
| English and Media Studies Major (p. 55) | English and Creative Writing | English and Media Studies | $A B$ |
| Environmental Studies Major (p. 58) | Environmental and Sustainability Studies | Environmental and Sustainability Studies | AB |
| Exercise and Sport Sciences Majors (p. 140) | Sport Studies | Exercise \& Sport Studies | BS |
| Experience Design Major (p. 61) |  | Experience Design | AB |
| Forensic Biology Major (p. 28) | Biology | Biology | AB, BS |
| Health Sciences Major (p. 66) | Health Sciences | Health Sciences | BS |
| History Major (p. 73) | History | History | AB |
| Integrative Studies Major (p. 77) | Integrative Studies | Integrative Studies | AB |
| International Studies Major (p. 81) | International Studies | International Studies | $A B$ |
| Mathematics Major (p. 92) | Mathematics | Mathematics | BS |
| Modern Language Studies Major: <br> French Track (p. 98) | French | Modern Language Studies | AB |
| Modern Language Studies Major. German/German Studies Tracks (p. 99) | German | Modern Language Studies | AB |
| Modern Language Studies Major. Japanese Studies Track (p. 99) | Japanese | Modern Language Studies | AB |
| Modern Language Studies Major. <br> Spanish Track (p. 100) | Spanish | Modern Language Studies | AB |
| Music Major (p. 105) | Music | Music | AB, BM |
| Peace and Conflict Studies Major (p. 109) | Peace \& Conflict Studies | Peace \& Conflict Studies | AB |
| Philosophy Major (p. 112) | Philosophy | Philosophy | AB |
| Physics Major (p. 115) | Physics | Physics | BS |


| Political Science Major (p. 120) | Political Science | Political Science | AB |
| :---: | :---: | :---: | :---: |
| Psychology Major (p. 125) | Psychology | Psychology | AB |
| Public Health Major (p. 127) | Public Health | Public Health | BS |
| Religious Studies Major (p. 134) | Religious Studies | Religious Studies | AB |
| Sociology and Anthropology Major (p. 137) | Sociology \& Anthropology | Sociology \& Anthropology | AB |
| Sport Management Major (p. 142) | Sport Studies | Exercise \& Sport Studies | BS |
| Sustainable Food Systems Major (p. 59) | Environmental and Sustainability Studies | Environmental and Sustainability Studies | AB |
| Theatre Studies Major (p. 145) | Theatre Studies | Theatre Studies | AB |
| Women's, Gender and Sexuality Studies Major (p. 149) | Women's, Gender \& Sexuality Studies | Women's, Gender \& Sexuality Studies | AB |

## Analytics (ANLT)

Natalya Shelkova, Associate Professor of Economics, Major coordinator Benjamin Marlin, Associate Professor of Mathematics
Robert M. Whitnell, Professor of Chemistry
Analytics is a fast-growing field that allows companies, non-profit organizations and government agencies to utilize vast amounts of data available to them in the new digital economy. Analysts assess performance of organizations and build models to predict future outcomes based on historical or simulated data. Broadly defined, analysts provide informational and/or analytical support to the organization decision-makers.

The nature of analysts' work is interdisciplinary. They are equipped with technical skills (designing, organizing, and analyzing data) in combination with area knowledge that allows them to draw specific insights into their specific industries.

Students majoring in Analytics at Guilford College will develop the following skills and expertise:

- Conceptual understanding of problems faced by an organization (for-profit, non-profit business, government agency)
- Data collection, data organization, and data storage methods
- Data manipulation, modelling, predicting and forecasting methods
- Programming in relevant languages (Java, R, Python, and other software)
- Presentation and communication of data analysis, including data visualization (effective tables, charts), public speaking, and analytical writing.


## Degree Offered

Bachelor of Science degree in analytics.

- Analytics Major (p. 10)


## Analytics Major

## Bachelor of Science in Analytics

The Analytics B.S. degree will allow graduates to pursue careers in a variety of fields requiring data analysis skills and work in companies and not-for-profit organizations, government agencies, research institutions, education and health care organizations. Graduates may also continue graduate education in Analytics and other related fields.

The major requires completion of 12 four-credit courses (48 credits) in which students develop knowledge and skills for conceptual understanding of real-world problems and data reflecting them; data organization and modelling; data analysis and applications; presentation and communication of analyses.

To further develop understanding of conceptual problems faced by organizations, the major requires that students complete a disciplinary minor (or second major).

Total Credit Hours required for B.S. degree in analytics is 48 credits.

| Code | Title | Credits |
| :---: | :---: | :---: |
| Ethical principles |  | 4 |
| PHIL 241 | Ethics In a Digital World |  |
| Conceptual data understanding |  | 8 |
| ECON 222 | Microeconomic Principles: Public Policy |  |
| ECON 311 | Data Collection \& Analysis |  |
| Data organization |  | 12 |
| CTIS 210 | Introduction to Computer Programming |  |
| CTIS 342 or CTIS 331 | Database Systems Information Design |  |
| CTIS 243 or GEOL 215 | Management Information Systems (BUS 243) 5 Data Wrangling |  |
| Data modeling |  | 8 |
| MATH 112 | Elementary Statistics |  |
| ECON 312 | Econometrics |  |
| Analysis/applications |  | 8 |
| MATH 241 | Scientific Computing (PHYS 241) |  |
| ECON 328 | Analytics for Business and Government (MATH 328) |  |
| Elective (select 1 course) |  | 4 |
| MATH 220 | Calculus I: Differential Cal. |  |
| MATH 222 | Calculus II: Integral Calculus. |  |
| MATH 310 | Probability and Statistics |  |
| CTIS 310 | Advanced Computer Programming |  |
| another course requirements | from listed above not used to satisfy the major |  |
| Capstone project |  | 4 |
| The project can be carried out independent of or within a 400-level course: |  |  |
| MYCQ contribut | ute course |  |

# African and African American Studies (AFAM) 

Karen M. Tinsley, Professor of Psychology, Chair

The African and African American studies major is interdisciplinary and it celebrates the achievements of people of African descent in Africa and the Diaspora while addressing their pursuit of justice, equality and selfdetermination. The major focuses on cultures, societies, histories and concerns of people of African descent in Africa and the Diaspora including North America, the Caribbean and other parts of the world. It seeks to develop greater respect for scholarship as a tool for problem-solving and to prepare students to become agents of change who will pursue social justice and promote an appreciation of racial and cultural differences in the United States and the wider world. Courses are taught from different disciplinary and philosophical perspectives, and students are encouraged to examine their own values and develop their own perspectives. Students also are encouraged to participate in the study abroad semester in Ghana and to get involved in the local Greensboro community through internships and service projects. It provides a basis for better understanding among people in multicultural societies and multiracial nations, and prepares students for a wide range of careers in such fields as criminal justice, education, law, and health.

- African and African American Studies Major (p. 12)
- African and African American Studies (p. 11)
- African Studies (p. 13)

AFAM 106. Introduction to African Heritage (SOAN 106). 4.
Course serves as an introduction to the geographical roots and cultural heritages of the peoples of African ancestry. It will help students to begin to explore and understand the diverse lifestyles, experiences as well as the dispersion, opportunities, challenges and concerns of peoples of African ancestry in the U.S. multicultural setting. Fulfills diversity in the U.S. and social science requirements (1998). Sociocultural engagement and social/ behavioral science requirements (2019).

AFAM 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
AFAM 225. African American History (HIST 225). 4.
Examines major themes such as the African heritage, slavery, emancipation, Reconstruction, migrations, labor, criminal justice, black nationalism, the Civil Rights Movement and current issues. Fulfills humanities and diversity in the U.S. requirements (2019. Arts/humanities and sociocultural engagement requirements (2019).
AFAM 250. Special Topics. 1-8.
AFAM 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
AFAM 290. Internship. 1-8.
May also be offered at the 390 level.
AFAM 350. Special Topics. 1-8.
AFAM 360. Independent Study. 1-8.
AFAM 390. Internship. 1-8.
AFAM 450. Special Topics. 1-8.

AFAM 460. Independent Study. 1-8.
AFAM 470. Senior Thesis. 1-8.
4.

AFAM 490. Departmental Honors. 1-8.
4.

## African and African American Studies

Karen M. Tinsley, Department of Psychology

The African and African American Studies minor is interdisciplinary and it celebrates the achievements of people of African descent in Africa and the Diaspora while addressing their pursuit of justice, equality and selfdetermination. It focuses on cultures, societies, histories and concerns of people of African descent in Africa and the Diaspora including North America, the Caribbean and other parts of the world. It balances the study of race relations and racism with a celebration of African and African American achievements and contributions to the United States and the wider world. It provides a basis for better understanding among people in multicultural societies, multiracial nations and helps prepare students for a wide range of careers in such fields as criminal justice, education, law, health care, human relations, management, marketing, sports management and social work.

The minor in African and African American Studies is not available to AFAM majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses). The four courses must be taken in at least two different disciplinary departments. No more than one of these courses may be at the 100 level. Other requirements are as follows:

Code Title Credits
Select one of the following courses:
AFAM/HIST African American History (HIST 225)
225
AFAM/SOAN Introduction to African Heritage (SOAN 106)
106
African Connections and The Americas 8
Select two of the following courses:

| ENGL 151 | Historical Perspectives (Variable Title) |
| :--- | :--- |
| ENGL 230 | African American Literature |
| ENGL 331 | Black Women Writers |
| ENGL 332 | Black Men Writers |
| ENGL 334 | African Women Writers |
| FREN 311 | The Francophone World |
| HIST 215 | The Civil Rights Movement |
| HIST 241 | Africa Before 1800 |
| HIST 242 | Africa Since 1800 |
| HIST 308 | The Underground Railroad |
| IDS 430 | African Americans in the 21 st Century: Back to the |
| JPS 336 | Future? |
| JPS 365 | Race, Society and Criminal Justice |
| MUS 110 | Jazz Appreciation |
| PSCI 222 | African Government and Politics |


| PHIL 261 | Philosophy and Race |
| :---: | :---: |
| PHIL 333 | Individual Philosopher |
| PSY 242 | Psychology of African Americans |
| PSY 250 | Special Topics (ADHD and African American Children) |
| PSY 349 | Multiculturalism and Psychology |
| REL 234 | African American Religion and Theology |
| SOAN 234 | Culture \& Sexuality in Africa |
| SOAN 235 | African Families in Transition |
| SOAN 358 | African Cultures in Film |
| SOAN 265 | Racial and Ethnic Relations |
| SOAN 267 | Race and Gender in Media Focus |
| Select one of the following courses: |  |
| IDS 411 | Gender \& Development in Africa |
| IDS 412 | Race, Ethnicity, Psychology and Law |
| IDS 435 | Understanding Poverty |
| IDS 430 | African Americans in the 21 st Century: Back to the Future? |

Total Credits

Total credit hours required for African and African American studies minor is 16 credits

## African and African American Studies Major

## Bachelor of Arts Degree in African and African American Studies

African and African American studies is an interdisciplinary major that requires a second disciplinary major and an advisor in each. The major requires a minimum of 32 credit hours (eight courses) with no more than five from a single department, no more than two of these courses may be at the 100 level, and at least two courses must be taken at the 300 level.

## Other Requirements

| Code | Title | Credits |
| :---: | :---: | :---: |
| Historical Dimensions |  |  |
| Select one of the following courses: |  | 4 |
| $\begin{aligned} & \text { AFAM/HIST } \\ & 225 \end{aligned}$ | African American History (HIST 225) |  |
| AFAM/SOAN 106 | Introduction to African Heritage (SOAN 106) |  |
| Creative Voices |  |  |
| Select one of the following courses: |  | 4 |
| MUS 153 | Roots Music in the U.S: Blues, R\&B, Soul, \& Rock and Roll |  |
| ENGL 230 | African American Literature |  |
| ENGL 331 | Black Women Writers |  |
| ENGL 332 | Black Men Writers |  |
| MUS 110 | Jazz Appreciation |  |
| Theoretical Frameworks |  |  |
| Select one of the following courses: |  | 4 |
| PHIL 261 | Philosophy and Race |  |
| PSY 242 | Psychology of African Americans |  |


| PSY 349 | Multiculturalism and Psychology |
| :--- | :--- |
| SOAN 265 | Racial and Ethnic Relations |
| African Connections and The Americas |  |
| Select two of the following courses: |  |
| ENGL 151 | Historical Perspectives (Variable Title) |
| ENGL 334 | African Women Writers |
| FREN 311 | The Francophone World |
| HIST 215 | The Civil Rights Movement |
| HIST 241 | Africa Before 1800 |
| HIST 242 | Africa Since 1800 |
| HIST 308 | The Underground Railroad |
| JPS 336 | Understanding Oppressive Systems |
| JPS 365 | Race, Society and Criminal Justice |
| PHIL 333 | Individual Philosopher |
| PSCI 222 | African Government and Politics |
| PSY 250 | Special Topics (ADHD in African American <br> Children) |
| REL 234 | African American Religion and Theology |
| SOAN 234 | Culture \& Sexuality in Africa |
| SOAN 235 | African Families in Transition |
| SOAN 267 | Race and Gender in Media Focus |
| SOAN 358 | African Cultures in Film |

IDS
Select one of the following courses: 4
IDS 411 Gender \& Development in Africa
IDS 412 Race, Ethnicity, Psychology and Law
IDS 430 African Americans in the 21 st Century: Back to the Future?
IDS 435 Understanding Poverty
IDS 450 Special Topic (Afrofuturism: Dreaming in Black)
Independent Study or Internship and/or Elective Courses

## Independent Study or Internship and/or Elective

 CoursesCode Title Credits

Select one of the following:
Independent Study ${ }^{1}$

| AFAM 260 | Independent Study |
| ---: | ---: |
| AFAM 360 | Independent Study |
| AFAM 460 | Independent Study |
| nternship $^{1}$ |  |

AFAM 290 Internship
AFAM 390 Internship
One course at the 100 level
Electives
Any two additional courses above the 100 level
Thesis
AFAM Thesis (two-semester)
1 Supervised by a faculty member teaching regularly in the African and African American Studies Program.

Total credits required for A.B. degree in African and African American Studies is $\mathbf{3 2}$ credits

## African Studies

Karen M. Tinsley, Professor of Psychology, Chair
This minor offers an interdisciplinary approach to the cultures, history and current issues challenging peoples on the African continent, with emphasis on the sub-Saharan region. Its goals are that students will acquire a basic understanding of some portion of Africa's history and some understanding of African perspectives, values and contributions to the world.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| SOAN 358 | African Cultures in Film | 4 |
| Select one of the following: | 4 |  |
| HIST 242 | Africa Since 1800 |  |
| PSCI 222 | African Government and Politics | 8 |
| Select two of the following: |  |  |
| ENGL 334 | African Women Writers |  |
| FREN 275 | French-Speaking Africa, in English Translation |  |
| FREN 311 | The Francophone World |  |
| HIST 241 | Africa Before 1800 |  |
| HIST 242 | Africa Since 1800 |  |
| IDS 411 | Gender \& Development in Africa |  |
| PSCI 222 | African Government and Politics |  |
| SOAN 234 | Culture \& Sexuality in Africa | 16 |
| SOAN 235 | African Families in Transition |  |
| Total Credits |  |  |

Total credit hours required for African studies minor is $\mathbf{1 6}$ credits.

## Art (ART)

Kathryn Shields, Professor, Co-Chair Mark Dixon, Associate Professor, Co-Chair
Antoine Williams, Assistant Professor
Katy Collier, Visiting Assistant Professor
Charles Tefft, Half-time Instructor
Terry Hammond, Adjunct Instructor
The Department of Art offers a studio program of high quality for its majors and seeks to develop an awareness and appreciation of art in all students. The art major involves students in the visual arts, both as creative artists and as active learners of multiple philosophical and art historical perspectives. It provides an in-depth experience in making images and formulating and crafting ideas through a variety of means. The program places emphasis on training in observation, technical application of skills demanded of each medium, and the resolution of imagery for presentation to an audience.

Art Majors (p. 13) choose a concentration in: Painting, Drawing, Sculpture, Printmaking, Ceramics or Photography.

Art Minors choose a concentration in: any major area, design or art history. (see Visual Arts Minor (p. 22))

An Art History Major can be achieved through Guilford's Integrative Studies (p. 77) (ITGR) program.

## Degrees Offered

The Bachelor of Arts is best for students who prefer a major in art with space for a minor, second major and/or deep commitment to a broad liberal arts grounding.

Bachelor of Fine Arts is recommended for students primarily interested in becoming professional artists and/or entering graduate school in studio art. The demands of a BFA in a liberal arts context are substantial and may require additional semesters and/or transfer classes to complete.

- Art Major: Ceramics Focus (p. 17)
- Art Major: Drawing Focus (p. 18)
- Art Major: Painting Focus (p. 19)
- Art Major: Photography Focus (p. 19)
- Art Major: Printmaking Focus (p. 20)
- Art Major: Sculpture Focus (p. 21)
- Visual Arts Minor (p. 22)


## Art (ART)

ART 100. Introduction to Visual Arts. 4.
Overview of the principal visual arts, including their aesthetic qualities, structural forms and historical roles. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

ART 102. Visual Communications. 4.
This course is an introduction to the building blocks of image making and how to effectively communicate ideas, through a variety of digital and traditional media. Fulfills arts requirement (1998). Arts/humanities requirement and embodied and creative engagement requirements (2019).

ART 104. Drawing Fundamentals. 4.
Basic principles of drawing in various media stressing the relationship of observation, materials and methods to form. Fulfills arts requirement (1998). Embodied and creative engagement requirement (2019).

ART 106. Design of Objects. 4.
Introduction to fundamentals of object design: observation, iterative process, creative ideation, structure and materials. Fulfills arts requirement (1998). Arts/humanities and embodied and creative engagement requirements (2019).
ART 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
ART 160. Independent Study. 1-8.
May also be offered at 260, 360 and 460 levels.
ART 203. Arts:Afr,Asia \& the Americas. 4.
This course introduces the artistic traditions of Africa, the Pacific Islands, India, China, Japan and the ancient Americas. The readings, lectures and class discussions focus on art as a reflection and extension of values as seen in the philosophy, religion and social customs of the cultures considered. No Prerequisite. Fulfills arts and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

ART 204. Life Drawing. 4.
Figure drawing: stress on integration of formal, expressive and structural aspects of anatomy.
Prerequisite: ART 104. Drawing Fundamentals or instructor permission. Fulfills arts requirement (1998). Arts/humanities and embodied and creative engagement requirements (2019).

## ART 206. Art and Science of Clay. 4.

Team-taught course between Art and Geology. Focus on harvesting, processing, testing, and using local and regional clays to make art. Students learn scientific knowledge and processes and apply these to the form, function and aesthetics of art objects. Fulfills arts requirement (1998). Arts/humanities embodied and creative engagement requirements (2019). (NOTE: may be taken to fulfill natural science and mathematics (1998 \& 2019) requirement using GEOL course number).

## ART 207. Aesthetics of Craft. 4.

This team taught course draws on art techniques and art historical practice for collaborative research, writing, and creative projects. No Prerequisite. Fulfills arts requirement (1998). Arts/humanities and embodied and creative engagement requirements (2019).

## ART 211. Painting Basics: Form and Color. 4.

Introduction to the fundamentals of observational painting. Students will explore technique, form, and color theory through the medium of oil paint This class will introduce various painting genres; still life, portrait, and landscape. No prerequisite. Fulfills embodied and creative engagement requirement (2019).

## ART 212. Painting Basics: Abstraction/Material. 4.

Exploration of abstract painting. Oil, acrylic, and other material explored as painting medium. Experimentation with technique, color theory, and process. Coursework will examine the history of abstraction and current ideals in contemporary painting. No prerequisite. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirements and embodied and creative engagement requirements (2019).

ART 221. Printmaking: Woodcut. 4.
Relief printmaking processes, including linocut, woodblock, and monotype. Exploration of the techniques, processes, and formal ideas unique to printmaking media. No prerequisite. Fulfills embodied and creative engagement requirement (2019).
ART 231. Photography Fundamentals. 4.
Introduction to materials, equipment and techniques in black and white photography, the darkroom, and digital imaging. Image content and composition is stressed as well as mastering the craft of creating photographic images and their presentation. No prerequisite. Fulfills arts requirement (1998). Arts/humanities and embodied and creative engagement requirements (2019).

## ART 232. Welding for Sculpture. 4.

Introduction to tools and techniques for welding, bending, cutting and finishing steel. Study of relevant precedents in sculpture. No prerequisite. Fulfills embodied and creative engagement requirement (2019).

ART 233. Wood Shop for Sculpture. 4.
Introduction to tools and techniques for cutting, shaping and joining wood. Study of relevant precedents in sculpture. No prerequisite. Fulfills embodied and creative engagement requirement (2019).

ART 235. Art History: Renaissance in Florence (HIST 235). 4.
The course discusses the history of Renaissance Florence, its economy, society, politics and culture, in relation to the other major Italian city-states. A main theme of the course is how politics and religion combine during this time and find their expression in art and culture. No Prerequisite. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

## ART 242. Printmaking: Screenprinting. 4.

Screenprinting processes, including paper, fabric, repeat pattern, multi-layer, and monoprint. Focus on process and the intersection of printmaking, repeatable media, formal considerations, and craft. No prerequisite. Fulfills arts requirement (1998). Arts/humanities and embodied and creative engagement requirements (2019).

## ART 243. The Political Print. 4.

History and tactics of agitprop and political printmaking through making. Linocut, woodcut, monotype, and screenprinting are covered. Emphasis on historical study, conceptual concerns, and student-designed projects. No prerequisite. Drawing Foundations, or Visual Communication recommended. Combined with 343. Fulfills arts and diversity in the U.S. requirement (1998). Arts/humanities and sociocultural engagement requirement (2019).
ART 245. Digital Darkroom. 4.
Introductory class working with Adobe Photoshop and Illustrator to manipulate and create images. Design principles emphasized. Can be repeated for credit at the 300 - or 400 -level. No prerequisite. Fulfills arts requirement (1998). Arts/humanities and embodied and creative engagement requirements (2019).

## ART 250. Special Topics. 8.

May also be offered at 350 and 450 levels.
ART 255. Ceramics: Wheel Throwing. 4.
Introduction to ceramic processes: throwing, sculptural forms, glazing and firing. No prerequisite. Fulfills arts requirement (1998). Arts/ humanities and embodied and creative engagement requirements (2019).
ART 256. Ceramics: Hand-Build \& Molds. 4.
Introduction to ceramic processes: hand-building, sculptural forms, glazing and firing. No prerequisite. Fulfills arts requirement (1998). Arts/ humanities and embodied and creative engagement requirements (2019).
ART 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
ART 261. Photo: Documents \& Ethics. 4.
Developing a photographic series in the fine arts or documentary tradition. Presentation and exhibition skills along with non-silver processes: toning, hand coloring and digital imaging. No prerequisite. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).
ART 271. Global Art History. 4.
This course examines styles, themes, concepts, and methodologies in the history of art from around the world in all time periods. No Prerequisite.
ART 273. Photo: Color. 4.
Comprehensive introduction to the theory, history, materials and practice of color photography. Includes brief introductions to color negative film and digital capture as well as new and traditional choices for producing finished color prints. Not a darkroom course. No prerequisite. Fulfills arts requirement (1998).Arts/humanities and embodied and creative engagement requirements (2019).

ART 275. Art History. Modern Art. 4.
Major artists and art movements from late 19th to mid-20th century. No Prerequisite. Fulfills arts requirement (1998). Arts/humanities requirement (2019).
ART 290. Internship. 1-8.
Majors may petition the department to receive academic credit for internship experiences. Advisor conferences, mid-semester progress reviews and final art staff conferences are required. May also be offered at the 390 level.
ART 302. Art History: Identity, Race and Gender in Art. 4.
This art history course explores art based on the experience of groups whose work existed outside the mainstream of art production prior to the 20th century, primarily African Americans and women, as makers of art and as subjects in art. It considers art made with intentional expressions of identity that embraces and celebrates individuality and cultural history through both personal and collective narratives.
Prerequisite: any art or art history class. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

ART 303. Art History: Contemporary Art. 4.
Exploration of the history and context of major artists and art movements from 1945 to the present.
Prerequisite: any art or art history class. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

## ART 304. Art History: History of Photography. 4.

This course emphasizes familiarity with photographic technology, recognition of major photographic works, attribution to the photographer who made them, and comprehending relationships with the relevant social and historical context. These elements will be considered individually and together as appropriate in order to better understand the developments in the history of photography from 1839 to the present. Prerequisite: any art or art history class.

## ART 305. Advanced Life Drawing. 4.

Continuation of Life Drawing, emphasizing composition and expression. Prerequisite: ART 204 Life Drawing.

ART 306. Ceramics: Scaling Up. 4.
Strategies and problem solving when working with clay at a larger scale. Students will design and create large scale ceramic work on and off the wheel.
Prerequisite: any Ceramics course. Fulfills embodied and creative engagement requirement (2019).

## ART 307. Art History: Portraits/Self Portraits. 4.

This course focuses thematically on the genres of portraiture and selfportraiture in the history of art. It explores portraiture and self-portraiture by considering related theories and the work of individual artists. How is a photographic portrait different from a painted portrait? What aspects of identity can be communicated in portraits and/or self-portraits? These issues will be among those addressed as we examine artists' intentions, their relationships to their subjects, and the resulting expression, in addition to the viewer's response.
Prerequisite: any art or art history class

## ART 308. Photo: The Singing Print. 4.

Self-determined study of expressive printing in digital and darkroom
techniques Students will produce one or two cohesive sets of images and locate their work in the current cultural context.
Prerequisite: ART 270 or any Photography course.

ART 309. Color Theory. 4.
Exploration of the interaction of color as it relates to the process, material, and methods of art making. Emphasis on concepts and creative methods unique to mixed media art. ). No Prerequisite. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019). (NOTE: ART 309 replaces ART 250 Mixed Media, which was approved for diversity in the U.S.; this course will count for this requirement or for sociocultural engagement).

## ART 310. Drawing Exploration. 4.

Further exploration of drawing form, concepts, and methods. Prerequisite: ART 104 Drawing Fundamentals. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

## ART 321. Painting as Storytelling. 4.

Explore painting as a vehicle for narrative storytelling.
Prerequisite: any 200 level Painting course.
ART 322. Printmaking: Color Monotype. 4.
Monotype printmaking processes, including watercolor, relief, viscosity, screenprinting, collagraph, and embossing. Exploration of processes, color theory, and pressure as a way to approach abstraction and representation. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

## ART 323. Printmaking: Etching. 4.

Intaglio printmaking processes, including hard and soft ground etching, aquatint, monoprint, and drypoint. Exploration of drawing with a focus on the chemical processes of etching. Will examine the historical relationships between drawing, printmaking, and other repeatable media. No prerequisite. Fulfills arts requirement (1998). Arts/ humanities requirement (2019).

## ART 324. Painting Studio. 4.

Advanced painting. Guided exploration in painting concept and technique in relationship to personal direction. Requirement: (2) 200 level courses and any 300 level course in focus. (Cross-list with any painting course)
ART 332. Sculpture: Time/Space. 4.
Material exploration of concepts in motion, periodicity, sound, emptiness, performance and interaction. Emphasis on place and practice development.
Prerequisite: ART 106 Design of Objects or any Sculpture course.
ART 336. Ceramic Sculpture. 4.
Exploration of sculptural possibilities of clay using a variety of techniques including: slip casting, pres molding, modeling and slab building. There are also opportunities for collaborative work and multimedia approaches. Study of relevant precedents and contemporary practice in ceramic sculpture. This team-taught course draws on the experience of faculty in Ceramics and Sculpture. Fulfills arts requirement (1998). Embodied and creative engagement requirement (2019).

## ART 343. The Political Print. 4.

History and tactics of agitprop and political printmaking through making. Linocut, woodcut, monotype, and screenprinting are covered. Emphasis on historical study, conceptual concerns, and student-designed projects. Prerequisite: Any 200 level Printmaking course. Combined with 243.
Fulfills arts and diversity in the U.S. requirement (1998). Arts/humanities and sociocultural engagement requirements (2019).

ART 344. Print: Explorations in Process. 4.
Guided exploration through the techniques, processes, and characteristicsunique to printed images. Emphasis on developing form and content through repetition, layering, and editioning.
Prerequisite: Any 200-level print. (Cross-list with any printmaking course.)
ART 345. Ceramics: Soda and Wood Kiln. 4.
This class will explore the rich color and range of textures created by altering kiln atmospheres, firing schedules and clay bodies. There will be freedom to explore individual clay forms, construction methods and recipes. Students will actively participate in firing the two wood kilns, gaining a working knowledge of the firing process of pottery.
Prerequisite: any Ceramics course.
ART 346. Photo: Advanced Digital Darkroom I. 4.
ART 350. Special Topics. 1-8.
ART 351. Ceramics: Functional Pottery. 4.
Advanced ceramic techniques: throwing on the wheel, glaze preparation and formulation, kiln operation for dinner sets and serving pieces.
Prerequisite: ART 255 or ART 256 or instructor permission.

## ART 353. Sculpture: System/Processes. 4.

Material investigation and experimentation with focus on systematic and process-oriented approaches. Emphasis on place and practice development.
Prerequisite: ART 106 Design of Objects or any Sculpture course. Fulfills evaluating systems and environments requirement (2019).

## ART 354. Sculpture: Ecology/Humanity. 4.

Sculpture with an emphasis on human relationships with the other-thanhuman world. Cross-disciplinary collaboration. Readings on Ecological Art.
Prerequisite: ART 106 Design of Objects or any Sculpture course. Fulfills arts and social justice/environmental responsibility requirements (1998). Arts/humanities, evaluating systems and environments, and embodied and creative engagement requirements (2019).

## ART 356. Sculpture: Ecology/Humanity. 4.

Exploration of sculptural possibilities of clay using a variety of techniques including: slip casting, pres molding, modeling and slab building. There are also opportunities for collaborative work and multimedia approaches. Study of relevant precedents and contemporary practice in ceramic sculpture. This team-taught course draws on the experience of faculty in Ceramics and Sculpture. Combined with ART 336. Fulfills embodied and creative engagement requirement (2019).
ART 360. Independent Study. 1-8.
ART 390. Internship. 1-12.
ART 406. Advanced Ceramics Projects. 4.
4.

ART 410. Advanced Drawing Projects. 4.
Advanced study in drawing through guided personal exploration.
Emphasis on personal exploration of conceptual and formal elements within drawing. Develop a studio practice through studio writing and generative methods.
Prerequisite: Any 300-level course in Drawing focus. May be repeated for credit.

## ART 420. Advanced Painting Studio. 4.

Advanced painting. Guided exploration in painting concept and technique in relationship to personal direction. Requirement: both 200 level courses and any 300 level course in focus. (Cross-list with any painting course).

ART 422. Advanced Print Projects. 4.
Independent study and guided exploration of advanced printmaking projects, concepts, and techniques.
Prerequisite: Any 300-level Printmaking course. May be repeated for credit.

## ART 445. Photo: Advanced Digital Darkroom II. 4.

## ART 450. Special Topics. 1-8.

ART 455. Advanced Ceramics Projects. 4.
Advanced Ceramics Projects is a class where students will be given the freedom to investigate personal ideas and concepts through individual projects. Each assignment should explore new and different approaches to decoration, manipulation, addition and subtraction, presentation, and containment. Students will work in small groups and with the instructor to push through personal clay issues. All work will be produced using basic ceramic tools and machinery, as well as creative thought and energy.

## ART 460. Independent Study. 1-8.

ART 477. New York Art Seminar. 1.
Four to five day seminar on the visual arts, stressing dialogue with artists in New York City studios, museums and galleries. Course planned to acquaint students with the making and promotion of the visual arts. CR/ NC.

ART 479. Professional Practices for Art. 4.
This 3-week, team taught course allows students to install their Senior Thesis Exhibition and complete planning and execution of the exhibition opening; documentation of the exhibition; and further sharing the results of their research in preparation for post-graduation professional opportunities.

## ART 480. Advanced Creative Research. 4.

In this capstone course students pursue creative inquiry in a chosen subject and/or process. Projects may be individual or collaborative. Course culminates in an exhibit and/or public presentation. For students pursuing Senior Thesis in Art, this course serves as the first half of yearlong Thesis Project. Required for B.F.A. candidates.

## ART 481. Senior Thesis. 4.

Students on the thesis track continue their ART 480 work to greater depth and resolution to create a concise body of work for public exhibition. Prerequisite: Accepted application for thesis program in the spring of student's junior year. ART 480, a 3.25 G.P.A. in art courses and permission of department faculty.

## ART 490. Departmental Honors. 1-8.

Available to students accepted to the Art Thesis program. This course replaces ART 481. Requires additional external committee member who, at a minimum, reviews the student's work at midterm and end of the semester of the thesis exhibition.
Prerequisite: ART 480, a 3.5 G.P.A. in the art major, departmental approval.

## Experience Design (XD)

## XD 220. Experience Design. 4.

Experience design (XD) combines knowledge and skills from many disciplines to craft products and services that fulfill user's needs and designers. Students will learn fundamental design principles of products, services and experiences to evaluate existing user experiences. Creating user-centered design requires the application of design constraints, affordances, visibility and feedback to create effective product and interface designs. Furthermore, user experience integrates perspectives from product and interface design, usability research, interaction design and others. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

## XD 221. Seminar in Experience Design. 2.

Students in this course will apply and extend their XD knowledge through the development of practical projects. This course consists of discussion, presentations from external speakers, and student presentations. This course may be repeated twice for credit; however, students will be required to develop different projects for each enrollment. Prerequisites/ Corequisites: XD 220 Experience Design.
XD 260. Independent Study. 1-8.
XD 290. Internship. 1-4.
XD 320. Intermediate Experience Design. 4.
The experience design (XD) lifecycle is a continuous process of inquiry, research, design and prototyping to create engaging experiences. In this course, students build upon user-centered design principles and delve deeper into specific issues relating to experience design, including user and usability research, interface design, and interaction design. Students will develop a design and prototype for a new or existing experience. Prerequisite: XD 220, Experience Design

XD 390. Internship. 1-4.
A combined on-the-job and academic experience arranged with an organization, business, individual, or campus office. Internships are supervised by a faculty member associated with the Experience Design program and can be coordinated through the Career Development Center. Recommended for juniors and seniors. May be repeated for credit. A total of 4-credits of Internship required.

## XD 420. Experience Design Capstone. 4.

The course requires students to synthesize their cumulative learning experiences in multiple disciplines and apply them in positions of major responsibility within the practical context of an internship or project designing and implementing a physical, digital and/or live experience. The work requires students to articulate a philosophy, assess the skills they bring to the work, set goals and objectives, maintain ongoing documentation of research and work before and during the internship/ project, and assess their processes and accomplishments following completion.
Prerequisite: XD 320 Intermediate Experience Design and at least two credits of XD 221 Seminar in Experience Design.

## Art Major: Ceramics Focus

Major Requirements for the A.B. Degree in Art
The major requires a minimum of 44 credit hours ( 11 courses) without senior thesis and 48 credit hours ( 12 courses) with senior thesis.

The following courses are required for the Bachelor of Arts both without and with senior thesis:

## Art Foundation Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 102 | Visual Communications | 4 |
| ART 104 | Drawing Fundamentals | 4 |
| ART 106 | Design of Objects | 4 |
| Total Credits |  | $\mathbf{1 2}$ |

Three studio courses in focus area: 12 credits

## Ceramics Focus

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 255 | Ceramics: Wheel Throwing | 4 |
| ART 256 | Ceramics: Hand-Build \& Molds | 4 |

Select any ART 300- or 400-level ceramics
Two Art history courses, at least one 300- or 400-level or IDS 481 Notions of Beauty in 20th Century Culture, Art \& Fiction: 8 credits

## Without Senior Thesis

Total credit hours for A.B. degree in art without senior thesis is 44 credits.
Select Three art elective different from focus-12 credits.

## With Senior Thesis

Total credit hours for A.B. degree in art with senior thesis is 48 credits.
Code Title Credits

Select one art elective course different from focus 4

| ART 480 | Advanced Creative Research |
| :--- | :--- |
| ART 481 | Senior Thesis |
| ART 479 | Professional Practices for Art |

Total credit hours for A.B. degree in art with senior thesis is 48 credits.

## Major Requirements for the B.F.A. Degree in Art

This major, which emphasizes a more intensive study of studio art, requires a minimum of 82 credit hours ( 21 courses). A 3.25 1.1.A.in art is required to continue to pursue the B.F.A. beyond the second semester of the junior year.

The B.F.A. degree does not require a minor.

## Art Foundation Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 102 | Visual Communications | 4 |
| ART 104 | Drawing Fundamentals | 4 |
| ART 106 | Design of Objects | 4 |
| ART 309 | Color Theory | 4 |
| or ART 310 | Drawing Exploration | $\mathbf{4 6}$ |


| Seven studio courses in focus area - 28 credits |  |  |
| :---: | :---: | :---: |
| Code | Title | Credits |
| ART 255 | Ceramics: Wheel Throwing | 4 |
| ART 256 | Ceramics: Hand-Build \& Molds | 4 |
| Any 300-level ceramics |  |  |
| Any 300-level sculpture |  |  |
| Any 400-level sculpture |  |  |
| ART 480 | Advanced Creative Research | 4 |
| ART 481 | Senior Thesis | 4 |
| Code | Title | Credits |
| ART 479 | Professional Practices for Art | 4 |
| Three art history courses: 12 credits |  |  |
| At least one must be 300- or 400-level |  |  |
| or IDS 481 |  |  |
| Six elective | urses outside focus area | 24 |

Total Credit Hours for the B.F.A. degree in art is 83 credits

## Art Major: Drawing Focus

## Major Requirements for the A.B. Degree in Art

The major requires a minimum of 44 credit hours ( 11 courses) without senior thesis and 48 credit hours ( 12 courses) with senior thesis.

The following courses are required for the Bachelor of Arts both without and with senior thesis:

## Art Foundation Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 102 | Visual Communications | 4 |
| ART 104 | Drawing Fundamentals | 4 |
| ART 106 | Design of Objects | 4 |
| Total Credits |  | $\mathbf{1 2}$ |

Three studio courses in focus area: 12 credits

| Drawing Focus |  |  |
| :--- | :--- | ---: |
| Code | Title | Credits |
| ART 204 | Life Drawing | 4 |
| ART 310 | Drawing Exploration | 4 |
| ART 309 | Color Theory | 4 |
| ART 323 | Printmaking: Etching | 4 |

Select any ART 300- or 400-level drawing
Two Art history courses, at least one 300 - or 400 -level or IDS 481 Notions of Beauty in 20th Century Culture, Art \& Fiction: 8 credits

## With Senior Thesis

Total credit hours for A.B. degree in art with senior thesis is 48 credits.
Code Title Credits

Select one art elective course different from focus 4

| ART 480 |
| :--- |
| ART 481 |
| ART 479 |
| Total credit hours for A.B. degree in art with senior thesis is 48 credits. |
| Majoressional Practices for Art |
| Mequirements for the B.F.A. Degree |
| In Art |

This major, which emphasizes a more intensive study of studio art, requires a minimum of 82 credit hours ( 21 courses). A 3.25 1.1.A.in art is required to continue to pursue the B.F.A. beyond the second semester of the junior year.

The B.F.A. degree does not require a minor.

## Art Foundation Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 102 | Visual Communications | 4 |
| ART 104 | Drawing Fundamentals | 4 |
| ART 106 | Design of Objects | 4 |
| ART 309 | Color Theory | 4 |
| or ART 310 | Drawing Exploration |  |

Total Credits16

## Seven studio courses in focus area - $\mathbf{2 8}$ credits

| Code | Title | Credits |
| :---: | :---: | :---: |
| ART 204 | Life Drawing | 4 |
| ART 309 | Color Theory | 4 |
| or ART 310 | Drawing Exploration |  |
| ART 323 | Printmaking: Etching (or any 300 level dawing) | 4 |
| Any 300-level drawing |  |  |
| any 400 level drawing |  |  |
| ART 480 | Advanced Creative Research | 4 |
| ART 481 | Senior Thesis | 4 |
| Code | Title | Credits |
| ART 479 | Professional Practices for Art | 2 |
| Three art history courses: 12 credits |  |  |
| At least one must be 300 - or 400 -level |  |  |
| or IDS 481 |  |  |
| Six elective art | urses outside focus area | 24 |

## Without Senior Thesis

Total credit hours for A.B. degree in art without senior thesis is 44 credits.

Select Three art elective different from focus - 12 credits.

## Art Major: Painting Focus <br> Major Requirements for the A.B. Degree in Art

The major requires a minimum of 44 credit hours (11 courses) without senior thesis and 48 credit hours ( 12 courses) with senior thesis.

The following courses are required for the Bachelor of Arts both without and with senior thesis:

Art Foundation Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 102 | Visual Communications | 4 |
| ART 104 | Drawing Fundamentals | 4 |
| ART 106 | Design of Objects | 4 |
| Total Credits |  | $\mathbf{1 2}$ |

Three studio courses in focus area: 12 credits

## Painting Focus

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 220 |  | 4 |
| ART 221 | Printmaking: Woodcut | 4 |
| Select any ART | 300- or 400-level painting | 4 |

Two Art history courses, at least one 300 - or 400 -level or IDS 481 Notions of Beauty in 20th Century Culture, Art \& Fiction: 8 credits

## Without Senior Thesis

Total credit hours for A.B. degree in art without senior thesis is 44 credits.
Select Three art elective different from focus - 12 credits.

## With Senior Thesis

Total credit hours for A.B. degree in art with senior thesis is 48 credits.

| Code | Title | Credits |
| :--- | :--- | ---: |
| Select one art elective course different from focus | 4 |  |
| ART 480 | Advanced Creative Research |  |
| ART 481 | Senior Thesis |  |
| ART 479 | Professional Practices for Art |  |

Total credit hours for A.B. degree in art with senior thesis is 48 credits.

## Major Requirements for the B.F.A. Degree in Art

This major, which emphasizes a more intensive study of studio art, requires a minimum of 82 credit hours ( 21 courses). A 3.25 1.1.A.in art is required to continue to pursue the B.F.A. beyond the second semester of the junior year.

The B.F.A. degree does not require a minor.

| Art Foundation Courses |  |  |
| :--- | :--- | ---: |
| Code | Title | Credits |
| ART 102 | Visual Communications | 4 |
| ART 104 | Drawing Fundamentals | 4 |


| ART 106 | Design of Objects | 4 |
| :--- | :--- | ---: |
| ART 309 | Color Theory | 4 |
| or ART 310 | Drawing Exploration | $\mathbf{1 6}$ |

Seven studio courses in focus area - $\mathbf{2 8}$ credits
Code Title Credits

ART 220
ART 221 Printmaking: Woodcut 4

Any 300-level painting
Any 300-level painting
Any 400-level painting
ART $480 \quad$ Advanced Creative Research 4
ART 481 Senior Thesis 4
Code Title Credits
ART 479 Professional Practices for Art 2

Three art history courses: 12 credits
At least one must be 300 - or 400 -level
or IDS 481
Six elective art courses outside focus area
Total Credit Hours for the B.F.A. degree in art is 83 credits
Art Maior: Photography FOCuS
Major Requirements for the A.B. Degree in
Art

The major requires a minimum of 44 credit hours (11 courses) without senior thesis and 48 credit hours ( 12 courses) with senior thesis.

The following courses are required for the Bachelor of Arts both without and with senior thesis:

## Art Foundation Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 102 | Visual Communications | 4 |
| ART 104 | Drawing Fundamentals | 4 |
| ART 106 | Design of Objects | 4 |
| Total Credits |  | $\mathbf{1 2}$ |

Three studio courses in focus area: 12 credits

## Photography Focus

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 231 | Photography Fundamentals | 4 |
| ART 261 | Photo: Documents \& Ethics | 4 |
| Select any ART | 300- or 400-level photography | 4 |

Two Art history courses, at least one 300 - or 400 -level or IDS 481 Notions of Beauty in 20th Century Culture, Art \& Fiction: 8 credits

## Without Senior Thesis

Total credit hours for A.B. degree in art without senior thesis is 44 credits.

Select Three art elective different from focus - 12 credits

## With Senior Thesis

Total credit hours for A.B. degree in art with senior thesis is 48 credits.
Code Title Credits

Select one art elective course different from focus 4

| ART 480 | Advanced Creative Research |
| :--- | :--- |
| ART 481 | Senior Thesis |
| ART 479 | Professional Practices for Art |

Total credit hours for A.B. degree in art with senior thesis is 48 credits.

## Major Requirements for the B.F.A. Degree in Art

This major, which emphasizes a more intensive study of studio art requires a minimum of 82 credit hours ( 21 courses). A 3.25 1.1.A.in art is required to continue to pursue the B.F.A. beyond the second semester of the junior year

The B.F.A. degree does not require a minor.

| Art Foundation Courses |  |  |
| :--- | :--- | ---: |
| Code | Title | Credits |
| ART 102 | Visual Communications | 4 |
| ART 104 | Drawing Fundamentals | 4 |
| ART 106 | Design of Objects | 4 |
| ART 309 | Color Theory | 4 |
| or ART 310 | Drawing Exploration |  |

Total Credits

## Seven studio courses in focus area - 28 credits

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 231 | Photography Fundamentals | 4 |
| ART 261 | Photo: Documents \& Ethics | 4 |
| Any 300-level photography |  |  |
| Any 300-level photography |  |  |
| Any 400-level photography | 4 |  |
| ART 480 | Advanced Creative Research | 4 |
| ART 481 | Senior Thesis | Credits |
| Code | Title | 4 |
| ART 479 | Professional Practices for Art |  |
| Three art history courses: 12 credits |  |  |
| At least one must be 300- or 400-level | 24 |  |
| or IDS 481 |  |  |
| Six elective art courses outside focus area |  |  |

[^0]
# Art Major: Printmaking Focus Major Requirements for the A.B. Degree in Art 

The major requires a minimum of 44 credit hours ( 11 courses) without senior thesis and 48 credit hours ( 12 courses) with senior thesis.

The following courses are required for the Bachelor of Arts both without and with senior thesis:

## Art Foundation Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 102 | Visual Communications | 4 |
| ART 104 | Drawing Fundamentals | 4 |
| ART 106 | Design of Objects | 4 |
| Total Credits |  | $\mathbf{1 2}$ |

Three studio courses in focus area: 12 credits

## Printmaking Focus

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 221 | Printmaking: Woodcut | 4 |
| ART 323 | Printmaking: Etching | 4 |
| or ART 242 | Printmaking: Screenprinting |  |
| Select any ART 300- or 400-level printmaking | 4 |  |

Two Art history courses,at least one 300- or 400-level or IDS 481 Notions of Beauty in 20th Century Culture, Art \& Fiction: 8 credits

## Without Senior Thesis

Total credit hours for A.B. degree in art without senior thesis is 44 credits.
Select Three art elective different from focus - 12 credits.

## With Senior Thesis

Total credit hours for A.B. degree in art with senior thesis is 48 credits.

| Code | Title | Credits |
| :--- | :--- | ---: |
| Select one art elective course different from focus | 4 |  |
| ART 480 | Advanced Creative Research |  |
| ART 481 | Senior Thesis |  |
| ART 479 | Professional Practices for Art |  |
| Total credit hours for A.B. degree in art with senior thesis is 48 credits. |  |  |

## Major Requirements for the B.F.A. Degree in Art

This major, which emphasizes a more intensive study of studio art, requires a minimum of 82 credit hours ( 21 courses). A 3.25 1.1.A.in art is required to continue to pursue the B.F.A. beyond the second semester of the junior year.

The B.F.A. degree does not require a minor.

| Art Foundation Courses |  |  |
| :--- | :--- | ---: |
| Code | Title | Credits |
| ART 102 | Visual Communications | 4 |
| ART 104 | Drawing Fundamentals | 4 |
| ART 106 | Design of Objects | 4 |
| ART 309 | Color Theory | 4 |
| or ART 310 | Drawing Exploration |  |

Seven studio courses in focus area - $\mathbf{2 8}$ credits

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 221 | Printmaking: Woodcut | 4 |
| ART 323 | Printmaking: Etching | 4 |
| or ART 242 | Printmaking: Screenprinting |  |

Any 300-level printmaking
Any 300-level printmaking
Any 400-level printmaking

| ART 480 | Advanced Creative Research | 4 |
| :--- | :--- | :--- |
| ART 481 | Senior Thesis | 4 |


| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 479 | Professional Practices for Art | 4 |

Three art history courses: 12 credits
At least one must be 300- or 400-level

$$
\text { or IDS } 481
$$

Six elective art courses outside focus area
Total Credit Hours for the B.F.A. degree in art is 83 credits

## Art Major: Sculpture Focus Major Requirements for the A.B. Degree in Art

| The following courses are required for the Bachelor of Arts both without and with senior thesis: |  |  |
| :---: | :---: | :---: |
| Art Foundation Courses |  |  |
| Code | Title | Credits |
| ART 102 | Visual Communications | 4 |
| ART 104 | Drawing Fundamentals | 4 |
| ART 106 | Design of Objects | 4 |
| Total Credits |  | 12 |

Three studio courses in focus area: 12 credits

## Sculpture Focus

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 232 | Welding for Sculpture | 4 |
| ART 233 | Wood Shop for Sculpture | 4 |
| Select any | ART | 300 - or $400-l e v e l ~ s c u l p t u r e ~$ | 4

## Two Art history courses, at least one 300- or 400-level or IDS 481 Notions of Beauty in 20th Century Culture, Art \& Fiction: 8 credits

## Without Senior Thesis

Total credit hours for A.B. degree in art without senior thesis is 44 credits.
Select Three art elective different from focus - 12 credits.

## With Senior Thesis

Total credit hours for A.B. degree in art with senior thesis is 48 credits.

| Code | Title | Credits |
| :--- | :--- | ---: |
| Select one art elective course different from focus | 4 |  |
| ART 480 | Advanced Creative Research |  |
| ART 481 | Senior Thesis |  |
| ART 479 | Professional Practices for Art |  |

Total credit hours for A.B. degree in art with senior thesis is 48 credits.

## Major Requirements for the B.F.A. Degree in Art

This major, which emphasizes a more intensive study of studio art, requires a minimum of 82 credit hours ( 21 courses). A 3.25 1.1.A.in art is required to continue to pursue the B.F.A. beyond the second semester of the junior year.

The B.F.A. degree does not require a minor.

## Art Foundation Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 102 | Visual Communications | 4 |
| ART 104 | Drawing Fundamentals | 4 |
| ART 106 | Design of Objects | 4 |
| ART 309 | Color Theory | 4 |
| or ART 310 | Drawing Exploration | $\mathbf{1 6}$ |
| Total Credits |  | 4 |

## Seven studio courses in focus area - 28 credits

| Code | Title | Credits |
| :---: | :---: | :---: |
| ART 232 | Welding for Sculpture | 4 |
| ART 233 | Wood Shop for Sculpture | 4 |
| Any 300-level sculpture |  |  |
| Any 300-level sculpture |  |  |
| Any 400-level sculpture |  |  |
| ART 480 | Advanced Creative Research | 4 |
| ART 481 | Senior Thesis | 4 |
| Code | Title | Credits |
| ART 479 | Professional Practices for Art | 4 |
| Three art history courses: 12 credits |  |  |
| At least one must be 300- or 400-level |  |  |
| or IDS 481 |  |  |
| Six electiv | urses outside focus area | 24 |

## Visual Arts Minor

Kathryn Shields, Co-Chair,Associate Professor Mark Dixon, Co-Chair, Associate Professor

The visual arts minor allows students from any major to pursue a focused exploration of ceramics, design, drawing, painting, photography, printmaking, sculpture or art history.

The visual art minor in a studio area is not available to students obtaining an A.B. degree in art. The visual arts minor is available to students obtaining a B.F.A. degree provided that the medium chosen for the minor is different from the student's studio focus area for the degree. Students obtaining an A.B. or B.F.A. degree in art may minor in art history.

## Minor Requirements

Each of the eight tracks in the visual arts minor requires a minimum of 16 credit hours (four courses).

## Art History



Total credit hours for visual arts, design track is 16 credits

## Drawing

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 104 | Drawing Fundamentals | 4 |
| ART 204 | Life Drawing | 4 |
| ART 310 | Drawing Exploration | 4 |
| Select one ART course at any level | $\mathbf{4}$ |  |
| Total Credits | $\mathbf{1 6}$ |  |

Total credit hours for visual arts, drawing track is 16 credits Painting

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 102 | Visual Communications | 4 |
| ART 220 |  | 4 |
| ART 221 | Printmaking: Woodcut | 4 |
| Select one ART course at any level | 4 |  |
| Total Credits | $\mathbf{1 6}$ |  |

Total credit hours for visual arts, painting track is 16 credits
Photography

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 102 | Visual Communications | 4 |
| ART 231 | Photography Fundamentals | 4 |
| Any 300 or 400 level photography course | 4 |  |
| Select one ART course at any level | 4 |  |
| Total Credits | $\mathbf{1 6}$ |  |

Total credit hours for visual arts, photography track is 16 credits Printmaking

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 102 | Visual Communications | 4 |
| or ART 104 | Drawing Fundamentals |  |
| ART 221 | Printmaking: Woodcut | 4 |
| ART 323 | Printmaking: Etching | 4 |
| Select one ART course at any level | 4 |  |
| Total Credits |  | $\mathbf{1 6}$ |

## Total Credit Hours for visual arts, printmaking track is $\mathbf{1 6}$ credits Sculpture

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 106 | Design of Objects | 4 |
| Any 200-level Sculpture course | 4 |  |
| Any 300 - or $400-$ level Sculpture course | 4 |  |
| Select one ART course at any level | 4 |  |
| Total Credits | $\mathbf{1 6}$ |  |

## Biology (BIOL)

Bryan W. Brendley, Associate Professor, Chair Frank P. Keegan, Raymond Binford Professor of Biology
Michele Malotky, Professor
Christine M. Stracey, Associate Professor
David East, Visiting Assistant Professor

The Department of Biology provides students with a strong foundation in the biological sciences, pre-professional, or forensic sciences. Using experiential, inquiry-based learning and scholastic rigor, our curriculum stimulates academic excellence through independent thinking, interdisciplinary applications and critical analysis to develop tomorrow's leaders in the natural sciences. The major is divided into three possible tracks: (1) Biology A.B., (2) Biology B.S., (3) Pre-professional Biology B.S.

## Degrees Offered

The Bachelor of Arts and Bachelor of Science degrees are offered in biology and in forensic biology.

- Biology Major (p. 26)
- Forensic Biology Major (p. 28)
- Biology Minor (p. 27)
- Forensic Science (p. 28)
- Integrated Science (p. 28)

BIOL 101. Explorations in Biology: Special Topics. 4.
In this course, students will be exposed to the discipline of biology by examining a particular topic in depth. Students will engage in the process of science through a research experience and will draw connections between biology and society. Fulfills the natural science/mathematics requirement (1998 \& 2019).
BIOL 150. Special Topics. 8.
Possible courses include: Dendrology, Vertebrate Social Behavior, Genetic Engineering and Human Disease. May also be offered at the 250, 350 and 450 levels. Fulfills the natural science/mathematics requirement (1998\& 2019).

## BIOL 151. HP.Evolution. 4.

An examination of the views of species origins prior to Darwin, Darwin's theories and those of his contemporaries and the history of evolutionary theory in modern times. One of the weekly class periods will be used to give students practical experience in the methods of evolutionary study, such as techniques for determining protein all types, and examining species relationships through DNA analysis.
Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 2019).

## BIOL 201. Intro Biol: Form and Function. 4.

In this course, students will be exposed to the diversity of life on Earth. An evolutionary perspective will be taken throughout, as the course underscores the relationship between form and function of organisms. This course explores various aspects of animal and plant diversity with an emphasis on form and function. Fulfills the natural science/ mathematics requirement (1998 \& 2019).

## BIOL 202. Intro Biol: Ecol and Evolution. 4.

This course covers evolutionary biology and ecology, with the goal of exposing students to a broad range of topics and ideas in both disciplines and as an integrated whole. We will examine how organisms interact with their environment at the individual, population, and community levels, while also This course covers evolutionary biology and ecology, with the goal of exposing students to a broad range of topics and ideas in both disciplines and as an integrated whole. We will examine how organisms interact with their environment at the individual, population, and community levels, while also looking at the effects of humans on the natural world. Additionally, we will explore the mechanisms of evolution that have resulted in the diversity of life on Earth. This course is designed to help students develop skills of science, including observation, experimental design, written and oral communication, critical thinking, and problem-solving, in a collaborative environment. Fulfills the natural science/mathematics requirement (1998 \& 2019).

BIOL 203. Intro Biol:Molecules and Cells. 4.
This course focuses on the molecular and cellular aspects of Biology, including the molecular building blocks of life, genetics and DNA, cellular structure/function, reproduction and the energy pathways of photosynthesis and respiration. In the laboratory, the students will become familiar with the scientific method, applying the concepts they are learning in class through a semester-long, authentic research project. Fulfills the natural science/ mathematics requirement (1998 \& 2019).

## BIOL 209. Human Biology. 4.

An introductory study of the human body, including the basic structure and function of the major organ systems (nervous, endocrine, circulatory, reproductive, etc.) and the effects of diet, exercise, stress and environmental change on human health. Does not count toward the major. Fulfills the natural science/mathematics requirement (1998 \& 2019).

BIOL 212. Environmental Science. 4.
Study of the structure and function of ecosystems with reference to energy flow, nutrient cycling, population growth and regulation, and community organization and dynamics. Particular emphasis on the relationship between humans and the environment. Fulfills natural science and mathematics and social justice/environmental responsibility requirements (1998). Fulfills the natural science/mathematics and evaluating systems and environments requirements (2019).

## BIOL 215. General Botany. 4.

Introductory study of the plant kingdom including morphology, anatomy, physiology, ecology and evolution. Laboratory study includes observation of the morphology and anatomy of typical plant species and a variety of plant physiology experiments. Fulfills the natural science/mathematics requirement (1998 \& 2019).
BIOL 224. Field Botany. 4.
Taxonomic study of vascular plants involving classification, collection and identification in the field and laboratory.
Prerequisite: BIOL 201, 202 and 203 or instructor permission.
BIOL 233. North Carolina Freshwater Fishes. 4.
A field course for those students desiring an outdoor lab science. Field studies introduce students to the diversity, distribution and ecology of North Carolina freshwater fishes.
Prerequisite: BIOL 201, 202 and 203 or instructor permission. Fulfills natural science/mathematics and social justice/environmental responsibility requirements (1998). Fulfills the natural science/ mathematics and evaluating systems and environments requirements (2019).

BIOL 235. Vertebrate Field Zoology. 4.
Advanced study of vertebrates, emphasizing morphology, taxonomy, ecology and behavior of representative tetrapod species. Laboratory work includes field studies of the major groups of North Carolina tetrapod vertebrates.
Prerequisite: BIOL 201, 202 and 203 or instructor permission.

BIOL 238. Field Biology. 4.
Exploration of the natural systems around you inspires endless scientific questions. In this class, we'll travel to a variety of sites near and far from campus, using each to become familiar with the types of ecosystems found in the region, to identify common plant and animal species, and to address ecological questions employing common methods used in the collection of ecological data. The course will be organized around an environmental theme that students investigate in a variety of habitats throughout the region. During this course we will spend a significant amount of time in the field, including overnight field trips.
Prerequisite: BIOL 202 or instructor permission.
BIOL 242. Natural Science Seminars. 4.
Studies of the biology, geology, ecology and natural history of different field areas, including the American Southwest, the Galapagos, East Africa, Brunnenburg, North Carolina and other areas. Includes a oneto three-week trip to the area being studied, depending on when the course is offered; trip includes research project. When course is offered for a minimum of 4 semester credits, the course will fulfill natural science/mathematics and social justice/environmental responsibility requirements (1998); natural science/mathematics, evaluating systems and environments requirements, and embodied and creative engagement requirements (2019).

## BIOL 245. Introduction to Forensic Science. 4.

Introduction to in-depth study of the application of the biological, chemical and physical sciences to the examination of forensic evidence. Explores the underlying physiological and biochemical basis for forensic methods; laboratory analysis includes microscopy, chromatography, hair, fingerprints, serology and introduction to DNA profiling. Fulfills the natural science/mathematics requirement (1998 \& 2019).

## BIOL 250. Special Topics. 8.

BIOL 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
BIOL 290. Internship. 1-8.
May also be offered at the 390 level.

## BIOL 291. Introduction to Scientific Inquiry. 4.

This course is designed to 1) build students' understanding and ability to judge scientific information from sources including, first, the media and common lay outlets, then secondary popular sources and finally peerreviewed primary journals and research papers; and 2) help students use this knowledge to develop and refine their own writing.
Prerequisite: BIOL 202, BIOL 203, or instructor permission, and Historical Perspectives.

BIOL 292. Scientific Inquiry: Introduction to Research in Community Health Issues (PBH 292). 4.
This course embraces multiple aspects of community-based, interdisciplinary research. Prior to beginning research projects, students will learn about the changing demographics of Guilford County including refugees and underserved populations. They will also receive training in anti-racism and cultural competency to prepare students for working with community members. Through community outreach efforts, students will be involved in the formation and implementation of focus groups and community events to build trusting relationships with community members as well as to identify and assess community needs. Students will work with faculty and student leaders to design, implement and evaluate a community-based research project. Projects will address current community concerns ranging from access to health care to medical and nutritional needs. This instruction will help in the promotion of effective, focused research and will prepare students for developing sustainable relationships with the targeted community.
Prerequisite: BIOL 202, 203 or instructor permission. Fulfills the natural science/mathematics requirement (1998 2019).

## BIOL 313. Molecular Cell Biology. 4.

A study of the structure and function of eukaryotic cells including: microscopic structure, biochemical components, the organization of macromolecules into organelles, and coordinated function of organelles in the living cell. Includes a detailed study of chromosome structure and function; DNA, RNA and protein synthesis.
Prerequisite: BIOL 203 and CHEM 112 or BIOL 246 or instructor permission.

## BIOL 315. Microbiology. 4.

A study of microbial classification, structure, metabolism and genetics with primary foci on bacterial cells and viruses. This course includes a survey of microbial importance in human disease, immunology, environmental studies and industrial applications. The laboratory experience includes methods of aseptic technique, bacterial isolation, metabolic characterization and microbial identification with an introduction to molecular techniques.
Prerequisite: CHEM 112, BIOL 202 and 203.
BIOL 322. Mec. of Medicine \& Magic. 4.
This experiential team-taught, intensive, three-week, interdisciplinary study abroad course will take place in and on the grounds of Alnwick Castle in Northumberland, in the far northeastern reaches of England. The course explores the intersections and distinctions between the causal systems, modalities, and mechanisms of magic and medicine. With site visits to the island castle and priory of Lindisfarne, the Scottish city of Edinburgh, the Magic \& Medicine Garden of Dilston, Alnwick town, and the castle's bucolic gardens and park grounds, the course will begin with a rigorous investigation into the history of the importance of the concept of causality in both scientific and non-empirical thought, and with student projects about medicinal herbs. The centerpiece of the course will utilize the Reacting to the Past pedagogical engaged-learning collaborative theatrical scenario about Charles Darwin. The final week will involve classes on the castle grounds about postmodern intercultural understandings of magic and the mysteries of the mechanisms of medicine and health. Students will spend the full three-week course living in Alnwick Castle, famously the cinematographic setting of Harry Potter's Hogwarts. There are no prerequisites for this course. Instructor permission required prior to registration. Fulfills the natural science/ mathematics requirement (1998 \& 2019).

BIOL 332. Invertebrate Zoology. 4.
Advanced study of invertebrate phyla with emphasis on taxonomy, physiology and ecology of the several groups.
Prerequisite: BIOL 201, 202, 203 or instructor permission. Offered when demand and scheduling permit.

## BIOL 333. Ichthyology. 4.

Study of the diversity, distribution and ecology of the world fish fauna with emphasis on field studies of North Carolina populations. Basic anatomy and physiology will also be covered.
Prerequisite: BIOL 201, 202, 203 or instructor permission. Offered when demand and scheduling permit.

## BIOL 334. Animal Behavior. 4.

The zoological approach to the study of animal behavior (ethology), behavioral ecology, types of social organization and communication in animals, and the evolution of behavior in selected species. The laboratory section of the course will provide opportunities for students to observe and record the behavior of a variety of animals. Students will conduct individual research projects at the North Carolina Zoo.
Prerequisite: BIOL 201, 202, 203 or instructor permission. Alternate years.

## BIOL 336. Ornithology. 4.

This field-oriented course introduces students to the scientific study of birds, including broad concepts in avian biology, bird identification, and field research techniques. Through a combination of in-class learning, field trips, and student-led research projects, students will gain an understanding of avian ecology, anatomy, physiology, and behavior. During this course we will spend a significant amount of time in the field. Some semesters this course may be taught on campus and in other semesters as a study abroad experience.
Prerequisite: BIOL 201 and 202 or instructor permission. Spring, three week.

BIOL 340. Psychobiology (PSY 340). 4.
Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Corequisite: laboratory work. Prerequisite: Either two courses in biology or one course in biology and one course in psychology.

## BIOL 341. Human Anatomy and Physiology I. 4.

Detailed study of the structure and function of human nervous, sensory, endocrine, integumentary, skeletal, muscular and respiratory systems. Prerequisite: Biol 203. Fall.

BIOL 342. Human Anatomy and Physiology II. 4.
Detailed study of the structure and function of human cardiovascular, lymphatic, immune, digestive, excretory and reproductive systems.
Prerequisite: BIOL 203 and 341. Spring.
BIOL 343. Sensory Systems. (PSY 343). 4.
Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus and measurements of sensory abilities. Laboratory work.
Prerequisite: either two courses in biology or one course in biology and one course in psychology. Alternate years. Fall.

BIOL 346. Forensic Chemistry. 4.
Explores methods used to examine and identify evidence of criminal activity, including chemical techniques for developing fingerprints, the chemistry of explosives, drug identification, PCR for DNA profiling and STR analysis.
Prerequisite: BIOL 203 and 245 or instructor permission. Alternate years. Spring.

## BIOL 349. Forensic Anthropology. 4.

4. The study of human osteology and skeletal anatomy. Students learn how to collect and process skeletal remains, use tables and to use tales and apply formulae to identify bones and bone fragments. Skeletal remains are used to illustrate the range of normal variation, for the determination of sex, race and age and to determine the cause and manner of death. Additional topics include forensic odontology, forensic entomology and fiber analysis.
Prerequisite: BIOL 245 and BIOL 341 or instructor permission.

## BIOL 350. Special Topics. 8.

## BIOL 351. Comparative Vertebrate Anatomy. 4.

Brief survey of the main classes of vertebrates; detailed comparative study of the major vertebrate organ systems.
Prerequisite: BIOL 201, 202. Offered when demand and scheduling permit.

## BIOL 352. Animal Physiology. 4.

The various physiological processes characteristic of living organisms; functioning of the individual organ systems with emphasis on interrelationships between organ systems and functioning of organ systems in the maintenance of homeostasis; and selected topics in comparative vertebrate physiology.
Prerequisite: BIOL 201, 203. Offered when demand and scheduling permit.
BIOL 360. Independent Study. 1-8.
BIOL 390. Internship. 8.
BIOL 434. Biochemistry (CHEM 434). 4.
A study of the chemical structure and physiological function of the biochemical building blocks of living organisms including proteins, carbohydrates, lipid metabolism and nucleic acid synthesis. The laboratory experience includes techniques used in the isolation and identification of proteins, lipids and nucleic acids.
Prerequisite: BIOL 203 and CHEM 232.

## BIOL 438. General Ecology. 4.

Basic ecological principles governing the structure and function of populations, communities and ecosystems.
Prerequisite: BIOL 201, 202, and 203 or instructor permission. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

## BIOL 443. Genetics. 4.

A study of structural and functional prokaryotic and eukaryotic molecular genetics including: replication, mitosis, meiosis, chromosome mapping, gene structure, expression and mutation. Mendelian inheritance and population genetics are also explored.
Prerequisite: BIOL 201, 202, and 203, CHEM 231; recommended BIOL 313 or BIOL 315 or instructor permission.

BIOL 449. Forensic Anthropology. 4.
The study of human osteology and skeletal anatomy. Students learn how to collect and process skeletal remains, use tables and to use tales and apply formulae to identify bones and bone fragments. Skeletal remains are used to illustrate the range of normal variation, for the determination of sex, race and age and to determine the cause and manner of death. Additional topics include forensic odontology, forensic entomology and fiber analysis.
Prerequisite: BIOL 203, 245 and BIOL 341 or instructor permission.

## BIOL 450. Special Topics. 8.

BIOL 460. Independent Study. 1-8.
May also be offered at the 260 and 360 levels.
BIOL 470. Senior Thesis.. 1-8.
Individual experience in biological research and writing of a professional paper.
BIOL 475. Research Seminar (CHEM 475). 2.
This course introduces the principles and concepts of presenting scientific research. Emphasis is placed on the preparation of oral and poster presentations and the implementation of proper etiquette for undergraduate symposia. This course also covers the preparation of funding proposals, curriculum vitae, Statements of Intent and the interview process for post-undergraduate programs. Students are required to present their research at two undergraduate meetings including the GuilfordUndergraduate Symposium.

BIOL 490. Departmental Honors. 1-8.
4-8.

## Biology Major

## Bachelor of Arts Degree Track in Biology

The A.B. degree track in biology is recommended for those students interested in the biological sciences whose career goals do not require courses in physics or calculus, e.g., scientific illustration, science writing or environmental law. The major requires a minimum of 40 credit hours (10 courses).

Total Credit Hours required for A.B. degree in biology is 40 credits.

| Code | Title | Credits |
| :---: | :---: | :---: |
| BIOL 201 | Intro Biol: Form and Function | 4 |
| BIOL 202 | Intro Biol: Ecol and Evolution | 4 |
| BIOL 203 | Intro Biol:Molecules and Cells | 4 |
| Select one BIOL elective course at any level |  | 4 |
| Select one BIOL elective course at the 200 level or above |  | 4 |
| Two BIOL elective courses at the 300 or 400 level |  | 8 |
| Capstone approved by department |  | 4 |
| Suggested Capstone examples include BIOL 390 Internship or BIOL 460 Independent Study or BIOL 470 Senior Thesis. (OR Approved Study Abroad/Away) |  |  |
| CHEM 111 | Chemical Principles I | 4 |
| CHEM 112 | Chemical Principles II | 4 |

All biology courses include laboratory experiences, fieldwork and/or off-campus field trips. Expanded study and research opportunities are available on the Guilford campus, at the North Carolina coast, in the mountains, and at regional universities and organizations. Several biology
courses are included as options for majors in environmental studies, public health, sports studies and health science. Numerous study abroad programs offer students the opportunity to study in various places around the world.

Biology (B.S track.) majors are encouraged to pursue independent research projects under the supervision of a biology faculty member through collaborations with other universities, summer REUs or with Guilford faculty. This research can lead to the generation of a senior thesis (BIOL 470) or departmental honors (BIOL 490). In addition, there are numerous opportunities for student participation in independent studies (BIOL 260 or 460) and internships (BIOL 290).

## Bachelor of Science Degree Track in Biology

The B.S. track in Biology is recommended for students planning to pursue graduate study in any area of biology. The major requires a minimum of 56 credit hours ( 14 courses).

| Code | Title | Credits |
| :---: | :---: | :---: |
| BIOL 201 | Intro Biol: Form and Function | 4 |
| BIOL 202 | Intro Biol: Ecol and Evolution | 4 |
| BIOL 203 | Intro Biol:Molecules and Cells | 4 |
| Select one BIOL elective course at any level |  | 4 |
| Select one BIOL elective courses at the 200 level or above |  | 4 |
| Two BIOL elective courses at the 300 or 400 level |  | 8 |
| Capstone approved by department |  | 4 |
| Suggested Capstone examples include BIOL 390 Internship or BIOL 460 Independent Study or BIOL 470 Senior Thesis. (OR Approved Study Abroad/Away) |  |  |
| CHEM 111 | Chemical Principles I | 4 |
| CHEM 112 | Chemical Principles II | 4 |
| Total Credits |  | 40 |
| Code | Title | Credits |
| Four courses selected from the following |  |  |
| CHEM 231 | Organic Chemistry I | 4 |
| CHEM 232 | Organic Chemistry II | 4 |
| MATH 112 | Elementary Statistics | 4 |
| MATH 115 | Elementary Functions | 4 |
| MATH 222 | Calculus II: Integral Calculus. | 4 |
| MATH 220 | Calculus I: Differential Cal. | 4 |
| PHYS 111 | Introduction to Physics for the Life Sciences I | 4 |
| PHYS 112 | Introduction to Physics for the Life Sciences II | 4 |
| PHYS 117 |  |  |
| PHYS 118 |  |  |
| PHYS 121 | Classical and Modern Physics I | 4 |
| CTIS 210 | Introduction to Computer Programming | 4 |

Total Credit Hours required for B.S. degree track in biology is 56 credits

## Major Requirements for Biology - Preprofessional B.S. degree track in biology.

The biology B.S. major is recommended for students planning to pursue medical, dental, veterinary or allied health professions. This track major requires a minimum of 52 credit hours ( 13 courses).

| Code | Title | Credits |
| :---: | :---: | :---: |
| BIOL 202 | Intro Biol: Ecol and Evolution | 4 |
| BIOL 203 | Intro Biol:Molecules and Cells | 4 |
| One BIOL elective courses at the 200 level or above |  | 4 |
| Two BIOL elective courses at the 300 or 400 level |  | 8 |
| Capstone approved by department |  | 4 |
| Suggested Capstone examples include BIOL 390 Internship or BIOL 460 Independent Study or BIOL 470 Senior Thesis. (OR Approved Study Abroad/Away) |  |  |
| CHEM 111 | Chemical Principles I | 4 |
| CHEM 112 | Chemical Principles II | 4 |
| Five courses selected from the following based on pre-professional program requirements |  |  |
| CHEM 231 | Organic Chemistry I | 4 |
| CHEM 232 | Organic Chemistry II | 4 |
| PHYS 111 or PHYS 117 | Introduction to Physics for the Life Sciences I | 4 |
| PHYS 112 or PHYS 118 | Introduction to Physics for the Life Sciences II | 4 |
| MATH 112 | Elementary Statistics | 4 |
| MATH 115 | Elementary Functions | 4 |
| MATH 220 | Calculus I: Differential Cal. | 4 |
| SPST 120 | Introduction to Exercise and Sport Sciences | 4 |
| SPST 311 | Sport and Exercise Physiology | 4 |
| Total Credit Hours required for preprofessional B.S. degree in biology is $\mathbf{5 2}$ credits |  |  |

All biology courses include laboratory experiences, fieldwork and/or off-campus field trips. Expanded study and research opportunities are available on the Guilford campus, at the North Carolina coast, in the mountains, and at regional universities and organizations. Several biology courses are included as options for majors in environmental studies, public health, sports studies and health science. Numerous study abroad programs offer students the opportunity to study in various places around the world.

Biology (B.S track.) majors are encouraged to pursue independent research projects under the supervision of a biology faculty member through collaborations with other universities, summer REUs or with Guilford faculty. This research can lead to the generation of a senior thesis (BIOL 470) or departmental honors (BIOL 490). In addition, there are numerous opportunities for student participation in independent studies (BIOL 260 or BIOL 460) and internships (BIOL 290).

## Biology Minor

Michele Malotky, Department of Biology
The biology minor allows students from any major to pursue a focused exploration of a track in biology such as general biology, field biology, or cell and molecular Biology. Requirements for the biology minor tracks will include four courses: no more than two courses chosen from BIOL 201, BIOL 202 and BIOL 203, and at least one course at the 300 or 400 level, in consultation with a Department of Biology advisor.

The minor in biology is not available to biology majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses). Appropriate prerequisites are necessary for upper-level courses.

## General Biology Track



## Field Biology Track

Code Title Credits

Select up to two courses from the following: 4

BIOL 202 Intro Biol: Ecol and Evolution
BIOL 203 Intro Biol:Molecules and Cells
Select two or three additional field biology courses from the following 8 (at least one courses must be at the 300 level or above): or

| BIOL 224 | Field Botany |
| :--- | :--- |
| BIOL 233 | North Carolina Freshwater Fishes |
| BIOL 235 | Vertebrate Field Zoology |
| BIOL 242 | Natural Science Seminars |
| BIOL 332 | Invertebrate Zoology |
| BIOL 333 | Ichthyology |
| BIOL 334 | Animal Behavior |
| BIOL 336 | Ornithology |
| BIOL 438 | General Ecology |

Total credit hours required for biology minor: field biology track is 16 credits

## Cell \& Molecular Track

| Code | Title | Credits |
| :--- | :--- | :--- |
| BIOL 201 | Intro Biol: Form and Function |  |
| Select three additional biology courses from the following (at least 12 <br> two courses must be at the 300 level or above):  <br> BIOL 291 Introduction to Scientific Inquiry <br> BIOL 313 Molecular Cell Biology <br> BIOL 315 Microbiology <br> BIOL/PSY 340  <br> Psychobiology (PSY 340)  <br> PSY 343/ Sensory Systems. (PSY 343) |  |  |


| BIOL/CHEM | Biochemistry (CHEM 434) |
| :--- | :--- |
| 434 |  |
| BIOL 443 | Genetics |

Total credit hours required for biology minor: cell and molecular track is 16 credits

## Forensic Biology Major

## Bachelor of Arts Degree in Forensic Biology

This major provides valuable preparation for those interested in pursuing careers in the criminal justice system, the FBI or the SBI, as well as for work with humanitarian agencies investigating human rights abuses. In addition, students interested in law, journalism and creative writing can double-major and thus acquire the knowledge needed to complement their primary field of specialization.

The major requires a minimum of 32 credit hours (eight courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| BIOL 203 | Intro Biol:Molecules and Cells | 4 |
| BIOL 215 | General Botany | 4 |
| BIOL 245 | Introduction to Forensic Science | 4 |
| BIOL 346 | Forensic Chemistry | 4 |
| BIOL 313 | Molecular Cell Biology | 4 |
| BIOL 341 | Human Anatomy and Physiology I | 4 |
| BIOL 250 | Special Topics (May also be offered as 350 or 450) | 8 |
| BIOL 449 | Forensic Anthropology | 4 |
| Total Credits |  | $\mathbf{3 6}$ |

## Bachelor of Science Degree in Forensic Biology

The forensic biology B.S. degree is recommended for students planning to seek employment in a public or private forensics laboratory. The major also prepares students seeking certification as forensic DNA analysts, forensic drug analysts, or to pursue graduate study in the forensic sciences.

The major requires a minimum of 56 credit hours ( 14 courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| Required Courses: | 44 |  |
| BIOL 203 | Intro Biol:Molecules and Cells |  |
| BIOL 245 | Introduction to Forensic Science |  |
| BIOL 313 | Molecular Cell Biology |  |
| BIOL 341 | Human Anatomy and Physiology I |  |
| BIOL 346 | Forensic Chemistry |  |
| BIOL 449 | Forensic Anthropology |  |
| CHEM 111 | Chemical Principles I |  |
| CHEM 112 | Chemical Principles II |  |
| PHYS 111 | Introduction to Physics for the Life Sciences I |  |
| PHYS 112 | Introduction to Physics for the Life Sciences II |  |
| MATH 112 | Elementary Statistics | $\mathbf{8}$ |
| AND Select Two |  |  |

BIOL 215 General Botany
BIOL 250, 350, OR 450 (forensics topics)

| BIOL 434 | Biochemistry (CHEM 434) |  |
| :---: | :--- | ---: |
| BIOL 443 | Genetics |  |
| AND Select 1 course from the following: | $\mathbf{4}$ |  |
| MATH 115 | Elementary Functions |  |
| MATH 220 | Calculus I: Differential Cal. |  |
| MATH 222 | Calculus II: Integral Calculus. | $\mathbf{5 6}$ |
| Total Credits |  |  |

It is recommended that students pursuing the B.S. degree in forensic biology take CHEM 231 and CHEM 232 and/or CHEM 341. Your academic advisor will assist you in your course planning. Forensic biology B.S. majors are encouraged to pursue independent research projects that can lead to the preparation of a senior thesis (BIOL 470) or departmental honors (BIOL 490). Students should explore the practical aspects of a career in forensics by arranging for an internship with a local law enforcement agency or laboratory during their junior or senior year (BIOL 470).

## Forensic Science

## Frank P. Keegan, Department of Biology

The minor in forensic science provides students with a focused and coherent study of the techniques used by various disciplines to analyze evidence found at the scene of a crime. The focus is on the meaning and significance of physical evidence and its role in criminal investigations. Techniques and insights provided by the scientific areas of chemistry, biology, physics and geology are used to explore the utility and limitations that technology and knowledge impose on the individualization and characterization of forensic evidence.

The study of forensics makes science relevant and pertinent to the interests and goals of pre-law students and those interested in pursuing careers with the FBI or other law enforcement agencies, in pathology, in creative writing or with international agencies monitoring ethnic and political violence.

The minor in forensic science is not available to forensic biology majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| BIOL 245 | Introduction to Forensic Science | 4 |
| JPS 200 | Criminal Procedure | 4 |
| BIOL 449 | Forensic Anthropology | 4 |
| Total Credits |  | $\mathbf{1 2}$ |

Total credit hours required for forensic science minor is 16 credits

## Integrated Science

Michele Malotky, Department of Biology
The integrated science minor is designed to provide students with a broad exposure to a variety of scientific disciplines. Such a broad exposure is essential for citizens and potential leaders who seek to understand the breaking news stories that dominate the headlines in the 21 st century. Intelligent decision-making on issues such as stem cell research, the use of the anthrax bacillus as a biological weapon, the ozone holes and potential remedies for the underlying causes of global warming, requires knowledge
of chemistry, mathematics, physics, geology and biology. Completion of the integrated sciences minor will provide a solid underpinning for advanced study in the sciences, as well as an appropriate background for students interested in pursuing careers in business, journalism, the law, the social sciences or politics.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses). One of the four courses must be a 300 - or 400 -level capstone course. In some cases a student might have to take more than three courses to meet the prerequisites of a capstone course.

| Code | Title | Credits |
| :---: | :---: | :---: |
| Select three of the following: |  | 12 |
| BIOL 201 | Intro Biol: Form and Function |  |
| BIOL 202 | Intro Biol: Ecol and Evolution |  |
| CHEM 111 | Chemical Principles I |  |
| CHEM 112 | Chemical Principles II |  |
| MATH 112 | Elementary Statistics |  |
| MATH 115 | Elementary Functions |  |
| MATH 220 | Calculus I: Differential Cal. |  |
| MATH 222 | Calculus II: Integral Calculus. |  |
| PHYS 111 | Introduction to Physics for the Life Sciences I |  |
| PHYS 112 | Introduction to Physics for the Life Sciences II |  |
| PHYS 117 |  |  |
| PHYS 118 |  |  |
| PHYS 121 | Classical and Modern Physics I |  |
| PHYS 121 | Classical and Modern Physics I |  |
| Select one of the following: |  | 4 |
| BIOL 313 | Molecular Cell Biology |  |
| CHEM 341 | Instrumental Analysis |  |
| GEOL 416 | Sedimentology and Stratigraphy |  |
| IDS 427 | Murder, Most Foul |  |
| IDS 472 | Environmental Planning |  |
| Total Credits |  | 16 |

Total credit hours required for integrated science minor is 16 credits

## Business and Accounting (BUSA)

Michael A. Dutch, Professor Seth and Hazel Macon Professor of Business Management, Chair
H. Garland Granger III, Associate Professor of Accounting

Mark Wencel, Visiting Instructor of Accounting
Dennis Cole, Visiting Assistant Professor of Business
Darryl Samsell, Associate Professor of Business Management
The Department of Business and Accounting offers two majors: accounting and business administration.

The mission of the department of business and accounting is to equip future business leaders with the knowledge, skills, and competencies they need to succeed in today's global business environment. In keeping with Guilford's Quaker tradition of shaping education to address "all things civil and useful", the department's programs of study offer a robust professional curriculum integrated with the traditional liberal arts.

The Bachelor of Science Degree in Business Administration is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) in addition to the regional accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). While all degree programs at the College are accredited by Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC), the following programs related to business have not sought nor are accredited by the Accreditation Council for Business Schools and Programs (ACBSP): computing technology \& information systems, accounting, economics, and sport management.

## Professional Certifications in Accounting

Guilford accounting graduates may sit for the Certified Public Accountant (CPA) examination in North Carolina in the semester in which they graduate. The North Carolina Board of CPA Examiners requires 150 semester hours of college credit to be eligible for the CPA license (after passing the exam and completing the work experience). Additional courses beyond the accounting degree are needed to satisfy the 150 semester hours and may be completed at Guilford as additional electives or at any other accredited college. The additional semester hours may also be taken in a graduate degree program after graduating from Guilford. The North Carolina Board of CPA Examiners also requires that students complete courses in (8) out of the (10) following fields of study: communications; computer technology; economics; ethics; finance; humanities/social science; international environment; law; management; or statistics. When selecting elective courses, students preparing for the NC CPA exam and license should choose additional elective courses that may be needed to satisfy the out of (10) fields of study coverage requirement when those fields of study are not already completed in your accounting degree. Guilford accounting graduates are also eligible to sit for the Certified Management Accounting (CMA) examination, the Certified Internal Auditor (CIA) examination, and the Certified Fraud Examiner (CFE) examination.

## Minors

The department offers three minors.
The accounting minor provides students with an introduction to accounting concepts and tools that can be applied to enhance the application and marketability of their liberal arts education. It also prepares them to understand and participate more effectively in the world of work and provides grounding in practical applications that will serve them well throughout their lives. The minor in accounting is not available to accounting majors.

The business minor provides students with an introduction to business concepts and tools. This minor is not available to business administration majors.

The money and finance minor provides students with an introduction to the economic environment and basic economic, accounting, and finance concepts, a complete introduction to the banking system, and tools that can be applied to for-profit and not-for-profit businesses.

## Degrees Offered

## The Bachelors of Science in Accounting

The Bachelors of Science in Business Administration
Departmental Honors Policy

## Accreditation

Departmental honors may be awarded at graduation. Accounting and business administration majors, with a grade-point average of 3.50 or better in their major courses and a 3.00 or better overall average, may submit a topic of study to the Department Chair by the middle of the second-semester junior year. An appropriate faculty advisor will be assigned (or selected by the student). During their senior year, the student will register for 4 to 8 credits of ACCT 490 or BUS 490 (Departmental Honors.) The department honors program requires a project on a relevant topic in the major area. It culminates in a written paper and an oral presentation evaluated by a committee consisting of the department's faculty and others as appropriate. Students double majoring in accounting and business must select one major as the basis and designation of department honors (Accounting or Business Administration) or complete two projects.

- Accounting Major (p. 32)
- Business Administration Major (p. 33)
- Accounting Minor (p. 34)
- Business Minor (p. 34)
- Money \& Finance Minor (p. 34)

ACCT 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.

## ACCT 201. Introduction to Accounting. 4.

Fundamental accounting concepts as applied to business enterprises.
Emphasis on analysis of transactions, and the use of financial
statements for decision-making. Fulfills business and policy studies requirement (1998).
ACCT 250. Special Topics. 1-8.
ACCT 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
ACCT 290. Internship. 1-8.
May also be offered at the 390 level.
ACCT 301. Intermediate Accounting I. 4.
Theory and application of financial accounting, with an emphasis on the accounting cycle, financial statement presentations. Present value concepts and current assets are also discussed.
Prerequisite: ACCT 201, and passing business math test.

## ACCT 302. Intermediate Accounting II. 4.

Theory and application of financial accounting, with an emphasis on liabilities, intangible assets, operational assets and corporate equity accounts. Other topics include earnings per share, dilutive securities and long-term investments.
Prerequisite: ACCT 301 and passing business math test.
ACCT 303. Intermediate Accounting III. 4.
Theory and application of financial accounting, with an emphasis on statement of cash flows, pension costs, leases, current-value accounting, revenue recognition and partnerships.
Prerequisite: ACCT 302 and passing business math test
ACCT 311. Cost Accounting. 4.
Development and use of production costs in planning, controlling and decision-making.
Prerequisite: ACCT 201.

ACCT 320. Criminology and Legal Issues for Forensic Accountants. 4. This course will help students understand human behavior related to fraud. Students will examine theories of why individuals commit fraud, legal issues related to fraud, evidence-gathering, and the code of ethics for forensic accountants.
Prerequisite: ACCT 201.

## ACCT 321. Taxation of Individuals. 4.

Principles of federal income tax laws relating to individuals.
Prerequisite: ACCT 201 recommended. Fulfills business and policy studies requirement

ACCT 322. Taxation of Corporations and Partnerships. 4.
Principles of federal tax laws affecting corporations, shareholders and partnerships.
Prerequisite: ACCT 321 recommended.

## ACCT 350. Special Topics. 1-8.

ACCT 360. Independent Study. 1-8.
ACCT 390. Internship. 1-8.
ACCT 401. Advanced Accounting. 4.
Accounting and reporting for consolidated corporations, partnerships, multinational enterprises and nonprofit organizations.
Prerequisite: ACCT 303.
ACCT 411. Auditing. 4.
The independent auditor's examination of the accounting control system and other evidence as a basis for expressing an opinion on a client's financial statements. Basic audit objectives, standards, ethics, terminology, procedures and reports.
Prerequisite: ACCT 302
ACCT 412. Advanced Forensic Investigation. 4.
This course examines the techniques for properly executing a forensic investigation for the purpose of prosecution. Students will learn interviewing theories and skills as well as data analysis, the proper tracing of illicit transactions and report writing.
Prerequisite: ACCT 310 and ACCT 320.

## ACCT 450. Special Topics. 1-8.

ACCT 460. Independent Study. 1-8.
ACCT 470. Senior Thesis. 1-8.
4.

ACCT 490. Departmental Honors. 1-8.
4.

BUS 110. Math and Algebra for Business. 2.
2. Topics in the areas of arithmetic, algebra, geometry and word problems which are generally deemed to be essential in an undergraduate business administration program. CR/NC. Fulfills quantitative literacy requirement.
BUS 120. Introduction to Business. 4.
Survey course covering all major functions of business. Provides students with tools that can be used to predict and respond to future changes in the business environment. Demonstrates how the free enterprise system and individual entrepreneurs can respond to social needs. Fulfills business and policy studies requirement (1998). Social/ behavioral science requirement (2019).

BUS 150. Special Topics. 1-8.
Recent topics include environmental management, entrepreneurship, real estate and international topics. May also be offered at 250, 350 and 450 levels.

BUS 202. Business, Ethics and Quakers. 4.
This course explores the economic and ethical concepts and applies them to both the historical and current Quaker perspectives regarding commerce. The primary focus of this course is the early Quaker (1640-1850) understanding of how to conduct business, and how these perspectives are seen today. Using a variety of sources students will examine the origins of Quakerism and early Quaker dominance in trade. Revised writing and student presentations are essential elements in this course. ENGL 102 is a prerequisite. Fulfills historical perspectives (1998 \& 2019).

## BUS 215. Business Law and Legal Environment. 4.

Survey of the U.S. legal environment and legal concepts relevant to the operations of the business system including topics of court systems and procedures, ethics, torts, intellectual property, contracts, agency, sales, products liability, environmental, international, employment, business organizations, and criminal law. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

## BUS 221. Management in the Movies. 4.

This course uses movies, case readings, and student research to explore management principles with a primary focus on leadership. This class will expand on the topics to discuss the application and limitations of management research as it applies to non- dominant and non-Western groups.Students will actively engage in the topics through discussion, project work and writing. Fulfills social/behavioral science requirement (2019).

BUS 243. Management Information Systems (CTIS 243). 4.
Introduction to the management of computing and information resources in organizations. Course topics include computer hardware and software, telecommunications, database management, electronic commerce and business intelligence. Students explore information technology and business problems and use spreadsheet and database applications to create effective solutions.
Prerequisite: Background in using computers at the level of an introduction to computers course or equivalent experience. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).

BUS 246. International Business. 4.
Introduction to concepts related to international business, including economic, financial political, management, and marketing issues faced by global companies. Exploration of both the macro and micro aspects of doing business globally by studying both how the global financial and trade systems operate and how companies make marketing and management decisions based on this information. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).

## BUS 249. Principles of Management. 4.

Theory, practices and principles involved in the organization and management of organizations. Problem solving through situation case analysis; global management issues, activities and experiences are integrated into the course. Fulfills business and policy studies requirement (1998). Social/behavioral requirement (2019).
BUS 250. Special Topics. 1-8.

BUS 251. International Experience. 4.
This is an experiential course which will allow students to gain a greater appreciation of the influence of culture on human relations in general and business interactions specifically. Through pre-trip readings presentations, writings and discussion students will be introduced to the cultural differences between the US and a specific non-western country. The course will follow this campus experience with 10-12 days in a non-western country. All offerings will consider the sustainability of the practices observed. The course may be repeated for credit up to three times. Fulfills business and policy studies and intercultural requirements (1998). Social/behavioral science and sociocultural engagement requirements (2019).
BUS 260. Independent Study. 1-8.
Individual student projects approved and supervised by a Department of Business faculty member. May also be offered at 360 and 460 levels.
BUS 281. Personal Finance. 4.
4. Individual student projects approved and supervised by a Department of Business faculty member. May also be offered at 360 and 460 levels.

## BUS 282. Fundamentals of Investing. 4.

Individual student projects approved and supervised by a Department of Business faculty member. May also be offered at 360 and 460 levels.

## BUS 290. Internship. 1-8.

A combined on-the-job and academic experience arranged with a business, supervised by a Department of Business faculty member and coordinated through the Career Development Center. Consists of experiential learning, managerial analysis, and written and oral reports. Recommended for juniors and seniors. May also be offered at the 390 level.
BUS 310. Professional Communications. 4.
Introduction to key elements of verbal, nonverbal and written communication with potential employers, clients, regulators, supervisors, subordinates and co-workers. Development of active listening, presentation, group process and business writing skills.
Prerequisite: ENGL 102. Fulfills business and policy studies requirement (1998).

BUS 321. Human Resource Law and Management. 4.
Techniques, issues and problems in recruitment, selection, development, utilization and accommodation of human resources in organizations.
Issues related to increasingly diverse work force and international management included.
Prerequisite: BUS 215 and BUS 249. Fulfills business and policy studies requirement.

## BUS 322. Human Resource Managment in Practice. 4.

This course introduces and applies human resource (HR) concepts to realistic situations. Students will review, analyze and create or otherwise demonstrate appropriate HR practices, in full consideration of their ethical, legal and business impact. The specific topics to covered in the class will help students, regardless of future profession, better understand organizational treatment of employees and provide rational for practice change. This class requires significant writing and in class participation.
Prerequisite: BUS 215 and BUS 249 or instructor permission.

## BUS 324. Marketing Management. 4.

An extensive course in marketing, focusing on product definition, branding, distribution channels, advertising and promotion. Strategic decision-making analysis, global marketing overviews and social responsibility issues are emphasized throughout the course.

BUS 325. Consumer Behavior. 4.
In this course, we will explore how and why consumers behave the way they do. We will learn theories developed in marketing, psychology, sociology and other behavioral sciences, and learn how to use these theories to predict how consumers will respond to different marketing activities. The issues we cover are not only of direct concern to marketing managers, but will be of further interest because in trying to understand consumers, we ultimately seek to understand ourselves. Preferred Prerequisite or Corequisite: BUS 324..
BUS 326. Integrated Marketing Communications. 4.
This course focuses on those aspects of the marketing mix most pertinent to marketing communications objectives, in particular targeting, segmentation and positioning. Models and modes of communication, both verbal and visual are examined in terms of characteristics of effectiveness. Traditional and new media are discussed. Preferred Prerequisite or Corequisite: BUS 324.
BUS 332. Financial Management. 4.
Introduction to the field of finance and the principles and practices of financial decision- making in an increasingly international business environment. Emphasis on valuation, risk and return, capital budgeting, financial planning, and financial analysis.
Prerequisite: ACCT 201; MATH 112; BUS 243, (ECON 221 or ECON 222) and to pass the business math refresher/ test.

BUS 333. Money and Capital Markets (ECON 333). 4.
Introduction to the financial system in an increasingly global economy. Emphasis on financial instruments, markets and institutions; the role of the banking system; overview of monetary theory and policy; current and future trends reshaping the global financial system.
Prerequisite: ECON 221 or permission of Instructor.
BUS 346. International Business. 4.
Introduction to international business and the global market. Topics will include international organizations, global trade and investment, the global monetary system, the strategy and structure of international business, the impact of political issues, international labor and human resources, and social and cultural aspects. Case studies and experiential exercises included. Fulfills business and policy studies requirement (1998).

BUS 347. Production and Operations Management. 4.
Survey of operations management concepts and techniques associated with producing goods or providing services. A selection of decisionmaking tools will be reviewed and discussed in cases and, when possible, implemented in computer programs.
Prerequisite: ACCT 201, MATH 112, BUS 243, (ECON 221 or ECON 222) and to pass the business math refresher/test.

BUS 350. Special Topics. 1-8.
BUS 360. Independent Study. 1-8.
BUS 381. Entrepreneurship. 4.
This course introduces the process of launching new ventures. It will offer insight into the characteristics of entrepreneurs; the approaches they use to create, identify and evaluate opportunities for new ventures; and the skills that are needed to start and manage new ventures and develop a preliminary business plan.

BUS 390. Internship. 1-8.

BUS 402. Business Ethics (IDS 402). 4.
This seminar course addresses current ethical issues in business and frameworks for addressing them. The main objective is for each student to discover the core of their moral and ethical basis for decision-making in the workplace. The course utilizes a case-study approach to assist students in applying the principles discussed in class.

## BUS 424. Marketing Strategy. 4.

This advanced marketing strategy course builds upon basic concepts and principles and presents an integrated approach to marketing strategy, focusing on formulation, implementation and evaluation of marketing strategy. This course provides an experiential learning environment in which you learn how to make effective strategic marketing decisions through disciplined analysis and prudent judgment. Taking on the role of marketing manager in the simulation, you are exposed to a variety of strategic marketing techniques and issues, and learn how to apply them. In this course you do not just read and talk about marketing strategy, you practice it! A combination of case study discussions, simulation decisionmaking, and individual and group assignments will be used to enhance your learning for this course.
Prerequisite: BUS 324 and also preferred

## BUS 449. Policy Formulation and Strategy. 4.

Integrative capstone course based on case studies and analyzing the total organization and its operational functions. Analysis and development of policies to support total organization goals within varying constraints, with an emphasis on globalization issues, social responsibility and ethics, and effective written and oral communication. Prerequisite: BUS 215, BUS 246, BUS 249, BUS 324, BUS 332 and BUS 347.

BUS 450. Special Topics. 1-8.
BUS 460. Independent Study. 1-8.
BUS 470. Senior Thesis. 1-8.
Independent research and writing of a professional paper on a topic in management under the supervision of a business faculty member.

BUS 490. Departmental Honors. 1-8.
Independent research, writing and presentation of a paper on a relevant topic in the business area under the supervision of a committee of Department of Business and other appropriate faculty.

## Accounting Major

## Bachelor of Science Degree in Accounting

The accounting major provides a structure within which students gain exposure to the primary area of accounting and receive a basic grounding in statistics, economics, computers and finance. The major requires eight accounting courses, five Common Body of Knowledge courses, and one experiential course for a total of 14 courses (minimum of 56 credit hours).

## Required Accounting Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ACCT 201 | Introduction to Accounting | 4 |
| ACCT 301 | Intermediate Accounting I | 4 |
| ACCT 302 | Intermediate Accounting II | 4 |
| ACCT 303 | Intermediate Accounting III | 4 |
| ACCT 311 | Cost Accounting | 4 |
| Select any three 300 or 400-level from the following: | 12 |  |


| ACCT 322 | Taxation of Corporations and Partnerships |  |
| ---: | :--- | :--- |
| ACCT 401 | Advanced Accounting |  |
| ACCT 411 | Auditing |  |
| Total Credits |  | 32 |

Common Body of Knowledge Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| BUS 243 | Management Information Systems (CTIS 243) <br> (with a grade of C- or better) | 4 |
| BUS 332 | Financial Management (with a grade of C- or <br> better) | 4 |
| ECON 221 | Macroeconomic Principles: "Global Vision: the <br> U.S. in the World Economy" (with a grade of C- or <br> better) | 4 |
| or ECON 222 | Microeconomic Principles: Public Policy |  |
| MATH 112 | Elementary Statistics (with a grade of C- or better) | 4 |
| or MATH 212 | Discrete Mathematics |  |
| IDS 402 | Business Ethics (BUS 402) (with a grade of C- or <br> better) <br> or IDS 417 | Ethics of Capitalism |

Select one experiential course from the following 4
ACCT 290 Internship
ACCT 390 Internship (may be comprised of multiple experiences) Study away with Department Chair approval Study Abroad with Department Chair approval)
Total Credits
Total credits required for B.S. degree in accounting - 14 courses (minimum of 56 credits)

## Basic Math and Computer Literacy Skills

Students in the program are expected to enter with basic math and computer literacy skills. Students may demonstrate basic math skills in one of the following ways: Math SAT score of 650 or higher, Calculus AP Exam score of 4 or higher, or passing a business math test offered by the business department with a score of $75 \%$ or higher. Students are required to pass the business math test even if they transfer in a collegelevel math course. For a fee students may take an online refresher course combined with the business math test. It is expected that most students will be able to pass the test with the online refresher course.

Contact the department chair for the registration directions and further information about the business math test.Students are expected to have completed an introduction to computers course or have the equivalent knowledge before taking BUS 243 Management Information Systems (CTIS 243) .

NOTE: accounting majors may not count courses taken at other institutions to satisfy their ACCT 300 or 400-level requirements unless approved by the department chair.

## Business Administration Major Bachelor of Science Degree in Business Administration

Major Requirements for B.S. Degree in Business Administration

The Business Major Requires 14 courses (minimum of 47 credits) and successful completion of the Business Math Test.

| Code | Title | Credits |
| :---: | :---: | :---: |
| Four Supporting Courses (12-16 credits) |  |  |
| MATH 112 | Elementary Statistics | 4 |
| ACCT 201 | Introduction to Accounting | 4 |
| ECON 222 | Microeconomic Principles: Public Policy | 4 |
| BUS 243 | Management Information Systems (CTIS 243) | 4 |
| Three Foundation Courses (9-12 credits) |  |  |
| BUS 215 | Business Law and Legal Environment | 4 |
| BUS 246 | International Business | 4 |
| BUS 249 | Principles of Management | 4 |
| Three Advanced Courses (12 credits) |  |  |
| BUS 324 | Marketing Management | 4 |
| BUS 332 | Financial Management | 4 |
| BUS 347 | Production and Operations Management | 4 |
| Select Two BUS Prefix Elective/Experiential Courses (6-8 credits) |  |  |
| Non BUS prefix courses that are related to the major may be used with Department Chair approval. |  |  |
| Two Capstone Experience Courses (8 credits) |  |  |
| BUS 449 | Policy Formulation and Strategy | 4 |
| BUS 402 | Business Ethics (IDS 402) | 4 |
| Total Credits |  | 47-56 |

Variable credit totals are due to the possibility of satisfying requirements below the 300 level with three credit transfer courses.

Total required for B.S. degree in business administration - 14 courses (minimum of 47 credits)

## Basic Math and Computer Literacy Skills

Basic math and computer literacy skills: Students in the program are expected to enter with basic math and computer literacy skills.

Students may demonstrate basic math skills in one of the following ways: Math SAT score of 650 or higher, Calculus AP Exam score of 4 or higher, or passing a business math test offered by the business department with a score of $75 \%$ or higher. Students are required to pass the business math test even if they transfer in a college-level math course. For a fee students may take an online refresher course combined with the business math test. Although it is expected that most students will be able to pass the test with the online refresher course. Contact the department chair for the registration directions and further information about the business math test.

Students are expected to have completed an introduction to computers course or have the equivalent knowledge before taking BUS 243.

Many aspects of the business administration major must be completed sequentially.

- Students must have basic computer literacy, as described above, prior to BUS 243.
- ECON 222, MATH 112, and BUS 243 must be completed prior to BUS 332 and BUS 347.
- Students must pass the business math test with a grade of $75 \%$ or higher (or otherwise demonstrate requisite quantitative competency as described above) prior to BUS 332 and BUS 347.
- Students must complete BUS 215, BUS 246, BUS 249, BUS 324, BUS 332 and BUS 347. with at least a C- before taking the capstone BUS 449 course.

NOTE: business administration majors may not count courses taken at other institutions to satisfy their BUS 300 or 400-level requirements.

## Accounting Minor

The accounting minor provides non-accounting majors with basic accounting concepts and tools that can be applied to enhance the application and marketability of their liberal arts education. It also prepares them to understand and participate more effectively in the world of work and provides grounding in practical applications that will serve them well throughout their lives.

The minor in accounting is not available to accounting and forensic accounting majors unless the student has completed a double major or another minor.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| ACCT 201 | Introduction to Accounting | 4 |
| ACCT 301 | Intermediate Accounting I | 4 |
| ACCT 311 | Cost Accounting | 4 |
| ACCT 321 | Taxation of Individuals | $\mathbf{4}$ |
| Total Credits |  | $\mathbf{1 6}$ |

Total credit hours required for accounting minor is 16 credits.
A student may petition to substitute an approved independent study relating to applicable work experience for either ACCT 321 Taxation of Individuals or ACCT 311 Cost Accounting. The coordinator of the accounting minor must approve the substitution.

## Business Minor

Michael Dutch, Seth and Hazel Macon Professor of Business Management

The business minor provides students with basic business concepts and tools that can be applied to enhance the application and marketability of their liberal arts education and prepares them to understand and participate more effectively in the world of work. This minor will provide grounding for non-business majors in practical applications that will assist them in professional careers. Students will gain a basic understanding of the world of business, its global aspects and ethical issues.

The minor in business is not available to business administration majors.

## Minor Requirements

The minor requires a minimum of 14 to 16 credit hours (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| BUS 120 | Introduction to Business | 4 |
| BUS 215 | Business Law and Legal Environment | 4 |


| BUS 249 | Principles of Management | 4 |
| :--- | :--- | :--- |
| BUS 324 | Marketing Management | 4 |

Total credit hours required for a business minor is 14 to 16 credits

## Money \& Finance Minor

Daryl Samsell, Department of Business
Robert B. Williams, Department of Economics

The money and finance minor prepares students to be successful in a wide variety of careers, including banking, investments and international business. Students learn to read and analyze critically an organization's financial reports and to think strategically about positioning an organization in the financial environment. The money and finance minor provides students with an introduction to the economic environment and basic economic, accounting and finance concepts, a complete introduction to the banking system and tools that can be applied to forprofit and not-for-profit businesses.

The minor enhances and complements major fields of study such as accounting, management and economics. It also prepares liberal arts students with the essential business skills that will enable them to move into a managerial career track later on. Former graduates of this minor have said it provided them with excellent basic preparation for graduate school in business administration.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| ACCT 201 | Introduction to Accounting | 4 |
| or BUS 282 | Fundamentals of Investing |  |
| ECON 221 | Macroeconomic Principles: "Global Vision: the U.S. <br> in the World Economy" | 4 |
| BUS 332 | Financial Management | 4 |
| BUS/ECON 333 | Money and Capital Markets (ECON 333) | 4 |
| Total Credits |  | $\mathbf{1 6}$ |

Total credit hours required for money and finance minor is 16 credits

## Chemistry (CHEM)

Anne G. Glenn, Professor, Chair<br>Robert M. Whitnell, Professor<br>David Millican, Visiting Assistant Professor<br>Megan E. Rudock, Visiting Assistant Professor

As the science of matter and its transformations, chemistry is the foundation of many interdisciplinary subjects such as nanotechnology, pharmacology, materials science, molecular biology, biochemistry, and environmental science. The Guilford chemistry major explores the fundamental principles of chemistry and examines how those principles are applied to the observable world. Chemistry majors develop chemical reasoning and experimental skills, as well as an understanding of chemistry's interdisciplinary nature.

Students with a major in chemistry are prepared to work in the chemical industry; pursue graduate research in chemistry (or a related field); or attend medical, dental or pharmacy school. A chemistry major can lead
to many careers outside of chemical or biochemical research, include teaching, medicine and other health professions, patent law, or business.

Key features of the Guilford chemistry program are an emphasis on research and direct student access to instrumentation. Students in chemistry at all levels are encouraged to participate in research, whether integrated into courses, through collaboration with faculty during the semester, or through summer research experiences at Guilford or other institutions. In addition, students are encouraged to pursue the practical applications of chemistry through internships. State-of-the-art facilities are available in the Frank Family Science Center for student/faculty research.

## Degrees Offered

The Bachelor of Arts and Bachelor of Science degrees are offered in chemistry.

- Chemistry Major (p. 37)
- Chemistry (p. 36)


## CHEM 105. Chemistry of Recycling. 4.

This course uses basic chemistry to explore the science behind recycling, as well as the context for recycling and the political and economic realities of treating and using recycled materials. Laboratory component includes investigation of properties of metals, glass and plastics, molecular modeling, and papermaking and recycling. Does not count towards the chemistry major or minor.
Prerequisite: Mathematics background at the level of college algebra.
Fulfills natural science/mathematics and social justice/environmental responsibility requirements (1998). Fulfills natural science/mathematics and evaluating systems and environments requirements (2019).

CHEM 110. Real World Chemistry. 4.
Chemistry is connected to everything in our lives: from food to fuel, natural to artificial, medicine to the environment, consumer products to toxic waste. This course is designed to educate students about chemistry and its effects on our world using illustrations from our common experience. Laboratory component includes stoichiometry, chemical synthesis and analysis, molecular modeling, and interaction of light with matter. Does not count towards the chemistry major or minor. Prerequisite: Mathematics background at the level of college algebra. Fulfills natural science/mathematics and social justice/environmental responsibility requirements (1998). Fulfills natural science/mathematics and evaluating systems and environments requirements (2019).

CHEM 111. Chemical Principles I. 4.
Basic principles of chemistry, periodicity, bonding, and atomic and molecular structure. Laboratory components include classification of chemical reactions, stoichiometry, molecular modeling, interaction of light with matter, and introduction to organic synthesis.
Prerequisite: Mathematics background at the level of college algebra. Fulfills natural science/mathematic requirement (1998 2019). Embodied and creative engagement requirement (2019). Fall 12-week

CHEM 112. Chemical Principles II. 4.
Molecular and ionic equilibria, chemical kinetics and reaction mechanisms, intermolecular interactions, electrochemistry, and thermodynamics. Laboratory component includes chemical reaction energetics and kinetics, oxidation- reduction and electrolysis, and equilibrium and acid-base properties.
Prerequisite: CHEM 111 with a grade of C- or better. Fulfills natural science/mathematic requirement (1998 2019). Spring 12-week

## CHEM 115. Chemistry of Food and Cooking. 4.

This course surveys food's chemical constituents in proteins, carbohydrates, vitamins, minerals, preservatives and flavoring, as well as cooking processes with respect to chemistry. Students will gain a better understanding of the food we eat and how to prepare it safely, nutritionally and tastefully. Laboratory component includes analysis of fats, chemical synthesis, acid-base reactions and food preparation as related to chemical transformation. Does not count towards the chemistry major or minor.
Prerequisite: Mathematics background at the level of college algebra.
Fulfills natural science/mathematic requirement (1998 2019).

## CHEM 150. Special Topics. 1-8.

May also be offered at 250, 350 and 450 levels.
CHEM 151. HP.History of Science. 4.
A historical perspective on the rise of science over the past centuries. The course examines the development of the scientific method and traces the people, institutions, movements and false starts that led to modern science. Does not count towards the chemistry major. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 and 2019).

CHEM 231. Organic Chemistry I. 4.
An introduction to the structure and reactivity of organic molecules. Topics covered include chemical nomenclature, bonding and structure of carbon compounds, acid-base relationships, mechanisms of reactions and structure determination. Laboratory component includes techniques for the synthesis and characterization of organic compounds and determination of reaction mechanisms including experimental, chromatographic and spectroscopic methods commonly employed in modern organic chemistry.
Prerequisite: CHEM 112 with grade of C- or better. Fall 3-week, Spring 12week

## CHEM 232. Organic Chemistry II. 4.

Topics covered include mechanisms of more complex reactions, multistep organic synthesis, applications of molecular orbital theory to reactions and the chemistry of biologically important molecules such as sugars and peptides. Laboratory component focuses on multistep synthesis of organic compounds using a variety of reactions, employing chromatographic and spectroscopic techniques in the purification and analysis of reaction products.
Prerequisite: CHEM 231 with grade of C- or better. Fall 12-week
CHEM 239. Integrated Research Lab I. 1.
Multidisciplinary chemistry laboratory course to explore an original research project in a team- based environment. Development of experimental techniques and research, presentation, and teamwork skills are emphasized.
Prerequisite: CHEM 232. Spring 12-week

CHEM 241. Quantitative Analysis. 4.
Introduction to basic principles of quantitative analysis, including the components of an analysis, statistical tools to characterize the acceptability of an analysis, and topics in chemical equilibrium and electrochemistry that are applicable to chemical analysis.
Prerequisite: CHEM 112 and MATH 220. Fall 12-week
CHEM 242. Introduction to Inorganic Chemistry. 4.
Study of the periodic table, including atomic structure, nature of chemical bonding and periodic trends. Chemistry of main group elements. Chemistry of transition metals with emphasis on d-shell chemistry and metal complexes. Thermodynamics of inorganic compounds. Solubility, acid-base concepts, and oxidation- reduction. Introduction to crystal structure and symmetry. The laboratory centers on synthesis, structure, properties and analysis of metal complexes and other interesting inorganic materials.
Prerequisite: CHEM 231. Alternate years. Spring 12-week
CHEM 250. Special Topics. 8.
CHEM 260. Independent Study. 1-8.
Topics may include photoredox chemistry, organometallic synthesis, experimental design, chemical education, ionic liquids, computational chemistry, and advanced organic synthesis. May also be offered at 360 and 460 levels.

CHEM 290. Internship. 1-8.
May also be offered at the 390 level.
CHEM 337. Elements of Physical Chemistry. 4.
Fundamental concepts of physical chemistry including macroscopic and atomic and molecular level systems. Exploration of key ideas in thermodynamics, chemical kinetics, quantum chemistry, spectroscopy, and statistical mechanics. Laboratory work supports development of these concepts with a focus on experimental inquiry, design, and modelling in physical chemistry and computational chemistry. Prerequisite: PHYS 122 or PHYS 211, MATH 222, and CHEM 232 with a grade of C- or better, or instructor permission. Fall 12-week

## CHEM 338. Applications of Physical Chemistry. 4.

Understanding of complex chemical phenomena using the tools of thermodynamics and quantum mechanics developed in CHEM 337. Topics include multicomponent systems, electrochemistry, molecular quantum mechanics and spectroscopy, and statistical mechanics as the connection between particle level and macroscopic behavior. Laboratory work continues work on experimental inquiry, design, and modelling in physical chemistry with a focus on new experimental and computational techniques.
Prerequisite: CHEM 337 and MATH 222, or instructor permission. Alternate years. Spring 12-week

CHEM 339. Integrated Research Lab II. 1.
Multidisciplinary chemistry laboratory course to explore an original research project in a team-based environment. Leadership skills as well as development of experimental techniques and research, presentation, and teamwork skills are emphasized.
Prerequisite: CHEM 239. Spring 12-week
CHEM 341. Instrumental Analysis. 4.
A systematic study of the modern instrumental methods of chemical analysis with emphasis on the theory behind the use of instruments, principles of operation of analytical instruments and their use for the analysis of real samples.
Prerequisite: CHEM 112 and MATH 220. Spring 12-week

CHEM 350. Special Topics. 1-8.
CHEM 360. Independent Study. 1-8.
CHEM 390. Internship. 1-8.
CHEM 400. Chemistry Seminar. 2.
Focuses on the transition from college to graduate school, careers in the chemical industry or careers in other fields. The development of presentation skills and critical analysis of the chemical literature is stressed. Required of all chemistry majors and minors.
Prerequisite: historical perspectives and any three chemistry courses that count for the chemistry major or minor. Spring 12-week

## CHEM 425. Advanced Topics in Chemistry. 4.

Rotating titles and repeatable. Focus on a more specialized chemical discipline and its relations to foundational chemistry study. Topics may include medicinal chemistry, computational chemistry, polymer chemistry, geochemistry, pedagogical methods in chemistry, environmental chemistry.
Prerequisite: CHEM 232 and other courses depending on topic.
CHEM 434. Biochemistry (BIOL 434). 4.
A study of the chemical structure and physiological function of the biochemical building blocks of living organisms including proteins, carbohydrates, lipid metabolism and nucleic acid synthesis. The laboratory experience includes techniques used in the isolation and identification of proteins, lipids and nucleic acids.
Prerequisite: BIOL 203 and CHEM 232. Spring.
CHEM 439. Integrated Research Lab III. 1.
Multidisciplinary chemistry laboratory course to explore an original research project in a team-based environment. Research topic development and facilitation of team collaboration as well as leadership skills and development of experimental techniques and research, presentation, and teamwork skills are emphasized.
Prerequisite: CHEM 339. Spring 12-week
CHEM 450. Special Topics. 8.
CHEM 460. Advanced Independent Study. 1-8.
CHEM 470. Senior Thesis. 1-8.
Original research on a specific topic in chemistry or chemistry-related field. Students are expected to begin work on their topics before they register.

CHEM 475. Research Seminar (BIOL 475). 2.
This course introduces the principles and concepts of presenting scientific research. Emphasis is placed on the preparation of oral and poster presentations and the implementation of proper etiquette for undergraduate symposia. This course also covers the preparation of funding proposals, curriculum vitae, Statements of Intent, and the interview process for post-undergraduate programs. Students are required to present their research at two undergraduate meetings including the Guilford Undergraduate Symposium.
CHEM 490. Departmental Honors. 1-8.

## Chemistry

Anne G. Glenn, Department of Chemistry
The chemistry minor gives students tools to explore rapidly growing areas of science on the boundaries of traditional scientific disciplines. Through a chemistry minor, students can select chemistry courses that best complement their major and career goals and gain an understanding of why chemistry is often called "the central science." For example,
biology, geology and physics majors and students interested in the health professions can deepen their knowledge of how chemistry is applied in their field. Pre-law students interested in patent law can benefit from the chemistry minor, as can management or accounting majors seeking to work in the area of pharmaceutical or chemical manufacturing or sales. The chemistry minor is also valuable for language or international studies majors wishing to work for multinational, scientific companies or deal with global environmental issues as well as art majors seeking a detailed knowledge of the properties and safety hazards of the materials they use.

The minor in chemistry is not available to chemistry majors.

## Minor Requirements

The minor requires a minimum of 18 credits (five courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| CHEM 111 | Chemical Principles I | 4 |
| CHEM 112 | Chemical Principles II | 4 |
| CHEM 400 | Chemistry Seminar | 2 |
| or CHEM 475 | Research Seminar (BIOL 475) |  |


| Select two of the following: | $\mathbf{8}$ |  |
| :--- | :--- | :--- |
| CHEM 231 | Organic Chemistry I | 4 |
| CHEM 232 | Organic Chemistry II | 4 |
| CHEM 242 | Introduction to Inorganic Chemistry | 4 |
| CHEM 337 | Elements of Physical Chemistry | 4 |
| CHEM 341 | Instrumental Analysis | 4 |
| CHEM 425 | Advanced Topics in Chemistry | 4 |
| CHEM 434 | Biochemistry (BIOL 434) | 4 |

Total credit hours required for chemistry minor is 18 credits
An internship or independent study approved by the minor coordinator can substitute for the 400-level chemistry course. With approval of the minor coordinator, students may take advanced courses at consortium colleges to fulfill the minor requirements.

## Chemistry Major

## Major Requirements for the B.A. Degree in Chemistry

Requirements for the major include the completion of a sequence of introductory and advanced courses in chemistry that introduce students to the main areas of study in chemistry. Coursework in the related fields of mathematics and physics is also required to prepare students for upperlevel courses in chemistry. For the Bachelor of Arts in chemistry, students must complete at least 38 credit hours in chemistry, among which must be included the courses listed below.

Total Credit Hours required for A.B. degree in chemistry is 54 credits.

| Code | Title | Credits |
| :--- | :--- | ---: |
| CHEM 111 | Chemical Principles I | 4 |
| CHEM 112 | Chemical Principles II | 4 |
| CHEM 231 | Organic Chemistry I | 4 |
| CHEM 232 | Organic Chemistry II | 4 |
| CHEM 239 | Integrated Research Lab I | 1 |
| CHEM 241 | Quantitative Analysis | 2 |
| CHEM 242 | Introduction to Inorganic Chemistry | 4 |


| CHEM 337 | Elements of Physical Chemistry | 4 |
| :---: | :---: | :---: |
| CHEM 339 | Integrated Research Lab II | 1 |
| CHEM 341 | Instrumental Analysis | 4 |
| CHEM 400 | Chemistry Seminar | 2 |
| One upper level course ${ }^{1}$ |  |  |
| 38 hours of Chemistry courses |  | 38 |
| Additional courses required by both the BA and BS majors |  | 16 |
| MATH 220 | Calculus I: Differential Cal. | 4 |
| MATH 222 | Calculus II: Integral Calculus. | 4 |
| Select one of the following: |  |  |
| PHYS 121 <br> \& PHYS 122 | Classical and Modern Physics I and Classical and Modern Physics II | 8 |
| PHYS 211 <br> \& PHYS 212 | College Physics I and College Physics II | 8 |

## Total credits required for A.B. degree in chemistry is 54 credits <br> 1 The following chemistry courses can be used to satisfy the upper level course requirement:

| Code | Title | Credits |
| :--- | :--- | ---: |
| CHEM 434 | Biochemistry (BIOL 434) | 4 |
| CHEM 425 | Advanced Topics in Chemistry | 4 |
| CHEM 390 | Internship | $1-8$ |
| CHEM 460 | Advanced Independent Study | $1-8$ |
| CHEM 470 | Senior Thesis | $1-8$ |
| CHEM 490 | Departmental Honors | $1-8$ |
| An advanced course in chemistry or a related field approved by the | 4 |  |
| Chemistry department chair |  |  |

Majors who intend to pursue graduate study are strongly encouraged to obtain experience in computer programming at the level of Introduction to Computer Programming (CTIS 210).

Majors are strongly encouraged to participate in an industrial or governmental internship, pursue undergraduate research during the semester or summer, and/or study abroad as part of their experience at Guilford.

Scholarships. To recognize superior work in chemistry, the department annually offers a prize for outstanding achievement to a first-year student in Chemical Principles and the Harvey Ljung Scholarship to a rising senior chemistry major. In addition, the department selects a senior for the Ted Benfey Outstanding Student Award. Chemistry majors are also eligible for the GlaxoSmithKline Women in Science Scholarship, awarded annually to an outstanding rising junior woman science major.

## Major Requirements for the B.S. Degree in Chemistry

Requirements for the major include the completion of a sequence of introductory and advanced courses in chemistry that introduce students to the main areas of study in chemistry. Coursework in the related fields of mathematics and physics is also required to prepare students for upper-level courses in chemistry. For the Bachelor of Arts in chemistry, students must complete at least 36 credit hours in chemistry, among which must be included the courses listed below. For the Bachelor of Science in chemistry, students must complete 43 credit hours in chemistry, among which must be included the courses listed below.

Total credit hours required for B.S. degree in Chemistry is 59 credits.

| Code | Title | Credits |
| :---: | :---: | :---: |
| CHEM 111 | Chemical Principles I | 4 |
| CHEM 112 | Chemical Principles II | 4 |
| CHEM 231 | Organic Chemistry I | 4 |
| CHEM 232 | Organic Chemistry II | 4 |
| CHEM 241 | Quantitative Analysis | 2 |
| CHEM 242 | Introduction to Inorganic Chemistry | 4 |
| CHEM 239 | Integrated Research Lab I | 1 |
| CHEM 337 | Elements of Physical Chemistry | 4 |
| CHEM 338 | Applications of Physical Chemistry | 4 |
| CHEM 339 | Integrated Research Lab II | 1 |
| CHEM 341 | Instrumental Analysis | 4 |
| CHEM 400 | Chemistry Seminar | 2 |
| CHEM 439 | Integrated Research Lab III | 1 |
| One upper level course ${ }^{1}$ |  | 4 |
| 43 hours of Chemistry courses |  | 43 |
| Additional courses required by both the BA and BS majors |  | 16 |
| MATH 220 | Calculus I: Differential Cal. | 4 |
| MATH 222 | Calculus II: Integral Calculus. | 4 |
| Select one the following: |  |  |
| PHYS 211 <br> \&PHYS 212 | College Physics I and College Physics II | 8 |
| PHYS 121 <br> \& PHYS 122 | Classical and Modern Physics I and Classical and Modern Physics II | 8 |

## Total credits required for B.S. degree in chemistry is 59 credits.

The following chemistry courses can be used to satisfy the upper level course requirement:

| Code | Title | Credits |
| :--- | :--- | ---: |
| CHEM 434 | Biochemistry (BIOL 434) | 4 |
| CHEM 425 | Advanced Topics in Chemistry | 4 |
| CHEM 390 | Internship | $1-8$ |
| CHEM 460 | Advanced Independent Study | $1-8$ |
| CHEM 470 | Senior Thesis | $1-8$ |
| CHEM 490 | Departmental Honors | $1-8$ |
| An advanced course in chemistry or a related field approved by the | 4 |  |

Chemistry department chair
Majors who intend to pursue graduate study are strongly encouraged to obtain experience in computer programming at the level of Introduction to Computer Programming (CTIS 210 Introduction to Computer Programming).

Majors are strongly encouraged to participate in an industrial or governmental internship, pursue undergraduate research during the semester or summer, and/or study abroad as part of their experience at Guilford.

## Scholarships

To recognize superior work in chemistry, the department annually offers a prize for outstanding achievement to a first-year student in Chemical Principles and the Harvey Ljung Scholarship to a rising senior chemistry major. In addition, the department selects a senior for the Ted Benfey Outstanding Student Award. Chemistry majors are also eligible for the

Glaxo-Wellcome Women in Science Scholarship, awarded annually to an outstanding rising junior woman science major.

## Computing Technology \& Information Systems (CTIS)

Robert M. Whitnell, Professor of Chemistry, Chair<br>Chafic Bou-Saba, Associate Professor<br>The Bachelor of Science in Computing Technology \& Information Systems prepares students for professions in computing and informatics and is an excellent second major for students who wish to develop connections between current information technology and their other disciplinary work. The two introductory courses, Introduction to Computer Programming and<br>Management Information Systems, provide a foundation in computer science concepts with applications in programming and the application of information technology concepts and practices to problems faced by business and organizations.

In the 300 level courses, students will develop working knowledge of operating systems, networking, and database concepts as well as the ability to analyze and design solutions for larger problems that can be addressed by information technology. Elective courses allow students to explore other advanced topics and the use of information technology in other disciplines. All students take a capstone course to develop a team-based project that incorporates all components of learning in the program.

The Bachelor of Science in Cyber and Network Security provides students with both the fundamentals of cyber security theory and practice in conjunction with core information technology concepts in networking, operating systems, and computer forensics. Students select electives that allow exploration of additional cyber and network security topics or connections to topics in criminal justice or philosophy.

The required internship is an important component of both the majors in Computing Technology and Information Systems and in Cyber and Network Security. Through the internship and large-scale projects in many courses (semester-long in the case of the CTIS Capstone course), students take ownership of how they apply their learning to develop a portfolio of experience valued by employers and graduate schools.

## Degrees Offered

The Bachelor of Science is offered in computing technology and information systems and cyber and network security.

- Computing Technology and Information Systems Major (p. 41)
- Cyber and Network Security Major (p. 41)
- Computing Technology \& Information Systems (p. 40)
- Cyber and Network Security (p. 41)

CTIS 104. Elementary Electronics (PHYS 104). 4.
Introduces students to the behavior of the fundamental building blocks of modern electronic devices and the underlying scientific principles that make these devices work. Topics will be derived from analog and digital electronics and include resistance, capacitance, diodes, signal filtering, positive and negative feedback, operational amplifiers, Boolean logic, logic gates, and digital to analog conversion. This course is designed for the general student population (but not physics majors and physics minors) who are interested in exploring the fundamentals of electronics. Prerequisite: Successful completion of the quantitative literacy requirement. Spring. Fulfills natural science/mathematics requirement (1998 2019). Offered in alternate years.

## CTIS 150. Special Topics. 1-8.

## CTIS 210. Introduction to Computer Programming. 4.

Exploration of computer programming with emphasis on scientific, educational and entertainment applications. Topics include programming fundamentals, user interaction, graphics display, data processing, problem solving and artificial intelligence. Prior programming experience not required.
Prerequisite: Background in using computers at the level of an introduction to computers course or equivalent experience, and mathematics background at the level of college algebra. Fullfills numeric/ symbolic engagement (2019).

CTIS 221. Fundamentals of Cyber Security (JPS 221). 4.
The percentage of crimes which utilize computers and networks has been increasing over the past 20 years. This course introduces students to the collection, preservation, presentation and preparation of computerand network-based evidence for the purpose of corporate investigation and criminal law enforcement, activities that define the central roles of computer and network forensic practitioners. Students will be introduced to cybercrime and the tools available to them to be able to appropriately investigate cybercrime. Network intrusions, foot printing, computer numbering, financial crimes and malware are among the topics to be discussed.
CTIS 223. Computer Hardware Construction. 4.
This course provides an introduction to and exploration of the current state of the art as evidenced by the actual component parts used in assembling a high-performance desktop computer. Turns occasionally vague wishes about how a computer should perform into a clear set of instructions that make it happen. Examination of the basic building blocks used in the construction of these amazing machines.
CTIS 230. Web Design and Development. 4.
This course introduces students to the designing and development of web pages using a variety of front-end web technology. Students will learn how to organize information on web pages using Hypertext Markup Language (HTML); create web designs using Cascading Style Sheets (CSS); and create dynamic behaviors using JavaScript. Web design concepts will be employed to create web pages that are aesthetically pleasing and user friendly. Students will learn how to use modern web development tools to efficiently create, test and validate web pages across multiple browser environments. Students will apply web design techniques and web development technologies in creating a small, dynamic website.

CTIS 243. Management Information Systems (BUS 243). 4.
Introduction to the management of computing and information resources in organizations. Course topics include computer hardware and software, telecommunications, database management, electronic commerce and business intelligence. Students explore information technology and business problems and use spreadsheet and database applications to create effective solutions.
Prerequisite: Background in using computers at the level of an introduction to computers course or equivalent experience. Fulfills business and policy studies requirement (1998). Social/ behavioral science requirement (2019).

CTIS 250. Special Topics. 1-8.
CTIS 260. Independent Study. 1-8.
CTIS 274. Digital Graphic Design (THEA274). 4.
Introduction to basic principles and elements of graphic design, form/ symbol development, color theory and typography. Provides practical experience in essential software processes and procedures including Adobe Illustrator, Photoshop and InDesign. Create digital designs while engaging in critiques and group discussions. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

## CTIS 290. Internship. 1-8.

## CTIS 310. Advanced Computer Programming. 4.

A continuation of the study of program development begun in CTIS 210. The main areas of study are advanced programming features such as recursion and dynamic memory; a further investigation into objectoriented principles such as object-oriented design, inheritance and polymorphism; an introduction to simple data structures - lists, queues, stacks and binary trees; and an introduction to algorithm analysis using searching and sorting algorithms.
Prerequisite: CTIS 210.

## CTIS 320. Seminar in Cyber Security. 2.

This course focuses on ethical issues faced by security professionals, including those related to networks, intellectual property, privacy, security, reliability, liability, data collection and storage, and relevant current laws. This seminar examines the ethics of cyber security technologies and relevant current laws, in terms of the often-competing priorities of governments, corporations and citizens. This seminar also covers the professionalism for cyber and network security administrators such as job searching, interviewing skills and resume building. These topics are covered through readings, video/ multimedia, writings, discussions and presentations.
Prerequisite: CTIS/JPS 221.

## CTIS 321. Operating Systems. 4.

Evaluation of computer operating systems and their basic organization. Includes concurrent programming and synchronization techniques such as locks, barriers, semaphores and monitors. Addresses message passing, memory management, interrupts and file systems. Students will examine the coding used to implement the algorithms and learn to modify these structures to satisfy the specific requirements of a project. Prerequisite: CTIS 210 or CTIS 221.

CTIS 322. Networking Computers. 4.
In-depth exposure to the terms, concepts and configurations that have historically been, are currently being, and may in the future be used to accomplish inter-computer communication. Lab exercises focus on the installation of operating systems and configuration of their networking components, design and construction of examples of computer networks, and experimentation with performance and configuration of those networks.
Prerequisite: CTIS 321.
CTIS 331. Information Design. 4.
Theory and application of human-computer interaction, information architecture, usability and markup languages. Examination of communication and information transfer from the perspectives of both the provider and the consumer. Role of test, video, interactivity and other methods of providing information in computer and network-based settings.

## CTIS 342. Database Systems. 4.

Introduction to theory and practice of enterprise-level relational database systems. Using a database engine, students will learn the principles of entity relationship modeling and normalization. By modifying a database in a project, students will learn how to create queries using SQL, triggers, stored procedures, cursors, forms and reports.
Prerequisite: CTIS 210 and BUS 243 or CTIS 243.
CTIS 345. Systems Analysis and Design. 4.
This course will provide a prospective systems analyst or system architect the techniques used in the analysis, design and implementation of computer-based information systems. The course will enable students to study user requirements, create requests for proposals, prepare project plans, address systems project scope, conduct feasibility studies by providing an understanding of the systems study, project evaluation, planning and systems design phases of the system life cycle.
Prerequisite: CTIS 210 and CTIS 243.

## CTIS 350. Special Topics. 1-8.

CTIS 360. Independent Study. 1-8.
CTIS 370. Cyber and Network Security. 4.
The objective of this course is to build on the fundamental concepts of cyber and network security. Students will experience multiple cyber security technologies, processes, and procedures; learn how to analyze the threats, vulnerabilities and risks present in these environments; and develop appropriate strategies to mitigate potential cyber security problems. Topics include security risk assessment and management; policies, procedures and guidelines for information security plans; IT security controls and technologies, security standards, compliance, and cyber laws; IT auditing; cyber insurance strategies; and emerging trends. Prerequisite: CTIS/JPS 221.

## CTIS 371. Computer Forensics. 4.

This course introduces students to the techniques and tools of computer forensics investigations specifically designed for analyzing the Windows operating system. Students will receive step-by-step explanations on how to use a wide variety of forensic tools. Topics include registry analysis, file analysis, internet artifact analysis, volatile evidence collection, live incident response and metadata.
Prerequisite: CTIS/JPS 221.
CTIS 390. Internship. 1-8.

CTIS 421. Computer Security and Information Assurance. 4.
Exploration of the techniques and methods used in the securing of computers and computer networks.
Prerequisite: CTIS 322.
CTIS 440. CTIS Capstone. 4.
Project management in the context of the skills and knowledge developed in CTIS courses. Team approach and solution-oriented.
Prerequisite: CTIS 321, CTIS 342 and one of the following: CTIS 310, CTIS 322, CTIS 345 or CTIS 334 or instructor permission.

CTIS 450. Special Topics. 1-8.
CTIS 460. Independent Study. 1-8.
CTIS 470. Senior Thesis. 1-8.
CTIS 471. Advanced Cyber and Network Security. 4.
This course will cover advanced network and cyber security issues and solutions. It takes an operational approach to implementing and managing effective cyber security policies in complex networked enterprises. Topics include an evaluation of security management models, security program development, risk assessment and mitigation, threat/vulnerability analysis and risk remediation, and cyber security operations. Students also will learn incident handling, business continuity planning and disaster recovery, security policy formulation and implementation (security management cycle), in addition to informationsharing, and privacy, legal, compliance, and ethical issues. Prerequisite: CTIS 370.

CTIS 490. Departmental Honors. 1-8.

## Computing Technology \& Information Systems

Robert M. Whitnell, Department of Computing Technology \& Information Systems

The minor in computing technology \& information systems requires two foundation courses in computer science and information systems. Students then select two electives that allow exploration of a variety of information technology topics. The CTIS minor provides a strong complement to any major for students who wish to build a solid background in information technology theory and practice into their studies. The minor in Computing Technology \& Information Systems is not available to Computing Technology \& Information Systems majors.

## Minor Requirements

The minor requires a minimum of 16 credits (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| CTIS 210 | Introduction to Computer Programming | 4 |
| CTIS 243 | Management Information Systems (BUS 243) | 4 |
| Select two (2) CTIS courses selected from the following, with at least <br> one at the 300 | 8 |  |
| CTIS 223 | Covel or higher: |  |
| CTIS 230 | Web Design and Development |  |
| CTIS 310 | Advanced Computer Programming |  |
| CTIS 321 | Operating Systems |  |
| CTIS 322 | Networking Computers |  |
| CTIS 331 | Information Design |  |
| CTIS 342 | Database Systems |  |


| CTIS 345 | Systems Analysis and Design |  |
| :---: | :--- | :--- |
| CTIS 421 | Computer Security and Information Assurance |  |
| Total Credits |  | $\mathbf{1 6}$ |

Total Credits
Total credits required for computing technology \& information systems minor is 16 credits

## Computing Technology and Information Systems Major

 Bachelor of Science Degree in Computing Technology and Information SystemsThe major requires a minimum of 36 credits (nine courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| CTIS 210 | Introduction to Computer Programming | 4 |
| CTIS 243 | Management Information Systems (BUS 243) | 4 |
| CTIS 290 | Internship | $1-8$ |
| CTIS 310 | Advanced Computer Programming | 4 |
| CTIS 321 | Operating Systems | 4 |
| CTIS 322 | Networking Computers | 4 |
| CTIS 342 | Database Systems | 4 |
| CTIS 345 | Systems Analysis and Design | 4 |
| CTIS 440 | CTIS Capstone | 4 |
| Choose One Elective from: | 4 |  |


| ART 245 | Digital Darkroom |
| :--- | :--- |
| CTIS/PHYS | Elementary Electronics (PHYS 104) |
| 104 |  |
| CTIS/JPS 221 | Fundamentals of Cyber Security (JPS 221) |
| CTIS 223 | Computer Hardware Construction |
| CTIS 230 | Web Design and Development |
| CTIS/THEA | Digital Graphic Design (THEA274) |
| 274 |  |
| CTIS 331 | Information Design |
| CTIS 421 | Computer Security and Information Assurance |
| GEOL 340 | Images of the Earth: GIS and Remote Sensing |
| MATH 212 | Discrete Mathematics |
| PHIL 241 | Ethics In a Digital World |
| PHIL 292 | Formal Logic |
| XD 220 | Experience Design |
| Total Credits |  |

## Cyber and Network Security

Chafic Bou-Saba, Department of Computing Technology \& Information Systems

The minor in Cyber and Network Security requires three courses that provides students with the fundamentals of networking and cyber security theory and practice. Students then select one elective that allow exploration of additional cyber and network security topics or connections to topics in criminal justice or philosophy. The minor in Cyber and Network Security is not available to Cyber and Network Security majors.

## Minor Requirements

The minor requires a minimum of 16 credits (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| CTIS 221 | Fundamentals of Cyber Security (JPS 221) | 4 |
| CTIS 322 | Networking Computers | 4 |
| CTIS 371 | Computer Forensics | 4 |
| Select one of the following: | 4 |  |
| CTIS 210 | Introduction to Computer Programming |  |
| CTIS 223 | Computer Hardware Construction |  |
| CTIS 230 | Web Design and Development |  |
| CTIS 243 | Management Information Systems (BUS 243) |  |
| CTIS 321 | Operating Systems |  |
| CTIS 331 | Information Design |  |
| CTIS 342 | Database Systems |  |
| CTIS 370 | Cyber and Network Security |  |
| CTIS 421 | Computer Security and Information Assurance |  |
| CTIS 471 | Advanced Cyber and Network Security |  |
| JPS 200 | Criminal Procedure |  |
| JPS 233 | Deviance and Society | $\mathbf{1 6}$ |
| JPS 330 | Criminal Investigation |  |
| PHIL 241 | Ethics In a Digital World |  |
| Total Credits |  |  |

## Cyber and Network Security Major Bachelor of Science Degree in Cyber and Network Security

The major requires the following eight required courses and two elective courses.

## Common Core Requirements

| Code | Title | Credits |
| :--- | :--- | ---: |
| CTIS/JPS 221 | Fundamentals of Cyber Security (JPS 221) | 4 |
| CTIS 290 | Internship | $1-8$ |
| or CTIS 390 | Internship |  |
| CTIS 320 | Seminar in Cyber Security | 2 |
| CTIS 321 | Operating Systems | 4 |
| CTIS 322 | Networking Computers | 4 |
| CTIS 370 | Cyber and Network Security | 4 |
| CTIS 371 | Computer Forensics | 4 |
| CTIS 471 | Advanced Cyber and Network Security | 4 |
| Select two of the following electives: | 12 |  |
| CTIS 421 | Computer Security and Information Assurance |  |
| JPS 200 | Criminal Procedure |  |
| JPS 233 | Deviance and Society |  |
| JPS 330 | Criminal Investigation | $\mathbf{4 9 - 4 6}$ |
| PHIL 241 | Ethics In a Digital World |  |
| Total Credits |  |  |

## Economics (ECON)

Robert B. Williams, Sulon Bibb Stedman Professor, Chair

Robert G. Williams, John K. Voehringer Jr., Professor Natalya Shelkova, Associate Professor

Every individual must make economic decisions, and economic forces and government economic policies have a continuous impact on our lives. The Guilford economics program is designed to contribute to a liberal arts education in three ways. First, it combines scientific analysis with a historical and global perspective, providing a deeper understanding of the complex forces at work in the world. Second, it provides rigorous training in analytical thinking, problem solving, designing and carrying out fruitful research projects, and effectively communicating results both orally and in writing. All of these skills prepare students to perform well in a wide variety of careers. Third, it clarifies issues of human values and perspectives, addressing concerns that lie at the heart of every issue of public policy, thereby preparing students to become more effective and well-rounded citizens.

## Degree Offered

The Bachelor of Arts degree is offered in Economics

## Mission Statement

When most people think of economics two things usually come to mind: horrific images of mathematical equations and anxious thoughts of our tax system. For those who believe they have nothing to do with economics, this area of study conjures up nightmares of graphs, federal fiscal policy (including that monstrous deficit), and seemingly impossible problems such as welfare and Social Security. Little do they know that everyone interacts with our economy on a daily basis. Economic policies and conditions subtly (and sometimes not so subtly) impact our lives.

The Department of Economics strives to educate students about their economy and about the economies of other countries. In The economics program at Guilford offers numerous exciting and interesting classes to enhance a student's understanding of their surrounding economy and its impact on our lives. The economics major equips students with the ability to analyze complex forces at work in society. The major also provides rigorous training in analytical thinking, creative problem solving, designing and undertaking research projects, and effectively communicating results both orally and in written form. Studies in economics enable a student to clarify issues of human values and perspectives that lie at the heart of public policy. Economics provides students with many valuable skills to be taken into a wide variety of careers.

- Economics Major (p. 44)
- Economics Minor (p. 44)
- International Political Economy (p. 44)


## ECON 150. Special Topics. 1-8.

Recent offerings include both standard fields of economics, interdisciplinary fields (e.g., Methods of Social Research, offered jointly with the Department of Sociology and Anthropology; Economic History of the United States, offered jointly with the Department of History), and other topics of interest to the faculty (e.g., Democracy at Work; Women, Children and Economic Policy).
Prerequisite: will vary depending on the design of the course. May also be offered at 250, 350 and 450 levels.

ECON 221. Macroeconomic Principles: "Global Vision: the U.S. in the World Economy". 4.
The study of aggregate supply and demand; national income and fiscal policy; the banking system and monetary policy; economic fluctuations and growth - all viewed from a global systems perspective. Applied topics include unemployment, inflation, gross domestic product, interest rates, economic forecasting, the Federal Reserve system, technological change, productivity, business cycles, foreign exchange markets, the balance of international payments and others, depending on current developments in the economy. Fulfills social science requirement (1998). Social/behavioral science and numeric/symbolic engagement requirements (2019).

## ECON 222. Microeconomic Principles: Public Policy. 4.

The study of economics; supply and demand; consumer behavior; firms, production and cost; perfect competition, monopoly and other market types; income distribution; all explained with the goal of understanding economic problems and evaluating public policy to solve these problems. Applications to agriculture, energy, environment, poverty, economic development, discrimination, natural resources, taxes, regulation, sports and other special topics, depending on the semester. May be taken independently of ECON 221. Fulfills social science and social justice/ environmental responsibility requirements (1998). Social/behavioral science, evaluating systems and environments, and numerical/symbolic engagement requirements (2019).
ECON 250. Special Topics. 1-8.
ECON 260. Independent Study. 1-8.
Independent research or directed study on a topic of interest to the student. Credit depends on the quality and quantity of work agreed upon in advance; generally, for example, one credit would be earned for an acceptable 20-page paper.
Prerequisite: consent of the department. May also be offered at 360 and 460 levels.

ECON 290. Internship. 1-8.
May also be offered at the 390 level.
ECON 301. Research Methods. 4.
The course focuses on the key areas of quantitative research methods including the scientific method, selection of research design, data collection and sampling, questionnaire design, data analysis and interpretation, and ethical issues in research design. Class assignments and projects enable students to develop their proficiency in using descriptive and inferential statistics to analyze and interpret data. Prerequisite: ECON 222 or instructor permission

ECON 302. Economic History of the United States (HIST 302). 4. Examines key issues in economic history in the United States, including the emergence and spread of market institutions, the changing nature and conditions of work through different periods, the rise of big business and impact of industrial capitalism, and the methods and outcomes of those who resisted these changes. Short research projects and a semester-long paper provide opportunities to engage in historical research.
Prerequisite: ECON 222 or instructor permission. Alternate years.

## ECON 311. Data Collection \& Analysis. 4.

Students will use a variety of key economic sources and learn various techniques of univariate analysis. They will gain experience in developing testable hypotheses, creating well-designed survey instruments to test these hypothesis, and gaining experience in different methods of data presentation. Fulfills social/behavioral science requirement (2019).

ECON 312. Econometrics. 4.
Students will learn and apply multivariate analysis as they test specific economic models or theories of their choice. They will gain confidence as they interpret the results and problem solve any challenges that emerge from their analysis.
Prerequisite: Econ 311.
ECON 328. Analytics for Business and Government (MATH 328). 4. This course is a hands-on introduction to business analytics. In this course, students will learn to convert quantitative data into information that can be used to help guide business/government decision making. This course provides students with the fundamental con- cepts and tools needed to understand the emerging role of business analytics in organizations. Students will apply modern data mining tools to various data sets in the $R$ statistical software environment. Emphasis is placed on concepts, applications, and interpretation of results as well as professional skills like communication, teamwork, and presentation. Prerequisite: ECON 222 or permission of instructor.

ECON 333. Money and Capital Markets (BUS 333). 4.
Explores how the financial and world money systems operate in a global economy, the evolution of financial markets and institutions, the role that theories of money play in current economic events and in the policy efforts of the Federal Reserve and other central banks with respect to the rate of inflation, real economic activity, unemployment rates, current prices and international flows of commodities and capital.
Prerequisite: ECON 221 or permission of Instructor.
ECON 335. Comparative Economic Systems: "The Rise and Fall of the Soviet Empire". 4.
Historical analysis of the rise and decline of socialist-type economies (especially the former USSR, but cases for student research include Eastern Europe, China, Cuba, etc.) and the challenges of transition and integration into the world capitalist system. In this seminar-style course, students select a particular country other than Russia for in-depth semester-long research.
Prerequisite: ECON 221 or ECON222.
ECON 336. Economic and Social Development: "'Beneath' the United States.". 4.
U.S. policy-makers frequently view Latin America and the Caribbean as "beneath" the United States. This seminar-style course adopts a radically different perspective: from within Latin America looking outwards. Prerequisite: ECON 221, ECON 222 or instructor permission. Alternate years. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

ECON 342. Poverty, Power and Policy. 4.
Is government merely a necessary evil or can it be an effective force to improve the lives of its citizens? This course examines the role and performance of government programs in economy, raising significant social and economic issues such as wealth distribution, poverty, taxation and economic fairness.
Prerequisite: ECON 222 or instructor permission. Fulfills social justice/ environmental responsibility requirement (1998). Evaluating systems and environments (2019). Alternate years.

ECON 344. Environmental and Resource Economics. 4.
Is economic growth necessary to provide the prosperity needed to pay for environmental restoration or does such growth create environmental problems we can never undo? The course uses economic theory, ecological concepts and systems approaches to examine current management practices of our renewable and nonrenewable resources. Prerequisite: ECON 222 or instructor permission. Fulfills social justice/ environmental responsibility requirement (1998). Evaluating systems and environments (2019). Alternate years.

## ECON 348. Health Economics. 4.

The course overviews the health care system in the U.S. and its historical roots, focusing on the economic analysis of the health care markets, including markets for physicians services, hospitals, insurance and the market for pharmaceuticals. The course explores forces that influence demand, costs and supply in each market; considers questions of market power and other marker failures present in health care markets, and the role of the government. During the semester students pursue a research project by identifying a contemporary health care issue, which they research using tools of economic analysis, culminating with a proposal of its creative solution.
Prerequisite: ECON 222. Alternate years.

## ECON 350. Special Topics. 1-8.

ECON 360. Independent Study. 1-8.
ECON 390. Internship. 1-8.
ECON 422. Inter. Micro. Econ. Theory. 4.
The course focuses on formal economic analysis of consumer behavior, decision-making by a firm under different competitive market structures, welfare analysis, and select other topics. The course introduces students to mathematical tools of economic analysis, including optimization and marginal analysis. The course is recommended for students who plan to pursue graduate degrees in economics, finance, business, public policy and related fields.
Prerequisite: Econ222, preparation in calculus recommended
ECON 432. International Economics: "'Beside' the United States". 4. Systematic approach to international economic relations; theories of international trade and finance; impact of national governments and multinational institutions on movements of commodities, people, direct investment, portfolio flows and foreign exchange markets; and application of international economic theory to current problems of the world economic order.
Prerequisite: ECON 221, ECON 222 or instructor permission. Alternate years.

ECON 441. Labor Economics. 4.
Alternative approaches to labor-market theory and policy: perfect competition, segmentation and dual labor-market hypotheses. Income distribution; unions and collective bargaining; and discrimination and poverty macroeconomics of the labor market.
Prerequisite: ECON 222 or instructor permission.

ECON 442. Industrial Organization. 4
Industrial organization studies how firms are organized and how they compete in the modern market place. It applies the tools of microeconomic analysis to study imperfectly competitive markets markets where firms have market power. The course addresses such questions as: What strategies do firms use to gain and maintain market power? What causes some firms to die while others survive? What are the welfare consequences of market power? How do government regulations and antitrust policies affect firms and market structure? Specific topics include industry entry and exit, monopoly, strategic behavior and collusion, mergers, antitrust regulation
Prerequisite: ECON 222 or instructor permission.
ECON 450. Special Topics. 1-8.
ECON 460. Independent Study. 1-8.
ECON 470. Senior Thesis. 1-8.
Research and oral presentation of an in-depth study, usually building from research done in other upper- level economics courses. For students of exceptional motivation and ability.
Prerequisite: consent of the department prior to the middle of the second semester of the student's junior year

ECON 490. Departmental Honors. 1-8.
4.

## Economics Major

## Bachelor of Arts Degree in Economics

Major Requirements
The major requires a minimum of 32 credit hours

| Code | Title | Credits |
| :--- | :--- | ---: |
| ECON 221 | Macroeconomic Principles: "Global Vision: the U.S. <br> in the World Economy" | 4 |
| ECON 222 | Microeconomic Principles: Public Policy | 4 |
| or ECON 250 | Special Topics | 4 |
| ECON 311 | Data Collection \& Analysis | 4 |
| ECON 312 | Econometrics | 16 |
| Four 300- or 400-level ECON courses | $\mathbf{3 2}$ |  |
| Total Credits |  |  |

## Economics Minor

Robert B. Williams, Professor, Chair
Robert G. Williams, John K. Voehringer Jr., Professor
Natalya Shelkova, Associate Professor
The economics minor is a package of courses that will provide a career boost for students coming from other majors. In the minor, students learn discipline-specific skills that prepare them for running their own businesses, becoming executives of corporations, managing non-profit enterprises, working for international or environmental organizations or becoming consultants in areas with a practical policy orientation. In addition, students develop transferable skills that prepare them for leadership positions in the widest range of activities, because institutions promote people who can think rigorously, view problems from different angles, make original discoveries about the world and present those discoveries in an articulate way. The economics minor is an attractive asset on one's resume, and graduate programs in law, business
administration, international studies and public policy favor candidates with strong economic backgrounds.

The minor in economics is not available to economics majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| ECON 221 | Macroeconomic Principles: "Global Vision: the U.S. <br> in the World Economy" | 4 |
| or ECON 222 | Microeconomic Principles: Public Policy |  |
| One ECON course at any level | 4 |  |
| Two ECON courses at the 301 level or above | 8 |  |
| Total Credits | $\mathbf{1 6}$ |  |

Total credit hours required for economics minor is 16 credits

## International Political Economy

Robert G. Williams, Department of Economics
Kenneth E. Gilmore, Department of Political Science
Understanding the complexities of global finance, production and trade; describing and explaining the patterns of capital accumulation on a world scale; clarifying the connections among state-making, international markets and world development - require the integration of the theoretical insights of the disciplines of economics and political science. The international political economy minor encourages students to explore the interplay of economics and politics in the global arena. Students will learn the contending analytical perspectives that characterize scholarship on the politics of international economic relations. Students will also become familiar with the tools of economic analysis, including how to read a balance of payments table, how to analyze a foreign exchange market and how to evaluate the impact of international capital flows on domestic policy. The basic principles developed in introductory level courses are applied to real-world issues in the upper-level course electives.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| ECON 221 | Macroeconomic Principles: "Global Vision: the U.S. <br> in the World Economy" | 4 |
| PSCI 330 | Global Power and Wealth | 4 |
| Select two of the following: | 8 |  |
| ECON 335 | Comparative Economic Systems: "The Rise and <br> Fall of the Soviet Empire" |  |
| ECON 336 | Economic and Social Development: "'Beneath' the <br> United States." |  |
| ECON 432 | International Economics: "'Beside' the United <br> States" |  |

Total Credits

Total credit hours required for international political economy minor is 16 credits

# Education Studies (EDUC) 

David P. Hildreth, Professor, Chair<br>Anna Pennell, Associate Professor<br>Deedee Pearman, Administrative Assistant/Licensure Officer

The Education Studies Major offers two types of majors, one that leads to licensure to teach and on that is non-licensure, one that leads to teacher licensure and one that does not. Education Studies strives to help individuals become thoughtful, critical and student-centered teacher/ learner/leaders. We depend on the knowledge, experience and scholarship of our program faculty, who are themselves teachers/learners/leaders, to help our students make connections between the Quaker and liberal arts traditions, multicultural and global perspectives, and the worlds of elementary and secondary schools.

The primary goal of all programs is to develop teacher/learner/leaders who are grounded in the liberal arts, self-confident, inquisitive, ethical, and reflective in their practice. We seek to develop prospective teachers and other types of educational leaders committed to and capable of constructive action in contemporary society. In preparing students to assume professional roles in schools and other educational institutions, the programs emphasize understanding educational issues from a global perspective using ethnographic observation, constructivist practices, and action research to discover how people learn and how schools and other educational settings are made effective and just.

Throughout all programs and tracks, faculty and students work together in interactive learning experiences in the college classroom and in the field, incorporating practical application with theoretical discussion and exploration. Small classes and close, one-on-one mentoring relationships are a unique and integral part of the program.

Other central components of the program include the cross-cultural internship and inquiry, often in another country, through which students develop insight into their own and others' cultural lenses. The Capstone experience, which occurs after student teaching, is another central component of the program. In the Capstone experience, teaching candidates reflect on their student teaching experiences, grounding their theoretical, philosophical insights, with practical applications and exploring the possible leadership roles that they may take in the future.

The five major curricular components of all licensure programs and nonlicensure tracks are:

- a strong interdisciplinary liberal arts core required of all students (foundations)
- completion of cross-cultural education fieldwork (study abroad is highly recommended, but not necessary)
- early, intentionally focused, and continuous field work in schools and other educational sites
- either (for licensure-seeking students) the completion of supervised clinical teaching experiences leading to professional licensure; OR (for non-licensure-seeking students) a sequence of courses that focuses the Non-Licensure Education major in one of a variety of educational or related disciplines based on student-interest, e.g. Policy, English Language Learners, Exceptional Children/People, Sociology of Education, etc.
- the completion of a Capstone experience


## Degrees Offered

The Bachelor of Arts ( AB ) degree is offered in Education Studies programs/ tracks. A Bachelor of Science may be an option for specific non-licensure candidates.

## Programs

The Education Studies Department offers six teacher programs and one non-licensure track:

- Elementary licensure, grades K-6
- Secondary licensure, grades 9-12, in English
- Secondary licensure, grades 9-12, in social studies
- Secondary licensure, grades 9-12, comprehensive science
- Comprehensive licensure, grades K-12, in Spanish
- Comprehensive licensure, grades K-12, in French
- Non-licensure track

There are two non-licensure tracks. One is interdisciplinary and planned by the individual and their advisors. This is the +4 track. The other is named "All But Student Teaching" (ABS), in which the student completes all the licensure requirements except student teaching.

## LICENSURE ONLY PROGRAM

We also offer a "Licensure Only" program for people with four-year undergraduate degrees from regionally accredited colleges, who wish to earn their license in K-6, Social Studies or English. This program does not lead to a degree, but leads to a teaching license. Candidates for Licensure Only must be accepted into the teacher licensure program once they complete their foundational requirements. Requirements may vary based on the student's prior degree.

- Comprehensive Secondary Science Education Major (p. 47)
- Education Studies Major (p. 48)
- Education Studies Minor (p. 49)

EDUC 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
EDUC 201. Philosophical and Ethical Reflection in Education. 4. Based on the premise "we teach who we are," students analyze their own experiences, biases, assumptions and values in relation to the history of the philosophy of education in the West beginning with Socrates and continuing through the Liberation Pedagogues. Students consider how the roles and responsibilities of teachers and learners have been shaped and thus how they might be transformed. This course requires 8 hours of field work. Fulfills arts/humanities and evaluating systems and environments requirements (2019).

## EDUC 202. Educational Psychology in Classrooms. 4.

An interdisciplinary approach drawing heavily upon theories of developmental psychology. This course provides a foundation for understanding the classroom as an instructional system. Theories of knowledge, development and learning provide a context for field experiences in schools. Psychology. A minimum of five hours of fieldwork in the public schools is required.
Prerequisite: PSY 224 or may be taken concurrently with PSY 224.

EDUC 203. Contemporary/Historical Issues in Education. 4.
A broad survey of US Educational History is employed to guide an analysis of contemporary social, cultural and political issues in education within an historical context. Ethnographic research based on 20 hours of fieldwork is required.
Prerequisite: historical perspectives. Fulfills social science requirement (1998). Social/ behavioral science (2019).

EDUC 204. Mathematics for Elementary School Teachers. 4.
Introduction to elementary school mathematics and its fundamental underlying concepts and structure with emphasis on problem-solving, logical thinking, use of conjecture and exploration with concrete materials. Does not count toward the major. Restricted to education studies majors.
Prerequisite: passing score on Guilford's Quantitative Literacy test, passing grade in MATH 110 Mathematics for the Liberal Arts, or another math course approved by the Department of Education Studies. Fulfills quantitative literacy requirement (1998). Numeric/symbolic engagement requirement (2019).

EDUC 250. Special Topics. 1-8.
Special Topics: Offered in 12 and 3 week courses.
EDUC 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
EDUC 290. Internship. 1-8.
$1-4$. May also be offered at the 390 level.
EDUC 300. Teaching Learners with Special Needs. 4.
Provides an introduction to the terminology, identification, and issues commonly encountered when addressing the needs of diverse students with disabilities. In addition to reflecting on and learning about themselves as learners, which is a critical component when working with others, students will cover four major areas in this course: (1) Foundations of special education, (2) Characteristics of diverse learners, (3) Assessment and evaluation of student learning, and (4) Instructional planning for students with disabilities. Assignments may include up to 20 hours of school-based observation and participation, as applicable. Prerequisite: Developmental Psychology, a letter of recommendation from student advisor and/or instructor permission. Students also need access to reliable transportation. Fulfills social/behavioral science requirement (2019).

EDUC 302. Field Study in Cross-Cultural Education. 4.
Combines coursework with 50 -hour of cross-cultural fieldwork to support students in developing a pedagogical cultural identity and critical cultural competency skills. Students may choose from a variety of approved local or international field sites to complete the cross-cultural fieldwork requirement. Special arrangements may be made to complete some work requirements prior to overseas. Students are encouraged to seek advisement early to plan
Prerequisite: EDUC 203 and Historical Perspectives.
EDUC 306. Processes in Teaching Elementary School Science. 4. May be taken separately from or in combination with the EDUC 307, EDUC 308 and EDUC 309 block. This course is designed to prepare prospective educators to teach science using a hands-on/minds-on pedagogical approach. Students will be required to attend at least one all-day science education workshop. They may be required to attend the regional professional conference, depending on where it is held. Prerequisite: successful completion (a grade of C or better) in EDUC 201, EDUC 202 OR EDUC 203; completion of natural science and math requirement or an equivalent lab science.

EDUC 307. Literacies Across the Curriculum. 4.
Candidates receive instruction in the teaching of reading, including oral and written language. Students practice research based assessment and diagnosis of reading in their clinical internships and across elementary grade levels. Corequisites: EDUC 308, 309, and clinical internship.
EDUC 308. Internship in Leadership, Collaboration and Community. 4. Candidates observe, analyze and practice positive classroom management and behavioral strategies; understand professional roles and responsibilities; learn the expectations for student performance based on State and Local Standards; and participate in the process of identification of students with special needs. Corequisites: EDUC 307, 309, and clinical internship.

## EDUC 309. Planning for Teaching and Learning. 4.

Candidates practice instructional planning which includes UDL and differentiation as well as general, research -based best practices in instruction; assessment and evaluation strategies and theories and apply these in all elementary content areas. Corequisites: EDUC 307, 308, and clinical internship.

## EDUC 312. Seminar in the Processes of Secondary and K-12

## Teaching. 4.

Study of school structures and curricula; study and practice of methodologies in appropriate to specialty areas and to integrated curricula. A focus on instructional planning, pedagogy and assessment. Candidates focus on planning, instruction and assessment in accordance with the expectations of edTPA and State Standards, which includes identifying and supporting students with special needs, integration of technology and differentiation. Corequisite: EDUC 313 or instructor permission.
EDUC 313. Seminar in the Processes of Secondary and K-12 Teaching: Theory into Practice. 4.
Students observe, analyze, and practice skills and knowledge of research-based planning, instruction and assessment in a 50 hour clinical internship under the supervision of a clinical educator and field supervisor in a partner school. Emphasis is placed on expanding professional knowledge and skills required of educators and the expectations for student performance based on State and local standards. Corequisite: EDUC 312.
Prerequisite: Admission to the program. 40 hours of fieldwork in a clinical internship required.

EDUC 350. Special Topics. 1-8.
Offered in Spring 3 weeks for Candidates who complete their 12 week internship.
EDUC 360. Independent Study. 1-8.
EDUC 390. Internship. 1-8.
EDUC 410. Elementary Student Teaching Seminar. 4.
Integrated with student teaching (EDUC 440), the seminar provides collaborative reflection on and support for student teacher cohorts. Seminar topics derive from cohort next steps. The seminar also serves to guide candidates in completion of their edTPA portfolio. Corequisite: EDUC 440.
Prerequisite: Admission to the Teacher Licensure Program(S) EDUC 410 designates the Elementary Licensure Seminar. EDUC 420 Designates the Secondary and Comprehensive Licensure Seminar.

EDUC 420. Secondary Student Teaching Seminar. 4.
Integrated with student teaching (EDUC 440), the seminar provides collaborative reflection on and support for student teacher cohorts. Seminar topics derive from cohort next steps. The seminar also serves to guide candidates in completion of their edTPA portfolio. Corequisite: EDUC 440.
Prerequisite: Admission to the Teacher Licensure Program(S) EDUC 410 designates the Elementary Licensure Seminar. EDUC 420 Designates the Secondary and Comprehensive Licensure Seminar.

EDUC 440. Student Teaching. 8-12.
Under the supervision of a clinical educator and field supervisor candidates complete the second half of their clinical internship as student teachers. Clinical educators will be designated in cooperation between the partner school principal and field supervisor. Student teaching requires candidates to be in the classroom and teaching full time for one semester. Student teaching is the culmination of the candidate's studies at the College and requires that the candidate operationalize the skills, dispositions and knowledge they have studied, as well as be reflective and responsive practitioners who are capable of innovation. Student teaching takes place at the beginning of the school year.

EDUC 450. Special Topics. 1-8.
Special Topics for Student Teachers. Offered in 3 weeks at the beginning of Fall Semester.

EDUC 460. Independent Study. 1-12.
EDUC 470. Senior Thesis. 1-8.

## EDUC 490. Departmental Honors. 1-8.

4-8. In order to be eligible and write a thesis for departmental honors in Education Studies, a student must have an overall GPA of 3.30 and a GPA of 3.50 or higher in an Education Studies major. Once approved to write a thesis, the student needs a thesis advisor (in the department) and the thesis committee must include two additional faculty members, one of whom should be from outside the department (or outside the college as applicable), as approved by the thesis adviser. Additionally, the student will submit a written thesis to the full committee and make a public presentation (e.g., GUS, other).

## Comprehensive Secondary Science Education Major

## Bachelor of Science Degree in Comprehensive Secondary Science Education

| Code | Title | Credits |
| :--- | :--- | ---: |
| PSY 224 | Developmental Psychology | 4 |
| EDUC 201 | Philosophical and Ethical Reflection in Education | 4 |
| EDUC 202 | Educational Psychology in Classrooms | 4 |
| EDUC 203 | Contemporary/Historical Issues in Education | 4 |
| EDUC 302 | Field Study in Cross-Cultural Education | 4 |
| EDUC 312 | Seminar in the Processes of Secondary and K-12 | 4 |
|  | Teaching 1 | 4 |
| EDUC 313 | Seminar in the Processes of Secondary and K-12 | 4 |
| EDUC 420 | Teaching: Theory into Practice 1 | 4 |


| EDUC 440 | Student Teaching ${ }^{2}$ | 12 |
| :---: | :---: | :---: |
| Total Credits |  | 44 |
| 1 Offered in spring semester only. |  |  |
| 2 Offered only in the fall. |  |  |
| Biology Focus |  |  |
| Code | Title | Credits |
| BIOL 201 | Intro Biol: Form and Function |  |
| BIOL 202 | Intro Biol: Ecol and Evolution |  |
| CHEM 111 | Chemical Principles I |  |
| CHEM 112 | Chemical Principles II |  |
| Select one of the following: |  | 4 |
| PHYS 111 | Introduction to Physics for the Life Sciences I |  |
| PHYS 117 |  |  |
| PHYS 121 | Classical and Modern Physics I |  |
| Select one of the | following: | 4-5 |
| PHYS 112 | Introduction to Physics for the Life Sciences II |  |
| PHYS 118 |  |  |
| PHYS 121 | Classical and Modern Physics I |  |
| GEOL 121 or GEOL 141 | Geology and the Environment Oceanography |  |
| Select one of the following: 4 |  |  |
| MATH 115 | Elementary Functions |  |
| MATH 220 | Calculus I: Differential Cal. |  |
| BIOL 291 | Introduction to Scientific Inquiry |  |
| $\begin{aligned} & \text { BIOL } 341 \\ & \quad \text { or BIOL } 342 \end{aligned}$ | Human Anatomy and Physiology I Human Anatomy and Physiology II |  |
| $\begin{aligned} & \text { BIOL } 313 \\ & \quad \text { or BIOL } 315 \end{aligned}$ | Molecular Cell Biology Microbiology |  |
| BIOL 438 | General Ecology |  |
| Total Credits |  | 12-13 |

Total credit hours required for B.S. degree with a biology focus -92 credits

## Chemistry Focus

| Code | Title | Credits |
| :--- | :--- | ---: |
| BIOL 201 | Intro Biol: Form and Function | 4 |
| BIOL 202 | Intro Biol: Ecol and Evolution | 4 |
| CHEM 111 | Chemical Principles I | 4 |
| CHEM 112 | Chemical Principles II | 4 |
| Select one of the following: | 4 |  |
| PHYS 111 | Introduction to Physics for the Life Sciences I |  |
| PHYS 117 |  | $4-5$ |
| PHYS 121 | Classical and Modern Physics I |  |
| Select one of the following: |  |  |
| PHYS 112 | Introduction to Physics for the Life Sciences II |  |
| PHYS 118 |  |  |
| PHYS 121 | Classical and Modern Physics I |  |
| GEOL 121 | Geology and the Environment |  |

Select one of the following: 4 MATH 115 Elementary Functions

| MATH 220 | Calculus I: Differential Cal. |  |
| :---: | :--- | ---: |
| CHEM 231 | Organic Chemistry I | 4 |
| CHEM 232 | Organic Chemistry II | 4 |
| CHEM 242 | Introduction to Inorganic Chemistry | 4 |
| Select one of the following: |  |  |
| CHEM 341 | Instrumental Analysis |  |
| CHEM 434 | Biochemistry (BIOL 434) |  |
| MATH 222 | Calculus II: Integral Calculus. | $\mathbf{3 6 - 3 7}$ |
| Total Credits |  |  |

Total credit hours required for B.S. degree with a chemistry focus - 98 credits

| Code | Title | Credits |
| :---: | :---: | :---: |
| BIOL 201 | Intro Biol: Form and Function |  |
| BIOL 202 | Intro Biol: Ecol and Evolution |  |
| CHEM 111 | Chemical Principles I |  |
| CHEM 112 | Chemical Principles II |  |
| PHYS 117 or PHYS 12 | 1 Classical and Modern Physics I |  |
| Approved PHYS |  | 2 |
| PHYS 118 |  |  |
| GEOL 121 | Geology and the Environment |  |
| Select one of the | following: | 4 |
| MATH 115 | Elementary Functions |  |
| MATH 220 | Calculus I: Differential Cal. |  |
| PHYS 223 | Classical and Modern Physics III |  |
| PHYS 232 | Experimental Physics II |  |
| Approved PHYS |  | 2 |
| Total Credits |  | 8 |

Total credit hours required for B.S. degree with a physics focus - 88 credits

## Earth Science Focus

| Code | Title | Credits |
| :---: | :---: | :---: |
| BIOL 201 | Intro Biol: Form and Function |  |
| BIOL 202 | Intro Biol: Ecol and Evolution |  |
| CHEM 111 | Chemical Principles I |  |
| CHEM 112 | Chemical Principles II |  |
| $\begin{array}{r} \text { PHYS } 117 \\ \text { or PHYS } \end{array}$ | Classical and Modern Physics I |  |
| PHYS 118 or PHYS | Classical and Modern Physics I |  |
| GEOL 121 | Geology and the Environment |  |
| Select one of the following: |  | 4 |
| MATH 115 | Elementary Functions |  |
| GEOL 122 | Historical Geology |  |
| GEOL 141 | Oceanography |  |
| Select one of the following: |  | 4 |
| GEOL 311 | Optical Mineralogy |  |
| GEOL 335 | Structural Geology |  |
| GEOL 415 | Paleontology |  |

GEOL 416 Sedimentology and Stratigraphy
Total Credits
8
Total credit hours required for B.S. degree with an earth science focus 92 credits

## Education Studies Major Bachelor of Arts Degree in Education Studies

Required courses for all education studies majors, 36 credit hours (seven courses):

| Code | Title | Credits |
| :--- | :--- | ---: |
| PSY 224 | Developmental Psychology | 4 |
| EDUC 201 | Philosophical and Ethical Reflection in Education | 4 |
| EDUC 202 | Educational Psychology in Classrooms | 4 |
| EDUC 203 | Contemporary/Historical Issues in Education | 4 |
| EDUC 302 | Field Study in Cross-Cultural Education | 4 |
| Total Credits |  | $\mathbf{2 0}$ |

## Additional Requirements for Elementary Licensure Code Title Credits <br> EDUC 204 Mathematics for Elementary School Teachers 4 <br> HP course with an HIST prefix 4 <br> EDUC 306 Processes in Teaching Elementary School Science 4

Apply for licensure program
Following courses are available to students who are accepted into the Elementary Teacher Licensure Program:

| EDUC 307 | Literacies Across the Curriculum | 4 |
| :--- | :--- | ---: |
| EDUC 308 | Internship in Leadership, Collaboration and <br>  <br>  <br> EDUC 309 | 4 |
| EDUC 410 | Planning for Teaching and Learning | 4 |
| EDUC 440 | Elementary Student Teaching Seminar | 4 |
| EDUC 450 Immersion in Student Teaching (3 weeks in Fall) | 8 |  |
| Total Credits | Student Teaching | 4 |

Students in this section are required to spend two full days a week in a public elementary school classroom.

Total credit hours required for A.B. degree with an Elementary (K-6) clear teaching license is 60 credits. Credit hour requirements may change or vary depending on the EDGE requirements and schedules determined by the College.

EDUC 307, 308 and 309 must be taken together in the Spring term, usually in the Spring of the student's Junior year. This group of courses and accompanying field work is called the "internship". During the internship students become teaching candidates and are required to be in a classroom wo full days a week, at our partnership school, the classroom in which they teach as resident candidates, or the classroom in which they teach if they are Licensure Only.

## Additional Requirements for Secondary Licensure in English

(A double major one in Education Studies and the other in English in the Education track is required for this program.)

| Code | Title C | Credits |
| :---: | :---: | :---: |
| The following EDUC courses are open to those students who have been accepted into the Licensure Program. They must be taken together as the "internship" |  |  |
| EDUC 312 | Seminar in the Processes of Secondary and K-12 Teaching ${ }^{1}$ | 24 |
| EDUC 313 | Seminar in the Processes of Secondary and K-12 Teaching: Theory into Practice ${ }^{1}$ | 24 |
| ENGL 380 is not offered often. It is vital that students plan for this course well in advance. |  |  |
| ENGL 380 | Rhetoric and Composition ${ }^{2}$ | 4 |
| EDUC 440 | Student Teaching | 4 |
| EDUC 420 | Secondary Student Teaching Seminar | 8 |
| EDUC 450 Immersion in Student Teaching (3 weeks in Fall) |  | 4 |
| Total Credits |  | 28 |

1 Offered in spring semester only
2 Offered every other spring.
Note: It is critical that you discuss the ENGL 380 requirement with both your English and Education Studies major advisors.

Total credit hours required for A.B. degree with secondary licensure in English is 48 credits

## Additional Requirements for K-12 Licensure in French or Spanish

(A double major in education studies and French or Spanish is required.)

| Code | Title | Credits |
| :--- | :--- | ---: |
| EDUC 312 | Seminar in the Processes of Secondary and K-12 | 4 |
|  | Teaching ${ }^{1}$ |  |
| EDUC 313 | Seminar in the Processes of Secondary and K-12 <br>  <br>  <br> Teaching: Theory into Practice ${ }^{1}$ | $\mathbf{4}$ |
| Total Credits |  | $\mathbf{8}$ |

1 Offered in spring semester only.
Total credit hours required for A.B. degree with K-12 licensure in French or Spanish is 44 credits

## Additional Requirements for Secondary Licensure in Social Studies

A double major in Education Studies and History (Education Track) is required

| Code | Title | Credits |
| :--- | :--- | :--- |
| The following courses are only open to students who have been |  |  |
| accepted into the Teacher Licensure Program. |  |  | | EDUC 312 | Seminar in the Processes of Secondary and K-12 <br> Teaching ${ }^{1}$ |
| :--- | :--- |
| EDUC 313 Seminar in the Processes of Secondary and K-12 <br> Teaching: Theory into Practice | 4 |

These PSCI or ECON Courses may be taken before admission to the Teacher Licensure Program

| PSCI 101 | The American Political System | 4 |
| :---: | :--- | ---: |
| PSCI 103 | International Relations | 4 |
| or PSCI 105 | Comparative Politics |  |
| ECON 221 | Macroeconomic Principles: "Global Vision: the U.S. <br> in the World Economy" | 4 |

The following EDUC courses are open to student who have been accepted into the Teacher Licensure Program and have completed EDUC 312 and 313.
EDUC 440 Student Teaching 8
EDUC 420 Secondary Student Teaching Seminar 4
EDUC 450 Immersion in Student Teaching (3 weeks in Fall) 4

Total Credits 36
1 Offered in spring semester only.
Total credit hours required for A.B. degree with secondary licensure in social studies is 56 credits.

## Education Studies Minor

The Education Studies minor helps students achieve knowledge and abilities important to citizens and parents, policy makers in the workplace and creators of learning/teaching activities. Students develop habits of mind valuable in many professions and areas of responsibility. Through the minor students are able to explore the possibility of education as a profession. Most importantly, they create a reflective framework for their own education.

Examples of possible directions for an education studies minor: A history major interested in museum education would take the minor and do the final internship in a museum, either here or abroad. A science major interested in environmental education would take the minor and do her/ his final internship in an environmental education center, here or abroad.

The minor in education studies is not available to education studies majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| EDUC 201 | Philosophical and Ethical Reflection in Education | 4 |
| EDUC 202 | Educational Psychology in Classrooms | 4 |
| EDUC 203 | Contemporary/Historical Issues in Education | 4 |
| EDUC 302 | Field Study in Cross-Cultural Education | 4 |
| Total Credits |  | $\mathbf{1 6}$ |

Total credit hours required for education minor is 16 credits

## English and Media Studies (ENMS)

Heather Hayton, Robert K. Marshall Professor, Chair Diya Abdo, Associate Professor Diya Abdo (on leave for 2021-22 academic year)
Cynthia M. Nearman, Assistant Professor
Tracie Fellers, Visiting Assistant Professor
Jennie Malboeuf, Visiting Assistant Professor
Parag Budhecha Parker, Writing Director and Visiting Assistant Professor

## Rod B. Spellman, Visiting Instructor

Choose your own adventure.

Expect many paths to choose from and a wide array of courses in literature and writing: rich fare for mind, heart and soul.

We will help you outfit yourself with provisions and the skills you will need:

- How to sharpen your intellect for the literary trail, enabling you to comprehend, assess and appreciate life's complexity
- How to read maps and theory with acumen and imagination, maps that will guide you through the terrain
- How to interpret and use the cultural codes and conventions of your time in history, and others
- How to cross borders and learn from the diversity that you encounter
- How to speak your truth while sharing your discoveries with fellow explorers, always loving language for its potential to express nuance and beauty
- How to report on your journeying in pellucid prose or verse: clearly, coherently, artfully
- How to synergize creatively with others in using what you have learned to transform the world

The results? Once you complete your Guilford journey as an English major, you'll have prepared yourself for an equally wide set of life paths with your new expertise - especially in critical thinking, empathy, tolerance for ambiguity, communication - expertise that can serve as a universal key to the professions.

And those who know you will appreciate you for the thoughtfulness, creativity and richness of the inner life you'll have cultivated, traits you will carry forward as a lifelong learner and change agent.

Sample paths those before you have chosen:

- lawyer,
- Yale professor,
- National Public Radio national correspondent,
- peace worker in Haiti,
- Random House production manager,
- documentary filmmaker,
- "Charlie Rose" show assistant producer,
- novelist,
- CNN staff,
- minister,
- speechwriter,
- U.S. Air Force intelligence analyst,
- magazine editor,
- Bank of America diversity recruiter,
- librarian,
- community college instructor,
- canoe and kayak outfitter,
- Tarheel Monthly publisher,
- Shakespearean actor,
- brewmaster,
- London-based technical writer,
- recording studio production manager,
- Stanford digital information systems developer,
- BBC publicity coordinator,
- photojournalist,
- Screen Gems Studio producer,
- primary and secondary teachers,
- Congressional staff member,
- investigative reporter,
- Corcoran Gallery writing and research director,
- communication specialist, and
- video game developer.

Guilford English and creative writing majors have attended a variety of graduate schools:

- University of California,
- Berkeley; Columbia University;
- Harvard University;
- University of Colorado;
- City University/London;
- University of Southern California;
- Brown University;
- University of North Carolina,
- Chapel Hill;
- City University of New York;
- University of Missouri, Columbia;
- State University of New York at Albany;
- Emerson College;
- University of Texas, Austin;
- North Carolina State University;
- University of Essex, England;
- University of Alaska;
- Brooklyn College;
- University of Pittsburgh;
- Pennsylvania State University; and
- New York University.
- Creative Writing Major (p. 53)
- English and Media Studies Major (p. 55)
- Creative Writing Minor (p. 54)
- English (p. 55)

ENGL 101. Writing Seminar. 4.
Focuses on active reading comprehension strategies. Students examine claims, evidence, and rhetorical strategies, and learn to write for specific audiences and purposes in genres that value their own experiences and observations as evidence. They develop strategies for improving sentence and paragraph structure, revision and editing practices, collaboration with other writers, reflection on their own writing processes, and understanding of how others' ideas are used and attributed in different writing contexts. Minimum grade to move on to ENGL 102: C-. Fulfills English 101 requirement (2019).

ENGL 102. College Reading and Writing: Many Voices. 4.
Gives students practice in reading and analyzing texts in a variety of genres and disciplines and in listening to the voices of authors from diverse backgrounds who represent a wide range of experiences and identities. Students learn to examine the contexts within which written communication takes place and craft their own communication in genres that value the use of multiple and credible sources. This course also builds students' skills in research, genre-appropriate conventions of documentation and citation, organization and sentence structure, and revision and editing strategies. Normally required in first year. Fulfills College Reading and Writing Requirement (1998). English 102 requirement (2019).
ENGL 141. Intermediate Composition. 4.
This course is for students who wish to reinforce the academic reading, writing and thinking skills introduced in ENGL 101 and ENGL 102.
Emphasizing analysis, persuasion and revision, it builds on basic knowledge of academic writing conventions and strengthens students' ability to compose clear, concise and coherent prose in the writing situations they face in other courses and beyond college. The course also includes significant research.

ENGL 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
ENGL 151. Historical Perspectives (Variable Title). 4.
Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 2019).

ENGL 200. Introduction to Literary Studies. 4.
Introduction to the study of English; a survey of historical periods and major critical schools. Required of all sophomore majors. Must be taken at Guilford College.
Prerequisite: ENGL 102 and Historical Perspectives.
ENGL 205. Introduction to Creative Writing. 4.
Introduction to the fundamentals of writing creatively in various genres. Prerequisite: ENGL 102. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

ENGL 206. Introduction to Poetry. 4.
Focus on analysis of poetry with attention to both formal and interpretive issues.
Prerequisite: ENGL 102. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

ENGL 207. Introduction to Fiction. 4.
Study of narrative conventions in the short story and novel.
Prerequisite: ENGL 102. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

ENGL 208. Creative Nonfiction. 4.
Reading, analysis and writing in various prose nonfiction genres, including memoir, personal essay, lyric and invested forms. Emphasis on peer-review and workshopping of student manuscripts, as well as on genre-specific questions of accuracy, authenticity and artful design. Prerequisite: ENGL 102. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

ENGL 210. Playwriting Workshop (THEA 244). 4.
Twelve weekly scenes read and critiqued in class and a one-act play as a final project. Exploration of various elements of playwriting such as conflict, manipulation of chronology, life studies, character exposition and development, "found" language, passive participation in and transcription of actual events.
Prerequisite: ENGL 102 and Historical Perspectives.

## ENGL 211. Poetry Workshop. 4.

In-class critiques of student poems, reviews of contemporary poetry magazines and collections, craft discussions with visiting writers, evolution of literary principles, manuscript preparation.
Prerequisite: ENGL 102, Historical Perspectives, ENGL 206 or instructor permission.

## ENGL 212. Fiction Workshop. 4.

In-class critiques of student writing, reviews of contemporary literary magazines and short story collections, craft discussions with visiting writers, evolution of critical principles, manuscript preparation.
Prerequisite: ENGL 102, Historical Perspectives, and ENGL 207 or instructor permission.

ENGL 215. Play Analysis (THEA 215). 4.
Explores the methodology of script analysis used by actors, designers and directors as they prepare to execute a stage production. Techniques at the heart of the course lay the foundation for thoughtful understanding of literature and perceptive creativity in productions that effectively serve a text. Students also develop the interpretive skills needed by artists working in a theatre that responds to and addresses issues of oppression and social justice. Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/ humanities and evaluating systems and environments requirements (2019).

## ENGL 218. Fantasy \& Science Fiction Literature. 4.

Reading, analysis, and writing in multiple genres of 21 st century speculative prose, including fantasy, science "ction, fairy tales, and magical realism. Emphasis on storytelling devices and literary techniques, peer-review and workshop ping of student manuscripts, and the cultural and political purposes of contemporary speculative "ction. Prerequisite: ENGL 102. Fulfills arts/humanities and sociocultural engagement requirements (2019).

ENGL 221. British Literature I. 4.
Intensive study of representative works and survey of issues from the Anglo-Saxon period through the 18th century. Recommended for all beginning majors and prospective majors.
Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

## ENGL 222. British Literature II. 4.

Intensive study of major literary figures and changing forms from the Romantic period to the present.
Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

ENGL 223. Shakespeare. 4.
General introduction to the comedies, histories and/or tragedies. Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

ENGL 225. American Literature Survey I. 4.
The American mind in literature from the Puritans to the Civil War. Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

ENGL 226. American Literature Survey II. 4.
The American literary tradition from the Civil War to the present. Prerequisite: ENGL 102. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

ENGL 228. American Nature Writing (REL 120). 4.
Examines literary nature writing in America from the 19th century to the present, with a primary focus on the different ways writers have presented the natural world as sacred. Writings consider both individuals' current estrangement from the natural world and possibilities for developing intimacy with the earth through a deep sense of "place." Prerequisite: ENGL 102. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

ENGL 230. African American Literature. 4.
Literary study focusing on major figures of the 19th and 20th centuries, such as Wheatley, Douglass, Hughes, Wright, Hurston, Walker and Morrison.
Prerequisite: ENGL 102. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

ENGL 250. Special Topics. 1-8.
ENGL 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels. Work at the 460 level may apply toward departmental honors if prior arrangement is made by student.
Prerequisite: ENGL 102 and Historical Perspectives.

## ENGL 270. World Literature. 4.

Study of selected literature from the seven continents.
Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

ENGL 272. World Cinema. 4.
Explores the craft and cultural significance of contemporary films from East Asia, the Middle East, Africa and Latin America.
Prerequisite: ENGL 102. Fulfills arts and intercultural requirements (1998). Arts/humanities and sociocultural engagement (2019).

ENGL 275. Literary Magazine Practicum. 1.
Study and performance of publication processes leading to the production of the campus literary magazine, including writing, editing, design, layout, digital media, promotion and distribution.
Prerequisite: ENMS or CRWT major or minor, or instructor permission. Repeatable.

## ENGL 282. Journalism. 4.

A hands-on introduction to journalistic writing. All students will be working Guilfordian staffers while learning the fundamentals of news, feature and opinion writing as well as newspaper style. No journalistic experience required.
ENGL 285. Guilfordian Practicum. 1-4.
Workshop options include editing, website management, layout, graphic design, photography and video. Advanced writing option available to ENGL 282 veterans.
Prerequisite: Instructor permission. Repeatable.

ENGL 286. Classic American Cinema. 4.
Study of the craft and cultural significance of key films of the 1930s through the mid-1950s, the golden age of Hollywood.
Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

## ENGL 287. Cult Movies. 4.

Studies the role of cult movies in American culture from the 1930s through the 1990s. Themes include social Darwinism, the Other, conformity, Freudian thanatos, feminism vs. patriarchy and the nature of consciousness. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

ENGL 288. Shakespeare and Film. 4.
Explores Shakespearean plays in relation to films that reconstruct a Shakespearean narrative in an entirely different imaginary realm. Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

ENGL 290. Internship. 1-8.
May also be offered at the 390 level.
ENGL 306. Medieval Literature. 4.
Studies texts from the earliest period of English literary production (roughly from the fall of Rome to 1485). Genres may include epic, romance, drama, lyric, allegory, hagiography. May also include developing introductory skills in Anglo- Saxon, history of the English language, Middle English or paleography.
Prerequisite: ENGL 102 and Historical Perspectives. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

## ENGL 309. Early Modern Literature. 4.

Examines one of the most prolific literary periods in the English tradition (roughly 1485-1700). Texts may include epic or lyric poetry, fiction, essays and tragic, comedic or closet drama. Special emphasis will be given to non- Shakespearean texts.
Prerequisite: ENGL 102 and Historical Perspectives. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

## ENGL 327. British Romantic Literature. 4.

Selected British poetry, fiction and non-fiction prose written between 1780 and 1832 with special attention to intellectual and cultural issues such as imagination and perception, nature, aesthetic theory and industrialization, and/ or the relationship between literature and the political/historical issues of the period. These include human rights, abolition and the slave trade, the French Revolution, the Napoleonic Wars, and reform.
Prerequisite: ENGL 102 and Historical Perspectives.

## ENGL 328. Victorian Literature. 4.

Selected British poetry, fiction and non-fiction prose written between 1832 and 1901 with special attention to intellectual and cultural issues such as the divided self, gender, childhood, science and religion, and sexuality. The course also draws attention to the relationship between literature and the political/historical issues of the period including imperialism, the monarchy and the rise of the middle class.
Prerequisite: ENGL 102 and Historical Perspectives.

ENGL 331. Black Women Writers. 4.
Explores a cross-section of the contemporary and historical writings produced by women of African descent primarily in North America but also in South America, Europe, the Caribbean and Africa. Includes the novel, short story, poetry, drama, autobiography, narrative, essay, interview, letters, reviews and literary criticism.
Prerequisite: ENGL 102 and Historical Perspectives. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

ENGL 332. Black Men Writers. 4.
Explores classic and contemporary novels, short stories, drama, poetry, literary criticism, essays and issues by writers such as Ralph Ellison, Richard Wright, Amiri Baraka, August Wilson, Randall Kenan, James Baldwin, Yusef Komunyakaa and Nathan McCall.
Prerequisite: ENGL 102 and Historical Perspectives. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

ENGL 334. African Women Writers. 4.
Explores a range of literary voices from black and white women writers born in countries such as Ghana, Zimbabwe, South Africa, Kenya, Nigeria, Senegal, Egypt, Algeria, Botswana and Uganda.
Prerequisite: ENGL 102 and Historical Perspectives. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

ENGL 336. The Elizabethan Age (HIST 336). 4.
This course centers on the political, religious and cultural changes in the British Isles between the reign of Henry VIII and the Glorious Revolution. Main topics of discussion include the Reformation and the Civil War (1642-45).
Prerequisite: ENGL 102 and Historical Perspectives. . Fulfills humanities requirement (1998). Arts/humanities and evaluating systems and environments requirements (2019).

ENGL 342. American Romanticism. 4.
Study of Irving, Cooper, Emerson, Thoreau, Hawthorne, Melville and Whitman as well as the painting of the era.
Prerequisite: ENGL 102 and Historical Perspectives.
ENGL 350. Special Topics. 1-8.
ENGL 360. Independent Study. 8.
ENGL 372. Modern Poetry. 4.
Significant 20th century poetry in British and American literature. Includes forms, techniques and themes; addresses poets such as Pound, Eliot and Williams.
Prerequisite: ENGL 102 and Historical Perspectives. Fulfills humanities requirement.

ENGL 376. Contemporary Fiction. 4.
Survey course that engages students in reading works written in the years following the end of the Vietnam War by authors who live and work outside the United States and who come from a variety of nationalities and ethnicities.
Prerequisite: ENGL 102 and Historical Perspectives.
ENGL 380. Rhetoric and Composition. 4.
A history of rhetorical studies and a survey of major schools of thought, with emphasis on the practice of teaching writing. Includes study of grammar and the history of the English language.
Prerequisite: ENGL 102 and Historical Perspectives.

ENGL 382. Document Design and Professional Communication. 4. Introduction to the practice of professional communication and document design for public audiences. Students learn to shape writing and apply visual strategies to create user-centered documents in multiple genres. Includes off-campus work with community partners and training in advanced design software. Intended for students from many disciplines.
Prerequisite: ENGL 102 and Historical Perspectives. Fulfills evaluating systems and environments requirement (2019).

ENGL 390. Internship. 1-8.
ENGL 400. Senior Seminar. 4.
Required of all senior English majors. Rotating seminars in special themes and literary figures. Sample topics include Violence in Early Modern Drama, Melville, and Literature and Ethics. Must be taken at Guilford College.
Prerequisite: ENGL 200 and 20 credits toward the English major (at least 12 credits taken at Guilford, including one 300-level literature course) and Historical Perspectives.

ENGL 450. Special Topics. 1-8.
ENGL 460. Independent Study. 1-8.
ENGL 470. Senior Thesis. 1-8.
Work may apply toward departmental honors if prior arrangement is made by student.
ENGL 490. Departmental Honors. 1-8.

## Creative Writing Major Bachelor of Arts in Creative Writing

The creative writing major requires a minimum of 36 credit hours (nine courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| ENGL 200 | Introduction to Literary Studies | 4 |
| One literature course before 1830 (British) or 1865 (U.S.) | 4 |  |
| One 300-level literature course | 4 |  |
| One introduction to genre course | 4 |  |
| One workshop course | 4 |  |
| One elective writing course | 4 |  |
| One craft intensive course | 4 |  |
| One practical application course or experience | 4 |  |
| ENGL 400 $\quad$ Senior Seminar | 4 |  |
| Total Credits | $\mathbf{3 6}$ |  |

## Literature Courses Before 1830 (British) or 1865 (U.S.)

| Code | Title | Credits |
| :--- | :--- | ---: |
| ENGL 221 | British Literature I | 4 |
| ENGL 223 | Shakespeare | 4 |
| ENGL 225 | American Literature Survey I | 4 |
| ENGL 230 | African American Literature | 4 |
| ENGL 288 | Shakespeare and Film | 4 |
| ENGL 306 | Medieval Literature | 4 |
| ENGL 309 | Early Modern Literature | 4 |
| ENGL 327 | British Romantic Literature | 4 |


| ENGL 336 | The Elizabethan Age (HIST 336) | 4 |
| :--- | :--- | :--- |
| ENGL 342 | American Romanticism | 4 |

300-Level Literature Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ENGL 306 | Medieval Literature | 4 |
| ENGL 309 | Early Modern Literature | 4 |
| ENGL 327 | British Romantic Literature | 4 |
| ENGL 328 | Victorian Literature | 4 |
| ENGL 331 | Black Women Writers | 4 |
| ENGL 332 | Black Men Writers | 4 |
| ENGL 334 | African Women Writers | 4 |
| ENGL 336 | The Elizabethan Age (HIST 336) | 4 |
| ENGL 342 | American Romanticism | 4 |
| ENGL 372 | Modern Poetry | 4 |
| ENGL 376 | Contemporary Fiction | 4 |
| ENGL 378 |  | 4 |

## Introduction to Genre Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ENGL 205 | Introduction to Creative Writing | 4 |
| ENGL 206 | Introduction to Poetry | 4 |
| ENGL 207 | Introduction to Fiction | 4 |
| ENGL 208 | Creative Nonfiction | 4 |
| ENGL 210/ | Playwriting Workshop (THEA 244) | 4 |
| THEA 244 |  |  |

## Workshop Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ENGL 208 | Creative Nonfiction | 4 |
| ENGL 210/ | Playwriting Workshop (THEA 244) | 4 |
| THEA 244 |  |  |
| ENGL 211 | Poetry Workshop $^{1}$ | 4 |
| ENGL 212 | Fiction Workshop $^{2}$ | 4 |

1 Requires ENGL 206 Introduction to Poetry or instructor permission as prerequisite.
2 Requires ENGL 207 Introduction to Fiction or instructor permission as prerequisite.

## Writing Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ENGL 205 | Introduction to Creative Writing | 4 |
| ENGL 206 | Introduction to Poetry | 4 |
| ENGL 207 | Introduction to Fiction | 4 |
| ENGL 208 | Creative Nonfiction | 4 |
| ENGL 210/ | Playwriting Workshop (THEA 244) | 4 |
| THEA 244 |  | 4 |
| ENGL 211 | Poetry Workshop 1 | 4 |
| ENGL 212 | Fiction Workshop ${ }^{2}$ | 4 |

1 Requires ENGL 206 Introduction to Poetry or instructor permission as prerequisite.

## 2 Requires ENGL 207 Introduction to Fiction or instructor permission as prerequisite.

## Craft Intensive Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ENGL 228 | American Nature Writing (REL 120) | 4 |
| ENGL 372 | Modern Poetry | 4 |
| ENGL 376 | Contemporary Fiction | 4 |
| ENGL 380 | Rhetoric and Composition | 4 |

## Practical Application Courses or Experiences

| Code | Title | Credits |
| :--- | :--- | ---: |
| ENGL 275 | Literary Magazine Practicum | 1 |
| ENGL 282 | Journalism | 4 |
| ENGL 285 | Guilfordian Practicum | $1-4$ |
| ENGL 290 | Internship | $1-8$ |
| ENGL 380 | Rhetoric and Composition | 4 |
| ENGL 382 | Document Design and Professional | 4 |
|  | Communication |  |
| ENGL 390 | Internship | $1-8$ |

Internships can be done either off campus (e.g., Style magazine, News \& Record) or on campus (e.g., editorship with The Guilfordian or The Greenleaf Review).

Students develop a "plan of study" for their individually designed major as part of ENGL 200 Introduction to Literary Studies and then monitor progress toward the major in course-selection meetings with their advisors.

For further details of all programs, see both individual course descriptions and the department's advising guidelines, available from any department member. Students will take the introduction to the major (ENGL 200 Introduction to Literary Studies) when they declare the major (usually in the sophomore year) and the capstone course (ENGL 400 Senior Seminar) in their senior year.

Note: Both ENGL 102 College Reading and Writing: Many Voices and Historical Perspectives are prerequisites for ENGL 200 Introduction to Literary Studies, ENGL 211 Poetry Workshop and ENGL 212 Fiction Workshop and for all 300- and 400-level English courses. ENGL 250 Special Topics and ENGL 350 Special Topics Special Topics courses may fulfill literature or writing course requirements, depending upon topic.

## Creative Writing Minor

Cynthia Nearman, Department of English and Creative Writing
The minor allows students to gain practice in the craft of fiction, creative nonfiction, poetry and/or playwriting while exploring both the imaginative and the practical potential of learning to more readers through the power of artful language. Students pursuing the minor study the formal and aesthetic conventions that shape literature and creative writing in its various genres; draft, revise, and polish their own creative writing; read and study models in specific genres; and gain introductory experience in both theory and the practice of being a creative writer.

Course experience includes workshop settings in which students share and learn from each other's creative work; literary study and discussion;
and hands-on experience in the professional presentation of creative tests.

Consisting of four courses, the minor is designed to offer students an introductory yet concrete understanding of the forms and audiences of imaginative writing. It will benefit students from other majors who want to explore their own creative abilities, and those whose major studies and career aspirations can be directly enhanced by a more powerful understanding of how creative language can move the minds and heart - students, for example, interested in careers in education, law, activism, politics, business and the arts.

The minor in creative writing is not available to creative writing majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code | Title | Credits |
| :---: | :---: | :---: |
| ENGL 200 | Introduction to Literary Studies | 4 |
| Select one of the following: |  | 4 |
| ENGL 205 | Introduction to Creative Writing |  |
| ENGL 206 | Introduction to Poetry |  |
| ENGL 207 | Introduction to Fiction |  |
| ENGL 208 | Creative Nonfiction |  |
| $\begin{aligned} & \text { ENGL 210/ } \\ & \text { THEA } 244 \end{aligned}$ | Playwriting Workshop (THEA 244) |  |
| Select one of the following: |  | 4 |
| ENGL 208 | Creative Nonfiction |  |
| ENGL 210/ <br> THEA 244 | Playwriting Workshop (THEA 244) |  |
| ENGL 211 | Poetry Workshop |  |
| ENGL 212 | Fiction Workshop |  |
| Select one of the following: |  | 4 |
| ENGL 206 | Introduction to Poetry |  |
| ENGL 207 | Introduction to Fiction |  |
| ENGL 208 | Creative Nonfiction |  |
| ENGL 210/ <br> THEA 244 | Playwriting Workshop (THEA 244) |  |
| ENGL 211 | Poetry Workshop |  |
| ENGL 228 | American Nature Writing (REL 120) |  |
| ENGL 372 | Modern Poetry |  |
| ENGL 376 | Contemporary Fiction |  |
| ENGL 380 | Rhetoric and Composition |  |
| Total Credits |  | 16 |

Total credit hours required for creative writing minor is 16 credits.

## English

Cynthia Nearman, Department of English and Creative Writing
The English minor involves principally the study of literature, a form of art through which humankind has constantly struggled to express verbally the central concerns of the human condition as understood in each age. English minors at Guilford study the literatures of the English-speaking world, primarily focusing on traditional and non-traditional American and British writers. Courses in literatures in translation are also offered..

The minor in English is not available to English and Media Studies majors.

## Minor Requirements

The minor requires a minimum of four courses ( $16-18$ credit hours)

| Code | Title | Credits |
| :--- | :--- | ---: |
| ENGL 200 | Introduction to Literary Studies | 4 |
| Select one of the following: | 4 |  |
| ENGL 221 | British Literature I |  |
| ENGL 222 | British Literature II |  |
| ENGL 225 | American Literature Survey I |  |
| ENGL 226 | American Literature Survey II |  |
| ENGL 230 | African American Literature |  |
| ENGL 270 | World Literature |  |
| Select two courses (300- or 400-level literature) from the following: | 8 |  |
| ENGL 306 | Medieval Literature |  |
| ENGL 309 | Early Modern Literature |  |
| ENGL 327 | British Romantic Literature |  |
| ENGL 328 | Victorian Literature |  |
| ENGL 331 | Black Women Writers |  |
| ENGL 332 | Black Men Writers |  |
| ENGL 334 | African Women Writers |  |
| ENGL 342 | American Romanticism |  |
| ENGL 372 | Modern Poetry |  |
| ENGL 376 | Contemporary Fiction |  |
| ENGL 400 | Senior Seminar |  |
| IDS 409 | Gay, Lesbian, Queer Studies |  |

## Total Credits

## Total credit hours required for English minor is 16-18 credits

## Note: The department will periodically add courses to the above lists. Please

 check with the minor coordinator.
## English and Media Studies Major Bachelor of Arts Degree in English and Media Studies

The major requires a minimum of 36 credit hours (nine courses).

| Code | Title Cror | Credits |
| :---: | :---: | :---: |
| ENGL 200 | Introduction to Literary Studies | 4 |
| One literature course before 1830 (British) or 1865 (U.S.) |  | 4 |
| One 300-level literature course |  | 4 |
| One introduction to genre, or American literature, or writing, or film course |  |  |
| One introduction to genre, or British or world literature, or writing, or film course |  | or |
| One 300-level course |  | 4 |
| One writing intensive course |  | 4 |
| One practical application course or experience |  | 4 |
| ENGL 400 | Senior Seminar | 4 |
| Total Credit |  | 36 |


| Literature Courses Before $\mathbf{1 8 3 0}$ (British) or $\mathbf{1 8 6 5}$ (U.S.) |  |  |
| :--- | :--- | ---: |
| Code | Title | Credits |
| ENGL 221 | British Literature I | 4 |
| ENGL 223 | Shakespeare | 4 |
| ENGL 225 | American Literature Survey I | 4 |
| ENGL 230 | African American Literature | 4 |
| ENGL 288 | Shakespeare and Film | 4 |
| ENGL 306 | Medieval Literature | 4 |
| ENGL 309 | Early Modern Literature | 4 |
| ENGL 327 | British Romantic Literature | 4 |
| ENGL 336 | The Elizabethan Age (HIST 336) | 4 |
| ENGL 342 | American Romanticism | 4 |

## 300-Level Literature Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ENGL 306 | Medieval Literature | 4 |
| ENGL 309 | Early Modern Literature | 4 |
| ENGL 327 | British Romantic Literature | 4 |
| ENGL 328 | Victorian Literature | 4 |
| ENGL 331 | Black Women Writers | 4 |
| ENGL 332 | Black Men Writers | 4 |
| ENGL 334 | African Women Writers | 4 |
| ENGL 336 | The Elizabethan Age (HIST 336) | 4 |
| ENGL 342 | American Romanticism | 4 |
| ENGL 372 | Modern Poetry | 4 |
| ENGL 376 | Contemporary Fiction | 4 |

Introduction to Genre, or American Literature, or Writing, or Film Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ENGL 205 | Introduction to Creative Writing | 4 |
| ENGL 206 | Introduction to Poetry | 4 |
| ENGL 207 | Introduction to Fiction | 4 |
| ENGL 208 | Creative Nonfiction | 4 |
| ENGL 210/ | Playwriting Workshop (THEA 244) | 4 |
| THEA 244 |  | 4 |
| ENGL 211 | Poetry Workshop ${ }^{\text { }}$ |  |
| ENGL 212 | Fiction Workshop | 4 |
| ENGL 215 | Play Analysis (THEA 215) | 4 |
| ENGL 225 | American Literature Survey I | 4 |
| ENGL 226 | American Literature Survey II | 4 |
| ENGL 228 | American Nature Writing (REL 120) | 4 |
| ENGL 230 | African American Literature | 4 |
| ENGL 275 | Literary Magazine Practicum | 1 |
| ENGL 282 | Journalism | 4 |
| ENGL 285 | Guilfordian Practicum | $1-4$ |
| ENGL 286 | Classic American Cinema | 4 |
| ENGL 287 | Cult Movies | 4 |
| ENGL 288 | Shakespeare and Film | 4 |
| ENGL 331 | Black Women Writers | 4 |
| ENGL 332 | Black Men Writers | 4 |
| ENGL 342 | American Romanticism | 4 |
| ENGL 372 | Modern Poetry | 4 |


| ENGL 376 | Contemporary Fiction | 4 |
| :--- | :--- | ---: |
| ENGL 380 | Rhetoric and Composition | 4 |
| ENGL 382 | Document Design and Professional <br> Communication | 4 |
| IDS 409 Gay, Lesbian, Queer Studies | 4 |  |
| 1 | Requires ENGL 206 Introduction to Poetry or instructor permission as <br> prerequisite. |  |
| 2 | Requires ENGL 207 Introduction to Fiction or instructor permission <br> as prerequisite. |  |

## Introduction to Genre, or British or World Literature, or Writing, or Film Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ENGL 205 | Introduction to Creative Writing | 4 |
| ENGL 206 | Introduction to Poetry | 4 |
| ENGL 207 | Introduction to Fiction | 4 |
| ENGL 208 | Creative Nonfiction | 4 |
| ENGL 210/ | Playwriting Workshop (THEA 244) | 4 |
| THEA 244 |  |  |
| ENGL 211 | Poetry Workshop ${ }^{1}$ | 4 |
| ENGL 212 | Fiction Workshop ${ }^{2}$ | 4 |
| ENGL 215 | Play Analysis (THEA 215) | 4 |
| ENGL 221 | British Literature I | 4 |
| ENGL 222 | British Literature II | 4 |
| ENGL 223 | Shakespeare | 4 |
| ENGL 270 | World Literature | 4 |
| ENGL 272 | World Cinema | 4 |
| ENGL 275 | Literary Magazine Practicum | 1 |
| ENGL 282 | Journalism | 4 |
| ENGL 285 | Guilfordian Practicum | $1-4$ |
| ENGL 288 | Shakespeare and Film | 4 |
| ENGL 306 | Medieval Literature | 4 |
| ENGL 309 | Early Modern Literature | 4 |
| ENGL 327 | British Romantic Literature | 4 |
| ENGL 328 | Victorian Literature | 4 |
| ENGL 334 | African Women Writers | 4 |
| ENGL 336 | The Elizabethan Age (HIST 336) | 4 |
| ENGL 372 | Modern Poetry | 4 |
| ENGL 380 | Rhetoric and Composition | 4 |
| ENGL 382 | Document Design and Professional | 4 |
|  | Communication | 4 |

1 Requires ENGL 206 Introduction to Poetry or instructor permission as prerequisite.
2
Requires ENGL 207 Introduction to Fiction or instructor permission as prerequisite.

## 300-Level Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ENGL 306 | Medieval Literature | 4 |
| ENGL 309 | Early Modern Literature | 4 |
| ENGL 327 | British Romantic Literature | 4 |
| ENGL 328 | Victorian Literature | 4 |


| ENGL 331 | Black Women Writers | 4 |
| :--- | :--- | :--- |
| ENGL 332 | Black Men Writers | 4 |
| ENGL 334 | African Women Writers | 4 |
| ENGL 336 | The Elizabethan Age (HIST 336) | 4 |
| ENGL 342 | American Romanticism | 4 |
| ENGL 372 | Modern Poetry | 4 |
| ENGL 376 | Contemporary Fiction | 4 |
| ENGL 380 | Rhetoric and Composition | 4 |
| ENGL 382 | Document Design and Professional | 4 |

## Writing Intensive Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ENGL 205 | Introduction to Creative Writing | 4 |
| ENGL 208 | Creative Nonfiction | 4 |
| ENGL 210/ | Playwriting Workshop (THEA 244) | 4 |
| THEA 244 |  | 4 |
| ENGL 211 | Poetry Workshop | 4 |
| ENGL 212 | Fiction Workshop ${ }^{2}$ | 4 |
| ENGL 228 | American Nature Writing (REL 120) | 4 |
| ENGL 282 | Journalism | 4 |
| ENGL 285 | Guilfordian Practicum ${ }^{3}$ | $1-4$ |
| ENGL 372 | Modern Poetry | 4 |
| ENGL 376 | Contemporary Fiction | 4 |
| ENGL 380 | Rhetoric and Composition | 4 |
| ENGL 382 | Document Design and Professional | 4 |
|  | Communication | 4 |

1 Requires ENGL 206 Introduction to Poetry or instructor permission as prerequisite.
2 Requires ENGL 207 Introduction to Fiction or instructor permission as prerequisite.
3
Must be taken with advanced writing focus; instructor permission as prerequisite.

## Practical Application Courses or Experiences

| Code | Title | Credits |
| :--- | :--- | ---: |
| ENGL 275 | Literary Magazine Practicum | 1 |
| ENGL 282 | Journalism | 4 |
| ENGL 285 | Guilfordian Practicum | $1-4$ |
| ENGL 290 | Internship | $1-8$ |
| ENGL 380 | Rhetoric and Composition | 4 |
| ENGL 382 | Document Design and Professional | 4 |
|  | Communication |  |
| ENGL 390 | Internship | $1-8$ |

Internships can be done either off campus (e.g., Style magazine, News \& Record) or on campus (e.g., editorship with The Guilfordian or The Greenleaf Review).

Total credit hours required for A.B. degree in English and Media Studies is 36 credits

Students develop a "plan of study" for their individually designed major as part of ENGL 200 Introduction to Literary Studies and then monitor
progress toward the major in course-selection meetings with their advisors.

Students can count one independent study toward the major as an elective. Independent studies cannot be used to satisfy one of the major's five core requirements: ENGL 200 Introduction to Literary Studies, Literature before 1830 (British) or 1865 (U.S.), 300-level literature course, practical application, ENGL 400 Senior Seminar.

## Environmental and Sustainability Studies (ENSS)

Thomas Guthrie, Professor, Chair
Tony VanWinkle, Assistant Professor of Sustainable Food Systems Browyn Tucker, Visiting Instructor

The Department of Environmental and Sustainability Studies provides students with a range of knowledge, skills and values essential to effective professional and social engagement that advances and improves understandings of sustainability, food systems, and human relationships to the environment within diverse cultural communities. The department provides majors in sustainable food systems (SFS) and environmental studies (ENVS) that focus on justice, equality, stewardship and other Core Values of the College through practical problem-solving. The department and its programs represent and encourage diverse interdisciplinary learning through high-impact practices such as learning communities, collaborative assignments and projects, practical skills courses, undergraduate research, global learning across cultures, service and community-based learning, and internships.

## Degrees Offered

The Bachelor of Arts is offered in environmental studies and sustainable food systems.

- Environmental Studies Major (p. 58)
- Sustainable Food Systems Major (p. 59)
- Sustainable Food Systems Minor (p. 60)


## ENVS 101. Environmental Science, Policy and Thought: Introduction to

 Environmental Studies. 4.An introductory course to the interdisciplinary approach as it relates to environmental studies. Intended to introduce students to a broad array of environmental issues and conflicts; uses a case study, problemsolving approach. Fulfills social justice/environmental responsibility requirements (1998). Evaluating systems and environments requirement (2019).

ENVS 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
ENVS 220. The American Landscape (ART 220). 6.
A two-part exploration. First, students undertake traditional academic inquiry, reading and discussion. Second, they engage in experiential learning through an extended field trip and a direct photographic exploration of some of the landscapes and environments that have shaped American culture. Fulfills arts and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

ENVS 242. Natural Science Seminars. 4.
Studies of the biology, geology, ecology and natural history of different field areas, including the American Southwest, the Galapagos, East Africa, Brunnenburg, North Carolina and other areas. Includes a oneto three-week trip to the area being studied, depending on when the course is offered; trip includes research project. When course is offered for a minimum of 4 semester credits, the course will fulfill natural science/mathematics and social justice/environmental responsibility requirements (1998); natural science/mathematics, evaluating systems and environments requirements, and embodied and creative engagement requirements (2019).

ENVS 250. Special Topics. 1-8.
ENVS 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels. Independent student projects are dependent upon the student's initiative in shaping the terms of investigation. The supervising instructor and the coordinator of environmental studies must approve a proposal describing the project.
ENVS 290. Internship. 1-8.
Recommended for all majors. College requirements apply. Details to be arranged between a student and a faculty member; schedules and nature of the work to be accomplished is at the discretion of the instructor. May also be offered at the 390 level.

ENVS 350. Special Topics. 8.
ENVS 360. Independent Study. 1-8.
ENVS 380. Junior Seminar. Socio-Ecol.. 4.
This junior seminar dives deeply into systems thinking, resilience, and sustainability while guiding students to develop meaningful problem statements, focus area designations and descriptions, and proposals for their senior projects. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

ENVS 390. Internship. 1-8.
ENVS 450. Special Topics. 1-8.
ENVS 460. Independent Study. 1-8.
ENVS 470. Senior Thesis. 1-8.
Recommended for all students planning to attend graduate school. A written senior thesis may be undertaken as a separate project or as the culmination of independent study; the senior thesis must represent serious research and independent thought.
ENVS 480. Senior Seminar. 4.
This senior seminar is designed as a time and place for students to discuss, critique, and work on their capstone projects, and to develop and practice presentations associated with their projects as they prepare for public presentations at GUS, the Environmental and Sustainability Studies Annual Forum, and/or professional conferences.

ENVS 490. Departmental Honors. 1-8.
For seniors with a 3.5 G.P.A. students may complete a senior thesis and obtain program honors at graduation.

SFS 110. Practicum in Sustainable Agriculture. 2.
This course develops skills and knowledge in sustainable agriculture through practical experience on the Guilford College Farm or partner sites abroad. The heart of the course is a weekly three-hour work day on the College Farm. During the work time, we'll also discuss the week's readings, and students will reflect and write on their experiences in a weekly journal. This course can be taken multiple times for up to 4 credits total, and it is a prerequisite for the upper level SFS 310 Advanced Practicum in Sustainable Agriculture.

SFS 120. Introduction to Food Systems. 4
Interdisciplinary overview of food systems, and the challenges facing them; introduces food insecurity issues facing the region. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

SFS 150. Special Topics. 1-8.
SFS 210. Liberal Artisans Skills. 1-4.
These hands-on courses provide students with practical skills in areas of food production, preparation and use. Topics may include urban farming, season extension, preservation and canning, farm management, fermentation and pickling, cheese making, beer making, wine making, food and culture courses, grant writing, beekeeping, farm machinery operation and repair, market management, basic carpentry, business planning, pruning, seed saving, grafting, etc. Can be repeated multiple times with different content.

SFS 220. Sustainable Regional Food. 4.
Place-based, interdisciplinary look at solutions to the challenges facing food systems and regional innovations. Prerequisite or corequisite: SFS 120, or permission of instructor.

SFS 230. Food and Agriculture Law and Policy. 4.
The purpose of this course is to provide an introduction to the complex legal web comprising our food system and to cultivate a "systems thinking" approach for our analysis, and, from there, to effectively apply that knowledge and analysis in food and agriculture advocacy endeavors. Prerequisite or corequisite: SFS 120, or permission of instructor.

## SFS 250. Special Topics. 8.

SFS 260. Independent Study. 1-8.
SFS 290. Internship. 1-8.
SFS 350. Special Topics. 1-8.
SFS 360. Independent Study. 8.
SFS 390. Internship. 1-8.
SFS 410. Advanced Practicum Sustainable Food Systems. 1-5. This course has been designed as a student-driven, project based capstone for Sustainable Food Systems majors, and can serve as a student's signature work. ENVS students or others with a background in sustainable food may also be eligible to take the course. Students will decide on, research, and develop a hands-on project involving the Guilford College farm and/or other sustainable food-related issues in the greater community. Students will present their projects at the annual ENSS Forum, and/or at GUS.
Prerequisite: SFS 110, senior standing, and instructor permission. 1 credit is taken in the 12 week Spring semester of the senior year (project planning and research), and 4 credits are taken in the 3 week Spring semester of the senior year (project execution).

SFS 460. Independent Study. 8.
SFS 470. Senior Thesis. 4.
SFS 490. Departmental Honors. 4.

## Environmental Studies Major Bachelor of Arts Degree in Environmental Studies

Environmental Studies is a stand-alone interdisciplinary major that requires students to develop and articulate a focus or focus area of study, which will be designated on their transcript and
diploma. Example focus areas of study include but are not limited to "Sustainable Entrepreneurship", "Technical Environmental Analysis", and "Environmental Justice", and students are required to work closely with their team of advisors to develop their focus area. All proposed focus areas require final approval from their primary academic advisor and an ENSS department chair. Skills classes and electives must define and support the focus area and must be approved by the faculty advisor prior to taking the classes.

The major requires a minimum of 40 credit hours (ten courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| ENVS 101 | Environmental Science, Policy and Thought: | 4 |
|  | Introduction to Environmental Studies |  |
| ENVS 380 | Junior Seminar: Socio-Ecol. | 4 |
| ENVS 480 | Senior Seminar | 4 |
| Skills course (one course from the following list or other approved | 4 |  |
| courses of data analysis, presentation, computer analysis, etc.) |  |  |
| GEOL 340 | Images of the Earth: GIS and Remote Sensing | 4 |
| GEOL 215 | Data Wrangling | 4 |
| ECON 301 | Research Methods | 4 |
| JPS 338 | Research Methods-CMJS | 4 |
| PSY 301 | Research Methods and Analysis | 4 |
| SOAN 337 | Social Research Methods | 4 |
| SPST 445 | Research Methods in Sport Studies | 4 |
| Required off-campus internship or study abroad at approved program | 4 |  |
| Total Credits |  | 48 |

Elective courses include those listed below and other approved courses. At least two courses must be in natural sciences and at least two courses must be in social sciences or humanities. At least two of the five electives must be at the three- or four-hundred level. Skills courses can fulfill the natural science or non-science requirement for electives. Students must clearly articulate to their advisor how their chosen, coherent group of courses defines and supports and represents their focus area. The chosen focus area must be approved by the student's academic advisor and the department chair, and the group of supporting electives must be approved by the academic advisor prior to taking the courses - 20 credits

## Natural Science Elective Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| BIOL 201 | Intro Biol: Form and Function | 4 |
| BIOL 202 | Intro Biol: Ecol and Evolution | 4 |
| BIOL 212 | Environmental Science | 4 |
| BIOL 224 | Field Botany | 4 |
| BIOL 233 | North Carolina Freshwater Fishes | 4 |
| BIOL 235 | Vertebrate Field Zoology | 4 |
| BIOL 332 | Invertebrate Zoology | 4 |
| BIOL 334 | Animal Behavior | 4 |
| BIOL 336 | Ornithology | 4 |
| BIOL 438 | General Ecology | 4 |
| CHEM 105 | Chemistry of Recycling | 4 |
| CHEM 110 | Real World Chemistry | 4 |
| CHEM 111 | Chemical Principles I | 4 |
| CHEM 115 | Chemistry of Food and Cooking | 4 |
| CHEM 341 | Instrumental Analysis | 4 |
| GEOL 121 | Geology and the Environment | 4 |


| GEOL 141 | Oceanography | 4 |
| :--- | :--- | :--- |
| GEOL 230 | Environmental Pollution | 4 |
| GEOL 223 | Hydrology | 4 |
| GEOL 230 | Environmental Pollution | 4 |
| GEOL 340 | Images of the Earth: GIS and Remote Sensing | 4 |
| IDS 472 | Environmental Planning | 4 |
| MATH 112 | Elementary Statistics | 4 |

## Social Science and Humanities Elective

| Code | Title | Credits |
| :--- | :--- | ---: |
| ECON 222 | Microeconomic Principles: Public Policy | 4 |
| ECON 301 | Research Methods | 4 |
| ECON 344 | Environmental and Resource Economics | 4 |
| ENGL 225 | American Literature Survey I | 4 |
| ENGL 228 | American Nature Writing (REL 120) | 4 |
| ENVS 220 | The American Landscape (ART 220) | 6 |
| ENVS 350 | Special Topics | 8 |
| GEOL 230 | Environmental Pollution | 4 |
| HIST 227 | Urban Environmental History | 4 |
| HIST 324 | American Rivers | 4 |
| IDS 418 | Science, Sex and Nature | 4 |
| IDS 428 | Agricultural Revolutions | 4 |
| INTR 350 | Special Topics | $1-8$ |
| JPS 103 | Community Problem Solving | 4 |
| JPS 245 | Social \& Envt Just Field Study | 4 |
| PHIL 242 | Environmental Ethics | 4 |
| PPS 211 | Change, Innovation and Impact | 4 |
| PSCI 318 | Environmentalism in Early America | 4 |
| PSCI 319 | Modern Environmental Problems | 4 |
| PSY 243 | Environmental Psychology | 4 |
| SFS 110 | Practicum in Sustainable Agriculture | 2 |
| SOAN 322 | Environmental Anthropology | 4 |

Total credits hours required for A.B. degree in environmental studies is 40 credits.

## Sustainable Food Systems Major Bachelor of Arts Degree in Sustainable Food Systems

Sustainable food systems is an interdisciplinary major. The major requires a minimum of 43 credit hours.

| Code | Title | Credits |
| :--- | :--- | ---: |
| SFS 120 | Introduction to Food Systems | 4 |
| SFS 220 | Sustainable Regional Food | 4 |
| SFS 110 | Practicum in Sustainable Agriculture | 2 |
| SFS 410 | Advanced Practicum Sustainable Food Systems | $1-5$ |
| Required off-campus internship or study abroad at approved program | 4 |  |
| Skills courses or additional skills-based internship | 4 |  |
| Electives chosen in consultation with advisor | 20 |  |
| Total Credits | $\mathbf{3 9 - 4 3}$ |  |

Total credits hours required for A.B. degree in sustainable food systems is 45 credits

## Study Abroad and Internships

The sustainable food systems major has identified a number of study abroad programs that provide coursework and co- curricular experiences appropriate and supportive of the learning outcomes for our program. The Guilford College faculty regularly lead a group of Guilford students to Castle Brunnenburg in the Italian Alps where students learn about agriculture in alpine settings and the history of food systems and the culture supporting it; students also work on the castle farm and vineyards through weekly workdays. The International Sustainable Development Studies Institute in Thailand is a Guilford-affiliated program where students can learn about sustainable food systems in communities from the mountains to the coast of Thailand. Students should consult with their departmental adviser in determining which study abroad program best meets their goals.

Students may also fulfill this requirement through an off-campus internship with several community partner groups working to address challenges in local and regional food systems here in the Triad.

## Elective Courses

Students will work with their advisor to select a coherent group of elective courses, based on their interests. Examples of focus areas include food production, food enterprises, food justice, food advocacy, food policy, food economics, food education, food psychology, food and health, and more.

Students may select from the following courses:

| Code | Title | Credits |
| :--- | :--- | ---: |
| ACCT 201 | Introduction to Accounting | 4 |
| BIOL 201 | Intro Biol: Form and Function | 4 |
| BIOL 202 | Intro Biol: Ecol and Evolution | 4 |
| BIOL 215 | General Botany | 4 |
| BIOL 224 | Field Botany | 4 |
| BIOL 315 | Microbiology | 4 |
| BIOL 438 | General Ecology | 4 |
| BUS 120 | Introduction to Business | 4 |
| BUS 324 | Marketing Management | 4 |
| BUS 381 | Entrepreneurship | 4 |
| CHEM 115 | Chemistry of Food and Cooking | 4 |
| ECON 222 | Microeconomic Principles: Public Policy | 4 |
| ECON 342 | Poverty, Power and Policy | 4 |
| ECON 344 | Environmental and Resource Economics | 4 |
| GEOL 190 | Terroir: The Science of Wine | 4 |
| GEOL 223 | Hydrology | 4 |
| JPS 103 | Community Problem Solving | 4 |
| JPS 220 | Community Building and Organizing | 4 |
| PECS 236 | Conflict Transformation for Peacebuilding and | 4 |
| PHIL 242 | Justice (JPS 236) | 4 |
| PSCI 319 | Environmental Ethics | 4 |
| PPS 211 | Chadern Environmental Problems Innovation and Impact | 4 |


| ENVS 101 | Environmental Science, Policy and Thought: <br> Introduction to Environmental Studies | 4 |
| :--- | :--- | :--- |
| SFS 470 | Senior Thesis | 4 |

## Sustainable Food Systems Minor

Minor Requirements
The minor is an interdisciplinary minor. The minor requires a minimum of 20 credit hours (six courses):

| Code | Title | Credits |
| :--- | :--- | ---: |
| SFS 120 | Introduction to Food Systems | 4 |
| SFS 220 | Sustainable Regional Food | 4 |
| IDS 428 | Agricultural Revolutions | 4 |
| SFS 110 | Practicum in Sustainable Agriculture | 2 |
| SFS 210 | Liberal Artisans Skills | 3 |
| An approved SFS elective | $\mathbf{4}$ |  |
| Total Credits | $\mathbf{2 1}$ |  |

Total credit hours required for sustainable food systems minor is 20 credits.

## Experience Design (XD)

Mark Dixon, Associate Professor, Department of Art

Experience Design examines how humans interact and create meaningful experiences with products, services, environments, and other people. The discipline considers the needs, goals, emotions, behaviors, and attitudes of these interactions. Experience Design seeks to enhance interactive experiences through better design and implementation based on research, observation, and understanding. While the field tends to have an emphasis on human computer interface, its essence is improving all aspects of an end-user's interaction. Experience Design builds on elements of psychology, art, theatre, business, and computer technology and has applications in the profit and nonprofit sectors as well as any arena of public interaction and civic participation.

The Experience Design (XD) major requires 48 credits. The major consists of a 20 -credit core of five specific Experience Design classes.

Students then choose from two 28-credit interdisciplinary tracks in either Design or Research \& Strategy that focus and expand on concepts, tools and techniques in Experience Design. The Design track focuses on designing and creating new experiences, and the Research \& Strategy emphasizes understanding how humans interact with experiences. Each track consists of four required courses (16 credits) and three elective courses (12 credits).

- Experience Design Major (p. 61)
- Experience Design Minor (p. 62)

XD 220. Experience Design. 4.
Experience design (XD) combines knowledge and skills from many disciplines to craft products and services that fulfill user's needs and designers. Students will learn fundamental design principles of products, services and experiences to evaluate existing user experiences. Creating user-centered design requires the application of design constraints, affordances, visibility and feedback to create effective product and interface designs. Furthermore, user experience integrates perspectives from product and interface design, usability research, interaction design and others. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

XD 221. Seminar in Experience Design. 2.
Students in this course will apply and extend their XD knowledge through the development of practical projects. This course consists of discussion, presentations from external speakers, and student presentations. This course may be repeated twice for credit; however, students will be required to develop different projects for each enrollment. Prerequisites/ Corequisites: XD 220 Experience Design.
XD 260. Independent Study. 1-8.
XD 290. Internship. 1-4.
XD 320. Intermediate Experience Design. 4.
The experience design (XD) lifecycle is a continuous process of inquiry, research, design and prototyping to create engaging experiences. In this course, students build upon user-centered design principles and delve deeper into specific issues relating to experience design, including user and usability research, interface design, and interaction design. Students will develop a design and prototype for a new or existing experience. Prerequisite: XD 220, Experience Design

## XD 390. Internship. 1-4.

A combined on-the-job and academic experience arranged with an organization, business, individual, or campus office. Internships are supervised by a faculty member associated with the Experience Design program and can be coordinated through the Career Development Center. Recommended for juniors and seniors. May be repeated for credit. A total of 4-credits of Internship required.

## XD 420. Experience Design Capstone. 4.

The course requires students to synthesize their cumulative learning experiences in multiple disciplines and apply them in positions of major responsibility within the practical context of an internship or project designing and implementing a physical, digital and/or live experience. The work requires students to articulate a philosophy, assess the skills they bring to the work, set goals and objectives, maintain ongoing documentation of research and work before and during the internship/ project, and assess their processes and accomplishments following completion.
Prerequisite: XD 320 Intermediate Experience Design and at least two credits of XD 221 Seminar in Experience Design.

## Experience Design Major

## Bachelor of Arts Degree in Experience Design- Design Track \& Research \& Strategy Track

The Experience Design (XD) major requires 48 credits. The major consists of a 20-credit core of five specific Experience Design classes. Students then choose from two 28-credit interdisciplinary tracks in either Design or Research \& Strategy that focus and expand on concepts, tools and
techniques in Experience Design. The Design track focuses on designing and creating new experiences, and the Research \& Strategy emphasizes understanding how humans interact with experiences. Each track consists of four required courses ( 16 credits) and three elective courses ( 12 credits). Total Credit Hours for A.B. degree in Experience Design major without senior thesis is 48 credits.

## Core Requirements

Core requirements of all experience design majors (20 Credits)

| Code | Title | Credits |
| :--- | :--- | ---: |
| XD 220 | Experience Design | 4 |
| XD 221 | Seminar in Experience Design ( two courses 2 | 4 |
|  | credits each ) | 4 |
| XD 320 | Intermediate Experience Design | 4 |
| XD 390 | Internship | 4 |
| XD 420 | Experience Design Capstone | $\mathbf{4}$ |
| Total Credits |  | $\mathbf{2 0}$ |

## Design Track

Required Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| ART 102 | Visual Communications |  |
| or THEA 274 | Digital Graphic Design (CTIS 274) | 4 |
| or CTIS 274 | Digital Graphic Design (THEA274) |  |
| ENGL 382 | Document Design and Professional <br> Communication | 4 |
| CTIS 331 | Information Design | 4 |
| ART 106 | Design of Objects |  |
| or THEA 171 | Introduction to Theatrical Design | 4 |

## Total Credits

## Design Track Elective Options

| Code | Title |  |
| :--- | :--- | ---: |
| Select three of the following: | Credits |  |
| PHIL 111 | Ethics |  |
| or PHIL 241 | Ethics In a Digital World |  |
| or IDS 402 | Business Ethics (BUS 402) |  |
| ART 245 | Digital Darkroom |  |
| ART 232 | Welding for Sculpture |  |
| or ART 233 |  |  |
| or THEA 110 | Wood Shop for Sculpture <br> Introduction to Theatre | 4 |
| BUS 325 | Consumer Behavior |  |
| Total Credits |  | $\mathbf{1 6}$ |

## Research and Strategy Track

## Required Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| PSY 100 | Introduction to Psychology | 4 |
| PSY 301 | Research Methods and Analysis | 4 |
| BUS 325 | Consumer Behavior | 4 |


| BUS 324 | Marketing Management | 4 |
| :---: | :---: | :---: |
| Total Credits |  | 16 |
| Research and Strategy Track Elective Options |  |  |
| Code | Title | Credits |
| Select three of th | following: | 12 |
| PHIL 111 <br> or PHIL 241 or IDS 402 | Ethics <br> Ethics In a Digital World <br> Business Ethics (BUS 402) |  |
| BUS 249 | Principles of Management |  |
| BUS 326 | Integrated Marketing Communications |  |
| PSY 332 | Industrial and Organizational Psychology |  |

Total Credits

Total Credit Hours for A.B. degree in Experience Design major without senior thesis is 48 credits

## Experience Design Minor

## Mark Dixon, Department of Art

Experience design examines how humans interact with products, services and other people. Within such interactions, experience design encompasses the emotions, behaviors and attitudes conjure. Experience design seeks to enhance interactive experiences through better design and implementation based on research, observation, and understanding. While the field tends to have an emphasis on human computer interface, its essence is improving all aspects of the end-user's interaction. User experience design builds on elements of psychology, art, business and computer technology and has applications in both the profit and nonprofit sectors.

## Minor Requirements

The minor requires a minimum of 20 credit hours (five courses). Students will take three courses from at least two related areas, at least one of which is (300 or 400 level).

| Code | Title | Credits |
| :--- | :--- | ---: |
| XD 220 | Experience Design | 4 |
| XD 320 | Intermediate Experience Design | 4 |
| Select three courses from the following (from at least two different | 12 |  |
| areas, at least one 300 level or above): |  |  |


| ART 102 | Visual Communications |
| :--- | :--- |
| ART 106 | Design of Objects |
| ART 245 | Digital Darkroom |
| BUS 120 | Introduction to Business |
| BUS 249 | Principles of Management |
| BUS 324 | Marketing Management |
| CTIS 210 | Introduction to Computer Programming |
| CTIS/THEA | Digital Graphic Design (THEA274) |
| 274 |  |
| CTIS 331 | Information Design |
| PSY 100 | Introduction to Psychology |
| PSY 243 | Environmental Psychology |
| PSY 338 | Theoretical Perspectives |
| PSY 332 | Industrial and Organizational Psychology |


| THEA 125 | Acting 1:Basic Tools |  |
| :---: | :--- | :--- |
| THEA 171 | Introduction to Theatrical Design |  |
| XD 390 | Internship | $\mathbf{2 4}$ |
| Total Credits |  |  |
| Total credit hours required for experience design minor is 20 credits |  |  |

## Geology and Earth Sciences (GEOL)

## Students may not declare a Geology and Earth Sciences major or minor during the 2021-22 academic year.

Geology is an integrative science that shapes our understanding of the planet through study of the Earth's processes. The field of geology encompasses a variety of topics, including earth materials, earth history, fossils, climate, ground and surface water, natural hazards, and environmental science. Guilford geology students are involved in handson field experiences, inquiry-based laboratory work, and undergraduate research. The geology major serves as a foundation for graduate study, professional geology, teaching, environmental science, environmental law, resource management and geography.

## Degrees Offered

The Bachelor of Arts and Bachelor of Science degrees are offered in geology and earth sciences. Students pursuing either an A.B. or B.S. in geology also may opt for a track in environmental geology.

## Students may not declare a Geology and Earth Sciences major or minor during the 2021-22 academic year. <br> - Earth Sciences Major (p. 64)

## Students may not declare a Geology and Earth Sciences major or minor during the 2021-22 academic year.

- Earth Science (p. 64)


## GEOL 121. Geology and the Environment. 4.

First-hand introduction to the materials the Earth is made of, as well as the forces that shape the Earth, and interactions between human activities and the environment. Many of the labs are done in the field. Fulfills natural science/mathematics and social justice/environmental responsibility requirements (1998). Natural science/ mathematics and evaluating systems and environments requirements (2019). Offered yearly in fall.
GEOL 122. Historical Geology. 4.
Historical account of discovery of geologic time and development of the theory of evolution; origin and development of the earth; geologic history of North America - both life and lands. Emphasis in laboratory on interpretation of earth history and use of the Quaker Quadrangle. Offered yearly in spring. Fulfills natural science/mathematics requirement (1998 \& 2019). Embodied and creative engagement and numeric/symbolic engagement requirements (2019).

GEOL 141. Oceanography. 4.
Formation of the earth and oceans; shape and composition of the ocean floor; plate tectonics. Waves and tides, seawater chemistry, climate and the ocean's interaction with the atmosphere. Fulfills natural science/mathematics and social justice/environmental responsibility requirements (1998). Natural science/mathematics and evaluating systems and environments requirements (2019).

GEOL 150. Special Topics. 1-8.
Recent topics include geographical information systems and remote sensing, reefs of Puerto Rico, environmental history of China, climate and history, earth systems science, GIS and image processing and soil science. May also be offered at 250, 350 and 450 levels.

## GEOL 151. HP.Climate and History. 4.

Explores the roles of global climate and climate change in the evolution and development of human beings and their cultures. Topics include climate-driven migration, effects of ice ages, climate change during the last two millennia and their effects on subsistence, war, commerce and exploration and what to expect in the next century.
Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 2019).

## GEOL 190. Terroir. The Science of Wine. 4.

An interdisciplinary look at the science behind wine. The course will investigate the geology and geography of the major wine-growing areas of the world, and see how climate, culture and geology play a role in what grapes flourish where. Students will also learn the basics of sensory evaluation of wines. Enrollment limited to students over age 21. Must provide proof of age and sign a waiver. This course is not accepted as an elective for the A.B. or the B.S. in geology, or for the minor in earth sciences. Fulfills natural science /mathematics requirement (1998 \& 2019).

GEOL 215. Data Wrangling. 4.
This course will focus on techniques for data processing, manipulation, graphing, and interpretation in scientific research. The course is intended for science majors or anyone interested in quantitative data. It is NOT geology-specific - we'll use a variety of data sets and examples from the physical and social sciences. The course will use Excel very heavily, with possible occasional departures to other data manipulation tools. There are no prerequisites.
GEOL 223. Hydrology. 4.
This course is focused on the dynamic nature of the water cycle, and includes investigations on human reliance and impacts upon this vital resource. Course content will include investigation of both surface and ground water systems, including flow dynamics, precipitation, surface runoff, stream restoration, streamflow monitoring and data analysis, ground water geology, and basic well design. Laboratory included. Prerequisite: GEOL 121 or instructor permission and an understanding of algebra. Alternate years. Fulfills natural science /mathematics requirement (1998 2019). Numeric/symbolic engagement (2019).

## GEOL 230. Environmental Pollution. 4.

This course examines the impacts of human culture and activity on the quality of air, water and soil with a focus on sources of contamination and the fate of pollutants in the environment. Laboratory focuses on experimental work and field studies that introduce students to the scientific investigation of environmental problems. Fulfills natural science /mathematics requirement (1998 \& 2019). Evaluating systems and environments requirement (2019). Offered based upon demand.

GEOL 242. Natural Science Seminars. (variable credits). 4.
Studies of the biology, geology, ecology and natural history of different field areas, including the American Southwest, the Galapagos, East Africa, Brunnenburg, North Carolina and other areas. Includes a oneto three-week trip to the area being studied, depending on when the course is offered; trip includes research project. When course is offered for a minimum of 4 semester credits, the course will fulfill natural science/mathematics and social justice/environmental responsibility requirements (1998); natural science/mathematics, evaluating systems and environments requirements, and embodied and creative engagement requirements (2019).
GEOL 250. Special Topics. 8.
GEOL 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels. Independent and directed research, including field and laboratory experience.
GEOL 290. Internship. 1-8.
May also be offered at the 390 level.
GEOL 311. Optical Mineralogy. 4.
Principles of optical mineralogy, basic crystallography and crystal chemistry, rock-forming minerals and mineral formation and associations. Lab will focus on mineral identification in hand specimen and thin section. Alternate years in fall.
Prerequisite: CHEM 111 (may be taken concurrently with instructor permission).

GEOL 312. Petrology. 4.
Introduction to the study of igneous, sedimentary and metamorphic rocks. Principles of classification, occurrence, phase equilibria, tectonic environments and origin/formation of rocks are emphasized in lectures. Labs emphasize description, classification and interpretation of textures and mineralogy in hand sample and in thin section. Alternate years in spring.
Prerequisite: GEOL 311, CHEM 112 (may be taken concurrently with instructor permission).

GEOL 335. Structural Geology. 4.
Study of the deformation of rocks of the earth's crust: descriptive and theoretical treatment of folding, faulting, jointing, unconformities, diapirs, plutons and the structural features found in igneous, metamorphic and sedimentary rocks; introduction to geophysical methods; introduction to the field of tectonics. Offered in alternate years in spring.
Prerequisite: two laboratory courses in geology, MATH 115, or instructor permission.

GEOL 336. Geomorphology. 4.
Study of landforms and the processes involved in their formation, especially the investigation of fluviatile and arid geomorphic cycles, coastline development, and theories of landscape evolution. Prerequisite: GEOL 121 and one other geology laboratory course or instructor permission. Offered based upon demand.

GEOL 340. Images of the Earth: GIS and Remote Sensing. 4.
Focuses on various ways to classify, represent and visualize the Earth's surface. Interpretation, creation and use of maps, aerial photographs and satellite images. Exploration, construction and use of geographic information systems (GIS) and other computer-based methods to create maps and visualize data. Application of knowledge and techniques to issues such as ecosystem management, environmental assessment, urban planning, geologic mapping, global change and archaeology. Can also count toward the CTIS major.
GEOL 350. Special Topics. 8.

GEOL 360. Independent Study. 1-8.
GEOL 390. Internship. 1-8.
GEOL 415. Paleontology. 4.
Study of fossils with major emphasis on invertebrates: classification and identification, principles of evolution and paleoecology; Earth history and the origin and history of life; application of paleontology to geologic problems, especially its use in stratigraphic studies. Includes a focus on scientific writing in geology. Offered in alternate years in fall.
Prerequisite: GEOL 122 and another course in geology and/or biology and/or chemistry; Historical Perspectives or instructor permission.

GEOL 416. Sedimentology and Stratigraphy. 4.
Advanced study of sedimentary rocks. Emphasis on sedimentary processes, grain size analysis, sedimentary structures and sedimentary petrography; the description, classification, correlation and interpretation of sedimentary rocks; principles of stratigraphic nomenclature; interpretation of tectonic conditions, depositional environments and paleogeography; advanced historical geology.
Prerequisite: two semesters of laboratory courses in geology or related science or instructor permission. Offered in alternate years in spring.

GEOL 450. Special Topics. 8.
GEOL 460. Independent Study. 1-8.
GEOL 470. Senior Thesis. 1-8.
Independent research project begun at end of junior year. See department for details.

GEOL 490. Departmental Honors. 1-8.
Courses

## Earth Science

## Students may not declare a Geology and Earth Sciences major or minor during the 2021-22 academic year.

The earth science minor is designed for students who would like to gain significant experience in the geological sciences. This minor is suitable for students from every division on campus, including humanities, social sciences, arts, business and policy studies. For instance, an English major might go on to become a technical writer or editor; an art major might be interested in clay and glaze mineralogy or gemology; social scientists may wish to study GIS and mapping techniques; and pre-law students could go on to study environmental law.

Majors in the other sciences, including physics, chemistry and biology, could all find the skills learned in the minor useful to their future careers. The most important and rapidly growing fields of science are those that are appearing at the intersections of scientific disciplines.

The minor in earth science is not available to geology and earth sciences majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| GEOL 121 | Geology and the Environment | 4 |
| or GEOL 141 | Oceanography |  |
| Select two of the following: | 8 |  |
| GEOL 122 | Historical Geology |  |
| GEOL 223 | Hydrology |  |


| GEOL 242 | Natural Science Seminars. (variable credits) |
| :--- | :--- |
| GEOL 311 | Optical Mineralogy |
| GEOL 312 | Petrology |
| GEOL 340 | Images of the Earth: GIS and Remote Sensing |
| GEOL 415 | Paleontology |
| GEOL 450 | Special Topics |
| Select one of the following: |  |
| GEOL 335 | Structural Geology |
| GEOL 416 | Sedimentology and Stratigraphy |
| IDS 472 | Environmental Planning |
| Other advanced geology or geology-related IDS courses may also <br> be approved |  |

Total Credits
Total credit hours required for earth science minor is 16 credits
The minor's entry point is GEOL 121 Geology and the Environment or GEOL 141 Oceanography. Then students may select from a number of geology lab courses and finally take a specially designated capstone course.

## Earth Sciences Major

## Students may not declare a Geology and Earth Sciences major or minor during the 2021-22 academic year. Bachelor of Arts in Geology and Earth Sciences

The A.B. degree allows more flexibility for students interested in working in the environmental field, teaching, law, museums and technical writing. For graduate studies in geology, the B.S. is generally required. The major requires a minimum of 48 credit hours ( 12 courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| GEOL 121 | Geology and the Environment |  |
| or GEOL 141 | Oceanography | 4 |
| GEOL 122 | Historical Geology | 4 |
| GEOL 311 | Optical Mineralogy | 4 |
| GEOL 312 | Petrology | 4 |
| GEOL 335 | Structural Geology | 4 |
| GEOL 415 | Paleontology | 4 |
| Two Elective Lab Courses | 8 |  |
| Related Field Courses | 12 |  |
| Select three of the following or others as approved by the <br> department: | 4 |  |
| Any MATH course above MATH 110, GEOL 215 |  |  |
| Select three course from: |  |  |

Select three course from:

| CHEM 111 | Chemical Principles I |  |
| :---: | :--- | :--- |
| CHEM 112 | Chemical Principles II |  |
| MATH 112 | Elementary Statistics | 4 |
| MATH 115 | Elementary Functions | 4 |
| MATH 220 | Calculus I: Differential Cal. | 4 |
| MATH 222 | Calculus II: Integral Calculus. |  |
| EDUC 410 | Elementary Student Teaching Seminar |  |
| EDUC 420 | Secondary Student Teaching Seminar |  |
| PHYS 121 | Classical and Modern Physics I |  |


| PHYS $122 \quad$ Classical and Modern Physics II |
| :--- |
| Total Credits |
| Total credits required for A.B. degree in geology and earth sciences is 48 |
| credits. |
| Students will work with their advisors to select the electives and related |
| field courses that are most useful for their individual goals. |
| Students may not declare a Geology and Earth Sciences major or |
| minor during the 2021-22 academic year. |
| Bachelor Of Science in Geology and Earth |
| Sciences |

The B.S. degree is designed for students who intend to pursue graduate study in the earth sciences or are seeking employment in fields such as geology, environmental science, geography, oceanography, paleontology, hydrology or geophysics. This track requires a number of related field courses expected by the profession for technical work and for graduate study. The major requires a minimum of 60 credit hours ( 15 courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| GEOL 121 | Geology and the Environment | 4 |
| or GEOL 141 | Oceanography |  |
| GEOL 122 | Historical Geology | 4 |
| GEOL 311 | Optical Mineralogy | 4 |
| GEOL 312 | Petrology | 4 |
| GEOL 335 | Structural Geology | 4 |
| GEOL 415 | Paleontology | 4 |
| Two Elective Lab Courses | 8 |  |
| Summer Field Camp | 4 |  |

Related Field Courses (included within the major)
CHEM 111 Chemical Principles I

CHEM 112 Chemical Principles II
MATH 220 Calculus I: Differential Cal. or GEOL 215 Data Wrangling
MATH 222 Calculus II: Integral Calculus.
PHYS 111 Introduction to Physics for the Life Sciences I
or PHYS 117
or PHYS 121 Classical and Modern Physics I
PHYS 112 Introduction to Physics for the Life Sciences II or PHYS 118
or PHYS 121 Classical and Modern Physics I

## Total Credits

Total credits required for B.S. degree in geology and earth sciences is 60 credits

## Bachelor of Arts and Bachelor of Science Track in Geology

Students pursuing either an A.B. or B.S. in geology may opt for a track in environmental geology. This track provides a strong background in geology but is designed for students interested in environmental consulting or pursuing graduate study in an environmental field.

| Code | Title | Credits |
| :--- | :--- | ---: |
| GEOL 121 | Geology and the Environment | 4 |
| or GEOL 141 | Oceanography |  |
| GEOL 122 | Historical Geology | 4 |
| GEOL 223 | Hydrology | 4 |
| GEOL 340 | Images of the Earth: GIS and Remote Sensing | 4 |
| Select two of the following: |  |  |
| GEOL 311 | Optical Mineralogy | 8 |
| GEOL 312 | Petrology |  |
| GEOL 335 | Structural Geology |  |
| GEOL 415 | Paleontology | 8 |
| Two Elective Lab Courses | 4 |  |
| Suggested Electives | Environmental Pollution | 4 |
| GEOL 230 | Sedimentology and Stratigraphy | 40 |
| GEOL 416 |  | 4 |

## Additional Requirements for A.B. Track in Environmental Geology

| Code | Title | Credits |
| :--- | :--- | ---: |
| Any MATH course above MATH 110 | 4 |  |
| Select three of the following: | 12 |  |
| CHEM 111 | Chemical Principles I |  |
| CHEM 112 | Chemical Principles II |  |
| MATH 114 | College Algebra |  |
| MATH 115 | Elementary Functions |  |
| EDUC 410 | Elementary Student Teaching Seminar |  |
| MATH 220 | Calculus I: Differential Cal. |  |
| MATH 222 | Calculus II: Integral Calculus. |  |
| EDUC 410 | Elementary Student Teaching Seminar |  |
| EDUC 420 | Secondary Student Teaching Seminar |  |
| PHYS 117 |  |  |
| PHYS 118 |  |  |
| PHYS 121 | Classical and Modern Physics I |  |
| PHYS 121 | Classical and Modern Physics I |  |

Total Credits

Total credits required for A.B. track in environmental geology is 48 credits.

## Additional Requirements for B.S. Track in Environmental Geology

| Code | Title | Credits |
| :--- | :--- | ---: |
| Summer Field Course | 4 |  |
| CHEM 111 | Chemical Principles I | 4 |
| CHEM 112 | Chemical Principles II | 4 |
| MATH 220 | Calculus I: Differential Cal. | 4 |
| or GEOL 215 | Data Wrangling | 4 |
| MATH 222 | Calculus II: Integral Calculus. | 4 |
| Select one of the following: |  |  |

PHYS 111 Introduction to Physics for the Life Sciences I or PHYS 117
or PHYS 121 Classical and Modern Physics I
Select one of the following:
PHYS $112 \quad$ Introduction to Physics for the Life Sciences II
or PHYS 118
or PHYS 121 Classical and Modern Physics I

## Total Credits

Total credits required for B.S. track in environmental geology is 60 credits.

## Health Sciences (HSCI)

Anne G. Glenn, Professor of Chemistry, Chair
The health sciences major is designed for students who plan to pursue graduate study or post-baccalaureate study in the health professions, including medicine, dentistry, veterinary medicine, physician assistant, pharmacy, nursing, physical therapy, occupational therapy or athletic training. . The health sciences major provides a coherent, individualized course of study that allows students to complete the required science and social science courses to prepare for admission to a graduate or post- baccalaureate program in the health field of their choice. Advisors work with each student to design the most appropriate course of study for the health professions program to which the student plans to apply.

## Degree Offered

The Bachelor of Science degree is offered in health sciences.

- Health Sciences Major (p. 66)

HSCI 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
HSCI 250. Special Topics. 1-8.
HSCI 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
HSCl 290. Internship. 1-8.
May also be offered at the 390 level.
HSCI 350. Special Topics. 1-8.
1-4. May also be offered at 150 and 450 levels.
HSCI 360. Independent Study. 1-8.
HSCl 390. Internship. 1-8.
HSCI 400. Health Science Seminar. 1.
Allows students majoring in the health sciences to reflect on their internship experience as well as learn from professionals in many healthrelated fields. Students will have an opportunity to discuss challenges in health care, such as managed care, care of diverse populations, medical ethics and other issues. In addition, the application process for graduate study in the health professions will be discussed. This seminar may not be taken before the junior year, and has a pre- or co-requisite of HSCl 390.
HSCI 450. Special Topics. 1-8.
HSCI 460. Independent Study. 1-8.
HSCI 470. Senior Thesis. 1-8.
May also be offered at 250, 350 and 450 levels.
HSCI 490. Departmental Honors. 1-8.
May also be offered at 250, 350 and 450 levels.

# Health Sciences Major Bachelor of Science Degree in Health Sciences 

Health sciences is an interdisciplinary major that requires a second major and their advising team should be familiar with each major.

## Specific Course Requirements

Courses for the program will be selected in close consultation with the student's advising team. Courses in the major come from disciplines in a variety of areas of study, primarily the natural sciences, mathematics and social sciences. In addition to the pre-requisite courses needed for their desired graduate or post-baccalaureate program, all majors take Health Science Seminar, a 1-credit course designed to help students with the application process, from preparing the personal statement to interview tips and financial planning. The major requires a minimum of 33 credit hours (nine courses) chosen from the lists in each field below, one of which must be an internship at the 390 level in the student's proposed career field. This internship experience is undertaken in the junior or senior year and is intended to give the student an opportunity to gain the real-world experience necessary for a career in any of the health care fields.

The Health Sciences Seminar acts as a capstone to the major along with the internship experience and should be taken in the junior or senior year.

## Health Sciences

| Code | Title | Credits |
| :--- | :--- | ---: |
| HSCI 390 | Internship | 4 |
| HSCI 400 | Health Science Seminar | 1 |
| Total Credits |  | 5 |

Because health sciences is an interdisciplinary major, students must select courses from at least two different disciplines listed below. In addition, at least four of the courses in the major must be at the 200 level or above. Students must work closely with their advising team to make sure they select the necessary courses to prepare for the graduate program they desire, as well as courses that complement their second major.

Biology

| Code | Title | Credits |
| :--- | :--- | ---: |
| BIOL 202 | Intro Biol: Ecol and Evolution | 4 |
| BIOL 203 | Intro Biol:Molecules and Cells | 4 |
| BIOL 313 | Molecular Cell Biology | 4 |
| BIOL 315 | Microbiology | 4 |
| BIOL 341 | Human Anatomy and Physiology I | 4 |
| BIOL 342 | Human Anatomy and Physiology II | 4 |
| BIOL/CHEM 434 | Biochemistry (CHEM 434) | 4 |
| BIOL 443 | Genetics | 4 |

## Chemistry

| Code | Title | Credits |
| :--- | :--- | ---: |
| CHEM 111 | Chemical Principles I | 4 |
| CHEM 112 | Chemical Principles II | 4 |
| CHEM 231 | Organic Chemistry I | 4 |
| CHEM 232 | Organic Chemistry II | 4 |


| CHEM/BIOL 434 | Biochemistry (BIOL 434) | 4 |
| :--- | :--- | ---: |
| BIOL 443 | Genetics | 4 |
| Mathematics |  |  |
| Code | Title | Credits |
| MATH 112 | Elementary Statistics | 4 |
| MATH 114 | College Algebra | 4 |
| MATH 115 | Elementary Functions | 4 |
| MATH 116 | Trigonometry | 4 |
| MATH 220 | Calculus I: Differential Cal. | 4 |

## Physics

| Code | Title | Credits |
| :--- | :--- | ---: |
| PHYS 211 | College Physics I | 4 |
| PHYS 212 | College Physics II | 4 |
| PHYS 121 | Classical and Modern Physics I | 4 |
| PHYS 122 | Classical and Modern Physics II | 4 |

## Psychology

| Code | Title | Credits |
| :--- | :--- | ---: |
| PSY 100 | Introduction to Psychology | 4 |
| PSY 224 | Developmental Psychology | 4 |
| PSY/BIOL 340 | Psychobiology (Biol 340) | 4 |
| PSY 342 | Adult Psychopathology | 4 |
| PSY/BIOL 343 | Sensory Systems (Biol 343) | 4 |

## Public Health

| Code | Title | Credits |
| :--- | :--- | ---: |
| PBH 100 | Introduction to Public Health | 4 |
| PBH 200 | Epidemiology | 4 |
| PBH 292 | Scientific Inquiry: Introduction to Research in | 4 |
|  | Community Health Issues (BIOL 292) |  |
| PBH 300 | Global Health | 3,4 |

## Sport Studies

| Code | Title | Credits |
| :--- | :--- | ---: |
| SPST 211 | Health and Wellness Promotion | 4 |
| SPST 245 | Emergency Procedures in Sports Medicine | 4 |
| SPST 246 | Biomechanics of Sport and Exercise | 4 |
| SPST 311 | Sport and Exercise Physiology | 4 |
| SPST 314 | Perspectives in Sport and Exercise Nutrition | 4 |
| SPST 340 | Psychology of Sport \& Exercise | 4 |
| SPST 373 | Therapeutic Modalities and Rehabilitation with Lab | 4 |
| SPST 474 | Physical Examination and Assessment with Lab | 4 |

Total credits required for B.S. degree in health science is 33 credits.

## Historical Perspective (HP)

Parag Budhecha Parker, Writing Director and Instructor Philip Slaby, Associate Professor of History

This course is offered by different departments on campus and focuses on historical change and how individuals and groups both initiate change and respond to social, economic and political forces. Taught by professors from across the College, Historical Perspectives courses link with College

Reading and Writing in a two-semester, first-year writing sequence. Course focuses include critical and research writing and responsible use of the internet. Historical Perspectives courses are indicated with the letters "HP" at the beginning of the course title. Courses without this designation will not satisfy this requirement. This course may not double-count with Breadth, but can double-count with Critical Perspectives.

BIOL 151. HP. Evolution: An Historical Perspective. 4. An examination of the views of species origins prior to Darwin, Darwin's theories and those of his contemporaries, and the history of evolutionary theory in modern times. One of the weekly class periods will be used to give students practical experience in the methods of evolutionary study, such as techniques for determining protein all types, and examining species relationships through DNA analysis. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 \& 2019).

CHEM 151. HP. History of Science. 4. A historical perspective on the rise of science over the past centuries. The course examines the development of the scientific method and traces the people, institutions, movements and false starts that led to modern science. Does not count towards the chemistry major. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 \& 2019).

ENGL 151. HP. Title Varies. 4. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 \& 2019).

GEOL 151. HP. Climate and History. 4. Explores the roles of global climate and climate change in the evolution and development of human beings and their cultures. Topics include climate-driven migration, effects of ice ages, climate change during the last two millennia and their effects on subsistence, war, commerce and exploration and what to expect in the next century. Prerequisite: ENGL 102 Fulfills historical perspectives requirement (1998 \& 2019).

HIST 101. HP. The Medieval Web. 4. This course examines the many changes in medieval Europe, centered around the idea of a "Christian Empire" in "Europe" from the time of Charlemagne in the 9th century to the mid-15th century. Through a close reading of sources in law, literature, religion, and biography, students explore a variety of topics: intercultural exchange, religious diversity, the papacy, crusades, feudalism, romance, and medieval art. HP Prerequisite: ENGL 102. Fulfills historical perspectives and social justice/environmental responsibility requirements (1998). Historical perspectives and evaluating systems and environments requirements (2019).

HIST 102. HP. The Web of Europe since 1400. 4. This course investigates the genesis and movements of the modern period, from the Renaissance to the fall of the Iron Curtain. On the basis of contemporary documents, students will discuss such issues as nationalism, the Reformation, absolutism, religion in the Age of Reason, egalitarianism and totalitarianism. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 \& 2019).

HIST 103. HP. U.S. Origins: From Pre-Colonial Times to 1877. 4. This course begins by studying Native American cultures before European contact as well as emerging tensions as European populations migrated westward. Students analyze why the colonists revolted against Britain, how new democratic political institutions evolved, the complex place of African enslavement and how Reconstruction-era politics and reform traditions fostered a new industrialized nation state. Prerequisite: ENGL 102. Fulfills historical perspectives and social justice/environmental responsibility requirements (1998). Historical perspectives and evaluating systems and environments requirements (2019).

HIST 104. HP. Modern Times: The U.S. from 1877 to the Present. 4. This course analyzes how the United States became a mature industrialized consumer society, a haven for peoples from around the world, a welfare state and a global superpower. Studying both the benefits and costs of 20th century U.S. political and economic success enables students to understand some of the reasons why diverse social groups challenged the economic and political order. Prerequisite: ENGL 102. Fulfills historical perspectives and social justice/environmental responsibility requirements (1998). Historical perspectives and evaluating systems and environments requirements (2019).

HIST 164. HP. The Asian Pacific in Modern Times. 4. This course begins by studying Native American cultures before European contact as well as emerging tensions as European populations migrated westward. Students analyze why the colonists revolted against Britain, how new democratic political institutions evolved, the complex place of African enslavement and how Reconstruction-era politics and reform traditions fostered a new industrialized nation state. Prerequisite: ENGL 102. Fulfills historical perspective and intercultural requirements (1998). Historical perspectives and sociocultural engagement requirements (2019).

HIST 205 HP. American Imperialism, American Progressivism. 4. The years 1890-1925 witnessed tremendous upheavals as America became a world power abroad while at home, reform movements flourished alongside anti-immigrant campaigns, the lynching and disfranchisement of AfricanAmericans, a widening gap between rich and poor, and a Red Scare. Students engage in a semester-long project to define this crucial era through the public writings of those who shaped it. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 \& 2019).

HIST 212. HP. American Frontiers. 4. Defining frontiers as contested places where people met and struggled over control of natural resources, the labor necessary to exploit those resources, and the right to define the boundaries of society, the course examines various frontier regions across North America from the late 18th century through the early 20th. Prerequisite: ENGL 102. Fulfills historical perspectives and social justice/environmental responsibility requirements (1998). Historical perspectives and evaluating systems and environments requirement (2019).

HIST 218. HP. Legacies of History: The Case of California Indians. 4. This course tracks California history from the time before memory to present, and specifically engages the relationships between California Indians, settler colonial society, the power of the state, and the contested terrain of public memory. The course takes a presentist perspective, historicizing a number of critical contemporary issues facing California Indians, such as sovereignty, land use, casino gaming, disenrollment, recognition, political influence, public memory, and the relationships between Indian communities and academics. Fulfills historical perspectives requirement (1998 \& 2019).

HIST 221. HP. North Carolina: Demographic History. 4. Explores the demographic history of North Carolina from before the European invasion to the present, grappling with the idea and definition of immigrant, foreigner and outsider, as well as with issues involving regionalism, race, class, gender, religious difference and ethnicity. Prerequisite: ENGL 102. Fulfills historical perspectives and social justice/ environmental responsibility requirements (1998). Historical perspective and evaluating systems and environments (2019).

HIST 237. HP. Europe in Revolution, 1789-1914. 4. A study of the main issues in 19th-century Western Europe - industrialization, shift from monarchy to constitutional government, growth of nationalism, socialism and imperialism - and their impact on Europe by the eve of the war in 1914.

Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 \& 2019).

HIST 238. HP. War and Peace: 20th Century Europe, 1914-present. 4. This course compares different European countries and examines their relations with each other in a very ideologically driven century. While the course emphasizes politics and diplomacy, peace, war and socio-economic developments, it will also consider the history of the arts, science and technology, women, the environment, business, religion, ideas, law, culture and biography. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 \& 2019).

MUS 119. HP. Music and Social Conflict. 4. Examines a period of history that includes both the continuation of Classical/ Romantic traditions and the dramatic and sometimes sudden shifts in Western musical style directly affected by world crisis. The music studied will include works from the various movements of Modernism, Neoclassicism and specific works inspired by the Holocaust. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 \& 2019).

MUS 152. HP. America and Its Musicals: 1900-1975 (THEA 152). 4. Traces development of the American musical theatre from 1900 to 1975 with a primary focus on the years of significant transformation that begin in 1940. Studies the art from sociological, political, cultural, economic, artistic and historic perspectives. Analyzes individual artists and productions that have influenced and been influenced by the evolving American national identity. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 \& 2019).

PSCI 207. HP. Intelligence Community: Keeping Us Safe. 4. This course examines the origins, evolution, and organizations of the U.S. intelligence community, its success and failures, its impact on American society, and its importance to our national security. Prerequisite: ENGL 102. Fulfills historical perspectives and intercultural requirements (1998). Historical perspectives and sociocultural engagement (2019).

REL 283. HP. Religions of the Minorities of Southwest China. 4. The course explores the religious traditions of the Naxi, Tibetans, Yi, Lisu, Moso and Bai peoples of Yunnan Province in Southwest China. The Chinese "Cultural Revolution" (1966- 1976), which systematically devastated the religious lives of these peoples, serves as the course's central historical focus. Prerequisite: ENGL 102. Fulfills historical perspectives and intercultural requirements (1998). Historical perspectives and sociocultural engagement (2019).

SOAN 216. HP. The Anthropology of Colonialism. 4. Introduces historical anthropology by exploring the socio-cultural dimensions of European colonialism from the late 15th century to the post-colonial period. The course focuses on the colonial experience in Africa, the Americas, Asia and the Middle East, particularly from the point of view of the colonized. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 \& 2019).

SPST 247. HP. History of Sport. 4. A study of the American sporting heritage and significant historical influences on it from other cultures. "Sport" in this course is used to include amateur, professional and school sports, fitness, recreation and dance. Emphasis on sport leaders and the innovations that have shaped American sport. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 \& 2019).

THEA 151. HP. The Birth of the Avant-Garde (ENGL 151). 4. Traces the evolution of literary and performance styles from realism/ naturalism to the avant-garde movements at the turn of 20th century in Europe: symbolism, futurism, dadaism, surrealism and expressionism. Links each style to
social forces, music, art, important people, ideas and watershed events. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 \& 2019).

THEA 152. HP. America and Its Musicals: 1900-1975 (MUS 152). 4. Traces development of the American musical theatre from 1900 to 1975 with a primary focus on the years of significant transformation that begin in 1940. Studies the art from sociological, political, cultural, economic, artistic and historic perspectives. Analyzes individual artists and productions that have influenced and been influenced by the evolving American national identity. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 \& 2019).

## History (HIST)

Zhihong Chen, Associate Professor, Chair<br>Damon Akins, Professor<br>Timothy Kircher, H. Curt and Patricia S. Hege Professor of History Philip Slaby, Associate Professor<br>Sarah C. Thuesen, Assistant Professor

History is the study of the complex forces in the past that precipitate change in the human environment. These forces include ideas, political and economic developments, and social and cultural conditions. Historical investigation demands logical thinking and critical analysis as well as imagination and intuition. Students of history learn to recognize the significance of the sequential nature of events and to bring order to apparently random facts. Historical knowledge fosters an appreciation of human diversity, a global perspective, and a rich comprehension of the contemporary world and one's own experience.

The history major challenges students to understand the present by knowing the short- and long-term causes that have brought it into existence. All events, students learn, are the result of a complex interaction of forces. Students learn to differentiate between major and minor causes of events. This major is an excellent foundation for careers in teaching, research of all varieties, law, community service and business, among others.

## Degree Offered

The Bachelor of Arts degree offered in history.

- History Major (p. 73)
- History Minor (p. 74)
- Medieval/Early Modern Studies Minor (p. 75)


## HIST 101. The Medieval Web. 4.

This course examines the many changes in medieval Europe, centered around the idea of a "Christian Empire" in "Europe" from the time of Charlemagne in the 9th century to the mid-15th century. Through a close reading of sources in law, literature, religion, and biography, students explore a variety of topics: intercultural exchange, religious diversity, the papacy, crusades, feudalism, romance, and medieval art. Fulfills humanities and social justice/environmental responsibility requirements; when "HP" precedes title, only fulfills historical perspectives and social justice/environmental responsibility requirements (1998). Arts/ humanities and evaluating systems and environments requirements; when "HP" precedes title, only fulfills historical perspectives and evaluating systems and environments requirements (2019). HP Prerequisite: ENGL 102.

HIST 102. The Web of Europe since 1400. 4.
This course investigates the genesis and movements of the modern period, from the Renaissance to the fall of the Iron Curtain. On the basis of contemporary documents, students will discuss such issues as nationalism, the Reformation, absolutism, religion in the Age of Reason, egalitarianism and totalitarianism. Fulfills humanities requirement; when "HP" precedes title, fulfills historical perspectives requirement (1998). Fulfills arts/humanities requirement; when "HP" precedes title, fulfills historical perspectives requirement (2019).
HIST 103. U.S. Origins: From Pre-Colonial Times to 1877. 4. This course begins by studying Native American cultures before European contact as well as emerging tensions as European populations migrated westward. Students analyze why the colonists revolted against Britain, how new democratic political institutions evolved, the complex place of African enslavement and how Reconstruction-era politics and reform traditions fostered a new industrialized nation state. Fulfills humanities and social justice/environmental responsibility requirements; when "HP" precedes title, only fulfills historical perspectives and social justice/environmental responsibility requirements (1998). Fulfills arts/ humanities and evaluating systems and environments requirements; when "HP" precedes title, only fulfills historical perspectives and evaluating systems and environments requirements (2019).
HIST 104. Modern Times: The U.S. from 1877 to the Present. 4. This course analyzes how the United States became a mature, industrialized consumer society, a haven for peoples from around the world, a welfare state and a global superpower. Studying both the benefits and costs of 20th century U.S. political and economic success enables students to understand some of the reasons why diverse social groups challenged the economic and political order. Fulfills humanities and social justice/environmental responsibility requirements; when "HP" precedes title, only fulfills historical perspectives and social justice/ environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements; when " HP " precedes title, only fulfills historical perspectives and evaluating systems and environments requirements (2019).
HIST 150. Special Topics. 1-8.
Topics may include: The French Revolution, Vietnam Wars, American Rivers, Latin American History in Film. These courses fulfill requirements for the history major and minor. May also be offered at 250, 350 and 450 levels.
HIST 164. Asia Pacific in Modern Times. 4.
Introduces the themes necessary to understand Asian Pacific countries today: cultural legacies, colonialism, the rise of nationalism and communism, war and revolution, as well as contemporary issues facing the region. Includes the countries of East Asia - China, Japan and Korea - and Southeast Asia - Vietnam, Indonesia, The Philippines, Cambodia, Malaysia, Myanmar, Thailand, and others. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019). When "HP" precedes title, also fulfills historical perspectives (1998 \& 2019).

## HIST 188. History of East Asia to 1800. 4.

This course introduces students to major trends in East Asian (Chinese, Japanese and Korean) history prior to 1800. Major themes in the course include traditional philosophies and religions such as Confucianism, Daoism, and Buddhism, formation of aristocratic empires, rise of new elites, interaction between sedentary and nomadic civilizations, cultural identities, "technologies" of rule and trading networks, and East Asia from a global perspective. Fulfills humanities and intercultural requirement (1998). Fulfills arts/humanities and sociocultural engagement requirements (2019).

HIST 205. American Imperialism, American Progressive. 4.
The years 1890-1925 witnessed tremendous upheavals as America became a world power abroad while at home, reform movements flourished alongside anti-immigrant campaigns, the lynching and disfranchisement of African-Americans, a widening gap between rich and poor, and a Red Scare. Students engage in a semester-long project to define this crucial era through the public writings of those who shaped it. Fulfills humanities requirements; when "HP" precedes title, fulfills historical perspectives requirement (1998). Fulfills arts/humanities requirements; when "HP" precedes title, fulfills historical perspectives requirement (2019).

## HIST 212. American Frontiers. 4.

Defining frontiers as contested places where people met and struggled over control of natural resources, the labor necessary to exploit those resources and the right to define the boundaries of society, the course examines various frontier regions across North America from the late 18th century through the early 20th. Fulfills humanities and social justice/environmental responsibility requirements; when " HP " precedes title, only fulfills historical perspectives and social justice/ environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements; when " HP " precedes title, only fulfills historical perspectives and evaluating systems and environments requirements (2019).

## HIST 214. The First World War. 4.

The First World War represents a turning point in world history. The conflict eroded empires, shattered the international order, unleashed the deadly potential of modern economies and technologies, and propelled sweeping social change. This course analyzes the causes, course, and consequence of the Great War. It focuses on military and diplomatic developments and on the social, economic, and technological aspect of the war. We will explore these aspects of the conflict and its legacy through lectures, regular discussions, secondary readings, and through the analysis of primary documents. Fulfills humanities requirements (1998). Fulfills arts/humanities requirements (2019).

HIST 215. The Civil Rights Movement. 4.
Critically examines the reform movement that ended legal racial segregation, secured African American voting rights and renewed the quest for political empowerment, economic reform and social justice in the United States between 1948 and 1972. Includes discussion of related movements: black nationalism, black power, women's liberation, community control and the "war on poverty." Fulfills humanities and social justice/environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019).

## HIST 218. Legacies of History: The Case of California Indians. 4.

This course tracks California history from the time before memory to present, and specifically engages the relationships between California Indians, settler colonial society, the power of the state, and the contested terrain of public memory. The course takes a presentist perspective, historicizing a number of critical contemporary issues facing California Indians, such as sovereignty, land use, casino gaming, disenrollment, recognition, political influence, public memory, and the relationships between Indian communities and academics. Fulfills humanities requirement; when "HP" precedes title, fulfills historical perspectives requirement (1998). Fulfills arts/humanities requirement; when "HP" precedes title, fulfills historical perspectives requirement (2019).

HIST 219. The Age of Dictators: Europe, 1920s-30s. 4.
This course focuses on one of the most turbulent and significant periods of modern European history: the period between the two World Wars from approximately 1919 to 1939. The course will deal primarily with the Soviet Union, Germany, Italy, Great Britain and France, though students may explore other nations through independent research projects. Fulfills arts/ humanities requirement (2019).

HIST 221. North Carolina History. 4.
Explores the history of North Carolina from before the European invasion to the present, grappling with the idea and definition of immigrant, foreigner and outsider, as well as questions of regionalism, race, class, gender, religious difference, and ethnicity. Students will take a handson approach to the study of North Carolina history by using local archival and oral history collections. Fulfills humanities and social justice and environmental responsibility requirements; when "HP" precedes title, only fulfills historical perspectives and social justice and environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements; when "HP" precedes title, only fulfills historical perspectives and evaluating systems and environments requirements (2019).
HIST 223. Gender and Power in U. S. History. 4.
Analyzes how men and women with diverse social and ethnic roots participated in transforming gender norms, identities and power relationships in U.S. society from pre-colonial times to the present. Students examine how economic institutions, political debates, legal decisions, changing sexual patterns and social activism have all contributed to redefining social expectations and daily life in contemporary U.S. culture. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

## HIST 225. African American History (AFAM 225). 4.

Examines major themes such as the African heritage, slavery, emancipation, Reconstruction, migrations, labor, criminal justice, black nationalism, the Civil Rights Movement and current issues. Fulfills humanities and diversity in the U.S requirements (1998). Fulfills arts/ humanities and sociocultural engagement requirements (2019).
HIST 227. Urban Environmental History. 4.
This course uses three urban case studies as lenses to explore urban environmental history. By restricting the focus to three cities, the course explores each deeply. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019).

HIST 233. Medieval Civilization: Crusades and Chivalry. 4.
This course investigates medieval civilization through some of its most intriguing characters - crusaders, pilgrims and knights. The course also will explore developments in medieval church and religion, issues of international law or human rights, religious and ethnic diversity, social class and privilege, and the romance and ethics of knighthood and courtly love. Fulfills humanities requirement (1998). Fulfills arts/humanities requirement (2019).
HIST 235. The Renaissance in Florence (ART 235). 4.
The course discusses the history of Renaissance Florence, its economy, society, politics and culture, in relation to the other major Italian citystates. A main theme of the course is how politics and religion combine during this time and find their expression in art and culture. Fulfills arts requirement (1998). Fulfills arts/ humanities requirement (2019).

HIST 236. Reformation: Luther to Fox (REL 236). 4.
The course is designed to introduce students to a basic understanding of events and ideas during the tumultuous era of religious and social change in Europe, from 1500 to 1660, from Martin Luther to George Fox. A focal point of the readings will be the view of community held by reformers and their followers, in a religious, political, and social sense. Fulfills humanities requirement (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019). Cross-listed as REL 236.

## HIST 237. Europe in Revolution, 1789-1914. 4.

A study of the main issues in 19th-century Western Europe industrialization, shift from monarchy to constitutional government, growth of nationalism, socialism and imperialism - and their impact on Europe by the eve of the war in 1914. Fulfills humanities requirement; when "HP" precedes title, fulfills historical perspectives requirement (1998). Fulfills arts/humanities requirement; when "HP" precedes title, fulfills historical perspectives requirement (2019)

HIST 238. War and Peace: 20th-Century Europe, 1914-1999. 4.
This course compares different European countries and examines their relations with each other in a very ideologically driven century. While the course emphasizes politics and diplomacy, peace, war and socioeconomic developments, it will also consider the history of the arts, science and technology, women, the environment, business, religion, ideas, law, culture and biography. Fulfills humanities requirement; when "HP" precedes title, fulfills historical perspectives requirement (1998). Fulfills arts/humanities requirement; when "HP" precedes title, fulfills historical perspectives requirement (2019).

## HIST 241. Africa Before 1800. 4.

An overview of African history before European colonial rule, focusing on the Iron Age and related civilizations. Introduces the history of such ancient kingdoms and empires as Tekrur, Mali and Songhai, Benin, Oyo and Asante, the Swahili coast, the Kongo and Zimbabwe. Also explores the impact of the European and Arab slave trades. Fulfills humanities and intercultural requirements (1998). Fulfills arts/humanities and sociocultural engagement requirements (2019).

HIST 242. Africa Since 1800. 4.
A survey of Africa from the European colonial era to the emergence of African nationalism and modern times. Examines the impact of foreign rule on Africa's economic, social, cultural and political history. Focuses on sub-Saharan Africa, exploring change in the southern region from both pan-African and global perspectives. Fulfills humanities and intercultural requirements (1998). Fulfills arts/humanities and sociocultural engagement requirements (2019).

HIST 245. Europe since World War II. 4.
This class traces the political, diplomatic, economic, and socio-cultural development of Eastern and Western Europe from the close of World War II in 1945 to European unification and the transition from communism in the late 20th and the early 21 st centuries. It also sheds light on the emergence of mass consumerism, immigration and the tensions of multiculturalism, and the nature of everyday life in Western and in Eastern Europe. Fulfills humanities and social justice/environmental responsibility requirement (1998). Fulfills arts/humanities and evaluating systems and requirement (2019).

HIST 250. Special Topics. 1-8.

HIST 255. The Second World War. 4
This course examines the developments of the Second World War, and the war's impact on states, societies and international relations. It especially contrasts contingency in negotiations and on the battlefield on the one hand, with more inflexible causes in culture and economics on the other. Fulfills humanities requirement (1998). Fulfills arts/humanities requirement (2019).

HIST 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels. Involves weekly meetings with departmental advisors and an oral or written examination.

HIST 266. Modern China in Film. 4.
Examines the dynamic changes that have occurred in Chinese society since the death of Mao Zedong in 1976. Using Chinese feature films produced since the 1980s, the course examines how economic reform has dramatically changed Chinese society and focuses on the relationship between art and politics in the People's Republic. Fulfills intercultural requirement (1998). Fulfills sociocultural engagement requirement (2019).

## HIST 268. Gender and Sexuality in Chinese History. 4.

Traces the history of gender relations and sexuality in China from the imperial age, when "for a woman to be without ability [was] a virtue," through a revolutionary era (1850-1950), which broadened women's options, to the socialist period, in which "women [were said to] hold up half the sky." For each of these three periods, the course examines the multiple factors that shaped gender relations and sexuality in Chinese society. Fulfills intercultural requirement (1998). Fulfills sociocultural engagement requirement (2019).

## HIST 271. Colonial Latin America. 4.

Explores Latin American history from the pre-Columbian era to independence in the early 19th century. The civilizations of the Aztec, Inca and Maya, the Spanish conquest, and the formation of the colonial institutions that underlie modern Latin American reality will be examined. Focuses will include racial, ethnic and gender relations, and the development of regional identities. Fulfills intercultural requirement (1998). Fulfills sociocultural engagement requirement (2019).

HIST 272. Modern Latin America. 4.
An introduction to the history of Latin America from the wars for independence from Spain through the current era of struggles over democratization and globalization. This course emphasizes the actions and ideologies of Latin Americans - hacendados and peasants, masters and slaves, immigrants and indigenous peoples, elites and workers, politicians and the masses, militaries and guerillas, men and women - in making their own history. Fulfills intercultural requirement (1998). Sociocultural engagement requirements (2019).

HIST 276. Civil War and Reconstruction. 4.
Examines the Civil War and Reconstruction period broadly by paying particularly close attention to its causes and consequences nationally between 1812 and 1890 . Fulfills humanities and social justice/ environmental responsibility requirements (1998). Fulfills humanities and evaluating systems and environments requirements (2019).

HIST 283. Imperial China. 4.
Explores Chinese history from the time of Confucius to the mid-19th century. Themes include the struggle for unification, the interplay between Confucian and Buddhist values, China's relationship to nomadic peoples, the growth of despotism, social organization patterns and China's artistic and scientific contributions to the world. Fulfills humanities and intercultural requirements (1998). Fulfills arts/humanities and sociocultural engagement requirements (2019).

## HIST 284. China in Revolution. 4.

Analyzes the causes of five revolutions in 19th and 20th century China. Topics include the impact of Western imperialism on China, peasant uprisings, the nationalist struggle for "strength and wealth," the rise of communism and efforts to create a socialist utopia under Mao Zedong (Mao Tse-tung) (1949-1976), and China's reforms in the post-Mao era. Fulfills intercultural requirement (1998). Fulfills sociocultural engagement requirement (2019).

## HIST 285. Samurai in Word and Image. 4.

The course examines medieval Japanese history through one of the most distinct elements of pre-20th century Japanese society - the samurai warriors. We will discuss the origin, social composition, ethos, political positions, and popular perceptions of the samurai as reflected in historical texts, woodblock prints, as well as films. We will also analyze the ways in which the image of the samurai has been appropriated in the media and films to reflect the shifting cultural and political currents of modern times. Fulfills humanities and intercultural requirements (1998). Fulfills arts/ humanities and sociocultural engagement requirements (2019).

## HIST 286. Japan: Road to War. 4.

Examines Japan from the 1850s, when Commodore Perry "opened" Japan, until the early 1950s, when the Allied Occupation of Japan formally ended. Issues include the impact of the Meiji Restoration on Japanese politics and society, the rise of imperialism and militarism, the Pacific War and the legacy of military defeat and foreign occupation. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

## HIST 289. The French Revolution and Napoleon. 4.

Examines the French Revolution and Napoleon's rule from 1789 to 1814, exploring origins of the revolution, its moderate and radical phases, the rise and fall of Napoleon, and the period's legacy. The course particularly illuminates tensions between tradition and change, democracy and dictatorship, justice and terror, and political ideologies and social realities. Fulfills humanities and social justice/environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019).

HIST 290. Internship. 1-8.
May also be offered at the 390 level.
HIST 308. The Underground Railroad. 4.
Examination of abolitionist activity in the U.S. between 1800 and 1865, emphasizing the historical context, scope and impact of efforts by diverse peoples who helped the enslaved escape to "freedom" in the northern states and Canada. Each student will help develop and participate in a re-enactment to illustrate how the Underground Railroad operated. Fulfills humanities and social justice/environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019).

HIST 310. Advanced Seminar in Global History. 1-4.
A seminar that takes a global, comparative perspective on a series of rotating themes. Sample topics include Citizenship, Revolution, Nationalism, Cities, and Education. Must be taken at Guilford College. Repeatable.
Prerequisite: Historical Perspectives.

HIST 311. The U.S. since 1945. 4.
Analyzes recent significant events such as the Great Depression, World War II, the Vietnam War, the Cold War and its demise, and their effects on contemporary U.S. society. The course also discusses the recent movements for social justice for African Americans, industrial and service workers, women of all classes and ethnicities, gays and lesbians, and other ethnic groups. Fulfills humanities requirement (1998). Fulfills arts/ humanities requirement (2019).

## HIST 312. Indians in American History since 1800. 4.

Traces first the relationships between American Indians and the European colonial enterprises of the late 18th century and then explores in detail Indian efforts to chart their own path within an expansive and emerging United States over the course of the 19th and 20th centuries. Among the themes are dispossession, resistance, "civilization," ecology and resource management, and meanings of tribal identity. Fulfills humanities and diversity in the U.S. requirements (1998). Fulfills arts/ humanities and sociocultural engagement requirements (2019).

HIST 314. Immigration \& a Multicultural Europe, 1800-Present. 4.
This class analyzes migration and immigration in Europe as both a cause and consequence of wider historical change from the Industrial Revolution in the early 1800s, through the upheaval of the World Wars, to the ethnic clashes of the 21 st century. It will examine the engines of migration: the pull of employment, the push of poverty, the demands of terror and of war, the will of governments, and the choices of individuals. Further, it will consider how ethnicity, regionalism, nationalism, class, race and gender shaped the ability of immigrants to integrate into their new homes. Additionally, it will assess how the influx of new peoples reshaped the localities, regions and nations in which they arrived. Fulfills humanities requirement (1998). Fulfills arts/humanities requirement (2019).

HIST 324. American Rivers. 4.
The course uses American rivers and their watersheds as focal points to study the various ways in which people have interacted with their environments and each other. It focuses on a few specific rivers, using a case-study approach to explore the issues which all rivers face. Additionally, students select a river of their choice on which they conduct a semester-long research project. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019).

HIST 335. Ancient Greece from Homer to Socrates (IDS 452). 4. This course examines theroots of Western cultural experience by examining the ideals and traditions of classical Greece. The seminar will focus on the evolution of Greek culture, its ethics, aesthetics and worldview, particularly as it was formed in the course of the Persian Wars and in the battlefor Peloponnesian hegemony between Athens and Sparta. Fulfills humanities requirement (1998). Art/humanities requirement (2019).

HIST 336. The Elizabethan Age (ENGL 336). 4.
This course centers on the political, religious and cultural changes in the British Isles between the reign of Henry VIII and the Glorious Revolution. Main topics of discussion include the Reformation and the Civil War (1642-45).
Prerequisite: ENGL 102 and historical perspectives. Fulfills humanities requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

HIST 350. Special Topics. 1-8.
HIST 360. Independent Study. 1-8.
HIST 390. Internship. 1-8.

## HIST 401. Methods and Practice in History. 4.

An Intensive, experiential course required of all majors, but optional for minors. The course focuses on the practice and methods of historical work. Students will gain practical experience by working in teams with a variety of primary sources, and visiting historical sites, archives and museums. Enrollment limited to junior or senior history majors and minors.
Prerequisite: Historical Perspectives and history course work at the 200 level.

HIST 402. History Capstone. 4.
An advanced research and writing course required of all history majors.
Students select their own topics and using primary sources, engage in a semester-long project, which culminates in an oral presentation. Enrollment limited to junior or senior history majors who have successfully completed HIST 401 and two additional history courses at or above the 200 level at Guilford.

HIST 450. Special Topics. 1-8.
HIST 460. Independent Study. 1-8.
HIST 470. Senior Thesis. 1-8.
Research and writing of a scholarly monograph.
HIST 490. Departmental Honors. 1-8.
Honors and credit with grade of B or above; credit only for grade less than B.

## History Major

## Bachelor of Arts Degree in History

The major requires a minimum of 32 credit hours. No more than 8 credits may be at the 100 level. One must be at the 300 level, and students must take HIST 401 Methods and Practice in History and HIST 402 History Capstone. The remainder of the courses may be at the 200 or 300 level. An Historical Perspectives course taught by the Department of History faculty counts toward the major requirements. Students may choose an area of historical specialization but must take at least one course in each of the following three geographical areas: United States, Europe and nonWestern (e.g., Asia, Africa or Latin America). In addition, they must take one course focusing on history before 1800 and one course focusing on history after 1800, in order to ensure a breadth of chronological knowledge.

The capstone sequence for the major is HIST 401 and HIST 402, recommended to be taken in the junior year, particularly for students planning to complete a two-semester thesis. Both courses are required of all students majoring in history. Methods and Practice is generally taught in the fall semester. The Capstone is generally taught in the spring semester. Enrollment in Methods and Practice is limited to junior or senior history majors or minors who have taken a Historical Perspectives course. Students must successfully complete HIST 401, and at least two courses at or above the 200 level prior to taking the Capstone. It is strongly advised to take a history course at the 300 level prior to taking the Capstone course. To develop their understanding of how historical knowledge relates to other academic disciplines, students may take one course taught by a faculty member outside the Department of History, provided that the course has been approved for the major by the department in advance.

## Required Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| 8 Credits Total |  |  |
| HIST 401 | Methods and Practice in History | 4 |
| HIST 402 | History Capstone | 4 |

## No more than 8 credits from the following 100-level History courses (score of 4 or 5 on an AP History exam will count as one 100-level course)

| Code | Title | Credits |
| :--- | :--- | ---: |
| HIST 101 | The Medieval Web | 4 |
| HIST 102 | The Web of Europe since 1400 | 4 |
| HIST 103 | U.S. Origins: From Pre-Colonial Times to 1877 | 4 |
| HIST 104 | Modern Times: The U.S. from 1877 to the Present | 4 |
| HIST 164 | Asia Pacific in Modern Times | 4 |
| HIST 188 | History of East Asia to 1800 | 4 |
| HIST 150 | Special Topics | $1-4$ |

One History Course Before 1800

| Code | Title | Credits |
| :--- | :--- | ---: |
| Select one of the following (4 Credits Total): | 4 |  |
| HIST 101 | The Medieval Web | 4 |
| HIST 188 | History of East Asia to 1800 | 4 |
| HIST 233 | Medieval Civilization: Crusades and Chivalry | 4 |
| HIST 235 | The Renaissance in Florence (ART 235) | 4 |
| HIST 236 | Reformation: Luther to Fox (REL 236) | 4 |
| HIST 241 | Africa Before 1800 | 4 |
| HIST 271 | Colonial Latin America | 4 |
| HIST 283 | Imperial China | 4 |
| HIST 285 | Samurai in Word and Image | 4 |
| HIST 310 | Advanced Seminar in Global History | 4 |
| HIST 335 | Ancient Greece from Homer to Socrates (IDS 452) | 4 |
| HIST 336 | The Elizabethan Age (ENGL 336) | 4 |
| HIST 250 | Special Topics | 4 |
| HIST 350 | Special Topics | $1-4$ |
| IDS 452 | Ancient Greece from Homer to Socrates | 4 |

## One U.S. History Course

| Code | Title | Credits |
| :--- | :--- | ---: |
| Select one of the following (4 Credits Total) | 4 |  |
| HIST 103 | U.S. Origins: From Pre-Colonial Times to 1877 | 4 |
| HIST 104 | Modern Times: The U.S. from 1877 to the Present | 4 |
| HIST 205 | American Imperialism, American Progressive | 4 |
| HIST 212 | American Frontiers | 4 |
| HIST 215 | The Civil Rights Movement | 4 |
| HIST 218 | Legacies of History: The Case of California Indians | 4 |
| HIST 221 | North Carolina History | 4 |
| HIST 223 | Gender and Power in U. S. History | 4 |
| HIST 225 | African American History (AFAM 225) | 4 |
| HIST 227 | Urban Environmental History | 4 |
| HIST 276 | Civil War and Reconstruction | 4 |
| HIST 308 | The Underground Railroad | 4 |


| HIST 310 | Advanced Seminar in Global History | $1-4$ |
| :--- | :--- | ---: |
| HIST 311 | The U.S. since 1945 | 4 |
| HIST 312 | Indians in American History since 1800 | 4 |
| HIST 324 | American Rivers | 4 |
| HIST 250 | Special Topics | $1-4$ |
| HIST 350 | Special Topics | $1-4$ |

One Europe Course
Code Title

## Credits

| Select one of the following (4 Credits Total): | 4 |  |
| :--- | :--- | ---: |
| HIST 101 | The Medieval Web | 4 |
| HIST 102 | The Web of Europe since 1400 | 4 |
| HIST 219 | The Age of Dictators: Europe, 1920s-30s | 4 |
| HIST 233 | Medieval Civilization: Crusades and Chivalry | 4 |
| HIST 235 | The Renaissance in Florence (ART 235) | 4 |
| HIST 236 | Reformation: Luther to Fox (REL 236) | 4 |
| HIST 237 | Europe in Revolution, 1789-1914 | 4 |
| HIST 238 | War and Peace: 20th-Century Europe, 1914-1999 | 4 |
| HIST 245 | Europe since World War II | 4 |
| HIST 255 | The Second World War | 4 |
| HIST 289 | The French Revolution and Napoleon | 4 |
| HIST 310 | Advanced Seminar in Global History | $1-4$ |
| HIST 335 | Ancient Greece from Homer to Socrates (IDS 452) | 4 |
| HIST 336 | The Elizabethan Age (ENGL 336) | 4 |
| IDS 452 | Ancient Greece from Homer to Socrates | 4 |
| HIST 250 | Special Topics | $1-4$ |
| HIST 350 | Special Topics | $1-4$ |

One Non-Western History Course

| Code | Title | Credits |
| :--- | :--- | ---: |
| Select one of the following (4 Credits Total): |  |  |
| HIST 164 | Asia Pacific in Modern Times | 4 |
| HIST 188 | History of East Asia to 1800 | 4 |
| HIST 241 | Africa Before 1800 | 4 |
| HIST 242 | Africa Since 1800 | 4 |
| HIST 266 | Modern China in Film | 4 |
| HIST 268 | Gender and Sexuality in Chinese History | 4 |
| HIST 271 | Colonial Latin America | 4 |
| HIST 272 | Modern Latin America | 4 |
| HIST 283 | Imperial China | 4 |
| HIST 284 | China in Revolution | 4 |
| HIST 285 | Samurai in Word and Image | 4 |
| HIST 286 | Japan: Road to War | 4 |
| HIST 310 | Advanced Seminar in Global History | $1-4$ |
| HIST 250 | Special Topics | $1-4$ |
| HIST 350 | Special Topics | $1-4$ |

Total credits required for A.B. degree in history is 32 credits

## History Minor

Zhihong Chen, Department of History

The history minor focuses on understanding the relevance of past events to contemporary concerns, researching the range of primary sources (oral, written, visual), reading these sources in the context of other information in order to determine the bias both of the sources and of their interpreters, and writing and speaking clearly about the result. Our courses embrace actors and events from Africa, Asia, Europe, Latin America and the United States, from the pre-Christian era to recent times. The department encourages history minors to design their program of study in consultation with a member of the department.

The minor in history is not available to history majors.

## Minor Requirements

The minor consists of 16 credit hours (a minimum of four courses) in one of the following four coherent clusters of study. Each student taking the history minor must take at least one 300 -level course within their chosen region. HIST 310: Advanced Seminar in Global History can be taken to fulfill the 300 -level course requirement for all minors under the condition that students do a research project on their chosen region in HIST 310

## Early World History Track

At least one course from each of the following three regions: Europe, Colonial Americas, and non-Western Worlds: 16 credits.

| Code <br> Select four courses from the following: | Credits |
| :--- | :--- | ---: |
| HIST 101 | The Medieval Web |
| HIST 103 | U.S. Origins: From Pre-Colonial Times to 1877 |
| HIST 188 | History of East Asia to 1800 |
| HIST 233 | Medieval Civilization: Crusades and Chivalry |
| HIST/ART 235 | The Renaissance in Florence (ART 235) |
| HIST/REL 236 | Reformation: Luther to Fox (REL 236) |
| HIST 241 | Africa Before 1800 |
| HIST 271 | Colonial Latin America |
| HIST 283 | Imperial China |
| HIST 285 | Samurai in Word and Image |
| HIST 310 | Advanced Seminar in Global History |
| HIST 335 | Ancient Greece from Homer to Socrates (IDS 452) |
| HIST/ENGL | The Elizabethan Age (ENGL 336) |
| 336 |  |

Any HIST 250, HIST 350 or HIST 450 course before 1800

Total credit hours required for history, early world history focus minor is 16 credits

## European History Track

| Code | Title | Credits |
| :--- | :--- | ---: |
| Select four courses from the following: | 16 |  |
| HIST 101 | The Medieval Web |  |
| HIST 102 | The Web of Europe since 1400 |  |
| HIST 219 | The Age of Dictators: Europe, 1920s-30s |  |
| HIST 233 | Medieval Civilization: Crusades and Chivalry |  |
| HIST/ART 235 |  |  |
| The Renaissance in Florence (ART 235) |  |  |
| HIST/REL 236 | Reformation: Luther to Fox (REL 236) | Europe in Revolution, 1789-1914 |


| HIST 238 | War and Peace: 20th-Century Europe, 1914-1999 |  |
| :--- | :--- | :--- |
| HIST 245 | Europe since World War II |  |
| HIST 255 | The Second World War |  |
| HIST 289 | The French Revolution and Napoleon |  |
| HIST 335 | Ancient Greece from Homer to Socrates (IDS 452) |  |
| HIST/ENGL <br> 336 | The Elizabethan Age (ENGL 336) |  |
| Any HIST 250, HIST 350 or HIST 450 course with a European <br> theme <br> HIST 310 | Advanced Seminar in Global History |  |
| Total Credits | $\mathbf{1 6}$ |  |

Total credit hours required for history, European history focus minor is 16 credits

## Modern World History Track

At least one course from each of the following three regions: Europe, Colonial Americas, and non-Western Worlds: 16 credits

| Code | Title Credir | Credits |
| :---: | :---: | :---: |
| Select four courses from the following: |  | 16 |
| HIST 102 | The Web of Europe since 1400 |  |
| HIST 104 | Modern Times: The U.S. from 1877 to the Present |  |
| HIST 164 | Asia Pacific in Modern Times |  |
| HIST 205 | American Imperialism, American Progressive |  |
| HIST 212 | American Frontiers |  |
| HIST 215 | The Civil Rights Movement |  |
| HIST 218 | Legacies of History: The Case of California Indians | ans |
| HIST 223 | Gender and Power in U. S. History |  |
| HIST 227 | Urban Environmental History |  |
| HIST 237 | Europe in Revolution, 1789-1914 |  |
| HIST 238 | War and Peace: 20th-Century Europe, 1914-1999 |  |
| HIST 242 | Africa Since 1800 |  |
| HIST 245 | Europe since World War II |  |
| HIST 255 | The Second World War |  |
| HIST 266 | Modern China in Film |  |
| HIST 268 | Gender and Sexuality in Chinese History |  |
| HIST 272 | Modern Latin America |  |
| HIST 276 | Civil War and Reconstruction |  |
| HIST 284 | China in Revolution |  |
| HIST 286 | Japan: Road to War |  |
| HIST 289 | The French Revolution and Napoleon |  |
| HIST 310 | Advanced Seminar in Global History |  |
| HIST 311 | The U.S. since 1945 |  |
| HIST 312 | Indians in American History since 1800 |  |
| HIST 324 | American Rivers |  |
| Any HIST 250, HIST 350 or HIST 450 course from the 19th and 20th centuries |  |  |

## Total Credits

16

Total credit hours required for history, modern world history focus minor is 16 credits

## U.S. History Track



Total credit hours required for history, U.S. history focus minor is 16 credits

# Medieval/Early Modern Studies Minor 

Heather Hayton, Department of English and Media Studies
The medieval and early modern period (ca. 400-1800 C.E.) has been profoundly formative of the world we live in today. Study of this period, a time markedly different from our own, provides a crucial vantage point for understanding the present age. The medieval/early modern studies minor aims at introducing students to interdisciplinary developments in literature, religion, history, philosophy and culture. It explores such matters as: the determination of life's meaning; the encounter with diverse civilizations; the pursuit (or evasion) of truth through reason, faith and experience; the unsettled confluence of three great world religions (Christianity, Judaism and Islam); the relation among religion, arts and science; the origins of romantic love and humanism; the development of bourgeois society and urban centers out of feudalism and manorialism; the emergence of the great national literatures of Europe; and the shaping of the mythological foundations of the modern West.

Although the locus of study is clearly Europe, students may take courses in medieval China, Japan and Africa, which offer alternative perspectives on this time period and our own.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).
Code
Title
Credits

Select four of the following:
ART/HIST 235 Art History: Renaissance in Florence (HIST 235)
ENGL 151 Historical Perspectives (Variable Title) (King Arthur)

| ENGL 151 | Historical Perspectives (Variable Title) (Fairies, <br> Witches, Rebels, Caribs) |
| :--- | :--- |
| ENGL 221 | British Literature I |
| ENGL 223 | Shakespeare |
| ENGL 288 | Shakespeare and Film |
| ENGL 306 | Medieval Literature |
| ENGL 309 | Early Modern Literature |
| HIST 101 | The Medieval Web |
| HIST 188 | History of East Asia to 1800 |
| HIST 233 | Medieval Civilization: Crusades and Chivalry |
| HIST/REL 236 | Reformation: Luther to Fox (REL 236) |
| HIST 241 | Africa Before 1800 |
| HIST 271 | Colonial Latin America |
| HIST 283 | Imperial China |
| HIST 285 | Samurai in Word and Image |
| HIST/ENGL | The Elizabethan Age (ENGL 336) |
| 336 | Ancient Western Philosophy |
| PHIL 310 | Modern Western Philosophy |
| PHIL 320 | Political Theory |
| PSCI 106 | History of Christianity |
| REL 240 | Witches, Ghosts and Demons |
| REL 288 | Culture and Society: Beginnings of a Nation (The |
| SPAN 323 | Integration of Three Cultures) |
| THEA 130 | Theatre and Culture I |

Total Credits 16

Total credit hours required for medieval/early modern studies minor is 16 creditsVarious special topics courses that are medieval or early-modern in content may also be counted toward the minor (for example,ENGL 250 Dante, ENGL 350 Chaucer or HIST 250 Studies in the Renaissance). Please see the medieval/early modern studies coordinator for petition information.
In order to provide coherence to the minor, students are required to build a portfolio of major essays that they have written in each of their four courses. Students will cap this portfolio with an analytical summary prior to completing the minor.

## Honors Program (HON)

Heather R. Hayton, Robert K. Marshall Professor of English and Director of Honors Program

The Honors Program at Guilford College provides a supportive community for students who are committed to achieving academic excellence and have demonstrated the ability to excel. The Honors Program supports a vision of students as motivated learners and excited researchers, and also as vital co-contributors to our academic community. Through seminars, extracurricular activities, and one-on-one collaboration with faculty members on coursework and research, the program provides students with opportunities to develop their knowledge and skills, to explore multiple disciplines for the love of learning, and to share the fruits of their research with others.

We forge this community of intellectual camaraderie through a sequence of 1-credit seminars for each yearly cohort, interwoven with suggested milestones: presenting scholarly research at GUS or an academic conference, participating in study abroad, undertaking academic
mentorship or becoming a teaching assistant, and applying for national and international fellowships and research opportunities. Under the supervision of a faculty advisor, each student completes a senior thesis or project culminating in a public presentation or defense of their work. Regular meetings of the whole program, as well as social and academic events, provide an opportunity for honors students to get to know each other. A faculty council oversees and supports the activities of the program. A student advisory council works with faculty to help design, promote and lead activities, providing intellectual leadership opportunities. In addition to class work and independent study, students in the Honors Program are encouraged to attend professional and undergraduate research conferences. The Honors Program offers travel support to students who present papers, research or creative projects. The program is open to all high-achieving full-time, degree-seeking students majoring in all departments and programs of the College. Successful completion of the Honors Program is noted at graduation and on the student's transcript.

In keeping with the College's Quaker heritage, honors students at Guilford participate fully in the larger campus community. They live in residence halls and take courses with the full student body. Honors students are active in a full range of campus activities, including athletics, student government, campus publications, QSLP and Bonner, theater, community service projects and special interest clubs.

Guilford College, a founding member of the North Carolina Honors Association, participates in the National Collegiate Honors Council and Southern Regional Honors Council. Students, faculty members and administrators from the College regularly attend annual conferences for these Honors associations.

Admission Process: Most students are admitted to the Honors Program as entering first-year students. Based on standardized test scores, high school achievement, writing samples and recommendations, students are invited to apply to the program.

In addition, currently matriculated students who have earned a cumulative G.P.A. of 3.5 or higher are invited to join the program.

## HON 100. First Year Seminar. 1.

This course is required of all first-year Honors Program students. It will help Honors Program students develop more focused work habits, explore research and learning opportunities on campus, and create a detailed plan of study for their next three years. CR/NC.
HON 200. Fantastic Journeys. 1-4.
This experiential sophomore year seminar is required of all Honors Program students and must be completed by the end of junior year. It will help Honors Program students develop confidence, engage in the broader world, and refine their own academic and career goals. May be repeated for credit with different content. Course includes off- campus travel. Students must pass course with C- or better to remain in the Honors Program.

## HON 300. Junior Year Seminar. 1.

This course is required of all junior-level Honors Program students. It will prepare Honors Program students for their senior thesis project, help them discern if graduate study or professional programs are right for them, and will help students identify and apply for internship/externship opportunities. CR/NC.

HON 400. Senior Year Seminar. 1.
This course is required of all senior-level Honors Program students. The course ensures Honors Program students make regular progress on their senior thesis project, have support as they apply for graduate/ professional programs or get ready to job-search, and prepares them for life after Guilford. CR/NC

HON 450. Special Topics. 1-8.
HON 460. Independent Study. 1-8
HON 470. Senior Thesis. 2-4
2-4.

## Integrative Studies (ITGR)

The integrative studies major allows students to design their own interdisciplinary major in a way that integrates several fields and disciplines. This opportunity reflects Guilford's emphasis on the interdisciplinary character of learning, the Quaker recognition of the unique gifts of each person, and the Quaker emphasis on the responsibility of each person in the search for truth.

This major requires an investment of creative and organizational work by both the student and their faculty advisors that regularly offered majors do not require. It is suitable only for self-directed students who are actively involved in their education and able to work well on their own. To be eligible for this program, a student must have a cumulative Guilford G.P.A. of 3.25 or higher.

## Degree Offered

The Bachelor of Arts degree is offered in integrative studies

- Integrative Studies Major (p. 77)

ITGR 150. Special Topics. 1-8.
4. May also be offered at 250,350 and 450 levels

ITGR 250. Special Topics. 1-8.
ITGR 260. Independent Study. 1-8
1-4. May also be offered at 360 and 460 levels.
ITGR 290. Internship. 1-8.
1-4. May also be offered at the 390 level
ITGR 350. Special Topics. 1-8.
ITGR 360. Independent Study. 1-8.
ITGR 390. Internship. 1-8.
ITGR 450. Special Topics. 1-8.
ITGR 460. Independent Study. 1-8
ITGR 470. Senior Thesis. 1-8.
4.

ITGR 490. Departmental Honors. 1-8.
4.

## Integrative Studies Major Bachelor of Arts Degree in Integrative Studies

Major Requirements. The Integrative Studies major requires a minimum of 40 credit hours (or ten course units). Taken together, the courses must constitute a coherent field of study outside traditional departmental lines

If a proposed integrative studies program can be accomplished using existing majors and minors, it will not be accepted.) At least 20 of the credits must be advanced courses (at the 300-400 level), including a two-semester culminating project during the final year that counts for 8 credits. As with all majors at Guilford, students must earn a grade of C - or better in each of the courses in the major.

Specific Requirements. It is very important for interested students to begin to consider this major as early as possible, and to prepare their proposal for the major during MYCQ 201: Reflective Seminar II. Typically, students will prepare a complete draft of the Integrative Studies application and submit it to the interdisciplinary studies chair at midterm during MYCQ 201, and submit a final draft, revised in light of the chair's comments, by the end of the seminar to a committee including the interdisciplinary division chair, the two faculty advisors, and the MYCQ 201 instructor. The committee may approve the proposal, request further revision, or deny the proposal. The committee approves the student as an Integrative Studies major by approving the proposal. Students must receive approval before the start of the semester following their completion of MYCQ 201 in order to proceed with the major, and complete the program in no less than four full-time semesters, either in residence at Guilford or at a Guilford-led or Guilford-affiliated study abroad program.

The full application packet is available from the interdisciplinary studies chair. The application includes:

- a statement articulating the nature and coherence of the field of study and why this program is necessary to achieve the student's goals;
- a program list of at least 10 courses (40 credits), distinguishing those taken and those anticipated
- the rationale for the courses to be taken for the major, including the sequencing, depth and coherence of the courses;
- a plan for completing MYCQ 301, in which the student will continue the process of self-reflective planning initiated in MYCQ 201, and propose program revisions as needed. Proposed revisions must be approved by the interdisciplinary studies chair;
- a tentative proposal for the senior project explaining how it serves as an appropriate culmination for the major.
- the relationship between the field of study and Guilford's Five Academic Principles;
- reflections on future possibilities in the field (e.g., career, graduate school);
strong recommendations from at least two full-time faculty members from two different disciplines who agree to be the students' program advisors. One advisor must commit to being the final project advisor Letters of recommendation must attest to the student's ability to work independently.

Culminating Project. In the first semester of the final year, the student begins work on the culminating project and continues until shortly before the end of the final semester. (Note that in most cases, the culminating project of the Integrative Studies major will also be the student's MYCQ Contribution.) During the first of the two semesters of project work, all materials should be assembled and read, the project should be planned and the first draft should be underway. The student submits an initial project prospectus and the endorsement of the project advisor to the interdisciplinary division chair by the end of the third week of the penultimate semester. The interdisciplinary division chair
discusses the initial prospectus with the student, the project advisor and the appropriate department chairs and decides whether the senior project is an appropriate culmination for the major and is sufficiently interdisciplinary. The IDS division chair may ask for revisions or additions to the project before it is approved.

The project advisor, the second program advisor, and the interdisciplinary division chair or their representative comprise the Evaluating Committee for the final project. Students are encouraged to seek approval of the revised prospectus from everyone on the Evaluating Committee, and to consult with all members of the Evaluating Committee during the final semester.

The student must submit the final version of the project at least two weeks before the last day of classes to the Evaluating Committee. The student then defends the project before the Evaluating Committee. The committee will decide whether or not to approve the project as fulfilling the requirements of the integrative studies major. After discussing the project with the other members of the Evaluating Committee, the project advisor determines the project's grade.

## Interdisciplinary Studies (IDS)

IDS 400 courses represent a capstone for a student's general education at Guilford. This course will require students to engage in problemfocused, interdisciplinary learning. Topics for IDS 400 courses represent a wide variety of interests, disciplines and problem-based learning; different courses and topics are available each semester. As these courses also represent the fourth and final tier of the College's writing program, students will be required to synthesize interdisciplinary material for a general audience through intensive writing assignments. Finally, although students may take an IDS 400 course before they have earned 88 credit hours, under no circumstances will the course satisfy the IDS 400 requirement if the student has not already completed 88 semester credits hours prior to when the course began.

IDS 150. Special Topics. 1-8.
IDS 250. Special Topics. 1-8.
IDS 260. Independent Study. 1-8.
IDS 290. Internship. 1-8.
IDS 350. Special Topics. 8.
IDS 360. Independent Study. 1-8.
IDS 390. Internship. 1-8.
IDS 402. Business Ethics (BUS 402). 4.
4. This seminar course addresses current ethical issues in business and frameworks for addressing them. The main objective is for each student to discover the core of their moral and ethical basis for decision-making in the workplace. The course utilizes a case-study approach to assist students in applying the principles discussed in class.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

IDS 409. Gay, Lesbian, Queer Studies. 4.
4.An intensive study of the literature and culture of gay, lesbian, bisexual, transgender and queer movements in 20th century America with particular focus on the intersections among queer theory, women's studies and African and African American studies.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and diversity in the U.S. requirements (1998). Sociocultural engagement requirement (2019).

IDS 410. Power, Politics, and Public Schools. 4.
4. The purpose of this course is to explore the origin and nature of inequities in American public education, and the processes through which communities have come together to address them, drawing on the lenses of the history of education, sociology of education and education organizing.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and social justice/ environmental responsibility requirements (1998). Evaluating systems and environments requirements (2019).

## IDS 411. Gender \& Development in Africa. 4.

4. Uses interdisciplinary African ethnographic films and literature to understand the legitimacy of mainstreaming gender equality and sensitivity as fundamental values that should be reflected in development processes, choices and practices.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

## IDS 412. Race, Ethnicity, Psychology and Law. 4.

4. Consists of an interdisciplinary approach to the study of African Americans and other racial/ethnic minorities as it relates to psychology and the legal system. Counts as capstone for African and African American studies major.
Prerequisite: PSY 100, or two courses in African and African American studies and minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

## IDS 415. Understanding Eating Disorder. 4.

4. Examines eating disorders, using multidisciplinary knowledge to deepen and broaden students' understanding of ways in which eating disorders are, as Bordo says, "a crystallization of culture" as well as individual responses to that culture. Students will interrogate sociological, philosophical, medical and psychological literature along with personal memoir to gain understanding of disturbed eating. Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

IDS 417. Ethics of Capitalism. 4.
Explores the historical business, economic, political and ethical foundations of capitalism, considered by some to be the "engine" for prosperity. Capitalism is both an economic and social system, in which the individual and the government assume specific responsibilities and roles. In "pure" capitalism, production and distribution are private operations; individuals exchange goods and services through markets; and they do so in order to achieve profits. Capitalism raises ethical questions about wealth and poverty, globalization, allocation of resources, utility, freedom, equality, fairness, individualism and social justice. This course provides an interdisciplinary overview of capitalism as a system and presents opportunities for students to think critically about related ethical issues.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

## IDS 418. Science, Sex and Nature. 4.

Develops an ecofeminist analysis of dualisms in western thought as a source of both social injustice and environmental destruction. Uses that framework as a springboard for exploring the gendered politics of knowledge, including how assumptions about sex and gender historically have influenced scientific accounts of human and non-human nature, and how the logic of confirmation allows for such influence to continue. 4. Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and social justice/ environmental responsibility requirements (1998). Evaluating systems and environments requirement (2019).

## IDS 421. Border Crossings. 4.

4. This course examines the concept of "the border" that has worked to exclude those seen as not properly a part of "normal" American citizenry. Using the methodology and theoretical commitments of early "outsider" and activist scholarship, the course traces more recent scholarly movements in disability theory, critical legal theory and queer theory to examine the use of discourses of exclusion and resistance in current border controversies, such as the movement of migrant labor across the Arizona/Mexico border.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

## IDS 427. Murder, Most Foul. 4.

## 4.

Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement (1998).

## IDS 428. Agricultural Revolutions. 4.

4.This course explores the social, political, cultural and environmental dimensions of agriculture in the United States and around the world. We will study the first agricultural revolution (the original emergence of agriculture 12,000 years ago), the industrialization of agriculture, and 21 st-century social movements that promote organic, sustainable or local agriculture, including peasant and food sovereignty movements. The course integrates anthropology, sociology, history, environmental studies and literary studies. Students will conduct field research on local farming, farmers markets or agricultural activism.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

IDS 430. African Americans in the 21 st Century: Back to the Future?. 4. Using a range of related resources from various disciplines, this course examines a range of problems and challenges African Americans have experienced in the past and explores possible outcomes and solutions for the future. The issues are criminal justice, education, social caste, and political empowerment and the time period the 20th century and the first decade of the 21 st. Students will be asked to conduct original research on the topic, focusing on one community, either in the United States, or the African Diaspora, as resources are available.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and social justice environmental studies requirements (1998). Evaluating systems and environments requirement (2019).

## IDS 435. Understanding Poverty. 4.

4.Examines the underlying causes and compares anthropological, sociological, political, ecological and economic theories, of poverty. Explores methodological issues in the measurement of poverty and institutional approaches to its alleviation, including both national and international development strategies.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

## IDS 440. The American Upper Class. 4.

4. Examines, from an interdisciplinary perspective, the American upper class throughout the 20th century and into the 21 st, looking at the distribution of wealth in this country, and the extent to which that distribution changed during the 20th century. The course considers how perceptions held about upper-class life affect the lives of the vast majority of those not in the upper class.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

## IDS 442. International Development. 4.

4. Uses the perspectives of history, politics, economics, geography and religion to investigate the factors that determine whether or not developing countries reap the benefits of globalization and development. The course explores the various conclusions reached by different theorists and policymakers.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

## IDS 450. Special Topic. 8.

IDS 452. Ancient Greece from Homer to Socrates. 4.
4. Introduces students to the history of culture in archaic and classical Greece (ca. 800-400 BCE). The methods and materials for investigating this period are interdisciplinary, drawing on literary, philosophical and historiographical sources, including Homeric epics, Greek drama and histories, and Platonic dialogues.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

IDS 455. Human Sexuality. 4.
4.An interdisciplinary study of human sexuality that draws most prominently from the academic disciplines of biology, psychology, sociology and health education. Focused topics include male and female sexual anatomy and physiology, birth control, pregnancy and childbirth, sexually transmitted diseases, gender development and identity, and sexual orientation.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

IDS 460. Independent Study. 1-8.
IDS 472. Environmental Planning. 4.
4.This course is designed to give students the opportunity to apply interdisciplinary methods and tools to assess the current status of environmentally sensitive areas; to protect natural resources, ecosystems and watersheds; and to study the management and preservation of existing green spaces. Students will also investigate current designs for the development of more sustainable communities, including urban planning strategies that relate to preservation and restoration of the environment. This course will integrate discussion of the scientific concepts that underlie environmental planning decisions, as well as local and federal policies relevant to planning issues. Students interested in closely related fields are encouraged toward in-depth study in these areas, including other scientific disciplines, economics, cultural impacts, policy and law, etc. The course will include a large, applied project that will give students the opportunity to integrate and apply their disciplinary expertise to a complex environmental issue.
Prerequisite: two laboratory sciences or permission of instructor and a minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

## IDS 477. Magic, Science and Religion. 4.

This course examines different modalities of thought, from science, to magic, to religion, among others. Issues we examine in class include the definitions of magic vs empiricism, reason vs revelation, biology vs theology on the issue of creation, the scope of rationality, religious pluralism and relativism, physics and the ultimate nature of reality, the role of belief in human inquiry, possible conversations between quantum mechanics and Buddhist emptiness theory, "worldviews" vs individual experience, the notion of perspective, sympathy in causality, and the historical relationship between magic and religion.
Prerequisite: Minimum 88 semester credits earned and completion of historical perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

IDS 481. Notions of Beauty in 20th Century Culture, Art \& Fiction. 4. 4. Examines intentions and manifestations of beauty in various cultural practices, the valuation and departure from ideal depictions in visual and textual sources, and the way these conceptions come to life through the vehicles of history, sociology, contemporary art, advertising and fiction. Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

## IDS 485. Arab and Islamic Feminisms. 4.

4.Examines the nature, development and articulations of Arab and Islamic feminisms over the last 100 years. The course will explore the history of the status of women in the Arabo-Islamic world, the variations in feminist movements among various Arab and Islamic countries, and the debates around Islamic feminism.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400 ) and intercultural requirement (1998).

## International Studies (INTR)

Timothy Kircher, Professor, Department of History
International Studies is an interdisciplinary program that prepares you to be a leader in an increasingly interconnected world.

International Studies at Guilford is based upon the traditional Quaker values of tolerance and respect for diversity. The College supports a peaceful world where people who are different learn to work together toward a common human goal of harmonious coexistence. The International Studies program expects its students to learn to recognize and affirm difference in our international world: to appreciate the many faces of human culture, to understand the many ways in which humankind organizes itself, and to speak in more than just their native language.

Upon completion of the International Studies program, students will demonstrate an understanding of the history, cultures, and/or societies of their chosen region of study, from within and without that area of the world. They will also be able to identity and explain key international issues and dynamics, and articulate how their lives are effected by the larger global community.

## Degree Offered

The Bachelor of Arts degree is offered in international studies.

- International Studies Major (p. 81)
- Asian Studies Minor (https://nextcatalog.guilford.edu/catalog/ academic-departments-majors/international-studies/asian-studiesminor/)
- Latin American Studies Minor (p. 83)

| Code | Title | Credits |
| :--- | :--- | ---: |
| INTR 150 | Special Topics | $1-8$ |
| INTR 230 | Theories \& Methods in International Studies | 4 |
| INTR 250 | Special Topics | $1-8$ |
| INTR 260 | Independent Study | $1-8$ |
| INTR 290 | Internship | $1-8$ |
| INTR 350 | Special Topics | $1-8$ |
| INTR 360 | Independent Study | $1-8$ |
| INTR 390 | Internship | $1-8$ |
| INTR 450 | Special Topics | $1-8$ |
| INTR 460 | Independent Study | $1-8$ |
| INTR 465 | International Research Colloquium | 4 |
| INTR 470 | Senior Thesis | $1-8$ |
| INTR 490 | Departmental Honors | $1-8$ |

## International Studies Major

## Bachelor of Arts Degree in International Studies

International Studies is an interdisciplinary, stand-alone major that includes five Specialty Tracks:

## - Asian Studies

- European Studies
- Latin American Studies
- African Studies
- International Affairs

The first four Specialty Tracks are area studies, which investigate how people of a specific region understand and interpret the world, as well as the ways in which others have interpreted the people of that region, and the complex interactions between the two. The fifth track, International Affairs, explores the depth and breadth of culture, politics, policies, and processes in their international contexts.

Majors in International Studies will choose one Specialty Track.

## Specific Course Requirements

The international studies major requires a minimum of 32 credit hours (eight courses).

I. Core Common Courses (INTR 230 \& 465) (8 credits)<br>II. Specialty Track Courses ( 16 credits )<br>III. Study Abroad<br>IV. Modern Language ( $0-8$ credits ), or International Electives or Additional Language Work ( $0-8$ credits)

## I. Core Common Courses: (4 credits x $2=8$ credits), which must include:

| Code | Title | Credits |
| :--- | :--- | ---: |
| INTR 230 | Theories \& Methods in International Studies | 4 |

Note: Students should take this course in the spring 12-week semester of their sophomore year. If a student is abroad during their sophomore spring 12 -week semester or joins the major late, this course can be taken during the spring 12 -week semester of their junior year (or, with permission of the Chair, their senior spring 12-week semester).

## Code Title Credits <br> INTR 465 <br> International Research Colloquium <br> 4

Note: Majors in International Studies will normally take INTR 465 during the fall 12-week semester of their senior year. If they are abroad during the fall semester of their senior year, and thus cannot take INTR 465, then they must take Independent Studies (INTR 460) during their senior spring semester, finish a research paper at least 20 pages (double-spaced, 12 font size) in length, and ideally will present their research findings at the Guilford Undergraduate Symposium (G.U.S.) during the spring.
II. Four Specialty Track Courses : ( 4 credits x $4=16$ credits), which must include: One designated core survey course
For each track, and three additional courses within the same track (two of which must be at the 300/400 level). Note: this requirement
of coursework at the 300/400 level cannot be fulfilled by INTR 465: International Research Colloquium.

| Code | Title Cr | Credits |
| :---: | :---: | :---: |
| African Studies Specialty Track (16 credits) |  |  |
| -Core Survey Course (4 credits): select one of the following: |  |  |
| HIST 242 | Africa Since 1800 | 4 |
| SOAN 358 | African Cultures in Film | 4 |
| Select three of the following ( 4 credits $\mathrm{X} 3=12$ credits) |  |  |
| Note: two of the three courses must be 300/400 level |  |  |
| ENGL 334 | African Women Writers | 4 |
| FREN 275 | French-Speaking Africa, in English Translation | 4 |
| FREN 311 | The Francophone World | 4 |
| HIST 241 | Africa Before 1800 | 4 |
| IDS 411 | Gender \& Development in Africa | 4 |
| JPS 252 | Comm \& Peace:Post-Gen Rwanda | 4 |
| PSCI 222 | African Government and Politics | 4 |
| REL 171 | Rumi and Revolution | 4 |
| REL 201 | Women and Gender in Islam | 4 |
| REL 204 | Islam | 4 |
| REL 310 | Islam and Modernization | 4 |
| SOAN 234 | Culture \& Sexuality in Africa | 4 |
| SOAN 235 | African Families in Transition | 4 |
| Asian Studies Specialty Track (16 credits) |  |  |
| - Core Survey Course (4 credits) |  |  |
| HIST 164 | Asia Pacific in Modern Times | 4 |
| Select three of the following ( 4 credits $\times 3=12$ credits) |  |  |
| Note: two of the three courses must be at 300/400 level |  |  |
| HIST 188 | History of East Asia to 1800 | 4 |
| HIST 266 | Modern China in Film | 4 |
| HIST 268 | Gender and Sexuality in Chinese History | 4 |
| HIST 283 | Imperial China | 4 |
| HIST 284 | China in Revolution | 4 |
| HIST 285 | Samurai in Word and Image | 4 |
| HIST 268 | Gender and Sexuality in Chinese History | 4 |
| JAPN 220 | Women in Modern Japan | 4 |
| JAPN 221 | Contemporary Japanese Society | 4 |
| JAPN 310 | Media, Gender and Nation in Japan | 4 |
| PSCI 210 | East Asian Politics | 4 |
| PSCI 275 | Asia and the World | 4 |
| PSCI 315 | Chinese Politics | 4 |
| PSCI 316 | China and the World | 4 |
| REL 208 | Hinduism | 4 |
| REL 283 | HP.Religions of the Minorities of Southwest China | na 4 |
| REL 317 | Women in Tibetan Buddhism | 4 |
| REL 318 | Tibetan \& Himalayan Religions | 4 |
| REL 319 | Buddhist Emptiness | 4 |
| REL 445 | Shamanism | 4 |
| European Studies Specialty Track (16 credits) |  |  |
| - Core Survey Course (4 credits) |  |  |
| HIST 238 |  |  |
| - Select three of the following ( 4 credits $\times 3=12$ credits) |  |  |
| te: two | e courses must be 300/400 level |  |


| ART 235 | Art History: Renaissance in Florence (HIST 235) | 4 |
| :---: | :---: | :---: |
| HIST 235 | The Renaissance in Florence (ART 235) | 4 |
| ENGL 221 | British Literature I | 4 |
| ENGL 222 | British Literature II | 4 |
| ENGL 223 | Shakespeare | 4 |
| ENGL 306 | Medieval Literature | 4 |
| ENGL 309 | Early Modern Literature | 4 |
| ENGL 327 | British Romantic Literature | 4 |
| ENGL 328 | Victorian Literature | 4 |
| FREN 315 | French and Francophone Cinema | 4 |
| FREN 365 | Literature and Culture: Period | 4 |
| FREN 375 | Literature and Culture: Theme | 4 |
| FREN 385 | Literature and Culture: Genre | 4 |
| GERM 310 | Contemporary German Culture | 4 |
| GERM 311 | German Youth Culture | 4 |
| GERM 320 | Culture and Society: The Weimar Republic | 4 |
| GERM 400 | Seminar | 4 |
| HIST 101 | The Medieval Web | 4 |
| HIST 102 | The Web of Europe since 1400 | 4 |
| HIST 219 | The Age of Dictators: Europe, 1920s-30s | 4 |
| HIST 233 | Medieval Civilization: Crusades and Chivalry | 4 |
| HIST 236 | Reformation: Luther to Fox (REL 236) | 4 |
| REL 236 | Reformation: Luther to Fox (HIST 236) | 4 |
| HIST 237 | Europe in Revolution, 1789-1914 | 4 |
| HIST 255 | The Second World War | 4 |
| HIST 289 | The French Revolution and Napoleon | 4 |
| HIST 314 | Immigration \& a Multicultural Europe, 1800Present | 4 |
| HIST 336 | The Elizabethan Age (ENGL 336) | 4 |
| ENGL 336 | The Elizabethan Age (HIST 336) | 4 |
| IDS 452 | Ancient Greece from Homer to Socrates | 4 |
| MUS 310 | Early Music and Culture | 4 |
| PHIL 310 | Ancient Western Philosophy | 4 |
| PHIL 320 | Modern Western Philosophy | 4 |
| REL 415 | Contemporary Theolgy:Holocaust | 4 |
| SOAN 216 | HP.The Anthropology of Colonialism | 4 |
| SPAN 311 | Contemporary Spain | 4 |
| SPAN 321 | Culture and Society: Golden Age of Spain | 4 |
| SPAN 323 | Culture and Society: Beginnings of a Nation (The Integration of Three Cultures) | 4 |
| SPAN 403 | Senior Seminar: Spain | 4 |
| THEA 130 | Theatre and Culture I | 4 |
| THEA 131 | Theatre and Culture II | 4 |
| Latin American Studies Specialty Track (16 credits) |  |  |
| - Core Survey Course (4 credits), select one of the two following: |  |  |
| HIST 272 | Modern Latin America | 4 |
| SOAN 245 | Race and Ethnicity in Latin America | 4 |
| - Select three of the following ( 4 credits $\mathrm{X} 3+12$ credits) |  |  |
| Note: two of the three courses must be 300/400 level |  |  |
| ECON 336 | Economic and Social Development: "'Beneath' the United States." | 4 |
| HIST 271 | Colonial Latin America | 4 |
| SOAN 331 | Latinx Migration Patterns | 4 |


| SPAN 310 | Contemporary Latin America | 4 |
| :---: | :---: | :---: |
| SPAN 320 | Culture and Society: Mexico, Central America and Caribbean | 4 |
| SPAN 322 | Culture and Society: South America | 4 |
| SPAN 340 | Film, Life and Literature of Latin America | 4 |
| SPAN 402 | Senior Seminar. Latin America | 4 |
| SOAN 430 | Inequality in Latin America | 4 |
| Special Topics Course approved by the Chair of International Studies |  |  |
| International Affairs Specialty Track (16 credits) |  |  |
| - Core Survey Course (4 credits), select one of the four following: |  |  |
| ECON 222 | Microeconomic Principles: Public Policy | 4 |
| BUS 246 | International Business | 4 |
| PSCI 103 | International Relations | 4 |
| SOAN 216 | HP.The Anthropology of Colonialism | 4 |
| - Select three of the following (4 credits X $3=12$ credits) |  |  |
| ART 203 | Arts:Afr,Asia \& the Americas | 4 |
| BUS 251 | International Experience | 4 |
| BUS 333 | Money and Capital Markets (ECON 333) | 4 |
| ECON 221 | Macroeconomic Principles: "Global Vision: the U.S. in the World Economy" | 4 |
| ECON 333 | Money and Capital Markets (BUS 333) | 4 |
| ECON 335 | Comparative Economic Systems: "The Rise and Fall of the Soviet Empire" | 4 |
| ECON 336 | Economic and Social Development: "'Beneath' the United States." | 4 |
| ECON 342 | Poverty, Power and Policy | 4 |
| ECON 344 | Environmental and Resource Economics | 4 |
| ECON 432 | International Economics: "'Beside' the United States" | 4 |
| ENGL 270 | World Literature | 4 |
| ENGL 272 | World Cinema | 4 |
| ENVS 101 | Environmental Science, Policy and Thought: Introduction to Environmental Studies | 4 |
| GEOL 151 | HP.Climate and History | 4 |
| IDS 402 | Business Ethics (BUS 402) | 4 |
| IDS 428 | Agricultural Revolutions | 4 |
| IDS 435 | Understanding Poverty | 4 |
| IDS 442 | International Development | 4 |
| REL 310 | Islam and Modernization | 4 |
| PECS 103 | Voices of Liberation | 4 |
| PECS 110 | Introduction to Peace \& Conflict Studies | 4 |
| PECS 206 | Challenges of Global Democratization (PSCI 206) | 4 |
| PECS 215 | War and Peace in the Middle East | 4 |
| PECS 236 | Conflict Transformation for Peacebuilding and Justice (JPS 236) | 4 |
| PECS 235 | Peacebuilding in Divided Societies | 4 |
| PECS 246 | Mediation \& Conflict Intervention | 4 |
| PECS 315 | Human Rights | 4 |
| PECS 316 | Globalization: Economics \& Social Justice | 4 |
| PECS 330 | Nonviolence: Theories and Practice | 4 |
| PECS 345 | Social Change: Promoting Peace | 4 |
| PECS 355 | Culture, Conflict, Negotiation | 4 |
| PECS 363 | Reconciliation and Justice | 4 |


| PECS 468 | Religion, Spirituality and Social Change | 4 |
| :--- | :--- | :--- |
| PHIL 241 | Ethics In a Digital World | 4 |
| PHIL 242 | Environmental Ethics | 4 |
| PHIL 249 | Pacifism and Just War Theory | 4 |
| PSCI 105 | Comparative Politics | 4 |
| PSCI 201 | Comparing Countries | 4 |
| PSCI 206 | Challenges of Global Democratization (PECS 206) | 4 |
| PSCI 266 | Global Terrorism | 4 |
| PSCI 319 | Modern Environmental Problems | 4 |
| PSCI 330 | Global Power and Wealth | 4 |
| PSCI 345 | Avoiding War, Making Peace | 4 |
| PSCI 391 | Globalization and Its Discontents | 4 |
| REL 230 | Comparative Religious Ethics | 4 |
| SOAN 103 | Cultural Anthropology | 4 |
| SOAN 321 | Development Anthropology | 4 |
| SOAN 322 | Environmental Anthropology | 4 |

## Total Credits

III. Study Abroad

All majors are required to study abroad for at least one semester. Note that many (but not all) study abroad courses can count toward students' specialty track course requirements. Students are expected to obtain requisite permission for counting study abroad courses toward the major prior to their international study experience.

The "one-semester" study abroad requirement can also be met by taking three (3) 3-credit or 4 -credit 3-week (Fall or Spring) intensive study abroad courses (i.e. the 3 -week intensive courses offered under the $3-12 / 12-3$ curriculum). Of the three 3 -week intensive study abroad courses, two must be to regions matching the student's Specialty Track. In the case of students following the International Affairs Specialty Track, the three 3week intensive courses may be study abroad courses to any region. Any summer-semester coursework for three or more academic credits may also be considered for fulfilling this requirement. In case of any ambiguity about whether or not any particular 3 -week intensive study abroad course can count toward a particular area track, a final decision will be made by the Chair of International Studies.

## IV. Proficiency in a Modern Language relevant to the chose Specialty Track, at the second Intermediate level or its equivalent

Determined by the Modern Language Studies Department's appropriate proficiency exam ( $0-8$ credits, or $0-2$ course units, depending on one's placement). This requirement can be fulfilled by the completion of a Modern Language course at the second intermediate level with a C- or above, or by testing out of that level in the Modern Language Studies Department's placement exam. Only the third and fourth semester (i.e. second year) of language credits count toward the major. In case of any ambiguity in choice of language, a consultation with the Chair of International Studies is required.

As students need at least 32 credits (or 8 course units) to complete the major, if students place out of the Foreign Language requirement for the International Studies major, they must take at least two (4 credits each
x $2=8$ credits, or 2 course units) additional elective courses in any area (any "specialty track"). In other words, these courses may be (but do not need to be) within the student's specialty track. These courses may be at any level. These electives may be fulfilled by additional advanced language coursework in the student's chosen modern language. These electives may also be fulfilled by language coursework in a different language (i.e. different from the language(s) for which the student has
already demonstrated proficiency), or any combination of the two (e.g. one semester of language and one elective course from any track, or one semester each in two different languages, etc.). If a student places into the fourth semester of language at Guilford and thus only needs to complete a single semester of language in order to fulfill the language requirement for the International Studies major, then this International Studies Open Elective requirement for the student will be only one (4 credit) course. Students who do not place out of either the third or fourth semester (i.e. second year) of language do not need to take any credits in this major requirement, as they will fulfill 8 credits (or 2 course units) of language for the major as they complete the equivalent of the second year of language study. Students may elect to count approved 3-credit (or 2-credit or 1-credit) courses for elective credit but must then take more than two ( 4 -credit) course in order to meet the minimum requirement of credits if, for example, they pass out of the foreign language requirement and therefore need eight (8) credits of electives. Any final decisions about which coursework counts for which requirements will be made by Chair of International Studies.

## Latin American Studies Minor

Maria L. Amado, Department of Sociology \& Anthropology

This minor offers an interdisciplinary approach to cultures, history and current issues of the area. An acquaintance with a diverse cultural tradition will broaden students' perspectives and help them understand and appreciate the achievement of societies with different cultural values and behavioral patterns. In so doing, the program fosters a critical understanding of global interdependence in the 21 st century.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses). Spanish language courses are not acceptable; however, content courses taught in Spanish are. To provide depth, at least one of the four courses must be at the 300 level or above.

| Code | Title |
| :--- | :--- |
| Select four of the following: |  |
| ECON 336 | Economic and Social Development: "'Beneath' the <br> United States." |
| HIST 271 | Colonial Latin America <br> HIST 272 |
| SOAN 245 | Rodern Latin America |
| SOAN 331 | Latinx Migration Patterns |
| SPAN 310 | Contemporary Latin America |
| SPAN 320 | Culture and Society: Mexico, Central America and <br> Caribbean |
| SPAN 322 | Culture and Society: South America |
| SPAN 340 | Film, Life and Literature of Latin America |
| SPAN 402 | Senior Seminar. Latin America |

Total Credits
16

Total credit hours required for Latin American studies minor is 16 credits

## Justice \& Policy Studies (JPS)

William C. Pizio, Professor of Criminal Justice and Graduate Program Director, Chair, Justice and Policy Studies
Michael Costolo, Visiting Assistant Professor of Criminal Justice

Hollyce "Sherry" Giles, Jefferson-Pilot Professor of Community and Justice Studies, Justice and Policy Studies
Barbara Lawrence, Vice President for Diversity, Equity, and Inclusion/Title IX Coordinator, Associate Professor of Criminal Justice and Community and Justice Studies
Christian Matheis, Visiting Assistant Professor of Community and Justice Studies
Christopher Parrish, Adjunct Assistant Professor
The Department of Justice and Policy Studies offers two majors: community and justice studies, and criminal justice. The community and justice studies major focuses on policies and strategies of public service organizations. Taking an applied interdisciplinary approach, the department works with other departments and many community groups to emphasize understanding public service organizations, problemsolving, values in public policies, civic activism and strategies for changing organizations. Graduates of the community and justice studies major have pursed graduate study and careers in urban affairs, public administration, law and related vocations. Graduates also have undertaken careers in community organizing and in nonprofit community service organizations focusing on mediation and conflict resolution, domestic violence prevention, and similar issues. Many students look forward to civic activism, influencing policy in their communities and supporting their communities through service.

The criminal justice major focuses on policies, history and problems of the American criminal justice system. Graduates of the major may choose to pursue graduate study or careers in law, urban studies, public administration, law enforcement, courts, corrections or juvenile justice. Nonprofit community service organizations provide other options for employment. Many students look forward to involving themselves in policy-making or careers in related criminal justice fields.

## Degrees Offered

The Bachelor of Science degree is offered in community and justice studies, and in criminal justice.

## Degrees Offered

- Community and Justice Studies Major (p. 88)
- Criminal Justice Major (p. 89)
- Community Studies Minor (p. 88)
- Criminal Justice Minor (p. 89)
- Interpersonal Communication (p. 89)


## JPS 100. Inquiry into Criminal Justice. 4.

The purpose of this course is to prepare the student for further study about the criminal justice system. This will be accomplished by laying a philosophical foundation for the study that will be useful not only to students intending to major in this field but will be useful to anyone who takes their citizenship responsibilities seriously. This course serves as an opportunity for students to inquire into the role of law in our society. Further, students are encouraged to inquire how justice is defined and applied to people in our society as they assume the roles of independent citizens, subjects of the law and free human beings. Throughout the course the inquiry seeks to an answer to the primary question "how should morality and the law be connected?" Fulfills business and policies studies requirement (1998). Social/behavioral science requirement (2019).

JPS 103. Community Problem Solving. 4.
Introduces students to processes for building community, critical thinking abilities and community problem-solving skills including identifying the problem, coordinating individuals into groups and assisting the groups to form a feasible plan for solving the problem. Fulfills business and policy studies and social justice/environmental requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

## JPS 150. Special Topics. 1-8.

Advanced public policy topics, studied in depth for advanced students. May also be offered at the 250, 350 and 450 levels with examination of current public policy topics, issues and problems at a sophisticated introductory level.

## JPS 200. Criminal Procedure. 4.

The study of due process in law; the legal procedures governing a criminal suspect's civil rights and protections guaranteed under state and federal constitutions; the rules law enforcement officials, prosecutors, magistrates and judges have to follow in investigating crimes; and the body of law which governs the manner in which such rights and rules are to be enforced and wrongs are to be rectified in criminal cases.

## JPS 201. Criminal Law. 4.

Substantive law of crime and defenses. Homicide, assault and battery, burglary, crimes of acquisition (larceny, embezzlement, false premises, robbery), conspiracy, criminal agency and corporate liability, accessories, concept of failure to act and negative acts and legal causation.

## JPS 202. Law Enforcement and Police Roles. 4.

Survey of the police as a social institution: structure and process of police systems. Organizational and behavioral approaches to policing, with particular emphasis on the problems of maintaining public order under rapidly changing social circumstances. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).

## JPS 203. Punishment and Corrections. 4.

Survey of the structure of correctional institutions, parole, probation and community-based correctional programs. Students explore various kinds of leadership and ethical challenges they are likely to encounter in a system that is designed to achieve justice and accountability. Fulfills business and policy studies requirement (1998). Social/ behavioral science requirement (2019).

## JPS 204. Courts and the Judicial Process. 4.

Surveys federal, state, and local criminal court systems including structure, processes, and legal actors. Examines judicial selection and judicial decision making / policy making at the trial and appellate levels. Examines the impact and implementation of criminal justice-related judicial policy. Explores the relationship between courts and politics. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

## JPS 215. Community \& Justice Prof. Sem.. 4.

This course assists students in their search for occupational paths to pursue, develop job search strategies, and develop skills to acquire desired jobs. Students learn about opportunities for graduate study in the field of community and justice studies, and search for and prepare applications for jobs and/or graduate programs. Guest speakers, including alumni support students as they build their professional networks and learn about possible career and graduate school paths.

JPS 220. Community Building and Organizing. 4.
This course examines community building and organizing as central to fostering community well-being and pursuing social justice. Students in this course also will learn about the nature of group process as they engage in the experience of building community together.

## JPS 221. Fundamentals of Cyber Security (CTIS 221). 4.

The percentage of crimes which utilize computers and networks has been increasing over the past twenty years. This course introduces students to the collection, preservation, presentation and preparation of computer and network based evidence for the purpose of corporate investigation and criminal law enforcement, activities that define the central roles of computer and network forensic practitioners. Students will be introduced to cyber crime and the tools available to them to be able to appropriately investigate cyber crime. Network intrusions, footprinting, computer numbering, financial crimes, and malware are among the topics to be discussed.

## JPS 233. Deviance and Society. 4.

This course focuses on a theoretical examination of deviance and responses to deviance including critical concepts, measurement and operationalization of these concepts, and the utility of theory and research on policy. The historical evolution (emergence, dominance, and decline) of major deviance theories is also examined as well as the main research and policy implications of the state of knowledge in many areas relating to deviance and social control.

## JPS 236. Conflict Transformation for Peacebuilding and Justice

 (PECS 236). 4.Provides an overview of various models of conflict transformation and expands our understanding of the conceptualizations of conflict, justice and peace. This skill-based course is designed to introduce students to third party-intervention methods. These methods include: interpersonal nonviolent communication, sustainable peacebuilding, negotiation, mediation, community-based conflict transformation, public apology processes and Truth and Reconciliation Commissions (TRC), indigenous methods of conflict transformation, TRACK II diplomacy and art-based approaches. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

## JPS 240. Group Dynamics and Leadership. 4.

Introduction to group dynamics, basic group facilitation skills, and application of knowledge and skills to the creation of just, inclusive and powerful communities. Combines lectures and discussions with experiential exercises in groups, and application of learning in class to groups and organizations in the broader community. Fulfills social justice/environmental requirements (1998). Evaluating systems and environments requirements (2019).

## JPS 245. Social \& Envt Just Field Study. 4.

In this course, students will travel throughout one country to learn about pressing social and environmental issues affecting the lives of individuals living in that country. This course is experiential in nature, as students will work with local community partners in the country of study, exposing and engaging students in grassroots efforts to address social and environmental issues in that context. Fulfills business and policy studies and social justice/ environmental responsibility requirements (1998). Evaluating systems and environments requirement (2019).
JPS 250. Special Topics. 1-8.
May also be offered at the 350 and 450 level.

JPS 252. Comm \& Peace:Post-Gen Rwanda. 4.
Students will travel throughout Rwanda to learn about pressing social issues affecting the lives of Rwandans. They will examine how Rwanda's social landscape has been affected by violent conflict and will learn about local community building efforts to address the subsequent consequences of this conflict. Students will visit local groups and communities that are engaging in peacebuilding and reconciliation efforts to address fractured social ties. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

JPS 260. Research Problems/Independent Study. 1-8.
Opportunities for upper-level students to conduct individualized research into topics and fields of interest in which courses are not offered. May also be offered at 360 and 460 levels.

## JPS 262. Restorative Justice. 4.

The course compares and contrasts the retribution-based United States criminal justice system with the theories and practices of restorative and transformative justice in diverse settings, including prisons, schools, and communities. Fulfills business and policy studies and social justice/ environmental responsibility requirements (1998). Evaluating systems and environments requirement (2019).

## JPS 263. Prisons in US and Norway. 4.

This course is an interdisciplinary comparison of the prison systems in Norway and the United States in the context of their unique histories, political economies, demographics, and cultures. Drawing on the perspectives of restorative justice, criminal justice, and psychology, students in this course will compare the goals, structure, and policies of the two prison systems and consider the differential impact on violence, mental health, rehabilitation, and recidivism. The course includes first-hand visits to prisons in the United States and in Norway. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).
JPS 270. Interpersonal Communications (PSY 270). 4.
This course is designed to provide students with a basic understanding of the communication process and how this communication process is fundamental to the development of effective relationships. The students will learn techniques for better listening, developing trust and responding to others' needs, as well as the rudiments of conflict resolution.

## JPS 290. Internship. 1-8.

Supervised internship with a criminal justice, public service, or community non-profit organization. May also be offered at the 390 level.
JPS 300. Ethics \& Profs. in CJ. 4.
This course focuses on ethical decision making and professionally developing the student for a career in criminal justice. Ethics is the study and practice of making judgments about what is right and wrong and there are few areas of life where ethical decision making is more important than in criminal justice. Closely related to ethical decision making is professional conduct and behavior. This class provides the student with opportunities to explore their own interests, values and skills and to begin developing those skills and qualities that will enable them them to be highly successful in the criminal justice field.

JPS 301. Criminal Justice Policy and Practice. 4.
Theories from several scholarly disciplines are put into practice in dealing with criminal justice policy questions. Managerial, psychological, sociological and political-ideological theories are reviewed in their application to issues in American criminal justice, such as drug and alcohol control policy, gun control, policing strategies, correctional philosophies and death penalty questions.
Prerequisite: Students must have sophomore standing (at least 24 credits) and at least one lower-level JPS course. Fulfills business and policy studies requirement.

## JPS 304. Crime, Justice and Community. 4.

Examines crime and synthesizes the body of methodology, theory, and research examining community level effects on crime/crime control. This course also will examine the effect of crime and crime control on the community. Fulfills social/behavioral science requirement and embodied and creative engagement requirements (2019).

## JPS 305. Juvenile Justice \& Delinquency. 4.

Survey of the problems of delinquency, child abuse and neglect in contemporary society; juvenile courts and other juvenile justice agencies and institutions; prevention and treatment programs; theories of delinquency causation and treatment.. Fulfills business and policy studies requirement (1998). Social /behavioral science requirement (2019).

JPS 306. Multicultural Communication. 4.
This interdisciplinary course draws on the theory and practice of crosscultural communication. Participants will learn to appreciate how not only personality, but also national, ethnic, gender, age and non-dominant versus dominant social affiliation, shapes their values, identity and social interactions.

## JPS 310. Policy in Action. 4.

Examines how public policy is formulated, interpreted, and put into practice, and identifies the strategies used by communities to influence policy formulation and implementation. Students will examine public policy as medium of power in order to consider and analyze the implications for democracy and other forms of social organization. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).
JPS 311. Police \& Communities. 4.
Explores the relationship between police and the community, with a focus on the street- level practice of policing and efforts at police reform. Topics include community policing; community-based antiviolence action; restorative community conversations on policing; and efforts to reduce crime in neighborhoods. Students engage with guest speakers with wide-ranging vantage points on these topics including police officers, community organization leaders, elected city officials, policy-makers and administrators. Fulfills social justice/environmental responsibility and evaluating systems and environments requirements (2019).

JPS 319. Trust \& Violence. 4.
Examines ways that trust binds communities together, and violence or the threat of it prevents or destroys trust. The course draws upon applied theory, organizations effective in sustaining trusting communities and experiential learning in trust-building group processes. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).

JPS 322. Wrongful Convictions. 4.
Surveys the research, legal, and policy issues associated with wrongful convictions from an interdisciplinary perspective. Critically examines the correlates of wrongful convictions and their aftermath. Topics include eyewitness misidentification, false admissions, forensic science evidence, legal actors, reintegration and compensation of exonerees, and more. Fulfills business and policy studies and social justice/ environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

## JPS 323. Diversity at Work. 4.

Explores ways in which individual and group differences influence selfperception and interpersonal communication. Increased understanding and communication skills will enable participants to work more productively with diverse colleagues and social groups. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

## JPS 324. Capital Punishment. 4.

Examines contemporary and historical issues surrounding the death penalty in the United States. Critically examines the modern constitutional framework applicable to the administration of capital punishment. Issues examined include deterrence; disparities based on race, gender, SES, and geographic region; actual innocence; conditions of confinement and execution methods; and public opinion and the declining use of the death penalty. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirement (2019).
JPS 325. Family Violence. 4.
Introduces students to five prevalent family problems: wife abuse, husband abuse, child neglect and abuse, elderly abuse and rape/sexual assault. Central to the course are examinations of causal factors, the psychology of victim and offender, societal impact, treatment and intervention strategies and the criminal justice role and processes. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

## JPS 326. Trial Advocacy. 4.

Introduces the student to advocacy procedures and skills associated with all aspects of the criminal trial, including jury selection, opening and closing statements, examination of witnesses, and expert testimony. Considers the constitutional, ethical, and tactical issues that arise during trial practice. Examines the roles and responsibilities of stakeholders including prosecutors, defense attorneys, judges, magistrates, and police officers. Develops skills through simulated exercises.
JPS 327. Social Justice Southern US. 4.
Students will travel throughout the Southern United States to learn about pressing social justice issues (e.g., racial justice, reproductive justice, LGBTQ justice, immigrant justice, economic justice) and how community-based groups and grassroots organizations are addressing these issues locally. This course is experiential in nature, as students will learn about social justice issues by meeting with local leaders of community organizations and learning about the strategies and tactics used by these groups to address intersecting forms of oppression. Fulfills business and policy studies and diversity in the U.S. requirements (1998). Sociocultural engagement requirement (2019).

JPS 328. Police Brutality \& Culture. 4.
It has been clearly established through research that the lives of police officer are affected by the work they do, the pressures placed on them by the communities they serve and expectations of their superiors. This class will explore the factors influencing individual and institutional responses to these influences.
Prerequisite: JPS 202.
JPS 329. Social Movements. 4.
Explores social movement strategies of past and current activists and organizers, as well as several current "theories of change" in use by contemporary activists, including youth resistance theory. Examines key principles of these theories, and students practice applying them by analyzing how current groups and organizations draw on these schools of thought. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

JPS 330. Criminal Investigation. 4.
Explores the post-crime investigation process from theoretical and practical perspectives. Topics include citizen/suspect interviewing, interrogation, evidence collection/handling, evidence admissibility and the investigation of specific major crimes. Course includes practical examinations, small projects/assignments and demonstrations by professionals.
Prerequisite: JPS 202.

## JPS 333. Criminological Theory. 4.

Advanced survey of criminological theory, covering sources of data about crime, the socioeconomic characteristics of both offenders and at-risk populations and the nature and theorized causes of criminal offenses.

## JPS 335. Reclaiming Democracy. 4.

This course examines theories of democracy in the context of specific issues, both historic and contemporary, in the city of Greensboro. Students identify and analyze pressing contemporary issues, devise strategies to address them, and present their work at a public forum at the end of the semester. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Evaluating systems and environments requirement (2019).
JPS 336. Understanding Oppressive Systems. 4.
Students will examine the nature of the human system as it presents itself in small groups, organizations, communities and societies. They will develop a definition of just and humane systems as well as the kind of leadership needed to facilitate them. Fulfills social justice/environmental responsibility and historical perspective requirements (1998).
Sociocultural engagement and historical perspective requirements (2019).

## JPS 337. Research Methods. 4.

An introduction to the techniques and analytic tools used to conduct research in the areas of criminal justice, public policy, and related social sciences. Completion of JPS 337 with a C- or better grade is required for enrollment in JPS 480-CJ Capstone Seminar.
JPS 338. Research Methods-CMJS. 4.
An introduction to the techniques and analytic tools used to conduct research in the areas of community and justice studies, public policy, and related social sciences. Completion of JPS 338 with a C- or better grade is required for enrollment in JPS 448 - CMJS Capstone Seminar I.

JPS 350. Special Topics. 1-8.
JPS 360. Independent Study. 1-8.

JPS 361. Philosophy of Law Enforcement. 4.
This course is based on the premise that all police officers are philosophers and need to become better philosophers of law. This course associates the works of famous jurists with the practice of law enforcement.
Prerequisite: JPS 202.

## JPS 363. Prisons in US and Norway. 4.

This course is an interdisciplinary comparison of the prison systems in Norway and the United States in the context of their unique histories, political economies, demographics, and cultures. Drawing on the perspectives of restorative justice, criminal justice, and psychology, students in this course will compare the goals, structure, and policies of the two prison systems and consider the differential impact on violence, mental health, rehabilitation, and recidivism. The course includes first-hand visits to prisons in the United States and in Norway. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

## JPS 365. Race, Society and Criminal Justice. 4.

Engages students in a dynamic examination of the criminal justice system and the impact of race and racism on its development. Fulfills business and policies studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

## JPS 380. Victimology. 4.

Explores theories associated with crime victims as well as the historical antecedents of victimology. The course also examines the impact of various crimes on primary and secondary victims as well as society and the effectiveness of programs, laws and policies. While the course focuses primarily on the United States, victimization on a global scale will be discussed.
Prerequisite: JPS 100 or 103 and JPS 233 recommended.
JPS 390. Internship. 1-10.

## JPS 448. CMJS Capstone Seminar I. 4.

First semester capstone seminar for senior CMJS majors; students synthesize knowledge and skills from major, and design and implement a project addressing a local issue in collaboration with community partner. Prerequisite: JPS 338. Completion of JPS 448 with a C- or better grade is required for enrollment in JPS 449.

JPS 449. CMJS Capstone Seminar II. 4.
Second semester capstone seminar for senior CMJS majors; students synthesize knowledge and skills from major, and design and implement a project addressing a local issue in collaboration with community partner. Prerequisite: JPS 448.

JPS 450. Special Topics. 1-8.
JPS 460. Independent Study. 1-8.
JPS 470. Senior Thesis. 1-8.
Major research project designed and conducted under the supervision of a faculty member.
Prerequisite: JPS 339 or other research methods course.

JPS 480. CJ Capstone Seminar. 4.
This course serves as the culmination course for every criminal justice major. The emphasis is on helping students to apply and hone their skills from their major classes to address contemporary criminal justice problems and issues. Each problem will be examined in relation to its theoretical, methodological, policy, and practical dimensions as well as involve the identification and assessment of the existing state of knowledge.
Prerequisite: JPS 337.
JPS 490. Departmental Honors. 1-8.
For seniors with a 3.5 grade-point average in the major, or by faculty approval. Students may complete a senior thesis and obtain program honors at graduation. Students interested in pursuing Departmental Honors must consult with the department in the student's junior year in order to develop an approved proposal. Once approved to write a thesis, the student must have a thesis adviser (in the department) as well as two other committee members, one of whom should be from outside the department. The student will submit a written thesis to the full committee and make a public presentation.

## Accelerated B.S. to M.S. Program

This program allows Guilford students to begin their graduate work as undergraduates. In this model, full time Guilford undergraduate students would need to apply for the graduate program in their junior year and if accepted, would take one graduate course in the fall of their senior year and two graduate courses in the spring of their senior year. The graduate courses taken would replace the two upper level electives in the Criminal Justice major and the one lower level elective in the Criminal Justice major

Undergraduates who are not Criminal Justice majors may be accepted into the program but the decision to allow graduate courses to count for major requirements is at the discretion of the department that student is majoring in. If a department does not allow graduate courses to count for major requirements, the graduate courses would count as general elective credits toward their undergraduate degree

Admission into the accelerated program requires:

1. A minimum cumulative G.P.A. of 3.0
2. A completed graduate program application in the student's junior year
3. Acceptance into the program by the Graduate Program Director

An undergraduate student will not be allowed to take graduate courses until they have completed JPS 300 (Professionalism and Ethics in CJ), JPS 333 (Criminology), and JPS 337 (Research Methods).

Graduate courses taken as an undergraduate student will double count toward both their bachelor's degree and their master's degree.

Only full time undergraduate students are eligible to be admitted into the accelerated B.S to M.S. program. JPS courses 510-603 may count toward the undergraduate major if the student is accepted into the accelerated B.S. to M.S. program

For more information, see "Graduate Handbook (https:// www.guilford.edu/sites/default/files/2018-07/JPS\ Grad\ Handbook \%2012-21-17\%20\%282\%29.pdf)"

## Community and Justice Studies Major

## Bachelor of Science in Community and Justice Studies

The major requires a minimum of 44 credit hours (10 courses).

| Code | Title Cr | Credits |
| :---: | :---: | :---: |
| JPS 103 | Community Problem Solving |  |
| JPS 240 | Group Dynamics and Leadership |  |
| JPS 262 | Restorative Justice |  |
| JPS 310 | Policy in Action |  |
| JPS 336 | Understanding Oppressive Systems |  |
| JPS 338 | Research Methods-CMJS |  |
| JPS 448 | CMJS Capstone Seminar I |  |
| JPS 449 | CMJS Capstone Seminar II |  |
| Three cours 300 level) | ne must be at the 200 level, and one must be at the | he 12 |
| JPS 215 | Community \& Justice Prof. Sem. |  |
| JPS 220 | Community Building and Organizing |  |
| JPS 236 | Conflict Transformation for Peacebuilding and Justice (PECS 236) |  |
| JPS 245 | Social \& Envt Just Field Study |  |
| JPS 252 | Comm \& Peace:Post-Gen Rwanda |  |
| JPS 263 | Prisons in US and Norway |  |
| JPS 290 | Internship |  |
| JPS 301 | Criminal Justice Policy and Practice |  |
| JPS 305 | Juvenile Justice \& Delinquency |  |
| JPS 311 | Police \& Communities |  |
| JPS 319 | Trust \& Violence |  |
| JPS 322 | Wrongful Convictions |  |
| JPS 325 | Family Violence |  |
| JPS 327 | Social Justice Southern US (Study Away course) |  |
| JPS 329 | Social Movements |  |
| JPS 335 | Reclaiming Democracy |  |
| JPS 350 | Special Topics (In Justice and Policy Studies) |  |
| JPS 360 | Independent Study (In Justice and Policy Studies) |  |
| JPS 365 | Race, Society and Criminal Justice |  |

Total credit hours required for B.S. degree in community and justice studies is 44 credits.

## Community Studies Minor

Hollyce "Sherry" Giles, Department of Justice and Policy Studies
This new field of study and practice arises from a pervasive sense of disconnection and isolation that has become widespread in American culture. Focusing on building community, the field understands our society's institutions as on a path of systematically undermining respectful and authentic relatedness among citizens. It also sees this path as the source of many growing pathologies, including individual and systematic prejudice and discrimination and many forms of violence.

Currently, the need for community-building has begun to gain the attention and imagination of many inside and outside the academy. As new disciplines emerge and diverse technological and other forms of expertise expand, we are becoming aware that we still lack the ability to build sustainable systems that enable our endeavors to thrive.

The minor in community studies is not available to community and justice studies majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| JPS 103 | Community Problem Solving | 4 |
| JPS 220 | Community Building and Organizing | 4 |
| JPS 336 | Understanding Oppressive Systems | 4 |
| Select one of the following or any Community and Justice Studies <br> course with approval from program coordinator. | 4 |  |
| JPS 290 | Internship |  |
| JPS 319 | Trust \& Violence |  |
| PSY 213 |  | $\mathbf{1 6}$ |
| PECS 345 | Social Change: Promoting Peace |  |
| Total Credits |  |  |

Total credit hours required for community studies minor is 16 credits

## Criminal Justice Major

Bachelor of Science Degree in Criminal Justice
The major requires a minimum of 44 credit hours (11 courses).

| Code <br> Core Courses | Title | Credits |
| :---: | :--- | ---: |
| JPS 100 | Inquiry into Criminal Justice | $\mathbf{2 4}$ |
| JPS 290 | Internship |  |
| JPS 300 | Ethics \& Profs. in CJ |  |
| JPS 333 | Criminological Theory |  |
| JPS 337 | Research Methods |  |
| JPS 480 | CJ Capstone Seminar |  |


| Select one course from the following: |  |
| :--- | :--- |
| JPS 200 | Criminal Procedure |
| JPS 201 | Criminal Law |
| JPS 202 | Law Enforcement and Police Roles |
| JPS 203 | Punishment and Corrections |
| JPS 204 | Courts and the Judicial Process |

Select course from the following: 4

| JPS 200 | Criminal Procedure |
| :--- | :--- |
| JPS 202 | Law Enforcement and Police Roles |
| JPS 203 | Punishment and Corrections |
| JPS 221 | Fundamentals of Cyber Security (CTIS 221) |
| JPS 236 | Conflict Transformation for Peacebuilding and <br>  <br> Justice (PECS 236) |
| JPS 250 260 | Special Topics (In Justice and Policy Studies) |


| JPS 262 | Restorative Justice |
| :--- | :--- |
| JPS 263 | Prisons in US and Norway (Study Away Course) |
| JPS 270 | Interpersonal Communications (PSY 270) |
| Select three of the following JPS 300- level courses: | 12 |
| JPS 301 | Criminal Justice Policy and Practice |
| JPS 305 | Juvenile Justice \& Delinquency |
| JPS 310 | Policy in Action |
| JPS 311 | Police \& Communities |
| JPS 322 | Wrongful Convictions |
| JPS 324 | Capital Punishment |
| JPS 325 | Family Violence |
| JPS 326 | Trial Advocacy |
| JPS 328 | Police Brutality \& Culture |
| JPS 330 | Criminal Investigation |
| JPS 336 | Understanding Oppressive Systems |
| JPS 350 | Special Topics (In Justice and Policy Studies) |
| JPS 360 | Independent Study (In Justice and Policy Studies) |
| JPS 450 | Special Topics (In Justice and Policy Studies) |
| JPS 365 | Race, Society and Criminal Justice |
| JPS 380 | Victimology |

Total Credits 44

Total credit hours required for B.S. degree in criminal justice is 44 credits.

## Criminal Justice Minor

Hollyce "Sherry" Giles, Department of Justice and Policy Studies
This minor provides non-majors an opportunity to pursue an interest in criminal justice. It introduces students to the major problems of instituting legal control over criminal behavior and the complexity of making legal decisions in a moral context. It enables students to develop an appreciation of the social scientific method and to communicate their experience with criminal justice effectively in writing.

The minor in criminal justice is not available to criminal justice majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| JPS 100 | Inquiry into Criminal Justice | 4 |
| JPS 200 | Criminal Procedure | 4 |
| Two JPS 300- or | 400 -level courses | $\mathbf{8}$ |
| Total Credits | $\mathbf{1 6}$ |  |

1 Excluding JPS 337 Research Methods
Total credits required for criminal justice minor is 16 credits

## Interpersonal Communication

Hollyce "Sherry" Giles, Department of Justice and Policy Studies
In an increasingly complex and socially diverse world, individuals need to be able to communicate effectively and to develop and maintain strong personal relationships with people close to them and from very different backgrounds. This interdisciplinary minor engages students in examining
interpersonal communication in order to understand communication processes and styles and the subtle ways cultural differences enhance or inhibit relationships. Courses in the minor explore both intrapersonal communication (internal mental and emotional processes that shape selection and interpretation of communication) and interpersonal communication (the process through which individuals interact, build relationships and create meaning). Students study conflict and ways in which it can be managed and transformed to enhance relationships. The influence and importance of understanding cultural differences and their impact on interpersonal communications is examined throughout the minor.

The minor would be of special interest to adults seeking to communicate more effectively with family members, friends and intimate partners. Courses in the minor feature highly interactive and experiential activities in the classroom and local community that integrate and apply communications theory to authentic personal relationships.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| JPS/PSY 270 | Interpersonal Communications (PSY 270) | 4 |
| JPS 236 | Conflict Transformation for Peacebuilding and | 4 |
|  | Justice (PECS 236) | 4 |
| JPS 323 | Diversity at Work | 4 |
| JPS 437 |  | $\mathbf{1 6}$ |
| Total Credits |  | 4 |

Total credit hours required for interpersonal communication minor is 16 credits

Note: This minor will be offered only in the evening schedule for CE students.

## Mathematics (MATH)

Benjamin Marlin, Associate Professor, Chair
Mathematics has been called the language of the sciences and, more broadly, the most powerful tool for the analysis of patterns across all fields of study. The main mission of the Department of Mathematics is to promote an understanding of and appreciation for this vision of mathematics. Since the power of mathematics derives from both descriptive and inferential aspects it is important to consider the possibility for its misuse while emphasizing its enormous potential for good. In practice, students are expected to participate actively in both the formulation of mathematical questions and in trying to solve them, using appropriate mathematical methods. This goal includes the understanding that students will be expected to demonstrate mastery of the basic mathematical concepts and methods relevant to the questions they are trying to solve.

## Degrees Offered

The Bachelor of Science degree is offered in mathematics.

- Mathematics Major (p. 92)
- Mathematics for the Sciences Minor (p. 92)

MATH 110. Mathematics for the Liberal Arts. 4.
The nature of mathematics from cultural, historical and logical viewpoints, stressing relationships between mathematics and other disciplines. Recommended for humanities, fine arts and education majors. Does not count toward the major. Includes emphasis on basic quantitative skills. Fulfills quantitative literacy requirement (1998). Numeric/symbolic engagement requirement (2019).

MATH 112. Elementary Statistics. 4.
Descriptive statistics; probability and probability distributions; sampling and sampling distributions; confidence intervals and hypothesis testing; correlation and regression analysis. Emphasis on application and interpretation. Recommended for social science and pre-professional majors; does not count toward the major. Fulfills quantitative literacy requirement (1998). Numeric/symbolic engagement requirement (2019).

MATH 114. College Algebra. 4.
Pre-calculus analysis of algebraic, exponential, and logarithmic functions. Recommended for life sciences; does not count towards major. Fulfills quantitative literacy requirement (1998). Numeric/symbolic engagement requirement (2019)

## MATH 115. Elementary Functions. 4.

Pre-calculus analysis of algebraic, exponential, logarithmic, trigonometric and inverse trigonometric functions. Does not count toward the major. Fulfills quantitative literacy requirement (1998). Numeric/symbolic engagement requirement (2019).

## MATH 116. Trigonometry. 4.

Analysis and application of trigonometric functions, complex numbers, and vectors. Recommended for natural sciences; does not count towards major. Prerequisite MATH 114 College Algebra or equivalent high school course. Fulfills quantitative literacy requirement (1998). Numeric/ symbolic engagement requirement (2019).

MATH 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels. 150 and 250 level courses fulfill the numeric/symbolic engagement requirement.

MATH 212. Discrete Mathematics. 4.
Algorithms, recursion, induction, sequences and series, combinatorics, counting techniques, particularly as related to the mathematics of computing.
Prerequisite: MATH 220 Calculus I Differential Calculus or above. Fulfills numeric/symbolic engagement requirement (2019).

MATH 220. Calculus I: Differential Cal.. 4.
Limits and differentiation of functions with approach of early use of transcendental functions. Application to Taylor polynomials, optimization.
Prerequisite: MATH 114 College Algebra MATH 116 Trigonometry or equivalent high school credit. Fulfills numeric/symbolic engagement requirement (2019).

MATH 222. Calculus II: Integral Calculus.. 4.
Antiderivatives, definite integrals, Fundamental Theorem of Calculus. Application to area, volume, solution of differential equations. Prerequisite: MATH 220 Calculus I Differential Calculus. Fulfills numeric/ symbolic engagement requirement (2019).

MATH 224. Cal III:Multivariable Calculus.. 4.
Sequences, series, and power series. Functions of multiple variables, partial differentiation, and multiple integrals. Application to probability and physical sciences.
Prerequisite: MATH 222 Calculus II Integral Calculus. Fulfills numeric/ symbolic engagement requirement (2019).

MATH 226. Calculus IV: Vector Calculus.. 4.
Algebra of vector-valued functions, vector fields. Differentiation, line and surface integrals. Greens', Stokes', and Divergence Theorems.
Prerequisite: MATH 224 Calculus III Multivariate Calculus. Fulfills qualitative literacy requirement (1998). Numeric/symbolic engagement requirement (2019).

## MATH 231. Foundations of Mathematics. 4.

Axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics.
Prerequisite: MATH 220 Calculus I Differential Calculus or above. Fulfills qualitative literacy requirement (1998). Numeric/symbolic engagement requirement (2019).

MATH 241. Scientific Computing (PHYS 241). 4.
Scientific Computing is a course designed jointly by Math \& Physics faculty to serve students of the sciences. We will use spreadsheets (Excel, Numbers, Sheets) to analyze data using formula computation and representational graphics. We will use the programming language Python and a variety of the standard libraries (especially numpy,matplotlib, vpython) to do similar analyses and complex simulations. We will emphasize the documentation and presentation of results to peers. The course is to betaught in the three week "Prolog Term" of the Fall Semester.
MATH 250. Special Topics. 1-8.
May also be offered at 150, 350 and 450 levels. 150 and 250 level courses fulfill the numeric/symbolic engagement requirement.
MATH 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
MATH 275. Seminar in Mathematics. 1-4.
Seminars are provided to allow and encourage students and faculty members to pursue topics of mutual interest beyond the scope of regular classes. Seminars may be arranged as extensions of existing courses, as special topics courses, as undergraduate research projects or as honors projects. Students must prearrange seminars with faculty members on or before classes begin; no student may register for a seminar without prior departmental approval. Seminars carry from one to four credits and may be repeated for credit with permission of the department. Lower- and upper-level seminars in selected topics.
Prerequisite: permission of the department.
MATH 290. Internship. 1-8.
May also be offered at the 390 level.
MATH 302. Differential Equations. 4.
4 credit hours. Introduction to ordinary differential equations, elementary techniques of solution, theory of existence and uniqueness. Other topics may include systems of ordinary differential equations using matrix techniques, introduction to partial differential equations, Fourier and Laplace transforms and application to solutions.
Prerequisite: Math 222 Calculus II Integral Calculus or permission of instructor. Offered in12-week semesters.

## MATH 310. Probability and Statistics. 4.

Fundamentals of the analysis and interpretation of statistical data, theory and application. Includes descriptive statistics; probability; discrete and continuous random variables, their probability, density and momentgenerating function; joint, marginal and conditional probability and density functions of several random variables; sampling distributions; estimation; hypothesis testing.
Prerequisite: MATH 224 Calculus III Multivariate Calculus. Fulfills quantitative literacy requirement (1998).

MATH 325. Linear Algebra. 4.
Introduction to systems of linear equations, matrices, linear spaces and linear transformations, including applications of these concepts to other areas of mathematics and to other fields.
Prerequisite: MATH 226 Calculus IV Vector Calculus.
MATH 328. Analytics for Business and Government (ECON 228). 4. This course is a hands-on introduction to business analytics. In this course, students will learn to convert quantitative data into information that can be used to help guide business/government decision making. This course provides students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. Students will apply modern data mining tools to various data sets in the $R$ statistical software environment. Emphasis is placed on concepts, applications, and interpretation of results as wellas professional skills like communication, teamwork, and presentation. Prerequisite: ECON 222 or permission of instructor.

## MATH 330. Statistical Methods. 3,4.

This course is a hands-on introduction to statistical learning methods. Statistical learning refers to a set of tools for modeling and understanding complex data sets. It is a recently developed area in statistics as well as in computer science-in particular, machine learning. This course covers many statistical learning methods such as linear and non-linear regression, clustering and classification, neural networks, support vector machines, and decision trees. On top of programming techniques for various statistical learning methods, students will also learn other professional skills like communication, teamwork, and presentation. The course is to be taught in the three week "Epilog Term" of the Spring Semester.

## MATH 335. Topology. 4.

4. Topics in point-set, geometric, general or algebraic topology with content dependent on student and instructor interest. Suggested for majors emphasizing theoretical mathematics.
Prerequisite: MATH 231.

## MATH 345. Modern Geometry. 4.

Topics chosen from Euclidean, hyperbolic, elliptic, projective, affine, etc., geometry emphasizing axiomatic development and/or physical application with content dependent upon student interest and background. Especially recommended for students interested in mathematics education.
Prerequisite: MATH 231 Foundations of Mathematical Proof, MATH 212
Discrete Math, or instructor permission. Fulfills quantitative literacy requirement (1998).

MATH 350. Special Topics. 1-8.
MATH 360. Independent Study. 1-8.
MATH 390. Internship. 1-8.
MATH 415. Numerical Analysis. 4.
Techniques, theory, computer programming and application of approximations of zeros of functions, solutions to systems of equations, integrals and ordinary differential equations. Suggested for majors emphasizing applied mathematics or mathematical physics. Prerequisite: MATH 325 Linear Algebra, computer literacy. Recommended: MATH 212 Discrete Math or MATH 231 Foundations of Mathematical Proof. Fulfills quantitative literacy requirement (1998).

MATH 430. Modern Algebra. 4.
Study of algebraic structures such as groups, rings and fields and their morphisms. Suggested for majors emphasizing theoretical mathematics or interested in mathematics education.
Prerequisite: MATH 212 Discrete Math or MATH 231 Foundations of Mathematical Proof. Recommended: MATH 325 Linear Algebra. Fulfills quantitative literacy requirement (1998)..

MATH 435. Real Analysis. 4.
Rigorous study of real functions including topics from limits, sequences, series, differentiation and integration. Suggested for majors emphasizing theoretical mathematics or mathematical physics.
Prerequisite: MATH 222 Calculus II Integral Calculus and one of MATH 212 Discrete Math or MATH 231 Foundations of Mathematical Proof. Fulfills quantitative literacy requirement (1998).

MATH 445. Topology. 4.
Topics in point-set, geometric, general or algebraic topology with content dependent on student and instructor interest. Suggested for majors emphasizing theoretical mathematics.
Prerequisite: MATH 231 Foundations of Mathematical Proof or MATH 212
Discrete Math. Fulfills quantitative literacy requirement (1998).
MATH 450. Special Topics. 1-8.
MATH 460. Independent Study. 1-8.
MATH 470. Senior Thesis. 1-8.
3-week semester.
MATH 475. Seminar in Mathematics. 1-4.
Seminars are provided to allow and encourage students and faculty members to pursue topics of mutual interest beyond the scope of regular classes. Seminars may be arranged as extensions of existing courses, as special topics courses, as undergraduate research projects or as honors projects. Students must prearrange seminars with faculty members on or before the first day of classes; no student may register for a seminar without prior departmental approval. Seminars carry $1-4$ credits and may be repeated for credit with permission of the department. Lower- and upper-level seminars in selected topics.
Prerequisite: permission of the department.
MATH 490. Departmental Honors. 1-8.
3 -week semester.

## Mathematics for the Sciences Minor

Benjamin Marlin, Department of Mathematics
Mathematics is often called the language of the sciences. As such it provides a means by which scientists model that which they observe in the "worlds" they seek to describe and those simulated in their laboratory experiments. A primary means of such modeling is through the use of elementary functions whose analysis is a major focus of calculus.

Mathematics for the sciences is a minor within mathematics itself that provides students with the understanding of and techniques for modeling using the elementary functions and techniques of calculus. The minor is designed primarily for physics and other natural science majors who are interested in modeling or are preparing for graduate study. However, it is appropriate as well for some social science and business and policy study majors, especially those interested in economic systems.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| MATH 224 | Cal III:Multivariable Calculus. | 4 |
| Select three of the following: | 12 |  |
| MATH 220 | Calculus I: Differential Cal. |  |
| MATH 222 | Calculus II: Integral Calculus. |  |
| MATH 310 | Probability and Statistics |  |
| MATH 325 | Linear Algebra |  |
| MATH 475 | Seminar in Mathematics | $\mathbf{1 6}$ |
| Total Credits |  |  |

Total Credits
Total credit hours required for mathematics for the sciences minor is 16 credits

## Mathematics Major

## Bachelor of Science Degree in Mathematics

## Applied Mathematics Track

This track requires a minimum of 36 hours in courses or seminars numbered 200 or above, one course being an approved complimentary out-of-department course, the balance being mathematics courses.

| Code | Title Cred | Credits |
| :---: | :---: | :---: |
| MATH 226 | Calculus IV: Vector Calculus. |  |
| MATH 212 | Discrete Mathematics |  |
| One conceptual mathematics course numbered 300 or above |  | 4 |
| MATH 345 | Modern Geometry |  |
| MATH 430 | Modern Algebra |  |
| MATH 435 | Real Analysis |  |
| MATH 445 | Topology |  |
| MATH 470 | Senior Thesis |  |
| MATH 475 | Seminar in Mathematics |  |
| Three applied mathematics courses numbered 300 or above |  | 12 |
| MATH 302 | Differential Equations |  |
| MATH 310 | Probability and Statistics |  |
| MATH 325 | Linear Algebra |  |
| MATH 415 | Numerical Analysis |  |
| MATH 470 | Senior Thesis |  |
| MATH 475 | Seminar in Mathematics |  |
| One approved out-of-department course emphasizing mathematics ${ }^{1}$ |  | 4 |
| ACCT 301 | Intermediate Accounting I |  |
| CHEM 337 | Elements of Physical Chemistry |  |
| ECON 422 | Inter. Micro. Econ. Theory |  |
| PHIL 292 | Formal Logic |  |
| PHYS 223 | Classical and Modern Physics III |  |

Two other MATH courses numbered above 200 - minimum 8 credit hours
Total Credits

The minor in mathematics for the sciences is not available to mathematics majors.

## Conceptual Mathematics Track

This track requires a minimum of 36 hours in courses or seminars numbered 200 or above, one course being an approved complimentary out-of-department course, the balance being mathematics courses.

| Code | Title | Credits |
| :---: | :---: | :---: |
| MATH 226 | Calculus IV: Vector Calculus. |  |
| MATH 231 | Foundations of Mathematics |  |
| One applied mathematics course numbered 300 or above |  | 4 |
| MATH 302 | Differential Equations |  |
| MATH 310 | Probability and Statistics |  |
| MATH 325 | Linear Algebra |  |
| MATH 415 | Numerical Analysis |  |
| MATH 470 | Senior Thesis |  |
| MATH 475 | Seminar in Mathematics |  |
| Three conceptual mathematics courses numbered 300 or above |  | 12 |
| MATH 345 | Modern Geometry |  |
| MATH 430 | Modern Algebra |  |
| MATH 435 | Real Analysis |  |
| MATH 445 | Topology |  |
| MATH 470 | Senior Thesis |  |
| MATH 475 | Seminar in Mathematics |  |
| One approved out-of-department course emphasizing mathematics ${ }^{2}$ |  |  |
| ACCT 301 | Intermediate Accounting I |  |
| CHEM 337 | Elements of Physical Chemistry |  |
| ECON 422 | Inter. Micro. Econ. Theory |  |
| PHIL 292 | Formal Logic |  |
| PHYS 223 | Classical and Modern Physics III |  |

Two other mathematics courses numbered above 200-minimum 8 credit hours

1
others may be proposed for approval by Department
others may be proposed for approval by Department
Total credit hours required for B.S. degree in mathematics is 36 credits
Many majors emphasize a particular area of mathematics in their coursework. Those emphasizing conceptual mathematics have been notably successful in graduate study at respected universities; majors who wish to prepare for graduate school should take MATH 430 Modern Algebra, MATH 435 Real Analysis and MATH 445 Topology.

Other students emphasize applied mathematics in preparation for advanced study in areas other than mathematics; such majors should include, MATH 310 Probability and Statistics, and an advanced seminar MATH 475 Seminar in Mathematics on an applied topic of interest in their programs.

Students preparing to teach mathematics in secondary schools should take MATH 310 Probability and Statistics, MATH 345 Modern Geometry, and MATH 430 Modern Algebra.

Mathematics majors are frequently double majors. Such majors that allow students to pursue other strong interests in any other discipline and relate them to mathematics are encouraged by the department. The most frequent double major with mathematics is physics; students pursuing
this option should take MATH 302 and an advanced seminar MATH 475 on further topics in mathematical physics.

## Modern Language Studies

Karen Spira, Associate Professor of Spanish, Chair<br>David J. Limburg, Professor of German<br>Hiroko Hirakawa, Professor of Japanese<br>Maria Bobroff, Professor of French (on leave for 2021-22 academic year)<br>Alfonso Abad-Mancheño, Associate Professor of Spanish (on study-leave<br>for 2021-22 academic year)<br>Janet Starmer, Visiting Instructor of French

## Mission Statement

Offering courses in French, German, Japanese and Spanish, the Department of Modern Language Studies is integral to the College's mission to produce creative and critical thinkers with the global perspectives necessary to promote positive change in the world. Our purpose is to graduate students who effectively use the four major skills of listening, speaking, reading and writing in the target language; who demonstrate familiarity with various cultures of the world where the target language is spoken; and who demonstrate the critical thinking, analytical and problem-solving skills necessary to function as global citizens. We likewise provide leadership in the internationalization of the College's curriculum.

## Introduction

The goal of the Department of Modern Language Studies is to impart a sense of global community in all students. More so than ever before, students must be aware of other cultures and their multiple ways of understanding the world. To this end, the Department of Modern Language Studies considers the study of language and culture as integral to the formation of global citizens.

Beginning at the introductory level, our courses stress communication in the target language. Throughout our curriculum, we emphasize culture broadly defined, from the political, social and historical to the artistic and literary. Essential to the modern language curriculum is study abroad, for no classroom can duplicate the experience of living in another land and interacting in another language. The Modern Language Studies Department helps to prepare all students, not just majors and minors, for their study abroad goals. The department's commitment to global understanding is evident in the many clubs, service projects, language tables and film festivals we organize. A modern language major is an excellent choice for any student desiring a career abroad or one that requires interaction with diverse groups of people. Students wishing to pursue careers in health care, human services, business, entertainment, or government, strengthen their portfolio by adding a double major in Modern Language Studies.

## Teaching Licensure

K -12 licensure is offered in French and Spanish.
Students can obtain K-12 licensure in French or Spanish by double majoring in the respective language and education studies. Students pursuing these double majors have the same requirements within the Department of Modern Language Studies as do other majors. The option of doing a senior thesis is not advisable for students receiving $\mathrm{K}-12$ licensure in a modern language.

Note: Students interested in pursuing a teaching career in German may do so by completing the requirements for the German Track at Guilford, a minor in education studies, and then acquiring certification at a graduate institution.

## Language Laboratory

Beginning language students gain additional language practice in the target language during weekly lab meetings. Students of French, German and Spanish use language-learning software; students of Japanese work in small groups with the instructor and several teaching assistants.

## Degrees Offered

The Bachelor of Arts degree is offered in Modern Language Studies with French, German/German Studies, Japanese Studies, and Spanish Tracks.

## Major Requirements

Each track (with the exception of Spanish) requires a minimum of 36 credit hours numbered 102 or above and including at least one 400 -level course. The Spanish Track requires 38 credit hours, including a 2 -credit internship. Prior to the coronavirus pandemic, all majors were expected to study abroad with an appropriate Guilford program for a semester before graduating. While the pandemic persists, students may study abroad but study abroad is not required. The temporary waiver of this requirement does not impact the number of credits needed to complete the major. If a student chooses to study abroad, approval of the department is necessary to participate in a non-Guilford program. Students may do a senior thesis (470) or departmental honors (490) on a topic approved by the department. This will count as one of the required courses, but will not replace the required 400 -level course. Students planning to attend graduate school are urged to choose the senior thesis. Modern Language Studies majors should consider a related field in order to consolidate and complement their major field of study or to enhance career opportunities.

## Course Prerequisites

Language courses require a specific sequencing. The introductory sequence ( 100 level) is a prerequisite for the intermediate level; the intermediate sequence ( 200 level) is a prerequisite for the higher levels.

NOTE: With the exception of MLS 210, courses in English translation cannot count for the French, Spanish or German Tracks

- Modern Language Studies Major. French Track (p. 98)
- Modern Language Studies Major. German/German Studies Tracks (p. 99)
- Modern Language Studies Major. Japanese Studies Track (p. 99)
- Modern Language Studies Major. Spanish Track (p. 100)
- French Language and Society Minor (p. 98)
- German Language and Society Minor (p. 98)
- Japanese Language and Society Minor (p. 100)
- Spanish Language and Society Minor (p. 100)

MLS 210. Interdisciplinary Language Studies. 4.
A variable-topics course taught in English.
MLS 220. Experiential/Immersive Language Studies. 4.
A track-specific course taught in the target language.

## French Courses

FREN 101. Communicating in French I. 4.
Basic building blocks of grammar, emphasis on oral communication and culture. Laboratory Day required. Students may not receive credit for both FREN 101 and FREN 111. Fulfills foreign language requirement (1998). Modern language 101 requirement (2019).

FREN 102. Communicating in French II. 4.
Continuation of French I with more emphasis on grammar and developing reading and writing skills. Emphasis still on oral communication and culture. Laboratory Day required.
Prerequisite: FREN 101 or placement. Spring. Fulfills foreign language requirement (1998). Modern language 102 requirement (2019).

FREN 111. French Around the World, Communication and Cultures. 4. Basic building blocks of grammar, emphasis on oral communication and culture. For CE students only. Students may not receive credit for both FREN 101 and FREN 111.

FREN 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
FREN 203. Intermediate French I. 4.
Introduction of more advanced aspects of French grammar, vocabulary and culture in addition to continued speaking and comprehension, as well as increased emphasis on reading and writing in French.
Prerequisite: FREN 102 orplacement. Fall.
FREN 204. Intermediate French II. 4.
Continuation of more advanced aspects of French grammar, vocabulary, and culture introduced in French 203, with an increased emphasis on reading and writing skills.
Prerequisite: FREN 203 or placement.
FREN 220. Introduction to Literary and Cultural Analysis. 4.
An introduction to important literary and cultural texts and to the tools required to understand and discuss them. This course enables students to engage more sophisticated texts and cultural artifacts from different discourses, periods and cultures, and is the prerequisite of all 300-level courses.
Prerequisite: FREN 204 or placement.
FREN 250. Special Topics. 1-9.
FREN 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
FREN 275. French-Speaking Africa, in English Translation. 4.
Study of significant literatures, cultures and major currents of Frenchspeaking Africa, including the Maghreb and sub-Saharan regions. Prerequisite: Historical Perspectives. Fulfills humanities and intercultural requirements (1998). Art/humanities and sociocultural engagement requirements (2019).

FREN 290. Internship. 1-8.
May also be offered at the 390 level.
FREN 310. Contemporary France. 4.
Study of the institutions and society of France today, with an emphasis on developing the vocabulary and cultural context required to understand them.
Prerequisite: FREN 220.

FREN 311. The Francophone World. 4.
Study of significant literatures, cultures and major currents of the Frenchspeaking world other than those of France, with particular emphasis on Africa and the Caribbean. Course is repeatable with different topics. Prerequisite: FREN 220 or placement. Fulfills humanities and intercultural requirements (1998). Art/humanities and sociocultural engagement requirements (2019).

FREN 315. French and Francophone Cinema. 4.
Study of French and Francophone cinema as well as societal and cultural influences. Specific directors, films and themes will vary. Course is repeatable with different topics.
Prerequisite: FREN 220. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

FREN 350. Special Topics. 9.
FREN 360. Independent Study. 1-8.
FREN 365. Literature and Culture: Period. 4.
Study of French and Francophone culture and society within a defined period of time, e.g., the Renaissance, the Enlightenment, Romanticism, along with the period's defining characteristics and lasting influences. Course is repeatable with different topics.
Prerequisite: FREN 220 and FREN 310, FREN 311 or FREN 315.
FREN 375. Literature and Culture: Theme. 4.
Study of French and Francophone culture and society through the lens of a particular theme. Themes may be universal in nature (love, death, the nation, the Other) or more specific (the City of Paris, Revolutionary writings, the Dreyfus affair). Course is repeatable with different topics. Prerequisite: FREN 220 and FREN 310, FREN 311 or FREN 315.

FREN 385. Literature and Culture: Genre. 4.
Study of French and Francophone culture and society through a particular literary genre, e.g. the novel, theatre, poetry. Consideration will be given to how historical periods have given rise to certain literary genres and how genres have influenced literary and cultural movements. Course is repeatable with different topics.
Prerequisite: FREN 220 and FREN 310, FREN 311 or FREN 315.
FREN 390. Internship. 1-8.
FREN 400. Senior Seminar. 4.
Topic of this capstone for majors will vary, but will focus on important questions in French and Francophone studies. Students will explore more advanced approaches to culture and literature and conduct research on a final paper. Required of majors.
Prerequisite: FREN 220, a 300-level course and Historical Perspectives. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

FREN 450. Special Topics. 1-8.
FREN 460. Independent Study. 1-8.
FREN 470. Senior Thesis. 1-8.
4.

FREN 490. Departmental Honors. 1-8.

## German Courses

GERM 101. Communicating in German I. 4.
Basic building blocks of grammar, emphasis on oral communication and culture. Laboratory Day required. Fall, also taught in Munich. Fulfills foreign language requirement (1998). Modern language 101 requirement (2019).

GERM 102. Communicating in German II. 4.
Continuation of German I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Laboratory Day required.
Prerequisite: GERM 101 or placement. Fulfills foreign language requirement (1998). Modern language 102 requirement (2019).

GERM 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.

## GERM 201. Intermediate German. 4.

Review of basic structures and introduction of more advanced aspects of grammar and vocabulary. Increased emphasis on conversation, reading and writing skills.
Prerequisite: GERM 102 or placement. Fall, also taught in Munich.

## GERM 202. Intermediate German II. 4.

Continuation of German 201. Increased emphasis on discussion skills. Students read and discuss two youth novels.
Prerequisite: GERM 201 or placement. Spring.
GERM 250. Special Topics. 4.
GERM 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
GERM 290. Internship. 1-8.
May also be offered at the 390 level.
GERM 310. Contemporary German Culture. 4.
Analysis and discussion of literary and cultural texts and films from 1945 to the present. Further development of writing skills.
Prerequisite: GERM 202 or placement. Fall, every third year.
GERM 311. German Youth Culture. 4.
Analysis and discussion of youth literature, as well as journalism and film aimed at German youth.
Prerequisite: GERM 202 or placement. Fall, every third year. Fulfills
humanities requirement (1998). Arts/ humanities requirement (2019).
GERM 312. German Composition. 4.
Advanced grammar work and writing practice, with increased attention to complexity and style.
Prerequisite: GERM 202 or placement. Fall, taught in Munich.
GERM 320. Culture and Society: The Weimar Republic. 4.
Analysis and discussion of German films and literature of the Weimar Republic, as well as short texts of cultural, political and historical relevance.
Prerequisite: GERM 202 or placement. Fall, every third year. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

GERM 350. Special Topics. 1-8.
GERM 360. Independent Study. 1-8.
GERM 390. Internship. 1-8.

GERM 400. Seminar. 4.
Students will explore more advanced approaches to culture and literature and conduct research on a final paper. The seminar will focus on pre-19th century, 19th century, and 20th century/contemporary material in a threeyear sequence. Required of majors.
Prerequisite: GERM 300 level or placement and Historical Perspectives.
Spring; repeatable. Fulfills humanities requirement (1998). Arts/
humanities requirement (2019).
GERM 450. Special Topics. 1-8.
GERM 460. Independent Study. 1-8.
GERM 470. Senior Thesis. 1-8.
4.

GERM 490. Departmental Honors. 1-8.

## Japanese Courses

JAPN 101. Communicating in Japanese I. 4.
Basic building blocks of grammar, emphasis on oral communication and culture. Laboratory Day required. Fulfills foreign language requirement (1998). Modern language 101 requirement (2019).

## JAPN 102. Communicating in Japanese II. 4.

Continuation of Japanese I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Laboratory Day required.
Prerequiste: JAPN 101 (https://catalog.guilford.edu/search/?P=JAPN $\% 20101$ ) or placement. Fulfills foreign language requirement (1998). Modern language 102 requirement (2019).
JAPN 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
JAPN 201. Intermediate Japanese I. 4.
Advanced grammar study, conversation practice and increased emphasis on reading and writing.
Prerequiste: JAPN 102 (https://catalog.guilford.edu/search/?P=JAPN \%20102) or instructor permission.

## JAPN 202. Intermediate Japanese II. 4.

Continuation of JAPN 201 (https://catalog.guilford.edu/search/?P=JAPN \%20201).
Prerequiste: JAPN 201 (https://catalog.guilford.edu/search/?P=JAPN \%20201).

## JAPN 220. Women in Modern Japan. 4.

Examines the lives of Japanese women within the contexts of such social institutions as education, marriage, family, work and mass media. Taught in English. Fulfills humanities and intercultural requirements (1998). Arts/ humanities and sociocultural engagement requirements (2019).
JAPN 221. Contemporary Japanese Society. 4.
Interdisciplinary course examines popular American attitudes toward Japan and social construction of national identity in contemporary Japan (as well as challenges to this identity). Studies social conditions, popular culture and racial and ethnic minorities in Japan. Taught in English.
Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).
JAPN 250. Special Topics. 1-8.
JAPN 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.

## JAPN 290. Internship. 1-8.

May also be offered at the 390 level.

JAPN 301. Early-Advanced Japanese. 4.
Solidifies the foundations of grammar, vocabulary and kanji that were built at the intermediate level, and helps students read and communicate more in detail and at greater lengths about various topics.
Prerequiste: JAPN 202 (https://catalog.guilford.edu/search/?P=JAPN \%20202).
JAPN 310. Media, Gender and Nation in Japan. 4.
Examines the roles of mass media in the construction of gendered national identity in Japan. Taught in English. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).
JAPN 350. Special Topics. 1-12.
JAPN 360. Independent Study. 1-8.
JAPN 390. Internship. 1-8.
JAPN 400. Senior Seminar. 4.
Topic of this capstone for Japanese Studies track will vary, but will focus on important questions in Japanese studies. Students will explore more advanced approaches to culture and literature and conduct research on a final paper.
Prerequiste: JAPN 301 (https://catalog.guilford.edu/search/?P=JAPN \%20301) and Historical Perspectives.

JAPN 450. Special Topics. 1-16.
JAPN 460. Independent Study. 1-8.
JAPN 470. Senior Thesis. 1-8.
JAPN 490. Internship. 1-8.

## Spanish Courses

SPAN 101. Communicating in Spanish I. 4.
Basic building blocks of grammar, emphasis on oral communication and culture. Laboratory Day required. Students may not receive credit for both SPAN 101 and SPAN 111. Fulfills foreign language requirement (1998). Modern language 101 requirement (2019).
SPAN 102. Communicating in Spanish II. 4.
Continuation of Spanish I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Laboratory Day required.
Prerequisite: SPAN 101 or placement. Students may not receive credit for both SPAN 102 and SPAN 112. Fulfills foreign language requirement (1998). Modern language 102 requirement (2019).

SPAN 111. Communicating in Spanish for Business I. 4.
Basic building blocks of grammar, emphasis on oral communication and culture. Special emphasis on vocabulary for the workplace. For CE students only. Fulfills foreign language requirement. Students may not receive credit for both SPAN 101 and SPAN 111.
SPAN 112. Communicating in Spanish for Business II. 4.
Continuation of SPAN 111. Basic building blocks of grammar, emphasis on oral communication and culture, particularly as they relate to the workplace in various settings such as business, health, travel and social services. For CE students only. Students may not receive credit for both SPAN 102 and SPAN 112.
Prerequisite: SPAN 111 or SPAN 101. Fulfills modern language requirement.

SPAN 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.

SPAN 201. Intermediate Spanish. 4.
Introduction of more advanced aspects of Spanish grammar and vocabulary in addition to continued speaking and comprehension, increased emphasis on reading and writing in Spanish using cultureoriented material. Students cannot receive credit for both SPAN 201 and SPAN 211.
Prerequisite: SPAN 102 or placement.

## SPAN 202. Intermediate Conversation and Composition. 4.

Thorough review of Spanish grammar as needed, intensive work on oral and written expression on a variety of topics and exposure to a wide range of cultural "texts" (from traditional literature to more recent media). Students cannot receive credit for both SPAN 202 and SPAN 212. Prerequisite: SPAN 201 or instructor permission.

SPAN 211. Intermediate Spanish for Business I. 4.
SPAN 211 parallels SPAN 201 (Intermediate Spanish) in its emphasis on learning and practicing more advanced elements of Spanish grammar, developing vocabulary as well as improving speaking and comprehension skills using culture-oriented materials related to the workplace and stressing practices in the Hispanic business world. Students may not receive credit for both SPAN 201 and SPAN 211.
Prerequisite: SPAN 102 or SPAN 112 or placement.
SPAN 212. Intermediate Spanish for Business II. 4.
Again, paralleling SPAN 202 (Intermediate Spanish Conversation/ Composition) this course will review aspects of grammar learned in previous Spanish courses to help students attain greater proficiency in the use of Spanish structures. Class sessions will emphasize oral and speaking skills using a wide range of cultural texts related to the workplace. Class is conducted in Spanish. Students may not receive credit for both SPAN 202 and SPAN 212.
Prerequisite: SPAN 211 or placement or instructor permission.
SPAN 221. Advanced Spanish for Business. 4.
In this course students will strengthen their communicative skills in Spanish for professions with an emphasis on business and increase their knowledge of the cultures of Spanish-speaking peoples. Class is conducted in Spanish.
Prerequisite: SPAN 212.
SPAN 250. Special Topics. 1-9.
SPAN 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
SPAN 290. Internship. 1-8.
May also be offered at the 390 level.

## SPAN 301. Advanced Grammar and Phonetics. 4.

In this theoretical and practical course students explore Spanish sounds and practice their pronunciation. They will learn phonetic transcriptions. The class also expands on the history of the Spanish language, which prepares students to take more advanced classes in Spanish literature and linguistics (300-level literature courses and 400-capstone). Students will analyze and compare literary texts from a linguistic point of view and link the evolution of the language to historical events important on both sides of the Atlantic. There is also an advanced grammar component and a service learning project. Course must be taken at Guilford College. Prerequisite: SPAN 202.

SPAN 310. Contemporary Latin America. 4.
Through multiple perspectives (economic, historical, political, social and religious), students will explore different themes relating to situations in contemporary Spanish America, utilizing art, literary texts and public speeches to illustrate these themes and to form connections between the various countries.
Prerequisite: SPAN 221 or SPAN 301. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019). Alternate years.

SPAN 311. Contemporary Spain. 4.
This course will study the dramatic changes that have occurred in Spain since the death of Francisco Franco in 1975: the development of a democratic government, the social and economic challenges faced in Spain's attempt to become one of the important players in the European Union and the positive and negative effects resulting from such a position.
Prerequisite: SPAN 301 or instructor permission. Alternate years.

## SPAN 320. Culture and Society: Mexico, Central America and

 Caribbean. 4.Examination of the literature and culture against a historical background from the colonial period, with an emphasis on the 20th century.
Prerequisite: SPAN 221 or SPAN 301 . Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

SPAN 321. Culture and Society: Golden Age of Spain. 4.
Examination of the culture, literature and historical contexts of the 16th and 17th centuries in Spain.
Prerequisite: SPAN 221 or SPAN 301. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

SPAN 322. Culture and Society: South America. 4.
Examination of the literature and culture against a historical background from the colonial period, with an emphasis on the 20th century. Prerequisite: SPAN 301 or instructor permission. Alternate years. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

SPAN 323. Culture and Society: Beginnings of a Nation (The Integration of Three Cultures). 4.
Examination of the culture, literature and historical contexts of Medieval Spain with an emphasis on the contributions of Jews, Christians and Moslems.
Prerequisite: SPAN 221 or SPAN 301. Fulfills humanities requirement (1998). Sociocultural engagement requirement (2019).

SPAN 340. Film, Life and Literature of Latin America. 4.
A view of Latin American culture, society and contemporary issues through film and literature. At times taught in English for IDS 400 credit. For Spanish credit, class meets one extra time and all work is done in Spanish.
Prerequisite: SPAN 301 and another SPAN 300-level course.

## SPAN 342. Latino Culture in the United States. 4.

A study of the different Hispanic cultures in the U.S. through literature, essays and film with special emphasis on the image of self as "other," exile, biculturalism, bilingualism and the fusion of cultures. Taught in English for IDS 400 credit. For Spanish credit, class meets one extra time and all work is done in Spanish. Fulfills humanities requirement (1998). Sociocultural engagement requirement (2019).
SPAN 350. Special Topics. 1-9.
SPAN 360. Independent Study. 8.

SPAN 390. Internship. 1-8.
SPAN 402. Senior Seminar: Latin America. 4.
Students will explore more advanced approaches to culture and literature and conduct research on a final paper. Possible topics: Indigeneity and Representation, The Latin American Novel.
Prerequisite: SPAN 301 and another SPAN 300-level course and Historical Perspectives. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

SPAN 403. Senior Seminar. Spain. 4.
Students will explore more advanced approaches to culture and literature and conduct research on a final paper. Possible topics: Social and Cultural Impact of the Spanish Civil War, Women in Spanish Literature and Film.
Prerequisite: SPAN 301 and a second 300-level course and Historical Perspectives. Fulfills humanities requirement (1998). Sociocultural engagement requirement (2019).

SPAN 450. Special Topics. 1-8.
SPAN 460. Independent Study. 1-8.
SPAN 470. Senior Thesis. 1-8.
4.

SPAN 490. Departmental Honors. 1-8.

## French Language and Society Minor

This minor provides access to French and Francophone cultures as well as insights into our own. The program focuses on language- learning as a living, functioning and fun activity, and combines the development of language skills with the discovery of new ways to see and think about different cultures. It fosters international understanding and provides knowledge and skills that are increasingly essential in our evolving global society.

The minor in French language and society is not available to French majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses) at the 200 level or above, all taught in French.

| Code | Title | Credits |
| :--- | :--- | ---: |
| FREN 220 | Introduction to Literary and Cultural Analysis | 4 |
| Select one of the following: | 4 |  |
| FREN 310 | Contemporary France |  |
| FREN 311 | The Francophone World |  |
| FREN 315 | French and Francophone Cinema |  |
| Any FREN course at the 200 level or above taught in French in a |  |  |
| French-speaking country |  |  |
| Two FREN courses at the 200 level or above ${ }^{1}$ | 8 |  |
| Total Credits | $\mathbf{1 6}$ |  |

[^1]Total credit hours required for French language and society minor is 16 credits

## Modern Language Studies Major: French Track

Code Title Credits

1-4. Four French courses, chosen from the following or their equivalencies with the permission of the track coordinator.

| 16 Credits Total |  | 16 |
| :---: | :---: | :---: |
| FREN 102 | Communicating in French II |  |
| FREN 203 | Intermediate French I |  |
| FREN 204 | Intermediate French II |  |
| FREN 310 | Contemporary France |  |
| FREN 311 | The Francophone World |  |
| FREN 315 | French and Francophone Cinema |  |
| FREN 365 | Literature and Culture: Period |  |
| FREN 375 | Literature and Culture: Theme |  |
| FREN 385 | Literature and Culture: Genre |  |
| FREN 260, FR FREN 490 wit | N 290, FREN 360, FREN 390, FREN 460, FREN 470, departmental permission |  |
| 5. FREN 220 Intr | duction to Literary and Cultural Analysis | 4 |
| 6. Select Any FR | N 300-level course | 4 |
| FREN 360 or | REN 390 with departmental permission |  |
| 7. FREN 400 Sen | or Seminar | 4 |
| 8. MLS 210 Inter | isciplinary Lang. Studies | 4 |
| 9. MLS $220 \mathrm{Exp} /$ | mmersive Lang. Studies | 4 |
| Total Credits |  | 36 |

Note: French track majors must study abroad in an approved Francophone country. Courses taken abroad can count toward the minimum 36 credits. The department recommends that French majors take at least one course on Francophone Africa or the Caribbean.

Total credits required for A.B. degree in Modern Language Studies with French Track is 36 credits, although most students will earn more in the completion of the major.

## German Language and Society Minor

David J. Limburg, Department of Modern Language Studies
This minor provides access to German culture as well as insights into our own culture. The program focuses on language- learning as a living, functioning and fun activity, and combines the development of language skills with the discovery of new ways to see and think about different cultures. It fosters international understanding and provides knowledge and skills that are becoming increasingly essential in our evolving global society.

The minor in German language and society is not available to German majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses) at the 200 level or above, all taught in German.

| Code | Title | Credits |
| :--- | :--- | ---: |
| GERM 202 | Intermediate German II | 4 |
| Select one of the following: | 4 |  |


| GERM 310 | Contemporary German Culture |
| :---: | :---: |
| GERM 311 | German Youth Culture |
| GERM 320 | Culture and Society: The Weimar Republic |
| Any GERM course at the 200 level or above taught in German in a German-speaking country |  |
| Two GERM courses at the 200 level or above ${ }^{1}$ |  |
| Total Credits 16 |  |
| 1 GERM 260 Independent Study, GERM 290 Internship, GERM 360 Independent Study, GERM 390 Internship, GERM 460 Independent Study, GERM 470 Senior Thesis, GERM 490 Departmental Honors with departmental permission. |  |
| Total credit hou credits | required for German language and society minor is 16 |

## Modern Language Studies Major: German/German Studies Tracks

## German Track

| Code | Title | Credits |
| :---: | :---: | :---: |
| 1-4. Four German courses chosen from the following or their equivalents with the permission of the track coordinator |  |  |
| 16 Credits Total |  | 16 |
| GERM 102 | Communicating in German II |  |
| GERM 201 | Intermediate German |  |
| GERM 310 | Contemporary German Culture |  |
| GERM 311 | German Youth Culture |  |
| GERM 312 | German Composition |  |
| GERM 320 | Culture and Society: The Weimar Republic |  |
| GERM 400 | Seminar |  |
| GERM 260, GERM 290, GERM 360, GERM 390, GERM 460, GERM 470, GERM 490 with departmental permission |  |  |
| 5. GERM 202 Int | rmediate German II | 4 |
| 6. Select any GE | M 300-level course | 4 |
| GERM 360 or 390 with departmental permission |  |  |
| 7. Any GERM 40 | -level course | 4 |
| GERM 460 with departmental permission |  |  |
| 8. MLS 210 Inte | disciplinary Lang. Studies | 4 |
| 9. MLS 220 Exp/ | mmersive Lang. Studies | 4 |
| Total Credits |  | 36 |

Note: German track majors must study abroad in an approved Germanophone country. Courses taken abroad can count toward the minimum 36 credits.

Total credits required for A.B. degree in Modern Language Studies with German Track is 36 credits, although most students will earn more in the completion of the major.

## German Studies Track

Code Title Credits

## 1-3. Three German courses, chosen from the following or their

 equivalents with the permission of the track coordinator| GERM 102 | Communicating in German II |
| :--- | :--- |
| GERM 201 | Intermediate German |
| GERM 310 | Contemporary German Culture |

Intermediate German
GERM 310
Contemporary German Culture
GERM 311 German Youth CultureGERM 312 German CompositionGERM 320 Culture and Society: The Weimar Republic
GERM 400 Seminar
GERM 260, GERM 290, GERM 360, GERM 390, GERM 460,
GERM 470, GERM 490 with departmental permission
4. GERM 202 Intermediate German II ..... 4
Any GERM 400-level course ..... 4
GERM 460 with departmental permission
6-7. Two courses in Guilford's Munich semester program, taught in ..... 8
English
8. MLS 210 Interdisciplinary Lang. Studies ..... 4
9. MLS 220 Exp/Immersive Lang. Studies ..... 4
Total Credits ..... 36

Note: German studies track majors must participate in Guilford's Munich semester abroad program. Students can count up to two courses taught in English toward this track.

Total credits required for A.B. degree in Modern Language Studies with German Studies Track is 36 credits, although most students will earn more in the completion of the major.

## Modern Language Studies Major: Japanese Studies Track



NOTE: Japanese studies track majors must participate in Guilford's Kansai Gaidai or ICU abroad program or its equivalent.

Total credits required for A.B. degree in Modern Language Studies with Japanese Studies Track is 36 credits, although most students will earn more in the completion of the major.

# Japanese Language and Society Minor 

Hiroko Hirakawa, Department of Modern Language Studies
This minor provides access to Japanese culture as well as insights into our own culture. The program focuses on language learning as a living, functioning and fun activity, and combines the development of language skills with the discovery of new ways to see and think about different cultures. It fosters international understanding and provides knowledge and skills that are becoming increasingly essential in our evolving global society.

## Minor Requirements

The minor requires a minimum of 20 credit hours (five courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| JAPN 101 | Communicating in Japanese I | 4 |
| JAPN 102 | Communicating in Japanese II | 4 |
| JAPN 201 | Intermediate Japanese I | 4 |
| JAPN 202 | Intermediate Japanese II | 4 |
| Select one of the following: | 4 |  |


| HIST 285 | Samurai in Word and Image |  |
| :---: | :--- | :--- |
| HIST 286 | Japan: Road to War |  |
| JAPN 220 | Women in Modern Japan |  |
| JAPN 221 | Contemporary Japanese Society | $\mathbf{2 0}$ |

Total credit hours required for Japanese language and society minor is 20 credits

# Spanish Language and Society Minor 

Karen Spira, Department of Modern Language Studies
This minor provides access to Spanish-speaking cultures as well as insights into our own culture. The program focuses on language-learning as a living, communicative activity and combines the development of language skills with the discovery of new ways to see and think about different cultures. It fosters intercultural competence and provides knowledge and skills that are becoming increasingly essential in our evolving global society.

The minor in Spanish language and society is not available to Spanish majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).
Code Title Credits

1. SPAN 301 Advanced Grammar and Phonetics 4
2. One course higher than SPAN 301, focused on Spanish or Latin

American literature, film or culture
3-4. Two courses at the 200 level or above and, only with dept.
permission, can SPAN 260, 290, 360, 390, 460, 470, 490 count.

## Total Credits

Total credit hours required for Spanish language and society minor is 16 credits

## Modern Language Studies Major: Spanish Track



## Total = Minimum of 38 credits

Note: While Spanish-track majors have historically been required to study abroad in an approved Hispanophone country, we are temporarily waiving this requirement because of the coronavirus pandemic. However, students may study abroad if they wish. If students choose not to study abroad, they still need to complete the minimum 38 credits required for the major. Courses taken abroad can count toward these credits. Students must complete their internship requirement after studying abroad. If students do not study abroad due to the pandemic, they should complete their internship requirement during their senior year.

Total credits required for A.B. degree in Modern Language Studies with Spanish Track is 38 credits, although most students will earn more in the completion of the major.

## Music (MUS)

Drew Hays, Associate Professor, Chair
Wendy Looker, Professor
Kami Rowan, Professor
The Department of Music engages students in a variety of artistic, creative, intellectual and cultural endeavors. Students benefit from a strong, interdisciplinary liberal arts base, small classes that stimulate active learning, group participation, and service to the greater community. Seminar-style settings take the place of formal lectures; strong studio teaching, repertory classes, ensemble performances, recitals, opera scenes, master classes and competitions prepare students for the application of their discipline.

A variety of academic and performance-based courses inspires and challenges the music student. The department provides numerous opportunities for both solo and ensemble performance through concerts, weekly repertoire classes, Midday Musicales and junior and senior recitals. Private lessons, class piano, class voice, ensembles and general music classes are open to all Guilford students. Students have opportunities to be a part of the following groups on campus: College Choir, Lumina Treble Ensemble, Jazz

Ensembles and combos, Guitar Ensemble, String Ensemble, African Drumming Class and Musical Theatre/Opera Workshop. Guilford's ability to service a variety of musical interests is evidenced through the successes of our alumni. Students with music degrees from Guilford have pursued graduate studies at competitive graduate programs at major institutions such as the Peabody Conservatory, Eastman School of Music, San Francisco Conservatory, the College Conservatory of Music at Cincinnati, Florida State, Westminster Choir College, University of Southern California, Shenandoah Conservatory and UNC-Chapel Hill. Some graduates make a living as working musicians; others have entered the teaching field. Still others have pursued experiences with programs such as Teach for America and AmeriCorps.

## The College Choir

The College Choir presents several major performances throughout the year focusing on both old and new gems of the choral repertoire. An ensemble of approximately 40 singers, the College Choir occasionally collaborates with the Greensboro Choral Society and the Greensboro Symphony Orchestra to perform large works such as "Carmina Burana." Music department ensembles have traveled to Ireland, Prague, Vienna and Salzburg, as well as Washington, Charleston, Atlanta, Philadelphia and New York. Scholarship funding is available to singers who are elected to the Choir Council.

## The Jazz Combos

The Jazz Combos provide musicians the opportunity to rehearse and perform within a small combo setting. Students study and learn the techniques of improvisation as well as the style and tradition of the jazz idiom. The ensembles perform on campus and in the greater Greensboro area throughout the academic year, and have toured throughout North Carolina, Virginia, Maryland, Pennsylvania, Delaware, and New York.

## The Jazz Ensemble

The Jazz Ensemble performs traditional big band repertoire from composers such as Duke Ellington, Count Basie, Charles Mingus and Mary Lou Williams, as well as brand new works and arrangements. The Jazz Ensemble performs on campus numerous times each semester.

## The Guilford College Guitar Ensemble

The Guilford College Guitar Ensemble is a performing group open to all classical guitarists. The ensemble's repertoire spans all musical periods and includes a variety of musical genres. The Guitar Ensemble often tours with the College Choir and performs on campus for special events and locally with other community and college ensembles, schools and organizations. In the past, the Guitar Ensemble has participated in the Mid-Atlantic (Virginia) and Mid-America (Illinois) Ensemble Festivals, as well as sharing concerts with other colleges and competitions.

## Degrees Offered

The Bachelor of Arts and Bachelor of Music Degrees are offered in music. Music degrees include tracks for voice, piano, guitar, strings, woodwind/brass, and recording/production.

## Scholarships

Several scholarships are available through the Department of Music including the Edward Lowe Scholarship, Laura Kelley Dobbins Scholarship and Mary Ellen Cathey Scholarship.

## Auditions

Students wishing to declare a major in music must audition to qualify. They should contact the department chair for information regarding specific repertoire requirements and to schedule an audition. Provisional acceptance can be granted to students who submit video files via email.

## The major requires a minimum of 43 credit hours.

- Music Major (p. 105)
- Music Minor (p. 106)


## MUS 100. Accompanying Lab. 0.

Accompanying lab is required of all students majoring in vocal studies and is optional for upper level instrumental music majors upon recommendation by the private instructor. The course provides the student with regular time throughout the semester to work with a pianist, resulting in more thorough preparation throughout the semester for performances.

## MUS 101. Music Theory I. 4.

This course in basic musicianship examines the materials and structures of diatonic music: time, melody, harmony and form. Students must be able to read music; diatonic ear training and sight singing are required components of the class. Requires enrollment in co-requisite MUS 101 Aural Skills Lab I. Fulfills arts requirement (1998). Arts/humanities and numeric/symbolic engagement requirements (2019).
MUS 102. Music Theory II. 4.
A continuation of MUS 101 in which resources of the tonal system are analyzed with emphasis on seventh chords, both diatonic and chromatic. Traditional part writing is stressed; some chromaticism is introduced in ear training and sight-singing.
Prerequisite: MUS 101 or instructor permission. Requires enrollment in co-requisite MUS 102 Aural Skills Lab II.

MUS 103. Diction I. 1.
This course includes the study of articulation, phonetics, the International Phonetics Alphabet (IPA) and the application of IPA to Italian, Latin and English song texts. It is required for music majors in voice track and recommended for students enrolled in MUS 120, MUS 132 and/or MUS 272.

MUS 104. Diction II. 1.
This course continues the study begun in MUS 103 and includes the application of IPA to German and French song texts. It is required for music majors in voice track and recommended for students enrolled in MUS 120, MUS 132 and/or MUS 272.
Prerequisite: MUS 103 or permission of the instructor.
MUS 110. Jazz Appreciation. 4.
Explores the many facets of jazz as a musical art form with regards to ethnicity, cultural, historical and musical evolution. Live performances in and out of the classroom enhance the experience. Fulfills arts and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

MUS 111. Music Appreciation. 4.
Introductory course designed to train students in perceptive, critical listening. Selected representative works from plainsong through contemporary music. Fulfills arts requirement (1998). Arts/humanities requirement (2019)

## MUS 120. Guilford College Choir. 1.

The Guilford College Choir is designed to further the vocal abilities of each individual student while working together toward the common goal of a healthy ensemble sound. In addition to basic instruction in the technique of choral singing, the rudiments of reading choral music and the rules for singing in English and a variety of other languages will be addressed throughout the rehearsal process. The style of music we sing varies from concert to concert. Your musicianship, an open mind and a positive attitude will foster a strong sense of community within the choir that will facilitate our service to the College and beyond through the offering of artistically communicative performances.
Prerequisite: students must be able to match pitch.
MUS 121. String Ensemble. 1.
This course is designed for string instruments to experience playing together while studying rehearsal techniques and learning standard repertoire. This course will culminate in a performance experience each semester.

MUS 122. Guitar Ensemble. 1.
The Guilford College Guitar Ensemble is a dynamic group that performs on and off campus. Weekly rehearsals include work on ensemble techniques, and a wide variety of literature ranging from renaissance to 20th century. Students involved build a strong sense of community with fellow ensemble members. Guitar Ensemble is open to music majors, students minoring in music or through an audition.

## MUS 123. Jazz Combo. 1.

Allows the young jazz musician to rehearse and perform within a small combo. Techniques for improvising are explored as well as the role of each instrument in the jazz tradition. Students are expected to read music and develop their soloing skills through practice.

MUS 124. Jazz Ensemble. 1.
Provides musicians the opportunity to rehearse and perform within a large jazz ensemble setting. Students are expected to read music, perform within their section, and develop their soloing skills through practice. Music selections studied and performed will include jazz standards as well as new arrangements and compositions. Techniques for improvising will also be explored as well as the role of each instrument in the jazz tradition.
MUS 127. Concert Band. 1.
Weekly rehearsals of standard concert band literature with the Greensboro Concert Band in the Cultural Arts Centre (transportation required, carpooling is often available). Most performances take place in Dana Auditorium on the Guilford campus. CR/NC.

MUS 129. Orchestra. 1.
Weekly rehearsals of standard orchestral literature with the Philharmonia of Greensboro in the Cultural Arts Centre (transportation required, carpooling is often available). Most performances take place in Dana Auditorium on the Guilford campus. CR/NC

## MUS 130. Beginning Guitar.Hum \& Strum. 1.

Designed for the beginning player who wishes to learn basic song accompaniment. Students will build a strong foundation of chordal knowledge, finger-picking patterns, right-hand technique and a general understanding of the fretboard in the first position. Students do not need to know how to read music; however, they must own their own instrument.

MUS 131. Interm Guitar.Picks \& Tabs. 1.
For guitarists who play either electric or acoustic guitar and are familiar with picks and tablature notation. The class will learn pieces in the following styles: folk, country, rock and jazz. A prerequisite semester of private or class instruction is recommended and a working knowledge of chords is most helpful.
MUS 132. Voice Class. 1.
This class is a prerequisite for MUS 272. Students learn healthy effective technique for solo singing in a supportive group environment.
MUS 134. African Drumming. 1.
Learn techniques and patterns commonly employed in traditional West African cultures. The primary focus is on the djembe, but other drums are employed as well. No musical background is required. The music department has a limited number of instruments for student use.

MUS 135. Lumina Treble Ensemble. 1.
An ensemble of treble voices, LUMINA is open to students, faculty, staff and alumni who appreciate the sense of community fostered by the choral arts. LUMINA seeks to explore the extensive body of literature written for treble voices and to shed light on the depth of beauty of this repertoire. We celebrate and elevate music composed by women, about women and for women's voices as we serve the college and the greater community through the offering of artistically communicative performances.
Prerequisite: Singers are expected to be able to match pitch and sing in tune.

## MUS 141. Class Piano I. 1.

This course in group piano instruction is the first in a four-semester series of performance studies courses required for beginning piano students. Successful completion of the four-semester series, or permission of the instructor, is a prerequisite for MUS 270 . Students should expect to spend approximately three hours per week of individual effort in preparation for this class.

MUS 142. Class Piano II. 1.
This course in group piano instruction is the second in a four-semester series of performance studies courses required for beginning piano students. Successful completion of the four-semester series, or permission of the instructor, is a prerequisite for MUS 270 . Students should expect to spend approximately three hours per week of individual effort in preparation for this class.
Prerequisite: MUS 141 or instructor permission.
MUS 143. Class Piano III. 1.
This course in group piano instruction is the third in a four-semester series of performance studies courses required for beginning piano students. Successful completion of the four-semester series, or permission of the instructor, is a prerequisite for MUS 270. Students should expect to spend approximately three hours per week of individual effort in preparation for this class.
Prerequisite: MUS 142 or instructor permission.
MUS 144. Class Piano IV. 1.
This course in group piano instruction is the fourth in a four-semester series of performance studies courses required for beginning piano students. Successful completion of the four-semester series, or permission of the instructor, is a prerequisite for MUS 270 . Students should expect to spend approximately three hours per week of individual effort in preparation for this class.
MUS 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
MUS 153. Roots Music in the U.S: Blues, R\&B, Soul, \& Rock and Roll. 4. Covers the growth and evolution of roots music in America, including blues, rhythm \& blues, gospel, soul and country music, and culminating in the birth of rock \& roll. Students will learn about these enduring styles, the key artists that defined them, and the social contexts that engendered them. Fulfills arts and diversity in the U.S. requirements (1998). Arts/ humanities and sociocultural engagement requirements (2019)..
MUS 154. Popular Music, 1963-2000: From the Beatles to Hip-Hop. 4. Covers the modern era in popular music, extending from the British Invasion and Motown Soul movements of the 1960's through the rise of hip-hop, indie rock and other contemporary styles. Students will learn to understand, appreciate and critique a variety of popular artists and genres. Fulfills arts and diversity in the U.S. requirements (1998). Arts/ humanities and sociocultural engagement requirements (2019).
MUS 201. Music Theory III. 4.
Beginning with the chromatic material that ended MUS 102, this course studies historic developments that led to post-romanticism and beyond. An overview of 20th century compositional practices including impressionism, atonality and serialism is presented. Ear training and sight singing are involved with modulation and chromaticism. Prerequisite: MUS 102 or instructor permission.

MUS 205. Guitar Pedagogy and Literature. 4.
Examines two important facets of the classical guitar. The first half of the semester explores the history of the classical guitar, its players and music. The second half deals with teaching the guitar. Students will observe lessons, compare and analyze methodologies and gain handson teaching experience. This class is intended for the guitar major or concentrator, but no prerequisite is required.

MUS 250. Special Topics. 8.
MUS 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.

MUS 265. Music Recording and Producation. 2.
This course is intended for Music Majors and Non-Music Majors who are interested in learning about and understanding modern music technology and gaining facility in audio recording skills. The curriculum is specific to each student and will be based on the student's current level and goals. Lessons will be based around fundamental skills of computer/ software fluency, knowledge of microphone function and design, correct positioning of microphones, studio etiquette, and audio editing and mixing. The student will develop the necessary skills to run recording sessions and produce studio quality audio recordings.

MUS 270. Performance Studies in Piano. 2.
Private instruction in foundations of piano technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the piano studio and other majors.

MUS 271. Performance Studies in Jazz Piano. 2.
Private instruction in foundations of jazz piano technique, musicality and literature. Focus on improvisational skills and chart-reading. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the piano studio and other majors.

MUS 272. Performance Studies in Voice. 2.
Private instruction in foundations of vocal technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits).
Prerequisite: MUS 132 or instructor permission. 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the voice studio and other majors.

## MUS 273. Performance Studies in Guitar. 2.

Private instruction in foundations of guitar technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the guitar studio and other majors.

MUS 274. Performance Studies in Saxophone. 2.
Private instruction in foundations of saxophone technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the saxophone studio and other majors.

## MUS 275. Performance Studies in Brass. 2.

Private instruction in foundations of brass instrument (trumpet, horn, trombone, tuba) techniques, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the brass studio and other majors.

## MUS 276. Performance Studies in Winds. 2.

Private instruction in foundations of wind instrument (oboe, flute, clarinet, bassoon) techniques, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the woodwind studio and other majors.

MUS 277. Performance Studies in Bass Guitar. 2.
Private instruction in foundations of electric bass technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the bass studio and other majors.
MUS 278. Performance Studies in Percussion. 2.
Private instruction in foundations of percussion technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the percussion studio and other majors.
MUS 279. Composition. 2.
This course is designed to instruct students in the craft of classical music composition including: basic compositional techniques, theoretical concepts and study of the foundational tools of composing. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour (2 credits).
MUS 280. Performance Studies in Violin. 2.
Private instruction in foundations of violin technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the violin studio and other majors.

MUS 281. Performance Studies in Viola. 2.
Private instruction in foundations of viola technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the viola studio and other majors.

## MUS 282. Performance Studies in Cello. 2.

Private instruction in foundations of cello technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the cello studio and other majors.

## MUS 283. Performance Studies in Double Bass. 2.

Private instruction in foundations of double bass technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the bass studio and other majors.
MUS 284. Performance Studies in Jazz Improvisation. 2.
Private instruction in foundations of jazz improvisation technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the jazz studio and other majors.
MUS 285. Performance Studies in Harp. 2.
Private instruction in foundations of harp technique, musicality, and literature. Weekly lessons one-on-one occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the harp studio and other majors.

MUS 290. Internship. 1-8.
May also be offered at the 390 level.
MUS 295. WQFS Practicum. 2,4.
Students will engage in projects including, but not limited to: understanding and implementing FCC regulations such as licensure, organizing, shelving, and maintaining the music library, show production, publicity, website, and DJ communications/correspondence. Although there is not prior DJ experience needed to take this course, students are strongly encouraged to be active DJs during the semester they are registered for the course. Students also will have the opportunity to participate in peer evaluations, connect with other college radio stations at peer schools, and increase their knowledge of college radio through readings and discussions.

## MUS 302. Junior Recital. 1.

A public performance comprised of 20-30 minutes of literature standard to the instrument/voice. The selection is determined by the applied teacher and must have departmental approval. A juried recital hearing must be passed approximately four weeks prior to the public performance. CR/NC.

## MUS 309. Career Development Seminar. 2.

This junior level seminar is intended to orient and prepare music majors for graduate studies or a career in music. A survey of career options will be researched and presented. Students will explore options in careers of their specific interest and pursue a local internship experience during the semester. Course activities will include resume building, developing a digital presence, and learning about industry standard tools and resources. Students taking this course should have taken at least two years (or 4 credits minimum) in performance studies on their instrument, Music Theory II, and at least one Music and Culture course.

## MUS 310. Early Music and Culture. 4.

Explores Western art music from ancient times through 1750. Music from Ancient Greece, the Middle Ages, Renaissance and Baroque periods is examined with an emphasis on the place of music in society. Ability to read music is helpful.
Prerequisite: MUS 101.

## MUS 311. 18th and 19th Century Music and Culture. 4.

Explores the history of Western music from the classic period through the Romanic period or Nineteenth century. Popular genres, forms, and styles of music will be analyzed with an emphasis on the role of music in culture. Ability to read music is helpful.
Prerequisite: MUS 101.

## MUS 312. 20th \& 21 st Cent Music \& Cult.. 4.

Explores the history of Western art music during the contemporary period. Music from the 20th and 21 st century stylistic periods is examined with an emphasis on the place of art music in society as well as the intersection between music and culture. Concert music, as well as American popular song, Blues, and Jazz styles will be studied. The ability to read music is helpful.
Prerequisite: MUS 101.
MUS 350. Special Topics. 1-8.
MUS 360. Independent Study. 1-8.
MUS 390. Internship. 1-8.

MUS 402. Senior Recital. 1.
A public performance comprised of 40-60 minutes of literature standard to the instrument/voice consisting of several stylistic periods (and languages for voice). The selection is determined by the applied teacher and must have departmental approval. A juried recital hearing must be passed approximately four weeks prior to the public performance. The student is expected to write program notes (and translations as applicable) that reflect in-depth scholarship. CR/NC.
MUS 403. Senior Project. 1-2.
Under guidance of their music faculty project advisor, students research an aspect of music of special interest. For example, a student may wish to research a topic and write a thesis; another student may wish to rehearse a small ensemble and direct its performance. The project must be approved by the department approximately at least 10 weeks before the expected completion of written work/public presentation.

MUS 410. Jazz Theory. 4.
Jazz theory explores the fundamental musical concepts of the American musical art form, jazz. Students will study jazz notation and nomenclature, jazz chord and scale structures and relationships, voiceleading and guidetones, melodic conception and melodic paraphrase, common forms, tonicization, common chord substitutions and basic reharmonization. This course is intended for students pursuing the Bachelor of Music degree.
Prerequisite: MUS 202.
MUS 450. Special Topics. 1-8.
MUS 460. Independent Study. 1-8.
MUS 470. Senior Thesis. 1-8.
1-4.
MUS 490. Departmental Honors. 1-8.
College requirements as well as specific rules and standards may be obtained from the department chair.

## Music Major

## Bachelor of Arts Degree in Music- General Track

| Code | Title | Credits |
| :---: | :---: | :---: |
| MUS 101 | Music Theory $\mathrm{I}^{1}$ | 4 |
| MUS 102 | Music Theory $\mathrm{II}^{2}$ | 4 |
| MUS 201 | Music Theory III ${ }^{3}$ | 4 |
| MUS 309 | Career Development Seminar | 2 |
| MUS 310 | Early Music and Culture (study away) | 4 |
| MUS 311 | 18th and 19th Century Music and Culture | 4 |
| MUS 312 | 20th \& 21st Cent Music \& Cult. | 4 |
| MUS 141 | Class Piano I | 1 |
| MUS 142 | Class Piano II | 1 |
| A.B. piano proficiency exam |  |  |
| Private Lessons |  |  |
| Select from MUS 270s and MUS 280s |  | 8 |
| Appropriate Ensemble |  |  |
| MUS 120 | Guilford College Choir | 1 |
| MUS 121 | String Ensemble | 1 |
| MUS 122 | Guitar Ensemble | 1 |
| MUS 123 | Jazz Combo | 1 |


| MUS 124 | Jazz Ensemble | 1 |
| :--- | :--- | ---: |
| MUS 127 | Concert Band | 1 |
| MUS 129 | Orchestra | 1 |
| MUS 135 | Lumina Treble Ensemble | 1 |
| Enrollment required every semester the student is on campus. Every |  |  |
| music major must take a minimum of one credit of MUS 120 College |  |  |
| Choir before their junior year |  |  |
| MUS 302 | Junior Recital | $\mathbf{1}$ |
| Total Credits |  | 45 |


| 2 | co-requisite lab Aural Skills II (0 credit) |
| :--- | :--- |
| 3 | co-requisite lab Aural Skills I (0 credit) |
| co-requisite lab Aural Skills III (0 credit) |  |

## Bachelor of Arts Degree in MusicRecording Track

| Code Title | redits |
| :---: | :---: |
| Recording Track Majors follow the same Guilford College coursework as General Track Majors with the exception of the following: |  |
| 1) 4 credits of MUS 270 or MUS 280 private lesson coursework (8 credits for General Track Majors) |  |
| 2) 8 Ensemble credits (9 credits for General Track Majors) |  |
| 3) Recording Track Majors are not required to take MUS 302 "Junior Recital" (required for General Track Majors) |  |
| Total Number of Guilford College Credits | 41 |
| Recording Majors take 12 credits of the following GTCC Courses: |  |
| ENT 135 Recording I (GTCC) | 3 |
| ENT 235 Recording II (GTCC) | 3 |
| ENT 237 Recording III (GTCC) | 3 |
| ENT 214 Electronic Music (GTCC) | 3 |
| Total Number of Gulford College and GTCC Credits | 53 |

Total Number of Gulford College and GTCC Credits

## GTCC Course Descriptions

ENT 135 Recording Engineering 1. 3.
This course covers basic topics in the operation of an audio recording studio. Topics include audio theory, console, tape machine, and processor operation, proper microphone placement, multi-track mixing techniques, and session procedures. At the completion of the course, students should be able to record, mix, and edit in recording sessions.

## ENT 235 Recording Engineering II. 3.

This course continues the study of recording studio procedures learned in Recording Engineering I. Topics include advanced digital recording, special effects, production techniques, engineer's record keeping, studio maintenance, and analysis of current commercial products for engineering techniques. Upon completion, students should be able to set up and run complex recording sessions and mix down commercially viable recording. Prereq: C or better in ENT 135.

ENT 237 Recording Engineering III. 3.
This course covers the principles and basic concepts of acoustics in sound recording and reinforcement. Topics include various acoustical properties, waveforms, resonances, frequencies, and responses and reallife applications in recording studios and live performance facilities. Upon Completion, students should be able to describe basic acoustical
properties and concepts and apply them in sound productions in studios and live performance facilities. Prereq: Math 110 or Math 143

MUS 214 Electronic Music I. 3.
This course provides an opportunity to study and explore various electronic instruments and devices. Emphasis is placed on fundamental MIDI applications and implementation, features and application of sequences, sound modules, and digital keyboards. Upon completion, students should be able to demonstrate proficiency by creation of appropriate musical projects using the equipment and techniques covered. Prereq: C or better in MUS 111

## Bachelor of Music Degree in MusicGeneral Track

| Code | Title | Credits |
| :---: | :---: | :---: |
| MUS 101 | Music Theory ${ }^{1}$ | 4 |
| MUS 102 | Music Theory II ${ }^{2}$ | 4 |
| MUS 201 | Music Theory III ${ }^{3}$ | 4 |
| MUS 309 | Career Development Seminar | 2 |
| MUS 310 | Early Music and Culture (Study Away) | 4 |
| MUS 311 | 18th and 19th Century Music and Culture | 4 |
| MUS 312 | 20th \& 21 st Cent Music \& Cult. | 4 |
| MUS 410 or MUS 450 | Jazz Theory Special Topics | 4 |
| Class Piano |  | 4 |
| MUS 141 <br> or MUS 142 <br> or MUS 143 <br> or MUS 144 | Class Piano I Class Piano II Class Piano III Class Piano IV |  |
| B.M. Piano Prof | ficiency Exam |  |

## Private Lessons ${ }^{1}$

Select from MUS 270s and MUS 280s 16

## Recital

| MUS 302 | Junior Recital | 1 |
| :--- | :--- | :--- |
| MUS 402 | Senior Recital | 1 |


| Appropriate Ensemble ${ }^{1}$ |  |  |
| :--- | :--- | :--- |
| MUS 120 | Guilford College Choir | 1 |
| MUS 121 | String Ensemble | 1 |
| MUS 122 | Guitar Ensemble | 1 |
| MUS 123 | Jazz Combo | 1 |
| MUS 124 | Jazz Ensemble | 1 |
| MUS 127 | Concert Band | 1 |
| MUS 129 | Orchestra | 1 |
| MUS 135 | Lumina Treble Ensemble | 1 |

Enrollment required every semester the student is on campus. Every music major must take a minimum of one credit of MUS 120 College Choir before their junior year.

Total Credits
co-requisite lab Aural Skills I (0 credit)
2 co-requisite lab Aural Skills II (0 credit)
${ }^{3}$ co-requisite lab Aural Skills III (0 credit)

## Additional Requirement for Guitar Track

| Code | Title | Credits |
| :--- | :--- | ---: |
| MUS 205 | Guitar Pedagogy and Literature | 4 |

Total credit hours required for B.M. degree in music: guitar track is $\mathbf{6 4}$ credits.

## Additional Requirements for Voice Track

| Code | Title | Credits |
| :--- | :--- | ---: |
| MUS 103 | Diction I | 1 |
| MUS 104 | Diction II | 1 |

Total credit hours required for B.M. degree in music: voice track is 62 credits.

## Music Minor

The music minor offers students the opportunity to explore the world of music, both in academic situations as well as in performance. A student can complete it by taking four academic courses (two of which are specified by the department), or by taking two academic courses and a variety of performance studies or ensembles. Thus a student can pursue an interest in either theory and history or performance areas.

The minor will engage the student on many levels: intellectually, emotionally and creatively. By requiring two specific courses, the department guarantees that the student receives exposure to important theoretical and historical constructs while at the same time being free to pursue a performance goal or contribute to the campus community by taking part in ensembles.

The minor in music is not available to music majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code Title | Credits |
| :---: | :---: |
| MUS 101 Music Theory I | 4 |
| MUS 310 Early Music and Culture, OR MUS 311 18th and 19th Century Music and Culture, OR MUS 312 20th and 21 st Century Music and Culture | 4 |
| Any additional MUS courses | 8 |
| Total Credits | 16 |
| Total credit hours required for music minor is 16 credits |  |
| Peace \& Conflict Studies (PECS) |  |

Zulfiya Tursunova, Associate Professor, Chair
Peace and conflict studies is an interdisciplinary major that studies the nature of conflict and violence, the possibilities of social change and the means for resolving and transforming conflict nonviolently. The major draws on Guilford's Quaker heritage by seeking the roots of situations of injustice and oppression, exploring nonviolent social change, emphasizing each individual's search for truth within different levels of community and focusing on practical problem-solving.

Peace and conflict studies melds two related fields of study, conflict resolution and peace studies, in a complementary, creative interaction.

It encourages an interdisciplinary, holistic relationship between personal and social change, structured modes of conflict resolution and creative nonviolent activism, careful analysis of structural violence and exploration of spiritual foundations for peaceable living and action. Students in peace and conflict studies engage in critical analysis in several key components of the field: central concepts in peace research, the interrelation between the personal, local and global levels of conflict and possibilities of transforming conflict, theories of war and peace and methods and practices of conflict resolution, reduction and transformation. Students build skills that help them to solve problems of violence and conflict, to listen carefully and caringly to others in the midst of conflict and to contribute to organizing groups and actions concerned with social change and conflict resolution and transformation.

## Internship

A peace and conflict studies internship involves practical experience that focuses on social change, nonviolent intervention, conflict resolution or transformation, and/or building a culture of peace. The internship includes critical reflection on the student's experience and analysis of activities, experiences and structures that contribute to the reduction and transformation of violence and/or the maintenance of systems of violence and domination. Students should register for PECS 390 with the director of peace and conflict studies.

## Independent Studies and Senior Theses

If students have special interests that they wish to pursue that are not covered in peace and conflict studies courses, they may arrange an independent study with an interested faculty member or pursue a senior thesis. We recommend that independent studies be done in the junior or senior year.

## Degree Offered

The Bachelor of Arts degree is offered in peace and conflict studies.

- Peace and Conflict Studies Major (p. 109)
- Peace \& Conflict Studies Minor (p. 109)

| Code | Title | Credits |
| :--- | :--- | ---: |
| PECS 103 | Voices of Liberation | 4 |
| PECS 110 | Introduction to Peace \& Conflict Studies | 4 |
| PECS 150 | Special Topics | $1-8$ |
| PECS 201 | Mediation Training | 1 |
| PECS 206 | Challenges of Global Democratization (PSCI 206) | 4 |
| PECS 215 | War and Peace in the Middle East | 4 |
| PECS 235 | Peacebuilding in Divided Societies | 4 |
| PECS 236 | Conflict Transformation for Peacebuilding and | 4 |
|  | Justice (JPS 236) | 4 |
| PECS 246 | Mediation \& Conflict Intervention | $1-8$ |
| PECS 250 | Special Topics | $1-8$ |
| PECS 260 | Independent Study | $1-8$ |
| PECS 290 | Internship | 1 |
| PECS 301 | Facilitation Training | 4 |
| PECS 315 | Human Rights | 4 |
| PECS 316 | Globalization: Economics \& Social Justice | 4 |
| PECS 330 | Nonviolence: Theories and Practice | 4 |
| PECS 345 | Social Change: Promoting Peace | $1-8$ |
| PECS 350 | Special Topics | 4 |
| PECS 355 | Culture, Conflict, Negotiation | 4 |


| PECS 360 | Independent Study | $1-8$ |
| :--- | :--- | ---: |
| PECS 363 | Reconciliation and Justice | 4 |
| PECS 390 | Internship | $1-8$ |
| PECS 401 | Mediation Trainers Practicum | 2 |
| PECS 450 | Special Topics | $1-8$ |
| PECS 460 | Independent Study | $1-8$ |
| PECS 465 | Senior Seminar | 4 |
| PECS 468 | Religion, Spirituality and Social Change | 4 |
| PECS 470 | Senior Thesis | $1-8$ |
| PECS 490 | Departmental Honors | $1-8$ |

PECS 103. Voices of Liberation. 4.
Analyzes different forms that oppression and liberation take around the world, from the perspective of activists and scholars from these regions and diverse religions. Each of them articulates the complexity of each type of oppression caused by a complex set of socio-cultural factors ranging from local to global, with religion sometimes serving as a tool for liberation and oppression at the same time. Fulfills humanities and social justice/environmental responsibility requirements (1998). Art/humanities and evaluating systems and environments requirements (2019).
PECS 110. Introduction to Peace \& Conflict Studies. 4.
Explores the relationship of peace and social justice to conflict resolution through the use of key concepts in the fields, such as positive and negative peace. Explores the relationship of theory and practice and introduces students to academic journals and internet sites for peace and conflict studies, to professional organizations and practitioner/ activist organizations in peace and justice and conflict intervention work.
Fulfills social science and intercultural requirements (1998). Social/ behavioral science and sociocultural engagement requirements (2019).

PECS 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.

## PECS 201. Mediation Training. 1.

PECS 206. Challenges of Global Democratization (PSCI 206). 4.
Examines issues and challenges relating to democracy and democratization in a variety of historical and contemporary settings across the world. The course uses the basic principles, theories, conceptual tools and comparative methods of political science to understand the underlying drivers of democratization and the various paths that countries go through on the road to democracy. Fulfills social science and intercultural requirements (1998). Social/behavioral science and sociocultural engagement requirements (2019).

PECS 215. War and Peace in the Middle East. 4.
This course examines relevant questions pertaining to issues of war and peace in one of the most volatile regions of the world: the Middle East. It examines various dimensions/themes of war and peace in the Middle East and explores several case studies from the region (the Arab-Israeli Conflict, the Iraq-Iran war, the Gulf War and the Iraq war, to name a few). This course helps students understand the root causes of conflict in the region and the strategies used to address them. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).
PECS 235. Peacebuilding in Divided Societies. 4.
This course explores the various methods and techniques of peacebuilding and conflict resolution that have been applied in the midst of deep-rooted conflicts in divided societies. Several case studies (such as the Israeli-Palestinian conflict, Cyprus, Northern Ireland, and South Africa) will be critically reviewed and examined to distill essential elements of peacebuilding during on-going conflict.

PECS 236. Conflict Transformation for Peacebuilding and Justice (JPS 236). 4.
Provides an overview of various models of conflict transformation and expands our understanding of the conceptualizations of conflict, justice and peace. This skill-based course is designed to introduce students to third party-intervention methods. These methods include: interpersonal nonviolent communication, sustainable peacebuilding, negotiation, mediation, community-based conflict transformation, public apology processes and Truth and Reconciliation Commissions (TRC), indigenous methods of conflict transformation, TRACK II diplomacy and art-based approaches. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

PECS 246. Mediation \& Conflict Intervention. 4.
4. Prepares students to be effective mediators in conflict by providing a blend of theory and practice in the models and skills of third-party intervention. Explores key concepts, analytical frameworks and different models within the ADR (Alternative Dispute Resolution) movement; includes required weekend mediation training workshop.
PECS 250. Special Topics. 1-8.
PECS 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
PECS 290. Internship. 1-8.
May also be offered at the 390 level. A peace and conflict studies internship involves practical experience that focuses on social change, nonviolent intervention, conflict resolution or transformation, and/or building a culture of peace. The internship includes critical reflection on the student's experience and analysis of activities, experiences and structures that contribute to the reduction and transformation of violence and/or the maintenance of systems of violence and domination. Students should register for PECS 390 with the director of peace and conflict studies.

## PECS 301. Facilitation Training. 1.

PECS 315. Human Rights. 4.
Provides an overview of the formulation and spread of the Universal Declaration of Human Rights. One of the course's main goals is to develop a critical understanding of the concept of human rights by paying attention to how power operates, and avoiding conflating the need to ensure the well-being of all human and other (in the case of certain other world-views) beings with the human rights movement in its dominant form. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

PECS 316. Globalization: Economics \& Social Justice. 4. Examines sociological explanations for how these global and concomitant local events and structures came about, along with ethical evaluations of values that influence some of the dominant global ideologies, as well as their consequences. These analyses serve to relativize and question the assumptions and theories that claim the current global economic structures as the inevitable evolutionary stage of human society.

PECS 330. Nonviolence: Theories and Practice. 4.
Non-violence is not only an alternative to taking up arms but a strategy of resistance to oppression or specific policies in the form of acts of civil disobedience. While non-violence includes these, the course aims to analyze it in all its fullness, as a way of life and spirituality that addresses certain forms of thinking and living as violent and includes nature and the rest of animal life among the subjects to be treated non-violently. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).
PECS 345. Social Change: Promoting Peace. 4.
Explores the role of individuals and groups in social change. Specifically, it looks at the role of social identity and conceptions of justice implicit in the dynamics of individual and group conflict. By taking an interdisciplinary approach to global conflict analysis and resolution as well, its connection to the study of social movement organization, the course will focus particular attention on the role of justice and identity in conflict formation, escalation and de-escalation. The course explores justice and identity as critical to both local and global peace. It also looks at the value commitments implicit in social change by exploring different strategic intervention models and frameworks.
PECS 350. Special Topics. 1-8.
PECS 355. Culture, Conflict, Negotiation. 4.
Focuses on the role of culture in conflict and negotiation. Addresses different cultural approaches to conflict and the various methods of dispute resolution, particularly the different styles of negotiation applied by different cultures; explores issues of communication styles, mores, values and norms from a cross-cultural perspective.

## PECS 360. Independent Study. 1-8.

PECS 363. Reconciliation and Justice. 4.
This course explores the multidimensional aspects of the relationship between reconciliation and justice in a post-conflict context. The course examines case studies of reconciliation projects in several different countries to explore the tension between the demand for reconciliation and the demand for justice as well as the challenges such tension poses for the application and design of reconciliation projects to promote sustainable peace rather than short-term settlement.

PECS 390. Internship. 1-8.
PECS 401. Mediation Trainers Practicum. 2.
PECS 450. Special Topics. 1-8.
PECS 460. Independent Study. 1-8.
PECS 465. Senior Seminar. 4.
Provides a capstone experience for PECS majors. Includes independent research project built on students' prior scholarship; a forum for sharing research; reflection, planning and preparation for next steps after graduation. This course is required for senior peace and conflict studies majors. Limited to senior PECS majors or minors.
Prerequisite: Historical Perspectives.
PECS 468. Religion, Spirituality and Social Change. 4.
Analyzes the role of religion and spirituality in motivating and sustaining struggles for social change. The course aims to develop an understanding of the current thinking about the intersection between religion and conflict; an ability to comparatively articulate the practical problems encountered by social movement activists/third party professional engaged in both religious and secular attempts at peace; and an appreciation of the interconnection between the body and mind, the seen and the unseen, the sacred and the profane.
PECS 470. Senior Thesis. 1-8.

PECS 490. Departmental Honors. 1-8.

## Peace \& Conflict Studies Minor

Zulfiya Tursunova, Department of Peace \& Conflict Studies

The interdisciplinary field of peace and conflict studies examines the nature of conflict and violence, the possibilities of social change and the means for resolving and transforming conflict nonviolently. The minor draws on Guilford's Quaker heritage by seeking the roots of situations of injustice and oppression, exploring nonviolent social change, emphasizing each individual's search for truth within different levels of community, and focusing on practical problem solving. Peace and conflict studies melds two related fields of study, conflict resolution and peace studies, in a complementary, creative interaction. It encourages an interdisciplinary, holistic relationship between personal and social change, structured modes of conflict resolution and creative nonviolent activism, careful analysis of structural violence and exploration of spiritual foundations for peaceable living and action. Students in the minor engage in critical analysis in several key components of the field: theories of war and peace; central concepts in peace research; the interrelation among the personal, local and global levels of conflict and possibilities of reducing conflict; and methods and practices of conflict resolution, reduction and transformation. Students build skills that help them to solve problems of violence and conflict, to listen carefully and caringly to others in the midst of conflict, and to contribute to organizing groups and actions concerned with social change and conflict resolution and transformation.

The minor in peace and conflict studies is not available to peace and conflict studies majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).


| or PECS 450 | Special Topics |
| :--- | :--- |
| PECS 355 | Culture, Conflict, Negotiation |
| PECS 360 | Independent Study |
| or PECS 460 Independent Study |  |
| PECS 363 | Reconciliation and Justice |
| PECS 390 | Internship |
| PECS 465 | Senior Seminar |
| PECS 468 | Religion, Spirituality and Social Change |

Total Credits

Total credit hours required for peace and conflict studies minor is 16 credits

Credit for courses taken at other institutions or while studying abroad: Before attending other institutions, students should obtain a "Request to Take Coursework at Another Institution" form from the Registrar's Office and have their courses approved in writing by the PECS department chair. Departmental approval to take a course off campus is contingent upon the content and evaluation requirements of the course, whether the course appropriately fits the PECS curriculum, the student's academic standing and level, and the extent to which the course is consistent with the student's educational goals.

## Peace and Conflict Studies Major Bachelor of Arts Degree in Peace and Conflict Studies

The major requires a minimum of 32 credit hours (eight courses).

| Code | Title | Credits |
| :---: | :---: | :---: |
| PECS 110 | Introduction to Peace \& Conflict Studies | 4 |
| PECS 236 | Conflict Transformation for Peacebuilding and Justice (JPS 236) | 4 |
| or PECS 246 | Mediation \& Conflict Intervention |  |
| Two 300- or 400-level PECS courses ${ }^{1}$ |  | 8 |
| PECS 390 | Internship ${ }^{2}$ | 4 |
| PECS 465 | Senior Seminar | 4 |
| Any two additional PECS courses or approved Interdisciplinaryelective courses ${ }^{3}$ |  | 8 |
| Total Credits |  | 32 |
| 1 Must be taken at Guilford. |  |  |
| 2 Taken in the junior or senior year; builds on a student's prior coursework and incorporates peace and conflict studies analy with site work. |  |  |
| Offered by other departments and contribute to the global, social or personal/interpersonal levels of peace and conflict analysis. |  |  |

## Interdisciplinary-Elective Courses

## Global

| Code | Title | Credits |
| :--- | :--- | ---: |
| HIST 238 | War and Peace: 20th-Century Europe, 1914-1999 | 4 |
| HIST 255 | The Second World War | 4 |
| IDS 435 | Understanding Poverty | 4 |
| PHIL 249 | Pacifism and Just War Theory | 4 |
| PSCI 103 | International Relations | 4 |


| PSCl 275 | Asia and the World | 4 |
| :--- | :--- | :--- |
| PSCI 305 | Politics of Gender | 4 |
| PSCI 345 | Avoiding War, Making Peace | 4 |
| PSCI 367 | Violence and Politics | 4 |
| PSCI 391 | Globalization and Its Discontents | 4 |
| SOAN 216 | HP.The Anthropology of Colonialism | 4 |


| Social |  |  |
| :--- | :--- | ---: |
| Code | Title | Credits |
| HIST 215 | The Civil Rights Movement | 4 |
| HIST 308 | The Underground Railroad | 4 |
| JPS 220 | Community Building and Organizing | 4 |


| Personal/Interpersonal |  |  |
| :--- | :--- | ---: |
| Code | Title | Credits |
| JPS 319 | Trust \& Violence | 4 |
| JPS 325 | Family Violence | 4 |

Total credit hours required for A.B. degree in peace and conflict studies is 32 credits

## Philosophy (PHIL)

## Nancy V. Daukas, Professor, Chair

Lisa McLeod, Professor (on leave for 2021-22 academic year)
Vance Ricks, Associate Professor (on leave for 2021-22 academic year)
Philosophy strives to deepen our understanding of ourselves, others and the world around us. It aims to articulate and examine our most fundamental assumptions, raising questions and encouraging reflection about generally unnoticed aspects of our everyday lives. Philosophical inquiry involves interpretation and analysis of a rich tradition of powerful philosophical texts; intensive discussion and analysis of problems, questions and theories that emerge from those texts; and probing reflection on everyday experience, human practices and the entire range of human knowledge and study.

Philosophical inquiry requires, and enables students to develop, a wide range of skills, including reasoning, interpretative and critical reading, clarity in written and spoken expression, synthesis and analysis of information, problem-solving, and appreciation of different perspectives. These skills, along with the enhanced awareness that philosophy enables us to develop, are foundational to most forms of intellectual endeavor, practical decision-making, and moral questioning. Thus philosophical training and reflection lay groundwork for any path one may choose in life.

Given the nature of philosophy, combining a philosophy major with a second major in the humanities, the natural or social sciences, the arts, or business and policy, is an exciting and natural option, with benefit to both the breadth and the depth of a student's studies.

## Degree Offered

The Bachelor of Arts degree is offered in Philosophy.

- Philosophy Major (p. 112)
- Philosophy Minor (p. 112)

PHIL 100. Introduction to Philosophy. 4.
Major philosophical problems, methods and positions, as set forth in selected historical and contemporary philosophical texts, including works by Plato, Descartes, Hume and others. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/ humanities and evaluating systems and environments requirements (2019).

PHIL 111. Ethics. 4.
Chief theories of the nature and principles of the moral life, with regard to both the ends human beings seek and the obligations which claim their commitment. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).
PHIL 150. Special Topics. 1-8.
Recent examples include Philosophy of Science, Free Will and Moral Responsibility. May also be offered at 250, 350 and 450 levels.
PHIL 200. Informal Logic. 4.
General aspects of reasoning and argumentation, including inferences, evidence and the construction and evaluation of arguments. Fulfills Numeric/symbolic engagement requirement (2019).
PHIL 231. Philosophy and Sexuality. 4.
Inquiry into the relationship between values and sexuality. Topics include pleasure, love, homosexuality, prostitution, monogamy and sexual perversion. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

PHIL 232. Philosophy and Gender. 4.
Interrelated topics in the metaphysics and phenomenology of gender. Questions include: What is it to be a woman or man? How do Western conceptions of gender affect individual experience? How do other aspects of peoples' identities (e.g., race, sexuality) enter the conversation? How do individuals move beyond harmful gender stereotypes? Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

## PHIL 241. Ethics In a Digital World. 4.

Ethical questions connected with computer technology. For example: What is distinctive about ethics in this context? How do digital media force people to reconsider longstanding notions of "ownership" and "theft"? How do computer technologies reflect or undermine the values of privacy and anonymity? How does electronic communication change one's understanding of what it means to be human? Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

PHIL 242. Environmental Ethics. 4.
Exploration of environmental topics from several theoretical, cultural and religious perspectives. Questions include: What are our responsibilities to the environment? To what extent are these responsibilities affected by the interests of other persons or groups? What is the source of these responsibilities and to whom are we obligated? Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/ humanities and evaluating systems and environments requirements (2019).

PHIL 244. Bioethics. 4.
Bioethics is an interdisciplinary field that concerns itself with normative investigations of innovations, policies, and practices in health care (including public health) and medical research. Topics range from the duties of physicians and researchers to social justice implications of organ donation and gun control. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments (2019).
PHIL 247. Philosophy of Law. 4.
Conceptual analysis and moral evaluation of laws and legal systems: the nature and validity of law, law and morality, the obligation to obey the law, law and judicial decision-making, criminal responsibility, and the nature of punishment. Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

## PHIL 249. Pacifism and Just War Theory. 4.

Examines conditions under which violence, and especially war, may be morally justified; distinctions between war and other forms of armed conflict; and philosophical and spiritual foundations of pacifism. Includes discussion of particular wars in which the U.S. has been engaged, including World War II and the war on Iraq. Fulfills social justice/ environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

PHIL 250. Special Topics. 1-8.
PHIL 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
PHIL 261. Philosophy and Race. 4.
Examines race and racism, exploring the relationship between liberal ideas of freedom and equality and the reality of group exclusion. Key questions include: What conception of race will do justice to individuals' experience of social realities while avoiding scientific errors? What conception of race and racism are needed in order to help dismantle systemic racism? Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/ humanities and evaluating systems and environments requirements (2019).

## PHIL 290. Internship. 1-8.

May also be offered at the 390 level.

## PHIL 292. Formal Logic. 4.

Methods, foundations and philosophical implications of using symbolic languages to evaluate deductive reasoning.
PHIL 293. Infinity, Undecidability, Non-computability (MATH 232). 4. Algorithms, mathematical logic, axiomatization, completeness, consistency, constructing the number systems, Turing machines, Hilbert's programme, the halting problem, infinities, the continuum hypothesis, Godel's theorems, formalism, intuitionism, logicism, connections with artificial intelligence. Fulfills quantitative literacy requirement (1998).
PHIL 310. Ancient Western Philosophy. 4.
Historical development of philosophical thought in Western civilization in terms of the main periods and thinkers of ancient Greek philosophy. Prerequisite: Historical Perspectives, and at least one prior philosophy course. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

PHIL 320. Modern Western Philosophy. 4.
Major developments of Western philosophical thought in the 17th and 18th centuries, emphasizing philosophical inquiry into metaphysical systems and problems of knowledge.
Prerequisite: Historical Perspectives, and at least one prior philosophy course. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

## PHIL 333. Individual Philosopher. 4.

Intensive study of the works of an individual philosopher (e.g., Maimonides, Plato, Spinoza, Kant, Nietzsche, Mill, James) whose thought has had a lasting influence on Western philosophy.
Prerequisite: Historical Perspectives.
PHIL 336. Social and Political Philosophy. 4.
Principal theories of the foundation of political society; the nature of political authority; limits of political obligation; relation of theories of human nature to social/political theory.
Prerequisite: Historical Perspectives. Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/ humanities and evaluating systems and environments requirements (2019).

PHIL 350. Special Topics. 1-8.
PHIL 360. Independent Study. 1-8.
PHIL 375. Topics in the Philosophy of Mind. 4.
Topics include The Mind-Body Problem, The Emotions and The Self. Prerequisite: Historical Perspectives. Fulfills humanities requirement (1998). Arts/humanities (2019).

## PHIL 385. Departmental Seminar I. 4.

Departmental Seminar I. 4. Intensive, advanced philosophical inquiry into contemporary philosophical topics. Each year the course content changes, but it always provides an opportunity for a small group of students to engage intensely and collaboratively with contemporary work in the academic discipline of Philosophy at the upper-division undergraduate level. The course is a writing-intensive seminar with two lines of enrollment (PHIL 385, PHIL 485) meeting together. Philosophy majors enroll once at the 385-level, when they are in their third year of college (or the equivalent), and once at the 485-level, when they are in their fourth year (or the equivalent). Pre-requisites for PHIL 385: PHIL 200 or 292 and at least two other Philosophy courses.
PHIL 390. Internship. 1-8.
PHIL 401. Senior Seminar in Philosophy. 4.
Main developments in 20th-century analytic philosophy with emphasis on philosophy of language, epistemology and metaphysics. Capstone course for the major.
PHIL 450. Special Topics. 1-10.
PHIL 460. Independent Study. 1-8.
PHIL 470. Senior Thesis. 1-8.

PHIL 485. Departmental Seminar II. 4.
Intensive, advanced philosophical inquiry into contemporary philosophical topics. Each year the course content changes, but it always provides an opportunity for a small group of students to engage intensely and collaboratively with contemporary work in the academic discipline of Philosophy at the upper-division undergraduate level. The course is a writing-intensive seminar with two lines of enrollment (PHIL 385, PHIL 485) meeting together. Philosophy majors enroll once at the 385level, when they are in their third year of college (or the equivalent), and once at the 485-level, when they are in their fourth year (or the equivalent). Pre-requisite for PHIL 485: PHIL 385.
PHIL 490. Departmental Honors. 1-8.
PHIL 499. PHIL 499. 4.
An intensive writing workshop in which students choose a paper they produced in a previous course (usually PHIL 485) and revise that paper in close consultation with the course instructor, their advisor, and their colleagues (other senior majors in the course) with the aim of publishing that paper.

## Philosophy Major

## Bachelor of Arts Degree in Philosophy

The major requires a minimum of 32 credit hours (typically, nine 4 -credit courses).

| Code | Title | Credits |
| :---: | :---: | :---: |
| PHIL 100 | Introduction to Philosophy | 4 |
| PHIL 111 | Ethics | 4 |
| PHIL 200 | Informal Logic | 4 |
| or PHIL 292 | Formal Logic |  |
| Select one course in the History of Philosophy |  | 4 |
| PHIL 310 | Ancient Western Philosophy |  |
| PHIL 320 | Modern Western Philosophy |  |
| or approved Special Topics course |  |  |
| Select Two Courses in Social and Applied Philosophy from |  | 8 |
| PHIL 231 | Philosophy and Sexuality |  |
| PHIL 232 | Philosophy and Gender |  |
| PHIL 241 | Ethics In a Digital World |  |
| PHIL 244 | Bioethics |  |
| PHIL 242 | Environmental Ethics |  |
| PHIL 247 | Philosophy of Law |  |
| PHIL 261 | Philosophy and Race |  |
| PHIL 336 | Social and Political Philosophy |  |
| PHIL 385 | Departmental Seminar I (Meets concurre PHIL 485) |  |
| PHIL 485 | Departmental Seminar II (Meets concurr Pre-Requisite PHIL 385) |  |

Total credit hours required for A.B. degree in philosophy is 32 credits.

## Philosophy Minor

Nancy Daukas, Department of Philosophy and Women's, Gender \& Sexuality Studies

The philosophy minor consists of four courses. Together, they enable students to: develop an awareness of the breadth and depth of the field of philosophy; develop the skills used in and virtues central to philosophical
inquiry and debate, at least to a degree of excellence reasonable to expect of a non-major; and engage students as active participants in that inquiry and debate. The minor in philosophy is not available to philosophy majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| PHIL 100 | Introduction to Philosophy |  |
| or PHIL 111 | Ethics | 4 |
| PHIL 310 | Ancient Western Philosophy |  |
| or PHIL 320 | Modern Western Philosophy |  |
| One PHIL course at any level |  |  |
| Select one of the following: ${ }^{1}$ | 4 |  |
| PHIL 401 | Senior Seminar in Philosophy |  |
| PHIL 336 | Social and Political Philosophy |  |
| PHIL 375 | Topics in the Philosophy of Mind | 4 |
| Total Credits |  | 4 |

1 Other 300-level PHIL courses (may be substituted, with departmental approval)

Total credit hours required for philosophy minor is 16 credits

## Physics (PHYS)

Thomas P. Espinola, Glaxo Wellcome Professor of Physics, Chair Donald A. Smith, Professor

Physics is the study of how the universe works. From the smallest of sub-atomic particles to the largest clusters of galaxies, physicists try to take apart the pieces of reality and observe how they fit together. When a piece of the puzzle fits into place in your understanding, the world around you looks different. From this understanding, one can see more clearly the dance of nature and the rules that govern it.

Physics students at Guilford come from a variety of backgrounds and have a broad spectrum of interests and career goals. About one- third of our physics majors plan for employment in a technical field immediately after graduation. Another third pursue graduate study in physics or astronomy. The remaining third go on to advanced study in another field. The common thread connecting the different goals and focuses of our students and faculty is the physicist's approach to thinking about, modeling and understanding the universe. This process relies on clear, analytical and often abstract thinking but is ultimately grounded in concrete reality as exposed by experiment. These skills are of value in not only science and engineering but also business, law, medicine and many other endeavors.

To embrace the diverse interests of our student population, the physics curriculum is flexible and personalized. We emphasize research and experimentation throughout our program, allowing students to follow their interests. In introductory courses, students learn to work with equipment, quantify experimental uncertainties and hone their scientific writing. The experimental physics sequence stresses laboratory techniques, cooperative research, and clear, thoughtful presentation of results. In this sequence of courses, students design experiments, act as principal investigators, write journal articles and give talks for peer review. In short, they learn how to perform self-directed research.

This research experience culminates in a thesis project that must be original and designed by the student. The program thus provides a coherent developmental process that gives students the skills they need to succeed.

## Degree Offered

The Bachelor of Arts and Bachelor of Science degrees are offered in physics.

Note: PHYS 101 Physics for Nonscientists (variable title)., PHYS 104 Elementary Electronics (CTIS 104), PHYS 107 The Solar System, PHYS 108 Realm of the Stars, and PHYS 109 Beyond the Stars do not apply toward major or minor.

## Scholarships and Research Awards

To recognize superior work in physics, the department annually offers the E. Garness Purdom Scholarship to a rising senior physics major. The department also offers three awards to support student research - the Michael Jeglinski Physics Award, the Winslow Womack Research Award and the Adelberger Research Award. Physics majors also are eligible for the Glaxo-Wellcome Women in Science Scholarship, awarded annually to an outstanding rising junior woman science major, and the E.G. Purdom Memorial Award for Women in Physical Science.

- Physics Major (p. 115)
- Physics Minor (p. 116)

PHYS 101. Physics for Nonscientists (variable title).. 4.
Introductory course, intended for students with limited mathematical background and centered on one of several topics such as an in-depth look at the physics of energy or a survey of modern physical thought. The relevance of physical laws to both society and the environment is discussed. Fulfills natural science/mathematics requirement (1998 \& 2019).

## PHYS 104. Elementary Electronics (CTIS 104). 4.

Introduces students to the behavior of the fundamental building blocks of modern electronic devices and the underlying scientific principles that make these devices work. Topics will be derived from analog and digital electronics and include resistance, capacitance, diodes, signal filtering, positive and negative feedback, operational amplifiers, Boolean logic, logic gates, and digital to analog conversion. This course is designed for the general student population (but not physics majors and physics minors) who are interested in exploring the fundamentals of electronics. Prerequisite: Successful completion of the quantitative literacy requirement. Spring. Fulfills natural science/mathematics requirement (1998 2019). Offered in alternate years.

PHYS 107. The Solar System. 4.
This course covers the physical description of the planets, their satellites, the sun, asteroids and comets, with a strong emphasis on recent information from landers and fly-by probes. This course includes discussions of how science is known, learned and taught, which will be of interest to future teachers and others who may wish to combine work with students and science. Fulfills natural science/mathematics requirement (1998 \& 2019).
PHYS 108. Realm of the Stars. 4.
Concentrates on the study of stars. Topics include stellar observation and the life, evolution and death of stars. Fulfills natural science/ mathematics requirement (1998 \& 2019).

PHYS 109. Beyond the Stars. 4.
Concentrates on the study of extra-galactic astronomy. Topics include nebulae, galaxies and cosmology. Fulfills natural science/mathematics requirement (1998 \& 2019). Numeric/symbolic engagement requirement (2019).

PHYS 111. Introduction to Physics for the Life Sciences I. 4.
The laws of physics describe the constraints and possibilities within which living organisms must thrive. Organisms must support themselves against gravity, must move through fluids, and must manage the thermodynamics of energy production and consumption. A thorough understanding of the tools and concepts of physics can undergird a richer understanding of the properties and processes of life and the technologies we use for research and medicine. This course will embed the ideas and modeling skills of physics in a rich biological and medical context, emphasizing analytic skills, modelling and problem-solving.
PHYS 112. Introduction to Physics for the Life Sciences II. 4.
The laws of physics describe the constraints and possibilities within which living organisms must thrive. Organisms must support themselves against gravity, must move through fluids, and must manage the thermodynamics of energy production and consumption. A thorough understanding of the tools and concepts of physics can undergird a richer understanding of the properties and processes of life and the technologies we use for research and medicine. This course will embed the ideas and modelling skills of physics in a rich biological and medical context, emphasizing analytic skills, modelling and problem- solving. Prerequisite: PHYS 111.

PHYS 114. Introduction to Electronics for Scientists. 4.
4. Introduces students to the behavior of the fundamental building blocks of modern electronic devices and the underlying scientific principles that make these devices work. Topics will be derived from analog and digital electronics and include resistance, capacitance, diodes, signal filtering, positive and negative feedback, operational amplifiers, Boolean logic, logic gates, and digital to analog conversion. This course is designed for students majoring or minoring in physics and is also appropriate for other math and science students with good quantitative skills who are interested in exploring the fundamentals of electronics.
Prerequisite: any one of the following courses: CHEM 111, MATH 121, MATH 123, PHYS 112, PHYS 117, PHYS 121 or instructor permission. Spring. Fulfills natural science/mathematics requirement (1998 2019). Offered in alternate years.

## PHYS 121. Classical and Modern Physics I. 4.

For physics majors and others interested in physics. This course is not a survey but an introduction to the thinking and analysis processes of physics, with classroom and laboratory topics chosen from modern and classical physics to emphasize the skills needed to think like a physicist. Corequisite: Math 220 or instructor permission. Fulfills natural science/ mathematics requirement. Spring.
PHYS 122. Classical and Modern Physics II. 4.
For physics majors and others interested in physics. This course is not a survey but an introduction to the thinking and analysis processes of physics, with classroom and laboratory topics chosen from modern and classical physics to emphasize the skills needed to think like a physicist. Prerequisite: PHYS 121 and MATH 220. Corequisite: PHYS 480 strongly recommended. Fulfills natural science and mathematics requirement. Spring.

PHYS 131. Experimental Expl. of Physics. 1-4.
Project-based introduction to experimental design, hypothesis testing, and data analysis. Students will develop guided inquiry questions and design experiments to test their hypotheses. (1)
PHYS 132. Intro. to Experimentation. 3-4.
PHYS 150. Special Topics. 8.
May also be offered at 250, 350 and 450 levels.
PHYS 204. Electronics. 4.
Introduces students to the behavior of the fundamental building blocks of modern electronic devices and the underlying scientific principles that make these devices work. Topics will be derived from analog and digital electronics and include resistance, capacitance, diodes, signal filtering, positive and negative feedback, operational amplifiers, Boolean logic,logic gates, and digital to analog conversion. This course is designed for students majoring or minoring in physics and those other students who have completed an introductory calculus-based course in electricity and magnetism and are interested in applying this background to electronics. Prerequisite: PHYS 223 or instructor permission. Spring. Corequisite: PHYS 480 strongly recommended. Fulfills natural science/mathematics requirement (1998 2019). Offered in alternate years.

## PHYS 210. Observatory Practice. 4.

For physics majors and others interested in learning to use the J . Donald Cline Observatory at Guilford. The course includes astronomical background drawn from solar system, stellar and extra-galactic astronomy but the emphasis is on the use of the equipment, methods of data acquisition and analysis of results. . Fulfills natural science/ mathematics requirement (1998 \& 2019).

PHYS 211. College Physics I. 4.
For science majors and other interested students whose mathematics background includes algebra and trigonometry. This sequence includes survey of physics with topics chosen from mechanics, energy, thermodynamics, electricity and magnetism, optics, wave motion, and modern physics. Algebra and trigonometry required which do not need not be on the college level. Sequence begins each fall. Fulfills the natural science/mathematics requirement (1998 \& 2019). Numeric/symbolic engagement requirement (2019). Fall.
PHYS 212. College Physics II. 4.
For science majors and other interested students whose mathematics background includes algebra and trigonometry. This sequence includes survey of physics with topics chosen from mechanics, energy, thermodynamics, electricity and magnetism, optics, wave motion, and modern physics. Sequence begins each fall.
Prerequisite: PHYS 211 or instructor permission. Fulfills the natural science/mathematics requirement (1998 2019). Numeric/symbolic engagement requirement (2019). Spring.

PHYS 223. Classical and Modern Physics III. 4.
The final semester of the introductory physics sequence. Topics are chosen from modern and classical physics to complement those discussed in PHYS 121.
Prerequisite: PHYS 117 or 121 or instructor permission. Corequisite: PHYS 480 strongly recommended. Fall.

PHYS 224. Classical \& Modern Physics IV. 4.
The thermal properties of matter are studied from the applied approach of thermodynamics and the theoretical analysis of statistical mechanics. Topics include the laws of thermodynamics, equations of state, first order phase transitions, partition functions, entropy and the quantum statistics of particles.
Prerequisite: MATH 224, PHYS 223 or instructor permission. Corequisite: PHYS 480 strongly recommended. Spring.

## PHYS 231. Experimental Physics I. 2.

Intermediate-level laboratory course to develop experimental design and measurement techniques, data reduction and analysis methods, and oral and written presentation skills. Experiments vary as equipment and technologies evolve. Prerequisite PHYS 122 or instructor permission. Fall.
PHYS 232. Experimental Physics II. 2-4.
Intermediate-level laboratory course to develop experimental design and measurement techniques, data reduction and analysis methods, and oral and written presentation skills. Experiments vary as equipment and technologies evolve.
Prerequisite: PHYS 121 or instructor permission. Spring.
PHYS 241. Scientific Computing (MATH 241). 3-4.
Scientific Computing is a course designed jointly by Math \& Physics faculty to serve students of the sciences. We will use spreadsheets (Excel, Numbers, Sheets) to analyze data using formula computation and representational graphics. We will use the programming language Python and a variety of the standard libraries (especially numpy,matplotlib, vpython) to do similar analyses and complex simulations. We will emphasize the documentation and presentation of results to peers. The course is to betaught in the three week "Prolog Term" of the Fall Semester..

## PHYS 250. Special Topics. 8.

PHYS 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
PHYS 290. Internship. 1-8.
May also be offered at the 390 level.
PHYS 320. Mathematical Physics (MATH 320). 4.
4. Introduces students to mathematical techniques of particular importance to scientists and engineers. Topics include: complex numbers, Fourier series and the solution of differential equations (with special emphasis on harmonic oscillators). Both analytical and numerical methods are studied.
Prerequisite: MATH 225 or instructor permission; PHYS 122 strongly recommended. Corequisite: PHYS 480 strongly recommended. Spring. Fulfills quantitative literacy requirement.

## PHYS 350. Special Topics. 1-8.

## PHYS 360. Independent Study. 1-8.

PHYS 370. Physics Research. 1-4.
The presentation of independent research projects completed during summers (e.g. the National Science Foundation-sponsored Research Experience for Undergraduates) or industrial internships. Students who are unable to undertake research at other institutions may design and complete their research on campus under the guidance of Guilford faculty.
PHYS 390. Internship. 1-8.

PHYS 421. Mechanics. 4.
The study of forces and energy and their effect on the motion of particles. Topics include the motion of a particle in a force field, the dynamics of rigid bodies, and the detailed study of damped, forced and coupled oscillators. Newtonian and Lagrangian formulation of mechanics as well as computational methods of solution will be studied.
Prerequisite: PHYS 223 and MATH 226 or instructor permission. Offered in alternate years.

PHYS 422. Electromagnetism. 4.
The study of the theory of electric and magnetic fields and their interactions with matter. Topics include the use of vector calculus, Gauss's law, Ampere's law, diamagnetism, multi-pole fields and the law of Biot-Savart.
Prerequisite: PHYS 223 and MATH 226 or instructor permission. Offered in alternate years.

PHYS 423. Quantum Mechanics. 4.
The study of the theory of the interaction of particles, waves and fields in atomic and subatomic systems. Topics include the Schrödinger formulation, operator formalism and perturbation theory.
Prerequisite: PHYS 223 and MATH 226 or instructor permission. Offered in alternate years.

PHYS 441. Advanced Modern Physics. 4.
Topics in applied modern physics including the hydrogen atom and other atomic systems, nuclear physics, condensed matter and elementary particles.
Prerequisite: PHYS 223 and MATH 226 or permission of the instructor. Offered in alternate years.

PHYS 442. Advanced Classical Physics. 4.
Advanced topics in classical mechanics and electromagnetism. Topics may include Hamiltonian mechanics, motions of particles in non-inertial reference frames, the Maxwell equations, electromagnetic radiation and the dynamics of relativistic particles and electromagnetic fields.
Prerequisite: PHYS 421, PHYS 422 and MATH 226 or instructor permission. Offered based upon demand.

PHYS 443. Astrophysics. 2-4.
The study of the application of physics to astronomical systems. Topics may include stellar structure and evolution, energy generation and nucleosynthesis, the interstellar medium, radiative transfer and degenerate stars.
Prerequisite: instructor permission. Offered based upon demand.
PHYS 450. Special Topics. 1-8.
PHYS 460. Independent Study. 1-8.
PHYS 461. Physics Research Seminar. 1.
All students writing theses or doing other research within the physics department are required to take this course in which students and faculty exchange suggestions, ideas and insights into their research. Fall and spring. CR/NC. Students may take this course more than once and may count up to 4 credits of Physics Research Seminar toward graduation.
PHYS 470. Research, Thesis and Defense. 1-8.
Independent research projects that culminate, with guidance, in a welldefined research thesis. The thesis must be presented both orally and in writing. The thesis should be written in the standard form for technical papers in physics as currently set forth in Volume 10 of the Journal of Undergraduate Research in Physics. Students are encouraged to present their papers at NCUR or another appropriate conference. Fall and spring.

PHYS 480. Physics Department Seminar. 0.
All students taking PHYS 121 or above are required to attend the Physics Department Seminar. During the semester, each student will give presentations on some aspect of the physics work on which he or she is currently working. Fall and spring.
PHYS 490. Honors Research, Thesis and Defense. 1-8.
Although enrollment is normally during the fall of the final year, the student is expected to begin work during the intermediate years on independent research projects that will culminate, with guidance, in a well- defined research thesis. The thesis must be presented both orally and in writing. The thesis should be written in the standard form for technical papers in physics as currently set forth in Volume 10 of the Journal of Undergraduate Research in Physics. Students are encouraged to present their papers at NCUR or another appropriate conference.

## Physics Major

## Bachelor of Science Degree in Physics

The major requires a minimum of 37 credit hours (nine courses plus research). Coursework in mathematics is also required (but not listed here) to prepare students for courses in physics.

| Code | Title | Credits |
| :--- | :--- | ---: |
| PHYS 121 | Classical and Modern Physics I | 4 |
| PHYS 122 | Classical and Modern Physics II | 4 |
| PHYS 223 | Classical and Modern Physics III | 4 |
| PHYS 224 | Classical \& Modern Physics IV | 4 |
| PHYS 231 | Experimental Physics I | $1-4$ |
| PHYS 232 | Experimental Physics II | 2 |
| PHYS 370 | Physics Research | $1-4$ |
| PHYS 470 | Research, Thesis and Defense | $1-8$ |
| or PHYS 490 | Honors Research, Thesis and Defense | 8 |
| Two 400-level PHYS courses | $4-8$ |  |
| Additional PHYS courses |  |  |
| Total Credits $=\mathbf{3 7 - 4 8}$ |  |  |

The core foundational courses of the Physics major include two introductory courses (PHYS 121/122), two intermediate courses (PHYS 223/224), two experimental courses (PHYS 231/232; four credits total), and at least two advanced courses at the 400 level. An off-campus internship is required (PHYS 370). For the Bachelor of Science, a senior research thesis is required (PHYS 470 or 490). PHYS 210 (Observatory Practice) may count for two credits of experimental and two credits of "additional Physics courses". The exact content of the courses is determined for the individual student, based on their interests and career goals.

Note: PHYS 101 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/ search/?P=PHYS\%20101) Physics for Nonscientists (variable title)., PHYS 104 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/search/?P=PHYS \%20104) Elementary Electronics (CTIS 104), PHYS 107 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/search/?P=PHYS\ 107) The Solar System, PHYS 108 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/ search/?P=PHYS\%20108) Realm of the Stars, PHYS 109 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/search/?P=PHYS\ 109) Beyond the Stars and PHYS 461 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/ search/?P=PHYS\%20461) Physics Research Seminar do not apply toward either Physics major or the minor. Physics X50 courses may count, depending on their content. The student should be clear with their
advisor whether a certain special topics course counts or not before taking it.

## Bachelor of Arts Degree in Physics

The major requires a minimum of 37 credit hours (nine courses). Coursework in mathematics is required to prepare students for courses in physics, but is not included in the credits for the Physics major. The primary difference between the Bachelor of Arts program and the Bachelor of Science program is that the BA student does not complete a senior thesis research project.

| Code | Title | Credits |
| :--- | :--- | ---: |
| PHYS 121 | Classical and Modern Physics I | 4 |
| PHYS 122 | Classical and Modern Physics II | 4 |
| PHYS 223 | Classical and Modern Physics III | 4 |
| PHYS 224 | Classical \& Modern Physics IV | 4 |
| PHYS 231 | Experimental Physics I | 2 |
| PHYS 232 | Experimental Physics II | $1-4$ |
| PHYS 370 | Physics Research | 8 |
| Two 400-level PHYS courses | 8 |  |
| Additional PHYS courses | 8 |  |
| Total Credits $=\mathbf{3 7 - 4 0}$ |  |  |

Note: PHYS 101 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/ search/?P=PHYS\%20101) Physics for Nonscientists (variable title)., PHYS 104 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/search/?P=PHYS \%20104) Elementary Electronics (CTIS 104), PHYS 107 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/search/?P=PHYS\ 107) The Solar System, PHYS 108 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/ search/?P=PHYS\%20108) Realm of the Stars, PHYS 109 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/search/?P=PHYS\ 109) Beyond the Stars and PHYS 461 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/ search/?P=PHYS\%20461) Physics Research Seminar do not apply toward either Physics major or the minor. Physics X50 courses may count, depending on their content. The student should be clear with their advisor whether a certain special topics course counts or not before taking it.

## Physics Minor

Thomas P. Espinola, Department of Physics
The common thread connecting the different goals and focuses of students pursuing a physics minor is the physicist's approach to thinking about, modeling and understanding the universe. This process relies on clear, analytical and often abstract thinking but is ultimately grounded in concrete reality as exposed by experiment. Reaching a clear, realistic understanding of some aspect of the world is of value in not only science and engineering but also business, medicine, law and many other fields. The physics minor will be most useful for majors in other sciences or education who wish to increase their exposure to analytical, mathematical and computational tools which they may later wish to use in their chosen fields of study. These may include chemistry majors interested in physical chemistry, geology majors interested in geophysics and biology majors interested in biophysics. Mathematics majors wishing to gain experiences with hands-on, real-world problems that require the tools of mathematics would also be interested in this minor. The minor will be of value to students in other fields and will be individualized to
maximize exposure to skills to useful the individual in his or her chosen field of study.

Each student pursuing the physics minor will design a program of study with his or her advisor(s). Most students will choose to take Physics I, II and III. An independent research project is optional but encouraged.

The minor in physics is not available to physics majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses), at least 4 credits of which must be in experimental physics and 8 credits in theoretical physics.

| Code | Title | Credits |
| :--- | :--- | ---: |
| PHYS 231 | Experimental Physics I | 2 |
| PHYS 232 | Experimental Physics II | 2 |
| One PHYS course at the 200 level | 4 |  |
| Two additional PHYS courses at any level | $\mathbf{8}$ |  |
| Total Credits | $\mathbf{1 6}$ |  |

PHYS 210 Observatory Practice may be used to count for 2 credits of experimental physics (replacing either 231 or 232 ) and 2 credits toward the "any level" requirement.

Note: PHYS 101 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/ search/?P=PHYS\%20101) Physics for Nonscientists (variable title)., PHYS 104 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/search/?P=PHYS \%20104) Elementary Electronics (CTIS 104), PHYS 107 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/search/?P=PHYS\ 107) The Solar System, PHYS 108 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/ search/?P=PHYS\%20108) Realm of the Stars, PHYS 109 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/search/?P=PHYS\ 109) Beyond the Stars and PHYS 461 (https://guilford-wreinhardt-nx.dev7.leepfrog.com/ search/?P=PHYS\%20461) Physics Research Seminar do not apply toward either Physics major or the minor. Physics X50 courses may count, depending on their content. The student should be clear with their advisor whether a certain special topics course counts or not before taking it.

## Political Science (PSCI)

George Xuezhi Guo, Professor, Chair
Kyle Dell, Associate Academic Dean and Associate Professor Kenneth E. Gilmore, Professor
Maria Rosales, Professor
The Department of Political Science prepares students for engaged citizenship. "Engaged citizenship" in this context means not merely to understand or to manage the effects of political events and governmental actions on society, but also to evaluate and seek to shape them. We do this by providing our students with the knowledge, intellectual and practical skills, values and experiences necessary to fulfill their responsibilities as members of an effective and diverse civil society. More specifically, the department sets the following goals for the A.B. degree in political science: to provide a skills-based education for citizenship, government employment and public service; to provide politically literate students the tools with which to influence their communities through public service and socially beneficial work; to train future governmental leaders and employees; and to prepare students for successful graduate work.

## Degree Offered

The Bachelor of Arts degree is offered in political science.

## Departmental Honors in Political Science

Majors must enroll in PSCI 465 Senior Independent Project or PSCI 470 Senior Thesis. Upon completion of PSCI 470, students may petition the department to grant Departmental Honors (PSCI 490). Requirements for Departmental Honors include: a grade-point average of 3.5 or better in the discipline and a 3.0 or higher cumulative grade point average. Departmental Honors requires extensive reading in a selected area of the discipline and submission of a 50-60 page thesis that includes: a) substantial scholarly literature review; b) proposed research methodology; c) type of analysis; d) schedule; and e) an explanation of how this project will contribute to the body of knowledge. The honors program culminates in an oral examination evaluated by three members of the faculty, two of whom must be from the department, and an outside examiner. Students interested in pursuing Departmental Honors must consult with the department in the student's junior year in order to develop an approved proposal (generally spring semester, junior year). Students pursuing a Senior Thesis or Departmental Honors may then successfully complete a PSCI 460 Independent Study in the fall semester of the student's senior year, which will serve as a research semester in preparation for writing a senior thesis or honors thesis in spring semester of the student's senior year.

## Internships and Independent Study

Students may apply only up to two courses (6-8 credits) from any internship, independent study or teaching assistantship toward the major. These credits may not fulfill the two 300-level course requirements for the major. Many students elect to do an internship or independent study related to their political science studies. Students may participate in internships located in Greensboro, such as private law offices and local government agencies. Students may also elect to participate in The Washington Center or The Capitol Experience internship programs in Washington, D.C., or state- based internship programs such as the Institute of Government and the North Carolina Government programs. We strongly encourage students to engage in internships. Students interested in pursuing an internship or independent study must obtain approval of a full-time faculty member of the department to serve as a sponsor. Approval of internships or independent studies is at the discretion of the departmental faculty.

## Internship Requirements

In order to qualify for an internship, students must have: a) completed at least two of the five core courses; b) a 3.0 or better grade-point average within the department, and c) submitted a one-page proposal for the instructor's approval to include: 1) learning objectives, 2) check points, 3) evaluation criteria and 4) schedule. Requirements for completing an internship include: five-20 pages of writing (depending upon the number of credits) of the internship that address the learning objectives listed in the proposal and that conform to the standards and conventions of the discipline. Students are responsible for meeting all deadlines and submitting all paperwork for an internship on time; failure to do so will result in a failing grade for the internship.

## Independent Study Requirements

In order to qualify for an independent study (including teaching and research assistant positions), students must have at a minimum: a) completed five core courses; b) a 3.0 or better grade-point average within the department. Requirements for completing an independent study
include: five-20 pages of writing (depending upon the number of credits allowed) that conform to the standards and conventions of the discipline or appropriate alternative work as determined by the professor. Students are responsible for meeting all deadlines and submitting all paperwork for an independent study on time; failure to do so will result in a failing grade for the independent study.

## Accepting AP Credits

Incoming political science majors who have a score of 4 or higher on the Advanced Placement Test for American Government or Comparative Government \& Politics are given credit for having taken PSCI 101 The American Political System or PSCI 105 Comparative Politics, respectively.

- Political Science Major (p. 120)
- Political Science Minor (p. 121)

PSCI 101. The American Political System. 4.
An introductory course designed to explain the basic processes and issues of the American political system. A particular emphasis will be placed on citizenship and public participation within a democracy. Fulfills social science requirement (1998). Social/behavioral science (2019).
PSCI 103. International Relations. 4.
An introductory course designed to provide the basic theoretical tools and frameworks of analysis for understanding the behavior of states and other actors in the international system. Topics include the use of force,U.S. foreign policy, the causes of war and peace, the global political economy and resource and environmental issues. Fulfills social science requirement (1998). Social/behavioral science (2019).
PSCI 105. Comparative Politics. 4.
An introductory course designed to introduce students to the methods and approaches to comparative analysis and apply them to the study of ideologies, political behaviors, social movements and revolutions, political economy and political regimes that have played a role in the formation of the contemporary world. Fulfills social science and intercultural requirements (1998). Social/behavioral science and sociocultural engagement requirements (2019).

## PSCI 106. Political Theory. 4.

An introductory course designed to critically analyze great works that reflect the fundamental themes and assumptions of Western political thought. It focuses on the concepts, principles, and values used to explain and evaluate political life. Fulfills social science and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).
PSCI 150. Special Topics. 1-8.
A recent topic offered is Global Inequality, an interdisciplinary exploration of the relationship between economic development and income equality. This course examines the various explanations for the gap between rich and poor countries in the international system, as well as income inequality within specific developing countries. May also be offered at 250,350 and 450 levels.

PSCI 201. Comparing Countries. 4.
A 3-week simulation-based introductory-course that emphasizes active engagement, collaborative learning, and public presentation. This course examines the core concepts, theories, and issues in the field of comparative relations among countries. Topics include: comparative analysis of democracies and democratization, revolution, dictatorship, development, cultural and social movements, representation and accountability, institutions of governance, political economy, and ethnicity and ethnic conflict. Particular attention is paid to the thematic similarities and differences among the diverse set of countries around the world. Fulfills social science and intercultural requirements (1998). Social/ behavioral science and sociocultural engagement requirements (2019).
PSCI 202. Politics of State \& Local Govt. 4.

## PSCl 204. Public Policy and Administration. 4.

An examination of the public policy process, including policy formulation, implementation and analysis. Attention will be paid to the issues of leadership, finance and personnel administration in government and nonprofit organizations. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).

PSCI 206. Challenges of Global Democratization (PECS 206). 4. Examines issues and challenges relating to democracy and democratization in a variety of historical and contemporary settings cross the world. The course uses the basic principles, theories, conceptual tools and comparative methods of political science to understand the underlying drivers of democratization and the various paths that countries go through on the road to democracy. Fulfills social science and intercultural requirements (1998). Social/behavioral science and sociocultural engagement requirements (2019).
PSCI 207. HP. Intelligence Community:Keeping Us Safe. 4.
This course examines the origins, evolution, and organizations of the U.S. Intelligence community, their success and failures, their impact on American society, and their importance to our national security. Prerequisite: ENGL 102. Fulfills historical perspectives and intercultural requirements (1998). Historical perspectives and sociocultural engagement requirements (2019).

## PSCI 210. East Asian Politics. 4.

An introduction to the political systems of East Asian countries. While examining a broad background of history and culture in comparative perspective about East Asian countries and its influence on shaping contemporary political systems, this course investigates political culture, political institutions and processes, and the impact of modernization, ideology, the role of political elites and social dynamics. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

PSCI 222. African Government and Politics. 4.
This course is designed to provide students with a basic understanding of African governments and their policies and of the relationship of Africa with the rest of the world. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

PSCI 225. The American Presidency. 4.
An examination of the office of the presidency, including its constitutional and political underpinnings; the selection process; presidential policymaking; relationships to other branches of government and the public; and participation in foreign affairs.

PSCI 240. American Political Thought. 4.
An examination of a range of expositions of the moral foundations of American politics. This course uses these primary texts, along with writings about these texts and the political situations in which they were written, to think about the development of U.S. political cultures. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).

PSCI 246. Politics of State \& Local Govt. 4.
Examines the relationships between local, state and federal governments,organization, and major institutional players, as well as the major issues facing municipal governments. Various state and local government officials will share their perspectives with the class.

## PSCI 250. Special Topics. 1-8.

## PSCI 260. Independent Study. 1-8.

May also be offered at 360 and 460 levels. Reading programs, tutorials or field projects arranged between a student and a faculty member; schedules and nature of the work to be accomplished at the discretion of the instructor. For a complete list of prerequisites, please see the detailed independent study description under major.
PSCI 265. Terrorism in America. 4.
Examines terrorism committed by groups within the continental U.S. to include their organization, motivation, tactics and weapons - including weapons of mass destruction. Also examined are the government's efforts to combat terrorism to include challenges to Constitutional rights and freedoms. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

## PSCI 266. Global Terrorism. 4.

Examines political, religious, cultural, criminal and state-sponsored terrorism from a global perspective to include motivations, weapons and tactics as well as the response to terrorist violence by the international community and national governments. Fulfills social justice/ environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).
PSCI 275. Asia and the World. 4.
An introduction to international relations among Asian countries. This course examines how domestic politics, political culture, history and social changes in these countries shape, and how they are shaped by, international politics in the region. Particular emphasis on the dynamics of great power relations and Cold War and post-Cold War competition in Asia. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019)..
PSCI 290. Internship. 1-8.
Recommended for all majors. Details to be arranged between a student and a faculty member; schedules and nature of the work to be accomplished at the discretion of the instructor. For a complete list of prerequisites, please see the detailed internship description under major.
PSCI 305. Politics of Gender. 4.
This upper-level, writing-intensive course provides an opportunity to critically examine the role of gender in politics. Many still consider politics to be a gender-divided world. To be discussed are the ways that people use gendered categories to make political decisions, as well as the ways that gender intersects with other major political categories such as race, class and sexuality. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

PSCI 315. Chinese Politics. 4.
Examines Chinese political history, political ideology, political institutions, political processes as well as some key issues in Chinese politics, providing a comprehensive introduction to developments since
the Communist revolution Fulfills intercultural requirement (1998).
Sociocultural engagement requirement (2019).
PSCI 316. China and the World. 4.
Examines China's contemporary international relations and the major military, political and economic elements of Chinese foreign policy in the context of their development since 1949. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

## PSCI 317. The American Founding. 4.

Studies the way in which some of the most celebrated features of American government became either settled questions or continue to be debated today. Topics examined include the proper balance between governmental branches, the relationship between citizens and their representatives, the key role of elections in American politics and the contentious role of democracy in American political life. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

## PSCI 318. Environmentalism in Early America. 4.

This course examines the complex dialogue between nature and politics in the United States during the late 19th and early 20th century. It will focus on the complicated links between material circumstances, ideas and politics, which affected the physical context of the American environment and the changing experience of American life. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).
PSCI 319. Modern Environmental Problems. 4.
Examines the complex emergence of the American environmental movement as a response to the historical, political and socio-economic patterns following World War II. Students will analyze environmental policies in response to specific and varied problems such as pollution, species protection, urban sprawl and management of national parks. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).
PSCI 329. Wealth and Inequality in US. 4.
Over the last three decades, Americans have grown increasingly unequal in terms of income and wealth. At the same time, it has become increasingly hard for less-well off American to "live the American Dream" by moving up the economic ladder. This course asks: What does economic inequality look like in the US? What are its causes and social consequences? How does it impact the quality of American democracy, and what can we do about it? Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).
PSCI 330. Global Power and Wealth. 4.
An exploration of competing explanations for the changing relationship between political and economic power in international relations. Substantively, the course focuses on trade, finance, investment and debt and development issues. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).

PSCI 335. America and the World. 4.
4. Examines the historical context of U.S. foreign policy since World War II: the Cold War, Korea, Vietnam, collapse of the U.S.S.R., post-9/11; the individuals, institutions and processes involved in making and implementing foreign policy; and contemporary foreign policy issues and challenges - e.g., Middle East conflict, terrorism, WMD, nuclear proliferation, covert action, peacekeeping, democratization, human rights and globalization.
PSCI 345. Avoiding War, Making Peace. 4.
4. The aim of this course is to gain a better understanding of the conditions and processes that lead to international war and peace. This will be accomplished through a combination of theoretical and historical analysis.

## PSCI 350. Special Topics. 1-8.

PSCI 355. Constitutional Law and Civil Rights. 4.
4. Examines a series of political controversies in which at least one and usually more than one - side makes a claim on the basis of rights. Controversies examined include property rights, First Amendment rights, rights in times of crisis, the rights of the accused and the right to vote as well as rights-based assertions on behalf of the disabled, women and the unborn. Fulfills social justice/environmental responsibility requirement.
PSCI 360. Independent Study. 1-8.
PSCI 364. Race, Ethnicity and Politics. 4.
4 Examines several theories about race and ethnicity. Among these theories are ideas about how race and ethnicity shape our political identities. The goal of the course is to use a variety of theories and methodologies in order to develop a critical understanding of the complexities of race and ethnicity, with an emphasis on race and ethnicity in the United States. Fulfills diversity in the U.S. requirement.
PSCI 367. Violence and Politics. 4.
4. This writing-intensive, upper-level course is an exploration of the theoretical and actual connections between violence and politics. After a brief foray into political psychology, we will examine and critique the views of several political theorists. We will end the class by analyzing specific violent events in light of these theories. Fulfills social justice/ environmental responsibility requirement.

## PSCI 389. Homeland Security Policy. 4.

4. An examination of the evolution of American homeland security policy especially since the end of the Cold War. Emphasis is on identification of threats and adversaries, major decision-makers and policy formulation, implementers of homeland security (intelligence agencies, Defense Department), policy evaluation, and strategies for the 21 st century.

## PSCI 390. Internship. 1-8.

PSCI 391. Globalization and Its Discontents. 4.
4. Analyzes the impact of trade, financial flows, technology and regional integration on the domestic politics of advanced and emerging countries. Case studies include the European Union and western European states, the United States, Japan and Brazil.
PSCI 405. Departmental Seminar. 1-4.
1-4. Reading and discussion of recent contributions to political science.
PSCI 450. Special Topics. 1-8.
PSCI 455. Designing Pol. Research. 3-4.

## PSCI 460. Independent Study. 1-8.

4. Reading programs, tutorials, or field projects arranged between a student and a faculty member; schedules and nature of the work to be accomplished at the discretion of the instructor. For a complete list of prerequisites, please see the detailed independent study description under major. Also offered at the 260 and 360 levels.

PSCI 465. Senior Independent Project. 4.
4. Serves as a departmental independent study pass/fail capstone course. Majors must complete a major independent project/research proposal on an agreed upon topic as directed by a faculty member. This course is intended to foster students' integration and synthesis of the discipline, further develop and assess student competencies and problem-solving skills, and enhance students' preparation for careers and postgraduate education.
Prerequisite: PSCI 230 or PSCI 455.
PSCI 470. Senior Thesis. 1-8.
4. Recommended for all students planning to enter graduate school. Proposal must be presented to and approved by the department chair in the semester prior to enrolling. Thesis must include: a) literature review; b) proposed methodology; c) schedule; d) an explanation of how this project will contribute to the existing body of political science knowledge. Course culminates in a pass/fail oral examination evaluated by three members of the faculty, two of whom must be from the department and one from outside the department.

PSCI 490. Departmental Honors. 1-8.
4. For a complete list of prerequisites, please see the detailed departmental honors description under major.
Prerequisite: PSCI 230 and a specific PSCI 460 the previous semester.

## Political Science Major

## Bachelor of Arts Degree in Political Science

The major requires a minimum of 36 credit hours ( 9 courses).

| Code Title Cr | Credits |
| :---: | :---: |
| Required Core Courses |  |
| 1. PSCI 101 The American Political System | 4 |
| 2. PSCI 103 International Relations | 4 |
| 3. PSCI 105 Comparative Politics | 4 |
| 4. PSCI 106 Political Theory | 4 |
| Elective Courses |  |
| 5-7. Any three PSCI courses at 200-level and above in which at least one of them must be 300 -level. Internship or independent study may replace one of three PSCI courses. | $\begin{array}{ll}\text { ast } & 12 \\ \end{array}$ |
| Required Capstone Preparation |  |
| 8. PSCI 455 Designing Political Research | 4 |
| Required Capstone Experience | 4 |
| Select one of the following: |  |
| 9. PSCI 465 Senior Capstone OR |  |
| PSCI 470 Senior Thesis OR |  |
| PSCI 490 Departmental Honors |  |
| Total Credits | 36 |

1 Senior Capstone in Political Science. A 3-week seminar (PSCI 455) required of all Political Science majors taken during the fall of their senior year in preparation for their Senior Independent Project, Senior Thesis, or Honors Thesis. In this seminar, student will discuss topics in Political Science and identify potential senior research project. Students will present proposals for their senior capstone at the end of the seminar. Students take their Senior Independent Project (PSCI 465) during the spring of their senior year in which they will develop their skills in research and oral and written communication as related to Political Science. The course includes presentations and discussions by students and guest lecturers, field trips, and a community service project. PSCI 470 (Senior Thesis) or PSCI 490 (Departmental Honors) can replace PSCI 465.

Total credit hours required for A.B. degree in political science is 36 credits
It is recommended that all core courses - PSCI 101, PSCI 103, PSCI 105, and PSCI 106 - be completed before taking upper-level elective courses. It is required that majors complete all core courses prior to taking PSCI 455, and PSCI 455 must be taken before PSCI 465. Of the 9 elective credits, at least 1 must be from 300-level courses or above, 1 of which can be Internship or Independent Studies.

Majors may want to focus their elective credits in an area of particular interest in order to provide more in-depth knowledge of one of the particular sub-disciplines of political science: American politics/public policy and administration; international relations; comparative politics or political theory/political analysis. The core courses serve as a foundation for upper-level courses within each of the four tracks.

## Areas of Study

## American Politics/Public Policy and Administration

This track focuses on governmental and policy dynamics and debates within the United States. Students are exposed to the organization and behavior of the institutions, groups and participants in the American political arena. Students in this track investigate various public policies and political behaviors from a broad array of governmental and nongovernmental institutions. Study in this track equips students for graduate studies in American politics and public policy and provides a foundation for careers in American government, teaching or other public policy sectors.

| Recommended Elective Courses |  |  |
| :---: | :---: | :---: |
| Code | Title | Credits |
| PSCI 204 | Public Policy and Administration | 4 |
| PSCI 225 | The American Presidency | 4 |
| PSCI 265 | Terrorism in America | 4 |
| PSCI 305 | Politics of Gender | 4 |
| PSCI 317 | The American Founding | 4 |
| PSCI 318 | Environmentalism in Early America | 4 |
| PSCI 319 | Modern Environmental Problems | 4 |
| PSCI 335 | America and the World | 4 |
| PSCI 355 | Constitutional Law and Civil Rights | 4 |
| PSCI 389 | Homeland Security Policy | 4 |

## International Relations

International relations focus on the manner in which states and other actors interact in the global arena. The track exposes students to a wide variety of methods-approaches, and substantive concerns. This track equips students for graduate studies in international affairs and provides a foundation for careers in international business, diplomacy or other
public policy sectors. Students interested in this track may also doublemajor in international studies or complete a minor in African, East Asian or Latin American studies. Language courses are essential in this regard and thus are strongly encouraged.

| Recommended Elective Courses |  |  |
| :--- | :--- | ---: |
| Code | Title | Credits |
| PSCI 266 | Global Terrorism | 4 |
| PSCI 275 | Asia and the World | 4 |
| PSCI 316 | China and the World | 4 |
| PSCI 330 | Global Power and Wealth | 4 |
| PSCI 345 | Avoiding War, Making Peace | 4 |
| PSCI 350 | Special Topics | $1-8$ |
| PSCI 391 | Globalization and Its Discontents | 4 |

## Comparative Politics

The goal of comparative politics is to equip students with the concepts and methods of research necessary for understanding the enormity of contemporary political, economic and social changes, and to elucidate their significance. Students will apply practical research methods to examine policy processes and outcomes in different nations - in areas such as industry, education, health care, housing and social security. Other issues covered within the comparative politics track include political and economic development, the relationship between economic development and democratization, reform and revolution. Students interested in this track may also double major in international studies or complete a relevant minor. Language courses are essential in this regard and thus are strongly encouraged.

## Recommended Elective Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| PSCI 206 | Challenges of Global Democratization (PECS 206) | 4 |
| PSCI 210 | East Asian Politics | 4 |
| PSCI 222 | African Government and Politics | 4 |
| PSCI 315 | Chinese Politics | 4 |
| PSCI 350 | Special Topics | $1-8$ |

## Political Theory/Political Analysis

Political theory challenges students to confront the full history of political thought in order to sharpen and focus their analytical skills and to develop for themselves standards of judgment through which they can assess the relative merits of political systems and public policies. To this end, students in this track pursue coursework and independent study in the following areas: the history of political ideas (such as freedom, obligation, justice, power and democracy); interpretation of political texts; and normative approaches to persistent political issues and problems.
This track equips students for graduate study in political science and law as well as for various careers in community service and public policy.

## Recommended Elective Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| PSCl 240 | American Political Thought | 4 |
| PSCI 305 | Politics of Gender | 4 |
| PSCI 364 | Race, Ethnicity and Politics | 4 |
| PSCI 367 | Violence and Politics | 4 |

## Political Science Minor

George Xueshi Guo, Department of Political Science

## Minor Requirements

The minor requires a minimum of 14 credit hours ( 4 courses). It is expected that students will plan their course of study with an advisor in the department. Students are encouraged to select minors related to their special interests or career plans after graduation. It is highly recommended that at least two of these courses be at the 300 level or above to ensure depth. Independent study and internship credits may not apply to the minor in political science.

| Code | Title | Credits |
| :--- | :--- | ---: |
| Select two of the following: | 8 |  |
| PSCI 101 | The American Political System |  |
| PSCI 103 | International Relations |  |
| PSCI 105 | Comparative Politics |  |
| PSCI 106 | Political Theory |  |
| Two PSCI electives, at least 1 of which must be the 300 level or above 6-8 |  |  |

Total credit hours required for political science minor is 14 credits
In addition, students are required to write a reflective paper bringing together their diverse experiences in the minor. This reflective paper must be submitted to the Department of Political Science during the semester in which a student completes her or his final course for the minor. Department faculty will grade the reflective paper credit/no credit and a credit is necessary for successful completion of the minor. The minor in political science is not available to political science majors.

## Principled Problem Solving (PPS)

Mark J. Justad, Director, Center for Principled Problem Solving
Principled Problem Solving (PPS) is a central and unifying aspect of Guilford's practical liberal arts education. First identified and defined by faculty, staff and students as part of a campus-wide, long-range planning process, PPS builds on the knowledge, skills, interests and life experience of the Guilford and local communities and seeks to address a broad range of problems and opportunities. PPS as philosophy and practice emerges from Quaker testimonies and is grounded in Guilford's seven articulated Core Values.

## - Principled Problem Solving Experience (p. 122)

PPS 110. Introduction to Civic Engagement. 2.
In this class, we explore different approaches to civic engagement, survey the status of civic initiatives and social movements across the U.S., and learn from local practices and practitioners.

PPS 111. Civic Engagement Explorations. 2.
This course examines models of civic engagement and what is required
of citizens in a healthy democracy. Seminar format, may include a
community or project-based engagement hours requirement.
Prerequisite: PPS 110 or permission of instructor.
PPS 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.

PPS 151. Ethics and Leadership I. 2.
This course provides an introduction to leadership theory, research and practice in small groups, organizational and societal contexts. This course will focus on applying leadership theories to think about practical problems on campus or in the broader Guilford community.

## PPS 210. Practices and Narratives. 2.

In this course, we identify students' core values and commitments, reflect upon how those values (and the Core Values of the College) connect with their education and vocation, identify capacities and strengths within local communities, identify particular problems that contradict students' and Guilford College's Core Values, research the intersecting root causes of these problems - as well as efforts already underway to address them, discern our willingness and ability to engage these problems effectively, and begin the process of imagining ethical action in particular contexts. Throughout this process, we will explore narratives and practices of effective approaches to social change and innovation in diverse contexts. This class is limited to students in the PPS Scholars Program.

## PPS 211. Change, Innovation and Impact. 4.

In this class, we will: research the intersecting root causes of particular social problems - as well as efforts already underway to address them, imagine positive alternatives, explore the roots of our own imagination process for leadership and change, create realistic, achievable plans for action in relation to a particular issue, engage in group action, and reflect about the process, making changes when necessary. Throughout this process, we will explore philosophies and practices of effective approaches to social change and innovation in diverse contexts. In addition, the class will focus on issues and concerns related to ethics and/in leadership within the selected organizations and beyond. The class is limited to students in the PPS Scholars Program.
PPS 240. Cape Fear River Basin Seminar I (ENVS 240). 4.
This seminar is an introduction to interdisciplinary, experiential, placebased learning. You will work with students from other disciplines as you engage with learning opportunities both in and outside the classroom, practice articulating the value and limitations of your discipline, and develop independent research or creative interests. You will reflect (in writing and discussion), develop a basic understanding of some historical trends in the human relationship to water, the history, geography, and contemporary challenges of the Cape Fear River Basin. A three- day canoe camping trip and multiple in-class field trips are mandatory for this course.
Prerequisite: ENGL 102 and instructor permission.

## PPS 250. Special Topics. 1-8.

PPS 251. Ethics and Leadership II. 2.
This course builds on PPS 151 and is designed to develop the capacity to exercise leadership to make progress on personal and community issues. In addition, students will have an opportunity to engage with speakers from a variety of different walks of life who have exercised leadership in their personal and professional lives and can help students understand how to evaluate external and internal pressures in ethicaldecision making.
PPS 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
PPS 290. Internship. 1-8.
May also be offered at 390 level.

PPS 340. Cape Fear River Basin Seminar II (ENVS 340). 4.
This seminar is an immersion in interdisciplinary, experiential, placebased learning. You will practice applying the skills of your discipline as you work on an independent or collaborative research or creative project that is relevant to some aspect of our place, the Cape Fear River Basin. You will engage in reflection, discussion and presentation to gain practice articulating the value and limitations of your discipline in developing knowledge that might eventually lead to positive change. A three-day canoe camping trip and multiple in-class field trips are mandatory for this course.
Prerequisite: ENVS/PPS 240 with approved research proposal, or instructor permission.

PPS 350. Special Topics. 1-8.
PPS 360. Independent Study. 1-8.
PPS 390. Internship. 1-8.
PPS 450. Special Topics. 1-8.
PPS 460. Independent Study. 1-8.

## Principled Problem Solving Experience

Mark J. Justad, Director Center for Principled Problem Solving

## Minor Requirements

The minor requires a minimum of 14-16 credit hours (4 full courses).
Courses include a selection of established disciplinary courses curated by each PPSE minor's faculty leadership, PPS 151 and PPS 251 dedicated theory and praxis seminars shaped by the minor topic, and possibly relevant internship or fieldwork and independent study credits. The Principled Problem Solving Experience minor is a unique learning community in which students will demonstrate sophisticated understanding of the relationship between one or more of Guilford's Core Values and a specific and significant real world problem. PPS Experiences require a significant commitment on the part of a student and are available only to those students at the beginning of each PPSE. PPSE minor topics and learning communities rotate and change and are offered with fixed calendar parameters so please consult with the Center for Principled Problem Solving for PPSEs currently accepting students. PPS Experience minors typically involve a mix of traditional coursework and experiential opportunities (e.g., internships, abroad or field experiences, research, community service, etc.) and rely upon perspectives from a variety of disciplines. Real-world problems and the College's Core Values are not exclusive to a single discipline. Interdisciplinary learning represents a key component of each PPS Experience. Finally, students will have common experiences and courses that seek to build and strengthen the PPSE learning community for each student.

## Current PPSE Minors Include:

PPSE Minor. Forced Migration and Resettlement Studies
In this one-of-a-kind minor, students not only learn about forced migration and resettlement. Because of Guilford College's location in Greensboro, NC (a very active refugee resettlement hub in the U.S.) as well as the presence of the Every Campus A Refuge (ECAR) program on campus, students will be able to immerse themselves in refugee support history, networks, and service-providers as well as do the handson work of hosting refugees on Guilford's campus and supporting
them in resettlement. ECAR is an initiative that mobilizes college and university campus resources (within and without the institution's physical borders) to provide housing and other forms of assistance to refugees seeking resettlement in the institution's local area. In partnership with local resettlement agencies, universities and colleges can make a big difference in refugee resettlement in terms of numbers of refugees resettled, quality of resettlement and the shaping of public discourse around refugees and immigrants. This PPSE minor formalizes the educational components of the initiative and engages students in disciplinary, interdisciplinary and place-based experiences that facilitate:

## Required Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| PPS 151 | Ethics and Leadership I | $1-4$ |
| PPS 251 | Ethics and Leadership II | $1-4$ |

One course focused on the voice, agency and perspectives of (im)migrants and displaced individuals such as:

| Code | Title | Credits |
| :--- | :--- | ---: |
| JPS 336 | Understanding Oppressive Systems | 4 |
| SPAN 310 | Contemporary Latin America | 4 |
| SOAN 331 | Latinx Migration Patterns | 4 |
| HIST 310 | Advanced Seminar in Global History | $1-4$ |
| HIST 310 | Advanced Seminar in Global History | $1-4$ |
| HIST 314 | Immigration \& a Multicultural Europe, 1800- | 4 |
|  | Present |  |
| HIST 238 | War and Peace: 20th-Century Europe, 1914-1999 | 4 |

Or a similar course chosen by the student and approved by the minor's coordinators.

One course focused on the voice, agency and perspectives of (im)migrants and displaced individuals such as:

| Code | Title | Credits |
| :--- | :--- | ---: |
| ENGL 350 | Special Topics | $1-8$ |
| HIST 310 | Advanced Seminar in Global History | $1-4$ |
| HIST 310 | Advanced Seminar in Global History | $1-4$ |
| IDS 421 | Border Crossings | 4 |

Or a similar course chosen by the student and approved by the minor's coordinators.
GERM 400 Seminar 4
One course focused on building community, advocacy, organizing such as:

| Code | Title | Credits |
| :--- | :--- | ---: |
| PPS 110 | Introduction to Civic Engagement | 2 |
| PPS 211 | Change, Innovation and Impact | 4 |
| JPS 103 | Community Problem Solving | 4 |
| JPS 220 | Community Building and Organizing | 4 |
| PECS 110 | Introduction to Peace \& Conflict Studies | 4 |
| EDUC 302 | Field Study in Cross-Cultural Education | 4 |

Or a similar course chosen by the student and approved by the minor's coordinators.

## Psychology (PSY)

Rachel Riskind, Christina B. Gidynski Associate Professor of Psychology, Chair
Karen M. Tinsley, Professor
Eva K. McGuire, Charles A. Dana Professor of Psychology
Sarah Estow, Associate Professor
Christopher Henry, Associate Professor
Julia Jacks, Visiting Assistant Professor
Psychology students at Guilford are challenged to recognize the role of multiple causation in the determination of human behavior. Why do people do what they do? How do personality, culture, biology, gender, and ethnicity affect perceptions and behavior?

The psychology curriculum provides opportunities for students to investigate current methods and theories in personality, social interaction, learning, motivation, perception, and human development. Students are encouraged to appreciate different approaches and points of view and to understand how clinical and laboratory methods supplement each other.

A student majoring in psychology can expect to develop rigorous habits of observation with reference to psychological phenomena; to develop statistical knowledge; and to grasp the often complex interplay of theory, observation, research and analysis.

Our recent graduates have obtained positions in mental health, education, research, and administration. Some attend graduate school in psychology or social work, and others have taken a completely different route such as environmental studies, writing, or politics. The program fosters critical thinking and writing skills that are valuable to a wide variety of graduate programs and careers. Our students gain insight into how people think and behave as well as an appreciation for individual and cultural differences. The knowledge and skills they acquire will serve them well both personally and professionally.

## Degree Offered

The Bachelor of Science degree is offered in psychology

- Psychology Major (p. 125)
- Communications Minor (p. 125)
- Psychology Minor (p. 126)

PSY 100. Introduction to Psychology. 4.
Introduction to the science of behavior including study of motivation, learning and remembering, the brain, perception and thinking, social processes, and developmental behavior disorders. Includes instruction on basic research methods in psychology, and requires students to find, read, and analyze primary research articles. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).
PSY 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels. Prerequisites vary.

PSY 224. Developmental Psychology. 4.
Psychological aspects of human growth and development across the lifespan, with emphasis on emerging capacities, expanding behavior, and increasingly complex social interactions. Includes instruction on basic research methods in psychology, and requires students to find, read, and analyze primary research articles. Includes community engagement. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).
PSY 241. Mass Media. 4.
The study of mass media, including the impact of mass media on the ways people conceptualize the world, and the impact of mass media on human behavior. The course will look at a variety of media, including books and magazines, television, radio, film and the internet.
PSY 242. Psychology of African Americans. 4.
The study of African Americans from a psychological point of view, with emphasis on theories, research and models as they pertain to African Americans. The course examines a variety of issues, such as: ethnic identity, personality traits, nonverbal communication, racism, mental health and the legal system. Fulfills diversity in the U.S.

PSY 243. Environmental Psychology. 4.
Study of the impact of human knowledge, attitudes and behavior on environmental problems and their solution.
Prerequisite: PSY 100 or ENVS 100. Alternate years. Fulfills social justice/ environmental responsibility requirements (1998). Evaluating systems and environments requirement (2019).

PSY 250. Special Topics. 1-8.
PSY 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels. Intensive reading and/ or independent research on a topic of interest to the student. By departmental approval.

PSY 263. Prisons in US and Norway. 3-4.
A comparison of prison systems in the U.S. and Norway from the perspectives of restorative justice, criminal justice, and psychology. Students will compare the goals, structures, and policies of the two systems, and consider the differential impact on violence, mental health, rehabilitation, and recidivism. Includes visits to prisons in the U.S. and Norway.

PSY 270. Interpersonal Communications (JPS 270). 4.
Using an experiential learning laboratory approach, this course provides students with a solid theoretical foundation for understanding interpersonal communication, the internal dynamics that lead individuals to construct meaning and the skills needed to maintain effective relationships of all kinds.

PSY 290. Internship. 1-8.
Community engagement, individually arranged so that students can become directly involved in work within the community. Highly recommended for all majors. May also be offered at the 390 level.

PSY 301. Research Methods and Analysis. 4.
Application of methods for collecting and analyzing behavioral science data and for drawing inferences from such data.
Prerequisite: PSY 100 and Historical Perspectives.

## PSY 330. Personality. 4.

The study of personality from a variety of perspectives; Emphasis on different personality theories and techniques of assessment and research.
Prerequisite: PSY 100 or 224.

PSY 332. Industrial and Organizational Psychology. 4.
Application of psychology to problems of employee selection, motivation, training, work environment and human relations in business, industry and other organizations.
Prerequisite: PSY 100 or 224.

## PSY 337. Child and Adolescent Psychopathology. 4.

Childhood and adolescent problems encountered by clinical psychologists, special education teachers, social workers, counselors and school psychologists examined in the context of normal child development. Emphasis is on psychological factors in deviant and disturbed behavior and treatment procedures. Includes community engagement.
Prerequisite: PSY 100 or 224.

## PSY 338. Theoretical Perspectives. 4.

The course will focus on a major theoretical perspective in psychology, including behaviorism, cognitive psychology, humanistic psychology, or psychoanalytic psychology, one or more theorists within a perspective, or a comparison of theories or theorists. Rotating titles. Repeatable. Prerequisite: PSY 100 or 224.

PSY 340. Psychobiology (Biol 340). 4.
Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Co-requisite: laboratory work.
Prerequisite: either two courses in biology or one course in biology and one course in psychology.

## PSY 341. Psychotherapy. 4.

Studies psychotherapy's theoretical foundations and the therapist's practical skills. The course will explore four to six therapeutic approaches in depth. The therapies chosen will vary each semester, as will the focus on individual, group, family or child modalities.
Prerequisite: PSY 100 or PSY 224.

## PSY 342. Adult Psychopathology. 4.

This course examines psychological disturbances that may be diagnosed in adulthood, studied in the context of modern life, genetics, and the socio-cultural milieu.
Prerequisite: PSY 100 or 224.
PSY 343. Sensory Systems (Biol 343). 4.
Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus and measurements of sensory abilities. Laboratory work.
Prerequisite: either two courses in biology or one course in biology and one course in psychology.

PSY 347. Social Psychology. 4.
Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction.
Prerequisite: PSY 100 or 224.

## PSY 349. Multiculturalism and Psychology. 4.

Examines various areas in which multiculturalism has been applied, such as education, mental health and counseling, and inter-group relations. Students investigate cultural differences in development, examine cultural and personal identity and explore ways of improving relations among cultures.
Prerequisite: PSY 100 or 224. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

PSY 350. Advanced Issues in Psychology. 8.

PSY 351. Psychology and Gender. 4.
Variable title. Repeatable.
Prerequisite: PSY 100 or 224.
PSY 352. Psychology of Language. 4.
Study of the psychological aspects of language use, including language acquisition, language production and comprehension, the dynamics of interpersonal communication, and the relationship between language and thought. Also explores issues of memory, mental representation, and neuroscience as they relate to the study of language.
Prerequisite: PSY 100 or 224.

PSY 354. Social Psychology and Film. 4.
Film can be both a reflection of society and an agent for change. In this course, we will consider how social psychological principles are illustrated in film and how their depictions can be used to bring about social change, sometimes, but not always, for the better.
Prerequisite: PSY100 or PSY224.

PSY 360. Independent Study. 1-8.
PSY 363. Prisons in US and Norway. 3-4.
A comparison of prison systems in the U.S. and Norway from the perspectives of restorative justice, criminal justice, and psychology. Students will compare the goals, structures, and policies of the two systems, and consider the differential impact on violence, mental health, rehabilitation, and recidivism. Includes visits to prisons in the U.S. and Norway.

PSY 390. Internship. 1-8.
PSY 445. Contemporary Issues in Psychology. 4.
Selected theoretical and methodological issues of contemporary psychology.
Prerequisite: PSY 301 and second-semester junior or senior standing.

PSY 450. Special Topics. 1-8.
PSY 460. Independent Study. 1-8.
PSY 470. Senior Thesis. 1-8.
Major research project designed and conducted under the supervision of a faculty member.
Prerequisite: PSY 301 and senior standing.
PSY 490. Departmental Honors. 1-8.
Thesis designed and conducted under the supervision of a committee, including one Chair who is in the psychology department and two other committee members (one inside and one outside the department). Requires a thesis defense to the committee and entire department. Departmental honors are awarded only after approval of the committee and department.
Prerequisite: PSY 301, senior standing, 3.5 cumulative G.P.A.

## Communications Minor

The communications minor is open to students of any major. It offers a group of courses from various departments designed to give students a broad introduction to the general area of communications. The minor is concerned with broad social, moral and philosophical issues, as well as with the improvement of communication skills.

This minor should be considered as a core of courses that could be extended in a more focused way through additional courses, independent study and internships. Students interested in public relations or advertising, for instance, could take additional courses in art and management while majoring in English. They also could learn practical
skills through involvement with College media (such as the radio station or the various publications) and arrange internships with local advertising agencies, newspapers, radio or television stations.

The minor should be particularly useful to people considering careers in any field of communications (for example, newspapers, radio or television) or business management. The minor, however, should be worthwhile in general for any student, enhancing her or his college performance and making a useful offering on a transcript for job applications in many fields.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| PSY 241 | Mass Media | 4 |
| Select three of the following: | 12 |  |
| BUS 310 | Professional Communications |  |
| BUS 324 | Marketing Management |  |
| ENGL 282 | Journalism |  |
| ENGL 285 | Guilfordian Practicum |  |
| JPS/PSY 270 | Interpersonal Communications (PSY 270) |  |
| MUS 153 | Roots Music in the U.S: Blues, R\&B, Soul, \& Rock |  |
| MUS 295 | and Roll |  |
| PSY 352 | Psychology of Language |  |
| REL 161 | Religion in the New Media |  |
| SOAN 267 | Race and Gender in Media Focus |  |
| SOAN 362 | Popular Culture and Media Studies |  |
| THEA 161 | Masterpieces of the Cinema I |  |
| THEA 262 | Gay and Lesbian Cinema |  |
| THEA 265 | Artistry in Film |  |
| Any 290/390 Internship approved by minor coordinator |  |  |

Total Credits

Total credit hours required for communications minor is 16 credits

## Psychology Major <br> Bachelor of Science Degree in Psychology

The major requires a minimum of nine courses and a minimum of 32 credit hours.

| Code $\quad$ Title | Credits |
| :--- | ---: |
| 1. PSY 100 General Psychology | 4 |
| 2. PSY 301 Research Methods and Analysis ${ }^{1}$ | 4 |
| 3. PSY 445 Contemporary Issues in Psychology ${ }^{1}$ | 4 |
| 4-5. At least two 300-level core content PSY courses from the | 8 |
| following: PSY 330, PSY 332, PSY 337, PSY 338, PSY 340, PSY 341, |  |
| PSY 342, PSY 347, PSY 349, PSY 351, PSY 352 |  |

6-9. Four additional courses to meet the 9-course, 32-credit minimum requirement: Any-level PSY course, including special topics, 3week courses, and theses. One 3 or 4 -credit independent study (PSY 260 Independent Study or PSY 360 Independent Study) may count toward this requirement. One 3 or 4 -credit internship (PSY 290 Internship or PSY 390 Internship) may count toward this requirement. Approved courses outside the department: JPS 270 Interpersonal Communications (PSY 270), SPST 340 Psychology of Sport \& Exercise, or MATH 112 Elementary Statistics.

## Total Credits

1 Will not be accepted as transfer credit and may not be taken at a consortium school.

Minimum credit hours required for a B.S. degree in psychology is 32 credits, although most students will earn more than 32 credits to complete the 9 courses required in the major.

Majors should consult with their departmental advisors regarding the selection of their courses. A list of alternative plans and detailed course sequences for pursuing a major may be obtained from the student's advisor or any other member of the department.

Community engagement is strongly encouraged, and students may count one 3 or 4-credit internship toward the requirements for the major. Internships that count for fewer than 3 credits will not count toward the major. Recent majors have received credit through internships for activities such as work with people with autism; with children with developmental delays or emotional disturbances; with the elderly; with children at the YWCA and a local shelter for homeless families; and with such organizations as Alcohol and Drug Services of Guilford County, Moses Cone Memorial Hospital Rehabilitation Unit, Pathways Family Shelter, Triad Health Project, and the Women's Resources Center.

Similarly, the department encourages students to pursue their interests through independent studies in specific topics not offered as regularly scheduled courses. Students may count one 3- or 4-credit independent study toward the major. Independent studies that are less than 3 credits will not count toward the major. Should a student wish to undertake original research, the department offers mentorship toward presentation of papers at professional meetings and/or publication. The department offers guidance toward graduate training. Students who wish to attend research-focused graduate programs are encouraged to conduct a senior thesis. Students who complete theses in Psychology typically take PSY 301, PSY 445, and PSY 470 or 490 in sequence, which means they must enroll in PSY 301 no later than their third-to-last semester on campus. Generally, PSY 301 should be taken no later than the fourth psychology course unless a student transfers three or four psychology courses to Guilford. In the latter case, PSY 301 should be taken as the second psychology course a student takes at Guilford.

Collaborative learning is a key component of the psychology major in that many of our courses involve students working with others as they critically analyze, engage with, and try to address real-world and enduring problems. For example, students in PSY 301 work in collaborative teams as they learn the skills necessary to identify a question or problem, understand the field's current perspective on that question or problem, and then conduct an original research project. Moreover, students are encouraged to enroll in one of the department's 3-week immersive courses that are project- and team-based, and in which students apply their knowledge of psychology to understand and address current issues.

Rachel Riskind, Department of Psychology

The program in psychology emphasizes the contribution that psychology can make to a liberal arts education through stimulating intellectual development, personal growth, respect for others and social responsibility. The psychology curriculum is designed to familiarize students with current methods and theories in the many specialized areas of investigation in the discipline, such as sensation and perception, cognition, learning, personality, social processes, clinical and development.

Students electing a minor in psychology will identify a particular focus in the field and select courses to fit that interest. Throughout the minor, they will be encouraged to appreciate different approaches and perspectives; to learn to observe psychological phenomena; and to recognize the role of multiple causation in the determination of human behavior.

The minor in psychology is not available to psychology majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours and five courses.

| Code | Title | Credits |
| :--- | :--- | ---: |
| Select one of the following: | 4 |  |
| PSY 100 | Introduction to Psychology |  |
| PSY 224 | Developmental Psychology |  |
| Select One 300-level PSY core content course |  |  |
| PSY 330 | Personality | 8 |
| PSY 332 | Industrial and Organizational Psychology | 4 |
| PSY 337 | Child and Adolescent Psychopathology | 4 |
| PSY 338 | Theoretical Perspectives | 4 |
| PSY 340 | Psychobiology (Biol 340) | 4 |
| PSY 341 | Psychotherapy | 4 |
| PSY 342 | Adult Psychopathology | 4 |
| PSY 347 | Social Psychology | 4 |
| PSY 349 | Multiculturalism and Psychology | 4 |
| PSY 351 | Psychology and Gender | 4 |
| PSY 352 | Psychology of Language | 4 |

Three additional courses to meet the 5-course, 16-credit minimum requirement: Any-level PSY course, except independent studies, internships, and theses. Approved courses outside the department: JPS 270, SPST 340, or MATH 112

Minimum credit hours required for psychology minor is 16 credits, although most will complete more than 16 credits to complete the 5 courses required in the minor.

## Public Health (PBH)

Michele K.H. Malotky, Co-Director of Public Health major and Professor of Biology
Rachel G. Riskind, Co-Director of Public Health major and Assistant Professor of Psychology
Aleks Babić, Assistant Professor of Public Health
Public health is an interdisciplinary field encompassing the science and practice of promoting the health and wellbeing of communities and populations. This wellness promotion is accomplished through such
initiatives as health education, preventive medicine, and the monitoring and control of communicable diseases and environmental hazards.

The Public Health major at Guilford is designed to provide students with a strong foundation in public health. In an increasingly globalized world, public health professionals require diverse backgrounds and fields of expertise to tackle the challenges of complex environments. Recognizing this need, students will tailor their major to reflect their passions and career goals by choosing courses from one of three specialization tracks: (1) Natural Science, Disease, and the Environment, (2) Social Science, Health, and Behavior, or (3) Organizations, Business, and Health Policy.

In addition, through internships and community engagement components embedded in their course work, Public Health majors will experience a myriad of high impact, experiential learning pedagogies. Drawing on Guilford's long history of social justice and community problem solving, students will have the opportunity to engage in ongoing social justice initiatives and community-based research projects, challenging them to apply concepts, research findings, and theories that they have learned in their coursework.

- Public Health Major (p. 127)

PBH 100. Introduction to Public Health. 4.
What does "wellness" mean? How can individuals and social contexts, including law, physical environments, and policy, contribute to the prevention, detection, and control of disease? Students in this introductory course will explore historic and contemporary approaches to diverse public health issues. Upon successful completion of this course, students will understand basic public health principles, prominent frameworks in the discipline, and applications of best practices in communities.

PBH 200. Epidemiology. 4.
Which populations tend to be healthy? Which populations are most in need of public health support? How do we know? Students in this course will learn to apply epidemiologic methods to examine population-based health determinants and identify health disparities. Upon successful completion of this course, students will understand screening, disease surveillance, and outbreak investigation in the context of contemporary social issues. They will also learn to apply descriptive and multivariate statistical analyses to public health issues.
Prerequisite: Successful completion of Information Literacy requirement.
PBH 250. Special Topics. 1-8.
PBH 260. Independent Study. 1-8.
PBH 290. Internship. 1-4.
May also be offered at the 390 level.
PBH 291. Sci Inq: Intro Rsrch Comm Hlth. 4.

PBH 292. Scientific Inquiry: Introduction to Research in Community Health Issues (BIOL 292). 4.
This course embraces multiple aspects of community-based, interdisciplinary research. Prior to beginning research projects, students will learn about the changing demographics of Guilford County including refugees and underserved populations. They will also receive training in anti-racism and cultural competency to prepare students for working with community members. Through community outreach efforts, students will be involved in the formation and implementation of focus groups and community events to build trusting relationships with community members as well as to identify and assess community needs. Students will work with faculty and student leaders to design, implement and evaluate a community-based research project. Projects will address current community concerns ranging from access to health care to medical and nutritional needs. This instruction will help in the promotion of effective, focused research and will prepare students for developing sustainable relationships with the targeted community
PBH 300. Global Health. 3,4.
How does the burden of disease vary within and between countries? How does health relate to social and economic factors, such as equity? What challenges make it difficult to promote global health in cost-effective, efficient, and sustainable ways? Students will study key global health principles for the identification, evaluation and intervention of small and large public health problems around the world. Upon successful completion of this course, students will understand the social, cultural, economic and political implications of global health actions. Students will also learn to identify health disparities, constructing historicallyrooted analyses of public health problems and drafting evidence-based proposals for intervention that emphasize cooperative public health models.

## PBH 350. Special Topics. 1-8.

PBH 360. Independent Study. 1-8.
PBH 390. Internship. 1-8.
PBH 450. Special Topics. 1-8.
PBH 460. Independent Study. 1-8.
PBH 470. Senior Thesis. 1-4.
Represents one of three options for the experiential learning requirement in the major. A written senior thesis may be undertaken as the culmination of independent study or relevant Collaborative Quest (Apply/ Contribute) project. The senior thesis must represent independent thought and is designed and conducted under the supervision of a faculty member. Recommended for students planning to attend graduate school.
PBH 490. Internship. 1-8.

## Public Health Major <br> Bachelor of Science Degree in Public Health

The Public Health B.S. degree is recommended for students planning to pursue a career or continue graduate education in Public Health or related fields. This major is comprised of 26-27 core course credits, 4 communication course credits, 4 information literacy credits and a 15 credit track in which the student focuses one of the following areas:

[^2]- Bachelor of Science in Public Health-Social Science, Health, and Behavior Track
- Bachelor of Science in Public Health-Organizations, Business, and Health Policy Track

| Code <br> Core Courses | Title | Credits |
| :--- | :--- | ---: |
| PBH 100 | Introduction to Public Health | 4 |
| PBH 200 | Epidemiology | 4 |
| PBH 300 | Global Health | 4 |
| MATH 112 | Elementary Statistics | 4 |
| Information Literacy Requirement - Choose one class from the <br> following. Students should work closely with advisors to determine <br> the information literacy course that best fits their background and <br> preparation. | 4 |  |

PBH 292 Scientific Inquiry: Introduction to Research in Community Health Issues (BIOL 292)
ECON 301 Research Methods
PSY 301 Research Methods and Analysis
JPS 337 Research Methods
SOAN 337 Social Research Methods
SPST 445 Research Methods in Sport Studies
Ethics Requirement - Choose one class from the following: 4
PHIL 111 Ethics
PHIL 244 Bioethics
REL 230 Comparative Religious Ethics
Biology Requirement - Choose one class from the following: 4
BIOL 202 Intro Biol: Ecol and Evolution
BIOL 203 Intro Biol:Molecules and Cells
Approved BIOL 101: Explorations in Biology: Special Topics course
Communication Requirement - Choose one class from the following: 4
ENGL 282 Journalism
ENGL 382 Document Design and Professional
Communication
JPS/PSY 270 Interpersonal Communications (PSY 270)
PSY 241 Mass Media
JPS 306 Multicultural Communication
SPAN 301 Advanced Grammar and Phonetics
Experiential Requirement - Choose one class from the following: 4
PBH 390 Internship
PBH 470 Senior Thesis
An approved study abroad/away
Specialized Track (each is 15 credits)
Natural Science, Disease, and the Environment
Social Science, Health, and Behavior
Organizations, Business, and Health Policy
1 Students should work closely with advisors to determine the information literacy course that best fits their background and preparation.

## Specialized Tracks (each is 15 credits)

In addition to the core curriculum, specific tracks within the public health major provide students with opportunities to specialize in one of three areas of public health. No more than 12 credit hours in any one discipline
will count toward the completion of the track. Three courses must be 200-400 level. The courses in these tracks may count toward a minor or a second, disciplinary major: Natural Science, Disease, and the Environment Social Science, Health, and Behavior Organizations, Business, and Health Policy.

1. Natural Science, Disease, and the Environment Track
2. Social Science, Health, and Behavior Track
3. Organizations, Business, and Health Policy Track

## Natural Science, Disease, and the Environment Track

 Covers the underlying science of human health and disease, including opportunities for promoting and protecting health over a lifetime.Students in this track will focus on material relevant to biological and environmental determinants of disease in populations.

## Electives (minimum of 15 credits)

| Code | Title |
| :--- | :--- |
| BIOL 212 | Environmental Science |
| BIOL 313 | Molecular Cell Biology |
| BIOL 315 | Microbiology |
| BIOL 341 | Human Anatomy and Physiology I |
| BIOL 342 | Human Anatomy and Physiology II |
| BIOL/PSY 340 | Psychobiology (PSY 340) |
| BIOL/CHEM | Biochemistry (CHEM 434) |
| 434 |  |
| BIOL 438 | General Ecology |
| BIOL 443 | Genetics |
| CHEM 111 | Chemical Principles I |
| CHEM 112 | Chemical Principles II |
| CHEM 231 | Organic Chemistry I |
| CHEM 232 | Organic Chemistry II |
| ENVS 101 | Environmental Science, Policy and Thought: |
| GEOL 121 | Geology and the Environment |
| GEOL 223 | Hydrology |
| GEOL 230 | Environmental Pollution |
| IDS 418 | Science, Sex and Nature |
| PHYS 111 | Introduction to Physics for the Life Sciences I |
| PHYS 112 | Introduction to Physics for the Life Sciences II |
| PHYS 117 |  |
| PHYS 118 | Classical and Modern Physics I |
| PHYS 121 | Classical and Modern Physics III |
| PHYS 223 | Health and Wellness Promotion |
| SPST 211 314 | Perspectives in Sport and Exercise Nutrition |

## Social Science, Health, and Behavior Track

Covers the study of social, behavioral, structural, and institutional factors that influence public health outcomes, with a focus on health disparities.

Electives (minimum of 15 credits)

| Code | Title | Credits |
| :---: | :--- | :--- |
| ECON 222 | Microeconomic Principles: Public Policy |  |
| ECON 344 | Environmental and Resource Economics |  |
| ECON 348 | Health Economics |  |


| IDS 415 | Understanding Eating Disorder |
| :--- | :--- |
| IDS 455 | Human Sexuality |
| IDS 418 | Science, Sex and Nature |
| JPS 103 | Community Problem Solving |
| JPS 335 | Reclaiming Democracy |
| JPS 336 | Understanding Oppressive Systems |
| JPS 325 | Family Violence |
| JPS 306 | Multicultural Communication |
| PHIL 231 | Philosophy and Sexuality |
| PHIL 232 | Philosophy and Gender |
| PHIL 241 | Ethics In a Digital World |
| PHIL 242 | Environmental Ethics |
| PHIL 261 | Philosophy and Race |
| PSCI 204 | Public Policy and Administration |
| PSCI 305 | Politics of Gender |
| PSCI 319 | Modern Environmental Problems |
| PSCI 246 | Politics of State \& Local Govt |
| PSY 100 | Introduction to Psychology |
| PSY 224 | Developmental Psychology |
| PSY 242 | Psychology of African Americans |
| PSY 340 | Psychobiology (Biol 340) |
| PSY 243 | Environmental Psychology |
| PSY 351 | Psychology and Gender |
| PSY 347 | Social Psychology |
| SOAN 100 | Introduction to Sociology |
| SOAN 103 | Cultural Anthropology |
| SOAN 323 | Gender Health and Illness |
| SOAN 416 | Gender and Sociology of the Body |
| SPST 211 | Health and Wellness Promotion |
| WGSS 110 | Introduction to Women's Gender Sexuality Studies |

## Organizations, Business, and Health Policy Track

Covers basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the various agencies and branches of government. Students in this track will focus on material relevant to health policy and management, and the promotion of diversity and cultural competency.

## Electives (minimum of 15 credits)

| Code <br> BUS 215 | Title | Credits |
| :--- | :--- | :--- |
| BUsiness Law and Legal Environment |  |  |
| BUS 449 | Principles of Management |  |
| ECON 222 | Policy Formulation and Strategy |  |
| ECON 344 | Environmental and Resource Economics |  |
| ECON 348 | Health Economics |  |
| HIST 314 | Immigration \& a Multicultural Europe, 1800- <br> Present |  |
| JPS 103 | Community Problem Solving |  |
| JPS 220 | Community Building and Organizing |  |
| JPS 240 | Group Dynamics and Leadership |  |
| JPS 310 | Policy in Action |  |
| JPS 323 | Diversity at Work |  |


| JPS 335 | Reclaiming Democracy |
| :--- | :--- |
| JPS 336 | Understanding Oppressive Systems |
| PECS 236 | Conflict Transformation for Peacebuilding and <br> Justice (JPS 236) |
| PECS 315 | Human Rights |
| PECS 316 | Globalization: Economics \& Social Justice |
| PECS 355 | Culture, Conflict, Negotiation |
| PHIL 241 | Ethics In a Digital World |
| PHIL 242 | Environmental Ethics |
| PSCI 101 | The American Political System |
| PSCI 105 | Comparative Politics |
| PSCI 204 | Public Policy and Administration |
| PSCI 305 | Politics of Gender |
| PSCI 319 | Modern Environmental Problems |
| PSCI 329 | Wealth and Inequality in US |
| PSCI 330 | Global Power and Wealth |
| PSCI 364 | Race, Ethnicity and Politics |
| PSCI 246 | Politics of State \& Local Govt |
| PSY 332 | Industrial and Organizational Psychology |
| REL 230 | Comparative Religious Ethics |
| SPST 211 | Health and Wellness Promotion |

Total credit hours required for B.S. degree in Public Health is a minimum of 47 credits

## Religious Studies (REL)

Jill Peterfeso, Assistant Professor, Chair Eric D. Mortensen, Associate Professor Mark J. Justad, Adjunct
C. Wess Daniels, Adjunct

Studying religion at Guilford is an inherently interdisciplinary endeavor that takes the individual student as its starting point in order to draw forth each student's creative, critical and ethical energies. Our pedagogical approach supports and challenges a diverse group of student learners on a wide range of topics that examine religion's impact on local, national and global communities. In true liberal-arts form, our methodological approaches include the theological, comparative, philosophical, historical, ethical, literary, scriptural, psychological, socioeconomic and anthropological. In order to give students the knowledge and tools necessary for global citizenship, our faculty offer courses on Christianity, the Bible, Judaism, Islam, Native American religion, Tibetan and Himalayan religions, and Chinese religions.

Religious Studies as an academic discipline and as practiced in our department fits beautifully with Guilford College's mission and Core Values. We teach Religious Studies not as an isolated, esoteric field of study, but rather as a deeply integrated field requiring an invaluable tool set that merges elegantly with other academic disciplines, from the humanities and social sciences to the arts and hard sciences. Our curriculum transforms students (by opening their hearts and minds to new and expansive ideas) while preparing them for a variety of careers (such as law, medicine, education, ministry, social justice work, counseling, art, business and government) by nurturing in students a range of skills (such as critical and creative thinking, competency in oral communication, confidence reading a range of texts, and leadership and role modeling within communities).

## Learning Goals: Skills, Self and Society

Our learning objectives focus on student development in terms of skills, the self and society. To that end, students pursuing Religious Studies will:
-hone critical reflection through different interpretive perspectives (historical, theological, anthropological and ideological) applied to a range of religious phenomena including religious figures, movements, texts, rituals and cultural expressions
-conduct and present research in various written and oral forms
-locate themselves within historical, social, and cultural contexts so that they can articulate their own values and views, listen to and learn from others' perspectives, and act knowledgably and responsibly in a global society
-receive a solid foundation for careers that emphasize critical thinking, close-reading, strong written and oral communication, analysis, and a robust understanding of human belief and behavior
-engage critically, compassionately and cross-culturally with the major issues facing individuals, cultures and the world Courses are offered at different levels, each of which has specific expectations and goals. The 100-level courses are introductory, designed for first-year and sophomore non-majors. They are accessible to entering first-year students.

The 200-level courses are advanced introductory courses that function as core courses for the major. They are designed to serve as initial courses in the department for sophomores, juniors, seniors and for beginning majors. Majors normally take several courses at this level.

The 300-level courses are designed for majors and for upper-level students with a strong interest in the subject matter and a background in the humanities. 300-level courses are designed primarily for majors and assume at least one course in religious studies. Courses are usually offered in a seminar format that requires active participation by all class members. Majors should have several 300-level courses.

The 400-level courses are small seminars that usually examine one or a few thinkers or issues in depth. They are designed for advanced majors or, by permission, exceptionally interested and qualified non-majors.

## Degree Offered

The Bachelor of Arts degree is offered in religious studies.

- Religious Studies Major (p. 134)
- Quaker Studies Minor (p. 133)
- Religious Studies Minor (p. 134)


## REL 100. Religion, Dreams and the Dreaming. 4.

This cross-cultural course will consider the religious role of the dream as initiatory experience, metaphor for aboriginal time, gateway to the other world, venue for the divine guide, healing event, "royal road" to the unconscious, and prophetic harbinger of the personal or collective future. This is an introductory course, and no previous academic experience in religious studies is expected or required. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

REL 101. History of Religion in United States. 4.
Exploration of the interaction of American religion and culture. Examines aspects of the religious traditions of Native Americans, African Americans, Roman Catholics, Jews and Protestants and the shift from a white Protestant to a pluralist America. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/ humanities and sociocultural engagement requirements (2019).

## REL 108. Spread of Buddhism Across Asia. 4.

The course begins with a study of the life of the Buddha, the early formation of Buddhism and the Mahayana reformation, then shifts to its major focus: study of the diffusion of Mahayana Buddhism across Central Asia and China, and into Japan and Korea. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

REL 109. QLSP Freshman Seminar. 1.
CR/NC

## REL 110. Quakerism. 4.

Origins and development of the theology, social testimonies and institutional structure of the Quaker movement from the mid-17th century to the present, and their relevance to non-Quaker thought and life. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

## REL 114. Reading Sacred Texts. 4

This course introduces students to religious traditions from around the world through the lens of sacred texts. Students encounter a range of holy writings while learning about interpretation, the creation of religious communities, and different comparative and thematic approaches. Any number of traditions could be explored, including Hinduism, Buddhism, Judaism, Christianity, Islam, and many others.

## REL 120. American Nature Writing (ENGL 228). 4.

Examines literary nature writing in America from the 19th century to the present, with a primary focus on the different ways writers have presented the natural world as sacred. Writings consider both our current estrangement from the natural world and possibilities for developing intimacy with the earth through a deep sense of "place." Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

REL 122. Men, Masculinities and Religions. 4.
An introductory course on gender and religion that examines men's ways of being and behaving and its collective influence on Western religious thought and practice. Particular attention will be given to analyzing hegemonic forms of masculinity that support patriarchal gender ideologies and invest religions with androcentric biases. Course readings will touch on major theological conversations (god, human, etc.) and religious concerns (faith, ethics, etc.). Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

## REL 150. Special Topics. 1-8.

May also be offered at 250, 350 and 450 levels. Possible offerings include Sufism; Gendered Spiritualities; Music in the Muslim World; Exodus from Moses to Bob Marley; Feminine Images in Biblical and Christian Literature; Social Reform and Personal Therapy; 19th- and 20th-century American Religion and Mysticism.

REL 161. Religion in the New Media. 4.
Religion is in the news. It informs our perspectives and feeds our search for answers to many ethical questions about how individuals construct meaning and relevance in daily life. The quick answers to burning questions are often sought by the click of a button. New and emerging media renditions inform religion as much as religions permeate life. Fulfills the humanities requirement (1998). Arts/humanities requirement (2019).

## REL 171. Rumi and Revolution. 4.

This course will seek to study Rumi in primarily aesthetic terms by an examination of his own works and that of his companion, Shams Tabriz. The Rumi that has been recovered through the lens of western poets is also reclaimed by his compatriots in Afghanistan, Iran and Turkey. This study will also examine how current works by Turkish writers like Orhan Pamuk and Elif Shafaq stake their claim in their modern fictional renditions of the life and times of Rumi. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).
REL 200. Native American Religions. 4.
An advanced introduction to the religion of several Native American tribes, such as the Cherokee, Sioux, Crow and Navaho. Explores the worldviews/myths, rituals (including art, dance and music) and the life-ways of these different cultures. Also focuses on the long interaction between American white cultural imperialism and the religions of these indigenous people. Fulfills the humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

## REL 201. Women and Gender in Islam. 4.

This course explores a variety of religious texts, interpretations, traditions, and practices central to understanding women Islam. We examine the diversity in the notion of "Muslim women," in history and around the world. We read the Qur'an in search of messages about marriage, sex, polygyny, adultery, and veiling. We also examine Islamic feminism as a force in contemporary Islam.
REL 204. Islam. 4.
Introduces the Islamic religion in its various aspects, including its origins, cultures, rituals, beliefs and practices. The course aims to provide a holistic analysis of Muslim civilizations by exploring some aspects of their rich and diverse contributions through historical and current expressions. Fulfills humanities and intercultural requirements (1998). Art/ humanities and sociocultural engagement requirements (2019).

## REL 208. Hinduism. 4.

Addresses the religions of India, primarily Hinduism, which is a way of life emphasizing practice more than doctrine; therefore, we look at the lives of people through narratives. We also address the thought and concomitant social systems forming the framework for its acceptance of diverse and often contradictory beliefs and practices. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).
REL 209. QLSP Sophomore Seminar. 1.
CR/NC.

## REL 210. Quaker Spirituality. 4.

This course situates Quaker spirituality within a range of contexts (historical, political, economic, and social) and examines the interplay of spirituality with peace and justice concerns. The course includes an experiential element and considers how Quaker spirituality impacts personal and corporate worship, decision-making, discernment, and physical and emotional well-being.

REL 215. Hebrew Bible/Old Testament. 4.
The Hebrew Bible occupies a unique position in relation to the conventional dichotomies between modernity and tradition, East and West. This course will explore the "book" and the contradictions that envelop it, examining the Bible as a multifaceted compilation of ancient Hebrew (and Aramaic and Greek) literature and considering its various roles in contemporary life. Fulfills intercultural requirement (1998). Art/ humanities requirement (2019).

## REL 216. New Testament. 4.

Explores the literature of the New Testament, emphasizing the manner in which each writer tries to express an understanding of the person and work of Jesus in relation to the early Christian community. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

## REL 217. The Qur'an and its Interpreter. 4.

This course introduces students to the Qur'anic scripture, its history, themes, characteristic, and the way in which it has functioned as an authority for Muslims throughout Islamic history. We will examine competing modes of interpretation and the most significant exegetes in the pre-modern and modern periods, paying specific attention to the role of modernity in creating new approaches to Qur'anic interpretation. This course surveys a wide range of exegetical interpretations on 1) women and sexuality, 2) violence and jihād, and 3) religious pluralism. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

## REL 222. Feminist Theologies. 4.

An exploration of 19th- and 20th-century feminist religious and theological writers. Considers such issues as the role of religious systems both in establishing and sustaining sexism and in being agents of transformation and justice; sexism and God-language; patriarchal and egalitarian views of human nature; women and ritual; and feminist views of society. Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).
REL 225. Religion, Bodies, and Sexualities. 4.
This class ventures into the contentious yet creative possibilities surrounding the intersections of religion, bodies, and sexualities. Our approaches are ontological, methodological, theoretical, and theological, and we tackle a variety of possible topics, including birth, death, healing, and food; celibacy, virginity, college "hook up" culture; and various sexual and gender identities. The course will align primarily with the instructor's expertise but will include comparative religious elements. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

REL 230. Comparative Religious Ethics. 4.
This course explores the varieties of ethical concepts in different religions, while teaching how to think critically about the applicability of "ethics" as a category and showing how many ethical concepts including notions of "truth" often reflect multiple "truths" in the narratives of the religions, cultures and societies. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).
REL 234. African American Religion and Theology. 4.
This introductory course examines African American Christianity both chronologically and thematically from slave religion to the present and various expressions of Islam in U.S. black communities during in the same period of time. It also pays attention to West African influences and to other religious expressions among African Americans, e.g. Judaism, Buddhism and Humanism. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

REL 236. Reformation: Luther to Fox (HIST 236). 4.
The course is designed to introduce students to a basic understanding of events and ideas of the Reformation era in Europe, ca. 1517 to 1660. A focal point of our readings will be the reformers' view of the relation between political and ecclesiastical authority. Fulfills intercultural requirement (1998). Art/humanities and evaluating systems and environments requirements (2019).
REL 237. Jesus in Film and Pop Culture. 4.
Jesus of Nazareth has captured the world's imagination for two millennia, and this course focuses on humanity's multi-faceted engagement with Jesus. Examining Jesus from a multitude of sources' scriptures, films, literature and art, this class looks at the many ways Christians and nonChristians have created Jesus Christ, and what significance those diverse creations hold. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

## REL 240. History of Christianity. 4.

A one-semester survey of the history of the world Christian movement focusing on four centuries (fourth, 12th, 16th, 19th). The course combines three approaches - history of institutions, history of spirituality and history of ideas - and pays close attention to the relationship between religion and culture and the social context of Christian churches. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

## REL 250. Special Topics. 1-8.

REL 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels. The individual formulation and completion of the study of a significant problem in the field of religion, such as Play, Celebration and Worship; Existential Psychology; Alchemy; Contemporary Social Change in the Church; Creativity and Imagination; or Women in Modern Japanese Religion

## REL 282. Mindfulness and Social Action. 4.

The course takes as its foundational premise the notion that discernment work in advance of acute moments of crisis can help us gain clarity about how, why, and in what specific ways we might best act for social change in times of crisis. At heart are issues of ethics, of spiritually grounded values, of senses of self, and of passions. Throughout the course, students engage with religious texts that address issues such as anger, non-violence, Buddhist and Shinto history and practice in Japan, and the ontological deconstruction of an autonomous "self." Students work to discern - by way of mindfulness practice and analysis of intersectional systems of oppression and liberation - the passions and ethical priorities that drive them to work for a better world. Fulfills arts/humanities and evaluating systems and environments requirements (2019).
REL 283. HP.Religions of the Minorities of Southwest China. 4.
The course explores the religious traditions of the Naxi, Tibetans, Yi, Lisu, Moso, and Bai peoples of Yunnan Province in Southwest China. The Chinese "Cultural Revolution" (1966-1976), which systematically devastated the religious lives of these peoples, serves as the course's central historical focus.
Prerequisite: ENGL 102. Fulfills historical perspectives and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

## REL 285. Daoism. 4.

Explores Daoism, one of the most deeply pervasive and enduring religious/philosophical traditions in Chinese and East Asian culture. The course will focus the early development of Daoist ideas and practices from their inception and eventual institutionalization in China up to the present day. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

REL 288. Witches, Ghosts and Demons. 4.
This course examines the religious roles of witches, ghosts and demons. It is also, fundamentally, a course about death, dying, the fear and anxiety surrounding the dark, the night, death, and the problem of evil. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

REL 290. Internship. 1-8.
May also be offered at the 390 level.

## REL 295. Religious Studies Methods \& Theories. 4.

In this course we examine the range and depth of the theoretical aspects of the field of Religious Studies, and study and practice the various methods employed in our field. This course is required of all majors in Religious Studies and, ideally, should be taken sophomore year.

## REL 309. QLSP Junior Seminar. 1.

CR/NC.

## REL 310. Islam and Modernization. 4.

This course examines current discussions on Islam in the contemporary world, privileging politics and war and moving further to explore diverse populations, their religious and cultural practices, their struggles with economic and humanitarian issues as well as contributions made through new social movements, environmental challenges, and attempts to forge civil societies through innovative practices. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).
REL 312. Muslims, Slavery \& Civil Right. 4.
A three-week course, "Muslims, Slavery, and Civil Rights in the U.S." focuses on the largely neglected history of Islam in America. It explores the critical intersections between Islam, slavery and civil rights in the United States. Venturing into a rich, yet underexplored record of historical material, students in this course will study the biographical accounts of enslaved Muslim Africans, whose personal narratives reshape the story of religious freedom inU.S.

## REL 317. Women in Tibetan Buddhism. 4.

This course focuses on the religious roles and lives of women of Tibet and the Himalaya from the seventh through the 21 st centuries. Also examined are some contemporary "Western" feminist politicalphilosophical theory and its problematic applicability to the traditional situation of Tibetan women throughout the last 1,300 years. Prerequisite: Historical Perspectives. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

## REL 318. Tibetan \& Himalayan Religions. 4.

Studies the religious traditions of the Himalayas and the Tibetan Plateau as well as the effects of the Chinese occupation of Tibet, the effects of modernization and tourism on local religion and the recent internationalization of Tibetan Buddhism. One prior course in religious studies, history or philosophy is highly recommended. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

## REL 319. Buddhist Emptiness. 4.

Explores Indian, Tibetan, Chinese and Japanese Buddhist masters' commentaries on the doctrine that all phenomena including the "self" are "empty of inherent existence," and investigates issues such as religious truth and the ethics of ego- less-ness. Counts toward a major/minor in International Studies - East Asia.
Prerequisite: Historical Perspectives. Fulfills intercultural requirement (1998). Arts/humanities requirement (2019).

REL 322. Mec. of Medicine \& Magic. 4.
This experiential team-taught, intensive, three-week, interdisciplinary study abroad course will take place in and on the grounds of Alnwick Castle in Northumberland, in the far northeastern reaches of England. The course explores the intersections and distinctions between the causal systems, modalities, and mechanisms of magic and medicine. With site visits to the island castle and priory of Lindisfarne, the Scottish city of Edinburgh, the Magic \& Medicine Garden of Dilston, Alnwick town, and the castle's bucolic gardens and park grounds, the course will begin with a rigorous investigation into the history of the importance of the concept of causality in both scientific and non-empirical thought, and with student projects about medicinal herbs. The centerpiece of the course will utilize the Reacting to the Past pedagogical engaged-learning collaborative theatrical scenario about Charles Darwin. The final week will involve classes on the castle grounds about postmodern intercultural understandings of magic and the mysteries of the mechanisms of medicine and health. Students will spend the full three-week course living in Alnwick Castle, famously the cinematographic setting of Harry Potter's Hogwarts. There are no prerequisites for this course. Instructor permission required prior to registration.
REL 340. Contextual Thea/ologies of Europe and North America. 4. A reading-intensive, seminar-format examination of 20th- and 21 stcentury Christian theologians from the North Atlantic region (mostly Germany and the United States) who have written with a deep awareness of their historical, cultural, economic, political and ecological contexts.

REL 341. Liberation Theologies of Latin America, Africa, and Asia. 4. Seminar on Catholic and Protestant Christian theologies from the perspective of poor and disenfranchised women and men. Works from Latin America (Peru, Brazil, El Salvador), Africa (Ghana, South Africa and their regions), and Asia (Philippines, India, Hong Kong). Includes ecofeminist and postcolonial perspectives. Fulfills intercultural requirement (1998). Arts/humanities requirement (2019).

REL 343. Mormonism. 4.
This course places the Latter-day Saint faith into American history and explores topics like religious innovation, church-state relations and missionary work. In looking at the Mormon Church, we look at the lives, beliefs, embodied practices and global outreach of this quintessential American religion.
REL 350. Special Topics. 1-10.
REL 360. Independent Study. 8.
REL 390. Internship. 1-8.
REL 395. Religious Studies Colloquium. 1.

1. Students reflect collectively on the study of religion and its relationship to the liberal arts, to their own college career and to life outside of college. Students complete an intellectual autobiography to further their self-understanding as students of religion. For majors in their junior year. CR/NC.

REL 409. QLSP Senior Seminar. 1.
CR/NC.

## REL 415. Contemporary Theolgy:Holocaust. 4.

The contemporary Christian theological analysis of and struggle with the nature of self and God is examined in relation to forms of social domination (sexism, racism, classism, militarism, anti-Judaism and Islamophobia) through consideration of religious thinkers.

REL 422. Contemporary Religious Problems. 4.
An exploration of one major contemporary thinker or problem, such as religion, language and the body; God and language; or religion and symbol. With changes in content, this course may be repeated more than once.
Prerequisite: instructor permission.

## REL 445. Shamanism. 4.

In this discussion-style seminar, students read the entirety of Eliade's seminal and controversial work, Shamanism: Archaic Techniques of Ecstasy, and problematize the applicability of the term Shamanism to specific religious traditions. Course issues include: initiation, trance, the role of animal messengers and helpers, altered states of consciousness, healing in Shamanism, and others. Prerequsite: Historical Perspectives.

## REL 450. Special Topics. 1-8.

REL 460. Independent Study. 1-8.
REL 465. Theories/Methodology Quaker St. 4.
This is the culminating class of the Quaker Studies Minor and prepares the student for further work in the field of Quaker Studies, while also building skills for research, writing, and developing arguments as they pertain to the study of religious beliefs, attitudes, and practices. In this course, students will become familiar with the general theories and methodologies surrounding Quaker studies.
REL 470. Senior Thesis. Credit variable. 1-8.
Individual study culminating in a thesis, which, in consultation with the advisor, may be submitted for departmental honors. Requires a prior semester's preparation (a two- or four-credit independent study) that can be counted either as a REL 460 or as part of the Senior Thesis.
REL 490. Departmental Honors. 1-8.
Requires a 3.5 grade-point average in courses in religious studies and a senior thesis or the equivalent.
REL 495. Religious Studies Colloquium. 1.
Students reflect collectively on the study of religion and its relationship to the liberal arts, to their own college career, and to life outside of college. Students complete an intellectual autobiography and a culminating project, to further both their self-understanding and academic journey as students of religion. For majors in their senior year. CR/NC.

## Quaker Studies Minor

## Jill Peterfeso, Department of Religious Studies

C. Wess Daniels, William R. Rogers Director of Friends Center and Quaker Studies

The Quaker studies minor explores Quaker spirituality in relation to the world. Through study of Quaker history and "social testimonies" (social ethics), it uses the perspective of this world-mending spirituality to reflect on justice issues. As an interdisciplinary exploration it seeks to understand forms of systemic oppression in our time (such as sexism, racism, classicism, militarism, religious imperialism and environmentalism) and how to transform them.

This study will develop several kinds of thinking in speaking, listening and writing: analysis, criticism, imagination, textual interpretation, social problem identification and problem solving, and self-reflective exploration. It will investigate the interrelated subtle aspects of individual selves, characteristics of a religious movement, large but obscured social systems and the student's own religious and ethical commitments.

Minor Requirements

The minor requires a minimum of 16 credit hours (five courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| REL 110 | Quakerism | 4 |
| REL 295 | Religious Studies Methods \& Theories | 4 |
| REL 465 | Theories/Methodology Quaker St | 4 |
| One course from the following list of courses approved by the Quaker | 4 |  |
| Studies coordinator |  |  |

Religious Studies majors seeking to minor in Quaker Studies must take an additional 300 or 400 level course from the following list that is approved by the Quaker Studies coordinator.

Religious Studies Majors
Select an additional 300 or 400 level course from the following list that is approved by the Quaker Studies coordinator.

## Courses Approved by the Quaker Studies Coordinator

| Code | Title | Credits |
| :--- | :--- | ---: |
| Upper level special-topics Quaker Studies course | 4 |  |
| PECS 330 | Nonviolence: Theories and Practice | 4 |
| HIST 215 | The Civil Rights Movement | 4 |
| HIST 308 | The Underground Railroad | 4 |
| AFAM/HIST 225 | African American History (HIST 225) | 4 |
| REL 120/ | American Nature Writing (ENGL 228) | 4 |
| ENGL 228 |  | 4 |
| REL 234 | African American Religion and Theology | 4 |
| REL 230 | Comparative Religious Ethics | 4 |
| REL 222 | Feminist Theologies | 4 |
| PHIL 231 | Philosophy and Sexuality ${ }^{1}$ | 4 |
| PHIL 232 | Philosophy and Gender ${ }^{1}$ | 4 |
| HIST 236 | Reformation: Luther to Fox (REL 236) | 4 |
| A different course proposed by the student and subject to the | 4 |  |

approval of the Quaker Studies coordinator
Or other courses addressing the normative Quaker testimonies of spirituality, simplicity, integrity, peace, equality and community by permission of the coordinator, or evidence of an internship (credit or noncredit) that provided direct experience with Quaker faith and practice.

Total credit hours required for Quaker studies minor is 16 credits.

## Religious Studies Major <br> Bachelor of Arts Degree in Religious Studies

The major requires a minimum of 33 credit hours (nine courses).


REL 495
Religious Studies Colloquium
1
Total Credits
Total credit hours required for A.B. degree in religious studies is 33 credits

## Religious Studies Minor

Jill Peterfeso, Department of Religious Studies

Religious studies at Guilford explores the mystery and meaning of our existence as selves in the many aspects of the social and natural world. We seek to nurture wonder, insight, clear and creative thinking, to understand humanity's destructive ways with others and the environment and to imagine ways of mending the world. We want to open heart and mind to the sacred and the problematic in our world today and historically. The burning issues we address are forms of social oppression and environmental destruction, the nature of the divine and the human condition, the development and practice of religious traditions and the meaning of the religious. We aim to draw forth leadership potential in all students to enable them throughout their lives to be agents of change where they find themselves, overcoming injustice and engendering the fullness of life.

Students work with the department chair or minor advisor to determine a specific focus.

The minor in religious studies is not available to religious studies majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code $\quad$ Title | Credits |
| :--- | ---: |
| Two REL courses at any level | 8 |
| One REL course at the 200 level or above | 4 |
| One REL course at the 300 level or above | $\mathbf{4}$ |
| Total Credits | $\mathbf{1 6}$ |

Total credit hours required for religious studies minor is 16 credits

## Sociology \& Anthropology (SOAN)

Maria L. Amado, Professor, Chair
Thomas Guthrie, Professor
Julie Winterich, Professor
Naadiya Hasan, Associate Professor
Sociology and anthropology are two social sciences that seek to understand the relationship between individuals and the social worlds they create and inhabit. Sociologists and anthropologists investigate how societies are organized, how cultures are reproduced, and how these processes shape individual identities.

At Guilford, our courses cover a wide variety of social groups in the United States and around the world, and we study just about every aspect of social life, including science, religion, medicine, politics, family, gender, sexuality, race and ethnicity, economic systems, and the arts. Integrating scientific and humanistic approaches, we attempt to look at past stereotypes and understand people from their own points of view. In a world characterized by rapid social and technological change, globalization, deepening inequalities, ethnic clashes, poverty, environmental degradation, and changing social norms, anthropology
and sociology are more relevant than ever. Our department prepares students to critically analyze social systems and to come up with creative solutions to social problems on various scales.

Students and faculty develop close working relationships both inside and outside the classroom, and our department offers a close-knit learning environment. Our courses promote student discussions and experiential learning, and many also count toward interdisciplinary programs. Our work really gets fun once we engage with the world around us first hand. Sociology and anthropology students at Guilford have the opportunity to develop and pursue their own interests through independent studies and research, community service, internship opportunities, and study abroad. Students greatly benefit from integrating their academic training and their experiences beyond Guilford, exploring career options, and expanding their horizons. Sociology and anthropology are part of a strong liberal arts education that prepares you for work and life - anything that involves interacting with people in a diverse world.

## Degree Offered

The Bachelor of Arts degree is offered in sociology and anthropology.

- Sociology and Anthropology Major (p. 137)
- Anthropology Minor (p. 137)
- Sociology Minor (p. 137)


## SOAN 100. Introduction to Sociology. 4.

This course will provide an introduction to the field of sociology and how it can be used in the critical examination of contemporary society. The course will explore and compare theoretical perspectives on culture, social structure and the development of the individual within the social context. The course will also have a strong emphasis on social inequality as the product of structural and belief systems, with race, class, gender and sexuality explored as central elements of social organization. Fulfills social science and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments (2019).
SOAN 103. Cultural Anthropology. 4.
Introduction to the study of culture and society in comparative perspective. Utilizes various approaches of anthropologists and data from societies around the world in order to illustrate the nature and functions of culture and social structures. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).
SOAN 106. Introduction to African Heritage (AFAM 106). 4.
Course serves as an introduction to the geographical roots and cultural heritages of the peoples of African ancestry. It will help students to begin to explore and understand the diverse lifestyles, experiences as well as the dispersion, opportunities, challenges and concerns of peoples of African ancestry in the U.S. multicultural setting. Fulfills diversity in the U.S. and social science requirements (1998). Sociocultural and social/ behavioral requirements (2019).
SOAN 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.

SOAN 216. HP.The Anthropology of Colonialism. 4.
Introduces historical anthropology by exploring the socio-cultural dimensions of European colonialism from the late 15th century to the post-colonial period. The course focuses on the colonial experience in Africa, the Americas, Asia and the Middle East, particularly from the point of view of the colonized.
Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 2019).

SOAN 234. Culture \& Sexuality in Africa. 4.
Explores how culture shapes sexual practices, identities and roles in African societies. Course topics include virginity, male and female circumcision and other rites of passage, arranged marriages, fertility, the spread of HIV/ AIDS, sexual exploitation and domestic violence, as well as lesbian, gay, bi-sexual and transgender "queer" practices. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

SOAN 235. African Families in Transition. 4.
This course places African families at the center of an anthropological exploration of the myriad ways of family formation and the dynamic nature of how family is defined cross-culturally. It explores how families in different African societies have adapted and continue to adjust to the changing circumstances brought on by colonialism and post-colonial conditions. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).
SOAN 245. Race and Ethnicity in Latin America. 4.
Race and ethnicity occupy center stage in Latin America's identity politics and nation-building processes. Despite the myth of racial harmony, inequalities along racial and ethnic lines shape the life-chances and daily interactions of people throughout the region. This course examines racial and ethnic politics in Latin America from a sociological stand point. We analyze racial formations and the status of Indian communities and peoples of African descent since colonial times; however, our focus is primarily on contemporary racialized structures and relations. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

SOAN 250. Special Topics. 1-8.
SOAN 260. Independent Study. 1-8.
May also be offered at 360 level.

## SOAN 261. Native North America. 4.

Introduces the complexity and diversity of native North American societies from an anthropological perspective. Emphasizes contemporary Indian communities and the dynamic process of maintaining distinctive cultural identities. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).
SOAN 265. Racial and Ethnic Relations. 4.
A comprehensive exploration of the experience of different racial and ethnic groups in the United States and the social relations they have established with each other. The examination starts from their countries of origin, moves to their initial migration and settlement and concludes with analysis of their current economic, social and cultural situations. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

SOAN 267. Race and Gender in Media Focus. 4.
This course will examine the mass media as a social institution that reinforces the perception and construction of race and gender in contemporary American society. The class will discuss race and gender as socially constructed identities that can be internalized through interaction with media products. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

SOAN 290. Internship. 1-8.
Supervised and reported experience in social agencies, organizations or related institutional services. May also be offered at the 390 level.
SOAN 313. Sociology of Sex and Gender. 4.
Explores the social construction of masculinity and femininity within specific socio-historical contexts, with emphasis on identity formation and structural discrimination. The social organization of sexuality and gender relations within institutions such as the family, labor force and health care are also explored.
Prerequisite: SOAN 100.
SOAN 321. Development Anthropology. 4.
Comparative study of planned and unplanned development, particularly as it affects rural and traditional societies. Emphasis upon the intersection of capital and technological changes and inequalities predicated on ethnicity, class and gender.
Prerequisite: SOAN 103.
SOAN 322. Environmental Anthropology. 4.
Introduces environmental anthropology and examines humanenvironment relations and the social construction of nature in crosscultural perspective. Explores "traditional environmental knowledge" and the relationship between indigenous peoples and environmentalism. Prerequisite: SOAN 103 or instructor permission. Fulfills social justice/ environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

SOAN 323. Gender Health and Illness. 4.
This course uses a sociological perspective to analyze the relationship between the U.S. medical system and socially constructed ideas about gender for medical knowledge and for men's and women's experiences with health and illness. A variety of topics will be analyzed such as obesity, menstruation, erectile dysfunction, and pregnancy and birth. Prerequisite: SOAN 100 or instructor permission.

## SOAN 331. Latinx Migration Patterns. 4.

Explores the historical roots and the current economic and political forces, both local and global, that stimulate contemporary out-migration, return and "revolving-door" migration between selected Latin American countries and the U.S., within the larger context of U.S.-Latin America relations.
Prerequisite: any SOAN course or instructor's permission. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

SOAN 337. Social Research Methods. 4.
Trains students in the rigorous use of sociological and anthropological methodologies to investigate the social world. Students will learn to use documents, artifacts, social practices, quantitative reasoning and the scientific process as relevant sources of research questions and tools for research design and implementation. Typically offered in the Fall. Prerequistes: Historical Perspectives, Quantitative Literacy, SOAN 100, SOAN 103 and one 200-level SOAN course.

SOAN 342. Social Theory. 4.
Provides an overview of major 19th and 20th century social theories with special attention to their assumptions and their treatment of core sociological and anthropological concerns and questions. Students will analyze how time periods influence the creation of social theories as well as the theories' practical relevance. Typically offered in the Spring. Prerequisite: Historical Perspectives, SOAN 100, SOAN 103 and one 200level SOAN course.

## SOAN 350. Special Topics. 8.

## SOAN 358. African Cultures in Film. 4.

Survey of traditional culture patterns in Africa south of the Sahara; examination of the processes of change in contemporary Africa. Profiles of African cultures as seen by anthropologists and African writers. Prerequisite: SOAN 100 or SOAN 103. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

SOAN 360. Independent Study. 1-8.
SOAN 362. Popular Culture and Media Studies. 4.
Explores sociological theories and methods used to study popular culture and media products in relation to broader social patterns in the contemporary United States. The course includes examination of the content of popular culture products, the significance of the institutional environments of production, and patterns of audience consumption and interpretation.
Prerequisite: SOAN 100.

## SOAN 390. Internship. 1-8.

SOAN 416. Gender and Sociology of the Body. 4.
This course examines feminist and sociological debates about gender and the body through a variety of topics to analyze whose bodies receive more cultural, political, media and medical attention, and why. Social contexts will be examined to discuss how and why women's bodies are defined as different than men's, as well as the implications for men's and women's daily lives. Gender equality and social change are discussed at the individual, structural and cultural levels. Typically offered in the Spring.
Prerequisite: SOAN 337 and SOAN 342, or instructor permission.

## SOAN 430. Inequality in Latin America. 4.

Analyzes power relationships and economic inequality in Latin America and examines the way rural and urban populations in the region cope with poverty and exclusion. The course also explores ethnic and gender relations as expressions of status inequality and the effects of global processes on patterns of stratification in the area. Typically offered in the Spring. Prerequistes: SOAN 337 and SOAN 342, or instructor permission.

## SOAN 432. Women of Color in the United States. 4.

Examines the consequences of intersecting social systems of race and gender, with a focus on women of color in the United States. Guiding topics include the impact of structural context and individual agency on the shaping of gendered racial identities, experiences and social interactions. Issues of power, privilege, inequality and exclusion in feminist and anti-racist social action will also be explored. Typically offered in the Spring. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

SOAN 450. Special Topics. 1-8.
SOAN 470. Senior Thesis. 1-8.
SOAN 490. Departmental Honors. 4.
Honors and credit for grade of B or above; credit only for grade less than B. Prerequisite or corequisite: SOAN 470.

## Anthropology Minor

Thomas Guthrie, Department of Sociology and Anthropology
The Department of Sociology and Anthropology promotes the study of society and culture. Since people live every aspect of life within a complex socio-cultural environment, it is possible to develop the self fully only with extensive knowledge of that environment. Both disciplines focus on the ubiquitous processes of social organization and the ways in which human knowledge, behavior and institutions are socially and culturally influenced. Anthropology, in particular, focuses on the study of cultural relativity and enables students to understand and appreciate ways of life and cultural systems different from their own.

The minor in anthropology is not available to SOAN majors.

## Minor Requirements

The minor requires a minimum of four courses and 14 credits.

| Code <br> SOAN 103 | Title | Credits |
| :--- | :--- | ---: |
| Select one elective in anthropology at the 200 level from the | 4 |  |
| following: |  |  |$\quad 4$

Total $=$ Minimum of 14 Credits
1 Note: Only certain SOAN special topic courses can count toward the anthropology minor; check course listings and syllabi to make sure.

Minimum credit hours required for anthropology minor is 14 credits, although most students will earn more than 14 credits to complete the four courses in the minor.

Internships and independent studies cannot count toward the minor.
A student interested in taking a 400-level anthropology course must receive permission from both the instructor and department chair; if the course is successfully completed it may then count for one of the 300level elective requirements.

Credit for courses taken at other institutions or while studying abroad: before attending other institutions, students should obtain a "Request to Take Coursework at Another Institution" form from the Registrar's Office and have their courses approved in writing by the SOAN department chair. Departmental approval to take a course off campus is contingent upon the content and evaluation requirements of the course (which should meet SOAN departmental standards), whether the course is regularly offered by the SOAN Department, the student's academic standing and
level, and the extent to which the course is consistent with the student's educational goals.

## Sociology and Anthropology Major Bachelor of Arts Degree in Sociology and Anthropology

The sociology and anthropology major requires a minimum of eight courses and 30 credits.

| Code | Title | Credits |
| :--- | :--- | ---: |
| SOAN 100 | Introduction to Sociology | 4 |
| SOAN 103 | Cultural Anthropology | 4 |
| One elective at the 200 level | 4 |  |
| One elective at the 300 level | 4 |  |
| One elective at any level | 4 |  |
| SOAN 337 | Social Research Methods | 4 |
| SOAN 342 | Social Theory | 4 |
| One elective at the 400 level taken either in the senior year, or after all | 4 |  |
| other requirements have been fulfilled |  |  |

Total $=$ Minimum of 30 Credits
Minimum credits hours required for A.B. degree in sociology and anthropology is 30 credits, although most students will earn more than 30 credits to complete the eight courses required in the major.

Notes: A student may substitute one internship or independent study at the 200 or 300 level for one elective at the same level. Students may not receive credit at the 400 level for an independent study.

Under special circumstances, with the approval of the department chair, a student may substitute a second 300-level elective for the required 200level elective.

Students considering graduate school in sociology or social work are strongly encouraged to take an elementary statistics course at Guilford or elsewhere.

Credit for courses taken at other institutions or while studying abroad: Before attending other institutions, students should obtain a "Request to Take Coursework at Another Institution" form from the Registrar's Office and have their courses approved in writing by the SOAN department chair. Departmental approval to take a course off campus is contingent upon the content and evaluation requirements of the course (which should meet SOAN departmental standards), whether the course is regularly offered by the SOAN Department, the student's academic standing and level, and the extent to which the course is consistent with the student's educational goals. SOAN 337 Social Research Methods Social Research Methods, SOAN 342 Social Theory and the 400-level elective will not be accepted as transfer credit and may not be taken at a consortium school.

## Sociology Minor

Thomas Guthrie, Department of Sociology and Anthropology
The Department of Sociology and Anthropology promotes the study of society and culture. Since people live every aspect of life within a complex socio-cultural environment, it is possible to develop the self fully only with extensive knowledge of that environment. Both disciplines focus on the ubiquitous processes of social organization and the ways in which human knowledge, behavior and institutions are socially and
culturally influenced. Sociology at Guilford includes an added focus on structural analysis of the institutionalization of values that contribute to social problems such as violence, racism, sexism, class stratification and intolerance generally in organizations.

The minor in sociology is not available to sociology/anthropology majors.

## Minor Requirements

The minor requires a minimum of four courses and 14 credits.

| Code | Title | Credits |
| :--- | :--- | ---: |
| SOAN 100 | Introduction to Sociology | 4 |
| Select one elective in sociology at the 200 level from the following: | 4 |  |
| SOAN 245 | Race and Ethnicity in Latin America |  |
| SOAN 250 | Special Topics ${ }^{1}$ |  |
| SOAN 265 | Racial and Ethnic Relations |  |
| SOAN 267 | Race and Gender in Media Focus |  |
| Select two electives in sociology at the 300 level from the following: | 8 |  |
| SOAN 313 | Sociology of Sex and Gender |  |
| SOAN 323 | Gender Health and Illness |  |
| SOAN 331 | Latinx Migration Patterns |  |
| SOAN 337 | Social Research Methods |  |
| SOAN 342 | Social Theory |  |
| SOAN 350 | Special Topics ${ }^{1}$ | 4 |
| SOAN 362 | Popular Culture and Media Studies |  |
| SOAN 430 | Inequality in Latin America |  |
| Total = Minimum of 14 Credits |  |  |

1 Internships and independent studies cannot count toward the minor.
Minimum credit hours required for sociology minor is 14 credits, although most students will earn more than 14 credits to complete the four courses required in the minor.

Note: Only certain SOAN special topic courses can count toward the sociology minor; check course listings and syllabi to make sure.

Internships and independent studies cannot count toward the minor.
A student interested in taking a 400-level anthropology course must receive permission from both the instructor and department chair; if the course is successfully completed, it may then count for one of the 300level elective requirements.

Credit for courses taken at other institutions or while studying abroad: Before attending other institutions, students should obtain a "Request to Take Coursework at Another Institution" form from the registrar's office and have their courses approved in writing by the SOAN department chair. Departmental approval to take a course off campus is contingent upon the content and evaluation requirements of the course (which should meet SOAN departmental standards), whether the course is regularly offered by the SOAN department, the student's academic standing and level, and the extent to which the course is consistent with the student's educational goals.

## Sports Studies (SPST)

Craig Eilbacher, Professor, Chair
Lavon Williams, Professor
Brenda Swearingin, Associate Professor

Wonjun Choi, Visiting Assistant Professor of Sport Management
The Department of Sport Studies focuses on both the study of human movement and on the exercise and sport industry. From physical therapy to sports psychology and sports management, Guilford students develop a broad cultural perspective of sport. Through the investigation of theories and best practices in the field, our students develop practical skills and knowledge as well as the ability to think critically and creatively. An emphasis on both clinical and liberal arts provides a breadth of experience and the moral and ethical foundations necessary to assume leadership roles in their post-graduate endeavors.

## Degrees Offered

The Bachelor of Science degree is offered in Exercise and Sport Sciences, and in Sport Management.

- Exercise and Sport Sciences Majors (p. 140)
- Sport Management Major (p. 142)
- Sport Administration Minor (p. 141)
- Sport Marketing Minor (p. 142)


## SPST 109. Fitness for Living. 2.

A basic study of selected systems of the human body and their responses to exercise. Emphasis on personal nutrition and its relationship to fitness, the development and implementation of personal fitness programs, and the relationship of fitness to health. Laboratory, lecture and participation.
SPST 110. Beginning Ballet (THEA 103). 2.
This is a beginning-level course for students with little or no dance or ballet experience. Students will explore the beauty and power of this art through the study of technique at the barre, learning the French terminology, the critical viewing of live concerts and performing in a semester-end showing.
SPST 111. Jazz Dance (THEA 104). 2.
This is an introduction to the art of jazz dance, designed as a continuing study of the technique introduced in SPST 112/THEA 101 and SPST 110/ THEA 103. The emphasis of the course is on style and the acquisition of an explosive performance quality; technical studies will include isolations, turns, placement and strengthening.
Prerequisite: SPST112/THEA 101 or SPST 110/THEA 103.
SPST 112. Modern Dance I (THEA 101). 2.
An introduction to the art of modern dance, designed for students with little or no dance or modern experience. This dance form, with its philosophy based in the expression of personal and contemporary social concerns, will explore various movement techniques including those of Martha Graham, Erick Hawkins, Doris Humphrey and Jose Limon.

## SPST 113. Modern Dance II (THEA 201). 2.

This course is intended for students who have already experienced dance, with a continuation of concepts and technique from SPST 110/ THEA 103, SPST 111/THEA 104 and SPST 112/THEA 101. In addition to the critical viewing of works, this course emphasizes the expansion of one's classical movement vocabulary and the discovery of one's own performance quality.
Prerequisite: SPST 111/THEA 104 and SPST 112/THEA 101, or instructor permission.

SPST 114. The Wonder of Dance (THEA 100). 4.
This course is an introduction to many aspects of dance. Students develop an awareness and appreciation for dance as art and expression through an exploration of history, contemporary trends, social themes, personalities, sample dance class experiences and choreographic projects. Fulfills arts and diversity in the U.S. requirements (1998). Arts/ humanities and sociocultural engagement requirements (2019).
SPST 115. Choreography (THEA 204). 4.
This course is a formal introduction to the art of dance composition. It is designed for students that have had previous dance experiences in technique, the creative process leading to performance and the critical viewing of works; for students working toward a minor in dance, it is preferred that this be the final course completed.
Prerequisite: SPST 114 or THEA 100. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

SPST 120. Introduction to Exercise and Sport Sciences. 4.
An exploration in the discipline of exercise and sport science (kinesiology) andits relation to health and physical activity. The course will explore the importance of history and philosophy in health and physical activity in today's society and possible career opportunities. Enrollment limited to freshmen or sophomores or instructor permission.

SPST 130. Introduction to Sport Management. 4.
An introductory course designed to acquaint students with career possibilities for sport management personnel within various segments of the sports and fitness business communities. Course includes development of a resumé and a professional portfolio. Fulfills business and policy studies requirement. Enrollment limited to first year or sophomore, or instructor permission.
SPST 142. First Aid. 2.
A study of basic first aid and emergency care procedures resulting in certification in first aid and cardiopulmonary resuscitation (CPR).
SPST 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.

## SPST 211. Health and Wellness Promotion. 4.

A study of the basic concepts of and promotion of personal and community health from a wellness perspective. Emphases are on contemporary health issues of special concern to young adults and health issues of professional concern to those aspiring to careers in sports or fitness. Fulfills business and policy studies requirement (1998).

## SPST 213. Stress Management. 4.

Introductory course that teaches how to identify, understand and combat the stresses of everyday life while developing a healthy living concept.
Techniques include Zen meditation, Hatha Yoga, imagery, music therapy, Tai Chi, massage therapy, time management and coping mechanisms.

## SPST 215. Medical Terminology. 2.

The course is designed to provide students an understanding of medical terminology including recognition of word roots, prefixes, and suffixes, comprehend definitions; and learn systems and regions of the human body. Additionally, proper spelling for all body systems, treatments, human disorders and pathological conditions will provide students the knowledge to communicate in all allied health fields.

SPST 231. Facility Design \& Management. 4.
Fundamentals of and current trends in planning and design, emphasizing athletic, physical education and recreation facilities. Field trips to evaluate facilities on-site; an overview of job responsibilities of sport/ recreation facility managers.
Prerequisite: SPST 130.

SPST 232. Sociology of Sport \& Exercise. 4.
An introduction to basic sociological theories as they apply to sport and other forms of physical activity. Students learn to think more critically about sports as a part of social life; a seminar approach used to explore issues in making sports more democratic and sport participation accessible to all people. Fulfills business and policy studies requirement and social justice/environmental responsibility (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

## SPST 241. Motor Learning. 4.

A study of the neuromuscular processes involved in motor skill acquisition and performance in sport and rehabilitative settings. Emphasis is on the adult learner.
SPST 245. Emergency Procedures in Sports Medicine. 4.
An exploration of common emergencies that occur in athletics and the physically active population. Current procedures utilized in injury recognition and management of potentially life-threatening situations will be covered in depth. A corequisite laboratory course enables students to practice and apply theoretical principles.

## SPST 246. Biomechanics of Sport and Exercise. 4.

A study of the neuromuscular and biomechanical principles that affect the safety, effectiveness and efficiency of human movement. Emphasis is on movement for sport, fitness and activities of daily living.
Prerequisite: SPST 120 and BIOL 341 or instructor permission.

## SPST 247. HP. History of Sport. 4.

A study of the American sporting heritage and significant historical influences on it from other cultures. "Sport" in this course is used to include amateur, professional and school sports, fitness, recreation, and dance. Emphasis on sport leaders and the innovations that have shaped American sport.
Prerequisite: ENGL 102 or AP score of 4+ (which waives ENGL 102), or transfer credit for ENGL 102. Fulfills Historical Perspectives requirement (1998 2019).

## SPST 250. Special Topics. 1-8.

SPST 251. Health,Culture \& Sustainablty. 4.
This 3-week experiential course allows students to explore and gain an appreciation for non-western cultural influences on issues related to human relations and the field of kinesiology. This course offering includes 10-12 days in a non-western county where we will explore health- and wellness-related issues through the lens of culture and sustainability with local experts. Fulfills business and policy studies, intercultural requirements, and social justice/environmental responsibility (1998). Evaluating Systems and Environments, Social/behavioral science and sociocultural engagement requirements, and Public Health major (2019).
SPST 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
SPST 290. Internship. 1-12.
Supervised practicums for students interested exploring sport management and/or ESS career options.
Prerequisite: Advisor permission.
SPST 291. Internship Seminar. 1.
This course is designed to cover content and provide experiences that will assist students in researching specific sport organizations and various allied health settings while initiating the process of applying for and internship. In addition, students will be exposed to information concerning the preparation of resumes, cover letters, job interviews, and professional dispositions.
Prerequisite: SPST 120 or 130; take in junior year.

SPST 311. Sport and Exercise Physiology. 4.
A study of human physiological responses to the stress of physical activity. Emphasis is placed on the muscular, cardiovascular, respiratory and nervous systems and various training programs and testing procedures related to each system.
Prerequisite: BIOL 341, BIOL 342, SPST 246.

## SPST 314. Perspectives in Sport and Exercise Nutrition. 4.

A study of the science of nutrition, especially as it applies to humans engaged in sport and exercise. Content includes nutrition basics, energyyielding nutrients, energy production and balance, vitamins and minerals and nutritional effects on the life cycle.
Prerequisite: SPST 120 or SPST 211 or instructor permission.
SPST 320. Organization and Administration of Sport, Exercise and Health Programs. 4.
A study of the organizational and administrative processes in athletic and exercise programs and school physical education programs. Emphasized are administrative philosophies, programming, legal issues and budget theory.
Prerequisite: SPST 120 or SPST 130; take in junior or senior level.

## SPST 334. Sports Finance. 4.

The purpose of this course is to provide information to the learner about the basic financial management concepts and issues in the sport business industry. The course is primarily designed for students with interest in learning about the fiscal challenges that surround the contemporary sports world associated with a facility and how these challenges are proactively addressed in the amateur, professional and recreation sport settings. Considerable amount of time will be spent creating the financial structure of an athletic facility,
Prerequisite: ACCT 201, SPST 130, SPST 230, Econ 221 or 222 or permission of the instructor.

SPST 335. Sport Communication. 4.
A comprehensive study of the public relations function within the sport industry. Students will prepare press releases, produce oral presentations, conduct mock press conferences and develop promotions using social media for sport business.
Prerequisite: SPST 130 or instructor permission.

## SPST 340. Psychology of Sport \& Exercise. 4.

An examination of basic psychological theories and research related to sport and exercise behavior. Enrollment limited to juniors and seniors. Prerequisite: SPST 241 and Historical Perspectives or instructor permission. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).

SPST 343. Measurement and Evaluation in Sport \& Exercise. 4.
A study of common assessment procedures used in sport and exercise programs. Includes procedures for psychomotor, affective and cognitive measurement.
Prerequisite: Math 112 recommended.
SPST 350. Special Topics. 1-8.
SPST 360. Independent Study. 1-8.

SPST 373. Therapeutic Modalities and Rehabilitation with Lab. 4. A basic study of purposes, effects and application of therapeutic modalities, along with techniques and protocols used in rehabilitation program development of athletic injuries. Pharmacological considerations also included. A co-requisite practicum course enables students to practice principles and techniques.
Prerequisite: SPST 245 and BIOL 341 or instructor permission.
SPST 390. Internship. 1-8.
SPST 431. Sport Marketing. 4.
Fundamentals of marketing sport and of using sport to market other products. Focus on product definition, branding, distribution channels, advertising and promotion.
Prerequisite: SPST 130 or permission of the instructor.

## SPST 432. Legal Aspects of Sport and Exercise. 4.

A study of legal concerns in sport and exercise programming. A focus on legal liability and risk management in a wide variety of sport and exercise programs and facilities.
Prerequisite: SPST 120 or 130 or instructor permission; must be junior or senior to enroll.

SPST 445. Research Methods in Sport Studies. 4.
A study of the methods and materials utilized in research in sport studies. Focus on the consumption and production of research; writing-intensive. Must be junior or senior.
Prerequisite: Historical Perspectives and SPST 232, SPST 247 or SPST 340. Majority of the major requirements must be complete.

## SPST 450. Special Topics. 1-8.

SPST 455. Science of Strength and Conditioning. 4.
Capstone course for the exercise and sport science major. This course prepares the student to sit for the Certified Strength \& Conditioning Specialist (CSCS) certification from the National Strength \& Conditioning Association. A passing grade in this course is not, however, a guarantee that the student will pass the CSCS certification examination.
Prerequisite: SPST 246 and 311.
SPST 460. Independent Study. 1-8.
SPST 470. Senior Thesis. 1-8.
SPST 474. Physical Examination and Assessment with Lab. 4. Introduction to the use of scientific assessment methods and essential techniques used in physical examination and evaluation of injuries and illnesses common in athletes and physically active individuals. Prerequisite: SPST 120 and SPST 245 or instructor permission.

## SPST 485. Experiential Learning. 2-8.

Supervised internship in sport management, sports medicine or physical education.
Prerequisite: SPST 291 and adviser permission.
SPST 490. Departmental Honors. 1-8.

## Exercise and Sport Sciences Majors Bachelor of Science in Exercise and Sport Sciences

The ESS major requires a minimum of 53 credit hours ( 14 courses). Students will choose one of two tracks: health and fitness or sport medicine. A five-course Core is common to both tracks, plus a minimum of six emphasis courses. Each track offers some flexibility for students to
develop an individual plan of study with the guidance of their academic advisors. It is strongly recommended that ESS majors with a health/ fitness track specialization take an in-field certification test in the spring semester of their senior year. Appropriate certifications include, but are not limited to, the CSCS certification from the National Strength \& Conditioning Association, the health / fitness instructor certification from ACSM and the personal trainer certification from NASM.

## ESS Core Requirements

| Code | Title | Credits |
| :--- | :--- | ---: |
| SPST 120 | Introduction to Exercise and Sport Sciences | 4 |
| SPST 241 | Motor Learning | 4 |
| SPST 246 | Biomechanics of Sport and Exercise | 4 |
| SPST 311 | Sport and Exercise Physiology | 4 |
| SPST 340 | Psychology of Sport \& Exercise | 4 |
| Total Credits |  | $\mathbf{2 0}$ |

## Additional Requirements for the ESS Health/Fitness Track

| Code | Title | Credits |
| :--- | :--- | ---: |
| BIOL 203 | Intro Biol:Molecules and Cells | 4 |
| BIOL 341 | Human Anatomy and Physiology I ${ }^{1}$ | 4 |
| BIOL 342 | Human Anatomy and Physiology II ${ }^{1}$ | 4 |
| SPST 291 $^{\text {SP }}$ | Internship Seminar | 1 |
| SPST 314 | Perspectives in Sport and Exercise Nutrition | 4 |
| SPST 343 | Measurement and Evaluation in Sport \& Exercise | 4 |
| SPST 455 | Science of Strength and Conditioning ${ }^{3}$ | 4 |
| Select four credits of health/fitness skill-based courses, for example: | 4 |  |
| SPST 112/ | Modern Dance I (THEA 101) |  |
| THEA 101 |  | 4 |
| SPST 142 | First Aid |  |
| PHYE 100 | Elective Activities | 4 |
| SPST 485 | Experiential Learning | 4 |
| or SPST 445 | Research Methods in Sport Studies | 4 |

## Total Credits

1 A grade of C- or better is required in these biology courses, which are prerequisites for SPST 246 Biomechanics of Sport and Exercise and SPST 311 Sport and Exercise Physiology.

2
SPST 211 Health and Wellness Promotion is a prerequisite for SPST 314 Perspectives in Sport and Exercise Nutrition.
3
It is strongly recommended that ESS majors with a health/fitness track specialization take an in-field certification test in the spring semester of their senior year. Appropriate certifications include, but are not limited to, the CSCS certification from the National Strength \& Conditioning Association, the health / fitness instructor certification from ACSM and the personal trainer certification from NASM.

Total credit hours required for B.S. degree in exercise and sport sciences, health/fitness track is 53 credits

| Additional | Requirements for ESS Sports Medicine Track |  |
| :--- | :--- | :--- |
| Code | Title | Credits |
| BIOL 203 | Intro Biol:Molecules and Cells | 4 |
| BIOL 341 | Human Anatomy and Physiology I ${ }^{1}$ | 4 |
| BIOL 342 | Human Anatomy and Physiology II $^{1}$ | 4 |


| SPST 245 | Emergency Procedures in Sports Medicine | 4 |
| :---: | :---: | :---: |
| SPST 291 | Internship Seminar | 1 |
| SPST 373 | Therapeutic Modalities and Rehabilitation with Lab | 4 |
| SPST 343 or SPST 445 | Measurement and Evaluation in Sport \& Exercise Research Methods in Sport Studies | 4 |
| SPST 474 | Physical Examination and Assessment with Lab | 4 |
| SPST 485 | Experiential Learning | 4 |
| Total Credits |  | 33 |
| A grade of Cprerequisites SPST 311 Sp <br> 2 Prerequisites and Exercise $C$ - or better is | better is required in these biology courses, which are for SPST 246 Biomechanics of Sport and Exercise and ort and Exercise Physiology. <br> for this course include SPST 246 Biomechanics of Spor and SPST 311 Sport and Exercise Physiology. A grade required in all prerequisite courses. | A grade of $C$ - or better is required in these biology courses, which are prerequisites for SPST 246 Biomechanics of Sport and Exercise and SPST 311 Sport and Exercise Physiology. |

Total credit hours required for B.S. degree in exercise and sport sciences, sports medicine track is 53 credits

## Sport Administration Minor

Michael White, Department of Sport Studies
The sport administration minor provides students the basic competencies desired in the administration of athletics, recreation and sport. In addition to obtaining theoretical knowledge in the classroom, students have the opportunity to apply their knowledge in a practical experience of organizing and managing a sport event. Students are not required to major in either the sport studies or sport management departments. Students choosing this minor should be motivated in the proper and ethical administration of sports programs.

The minor in sport administration is not available to sport management majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| SPST 130 | Introduction to Sport Management | 4 |
| SPST 320 | Organization and Administration of Sport, Exercise <br> and Health Programs | 4 |
| Select one of the following courses: | 4 |  |
| SPST 231 | Facility Design \& Management | 4 |
| SPST 334 | Sports Finance |  |
| SPST 335 | Sport Communication | 4 |
| Select one of the following courses: |  |  |
| SPST 335 | Sport Communication |  |
| SPST 431 | Sport Marketing | $\mathbf{4 6}$ |
| SPST 432 | Legal Aspects of Sport and Exercise |  |
| Total Credits |  |  |

Total credit hours required for sport administration minor is 16 credits

## Sport Management Major

 Bachelor of Science in Sport ManagementThe sport management major requires a minimum of 40 credit hours ( 10 courses).


## Total Credits

1 Students can select additional 4 credits for a total of 8 credits of SPST 485 Experiential Learning instead of completing SPST 445 Research Methods.

Total Credit Hours required for B.S. degree in sport management is 53 credits

## Sport Marketing Minor

Michael White, Department of Sport Studies
The sport marketing minor provides students the basic competencies desired in the promotion and marketing of athletics, fitness, recreation and sport. Its goal is to develop ethical, competent, thoughtful, confident and creative practitioners of sport marketing for organizations such as the YMCA, community recreation departments, sport facilities, professional sports teams, sporting goods manufacturers, fitness centers and interscholastic athletic departments. In addition to the theoretical knowledge obtained in the classroom, students have the opportunity to apply their knowledge in a practical experience through course assignments.

Students from any department are eligible to have a minor in sport marketing. Students choosing this minor should be motivated in the
proper and ethical promotion and marketing of sport programs and products.

The minor in sport marketing is not available to sport management majors.

## Minor Requirements

The minor requires a minimum of 16 credit hours (four courses).

| Code | Title | Credits |
| :--- | :--- | ---: |
| SPST 232 | Sociology of Sport \& Exercise | 4 |
| SPST 335 | Sport Communication | 4 |
| SPST 431 | Sport Marketing | 4 |
| An adviser approved fourth course | 4 |  |
| Total Credits | $\mathbf{1 6}$ |  |

Total credit hours required for sport marketing minor is 16 credits

# Theatre Studies (THEA) 

Chad Phillips, Visiting Assistant Professor, Academic Chair/Advising Beth Ritson, Visiting Assistant Professor, Production Chair

Guilford's Department of Theatre Studies is unique in providing rigorous professionally oriented undergraduate theatre training within the context of a well-rounded liberal arts education that can prepare students for a broad range of future careers. An interested undergraduate can pursue theatre training in classes as challenging as those offered in any conservatory in the nation, while simultaneously obtaining a solid undergraduate education that keeps other options open as the developing student explores the work of a professional artist. The department seeks to produce creative individuals with intellectual acuity and the analytical and problem-solving skills of the theatre worker. Many alumni have gone on to prestigious graduate theatre programs, professional internships, and employment in theatre, film, and television, while others have pursued graduate work and careers in fields as diverse as law, medicine, psychology, education and social work. Guilford believes that theatre training develops skills and thought-processes applicable to problem-solving in all areas of life.

The program offers both majors and non-majors the chance to experience the collaborative process by which actors, designers, directors, scholars and technicians interpret a playscript and translate a shared vision of its meaning into the medium of theatrical production. Classes develop the skills essential to this process: critical thinking, research methods, intuitive reasoning, communication, project planning and time management, problem-solving, teamwork and leadership. The department strives also to instill in students awareness of the transformative power of theatre as an instrument of social change and the corresponding ethical responsibility of the artist for the integrity of the transaction between actor and audience.

The integration of theory and practice is fundamental to the program, as it is to successful theatre, and the conceptual learning of formal coursework is therefore augmented by laboratory work in the form of theatrical productions. Productions are chosen with attention to the developmental needs of the current student population. In a four-year period, students will experience a broad range of styles and periods of dramatic literature in performance.

Faculty members and staff have worked as practicing theatre artists in the professional theatre as actors, directors, designers or technicians.

Recognizing that guest artists are essential to the vitality of any theatre program, the department also brings practicing theatre artists of high caliber to the campus to work with students.

Distinguished guests have included playwrights Edward Albee, Simon Bent, Maria Irene Fornes and Tony Kushner; actors Tandy Cronyn, Sidney Poitier, Anna Deavere Smith, Mickey Solis and Jack Wetherall; designers Dominic Abbenante, Jesse Belsky, Burke Brown, Gabriel Clausen, Roslyn Fulton-Dahlie, Elisheba Ittoop, Badger Koon, Robbie MacLean, John Wolf and Maria Wurttele; directors Mark Rucker and Danny Scheie; and master teacher Larry Singer.

## Degree Offered

The Bachelor of Arts degree is offered in theatre studies.

- Theatre Studies Major (p. 145)
- Theatre Studies Minor (p. 147)

THEA 100. The Wonder of Dance (SPST114). 4.
This course is an introduction to many aspects of dance. Students develop an awareness and appreciation for dance as art and expression through an exploration of history, contemporary trends, social themes, personalities, sample dance class experiences and choreographic projects. Fulfills arts and diversity in the U.S. requirements (1998). Arts/ humanities and sociocultural engagement requirements (2019).

THEA 110. Introduction to Theatre. 4.
Introduces and explores the methods of the entire collaborative creative process by which theatre is made. Focuses on text selection, text analysis, theater history, directing, casting, acting, design (set, costume and lighting), props, stage management, marketing, house management and box office. The outcome of the class is a gallery of the students' textual and visual work. Fulfills the arts requirement (1998). Arts/ humanities requirement (2019).
THEA 111. Backstage Production. 4.
Explores methods of theatre stage craft through experiential learning. Students work directly in support of a department production as both individuals and members of a collaborative team. Focuses on the elements of planning, drafting, tools, and scenic construction. Limited outside reading, but laboratory work required outside class time. Fulfills the arts requirement (1998). Arts/humanities and embodied and creative engagement requirements (2019).

## THEA 125. Acting 1:Basic Tools. 1-4.

Explores the challenges facing actors of realistic drama: living truthfully within a play's specific imaginary world. Focuses on the ability to discern, define and embody given circumstances, dramatic action and character. Special emphasis on goals, obstacles, tactics and expectations. Fulfills the arts requirement (1998). Arts/humanities and embodied and creative engagement requirement (2019).

## THEA 130. Theatre and Culture I. 4.

Study of Western theatre from the Greeks through the English Renaissance. Examines play texts and theatre architecture as primary source documents that reflect the artistic, philosophical, political and social contexts of a particular cultural moment in history. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).

THEA 131. Theatre and Culture II. 4.
Study of Western theatre from the late Renaissance through the present. Examines play and theatre architecture as primary source documents that reflect the artistic, philosophical, political and social contexts of a particular cultural moment in history. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).
THEA 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
THEA 161. Masterpieces of the Cinema I. 4.
Exploration of film as an art form that visually represents ideas under the influence of a single person, group of creative people or society and culture. Introduces basic film terminology and analytical techniques used for contemplation of a film and its basic components. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).

## THEA 171. Introduction to Theatrical Design. 4.

Introduction to the principles and techniques of theatrical design. Develops the basic core of knowledge needed to create informed designs that manifest a "world" in which the performance of a playscript can take place. Includes units on scenery, costumes, lights and sound. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).
THEA 190. Mainstage Actor. 1-4.
Academic credit for performing in a department production. CR/NC. May be repeated for credit.

## THEA 195. Mainstage Tech. 1-4.

Academic credit for advanced technical work on a department production. CR/NC. May be repeated for credit.
THEA 204. Choreography (SPST115). 4.
This course is a formal introduction to the art of dance composition. It is designed for students that have had previous dance experiences in technique, the creative process leading to performance and the critical viewing of works; for students working toward a minor in dance, it is preferred that this be the final course completed.
Prerequisite: SPST 114 or THEA 100. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).

THEA 211. Technical Productions. 4.
Explores methods of theatre stage craft through experiential learning and individual projects. Students choose specific areas of focus for the duration of the semester. Personal projects will be assigned, along with work that will contribute directly towards the department production. Focuses on the categories of theatrical carpentry, paint, props, sound, lights, and costumes.
Prerequisite: THEA 111 or instructor permission. Fulfills the arts requirement (1998). Arts/ humanities requirement (2019).

## THEA 215. Play Analysis (ENGL215). 4.

Explores the methodology of script analysis used by actors, designers and directors as they prepare to execute a stage production. Students also develop the interpretive skills needed by artists working in a theatre that responds to and addresses issues of oppression and social justice. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

## THEA 223. Masterpieces of Cinema II. 4.

A more advanced overview of film studies, history, and theory with significant motion pictures of the world's cinema, from the silent period to the present, with an emphasis on film movements, auteurs, and genre. This course is a continuation of Masterpieces of Cinema I. This course fulfills an Arts Requirement, a portion of the Film track in the Theatre Studies major, and is a four-credit course.

THEA 227. Acting 2: Playing the Action. 4.
Examines the pursuit of objectives through interaction with onstage scene partners. Techniques explored include, but are not limited to, sending and receiving; eliciting response; identifying progressive change in oneself through what is received from the partner. Exercises investigate action utilizing repetition, speech, song, gibberish,
physicalization and improvisation. Scene work concentrates on American realism.
Prerequisite: THEA 125 or instructor permission.

## THEA 228. Acting 2: Creating the World. 4.

Explores the work of the actor in reorganizing the self into another human being existing in the circumstances and world of the play. Includes work on sense memory and sensory endowment to bring moment-tomoment physical life to an environment; the discovery and development of immediate and historic given circumstances from textual clues. Prerequisite: THEA 125 or THEA 126 or instructor permission.

## THEA 229. Acting 2: Voice and Diction. 4.

Development of the expressive potential of human sound (voice) and speech (diction). Vocal work focuses on breath support and control, grounding, resonance and the role of the voice in the creation and communication of meaning; speech work includes exercises in articulation, use of heightened text and work with dialects and accents. Prerequisite: THEA 125.

THEA 232. Acting 2: Acting in Song. 4.
This course will explore the relationship of singing to the process of acting, examining the dramatic intention of a vocal line, including phrasing and test, and its interaction with the full musical score as both relate to the fundamentals of acting technique, particularly circumstances, inner monologue, and action. Assignments will include solos, duets, and scene work. Course fee: $\$ 100$ for accompanist. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).
THEA 244. Playwriting Workshop (ENGL210). 4.
Twelve weekly scenes read and critiqued in class and a one-act play as a final project. Exploration of various elements of playwriting such as conflict, manipulation of chronology, life studies, character exposition and development, "found" language, passive participation in and transcription of actual events.
Prerequisite: ENGL 102 and Historical Perspectives.

## THEA 250. Special Topics. 1-8.

THEA 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels. Independent research or directed study for exceptional students with strong interest in particular areas of dramatic literature, theatre history, design, technical production, acting, directing or performance theory.

## THEA 262. Gay and Lesbian Cinema. 4.

Study of the impact cinematic representation has on attitudes towards gay, lesbian, bisexual and transgendered Americans. Engages students in conceptual analysis of films and mass media using theories of representation, authenticity and identity construction. Fulfills arts and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirement (2019).

THEA 265. Artistry in Film. 4.
Study of the major aesthetic elements in film and video production light, space, time-motion and sound. Develops the knowledge and skill to select and apply those aesthetic elements in order to help translate significant ideas into significant visual messages quickly and effectively. Prerequisite: THEA 161 recommended but not required. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

## THEA 272. Digital Sound Design. 4.

Exploration of sound design in theater and the psychological impact it can have on an audience during a live performance. Topics of discussion include the role of the sound designer, sound reinforcement systems, mixing, editing and playback for film as well as live events. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).Fulfills arts requirement.
Prerequisite: THEA 171 recommended but not required.
THEA 273. Lighting Design. 4.
Examination of the power of light and the ways in which it shapes audience perceptions of a staged performance. Focus on basic elements of lighting, especially composition and mood, and the manner in which each supports the "ruling idea" of a play. Includes exploration of the technical dimensions of design: instruments, lightplot, lightwright and computer lighting control. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).
THEA 274. Digital Graphic Design (CTIS 274). 4.
Introduction to basic principles and elements of graphic design, form / symbol development, color theory and typography. Provides practical experience in essential software processes and procedures including Adobe Illustrator, Photoshop and InDesign. Develops facility with the tool pallets and art boards for each program and comfort with visual methodology. Students will become aware of "good" graphic design through the creation of original digital designs followed by critiques and group discussions. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).
THEA 275. Costume Design. 4.
Introduces the studio practices of costume design for theater and film. Students will learn about modes of dress throughout history by designing costumes for plays or films set in specific eras. Drawing techniques will be developed throughout the course with an emphasis on drawing the human figure in proportion, and capturing silhouettes from period research. No drawing experience is required. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).
THEA 290. Internship. 1-8.
Internships in the professional theatre are strongly encouraged. May be applied to the practicum requirement where appropriate. May also be offered at the 390 level.

## THEA 295. Practicum. 1-4.

Theoretical and practical work in one of the following areas: costuming, lighting, sound, properties management, makeup, scene painting, box office, house management, publicity, film festival staff and stage management. All practicums include work on a mainstage production with documentation of outcomes presented in a digital portfolio. Prerequisite: Instructor permission.

THEA 320. Acting 3: Shakespeare. 4.
Explores the relationship of Shakespeare's uses of language and form to action and acting, bringing the self to the specific demands of formally structured material and identifying the tools for action-playing in various text structures and styles.
Prerequisite: THEA 125, THEA 229 and either THEA 227 or THEA 228 or instructor permission.

THEA 325. Acting 3: Modern Realism. 4.
Synthesizes the tools acquired from previous acting classes into a coherent, integrated, and systematic approach to creating a role in scenes and monologues. Focus on tools of action, imagination, and the senses in the context of detailed actor's analysis.
Prerequisite: THEA 125, and either THEA 227 or THEA 228.
THEA 350. Special Topics. 1-8.
THEA 360. Independent Study. 1-8.
THEA 361. Narrative Film Production. 4.
Study and practice of the narrative film production process from screenwriting to postproduction, utilizing skills in video and audio acquisition, lighting and editing systems. Students develop skills in aesthetic development, storytelling and evaluation through examples and applications in filmmaking based on a narrative story.
THEA 365. Documentary Film Production. 4.
Study and practice of documentary production and post-production utilizing video and audio acquisition and editing systems as well as the development of aesthetic as well as technical capabilities through lecture and hands-on experience.
Prerequisite: THEA 265 or instructor permission. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

## THEA 366. Filmmaking Capstone. 1.

The practice of narrative, experimental or documentary film production from preproduction to postproduction, utilizing skills developed throughout the student's experience in the film concentration. Students produce a semester-long project utilizing a defined film concept from narrative or documentary genres.

THEA 375. Advanced Theatre Design. 4.
Develops an understanding of the principles and processes of set design for the stage. Explores how this design area echoes and utilizes other art forms and functions in relation to theatre production as a whole; emphasis on spatial aesthetics, critical analysis, creative interpretation, research for design, conceptual collaboration and the oral, written and graphic communication of the design idea. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).
THEA 381. Play Direction. 4.
Explores the "choice-making" process of creative play direction. Exercises in interpretation of a playscript, actor coaching, ground plans, composition, picturization, movement and formulation of a production "concept."
Prerequisite: THEA 125 or THEA 215 or instructor permission.
THEA 390. Internship. 1-8.
THEA 450. Special Topics. 1-8.
THEA 460. Independent Study. 1-8.

THEA 470. Senior Thesis. 1-8.
A required performance or production capstone project in a student's specific track or area of expertise as determined by faculty in consultation with the student, drawing on the cumulative academic experience in theatre and emphasizing issues of collaboration and ensemble. Involves pre-production preparation, execution of a production assignment in either the fall or spring semester as an actor, dramaturg, or technical, documentation of work in a portfolio, and post-production self assessment and oral defense.

THEA 490. Departmental Honors. 1-8.
4.

THEA 494. Senior Company I. 2.
Theatre studies majors graduating in the spring and/or following fall prepare for an end-of-year senior capstone project. Fulfilling the roles of their declared track in the major, students form a prototypical theatre company, choose a play and mount it in a studio production for the general public. Preparation includes play selection, assignment of responsibilities, initial research and analysis and planning that leads to an approved production calendar for the coming spring.
THEA 495. Senior Company II. 2.
3. A capstone thesis project growing out of the cumulative academic experience in theatre and emphasizing issues of ensemble performance, collaboration across areas of specialization and the dynamics of forming a prototypical theater company. Projects involve group work with other seniors, but allowances for individual projects are considered on a case-by-case basis.

## Theatre Studies Major

## Bachelor of Arts Degree in Theatre Studies

Every Student majoring in theatre studies will fulfill the core requirements and one of five possible tracks: Generalist, Performance, Design/Tech, Literature or Film Studies. All tracks in major require 41-49 credit hours.

## Procedure for Entering the Design/Tech, History/ Literature or Performance Tracks

Students must have completed no less than 4 credits at the 200-level in their desired area before they can qualify for entry into any track other than the generalist. Once qualified, the student must petition the department chair for acceptance into the track. Following a consultation with department faculty, the department chair notifies the student of acceptance. In order to persist in the track, students are required to demonstrate ongoing engagement in their track with no more than one semester off, allowed only for study abroad. Thus, actors must audition for all productions and act in one production every four semesters. Design/tech students must work behind the scenes in some capacity every semester during which they are on campus. Finally, history/ literature students must be consistently enrolled in courses that require the formal study of dramatic literature. Anyone in these tracks who fails to meet the above criteria after entering the track, will return to the theatre generalist track.

| Structure and Core Requirements of all Theatre Studies |  |  |
| :--- | :--- | ---: |
| Majors |  |  |
| Code | Title |  |
| THEA 111 | Backstage Production | 4 |
| THEA 125 | Acting 1:Basic Tools | 4 |


| THEA 130 <br> or THEA 161 | Theatre and Culture I <br> Masterpieces of the Cinema I <br> THEA 131 <br> or THEA 162 | Theatre and Culture II |
| :--- | :--- | ---: |$\quad 4$

1 One practicum assignment MUST be Stage Management or Assistant Stage Management.

Total credits required for Structure and Core requirements is 26-31.

## Additional Requirements for Students Selecting a Generalist Track

| Code Title |
| :--- |
| Two additional intermediate THEA courses at the 200 level |
| One addition THEA course at the 300 level |
| THEA 324 Advanced Mainstage Actor and/or THEA 323 Advanced |
| Practicum |
| Total Credits |
| Total credit hours required for A.B. Degree in Theatre Studies: Gene |
| Track is 41-49 credits |
| Additional Requirements for Students Selecting a |
| Design/Tech Track |


| Code | Title | Credits |
| :---: | :---: | :---: |
| Select two additional intermediate (200-level) design courses from the following: |  | 8 |
| THEA 272 | Digital Sound Design |  |
| THEA 273 | Lighting Design |  |
| THEA/CTIS $274$ | Digital Graphic Design (CTIS 274) |  |
| THEA 275 | Costume Design |  |
| THEA 224 |  |  |
| Select one of the following: |  | 4 |
| THEA 375 | Advanced Theatre Design | 4 |
| THEA 381 | Play Direction (cannot double for Analysis Core requirement) | 4 |

total credits of Advanced Practicum serving as Dramaturg on a 6
production

| THEA $381 \quad$ Play Direction |  |
| :--- | :--- | :--- |
| Any other design/tech course approved by department chair |  |
| Total Credits | $\mathbf{2 6}$ |

Total credit hours required for A.B. Degree in Theatre Studies: Design/ Tech Track is 41-49 credits

## Additional Requirements for Students Selecting a History/Literature Track

| Code | Title | Credits |
| :---: | :---: | :---: |
| Select two additional intermediate (200-level) courses |  | 8 |
| $\begin{gathered} \text { ENGL } 223 \\ \text { or ENGL } \\ \text { or THEA } \end{gathered}$ | Shakespeare <br> 8 Shakespeare and Film <br> 4 Playwriting Workshop (ENGL210) |  |
| ENGL 288 | Shakespeare and Film | 3,4 |
| THEA 244 | Playwriting Workshop (ENGL210) |  |
| Select one cou | from the following advanced options: | 4 |
| THEA 320 or THEA | Acting 3: Shakespeare 1 Play Direction |  |
| THEA 381 | Play Direction (cannot double for Analysis Core requirement) | 4 |
| Advanced Practicum serving as Dramaturg on a production |  |  |
| Total Credits |  | 23-24 |

Total credit hours required for A.B. degree in Theatre Studies: history/ literature track is 41-49 credits.

## Additional Requirements for Students Selecting a Performance Track

Code Title Credits

Select two additional intermediate (200-level) acting courses from 8 the following:

THEA 221
THEA 227 Acting 2: Playing the Action ${ }^{1}$
THEA 228 Acting 2: Creating the World
THEA 229 Acting 2: Voice and Diction
Select one additional advanced (300-level) acting or performance 4 course from the following:

| THEA 320 | Acting 3: Shakespeare |  |
| :--- | :--- | :--- |
| THEA 325 | Acting 3: Modern Realism |  |
| Advance Mainstage Actor |  |  |
| Total Credits | $\mathbf{1 2}$ |  |

Total credit hours required for A.B. degree in Theatre Studies: performance track is $44-49$ credits

NOTE: It is highly recommended that students wishing to pursue acting take all three Acting 2 courses, Voice and Diction, Playing the Action, and Creating the World

## Additional Requirements for Students Selecting a Film Studies Track

| Code | Title | Credits |
| :--- | :---: | ---: |
| Two additional intermediate courses at the 200 level |  |  |
| THEA 263 |  |  |
| THEA 262 | Gay and Lesbian Cinema | 4 |
| THEA 2?? |  |  |
| ENG 288 |  |  |
| One Course from the following advances | 1 |  |
| THEA 366 | Filmmaking Capstone | 6 |

Total Credit Hours required for A.B degree in the film studies track 44-49 *It is highly recommended that students wishing to pursue acting take all three courses: Voice and Diction, Playing the Action, and Creating the World

## Theatre Studies Minor

David Hammond, Department of Theatre Studies
The Department of Theatre Studies offers two different minor tracks: the theatre arts track and the film and video track. The theatre arts track provides students with the opportunity to study an intensely collaborative art form from three perspectives:

- design/technical;
- history/literature; and
- performance.

It explores the unique responsibilities carried by different members of the creative staff as they conceive and execute a theatrical production.

The theatre arts track is not available to theatre studies majors.
The film and video track serves students of any major who seek a serious exploration of film as an artistic medium. The track examines filmmaking as an important component of modern culture in the following aspects: a reflection of society, an artistic medium of the auteur and a medium of influence and social change.

The film and video track is available to theatre studies majors.

## Minor Requirements

- One course from each of the three perspectives areas listed below: 12 credits
- One other 4 -credit course with a THEA prefix (or the equivalent in 2credit offerings). Ideally, this course should enhance the student's understanding of their perspective area: 4 credits
- One practicum assignment (THEA 295 Practicum, one to four hours) to be determined in a meeting with a theatre studies advisor. Options include stage management, properties management, costuming, lighting, publicity, sound, box office, house management, makeup and scenic art.


## Theatre Arts Track

A minimum of 17 credit hours (five courses):
Code Title Credits

Select one of the following:
THEA $111 \quad$ Backstage Production
THEA $171 \quad$ Introduction to Theatrical Design
Select one of the following:

| THEA 130 | Theatre and Culture I |
| :--- | :--- |
| THEA 131 | Theatre and Culture II |
| THEA/ENGL | Play Analysis (ENGL215) |
| 215 |  |


| One Theatre course at any level | 4 |  |
| :--- | :--- | ---: |
| THEA 295 | Practicum | $1-4$ |
| THEA 125 | Acting 1:Basic Tools | 4 |
| Total Credits |  | $\mathbf{1 7 - 2 0}$ |

Total credit hours required for Theatre Arts Track minor is 17-20 credits

## Film and Video Track

A minimum of 17 credit hours (five courses):

| Code | Title | Credits |
| :--- | :--- | ---: |
| THEA 161 | Masterpieces of the Cinema I | 4 |
| THEA 265 | Artistry in Film | 4 |
| THEA 365 | Documentary Film Production | 4 |
| Select one of the following: | 4 |  |
| ENGL 272 | World Cinema |  |
| ENGL 286 | Classic American Cinema |  |
| ENGL 287 | Cult Movies |  |
| ENGL 288 | Shakespeare and Film |  |
| FREN 315 | French and Francophone Cinema |  |
| THEA 262 | Gay and Lesbian Cinema | 1 |
| THEA 295 | Practicum |  |
| or THEA 366 | Filmmaking Capstone | 17 |

Total Credits
17
Total credit hours required for film and Video Track minor is 17 credits.
Students will process the coherence of their minor experience in a formal "post-mortem" critique with the minor coordinator following the film festival.

## Women's, Gender \& Sexuality Studies (WGSS)

Nancy Daukas, Chair

The Women's, Gender, and Sexuality studies (WGSS) program offers an interdisciplinary major that examines gender as a set of socially created identities embedded in a complex, intersectional system of power and oppression; and examines, inspires, and guides efforts to create change that promotes social justice. Because many academic departments contribute courses to this program, its curriculum allows students the flexibility to choose courses that most interest them while receiving solid training in gender theory and engaging in interdisciplinary study. All majors complete self-designed projects and engage in community education.

WGSS encourages collaborative learning, experiential learning, Principled
Problem Solving experiences, internships, independent studies,
community engagement, and study abroad.

## Degree Offered

The Bachelor of Arts degree is offered in women's, gender, and sexuality studies.

- Women's, Gender and Sexuality Studies Major (p. 149)
- Women's, Gender \& Sexuality Studies Minor (p. 148)

WGSS 110. Introduction to Women's Gender Sexuality Studies. 4. WoC. This course will acquaint students with some of the basic questions, concepts and problematic issues that drive WGSS scholars, as well as the historical, political and social contexts in which these concerns and the various answers to them have arisen. Students in this class plan and produce a community education experience. Fulfills diversity in the U.S. requirement. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

WGSS 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450
WGSS 250. Special Topics. 1-8.
WGSS 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels
WGSS 290. Internship. 1-8.
May also be offered at 290 level.
WGSS 350. Special Topics. 1-8.
WGSS 360. Independent Study. 1-8.
WGSS 375. Feminist Theory and Methodology. 4.
WoC. Intense engagement with interdisciplinary, transformative work in feminist theory and implications for methodologies that promote liberatory goals. Topics drawn from a range of feminisms, including Black Feminist Theory, Transnational Feminist Theory, and Queer Theory. Prerequiste: WGSS 110 and at least one other course listed for WGSS (or instructor approval).
WGSS 390. Internship. 1-8.
WGSS 399. Practicum. 4.
Students produce individualized, culminating projects for their WGSS major, with applications for problem solving related to gender/sexuality oppression. This project may consist of a theoretical analysis, an empirical research project, and/or community engagement. Students present their work to the community at an academic engagement conference.
Prerequiste: WGSS 375, including satisfactory completion of project proposal.
WGSS 401. Interdisciplinary Senior Seminar. 4.
This seminar focuses on particular issues or problems related to gender/ sexuality. Topics vary with sections and instructor.
Prerequiste: WGSS 110, a total of at least 88 credits
completed; WGSS 375 must be completed beforehand or concurrently.
WGSS 450. Special Topics. 1-8.
WGSS 460. Independent Study. 1-8.
WGSS 470. Senior Thesis. 1-8.
WGSS 490. Departmental Honors. 1-8.

## Women's, Gender \& Sexuality Studies Minor

Nancy Daukas, Department of Philosophy and Women's, Gender \& Sexuality Studies

The minor requires a minimum of 15 credit hours (four courses). All students in the minor complete WGSS 110, and should do so as early in their career as WGSS minors as possible. Up to 4 credits may be earned through approved independent studies, internships, or community engagement projects.

## Minor Requirements



## Social Sciences

| Code | Title | Credits |
| :--- | :--- | ---: |
| PSCI 305 | Politics of Gender | 4 |
| PSY 351 | Psychology and Gender | 4 |
| SOAN 234 | Culture \& Sexuality in Africa | 4 |
| SOAN 267 | Race and Gender in Media Focus | 4 |
| SOAN 313 | Sociology of Sex and Gender | 4 |
| SOAN 323 | Gender Health and Illness | 4 |
| SOAN 330 |  | 4 |
| SOAN 432 | Women of Color in the United States | 4 |
| SOAN 416 | Gender and Sociology of the Body | 4 |

## Interdisciplinary

| Code | Title | Credits |
| :--- | :--- | ---: |
| IDS 415 | Understanding Eating Disorder | 4 |
| IDS 418 | Science, Sex and Nature | 4 |
| IDS 421 | Border Crossings | 4 |
| IDS 481 | Notions of Beauty in 20th Century Culture, Art \& | 4 |
|  | Fiction | 4 |
| IDS 485 | Arab and Islamic Feminisms | 4 |
| IDS 485 | Arab and Islamic Feminisms | 4 |
| WGSS 375 | Feminist Theory and Methodology | 4 |
| WGSS 399 | Practicum | 4 |
| WGSS 401 | Interdisciplinary Senior Seminar | 4 |

Total credit hours required for women's, gender \& sexuality studies minor is 16 credits.

## Women's, Gender and Sexuality Studies Major <br> Bachelor of Arts Degree in Women's, Gender and Sexuality Studies

## Specific Course Requirements

30 credits minimum. Students complete four core courses (WGSS 110, WGSS 375 , WGSS 399, WGSS 401) ideally beginning with WGSS 110; and at least 14 credits of approved electives, including at least one course offered through an Arts or Humanities department and one course offered through a Social Sciences department. Up to 8 credits may be earned through independent study, thesis, and/or internship. Three of a student's courses must be designated WoC (Women of Color).

| Code | Title | Credits |
| :--- | :--- | ---: |
| WGSS 110 | Introduction to Women's Gender Sexuality Studies | 4 |
| WGSS 375 | Feminist Theory and Methodology | 4 |
| WGSS 399 | Practicum | 4 |
| WGSS 401 | Interdisciplinary Senior Seminar | 4 |
| Four electives from designated course listings ${ }^{1}$ | 16 |  |
| Total Credits |  | 32 |

1 Should include at least one offered through an Arts or Humanities department, and at least one offered through a Social Sciences department. Up to 8 credits may be earned through independent study, thesis, and/or internship.

## Electives

| Arts \& Humanities |  |  |
| :--- | :--- | ---: |
| Code | Title | Credits |
| ART 302 | Art History: Identity, Race and Gender in Art | 4 |
| ENGL 334 | African Women Writers | 4 |
| ENGL 400 | Senior Seminar | 4 |
| FREN 275 | French-Speaking Africa, in English Translation | 4 |
| HIST 268 | Gender and Sexuality in Chinese History | 4 |
| JAPN 220 | Women in Modern Japan | 4 |
| PHIL 231 | Philosophy and Sexuality | 4 |
| PHIL 232 | Philosophy and Gender | 4 |
| PHIL 336 | Social and Political Philosophy | 4 |
| REL 122 | Men, Masculinities and Religions | 4 |
| REL 222 | Feminist Theologies | 4 |
| REL 225 | Religion, Bodies, and Sexualities | 4 |
| REL 317 | Women in Tibetan Buddhism | 4 |
| THEA 262 | Gay and Lesbian Cinema | 4 |

## Social Sciences

| Code | Title | Credits |
| :--- | :--- | ---: |
| PSCI 305 | Politics of Gender | 4 |
| PSY 351 | Psychology and Gender | 4 |
| PSY 351 | Psychology and Gender | 4 |
| SOAN 234 | Culture \& Sexuality in Africa | 4 |
| SOAN 267 | Race and Gender in Media Focus | 4 |


| SOAN 313 | Sociology of Sex and Gender | 4 |
| :--- | :--- | :--- |
| SOAN 323 | Gender Health and Illness | 4 |
| SOAN 416 | Gender and Sociology of the Body | 4 |
| SOAN 430 | Inequality in Latin America | 4 |
| SOAN 432 | Women of Color in the United States | 4 |

Interdisciplinary

| Code | Title | Credits |
| :--- | :--- | ---: |
| IDS 415 | Understanding Eating Disorder | 4 |
| IDS 418 | Science, Sex and Nature | 4 |
| IDS 421 | Border Crossings | 4 |
| IDS 481 | Notions of Beauty in 20th Century Culture, Art \& | 4 |
|  | Fiction | 4 |

## Academic Regulations

Academic regulations are established by the faculty to ensure the academic integrity of Guilford College. It is the student's responsibility to be familiar with all academic regulations of the College.

Academic regulations are subject to change. Students may choose to graduate according to the academic regulations stated in the catalog that is active their first semester of enrollment or in any later catalog that becomes active before they graduate. However, students are not permitted to satisfy requirements by mixing catalogs. Students must choose one catalog and meet all graduation requirements from that catalog. It is the responsibility of students, aided by their advisors, to familiarize themselves with academic regulations and to plan courses of study that meet all departmental and College graduation requirements.

- Class Attendance (p. 149)
- Class Standing: Classification of Students (p. 150)
- Degree Candidacy (p. 150)
- Normal Semester Load (p. 151)
- Overloads (p. 151)
- Readmission (p. 151)
- Registration (p. 152)
- Satisfactory Academic Progress (p. 152)
- Student Records (p. 153)
- The Academic Honor Code (p. 154)
- The Grading System (p. 155)
- Transcripts (p. 157)
- Transfer Credits (p. 157)
- Veterans (p. 158)
- Voluntary Withdrawal (p. 158)
- Withdrawal from the College (p. 159)


## Class Attendance

Individual faculty members and academic departments define individual requirements for their particular courses and publish these requirements in their syllabi. Failure to meet such requirements may result in lowered grades or an involuntary withdrawal from a course and, if the last day to withdraw with a W has passed, a failing grade.

The College also grants an associate academic dean the right, following a consultation with the faculty member of record, to withdraw a student administratively from any course in which he or she has reached the number of absences listed below. In no way should students interpret these limits as acceptable or automatically allowable. Instead, they represent the point at which College policy authorizes administrative withdrawal; a student with this number of absences will have missed 20 percent of a given course, and fairness to other students dictates the administrative withdrawal.

## Course Formats

## Total absences resulting in Withdrawal

| Term | Date |
| :--- | :--- |
| 3-WEEK SESSION (generally 16 <br> meetings total) | 3 absences |
| 12-WEEK SESSION |  |
| *one meeting per week | 2 absences |
| *two meetings per week | 5 absences |
| *three meetings per week | 7 absences |
| SUMMER SCHOOL | 4 absences |
| GRADUATE PROGRAM (one <br> meeting per week, 15 weeks) | 3 absences |

Students in a support semester are allowed no unexcused absences unless approved by an associate academic dean. If administrative withdrawal occurs by the published last day to withdraw with a W grade, the student is awarded a grade of W . When withdrawal occurs later, the student is awarded either a WP (withdrawn passing) or WF (withdrawn failing) grade. A WP has no effect on the cumulative grade-point average, but a WF is calculated into the cumulative grade-point average as a zero. No tuition refunds will be granted for administrative withdrawals other than those allowable under published policies.

NOTE: Laboratory attendance is considered an essential part of science and language courses. Also, the success of classes using discussion techniques and seminars emphasizing student participation depends on regular attendance by the participants.

Registration Cancellation Policy. A student who has registered for one or more classes but has not attended any classes may request a complete registration cancellation through the last day to drop a course without a grade. A registration cancellation will delete the student's entire schedule and no tuition is owed. The College does not allow registration cancellations after the last day to drop a course without a grade; after this date dropping all classes is considered a withdrawal (see "Withdrawal from the College" below).

To request a registration cancellation, students should contact the Office of Academic and Student Affairs. CE students are not charged for registration cancellations completed before the first day of the official start of term; however, there is a $\$ 250$ late fee for registration cancellations received the first day of the official start of term or later.

## Class Standing: Classification of Students

Class standing for students admitted to a baccalaureate degree program is determined at the beginning of each semester. A first-year student has
completed fewer than 24 credits toward a degree; a sophomore, at least 24 credits; a junior, at least 56 ; and a senior, at least 88 .

An unclassified student is one who already holds a baccalaureate degree. Such students may or may not be seeking a second degree.

A visiting student is not seeking a Guilford degree, but is earning college credit to be applied to a degree program at another college or university. Students visiting in spring or fall semesters must go through the admission process, but students visiting only for summer are not required to do so. Summer visiting students need only complete the summer school registration form and submit it to the Registrar's Office by the last day to add courses for that session.

An auditor is a student who attends class, listens to lectures and may participate in class discussion without receiving credit. These students do not go through the admission process. They are not required to fulfill course assignments.

Auditors may enroll in any college course for which they have the stated prerequisites, with permission of the instructor and payment of a course fee where applicable. However, students may not audit classes with preparatory content other than class discussion, for example physical education activities, private music lessons, choir, theater production, theater practicums, laboratories, independent studies and internships.

Auditors may not register before the first day of class and the deadline to register is the last day to add a class. Should a course be filled beyond capacity, students enrolled for credit will have priority over auditors, and the instructor may request that the student withdraw from the course or the registrar will administratively withdraw the student from the course. A full tuition refund is made in such cases.

## Degree Candidacy

Diplomas are dated at the time of degree completion (May, July or December). Commencement exercises are held in May.

One semester before expected graduation, each degree candidate must submit an online application for graduation to the Registrar's Office. The Registrar's Office evaluates the candidate's transcript and must approve the application, indicating that the student could complete all degree requirements at the end of the next semester. A student who fails to complete all degree requirements by the scheduled graduation date will not graduate as scheduled and must reapply for a later graduation date.

To receive a diploma, a student must have satisfied all academic requirements, must have cleared all outstanding accounts with the Office of Student Financial Services and must have no judicial action pending. A diploma will not be awarded to any student against whom unresolved judicial charges exist.

Diplomas are issued for the graduation date for which the student has applied and the student's documented legal name will be on the diploma, listed in the graduation program, and read at graduation.

Once all requirements for graduation have been completed, students only are allowed to participate in the ceremony that applies to the graduation date for which they applied.

## Teach Out Policy

When a degree or major/minor program is discontinued by Guilford, that degree or major/minor will continue to be awarded for a subsequent fiveyear period. All courses will be offered or Guilford will make arrangements
for course substitutions to ensure students can graduate under a catalog when they are enrolled at Guilford.

## Second Degrees

Any College graduate who desires an additional bachelor's degree from Guilford must apply and register through Continuing Education.

To be awarded an additional degree, a student must complete, with an overall grade-point average of 2.0 or better, the following: a minimum of 32 credits beyond those used to fulfill the requirements for the first bachelor's degree, all of which must be taken in residence at Guilford; all prescribed major requirements; and all of Guilford's general education requirements. At least half the major courses must be completed at Guilford after completion of the first degree. General education requirements may be satisfied either by courses taken at Guilford or courses transferred from a prior institution.

When a Guilford graduate is awarded a second undergraduate degree from the College, notation of the new degree and the date it was awarded will be added to the permanent transcript. The general education requirements from the Guilford graduate's first degree satisfy those for the second bachelor's degree.

A student who has received a bachelor's degree from an accredited institution other than Guilford may receive a second degree from Guilford by fulfilling the conditions outlined above.

## Posthumous Degree Policy

Requests for posthumous degrees may be considered under a policy administered by the Provost and Academic Dean of the College and confirmed by the faculty of the College. Please contact Provost's Office for more information.

## Normal Semester Load

## NORMAL SEMESTER LOAD

Traditional-age students working toward a degree normally enroll in 16 credits (four courses) each full semester. Enrollment in 12 or more credits is considered a full-time load. Traditional-age students are expected to divide these credits across both the three-week and 12-week sessions of the fall and spring semesters in ways to benefit their plan of study.

However, every traditional-age student is expected to be in a course in each three-week session or to be earning credits through other approved learning experiences. Permission to be exempt from this expectation can be sought from the Associate Academic Deans in Founders 210.

When calculating full-time status in the summer, the two sessions of summer school are considered one term rather than calculating each session separately.

Guilford assigns course credit hours on the combination of student effort outside, as well as inside, the classroom. For example, in 4-credit courses students are expected to spend 12 hours per week of consistent effort outside the classroom. This expectation is based on the facultyapproved standard that students are awarded 1 credit for every three hours per week that the typical student is expected to spend on coursework. This policy stems from the College's Quaker heritage that encourages students to be active partners with faculty in the learning process. One of Guilford's five academic principles, "student-centered learning," means that Guilford expects faculty members to "serve less as lecturers and more as tutors, resource persons and critics." As a result, the College considers
student interaction with faculty, other students, community members and organizations outside the classroom as vital to the learning experience. In addition to standard reading, research projects and papers, Guilford faculty members who teach courses that yield 4 credit hours and meet the standard 2.5 hours per week in classroom time are expected to incorporate learning activities outside of the classroom which may include, but are not limited to:

$$
\begin{aligned}
& \text { •Conferences and workshops } \\
& \text { •Experiential and service-learning } \\
& \text { •Fieldwork and field trips } \\
& \text { •Modern language conversation tables } \\
& \text {-Group work and cooperative work } \\
& \text {-Journaling } \\
& \text { •Online discussion groups } \\
& \text { •Labs } \\
& \text { •Lectures, performances and films } \\
& \text { •Research projects }
\end{aligned}
$$

## Overloads

No student may be registered to take more than four credits of coursework in any three-week session. Students can consult with the Associate Academic Deans for permission to combine coursework at other institutions with an experience in the three-week session.

Students must submit a petition to the registrar requesting permission to overload under the following circumstances: the student wishes to take more than

- 14 credits in a twelve-week session
- 16 credits in summer school
- 12 credits during the 10 -weeks summer term
- 8 credits during a five weeks summer term

The petition must include the approval signature of the student's advisor and an Associate Academic Dean.

Please note that no overload petitions for the 12-week session will be approved without students being registered for a course in the corresponding 3-week session.

## Readmission

All students withdrawn or taking a leave of absence from Guilford who subsequently wish to return as a student are required to re-apply through admissions. Academically suspended students may apply for readmission after one semester. Applications for Readmission are available on the Admissions page of the Guilford College website under the "Returning Students" link, https://www.guilford.edu/admissions/ apply/application-for-readmission.

After reviewing a student's application for readmission, admissions may, at its discretion, refer the application to an associate academic dean for advice.

However, if an applicant that is applying for readmission is otherwise admissible but had been academically suspended from the College or has a pending academic honor code charge, the admission office must refer the person's application to an associate academic dean for her/his approval before the person may be offered readmission. An associate academic dean may either grant or deny such approval with or without soliciting advice from the Readmission Advisory Group.

If an applicant that is applying for readmission is otherwise admissible but had been suspended or dismissed from the College for judicial violations, has a pending judicial charge, or left the College with a medical withdrawal, the relevant admission office must first refer the person's application to the associate dean of students before then forwarding the application to an associate academic dean for approval. In considering an application for readmission, an associate academic dean and the Readmission Advisory Group may use information provided by the associate dean of students, and any other appropriate College officials. For an application following a medical withdrawal, an associate academic dean and the Readmission Advisory Group may also consult the director of student health and/or the director of counseling services.

Readmission is not guaranteed. Students readmitted to Guilford return in the same academic standing as they earned in their final semester attending Guilford. If readmitted following academic suspension, a student will be required to satisfy the conditions of good academic standing. A student returning from academic suspension may become eligible again for financial aid; the returning student must file an appeal with the Office of Financial Aid. A readmitted student is permitted to resume athletic participation if she/he meets all athletic eligibility standards.

## Registration

Students new to Guilford must apply and be admitted to the College before they are allowed to register for classes, with the exception of auditors and visiting summer school students. Students who have attended Guilford but withdraw or skip one or more semesters, not including summer, must be readmitted before they are allowed to register.

## COURSE REGISTRATION RESTRICTIONS

## First Year Traditional-age Students:

It is recommended that students enrolled in the Initiate course not enroll in any of the following:

- Courses beginning later than 6 p.m. other than courses such as astronomy, learning strategies, music and theatre
- Consortium courses
- Independent studies
- Internships


## EARLY COLLEGE STUDENTS

Early College students may not enroll in any of the following, unless approved by their advisor:

- Courses beginning later than 6 p.m. other than courses such as astronomy, learning strategies, music and theatre
- Consortium courses
- Independent studies
- Internships


## CE-Only Classes

SPAN 111 Communicating in Spanish for Business I and SPAN 112
Communicating in Spanish for Business II are restricted to CE students
only. Some special topic classes may also be restricted to CE students only.

During fall and spring semesters, many evening courses are limited to CE students only. This is done primarily to ensure class space for CE students in evening classes.

## Changes in Registration

Once registered, the student is academically and financially responsible for all listed courses and may change registration using BannerWeb until the first day of classes or by delivering to the Registrar's Office an appropriately completed and signed drop-add slip. Students can drop or add courses with just an advisor's signature until the last day to add. However, adding courses that are full or closed requires the instructor's signature. Refer to the academic calendar for specific registration-related dates such as the last day for students to add courses, drop courses without a grade, and drop courses with a W grade.

Requests for registration changes are dated according to when the request is received by the Registrar's Office or completed in BannerWeb. Students are financially responsible for courses dropped after the last day to drop a course without a grade.

Students should check BannerWeb for an updated schedule of classes in which they are registered and report any discrepancies to the Registrar's Office within one week of submitting the drop/add form. Corrections will not be made after one week.

All registration or transcript-related petitions should be directed to the registrar, whose decision is final. A denial of a registration or transcriptrelated petition may only be appealed to an associate academic dean on procedural grounds.

## Satisfactory Academic Progress

Satisfactory academic progress is based on meeting academic checkpoints based on minimum cumulative GPA requirements and credit hours completed. In order to progress each semester at Guilford College, students must meet the academic checkpoints outlined below:

Note: The following checkpoints are representative of satisfactory academic progress for full-time students enrolled in a minimum of 12 credits in the fall or spring semester. Part-time students enrolled in less than 12 credits are only responsible for meeting the cumulative GPA requirements. If a part-time student becomes full-time in either the fall or spring semester, both the GPA and credit hours requirements will apply based on the number of credits earned at the beginning of the semester.

Note: New students entering with transfer credit accepted by Guilford College must meet the corresponding checkpoint based on the number of credits earned.

The following table is representative of Satisfactory Academic Progress for full-time students enrolled in a minimum of 12 credits.

| Checkpoint | Timing | GPA |
| :--- | :--- | :--- | :--- | :--- |
| Requirement |  |  | Credits | Completed |
| :--- | Other

2018
Curriculum -
124 credits
(to receive
diploma); 116
credits (to participate
in May
Commenceme

## Unsatisfactory Academic Progress

Students who miss a checkpoint once are granted a support semester to complete the minimum requirements for that checkpoint to maintain satisfactory academic progress. If a student does not meet the minimum requirements for the missed checkpoint twice, that student is ineligible
to return for the subsequent semester. Students may elect to register for summer courses to improve their cumulative GPAs and to take additional credits. However, summer coursework does not impact a student's academic status.

Note: Summer coursework does not affect the academic status of a veteran and/or dependent of a veteran. However, summer courses may impact VA educational benefits for veterans and dependents of veterans - see section on "Veterans." VA benefits are terminated when a student is under suspension due to Unsatisfactory Academic Progress OR earns a cumulative GPA below a 2.0 , the minimum required cumulative GPA to graduate from Guilford College, for two consecutive semesters. VA benefits are reinstated if the student is eligible to be readmitted into Guilford College and after a minimum cumulative GPA of 2.0 is reached.

To be reinstated after the conclusion of the semester in which a student is ineligible to return, students must reapply and be readmitted to the College following the guidelines in the Student Handbook. Applications for readmission are available on the Guilford College Admissions Web page and are referred to an associate academic dean.

To avoid further separation from College after readmission, readmitted students must meet the requirements of the missed academic checkpoint at the conclusion of the semester.

## Student Records

Guilford College is committed to maintaining the privacy and confidentiality of students' information, and to compliance with the regulations of the Family Educational Rights and Privacy Act of 1974 (known as FERPA). The purpose of this policy is to outline the College's policies and procedures regarding the privacy of and access to student information.

FERPA is a federal law that protects the privacy of student education records. It provides students (or parents of dependent students) the following rights:

- The right to inspect and review the student's education records maintained by the school.
- The right to request that a school correct records the student or parent believes to be incorrect. If the school does not elect to revise the student record, the parent or student may request a formal hearing.
- The right to prevent the school from disclosing information from a student's education record, with specific exceptions.
- These exceptions allow school officials access to students' education records if such access is due to legitimate educational interest, such as in teaching, advising, educational support, financial aid, or institutional research.

Guilford College may release grades and academic progress information to parents and/or legal guardians if a student provides written consent to the Registrar's Office or if either parent has claimed you as a dependent on the parent's most recent year's income tax statement. Students may provide written consent by submitting a FERPA Disclosure \& Consent Form to the Registrar's Office.

Guilford College may release financial aid and student accounts information to parents and/or legal guardians if a student provides written consent to the Registrar's Office, has designated parents and/or legal guardians as Authorized Users on TouchNet, or if either parent has claimed you as a dependent on the parent's most recent year's income tax
statement. Students may provide written consent by submitting a FERPA Disclosure \& Consent Form to the Registrar's Office.

## Directory Information

At Guilford College, directory information includes the following: name, major, minor, enrollment status, degrees, honors and awards, and dates of attendance. For student-athletes, this information also includes height and weight.

Students have the right to request that directory information be withheld from disclosure, within the constraints of the federal guidelines. To request this, please see a staff member in the Registrar's Office, located on the basement of New Garden Hall.

## Requesting to View Educational Records

Students have the right to request to view their educational records. To do so, the student must request, in writing, an opportunity to review the official educational records maintained by the College. Details about which office maintains which parts of the educational record are available below.

## Requesting to Amend Educational Records

Students have the right to request the amendment of their educational record if the student believes it is inaccurate or misleading. A student must first request, in writing, an opportunity to review the official educational records maintained by the College. If the student believes the records are inaccurate or misleading, the student would then write the College official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. The College has five business days to respond to the student request. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Student records and where they are housed:

- Academic Curricular Records - Registrar's Office
- Academic Disciplinary Records - Office of Academic and Student Affairs
- Admission Records - Admissions Office
- Advising Records - the student's assigned advisor
- Disciplinary Records - Office of Academic and Student Affairs
- Financial Aid Records - Office of Financial Aid
- Health Records - Student Health Services
- Title IX Records - Title IX Coordinator

The academic record of a student is maintained by the Registrar's Office and is kept by the College in perpetuity.

The student record of a student, excluding academic records, is coordinated by the Office of Academic and Student Affairs. The student record is maintained by the Office of Academic and Student Affairs for seven (7) years after the student graduates. Students wishing to review documents contained in their student record or their student conduct record must make such a request in writing to the dean of students. Students will be permitted to review these records in the Office of Academic and Student Affairs. Certain student conduct records may not be viewed without being first redacted to protect the FERPA rights of other students mentioned in those records.

The health record of a student is maintained by Student Health Services, and by the Athletic Training office for student-athletes. Information is not released without the student's written permission. Students are encouraged to notify their parents of illness or injury. Parents are notified by the College in the event of serious illness or injury or with the student's permission. Student Health Services and the Athletic Training office comply with the provisions of the Health Insurance Portability and Accountability Act (HIPAA) of 2003. The HIPAA Compliance Officer for the College is the Director of Human Resources. The health record, including immunization records, is maintained by the Student Health Center for seven (7) years after the student graduates.

## FERPA Complaints

If you feel that Guilford College has not complied with your privacy rights under FERPA, you have a right to file a complaint. The information necessary for filing such a complaint is available at the following site maintained by the federal government agency responsible for FERPA: https://studentprivacy.ed.gov/file-a-complaint (https://studentprivacy.ed.gov/file-a-complaint/)

For more information about FERPA: http://www2.ed.gov/policy/gen/guid/ fpco/ferpa/index.html (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/)

## Name Changes

A name change will only be made when legal documentation is provided; driver's license and social security cards are not acceptable.

## The Academic Honor Code

To foster individual responsibility, Guilford subscribes to the principles of an honor system and encourages a mature understanding and acceptance of the code.

## Honor Code

The statement, "I have been honest and have not observed any dishonesty," gives testament to the honor system and should be pledged in writing on all academic work. Compliance is assumed even if the statement does not appear on College work. Faculty members may insist that the statement be written on all academic work and may refuse to extend credit for work on which it does not appear.

## Student Responsibility to the Honor System

In addition to adherence to the honor code, students are expected to confront other students who have apparently violated the code and to report such violations. A failure to confront or report such violation may be considered a violation of the honor code.

## Violation of the Academic Honor Code

Academic honesty and integrity represent central elements of the liberal arts education at Guilford. As scholars pursuing knowledge and truth, informed by the Quaker testimony on integrity, we seek a community where each member acts responsibly and honorably in all activities and at all times. Acts of dishonesty represent a serious offense at Guilford. The academic honor code is violated when anyone claims credit, implicitly or explicitly, for work and ideas that are not her or his own. Violations of the academic honor code include, but are not limited to, the list below:

## Plagiarism

Guilford defines plagiarism broadly as presenting the interpretations, wording, images or original conceptions of others as one's own without appropriate acknowledgement. Individual faculty members determine what constitutes "appropriate acknowledgement" within the context of their courses, either by specifically stating requirements or by acknowledging the standard practice within a given discipline. The charge of plagiarism applies to any and all academic work whether done inside or outside the classroom and whether submitted as a rough draft or a final product.

## Unauthorized Collaboration

Students may not combine efforts on any and all academic work, done inside or outside the classroom, submitted to an instructor as a rough draft or a final product, unless specifically permitted by the instructor. Although instructors should clearly define the limits of collaboration allowed, the absence of any instructions indicates that collaboration is not permitted. When uncertain, the student should seek clarification from the instructor.

In cases of unauthorized collaboration, any student giving aid is as responsible as the recipient, unless the former is unaware that she/he has provided aid. A student who seeks unauthorized aid is responsible for participating in unauthorized collaboration whether the aid was given or received. The charge of unauthorized collaboration applies to any and all academic work whether done inside or outside of the classroom and whether submitted as a rough draft or a final product.

## Unauthorized Use of Materials

It is the student's responsibility to ascertain what materials may be used in any and all academic work whether done inside or outside of the classroom and whether submitted as a rough draft or a final product. The submission for credit of the same written work in more than one course is not permitted without the prior permission of both instructors.

## The Grading System

A student's grades are determined by daily preparation, participation in class discussion, the quality of written and laboratory work, and the results of quizzes and examinations.

The grade of A represents exceptional achievement and is awarded for original insight, sound reasoning and the ability to evaluate the scope of the materials studied. The grade of $B$ is granted for superior work and reflects interpretive skill on the part of the student and a clear understanding of the meaning and interrelatedness of the course materials. A grade of $C$ is given for average work and indicates thorough familiarity with the basic facts and concepts considered in the course, even though underlying principles may not have been grasped. Although $D$ is labeled a passing grade, it reflects a lack of fundamental knowledge of the subject. The grade of $F$ is assigned for failing work. There is no one numerical scale associated with these letter grades. Faculty assign grades based on requirements in their course syllabus.

Plus (+) and minus (-) suffixes to letter grades may be assigned and will be shown on the student's permanent transcript. Plus ( + ) and minus (-) suffixes may not be used when assigning the grade of $F$, and the plus ( + ) suffix may not be used when assigning the grade of $A$.

Only grades of C- or better may be counted toward the major.

The possible grades for credit/no-credit graded classes are CR and NC, respectively. A grade of CR signifies that the student achieved at the C -level or better and is given only to students that are taking a class for credit/nocredit. A grade of NC signifies that the student achieved below the C-level or better and is given only to students that are taking a class for credit/ no credit.

A WN (Withdrawn, Never Attended) grade is given by an instructor when a student registered for a class but failed to attend a single class. For fullterm courses: If by the deadline for reporting interim grades, a student has yet to attend one class, the instructor will award this student, at this time, a final grade of WN. For half-semester and summer courses: If, by the deadline for reporting final grades for this course, a student has never attended a class, the instructor will award this student a final grade of WN. A WN grade does not affect the student's grade-point average but, because it represents a withdrawal from the course, may adversely affect the student's subsequent financial aid eligibility. No tuition refunds will be granted for such administrative withdrawals other than those allowable under policies published in the College Catalog.

Provisional grades are preceded by an X (i.e., $\mathrm{XB}, \mathrm{XC}, \mathrm{XD}$ and XF ). A provisional grade is a temporary grade which an instructor may choose to give whenever, through unavoidable circumstances, the student is unable to complete the work in a course by the end of the semester. The student must receive instructor's approval to qualify for the extension. Unavoidable circumstances are defined as verifiable cases of extended personal illness, death or serious illness in the family, significant accident or other grave circumstances beyond a student's control. A student must request approval for a provisional grade from her/his instructor as soon as possible and, for unavoidable circumstances that occur before the Friday before the last week of classes, no later than this date. In addition, beginning students (those with fewer than 32 Guilford credits) and students on academic probation must also obtain the approval of an associate academic dean. This approval must be obtained following instructor approval but before the instructor submits the grade to the Registrar's Office. To facilitate this process, the instructor submits an electronic Provisional Grade Request Form.

Instructors must calculate provisional grades under the assumption that the student will complete no additional work (i.e., by awarding zeros on all outstanding assignments). Provisional grades may only be replaced with an equal or better mark upon the student's completion of the remaining work. The provisional grade becomes the final grade if the coursework has not been finished by the deadline set by the instructor. Instructors may not set a deadline that is later than interim of the next regular semester without first obtaining approval from an associate academic dean. No student with an outstanding provisional grade can graduate. Graduating seniors who require a provisional grade must therefore notify the registrar's office of their revised expected graduation date.

Provisional grades may only consist of one of the following: XB, XC, XD and XF. Plus ( + ) and minus ( - ) suffixes may not be used. Instructors should assign an "।" (Incomplete) grade when a credit/no-credit graded course is incomplete. Provisional grades affect a student's grade point average as if the " X " was not there.

A WP (Withdrawn Passing) has no effect on the cumulative grade-point average, but a WF (Withdrawn Failing) is figured into the cumulative gradepoint average as a zero.

A grade of WP, which does not affect a student's grade point average, shall be used only to indicate withdrawal while passing when a student who is passing the course ( $D$ - or above) (a) voluntarily withdraws or
is administratively withdrawn completely from the College or (b) is administratively withdrawn from a course for poor attendance (see Attendance Policy) after the published last day to withdraw with a W grade and before the end of classes for that semester. A grade of WF, which affects a student's grade-point average as if it were an $F$, calculated into the grade-point average as a zero, may be used to indicate withdrawal while failing when a student who is failing the course (a) voluntarily withdraws or is administratively withdrawn completely from the College or (b) is administratively withdrawn from a course for poor attendance (see Attendance Policy) after the published last day to withdraw with a W grade and before the end of classes for that semester. The grade of WN, which does not affect a student's grade-point average, is given when a student registers for a course but neither attends nor withdraws (see Attendance Policy).

Occasionally, RD (Report Delayed) is recorded to indicate that the Registrar's Office did not receive a grade from the instructor. The grade for auditing is AU (Audit).

Once academic standing has been processed for the semester, final grades cannot be changed unless a faculty member discovers a computation or clerical error and an associate academic dean grants approval for such a change or an official grade appeal results in an approved change (See Grade Appeal Procedure section).

## Grades

Interim and final grades are viewed online using BannerWeb. At the end of each semester, including the end of the summer term, final grades are posted to the permanent transcript. Because transcripts are sealed and may not be changed for any reason after a student graduates, graduating seniors have only until 5 p.m. two days before the graduation date to appeal final regular, intensive, second-half semester course grades and have them corrected.

Permanent transcripts are unabridged records of all academic work attempted by students at Guilford. Confidentiality of student records is maintained according to guidelines published by the Office of Academic and Student Affairs.

Numerical values assigned to grades:

| Grade | Numerical Value |
| :--- | :--- |
| A | 4.0 |
| A | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D | 1.0 |
| D- | 0.7 |
| F | 0.0 |

## Grade Points (Quality Points)

One grade point is assigned for each credit of $D$ work, two for C , three for $B$, and four for $A$; zero points are assigned for grades of $F, X F$, and $W F$. Plus $(+)$ and minus (-) suffixes add and subtract . 3 , respectively, to the numerical
value of the grade affected. A student must have a cumulative C (2.00) average to graduate.

Cumulative grade-point averages are determined by dividing the accumulated grade points by the total credits attempted, minus credits attempted in courses marked AU, W, WN, WP, CR (Credit), NC (No Credit) or RD and transfer credits. Each time a course is taken or repeated, the attempted credits and grade points are entered into the statistics used to compute the grade-point average.

Grade-point averages are computed at the end of each term and include all work done at Guilford plus work completed during fall and spring semesters at consortium institutions. Summer work completed at Guilford is included in the computation of a student's grade-point average; summer work taken at other institutions is not included.

## Grade Replacement Policy

A student may repeat a course for grade replacement except for.

- Courses that can be repeated for additional credit (e.g., practicum and physical education courses);
- Courses in which $\mathrm{s} / \mathrm{he}$ has been found responsible for violating the Academic Honor Code; and
- Courses taken after their degree has been granted.

When a student repeats a course, it counts only once for credit toward her/ his degree. The grade from each course will be placed on the student's academic transcript, but only the most recent grade will be considered in the calculation of the student's cumulative grade point average. If a student repeats a course for which s/he originally obtained a passing grade and earns a grade of $F$, both the original grade and the repeated course grade of F will be calculated in the student's grade point average. Academic probation is not recalculated for each semester prior to any grade replacement. The registrar determines which courses may be repeated for grade replacement.

Should a student take a course at another institution and receive a higher grade on that course than a comparable course at Guilford, the grade on the Guilford course will be removed from the calculation of a student's cumulative GPA at Guilford. Repeating a course elsewhere may remove a Guilford grade and credit from the GPA calculation, but grades and credits transferred to Guilford will not be included in the calculation. As with restrictions above, this grade policy may not apply to courses where a student has been found responsible for an honor code violation or after their degree has been granted. Further, any rules on transfer courses within a major restrict this transfer grade policy.

## Credit/No Credit Option

To encourage students to broaden their course selections after the first year, the College offers students the opportunity to elect one course each semester (a maximum of 8 credits a calendar year) on a credit/no credit basis.

Students electing credit/no credit grading by the last day to add classes who meet all the normal requirements of the course at the C-level or above are awarded credit for the course with a grade of CR (Credit). Unsatisfactory progress is indicated with a mark of NC (No Credit). Neither grade affects the student's grade-point average.

To elect credit/no credit grading for a regularly graded course, the student secures the instructor permission by obtaining the instructor's signature on a completed drop/add form, then submitting the form to the Registrar's

Office by the last day to add the course. Students who decide to adopt credit/no credit grading may not reverse the option. Additionally, once a student has attempted 32 credit hours at Guilford College, a student may convert a graded course to a course graded as credit/no credit. All restrictions to credit/no credit grading apply to such conversions, although the only permission needed for this conversion is from a student's Guilford Guide.

Unless otherwise specified in the major, the credit/no credit option may not be used for any required course (including the major, minor and general education requirements). Veteran's benefits are not available for courses taken on a credit/no credit basis. Veteran's benefits are not available for courses taken on a credit/no credit basis.

A few Guilford courses, as indicated in the catalog, are graded exclusively credit/no credit.

## Grade Appeal Procedure

Grade appeals may not be made simply because a student wants a better grade or because of a disagreement over a subjective evaluation of submitted work. In addition, once posted, grades may not be lowered.

## Grounds for Grade Appeals

- Clerical error by the instructor (e.g., misplacing an assignment that had been submitted properly by the student, mistyping a grade in a spreadsheet, or "clicking" on the wrong grade in BannerWeb); and
- Computational error by the instructor (e.g., combining individual grades incorrectly); and
- Deviation from the grading scheme provided in the syllabus so significant as to affect a student's grade (e.g., assigning a different weight to an assignment than stated in the syllabus so as to change the final grade).

The following procedures are followed by the Provost's Office in cases of student appeals of final course grades. In all cases, the appeal of a final grade must first be made to the instructor within 10 business days after the official due date for final grades at the close of any given grading period. In the event that the instructor is unavailable, the student must contact the department chair or an associate academic dean within the 10-businessday period.

Note: Because transcripts are sealed and may not be changed for any reason after a student graduates, graduating seniors have only until 5 p.m. two days before the graduation date to appeal final regular, intensive or second-half semester course grades and have them corrected.

1. Either the student or the professor may contact the Conflict Resolution Resource Center to request assistance in their communication, or each may invite one individual from within the Guilford community to attend the discussion. If the student and/or the professor is uncomfortable with meeting face-toface, even with the assistance of others, it is possible to have this discussion in writing.
2. If the student remains unsatisfied, she or he must then discuss the situation with the chairperson of the academic department involved, unless the faculty member is the chairperson. The student shall bring all relevant materials and information to this meeting, including papers, tests, syllabi, etc. The student must contact the department chair within five business days of having finished discussing the matter with the faculty member.
3. If still unresolved, the case may be appealed to the Provost's Office, where an associate academic dean will continue to try to achieve an appropriate resolution. The student must contact an associate academic dean within five business days of having discussed the matter with the department chair and present to the assistant dean for student academic affairs a complete, written account of the facts and an argument that explains the justification for a grade change.
4. If the student wishes to appeal the decision made by an associate academic dean, he or she must submit this appeal in writing to the provost within five business days of the date of an associate academic dean's decision. This appeal must include a discussion of the grounds upon which an associate academic dean's decision should be reviewed; such grounds could include the discovery of additional information or a procedural irregularity so substantial as to have compromised the student's right to a fair hearing. The provost will review the matter and make a determination whether or not the appeal warrants calling together a special hearing board. If the provost decides there are no grounds on which to proceed further with the appeal, the decision of an associate academic dean will be considered final. If the provost decides otherwise, a special hearing board will be constituted.
5. At the discretion of the provost, a special hearing board will be instituted, composed of Guilford faculty and professional staff. The student and the instructor will each be asked to submit a list of requested faculty the provost might appoint to such a committee. Utilizing each list, the provost will appoint a group, drawing one individual from the student list, one from that of the faculty member and nominating a third. Both the student and the faculty member will have the opportunity to reject up to three proposed members of the projected hearing board, until a group of three individuals satisfactory to the provost, the faculty member and the student have been chosen and have agreed to serve.
6. The hearing board may meet with the student, the faculty member and anyone else appropriate and examine all relevant documentation. It will then make a final recommendation to the provost.
7. After receiving the recommendation of the hearing board, the provost will make the final decision regarding the student's grade.

## Transcripts

The registrar's office will release transcripts only upon the written request of the student. The cost for each official transcript requested in advance is $\$ 10$. The cost for transcripts needed immediately (on demand) is $\$ 20$. The registrar's office will not issue a student's official transcripts when there is a hold on their Guilford account (e.g., there is an outstanding financial or judicial obligation to the College).

## Transfer Credits

Guilford College accepts for transfer credit undergraduate courses from regionally accredited institutions, as long as the following criteria are met:

- The grade earned is C - or higher
- The course is similar to an existing Guilford course or otherwise compatible with Guilford's curriculum

Courses to be applied to major, minor and general education requirements at Guilford must be approved by the appropriate chairperson, following the learning outcomes, course descriptions, and syllabi for both the proposed transfer course and the corresponding Guilford course or curriculum. The final evaluation of transfer of credits is approved by the registrar. All transferred credits will be listed on a student's Guilford transcript.

Guilford accepts only credit transfers from other institutions, but the grades are not included in the calculation of a student's GPA. Please see the Grade Replacement Policy section of the Guilford College Catalog for more information and specific requirements. Students should consult with members of their advising teams to secure approval for transfer courses

There is no maximum on the number of credits transferred from regionally accredited four-year institutions. A maximum of 64 credits total may be transferred from regionally accredited two-year institutions.

Guilford does not award academic credit for courses completed at nonaccredited educational institutions, for work taken on a non-credit basis, for job-related experience or for non-academic experiential learning. Guilford does not allow students to be enrolled at Guilford and another institution at the same time unless prior approval has been granted by the student's advisor and department chair of course(s) to be taken.

Students with transcripts from non-U.S. institutions must request a World Education Services, Inc. (www.wes.org (http://www.wes.org)) evaluation.

## Veterans

Guilford complies with the Principles of Excellence and is a Military Friendly School. To remain compliant with the North Carolina State Approving Agency each recipient of VA benefits must submit official transcripts from each prior college or university attended along with their official high school/GED transcript.

Veterans and dependents/spouses of veterans must maintain satisfactory academic progress to continue receiving educational benefits through the Department of Veterans Affairs (DVA).

Students may continue obtaining VA educational benefits in the support semester. However, VA benefits are terminated based on missing any of the following standards of academic progress set by Guilford College and the NC State Approving Agency for compliance:

1. Missing your checkpoint in a support semester (see "Satisfactory Academic Progress" in the College catalog) which will result in Academic Suspension for one semester
2. Earning a cumulative GPA below a 2.0 , the minimum GPA to graduate from Guilford College, for two consecutive semesters

If a student was suspended due to credit hours, but has a minimum 2.0 cumulative GPA, VA benefits are reinstated after serving one semester under suspension and upon readmission to the College.

If a student's VA benefits are terminated due to earning a cumulative GPA below a 2.0 for two consecutive semesters, VA benefits are reinstated if the student is eligible to be enrolled at Guilford College and after a minimum cumulative GPA of 2.0 is reached.

## Summer Coursework

While summer coursework does not have any bearing on a student's academic standing within the College, summer courses can impact VA
educational benefits. VA benefits are terminated if summer coursework along with grades from either spring or fall results in a student earning a cumulative GPA below a 2.0 for two consecutive semesters.

## Withdrawal/Refund Policy for Students Called to Active Duty During a Semester

With a copy of their orders, students may withdraw for military reasons without academic penalty. If the student has paid for the term, they will receive a 100 percent refund, regardless of when they are withdrawn. If the student is receiving financial aid during the semester, the aid will be prorated and returned, based on the effective withdrawal date, according to federal and state regulations. Students will be accountable to the Department of Education and/or Guilford College for any outstanding balances.

Upon return, students will need to complete a readmission application but the fee will be waived if a copy of their orders is provided.

## Voluntary Withdrawal <br> Regular Withdrawal

All students who wish to withdraw from the College during a semester or at the end of a semester must indicate their intentions through completion of an official withdrawal form. Withdrawal forms can be obtained through the Office of Academic and Student Affairs. All students who withdraw must complete and submit applications for readmission if they wish to re-enroll. Applications for Readmission are available on the Admissions page of the Guilford College website under "Apply", then the "Returning Students" link. If an official withdrawal form is not completed, it could result in " $F$ " grades and may impact satisfactory academic progress.

## Medical Withdrawal

When illness, injury, or psychological/psychiatric disorders occur while enrolled, a student or guardian may pursue a medical withdrawal from school, to be requested no later than the last day of classes. The associate dean of students must approve all medical withdrawals. Documentation of the illness, injury, or psychological/psychiatric disorder from a medical professional (employed by Guilford College or not) is required prior to this approval. Requests for a medical withdrawal from the current semester must be submitted before the last day of classes. Students who are granted medical withdrawals receive grades of W in all courses in progress at the date of the medical withdrawal with the exception of students sanctioned for honor code violations. Specific conditions for re-admittance are stipulated at the time of withdrawal. These conditions may specify a minimum period of time for the withdrawal and/or may require a letter of medical clearance from a physician, psychologist, or psychiatrist stating that upon return, in the professional expert's opinion the student is now capable of handling the academic and social demands of college.

## Leave of Absence

A student in good academic and financial standing may apply for a leave of absence for one or two semesters. A leave of absence may be approved for students with financial, personal or medical concerns, students participating in non-Guilford educational experiences, and students who need a break. Students considering this option need to meet with a member of the Office of Academic and Student Affairs who will provide full details and assist in working out specific arrangements related to the leave. All students who withdraw must complete and submit applications for readmission if they wish to re-enroll.

## Procedures for Involuntary/Administrative Withdrawal for Students with Medical, Mental/Psychological Conditions or Disabilities

If it becomes evident (through observed behavior or by report(s) from faculty, staff or students) that a withdrawal from the College may be in the best interest of a student and the College, and the student (and/or his or her family) does not agree, then the following procedures will be engaged:

The dean of students will review all available information obtained from incident reports, conversations with students, faculty and staff, and the expert opinions of appropriate medical professionals.

The dean of students will engage in a determination on an individualized, case-by-case basis and will apply the direct threat analysis, taking into consideration the nature, duration and severity of the risk and the likelihood, imminence and nature of the future harmful conduct, either to the student or to others in the College community.

The dean of students will meet with the student (if possible), giving notice to the student of the meeting and providing an opportunity for the student (and his/her family if the student has a signed waiver indicating permission to share information) to provide evidence to the contrary and/or to make suggestions for reasonable accommodation(s) short of involuntary withdrawal from the College.

If, after conversation, the student chooses to withdraw voluntarily, a Withdrawal Form will be processed indicating that the withdrawal is voluntary and of a medical nature and setting appropriate conditions for the student's return.

If, after conversation, the student maintains that $s / h e$ would like to remain enrolled, the dean of students will consult with appropriate medical professionals regarding the evidence presented by the student. (Failure by the student to sign the Consent to Share Information form so that medical/ clinical professionals may be consulted will result in the involuntary withdrawal from the College as the College will have insufficient evidence to render an individualized determination.) The dean will also consult with other College officials as appropriate.

The dean of students will render a decision and present that decision to the student in writing. Should the decision be to withdraw the student involuntarily, appropriate conditions for return will be contained within the withdrawal letter. The College will not as a condition of return mandate that self-injurious behavior ceases unless that behavior continues to constitute a direct threat to the student or others. The College will require, as a condition for return, a signed release by the student for the dean of students and appropriate College officials to discuss the student's readiness to return to College and assistance in developing reasonable accommodation(s) to mitigate any direct threat to self or others.

Should the student choose to appeal the dean of student's decision, s/he will make such appeal to the president, who will render a final decision.

## Vacating Residence Halls

Vacating Residence Halls. Students residing on-campus who withdraw or take a leave of absence from the College are required to vacate residence halls within 24 hours of their effective date of withdrawal. They are responsible for contacting Residential Education \& Housing to make arrangements to check out and return keys.

## Withdrawal from the College

Attending students will receive W grades when they withdraw between the first day of class and the last day to withdraw with a W grade. After the last day to withdraw with a W grade, students who either withdraw voluntarily or are administratively withdrawn from the College will be awarded grades of WP (withdrawal with a passing grade, when a student has earned a Dor higher) or WF (withdrawal with a failing grade). Students who receive a medical withdrawal from the College will be granted grades of W for all courses in progress at the date of withdrawal. (For further information on withdrawal from the College see section entitled Separation FromThe College below).

## Academic Resources

An array of information and technology resources, programs, services, and learning spaces enhance Guilford's unique learning experience, The Edge. Core academic support services are provided within the Hege Academic Commons, and Information Technology and Services (IT\&S) provides critical campus technical and network access support. Formal and informal learning spaces further a culture of collaboration, creativity, and innovation. In addition to the Hege Academic Commons, these include spaces within classroom buildings; Founders Hall; the Ragan-Brown Field House; Frank Family Science Center; and Sternberger Auditorium, HegeCox Hall, and Dana Auditorium performing and fine arts spaces. Guilford's First Year Experience lays the foundation for student academic excellence and success.

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## Classroom Buildings

The three main classroom buildings are Duke Memorial Hall, Frank Family Science Center and King Hall. In addition to classrooms and faculty offices, Duke Memorial Hall also houses the modern languages laboratory. Film viewing and demonstration lectures for groups up to 75 people can be accommodated in Duke Memorial Hall's C. Elmer Leak Audiovisual Center, with equipment for video projection of both computer graphics and videotape on a large screen.

The Frank Family Science Center houses a 135 -seat domed auditorium that is a video, audio and computer multimedia facility used for lectures, films, concerts and student theater productions. In addition to classrooms and faculty offices, the Frank Family Science Center also houses the science library and laboratories in biology, chemistry, geology and physics, including a weather station and both optical and radio telescopes on the roof.

In addition to classrooms and faculty offices, King Hall also houses the Center for Principled Problem Solving, the Career Development Center, the Provost's Office and the Multicultural Education Department. Classes are also held in Bauman Telecommunications Center, Dana Auditorium, Founders Hall, Hege-Cox Hall and the Physical Education Center.

## Physical Education Center

All students are encouraged to participate in intercollegiate, club and intramural sports. Guilford College's Physical Education Center, dedicated in 1980, affords students the opportunity for physical development, recreation and athletic competition.

The center consists of:

- Alumni Gym, built in 1940, which has one basketball court as well as offices for coaches and some faculty members.
- Ragan-Brown Field House, which has a 2,500 -person seating capacity, three full-size basketball courts and classrooms for physical education studies.
- Mary Ragsdale Fitness Area, which is 4,500 square feet with treadmills, elliptical machines, free weights and Hammer Strength equipment.

Adjacent outdoor athletic areas to the PE Center include:

- McBane Baseball Field and Stuart T. Maynard Batting Center, Jack Jensen Golf Center, Armfield Athletic Center for football, lacrosse and soccer.
- Four tennis courts. Outdoor lighted basketball court and outdoor sand pit volleyball court.

Adjacent outdoor athletic areas to New Garden Road include:

- Dorothy Ragsdale-McMichael Varsity Tennis Courts.
- Haworth Softball Field.
- Haworth North/South Field used for rugby and intramural sports.
- Haworth Soccer Practice Field.
- Haworth lighted field used for rugby and intramural sports.
- Haworth East Field used for ultimate and intramural sports.


## Founders Hall

Rebuilt on the site of the original building of New Garden Boarding School, Founders Hall provides office space for many student service departments and traditional-age student organizations. Its facilities include the College cafeteria, meeting rooms, lounges, an art gallery, a recreation room, a mailroom for traditional-age students, a snack shop, the College bookstore, the student-operated radio station, The Grill, Pizzeria and Student Organizations Center.

Housed in the basement is the Department of Theatre Studies, including faculty offices, box office, costume shop, dressing rooms and a rehearsal hall.

## Practicing, Performing and Meeting Space

Charles A. Dana Auditorium, completed in 1961, is a proscenium theatre that seats 1,000 people and is used for major musical events as well as for lectures and conferences. The south wing houses teaching classrooms, music practice rooms and a large choir room for rehearsals and small informal concerts. The Mary Pemberton Moon Room is suitable in size and arrangement for worship, informal lectures and monthly faculty meetings. Dana Auditorium hosts classes from a variety
of disciplines and houses offices for the music and the religious studies departments. In the summer, Dana is home to the Eastern Music Festival and the Eastern Philharmonic Orchestra.

Sternberger Auditorium, adjacent to Founders Hall, is a flexible performance space that seats up to 250 people and is equipped for stage productions, concerts, lectures and dances.

## Studios and Galleries

Hege-Cox Hall houses the Department of Art offices, outdoor kilns for firing ceramics, a darkroom, and studios for wood and mixed-media sculpture, welding, ceramics, printmaking, painting and drawing. There is a hallway gallery for the exhibition of student work. Gallery spaces in Founders Hall also exhibit work by students. In the Hege Academic Commons, the Guilford College Art Gallery houses a permanent teaching art collection and features exhibitions emphasizing modern and contemporary art reflecting social and cultural issues congruent with the College's Quaker tradition. Art history classes are taught in Bauman, Frank and Duke classrooms. Senior thesis students have private studio spaces in Hildebrandt House.

## Cultural Opportunities Arts Programs and Lectures

Each year Guilford presents programs in music, the performing arts and public affairs for students, faculty and staff. The College presents departmental lectures such as the Sheridan Simon Lecture (physics), the James L. Fleming Lecture (peace and conflict studies) and the Rembert W. Patrick Lecture (history).

Since 1996, the Bryan Series has been creating community conversation with an annual series of lectures in the arts, humanities and public affairs. Events are held in the Greensboro Coliseum. Recent visitors have included President Bill Clinton, former British Prime Minister Tony Blair, Garry Trudeau, Yo-Yo Ma, Christiane Amanpour, Salman Rushdie and Khaled Hosseini. For more information, visit www.guilford.edu/bryanseries (http:// www.guilford.edu/bryanseries/).

## Frank Family Science Center

The Frank Family Science Center houses the four science departments at Guilford. In addition to providing modern laboratory facilities, the science center serves as a popular teaching facility for the entire academic community. It provides computerized multimedia classrooms, a computer visualization facility, a multi-function auditorium, an observatory, and formal and informal meeting facilities. The building was named The Frank Family Science Center to honor the late Stanley Frank - a local community leader and a trustee of the College from 1969-2006 - and his family.

The 54,000 -square-foot facility was planned "from the inside out" to support Guilford's unique vision of science education. Laboratory design consultants worked with each member of the science faculty to design laboratories that would enable hands-on learning with intense studentteacher interaction. These facilities were then combined with student work spaces, classrooms and easily accessible faculty offices to create learning communities for each discipline - biology and forensic biology, chemistry, geology and earth sciences, and physics and astronomy. The result is a building that facilitates interactions among the disciplines and so encourages the growth of interdisciplinary programs such as environmental science and health professions.

## Biology

The Department of Biology has seven large, well-equipped laboratories on the first and lower floors of the Frank Family Science Center, a greenhouse, several instrument/prep rooms and faculty research space. Two additional laboratories are designed specifically for biology majors who are conducting individual research projects. All of the teaching laboratories in the Frank Center are fully wired and equipped with computer projection facilities, audio-visual equipment and multiple computer terminals for student use. The student research lab and the teaching laboratories are furnished with modern molecular biology equipment that gives students practical experience in research methods. The forensic biology laboratory is furnished with a gas chromatograph-mass spectrograph (GC-MS) and a wide variety of new instrumentation used both in teaching and research. In addition, modern crime scene software and a collection of Bone Clone replicas are available for student use. The physiology laboratory provides equipment and computer hardware and software for studies of animal and human functions.

The Bailes Greenhouse provides opportunities for student and faculty research and also serves as a depository of typical vascular plants for observation and study. A herbarium is available for botanical reference. An ornithological collection housed in the field biology laboratory dates back over a century to the work of Guilford alumnus T. Gilbert Pearson, one of the first presidents of the National Audubon Society. The department maintains a collection of specimens of vertebrates from North Carolina. The College woods and lake serve as a "living laboratory" with over 240 acres for research and study in forest ecology, ornithology, herpetology and limnology.

## Chemistry

The Department of Chemistry occupies the third floor of the Frank Family Science Center. The laboratories and other department facilities were designed by the faculty to allow access to students in all chemistry courses, including the introductory courses, to state-of-the-art instructional and research facilities. The general chemistry lab is equipped with downdraft hoods for each student, as well as data ports at each station. The organic chemistry lab provides individual access to research-grade fume hoods that allow modern experiments to be performed safely. Both labs are equipped with computer projection systems to facilitate demonstration of laboratory techniques and concepts. The advanced chemistry lab is a flexible space that can be used by junior and senior chemistry students to perform more advanced procedures in physical, analytical inorganic and materials chemistry. A research lab permits students to pursue thesis research under the direction of a faculty member.

Instrumentation available to students in these laboratories includes a 90 MHz NMR spectrometer, double beam UV-visible spectrophotometers, an FT-IR spectrophotometer, high-performance liquid chromatographs, a fluorimeter, calorimeters for solutions and polymer analysis, a potentiostatgalvanostat, and an ion chromatograph. Student offices give chemistry students spaces within the department to study, read journals or analyze data in a comfortable setting, near faculty offices.

## Geology

Geology facilities support a complete field and laboratory program and complement Guilford's student research program in geology. The Frank Family Science Center has eight state-of-the-art geology classrooms and laboratories, including ample and comfortable student research and study space, with excellent access to faculty.

The department owns an extensive map, rock, mineral and fossil collection. The department is equipped with rock and mineral analysis capabilities, including polarizing petrographic microscopes, photomicrographic facilities, dissecting microscopes, sample preparation facilities, gem analysis equipment and basic sedimentation equipment. Field studies are enhanced by a portable magnetometer, gravimeter and a 12-channel seismograph. The department has outstanding facilities for hydrologic studies, including eight monitoring wells that have been installed on campus, dataloggers, pumps, water level tapes and other standard equipment. A small lake on campus is available for study, and a permanent weir has been installed on the College creek for surface water studies.

The department also maintains a geochemistry lab and has field equipment for environmental investigations, including a portable spectrophotometer for contaminant analysis. These are complemented by Geographic Positioning System hardware and software, and excellent computer facilities (UNIX and PC), that include image-processing capabilities (computer, software and images), computer graphics and mapping capabilities, and a digitizing pad and color plotter.

## Physics

The physics curriculum helps students to learn the science of physics and become physicists. To accomplish these goals, the Department of Physics emphasizes undergraduate research - especially projects initiated and designed by students - as a critical element in the physics learning process. Beginning in the first year, students are asked to initiate and design their own investigations. More than 3,000 square feet of laboratory space within the department supports undergraduate research. Many of the experiments that students conduct here are independent projects that are not associated with any particular course. Equipment for these experiments is constructed and modified in the modern shop facilities in the basement of the Frank Family Science Center.

The department offers two endowed physics awards, the Jeglinski Physics Award, in memory of Boleslaw Jeglinksi and Michael Jeglinski, and the Helen and Winslow Womack Physics Research Award. These awards are given annually to students to support their research and fund their travel to professional scientific meetings such as the National Conference on Undergraduate Research.

The department's introductory laboratories rely on a microcomputer-based data gathering and analysis system connected to the campus network. The advanced laboratories, created with support from the National Science Foundation, focus on experimental modern physics and include cryogenics, optics, atomic and nuclear physics, electronics centers and modern astronomical observing tools in the visible, infrared and 14 MHz radio frequencies. Students learn to control the sophisticated equipment in these centers using LabVIEW ${ }^{\text {TM }}$ programs running on the department's many personal computers. For more complicated computational studies, students use Sun and Silicon Graphics Unix workstations from Guilford's Scientific, Computation and Visualization Facility.

In addition to the laboratory space, the department houses two rooms of student office space. Each physics major is given a desk and may use this space as a place to study or to store books. These rooms, provided by gifts from the physics alumni, are wired to the campus network and contain a personal computer and a Sun work station for student use.

## Observatory

The Frank Family Science Center houses the J. Donald Cline Observatory and an astronomy lab, a photographic darkroom and an observatory
support room. The principal instruments are a 16 -inch Ritchey-Chretien optical telescope on a robotic mount and a seven-foot-diameter radio telescope on a fully motorized altazimuth mount. Instrumentation for the optical telescope includes CCD cameras, photometers and a spectrometer. This facility is used in the introductory astronomy and physics classes, for public viewing and for undergraduate student research. The College also shares a research-grade 32 -inch telescope at the Three College Observatory that is located about 33 miles from campus.

## Office of Global and Off-Campus Initiatives

Study Abroad website (https://www.guilford.edu/studyabroad/) Guilford offers over 800 academic study abroad options throughout the world during semesters, summers, and short-term programs. Semester programs carry up to 18 credits, while summers and shortterm programs range from 4-6 credits. All programs contain serious academic experiences that seek a balance between formal study and the opportunity for experiencing life and culture in a unique international setting.

Students can choose from two different types of programs: faculty-led and independent affiliate programs. Each program is suited to different types of students. Some offer broad cultural enrichment while others focus specifically on unique topics. A significant number of programs offer opportunities for undergraduate research, service learning, and internships. For more information and guidance on how to select the right program, students should visit with the study abroad office! Information is also available on the Guilford College Study Abroad website: https:// tinyurl.com/ybq5xbmo

The cost of a Guilford faculty-led, semester-long, program is in line with the cost for a full semester on the Guilford campus that includes housing, meals, tuition and fees. Flights, passports, and visas are not included. The cost of a Guilford faculty-led short-term program varies; the faculty-leader and the study abroad office provide details. Financial aid is available and students will need to discuss their options with their student financial services counselor. Many affiliate programs may incur a surcharge. Students are strongly encouraged to work closely with the Study Abroad office to outline estimated costs and applications.

NOTE: A student must be in academic good standing and judicial good standing to be eligible for participation in any study abroad program. Guilford-affiliated programs have specific cumulative G.P.A. requirements. Study abroad staff also review and consider a student's judicial record during the application process.

Study Abroad. The Guilford College Study Abroad Office prepares students to join the international community of interconnected and interrelated peoples, nurturing global citizens capable of making a positive contribution to the world's future.

Guilford College offers over 800 study abroad options in more than 75 countries around the world. Programming takes place during short experiences with faculty leaders, as well as during semesters and summers. Semester programs carry up to 18 credits, while summers range from $4-6$ credits. All programs are serious academic experiences that seek a balance between formal study and the opportunity for interaction with communities of different cultures. Students can choose from two different types of programs: faculty-led and independent affiliated programs. Each program is suited to different types of students. Some offer broad cultural enrichment while others focus specifically
on the international dimension of a single discipline in action. For information and guidance on how to select the right program, students should visit the study abroad web page (http://studyabroad.guilford.edu) and speak with the study abroad staff. The cost of Guilford faculty- led programs is usually only slightly higher than the cost for a full semester on the Guilford campus (due to flights, passports, etc.); some financial aid is available. Many affiliated programs may necessitate a surcharge. Information is available from the study abroad office and website. NOTE: A student must be in academic and judicial good standing to be eligible for participation in any study abroad program. Various Guilford affiliated programs have specific cumulative G.P.A. requirements.

The Guilford College Study Abroad Office is dedicated to working with students, faculty, and staff to help them experience safe, academically rigorous, and culturally engaging programs that enhance worldviews and cultural sensitivity. Through carefully designed study abroad experiences, students build critical intercultural sensitivity skills by engaging with new worldviews and perspectives. Studying and living abroad promotes a tolerance for ambiguous circumstances and the problem-solving skills necessary to function adaptively amid uncertainty. Classes and experiences in the host culture ultimately develop the skills to interact and communicate across cultural difference with a respect for new ways of living and working.

Click "International Student Services (https://www.guilford.edu/ admissions/international-students/)" to view services available to international students and scholars.

## Hege Academic Commons

In furthering institutional values, academic principles and a distinctive student experience, Hege Academic Commons is a cornerstone for collaborative teaching, learning, research, and scholarship at Guilford College. The Hege Academic Commons leads and partners within its community to foster a student experience of scholarly exploration and experimentation, to promote creativity and innovation, and to provide rich collaborative teams and services that place Guilford at the forefront of liberal education within our global society.

The Academic Commons is envisioned as the College's cultural and intellectual center, exemplifying Guilford's unique experiential approach to liberal arts education through the Guilford Edge. Hege Academic Commons promotes authentic campus partnerships, fostering a sense of academic community, furthering a culture of experimentation, and serving as a catalyst for the innovative and strategic design of learning experiences. The Commons centralizes essential academic resources, services, and support to enable students to critically and creatively engage in directing their academic experience. Academic engagement areas within the Commons include:

- Student research and learning technologies resources and support
- Learning design and development
- Digital media services
- Integrated academic and career planning and advising
- Global and off-campus learning engagement planning
- Professional and peer tutoring
- Writing and quantitative literacy support
- Accessibility resources and services


## Library and Learning Technologies

Through a blending of library and academic technology services, Library and Learning Technologies (https://library.guilford.edu/ homepage/) provides seamless professional support meeting diverse academic information, technology, and instructional design needs. Instructional design staff ensure student and faculty proficiency within the Canvas learning management system and in the use of ancillary tools supporting teleconferencing and lecture capture. Library and Learning Technologies additionally partners with Information Technology Services (p. 164) to effectively coordinate services supporting student technology and learning needs. For up-to-date information regarding technology and learning resources and support, refer to the Student Technology and Learning Guide. (https://student-tech.guilford.edu/)

Library collections in both physical and electronic formats support academic excellence and engagement at Guilford College, ensuring access to the intellectual and cultural resources necessary for the enhancement of academic programs. A vital focus is ensuring the development of students' information and digital literacies and the informed use of teaching and learning technologies.

A unique program called The Mobile Edge enables learning mobility and exists to help address equity of access. Wifi hotspot devices are available to support remote learners who otherwise might not be able to access the internet. Technology lending includes computing and digital media equipment, e.g. PC and Mac laptops, iPads, digital cameras and camcorders, Swivl robotic video capture kits, portable interview recording equipment, and portable projectors. Accessories include tripods, adapters, clickers/presentation remotes, laptop chargers, and headphones. Specialized software such as Adobe Creative Cloud also is supported.

Library and Learning Technologies supports two unique and aligned learning spaces promoting collaboration, creation, and innovation within the Commons:

- The Teaching, Learning, and Research Collaboratory on the second level of the Commons is comprised of two adjoining spaces, the IDEA Incubator and the Experimental Classroom, which may be opened up to create one larger learning space. The mission of this unique space centers on partnering and collaboration for the advancement of innovations in teaching and learning among faculty, learning designers, librarians, and other campus partners.
- The Commons Ground features an emerging suite of makerspaces enabling students to engage in activities supporting ideation, digital presentation development, electronics tinkering and invention using Raspberry Pi and Arduino boards, augmented and virtual reality (AR/VR), and 3D printing. The Commons Ground is being developed as a unique student learning environment, complementing the Collaboratory, for fostering collaboration, creation, and innovation.


## Quaker and Special Collections

Art Gallery and Permanent Art Collection
Incorporated into Hege Library as a distinctive aspect of the 1989 addition, the Art Gallery supports the academic endeavors of the College by enhancing critical thinking and visual acuity, promoting awareness of diverse cultures, fostering interdisciplinary studies, and cultivating social justice through exhibitions and the stewardship of the College's permanent collection of fine art. While 20th century American art is predominant, the collection also includes internationally renowned artists such as Rembrandt, Picasso, and Dali; works from the Renaissance and Baroque periods; an impressive selection of contemporary Polish
etchings and engravings; and the Maness Collection of Central and West African Art.

## College Archives

The College's archives, representing Guilford records of enduring value, including both administrative records and campus scholarship, are preserved and made accessible. A growing number of these resources are available online with opportunities for students to curate and reinterpret historical sources that connect Guilford's historical legacy with larger events and issues remaining relevant in present day.

## Quaker Collections

The library acquires, organizes, preserves, and makes available, not only to the College but to the wider community of researchers, materials, both published and unpublished, related to the history of the Religious Society of Friends. The collection has a special responsibility for comprehensiveness in documenting and for nurturing research relating to the spiritual, intellectual, and cultural heritage of Quakerism in the southeastern United States and has also received national recognition as a resource for anti-slavery research.

## Rare Books

In addition the the Quaker Studies Collection, students have access to a Rare Book collection which focuses on texts and bindings supportive of the college's curriculum.

## Accessibility Resource Center

The mission of the Guilford College Accessibility Resource Center (also known as ARC) is to assure that all students have equal access to and equal opportunity in all programs and services offered by Guilford College and to empower students to become strong self-advocates. Guilford College is proud of its support of students of all abilities and differences. The College offers a broad array of campus services that many students find useful, supportive, and encouraging during their undergraduate career.

Professors are also accessible and classes are small, which allows students to build relationships with their teachers and peers. The ARC staff is committed to working with all students to address individual needs and to provide the necessary accommodations for academic success.

Click "Students with Disabilities and Accessibility Needs (p. 166)" for more information on accommodations.

## Global and Off-Campus Initiatives

Guilford offers over 800 academic study abroad options throughout the world during semesters, summers, and short-term programs. Semester programs carry up to 18 credits, while summers and shortterm programs range from $4-6$ credits. All programs contain serious academic experiences that seek a balance between formal study and the opportunity for experiencing life and culture in a unique international setting.

Students can choose from two different types of programs: faculty-led and independent affiliate programs. Each program is suited to different types of students. Some offer broad cultural enrichment while others focus specifically on unique topics. A significant number of programs offer opportunities for undergraduate research, service learning, and internships. For more information and guidance on how to select the right program, students should visit with the study abroad office! Information is also available on the Guilford College Study Abroad website: https:// tinyurl.com/ybq5xbmo

Click "International Student Services (https://www.guilford.edu/ admissions/international-students/)" to view services available to international students and scholars.

## Guided Discovery

Guided Discovery is Guilford's centralized advising center, that offers holistic advising for all students. It is an integrated academic and career advising program which is staffed by academic-focused Guides and career-focused Guides. Before they begin their first semester, every student is assigned both an Academic Guidewho serves as their primary academic advisor for two years, and a Career Guide-who remains with the student for all four years. These assignments are determined by their choice of Pathway (https:// guideddiscovery.guilford.edu/pathways/).

Guided Discovery offers services in:

- Exploration of strengths, interests, majors and careers
- Course registration
- Connections with faculty and staff across campus
- Referrals to campus resources
- Wellness and self-care
- Internships
- Connections to experiential learning opportunities
- Coaching for graduate school/job preparation
- Guidance with job searches, cover letters and resumes
- Job shadowing opportunities
- Connections with alumni and community partners

Click here to learn about our vision and model (https://
guideddiscovery.guilford.edu/mission-model/), and to meet our Guides
(https://guideddiscovery.guilford.edu/meet-the-staff/)! For more information, click "Guided Discovery (https://www.guilford.edu/ guideddiscovery/)" or our "Academic Advising Manual (https:// catalog.guilford.edu/advising-manual//)".

## Learning and Writing Center (LWC)

The LWC welcomes all learners, teaching them to be more effective and engaged scholars. Professional and peer staff members support students' development of strategies for learning and writing across the curriculum and throughout their lives. The services are designed for all Guilford students, from those who are under-prepared to those doing advanced coursework, developing capstone projects, writing senior theses, and pursuing graduate studies.

Students meet one-on-one with professional and peer tutors to support their academic growth in writing, math, sciences, social sciences, languages, and additional areas of study. Students also participate in group learning sessions for math, sciences, and languages. Additionally, they can engage in learning strategies development through MYCQ 181, workshops, and one-on-one consultations.

LWC offices and study spaces can be found on the second floor of Hege Library where students write and study independently or collaboratively, as well as work with tutors. The LWC also provides books, handouts and other valuable academic success resources, including the departmental website.

## Honors Program

The Honors Program at Guilford College provides a supportive community for students who are committed to achieving academic excellence and
have demonstrated their passion for learning. Through seminars, activities, and one-on-one collaboration with faculty, the program provides students with opportunities to deepen their knowledge and develop their problemsolving skills. Honors Program students come from all majors and disciplines; they are driven by intellectual curiosity and are eager to share their research with others. High-achieving students are invited to apply to this competitive program when admitted to the College and progress through the Honors curriculum across all four years. The program requires students to maintain a high GPA and to complete a senior thesis project in their major(s). Students in the program are also eligible for "senior stipends" to offset research costs or application costs for graduate or postgrad school.

For additional information, click "Honors Program (https:// www.guilford.edu/honors-program/)".

## Information Technology and Services

IT\&S. IT\&S maintains an infrastructure and capacity necessary to support the College's educational, research, and public service programs. Located in the Bauman Telecommunications Center, IT\&S centralizes campus network/wireless access services, e-mail support, Quaker Card issuance, and the cable television systems through its Help Desk. The Help Desk provides technical support for addressing campus computer hardware and software issues and also supports bulk standard printing services. Help Desk assistance is available either as a walk-in service or may be requested in one of three ways:

- Via http://webhelpdesk.guilford.edu through network username and password login.
- Via email to webhelpdesk@guilford.edu
- Via phone call to 336-316-2020.

Public computer labs offering 24/7 access are available year round in Bauman, offering both PC and Mac options, as well as access to printer/ photocopier/scanners. IT\&S facilitates use of open access computer labs and technology enabled classrooms campus wide, and manages and maintains hardware and software to meet academic programspecific learning objectives. Classroom and lab spaces with a variety of technology-enabled configurations exist throughout the College's learning environment.

## Computing Resources

Guilford features a fully wired and wireless networked campus with connectivity to academic and administrative buildings and residence halls. The campus has fiber-optic connectivity between all buildings within the main campus. Wireless networking is available campus wide. Each of the residence halls and most of the student houses have a data connection per resident and cable TV connection per room. Local phone service is provided and voice-mail service is available upon request. The campus has a high-speed connection to the internet. Computer labs are available to Guilford students and community. Two 24 -hour computer labs and three computer classrooms are available in the Bauman Telecommunications Center. Guilford also maintains multimedia and computer classrooms across campus.

Guilford supports both Windows and Macintosh computers. The Guilford website provides up-to-date information on the computer labs and the College standard hardware and software. All computers on the Guilford network have access to network servers managed by IT\&S and to highspeed networked printer/photocopier/scanners.

All members of the Guilford community are assigned personal network accounts. By providing technology and network access campus-wide, the College assures that all campus constituents are able to take advantage of the College's technology-rich environment for teaching, learning, and living. The College recognizes the necessity of providing effective technology and internet access for the educational process and provides this via a robust network system. All buildings are on the campus network, and wellmaintained academic and residence hall buildings provide a technologyrich environment for teaching, living, and learning. Multiple ways also exist to access the network from off-campus.

## Computer Software

Guilford College is a member of the North Carolina Independent Colleges and Universities (NCICU). ScholarBuys is NCICU's official reseller of Microsoft and Adobe products and provides Guilford students opportunities to purchase software at deeply discounted prices. IT\&S provides students with a suite of software to help with efficiency, fun, and protection of computers from viruses and spyware. Sophos Antivirus is provided for free to students and is vital as a tool for securing computers that are connected to the Guilford network.

## Dell and Apple Computer Purchases

Guilford has special programs with both Dell and Apple to provide students on their personal purchases.

## International Student Services

Services are available to international students through the international student advisor, who advises them on institutional rules, government regulations, academic resources and extracurricular opportunities offered by both the College and the larger Greensboro community. Prior to the general orientation program, international students participate in an orientation program specifically tailored to their needs. Students spend two days familiarizing themselves with the school and other international students, have conversations about cultural adjustment, and spend time bonding as a group.

The international student advisor is available throughout the academic year to help students with any issues they may encounter, both academic and personal. The advisor also works with other staff, faculty and students to create a welcoming environment for international students through formal and informal activities. There is also an international student organization that promotes the understanding of international cultures at Guilford.

Click "Office of Global and Off-Campus Initiatives (p. 162)" for information on academic study abroad opportunities.

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## Rare Books

In addition the the Quaker Studies Collection, students have access to a Rare Book collection which focuses on texts and bindings supportive of the college's curriculum.

## Students with Disabilities and Accessibility Needs

Accessibility Resource Center (ARC) website (https:// www.guilford.edu/academics/accessibility-resource-center/)
Guilford College's notice of non-discrimination (https://www.guilford.edu/ nondiscrimination/) applies to any and all educational program or activities that Guilford College operates, and extends its protection to students and applicants with disabilities. Educational opportunities will not be denied to an otherwise qualified applicant or student because of the need to make reasonable accommodation(s) or modification(s). This policy is applicable to admissions policies; educational programs; scholarships, loans, and other financial aid; athletic and other schooladministered programs; services; and activities. This policy is also applicable to accommodation(s) that would enable an applicant or student with a disability to enjoy equal benefits and privileges of education as are enjoyed by other similarly situated applicants or students without disabilities.

This policy and procedure is exclusive of other education-related inquiries that the College, in its discretion, may make as permitted or required by local, state or federal law and in conformance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

To receive accommodations at the college level, students must disclose and provide evidence of a documented disability that impacts the learning environment. This may include diagnoses such as any learning
and psychological/psychiatric disabilities, Traumatic Brain Injury (TBI), Autism Spectrum Disorder (ASD), speech, hearing, chronic and/or Other Health Impairments $(\mathrm{OHI})$. To receive services, students must first selfidentify with the office and complete an interactive intake interview process. Students have the right to disclose the nature of their disability and choose not to request accommodations.

## PROCESS FOR REQUESTING ADA ACCOMMODATIONS

Any student seeking ADA accommodation(s) due to a documented disability must follow these steps: self disclose by completing a Registration Agreement, submit appropriate documentation in accordance with ARC guidelines, and complete an interactive interview process. Please note that the full process may take up to a few weeks, so please plan accordingly. Students needing Housing and Emotional Support Animal accommodations should contact the office for petition information.

1. Fill out ARC Registration Agreement form: this form is available on the ARC website. (https://www.guilford.edu/academics/accessibility-resource-center/) Students may also request a link or hard copy from the office.
2. Provide documentation: students can submit disability-related documentation to the Accessibility Resource Center (ARC) by mail, fax, or email. Documentation must meet the minimum requirements outlined by the office. These guidelines are available on the ARC website and by request.

Address: Guilford College, 5800 W. Friendly Ave., Greensboro, NC 27410. Fax number: 336-316-2946.
Email: accessibility@guilford.edu.
3. Participate in intake interview: This meeting is designed to develop a student's individul needs to determine what are deemed reasonable and appropriate academic accommodations and adjustments. Referrals for other supportive services and tools are also provided during this meeting. This meeting may take place once the ARC Registration Agreement form and all necessary disability-related documentation are received by the ARC.
4. Faculty Notification: Once an accommodation plan is completed, students will need to request that their faculty notification letters be sent to their instructors. This must be done in writing by email, or online request via the ARC website. This is not an automatic process. Rather, students must request a new faculty notification letter each term they wish to receive their accommodations (3 week, 12 week, and summer terms respectively). Students must also request this notification if they add or change classes.

- The ARC will provide the student and their requested professor(s) an electronic copy of their individual accommodation letter request. Students are responsible for communicating and negotiating with each professor of their individual academic accommodations and/or classroom needs with those professors.
- The ARC strongly recommended that students discuss their accommodations and individual needs with his or her advisor and/or other College personnel so that appropriate recommendations and/or referrals may be made.

Questions and inquiries can be sent to the Accessibility Resource Center (ARC):

Phone number. 336-316-2243

## Admission and Fees for TraditionalAge Students

Guilford accepts applicants whose qualities of intellectual capability personality and social awareness potentially enable them to benefit from both the academic program and campus life. Further, the College seeks students whose backgrounds and talents will enrich the experience of the College community and whose concerns promise constructive leadership and service in the society in which they live. The College seeks to build a community of individuals whose diverse geographic and ethnic origins and varying races, religions, ideologies, sexual orientations and socioeconomic backgrounds will enrich and enhance the educational experience at Guilford.

Note: For admission and fee information specific to CE students, please see Chapter VIII.

- Admission Procedures (p. 167)
- Application Procedure (p. 167)
- Billing Information (p. 168)
- Credit By Examination (p. 169)
- Early Action Plan (p. 169)
- English \& Modern Language Evaluations (p. 169)
- Explanation of Fees (p. 169)
- Federal Tax Credits for Education (p. 170)
- Immunizations (p. 170)
- International Student Applications (p. 170)
- Payment and Option Plans (p. 170)
- Transfer Applications (p. 171)
- Tuition and Fees (Traditional) (p. 171)


## Admission Procedures

## Criteria for Selection

The Admission Committee reviews each application individually, with consideration given to all aspects of an applicant's record, keeping in mind the admission objectives set out above. Once admitted and after the first day of classes, a student is not eligible to change their admission type until the following semester.

## Academic Record

The Admission Committee examines an applicant's past scholastic achievement, as demonstrated by course selection, grades, class rank and other presented materials. There is no specific number or pattern of units required for entrance to Guilford. The College is primarily interested in the quality of a student's overall academic performance. However, to be better prepared for academic success in Guilford's liberal arts curriculum, a student should include among the 16 high school units at least 14 academic units (four units in English, three in mathematics, three or four in natural sciences, two in social sciences and two to six in a foreign language). In the evaluation of applications, the Office of Admission will use the unweighted high school grade-point average using core high school courses (English, mathematics, natural and social sciences, and foreign languages). This grade-point average will be utilized for evaluation.

In addition to their coursework in high school, prospective students are urged to read widely outside of class to broaden their general
background and acquaintance with contemporary issues. Students also are encouraged to increase their competence in writing and to develop the ability to express ideas accurately.

## Entrance Tests/Standardized Test Optional Plan

To assist the Admission Committee in evaluating a prospective student's academic potential, each applicant is expected to either take the Scholastic Aptitude Test (SAT I) administered by the College Entrance Examination Board or the test of the American College Testing Program (ACT) and have scores sent directly to the College, or submit a portfolio of written work in lieu of standardized test scores.

Guilford is an SAT/ACT-optional institution. For students who feel their standardized test scores, such as the SAT or ACT, do not provide an accurate indication of their ability to be successful in college, we provide the option to submit an essay to replace the standardized test scores. The essay prompt can be found at https://www.guilford.edu/admissions/ high-school-students/apply (https://www.guilford.edu/admissions/high-school-students/apply/).

## Personal Characteristics

Personal characteristics are evaluated through recommendation forms and an interview, preferably on campus. Guilford encourages students to visit, have an interview with an admission officer, talk with different members of the College community, and become familiar with the campus. Personal contact also lets the admission staff become better acquainted with an applicant. Arrangements for a personal interview and a campus visit may be made by calling the Office of Admission. Call 336.316.2100 or 800.992.7759 to arrange a campus visit.

## Other Materials

Applicants should submit information concerning unusual circumstances, achievements or abilities that may be relevant to the process.

## Application Procedure

Applications are processed as soon as an application form and all supporting materials are received in the Office of Admission. The materials needed are:

- Transcript of all secondary schoolwork
- Results of one of the college entrance examinations (SAT I or ACT) or a test-optional essay
- School Report Form or prefer a counselor recommendation
- Other recommendations at the discretion of the applicant

Accepted students confirm their intention to enroll by paying a nonrefundable \$250 Enrollment Fee required of all students by May 1, National Candidates Reply Date.

For more information: Inquiries concerning admission to Guilford should be addressed to:

Guilford College Office of Admission
5800 West Friendly Ave.
Greensboro, NC 27410
Or call 336.316.2100/800.992.7758 or email at admission@guilford.edu.

## Billing Information

Invoices/statements are only available electronically through TouchNet.

- Electronic statements are provided through TouchNet and up-to-date balances are available 24/7 at this secure site.
- Students and parents can now easily process electronic payments for all enrollment-related charges.
- Our on-line portal now allows families needing deferred payment options to quickly set up monthly payment plans.


## Financial Aid

Accounts may be settled with financial aid funds. Please contact the Office of Financial Aid at 336-316-2354 for more information.

## Accounts Receivable Holds/ Past Due Accounts

Accounts Receivable holds are placed on a student's account when the amount billed is not settled by the due date. A student's account becomes past due after the first day of classes at the beginning of each semester. All charges incurred subsequent to the first day of classes are expected to be paid in full immediately. If those charges are not paid immediately, they then become past due at the time of the next billing period. An Accounts Receivable hold will remain on the student's account until the balance is settled in full and will prevent students with past due balances from registering for future semesters and from receiving transcripts.

A \$250 Late Fee is assessed on all accounts with past due balance after the first day of classes each semester. For fall 2021, \$250 Late Fee will be assessed after Aug. 31, 2021; for spring 2022, it will be assessed after Jan. 31, 2022

38 USC 3679(e) of the Veterans Benefits and Transition Act of 2018 prohibits schools from imposing financial penalties for 90 days after the certification of tuition and fees for Chapter 31 and 33 students who submit a Certification of Eligibility to the institution. Financial penalties, including late fees or financial registration holds, are not assessed during this period.
Chapter 31 and 33 students are responsible for any applicable late fee or financial registration hold if financial obligations are not met after the 90 day period due to a delayed disbursement of VA funds or an outstanding balance.

## If you do not plan to enroll in Fall 2021 or Spring 2022:

Once registered, you are officially enrolled at Guilford and financially responsible for charges. If you decide not to attend classes, you must withdraw from the semester by contacting the Office of Academic and Student Affairs in Founders Hall.

## Withdrawal Procedures

If you do not plan to enroll at Guilford College for the 2021-2022 school year, you must complete an official Withdrawal form through the Office of Academic and Student Affairs in Founders Hall (336-316-2186). Once registered, you are officially enrolled at Guilford College and are financially responsible for charges on your account.

Students who officially and completely withdraw from Guilford College before the first official day of classes will receive a full refund of tuition and academic and student activity fees assessed. However,
any non-refundable deposits will not be refunded. The first official day of classes each semester is defined on the academic calendar.

A request to the registrar for a transcript of credits shall not be considered notice of withdrawal from the College. Similarly, nonattendance is not a notice of withdrawal. Students must submit a Petition for Withdrawal/ Leave of Absence form through the Office of Academic and Student Affairs to officially withdraw from the College.

For students who officially and completely withdraw after the beginning of classes, their assessed tuition charges will be prorated according to the schedule below. All academic and student activity fees assessed are not refundable after classes begin.

## Fee

## Amount

First day of class through the end of $90 \%$ Adjustment the Drop/Add period
One to seven days beyond the end $75 \%$ Adjustment of the Drop/Add period

Eight to 14 days beyond the end of $50 \%$ Adjustment the Drop/Add period
15 to 21 days beyond the end of the $25 \%$ Adjustment Drop/Add period
22 or more days beyond the end of No Adjustment
the Drop/Add period
Adjustments are calculated based on the date the withdrawal or drop form is officially received in the Registrar's Office. Any course change must be completed in the Registrar's Office.

Students should be aware that withdrawal from classes may result in adjustments to financial aid awards. For withdrawing students who are receiving federal financial aid through Guilford College, the aid adjustment is dictated by federal regulations.

The cancellation and refund policies for on-campus housing and meal plans can be found in the current Residential Contract.

## Refunds and Adjustments

Registration at Guilford College is considered a contract binding the student for charges for the entire semester. The College makes plans regarding teaching faculty based on student registrations. It is the policy of Guilford College to give partial refunds when students officially withdraw from the College. A "refund" is defined as a reduction in assessed charges.

## Tuition Adjustments

Subject to the adviser's approval, a student may change registration and add courses through the end of the Drop/Add period - defined as one week and one class day after the first official day of classes. If the course load is reduced to below 12 credits during the Drop/Add period and the student is no longer eligible for financial aid requiring half-time or full-time enrollment for the term, then the financial aid will be reduced or canceled in accordance with state and/or federal requirements.

Adjustments are calculated based on the date the withdrawal or drop form is officially received in the registrar's office. Any course change must be completed in the registrar's office.

## Reimbursement of Credit Balances

Reimbursement of credit balances from overpayments will be made approximately two weeks from the day the credit is created. To the extent that funds paid to Guilford College on behalf of the student exceed the
total amount of tuition, fees, and other expenses due from the student, the College will reimburse such excess payments (excluding any nonrefundable financial aid) directly to the student, regardless of whether funds were paid by the student, the student's parents or any other third party. Guilford College assumes no responsibility for remitting such excess payments to any person other than the student. All reimbursements are processed through TouchNet. Students expecting a refund should set up their Refund Method Selection in their TouchNet account. Guilford College recommends the Direct Deposit option as the fastest and most efficient method to receive reimbursement funds.

The Office of Registrar and Student Accounts and the Office of Financial Aid are open for service in the basement of New Garden Hall on Monday to Friday from 8:00 a.m. to 5 p.m., exclusive of College holidays. The email address for the Office of Financial Aid is financialaid@guilford.edu. The email address for the Office of Student Accounts is studentaccounts@guilford.edu.

## Credit By Examination

College credit and advanced standing may be earned through the Advanced Placement Program of the College Board or the College Level Examination Program (CLEP) for a total of 32 credits for those examinations that correspond to courses in the Guilford curriculum.

College credit requires Advanced Placement scores of three or better. Subject CLEP scores must be 55 or higher for credit. Credit will be awarded to students who have achieved IB scores of four through seven on the Higher Level tests.

Placement into academic majors or minors based on scores listed here vary by department. During advising appointments, students will develop an appropriate plan of study that reflects the scores earned and placement achieved. Please reference this table for basic information (https://docs.google.com/spreadsheets/ d/1KAp1zvJeEVCGJdkizPWHzIOTDOrA7XrW8nUJETDXImA/edit/? usp=sharing) on placement recommendations by AP test.

The Initiate course of the Collaborative Quest cannot be waived based on placement test scores.

The College will also award up to 16 credits for educational experiences during military service, according to the recommendations of the American Council on Education. All foreign transcripts must be evaluated by World Education Services, Inc. (https://www.wes.org (https:// www.wes.org/)) before any transfer credits will be awarded. For further information, the student should contact the registrar's office or the Office of Admission.

## Early Action Plan

To allow prospective Guilford students who clearly are interested in the College but have not yet determined that it is their first choice, Guilford offers an Early Action Plan. To apply to Guilford under the Early Action Plan, students should take the SAT I or ACT examination no later than December of their senior year in high school and submit their applications, with all supporting materials, by Dec. 15 of that year.

Students choosing the Early Action Plan may apply to other colleges and are under no obligation, if accepted, to notify Guilford of their college choice until May 1 .

## English \& Modern Language Evaluations

All first-year students are evaluated for proficiency in English and in the modern language they wish to continue studying. On the basis of these evaluations, students are placed in the most advanced courses for which they are qualified. Students also will be evaluated for proficiency in mathematics.

## Explanation of Fees

## Student Activity Fee

The student activity fee is charged to all full-time day students and administered by the student government to cover the budget of certain student organizations in which all students may participate or from which they receive benefits.

## Admission Deposit

All first-time traditional-age students must pay a $\$ 250$ admission deposit which is non-refundable and which is applied to the student's account for the first semester charges

## Orientation Fee

The orientation fee of $\$ 200$ is a one-time, mandatory charge for all entering first-year and transfer students at Guilford College, to provide funding for programming, alcohol education, meals and small group sessions. This fee will be charged to all first-year and transfer students regardless of attendance at the programs.

## Injury and Sickness Insurance

Guilford College makes available a Student Injury and Sickness Insurance Plan with UnitedHealthcare Insurance Company. Details of the policy are subject to change each year. Information on details of coverage is provided during the summer preceding each academic year. The premium for insurance appears as a charge for the first semester. Students or parents must complete the on-line electronic insurance waiver process with UnitedHealthcare at www.srstudentcenter.com (http:// www.srstudentcenter.com/). The online waiver petition must be completed and approved between June 25 and Aug. 31 if the insurance coverage is not desired. If the online insurance waiver petition is denied, the charge for student health insurance remains on the student's account. For further information please contact UnitedHealthcare Insurance Company at 800-237-0903, or fax 727-570-9128 or email SCraven@uhcsr.com.

## International Student Insurance

International students attending Guilford College full time are required to carry the basic sickness and accident/major medical coverage for the academic year by a United States based insurance carrier. If not accepting the College's insurance, proof of coverage with a United States-based insurance carrier must be provided prior to check-in day.

Athletic Insurance is required of all students participating in intercollegiate athletics. The Athletic Department will send information about this coverage.

## ID Replacement Charge

If your Guilford College-issued ID has been lost or damaged beyond use, there is a $\$ 25$ replacement fee. Replacement cards are issued in ITS office Help Desk located on the first floor of the Bauman Communication Center.

## Returned Check Charge

Returned checks will be re-deposited one time unless we are notified otherwise. A $\$ 25$ handling charge will be added to the student's account each time a check is returned because of insufficient funds or other reasons. This is applicable to all checks written to Guilford College.

## Late Fee

A $\$ 250$ Late Fee is assessed on all accounts with past due balance after the first day of classes each semester. For fall 2021, \$250 Late Fee will be assessed after Aug. 31, 2021; for spring 2022, it will be assessed after Jan. 31, 2022.

## Room and Board

Guilford College is a residential campus, therefore, all traditional students are required to have an on-campus housing assignment and meal plan unless excluded from the Residential Contract or approved for an off-campus release. If you have not been granted an off-campus release and have not completed a housing application, you will be assigned a room and meal plan and must pay all related charges. Please go to https://www.guilford.edu/life/living-andeating (https://www.guilford.edu/life/living-and-eating/) to review the Residential Contract, complete the application for housing and/or submit an off-campus release application. Any concerns should be directed to the Residential Education and Housing Office at 336-316-2105 or resed@guilford.edu.

## Federal Tax Credits for Education

There are two potential tax credits for education, the American Opportunity Credit and the Lifetime Learning Tax Credit. Guilford College is required by the Internal Revenue Service (IRS) to issue the form 1098-T to students with transactions during the calendar year. The form 1098-T will report any eligible tuition and fees billed and qualified scholarships and/or grants credited during the calendar year. Form 1098-T will be mailed by Jan. 31.

If you have any questions or concerns about the amounts reported, please call the Office of Student Accounts 336.316.2541 or email sfs@guilford.edu. Remember, Guilford College cannot offer any tax advice or assistance. Please direct any tax questions to the IRS at 1.800.829.1040 or visit irs.gov (http://www.irs.gov/).

## Immunizations

North Carolina law requires that all students submit proof of immunization against diphtheria and tetanus pertussis (DPT), polio, measles (rubeola), mumps and rubella within 30 days of enrollment. Also, students born after July 1, 1994, must submit proof of three Hepatitis B shots. Students failing to do so must be suspended.

## International Student Applications

To be admitted to Guilford, international students must fulfill the following requirements:

- Submit a completed application along with all supporting documentation, including records of prior academic work and recommendations.
- If records are not in English, an official translation must be included.
- Achieve a minimum TOEFL score of 213,550 paper test, or 80 internet-based test.
- In lieu of TOEFL, students can submit a minimum IELTS score of 6.5.
- SAT or ACT scores (optional, but can be beneficial for obtaining scholarships)
- Provide a complete and true Certificate of Finances.

Note: Students who are Americans living abroad do not need a Certificate of Finances. They do need a TOEFL if English is not their first language. Both Americans living abroad and international students use the same application form.

| Term | Date |
| :--- | :--- |
| Fall Admission | Feb. 15 |
| Spring Admission | Dec. 1 |
| Transfers | April 1 |

The goal of the Guilford admission process is to select those international applicants who will benefit most from a Guilford education and contribute significantly to the Guilford community. The Admission Committee thoroughly reviews each applicant to determine academic preparation as well as to evaluate such qualities as leadership, creativity and school and community involvement.

For first-year applicants, we consider your coursework and grades, with the expectation that you will have at least four college- preparatory courses each year and the hope that you have challenged yourself with advanced courses where available. To the extent that we can, we also consider the level of competition in your secondary school. Along with your test scores, academic record and extracurricular activities, Guilford looks at a personal essay as well as recommendations from a counselor and a teacher.

Guilford welcomes applications from international students as either firstyear students or transfer students from other universities. All foreign transcripts must be evaluated by World Education Services Inc., wes.org (http://www.wes.org), before any transfer credits will be awarded.

## Payment and Option Plans

Payment plan dates are for the fall semester are July 16 th, August 15 th, September 15th, October 15th, and November 15th. If paying in full, the due date is the first day of class on August 18th.

- Credit or debit card payments for tuition, fees, room and board, and other enrollment-related charges will now be accepted only through the TouchNet on-line payment portal. In the TouchNet portal, you can view your student account activity and designate authorized users to inquire about an account. On-line access to TouchNet is available via BannerWeb.
- Payments made with VISA, MasterCard, Discover or American Express cards will be assessed a non-refundable 2.85\% convenience fee by the credit card financial institution. Families wishing to avoid convenience fee charges are encouraged to use ACH payments (i.e. on-line checks) through TouchNet
- The only forms of payment accepted in the Office of Registrar and Student Accounts for paying tuition and other enrollment-related charges are cash, check or money order. Office location is in the Basement of New Garden Hall. Hours are Monday to Friday from 8:00 a.m. to 5 p.m. To mail a payment, please make checks payable to Guilford College and send them to:

Guilford College
ATTN: Student Accounts
P.O. Box 18743

Greensboro, NC 27419-8743

- Payment plans are available through TouchNet beginning July 15th. You will have the option of the TouchNet Fall21 and Spring22 Payment Plan or the TouchNet Fall 2021 Payment Plan. Enrollment must take place no later than July 15th to settle your account. An enrollment fee is assessed to all payment plans. Each installment is due on the 15 th of the month.


## Transfer Applications

Qualified students from other accredited and approved colleges and universities are welcome to apply to Guilford. To be considered for admission, a prospective transfer student needs at least a 2.0 cumulative grade point average in all college-level academic work submitted for transfer credit. Transfer applications are evaluated according to the same criteria used for first-year applications. The materials necessary to complete an application for transfer are:

- Transfer application for admission;
- If the student is transferring in with at least 24 hours of college credit, a transcript from every college from which credit is requested/ expected;
- If the student is transferring fewer than 24 hours of college credit, an official transcript from the high school from which the student graduated or an official copy of a GED score report; results from the ACT or SAT scores earned while in high school are acceptable or a portfolio containing an original one-page essay and a graded paper from high school or the college from which the student proposed to transfer; a transcript from each college from which transfer credit is requested or expected;
- You may submit an unofficial transcript(s) to the school for initial review. Upon acceptance to the College by review of your unofficial transcript(s), you are required to submit your official transcript(s) if you have not done so already. Students who have been admitted with unofficial transcripts must submit all required official transcripts by the end of the second semester. Students will not be eligible to register for a third semester without the official transcript(s). Transfer credit evaluations will not be completed until all officials transcripts have been received and reviewed.
- Recommendation from the associate dean of students from the last college the student has attended (this form is separate from the application for admission) or other appropriate indicator that the student is leaving in good academic and financial standing;
- To remain compliant with the North Carolina State Approving Agency each recipient of VA benefits must submit official transcripts from each prior college or university attended along with their official high school/GED transcript.


## Tuition and Fees (Traditional)

## Tuition and Fees

| Fee | Amount |
| :--- | :--- |
| Students first enrolled | $\$ 20,200$ |
| Fall 2021 | Repeatability |
| Students first enrolled | $\$ 19,700$ |
| Fall 2020 | per semester |
| Students first enrolled | $\$ 18,960$ |
| Fall 2019 |  |


| Students first enrolled | $\$ 18,230$ | per semester |
| :--- | :--- | :--- |
| Fall 2018 |  |  |
| Students first enrolled | $\$ 17,529$ | per semester |
| Fall 2017 |  |  |
| Student Activity Fee | $\$ 190$ | per semester |
| College Fee | $\$ 180$ | per semester |

## Room

| Fee | Amount | Repeatability |
| :--- | :--- | :--- |
| Residence Hall Room, <br> Double Occupancy | $\$ 3,100$ | per semester |
| Residence Hall Room, <br> Single Occupancy <br> (limited availability) | $\$ 4,600$ | per semester |
| Apartment Room, <br> Single Occupancy | $\$ 4,900$ | per semester |
| Apartment Room, <br> Double Occupancy <br> (available in East <br> Apartments only)$\$ 3,900$ | per semester |  |

Apartment Room, Triple \$2,200
Occupancy

| 5-week summer <br> session, Apartment <br> Room, Single | $\$ 1,200$ (Summer 2021 <br> rate) |
| :--- | :--- |
| Occupancy |  |$\quad$| 5-week summer | \$850 (Summer 2021 |
| :--- | :--- |
| session, Apartment | rate) |
| Room, Double |  |
| Occupancy |  |
| 10-week summer | \$2,400 (Summer 2021 |
| session, Apartment | rate) |
| Room, Single |  |
| Occupancy |  |

10-week summer \$1,700 (Summer 2021
session, Apartment rate)
Room, Double
Occupancy

## Board

| Fee | Amount | Repeatability |
| :---: | :---: | :---: |
| Quaker 19 Plus Meal Plan: 19 meals per week and \$100 Quaker Cash | \$3,300 | **per semester |
| Quaker 19 Meal Plan: 19 meals per week | \$3,200 | **per semester |
| Quaker 14 Meal Plan: 14 meals per week and \$200 Quaker Cash | \$3,200 | **per semester |
| Quaker 10 Meal Plan: 10 meals per week and \$200 Quaker Cash | \$2,500 | **per semester |
| 100 Block Meal | \$1,200 | per semester |

an: 100 meals per
Quaker Cash
25 Block Meal Plan: 25 per semester
meals per semester
*Students engaged in study away experiences during the 3-week
session will receive a 10\% credit on meal plan rates once the course has
begun.

Standard Fees

| Fee | Amount |
| :---: | :---: |
| Tuition per Credit (less than 12 credits) | \$1,085 |
| Student Health Insurance - Full Year (United Healthcare) | \$2,042 |
| Student Insurance - Fall Study Abroad (United Healthcare) | \$2,042 |
| Student Health Insurance - Spring Only (United Healthcare) | \$1,213 |
| Audit Fee per Credit (part-time students only) | \$110 |
| Special and/or Non-Recurring Fees |  |
| Fee | Amount |


| Orientation Fee (First-time Students <br> only) (Non-refundable) | $\$ 200$ |
| :--- | ---: |
| Admission Deposit (First-time <br> Students only) (Non-refundable) | $\$ 250$ |
| Duplicate Diploma Fee | $\$ 50$ |
| Returned Check Charge | $\$ 25$ |
| Duplicate ID Charge | $\$ 25$ |
| Key Replacement and Recoding <br> Charge | $\$ 75$ |

## Special Course Fees

(subject to change)

| Fee | Amount | Repeatability |
| :--- | :--- | :--- |
| Modern Dance I | $\$ 90$ |  |
| Modern Dance II | $\$ 110$ |  |
| Education 440 (student <br> teaching) | $\$ 120$ |  |
| Education 440 (student <br> teaching for two <br> teachers) | $\$ 150$ |  |
| Music Fees-Guilford; <br> one half-hour lesson <br> per week | $\$ 325$ |  |
| Music Fees-Guilford; <br> one one-hour lesson <br> per week) | $\$ 650$ |  |
| Piano Class | $\$ 150$ |  |
| Computer Security <br> Course Fee | $\$ 90$ |  |
| Inter Networking <br> Computer | $\$ 50$ |  |
| Guitar Class | $\$ 150$ |  |
| Voice Class | $\$ 170$ |  |

African Drumming
Class Fee
First Aid \& CPR Course
Fee

## Board of Trustees

Guilford College's Board of Trustees is a governing body exercising ultimate institutional authority as set out in the Bylaws of Guilford College. This authority, upon the recommendation of the president of the College, includes: determining and periodically reviewing the College's mission; monitoring the College's financial condition and approving the annual budget, tuition and fees; approving institutional policies bearing on faculty appointment, promotion, tenure and dismissal; reviewing and approving proposed substantive changes in degree programs; approving degrees as recommended by the faculty; and authorizing the construction of new buildings, the major renovation of existing buildings, and the purchase or sale of land. The board's authority and responsibilities also include participating actively in strategies to secure sources of support, contributing to fundraising goals, appointing the president and annually assessing the president's performance.

## Officers of the Board:

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Partner, Brooks, Pierce, McLendon, Humphrey \& Leonard LLP
Greensboro, NC

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Cary, NC
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Broker, Berkshire Hathaway Home Services York, Simpson, and Underwood Realty
Raleigh, NC

Johnny Wood '74
Partner, Aprio
Greensboro, NC

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## Board Councils and Committees

- Executive Committee
- Audit Committee
- Academic Environment Council
- Financial Resources Council
- Reputation Council
- Trusteeship and Governance Committee


## Continuing Education (CE) History and Programs

Guilford College established the first undergraduate educational program for adult students in Greensboro in 1953. Guilford provides CE students with standard college services like admission counseling, academic advising, assistance with study skills and tutoring, and career development services.

Additional special features of Guilford's adult services include an adult student lounge and canteen in Mary Hobbs Hall and convenient campus parking in an accessible and safe location. Senior citizen discounts are available for auditing courses. CE students experience Guilford's Quaker values and heritage in a student-centered learning environment with small classes, cordial and informal relationships with faculty and staff, flexible programs and services, and an atmosphere of respect for all persons.

- Admission (p. 174)
- Billing Information (p. 174)
- Explanation of Fees (p. 175)
- Federal Tax Credits for Education (p. 175)
- Payment Option Plans (p. 176)
- Programs of Study (p. 176)
- The Academic Schedule (p. 176)
- The CE Student Body (p. 177)
- Tuition and Fees (CE) (p. 177)


## Admission

Transfer students, applicants with some college credit but who have not earned a bachelor's degree, are required to submit an application, an official transcript and an official transcript from any other schools from which transfer credit is expected/requested. Transfers with fewer than 24 transferable credits are also required to submit an official high school transcript or equivalency. An admission statement (essay) may be requested after transcripts are reviewed.

First-time students, applicants with no previous college experience, are required to submit an application, an official high school transcript or equivalency and an admission statement (essay). This essay is now optional.

Unclassified students, applicants who have already earned a bachelor's degree or higher, are required to submit an application, an official transcript from the institution where the bachelor's degree was earned, plus official transcripts from any schools from which transfer credit is expected/ requested.

Once admitted and after each census date, Oct. 1, Feb. 15 and July 8, students are not eligible to change their student type or curriculum program until the following semester.

## Transcripts

Adult students who wish to be accepted to pursue a first or second baccalaureate degree program or a certificate of study must submit an official transcript from their most recent college-level school along with any other schools from which transfer credit is expected/ requested. Students who have fewer than 24 transferable college credits from accredited institutions must also submit an official high school transcript or official GED scores. You may submit unofficial transcript(s) to the school for initial review. Upon acceptance to the College by review of your unofficial transcript(s), you are required to submit your official transcript(s) if you have not done so already. Students who have been admitted with unofficial transcripts must submit all required official transcripts by the end of the second semester. Students will not be eligible to register for a third semester without the official transcripts. Transfer credit evaluations will not be completed until all official transcripts have been received and reviewed.

Students who are college graduates taking courses for personal interest or non-degree programs need only furnish an official transcript from the institution that awarded the baccalaureate degree. For all international transcripts, a World Education Services Inc., wes.org (http://wes.org/), evaluation is required.

## Associate Dean of Students Form

Transfer students must request the associate dean of students from their current or most recently attended school to review, sign and mail an official copy of Guilford's Associate Dean of Students Form to the Center for

Continuing Education. Please note that we cannot accept a faxed or email copy

## Application Materials

Application materials are available at guilford.edu (http:// www.guilford.edu). Please call 336.316 .2100 or email admission@guilford.edu with questions. Material may be mailed to:

Guilford College
Office of Admission
5800 West Friendly Avenue
Greensboro, NC 27410

## Auditors

Adults who wish to pursue college-level work without receiving grades or college credit may enroll as auditors. These students do not complete the application form and do not furnish the credentials required of degree candidates. They may register on a space-available basis by obtaining written permission from the instructor on a registration form on the first day of the course. Please call the Registrar's Office at 336.316.2151.

## Billing Information

Invoices/statements are only available electronically through TouchNet.
Electronic statements are provided through TouchNet and up-to-date balances are available 24/7 at this secure site.

- Students and parents can now easily process electronic payments for all enrollment-related charges.
- Our on-line portal now allows families needing deferred payment options to quickly set up monthly payment plans.


## Financial Aid

Accounts may be settled with financial aid funds. Please contact the Office of Financial Aid at 336-316-2354 for more information.

## Accounts Receivable Holds/Past Due Accounts

Accounts Receivable Holds are placed on a student's account when the amount billed is not settled by the due date. A student's account becomes Past Due after the first day of classes at the beginning of each semester. All charges incurred subsequent to the first day of classes are expected to be paid in full immediately. If those charges are not paid immediately, they then become Past Due at the time of the next billing period where the account will be listed as Past Due. An Accounts Receivable Hold will remain on the student's account until the balance is settled in full. An Accounts Receivable Hold will prevent students with past due balances from registering for future semesters and from receiving transcripts.

38 USC 3679(e) of the Veterans Benefits and Transition Act of 2018 prohibits schools from imposing financial penalties for 90 days after the certification of tuition and fees for Chapter 31 and 33 students who submit a Certification of Eligibility to the institution. Financial penalties, including late fees or financial registration holds, are not assessed during this period. Chapter 31 and 33 students are responsible for any applicable late fee or financial registration hold if financial obligations are not met after the 90 day period due to a delayed disbursement of VA funds or an outstanding balance.

## If you do not plan to enroll in Fall 2021 or Spring 2022:

Once registered, you are officially enrolled at Guilford and financially responsible for charges.

If you decide not to attend classes, you must withdraw from the semester by contacting the Office of Academic and Student Affairs in Founders Hall.

## Refunds and Adjustments

Registration at Guilford College is considered a contract binding the student for charges for the entire semester. The College makes plans regarding teaching faculty based on student registrations. It is the policy of Guilford College to give partial refunds when students officially withdraw from the College. A "refund" is defined as a reduction in assessed charges. Cash reimbursements are only available to students with credit balances on their accounts.

## Tuition Adjustments

Subject to the adviser's approval, a student may change registration and add courses through the end of the Drop/Add period - defined as one week and one class day after the first official day of classes. If the course load is reduced to below 12 credits during the Drop/Add period and the student is no longer eligible for financial aid requiring half-time or full-time enrollment for the term, then the financial aid will be reduced or canceled in accordance with state and/or federal requirements.

Adjustments are calculated based on the date a student makes a registration change on BannerWeb or submits a drop/add form to the registrar's office.

## Withdrawal from the College

Students who officially and completely withdraw from Guilford College Before the first official day of classes will receive a full refund of tuition and academic and student activity fees assesed. If you do not plan to enroll at Guilford College for the 2021-2022 school year, you must complete an official Withdrawal form through the Office of Academic and Student Affairs in Founders Hall (336-316-2186). However, any non-refundable deposits and/or registration fees will not be refunded. The first official day of classes each semester is defined on the academic calendar.

Once registered, you are officially enrolled at Guilford College and are financially responsible for charges on your account. A request to the registrar for a transcript of credits shall not be considered notice of withdrawal from the College. Similarly nonattendance is not a notice of withdrawal. Students must submit a Petition for Withdrawal/Leave of Absence form through Office of Academic and Student Affairs to officially withdraw from the College.

For students who officially and completely withdraw after the beginning of classes, their assessed tuition charges will be prorated according to the schedule below. All academic and student activity fees assessed are not refundable after classes begin.

## Fee

## Adjustment

First day of class through the end of $90 \%$ Adjustment the Drop/Add period
One to seven days beyond the end $75 \%$ Adjustment of the Drop/Add period
Eight to 14 days beyond the end of $50 \%$ Adjustment the Drop/Add period
15 to 21 days beyond the end of the $25 \%$ Adjustment Drop/Add period

22 or more days beyond the end of No Adjustment the Drop/Add period

Students should be aware that withdrawal from classes may result in adjustments to financial aid awards. For withdrawing students who are receiving federal financial aid through Guilford College, the aid adjustment is dictated by federal regulations.

## Reimbursement of Credit Balances

Reimbursement of credit balances from overpayments will be made approximately two weeks from the day the credit is created. To the extent that funds paid to Guilford College on behalf of the student exceed the total amount of tuition, fees, and other expenses due from the student, the College will reimburse such excess payments (excluding any nonrefundable financial aid) directly to the student, regardless of whether funds were paid by the student, the student's parents or any other third party. Guilford College assumes no responsibility for remitting such excess payments to any person other than the student. All reimbursements are processed through TouchNet. Students expecting a refund should set up their Refund Method Selection in their TouchNet account. Guilford College recommends the Direct Deposit option as the fastest and most efficient method to receive reimbursement funds.

The Office of Registrar and Student Accounts and the Office of Financial Aid are open for service in the basement of New Garden Hall on Monday to Friday from 8:00 a.m. to 5 p.m., exclusive of College holidays. The email address for the Office of Financial Aid is financialaid@guilford.edu (http://www.financialaid@guilford.edu). The email address for the Office of Student Accounts is studentaccounts@guilford.edu.

## Explanation of Fees <br> Student Activity Fee

The student activity fee is charged to all students and administered by the CE student government to cover the budget of activities, special events and publications. It also contributes to the support of the Learning Commons and Career Services Center providing access and benefits to all CE students.

## ID Replacement Charge

Guilford has a permanent ID card system. If your ID has been lost or damaged beyond use, there is a $\$ 25$ replacement fee.

## Returned Check Charge

Returned checks will be re-deposited one time unless we are notified otherwise. A $\$ 25$ handling charge will be added to the student's account each time a check is returned because of insufficient funds or other reasons. This is applicable to all checks written to Guilford College.

Veterans should see the VA service representative in the Office of Registrar and Student Accounts. Veterans who do not plan to pay in full by the due date may set up a payment plan with TouchNet. See "Payment by monthly payment plans" above.

## Federal Tax Credits for Education

There are two potential tax credits for education, the American Opportunity Credit and the Lifetime Learning Tax Credit. Guilford College is required by the Internal Revenue Service (IRS) to issue the form 1098-T to students with transactions during the calendar year. The form 1098-T will report any
eligible tuition and fees billed, and qualified scholarships and/or grants credited during the calendar year.

Form 1098-T will be mailed by Jan. 31.
If you have any questions or concerns about the amounts reported please consult the Office of Registrar and Student Accounts 336-316-2541 or email us at studentaccounts@guilford.edu. Remember, Guilford College cannot offer any tax advice or assistance. Please direct any tax questions to the IRS at 1-800-829-1040 or refer to their web page at www.irs.gov (http://www.irs.gov).

## Payment Option Plans

Payment plan dates are for the fall semester are July 16th, August 15th, September 15th, October 15th, and November 15th. If paying in full, the due date is the first day of class on August 18th.

- Credit or debit card payments for tuition, fees, room and board, and other enrollment-related charges will now be accepted only through the TouchNet on-line payment portal. In the TouchNet portal, you can view your student account activity and designate authorized users to inquire about an account. On-line access to TouchNet is available via BannerWeb.
- Payments made with VISA, MasterCard, Discover or American Express cards will be assessed a non-refundable $2.85 \%$ convenience fee by the credit card financial institution. Families wishing to avoid convenience fee charges are encouraged to use ACH payments (i.e. on-line checks) through TouchNet
- The only forms of payment accepted in the Office of Registrar and Student Accounts for paying tuition and other enrollment-related charges are cash, check or money order. Office location is in the Basement of New Garden Hall. Hours are Monday to Friday from 8:00 a.m. to 5 p.m. To mail a payment, please make checks payable to Guilford College and send them to:


## Guilford College

ATTN: Student Accounts
P.O. Box 18743

Greensboro, NC 27419-8743

- Payment plans are available through TouchNet beginning July 15th. You will have the option of the TouchNet Fall21 and Spring22 Payment Plan or the TouchNet Fall 2021 Payment Plan. Enrollment must take place no later than July 15th to settle your account. An enrollment fee is assessed to all payment plans. Each installment is due on the 15th of the month.


## Programs of Study

## Degree Programs

Adult students are fully integrated into the College program and are eligible to enroll in any of the College's degree programs.

For students who can attend classes only at night, Guilford currently offers these evening majors: African and African American studies, community and justice studies, computing technology and information systems, criminal justice, cyber and network security, education (K-6), education (9-12), forensic biology, and history. The evening schedule provides a full range of courses to complete a degree in one of the evening majors.

## Post-Baccalaureate Programs

Adults who have already completed a bachelor's degree may complete one of our post-baccalaureate programs.

## Accounting

The post-baccalaureate program in accounting provides a coherent, individualized course of study for students who already have a bachelor's degree and wish to complete the coursework necessary to sit for the Certified Public Accountant (CPA) Examination. Faculty in the Accounting Department provide one-on-one advising, based on a student's previous education, to select additional courses that will best prepare the student for the CPA exam. A student's bachelor's degree does not need to be in accounting; any major is sufficient.

## Pre-Health

The post-baccalaureate pre-medical \& pre-health studies program is designed for students who have a bachelor's degree and now wish to prepare for graduate study in the health professions such as medicine, dentistry, veterinary medicine, physician assistant, pharmacy, physical therapy or occupational therapy. The post-baccalaureate pre-medical \& prehealth studies program provides a coherent, individualized course of study that allows students to complete or retake the required science and social science courses to prepare for admission to a graduate program in the health field of their choice. Faculty work with each student to design the most appropriate course of study for the graduate program in which the student is interested. Courses for the program will be selected in close consultation with faculty advisors from disciplines in a variety of areas of study, primarily the natural sciences, mathematics, and social sciences. In addition to the pre-requisite courses needed for their desired graduate program, students in the program take Health Science Seminar, a 1 credit course designed to help students with the application process, from preparing the personal statement to interview tips and financial planning. There are also opportunities for internships in the health professions through the program.

## Teacher Licensure (Licensure Only)

The licensure-only program is designed for individuals who have a bachelor's degree. In recognition of the growing number of individuals who are interested in changing professions to become teachers, we offer a program which allows adult students to complete requirements for licensure. This program is designed for people who currently hold a bachelor's degree in a field other than education.

This program can be completed by attending during the day or students can complete coursework and fieldwork, except for final internships and student teaching, during evenings over five academic terms (for example, fall/spring/summer/fall/spring).

Individuals who hold a bachelor's degree from a four-year, regionally accredited college or university may complete teaching licenses in each of the five licensure tracks. Licensure-only students typically complete just the courses listed for an education student's major; however, additional coursework may be required. For licensure only in secondary or K-12 licensure areas, if the first degree is not in English, history, Spanish or French, the additional coursework may be extensive.

## The Academic Schedule

Classes are offered during the day in several formats, ranging from an hour and a quarter to three hours in length. Evening classes are available one to four nights a week between $6 \mathrm{p} . \mathrm{m}$. and 10:10 p.m. during the fall and spring semesters and summer school.

## CE Student Services

## Adult Student Government

The CE Student Government Association (SGA) is composed of all students registered for college-credit work through CE. The association exists to serve the welfare and interests of its members and works toward the establishment of a community supportive of the continuing education of adults. Among other activities, the association sponsors social and cultural events.

The SGA operates under the direction of an elected executive board. The executive board derives its authority from the president of the College and is responsible for the allocation of CE student activity fees.

## Adult Student Lounge

A study and activities lounge is provided for CE students in Mary Hobbs Hall. Study space, a kitchenette, wireless access and computers for student use are available. When classes are in session, building hours are 7:30 a.m.-11 p.m. M-F and 8 a.m.-8 p.m. on Saturdays and Sundays.

## The CE Student Body

Adult students select Guilford for a variety of reasons as the best choice for undergraduate education or the fulfilling of personal academic goals. Most CE students enroll because they wish to begin or complete an undergraduate degree in the liberal arts or selected applied professional areas to advance their careers, qualify for certain positions, prepare for examinations in particular fields or enrich personal knowledge and skills. Some CE students already have an undergraduate degree and wish to increase their professional competence or to expand skills and knowledge in new directions by adding a second bachelor's degree or certification.

While the majority of adult students transfer credits from two- and four-year institutions and plan to complete degrees at Guilford, some have not yet attended college and plan to work on a degree program, earn a certificate of study, or take courses for personal enrichment.

CE students are enrolled in nearly every major offered at Guilford.

## Criteria for Status

To qualify as a CE student, an individual must meet one of the following criteria:

1. be 23 years old by the last day of the first term of enrollment at Guilford; or
2. hold a baccalaureate degree from an approved accredited institution.

## Tuition and Fees (CE) <br> Continuing Education

| Fee | Amount |
| :--- | :--- |
| Tuition per Credit | $\$ 440$ |
| Tuition per Credit (Graduate <br> Program) | $\$ 630$ |
| Tuition per Credit (Pre-Health Post | $\$ 530$ |
| Baccalaureate Program) | $\$ 180$ |


| Student Activity Fee (includes | $\$ 190$ |
| :--- | :--- |
| Student Government Association, |  |
| Learning Commons, and Career |  |
| Services Center) |  |
| Application Fee | $\$ 25$ |
| Duplicate Diploma Fee | $\$ 50$ |
| Athletic Facilities Usage Fee | $\$ 30$ |
| Returned Check Charge | $\$ 25$ |
| Duplicate ID Charge | $\$ 25$ |
| Fee for Late Cancellation of | $\$ 250$ |
| Registration | $\$ 110$ |
| Audit Tuition (per credit) | $\$ 50$ |
| Senior Citizen Audit Fee (per | $\$ 10$ |
| course) | $\$ 20$ |
| Transcript Processing Fee |  |
| Transcript Processing Fee (On- |  |
| Demand, Immediate Processing) |  |

## Special Course Fees

(Subject to change)

| Fee | Amount |
| :--- | :--- |
| Modern Dance I | $\$ 90$ |
| Modern Dance II | $\$ 110$ |
| Education 440 (student teaching) | $\$ 120$ |
| Education 440 (student teaching for $\$ 150$ |  |
| two teachers) |  |
| Music Fees-Guilford; one half-hour | $\$ 325$ |
| lesson per week |  |
| Music Fees-Guilford; one one-hour | $\$ 650$ |
| lesson per week | $\$ 150$ |
| Piano Class | $\$ 90$ |
| Computer Security Course Fee | $\$ 50$ |
| Inter Networking Computer | $\$ 150$ |
| Guitar Class | $\$ 170$ |
| Voice Class | $\$ 150$ |
| African Drumming Class Fee | $\$ 35$ |
| First Aid \& CPR Course Fee |  |

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## Accounting (ACCT)

ACCT 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
ACCT 201. Introduction to Accounting. 4.
Fundamental accounting concepts as applied to business enterprises
Emphasis on analysis of transactions, and the use of financial statements for decision-making. Fulfills business and policy studies requirement (1998).

ACCT 250. Special Topics. 1-8.
ACCT 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
ACCT 290. Internship. 1-8.
May also be offered at the 390 level.
ACCT 301. Intermediate Accounting I. 4.
Theory and application of financial accounting, with an emphasis on the accounting cycle, financial statement presentations. Present value concepts and current assets are also discussed.
Prerequisite: ACCT 201, and passing business math test.

ACCT 302. Intermediate Accounting II. 4.
Theory and application of financial accounting, with an emphasis on liabilities, intangible assets, operational assets and corporate equity accounts. Other topics include earnings per share, dilutive securities and long-term investments.
Prerequisite: ACCT 301 and passing business math test.

## ACCT 303. Intermediate Accounting III. 4.

Theory and application of financial accounting, with an emphasis on statement of cash flows, pension costs, leases, current-value accounting, revenue recognition and partnerships.
Prerequisite: ACCT 302 and passing business math test

## ACCT 311. Cost Accounting. 4.

Development and use of production costs in planning, controlling and decision-making.
Prerequisite: ACCT 201.
ACCT 320. Criminology and Legal Issues for Forensic Accountants. 4. This course will help students understand human behavior related to fraud. Students will examine theories of why individuals commit fraud, legal issues related to fraud, evidence-gathering, and the code of ethics for forensic accountants.

Prerequisite: ACCT 201.
ACCT 321. Taxation of Individuals. 4.
Principles of federal income tax laws relating to individuals.
Prerequisite: ACCT 201 recommended. Fulfills business and policy
studies requirement
ACCT 322. Taxation of Corporations and Partnerships. 4.
Principles of federal tax laws affecting corporations, shareholders and partnerships.
Prerequisite: ACCT 321 recommended.
ACCT 350. Special Topics. 1-8.
ACCT 360. Independent Study. 1-8.
ACCT 390. Internship. 1-8.
ACCT 401. Advanced Accounting. 4.
Accounting and reporting for consolidated corporations, partnerships, multinational enterprises and nonprofit organizations.
Prerequisite: ACCT 303.
ACCT 411. Auditing. 4.
The independent auditor's examination of the accounting control system and other evidence as a basis for expressing an opinion on a client's financial statements. Basic audit objectives, standards, ethics, terminology, procedures and reports.
Prerequisite: ACCT 302
ACCT 412. Advanced Forensic Investigation. 4.
This course examines the techniques for properly executing a forensic investigation for the purpose of prosecution. Students will learn interviewing theories and skills as well as data analysis, the proper tracing of illicit transactions and report writing.
Prerequisite: ACCT 310 and ACCT 320.
ACCT 450. Special Topics. 1-8.
ACCT 460. Independent Study. 1-8.
ACCT 470. Senior Thesis. 1-8.
4.

ACCT 490. Departmental Honors. 1-8.
4.

## African \& African Am Studies (AFAM)


#### Abstract

AFAM 106. Introduction to African Heritage (SOAN 106). 4. Course serves as an introduction to the geographical roots and cultural heritages of the peoples of African ancestry. It will help students to begin to explore and understand the diverse lifestyles, experiences as well as the dispersion, opportunities, challenges and concerns of peoples of African ancestry in the U.S. multicultural setting. Fulfills diversity in the U.S. and social science requirements (1998). Sociocultural engagement and social/ behavioral science requirements (2019).

AFAM 150. Special Topics. 1-8. May also be offered at 250, 350 and 450 levels. AFAM 225. African American History (HIST 225). 4. Examines major themes such as the African heritage, slavery, emancipation, Reconstruction, migrations, labor, criminal justice, black nationalism, the Civil Rights Movement and current issues. Fulfills humanities and diversity in the U.S. requirements (2019. Arts/humanities and sociocultural engagement requirements (2019).


AFAM 250. Special Topics. 1-8.
AFAM 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
AFAM 290. Internship. 1-8.
May also be offered at the 390 level.
AFAM 350. Special Topics. 1-8.
AFAM 360. Independent Study. 1-8.
AFAM 390. Internship. 1-8.
AFAM 450. Special Topics. 1-8.
AFAM 460. Independent Study. 1-8.
AFAM 470. Senior Thesis. 1-8.
4.

AFAM 490. Departmental Honors. 1-8.
4.

## Art (ART)

ART 100. Introduction to Visual Arts. 4.
Overview of the principal visual arts, including their aesthetic qualities, structural forms and historical roles. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

ART 102. Visual Communications. 4.
This course is an introduction to the building blocks of image making and how to effectively communicate ideas, through a variety of digital and traditional media. Fulfills arts requirement (1998). Arts/humanities requirement and embodied and creative engagement requirements (2019).

## ART 104. Drawing Fundamentals. 4.

Basic principles of drawing in various media stressing the relationship of observation, materials and methods to form. Fulfills arts requirement (1998). Embodied and creative engagement requirement (2019).

ART 106. Design of Objects. 4.
Introduction to fundamentals of object design: observation, iterative process, creative ideation, structure and materials. Fulfills arts requirement (1998). Arts/humanities and embodied and creative engagement requirements (2019).

ART 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
ART 160. Independent Study. 1-8.
May also be offered at 260, 360 and 460 levels.
ART 203. Arts:Afr,Asia \& the Americas. 4.
This course introduces the artistic traditions of Africa, the Pacific Islands, India, China, Japan and the ancient Americas. The readings, lectures and class discussions focus on art as a reflection and extension of values as seen in the philosophy, religion and social customs of the cultures considered. No Prerequisite. Fulfills arts and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

## ART 204. Life Drawing. 4.

Figure drawing: stress on integration of formal, expressive and structural aspects of anatomy.
Prerequisite: ART 104. Drawing Fundamentals or instructor permission. Fulfills arts requirement (1998). Arts/humanities and embodied and creative engagement requirements (2019).

## ART 206. Art and Science of Clay. 4.

Team-taught course between Art and Geology. Focus on harvesting, processing, testing, and using local and regional clays to make art. Students learn scientific knowledge and processes and apply these to the form, function and aesthetics of art objects. Fulfills arts requirement (1998). Arts/humanities embodied and creative engagement requirements (2019). (NOTE: may be taken to fulfill natural science and mathematics (1998 \& 2019) requirement using GEOL course number).

## ART 207. Aesthetics of Craft. 4.

This team taught course draws on art techniques and art historical practice for collaborative research, writing, and creative projects. No Prerequisite. Fulfills arts requirement (1998). Arts/humanities and embodied and creative engagement requirements (2019).

ART 211. Painting Basics: Form and Color. 4.
Introduction to the fundamentals of observational painting. Students will explore technique, form, and color theory through the medium of oil paint. This class will introduce various painting genres; still life, portrait, and landscape. No prerequisite. Fulfills embodied and creative engagement requirement (2019).

## ART 212. Painting Basics: Abstraction/Material. 4.

Exploration of abstract painting. Oil, acrylic, and other material explored as painting medium. Experimentation with technique, color theory, and process. Coursework will examine the history of abstraction and current ideals in contemporary painting. No prerequisite. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirements and embodied and creative engagement requirements (2019).
ART 221. Printmaking: Woodcut. 4.
Relief printmaking processes, including linocut, woodblock, and monotype. Exploration of the techniques, processes, and formal ideas unique to printmaking media. No prerequisite. Fulfills embodied and creative engagement requirement (2019).

ART 231. Photography Fundamentals. 4.
Introduction to materials, equipment and techniques in black and white photography, the darkroom, and digital imaging. Image content and composition is stressed as well as mastering the craft of creating photographic images and their presentation. No prerequisite. Fulfills arts requirement (1998). Arts/humanities and embodied and creative engagement requirements (2019).

## ART 232. Welding for Sculpture. 4.

Introduction to tools and techniques for welding, bending, cutting and finishing steel. Study of relevant precedents in sculpture. No prerequisite. Fulfills embodied and creative engagement requirement (2019).

## ART 233. Wood Shop for Sculpture. 4.

Introduction to tools and techniques for cutting, shaping and joining wood. Study of relevant precedents in sculpture. No prerequisite. Fulfills embodied and creative engagement requirement (2019).
ART 235. Art History: Renaissance in Florence (HIST 235). 4.
The course discusses the history of Renaissance Florence, its economy, society, politics and culture, in relation to the other major Italian city-states. A main theme of the course is how politics and religion combine during this time and find their expression in art and culture. No Prerequisite. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

## ART 242. Printmaking: Screenprinting. 4.

Screenprinting processes, including paper, fabric, repeat pattern, multi-layer, and monoprint. Focus on process and the intersection of printmaking, repeatable media, formal considerations, and craft. No prerequisite. Fulfills arts requirement (1998). Arts/humanities and embodied and creative engagement requirements (2019).
ART 243. The Political Print. 4.
History and tactics of agitprop and political printmaking through making. Linocut, woodcut, monotype, and screenprinting are covered.
Emphasis on historical study, conceptual concerns, and student-designed projects. No prerequisite. Drawing Foundations, or Visual Communication recommended. Combined with 343. Fulfills arts and diversity in the U.S. requirement (1998). Arts/humanities and sociocultural engagement requirement (2019).
ART 245. Digital Darkroom. 4.
Introductory class working with Adobe Photoshop and Illustrator to manipulate and create images. Design principles emphasized. Can be repeated for credit at the 300 - or $400-$ level. No prerequisite. Fulfills arts requirement (1998). Arts/humanities and embodied and creative engagement requirements (2019).

## ART 250. Special Topics. 8.

May also be offered at 350 and 450 levels.

## ART 255. Ceramics: Wheel Throwing. 4.

Introduction to ceramic processes: throwing, sculptural forms, glazing and firing. No prerequisite. Fulfills arts requirement (1998). Arts/ humanities and embodied and creative engagement requirements (2019).

## ART 256. Ceramics: Hand-Build \& Molds. 4.

Introduction to ceramic processes: hand-building, sculptural forms, glazing and firing. No prerequisite. Fulfills arts requirement (1998). Arts/ humanities and embodied and creative engagement requirements (2019).
ART 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.

ART 261. Photo: Documents \& Ethics. 4.
Developing a photographic series in the fine arts or documentary tradition. Presentation and exhibition skills along with non-silver processes: toning, hand coloring and digital imaging. No prerequisite. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

## ART 271. Global Art History. 4.

This course examines styles, themes, concepts, and methodologies in the history of art from around the world in all time periods. No Prerequisite.

## ART 273. Photo: Color. 4.

Comprehensive introduction to the theory, history, materials and practice of color photography. Includes brief introductions to color negative film and digital capture as well as new and traditional choices for producing finished color prints. Not a darkroom course. No prerequisite. Fulfills arts requirement (1998).Arts/humanities and embodied and creative engagement requirements (2019).

## ART 275. Art History: Modern Art. 4.

Major artists and art movements from late 19th to mid-20th century. No Prerequisite. Fulfills arts requirement (1998). Arts/humanities requirement (2019).
ART 290. Internship. 1-8.
Majors may petition the department to receive academic credit for internship experiences. Advisor conferences, mid-semester progress reviews and final art staff conferences are required. May also be offered at the 390 level.

## ART 302. Art History: Identity, Race and Gender in Art. 4.

This art history course explores art based on the experience of groups whose work existed outside the mainstream of art production prior to the 20th century, primarily African Americans and women, as makers of art and as subjects in art. It considers art made with intentional expressions of identity that embraces and celebrates individuality and cultural history through both personal and collective narratives.
Prerequisite: any art or art history class. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

## ART 303. Art History: Contemporary Art. 4.

Exploration of the history and context of major artists and art movements from 1945 to the present.
Prerequisite: any art or art history class. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

## ART 304. Art History: History of Photography. 4.

This course emphasizes familiarity with photographic technology, recognition of major photographic works, attribution to the photographer who made them, and comprehending relationships with the relevant social and historical context. These elements will be considered individually and together as appropriate in order to better understand the developments in the history of photography from 1839 to the present. Prerequisite: any art or art history class.

## ART 305. Advanced Life Drawing. 4.

Continuation of Life Drawing, emphasizing composition and expression. Prerequisite: ART 204 Life Drawing.

ART 306. Ceramics: Scaling Up. 4.
Strategies and problem solving when working with clay at a larger scale. Students will design and create large scale ceramic work on and off the wheel.
Prerequisite: any Ceramics course. Fulfills embodied and creative engagement requirement (2019).

ART 307. Art History: Portraits/Self Portraits. 4.
This course focuses thematically on the genres of portraiture and selfportraiture in the history of art. It explores portraiture and self-portraiture by considering related theories and the work of individual artists. How is a photographic portrait different from a painted portrait? What aspects of identity can be communicated in portraits and/or self-portraits? These issues will be among those addressed as we examine artists' intentions, their relationships to their subjects, and the resulting expression, in addition to the viewer's response.
Prerequisite: any art or art history class

## ART 308. Photo: The Singing Print. 4.

Self-determined study of expressive printing in digital and darkroom techniques Students will produce one or two cohesive sets of images and locate their work in the current cultural context.
Prerequisite: ART 270 or any Photography course.
ART 309. Color Theory. 4.
Exploration of the interaction of color as it relates to the process, material, and methods of art making. Emphasis on concepts and creative methods unique to mixed media art. ). No Prerequisite. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019). (NOTE: ART 309 replaces ART 250 Mixed Media, which was approved for diversity in the U.S.; this course will count for this requirement or for sociocultural engagement).

## ART 310. Drawing Exploration. 4.

Further exploration of drawing form, concepts, and methods. Prerequisite: ART 104 Drawing Fundamentals. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

## ART 321. Painting as Storytelling. 4.

Explore painting as a vehicle for narrative storytelling.
Prerequisite: any 200 level Painting course.
ART 322. Printmaking: Color Monotype. 4.
Monotype printmaking processes, including watercolor, relief, viscosity, screenprinting, collagraph, and embossing. Exploration of processes, color theory, and pressure as a way to approach abstraction and representation. Fulfills arts requirement (1998). Arts/humanities requirement (2019).
ART 323. Printmaking: Etching. 4.
Intaglio printmaking processes, including hard and soft ground etching, aquatint, monoprint, and drypoint. Exploration of drawing with a focus on the chemical processes of etching. Will examine the historical relationships between drawing, printmaking, and other repeatable media. No prerequisite. Fulfills arts requirement (1998). Arts/ humanities requirement (2019).

## ART 324. Painting Studio. 4.

Advanced painting. Guided exploration in painting concept and technique in relationship to personal direction. Requirement: (2) 200 level courses and any 300 level course in focus. (Cross-list with any painting course)

## ART 332. Sculpture: Time/Space. 4.

Material exploration of concepts in motion, periodicity, sound, emptiness, performance and interaction. Emphasis on place and practice development.
Prerequisite: ART 106 Design of Objects or any Sculpture course.

ART 336. Ceramic Sculpture. 4.
Exploration of sculptural possibilities of clay using a variety of techniques including: slip casting, pres molding, modeling and slab building. There are also opportunities for collaborative work and multimedia approaches. Study of relevant precedents and contemporary practice in ceramic sculpture. This team-taught course draws on the experience of faculty in Ceramics and Sculpture. Fulfills arts requirement (1998). Embodied and creative engagement requirement (2019).

## ART 343. The Political Print. 4.

History and tactics of agitprop and political printmaking through making. Linocut, woodcut, monotype, and screenprinting are covered. Emphasis on historical study, conceptual concerns, and student-designed projects. Prerequisite: Any 200 level Printmaking course. Combined with 243. Fulfills arts and diversity in the U.S. requirement (1998). Arts/humanities and sociocultural engagement requirements (2019).

ART 344. Print: Explorations in Process. 4.
Guided exploration through the techniques, processes, and characteristicsunique to printed images. Emphasis on developing form and content through repetition, layering, and editioning.
Prerequisite: Any 200-level print. (Cross-list with any printmaking course.)
ART 345. Ceramics: Soda and Wood Kiln. 4.
This class will explore the rich color and range of textures created by altering kiln atmospheres, firing schedules and clay bodies. There will be freedom to explore individual clay forms, construction methods and recipes. Students will actively participate in firing the two wood kilns, gaining a working knowledge of the firing process of pottery. Prerequisite: any Ceramics course.

ART 346. Photo: Advanced Digital Darkroom I. 4.
ART 350. Special Topics. 1-8.
ART 351. Ceramics: Functional Pottery. 4.
Advanced ceramic techniques: throwing on the wheel, glaze preparation and formulation, kiln operation for dinner sets and serving pieces.
Prerequisite: ART 255 or ART 256 or instructor permission.
ART 353. Sculpture: System/Processes. 4.
Material investigation and experimentation with focus on systematic and process-oriented approaches. Emphasis on place and practice development.
Prerequisite: ART 106 Design of Objects or any Sculpture course. Fulfills evaluating systems and environments requirement (2019).

## ART 354. Sculpture: Ecology/Humanity. 4.

Sculpture with an emphasis on human relationships with the other-thanhuman world. Cross-disciplinary collaboration. Readings on Ecological Art.
Prerequisite: ART 106 Design of Objects or any Sculpture course. Fulfills arts and social justice/environmental responsibility requirements (1998). Arts/humanities, evaluating systems and environments, and embodied and creative engagement requirements (2019).

## ART 356. Sculpture: Ecology/Humanity. 4.

Exploration of sculptural possibilities of clay using a variety of techniques including: slip casting, pres molding, modeling and slab building. There are also opportunities for collaborative work and multimedia approaches. Study of relevant precedents and contemporary practice in ceramic sculpture. This team-taught course draws on the experience of faculty in Ceramics and Sculpture. Combined with ART 336. Fulfills embodied and creative engagement requirement (2019).
ART 360. Independent Study. 1-8.

ART 390. Internship. 1-12.
ART 406. Advanced Ceramics Projects. 4.
4.

ART 410. Advanced Drawing Projects. 4.
Advanced study in drawing through guided personal exploration.
Emphasis on personal exploration of conceptual and formal elements within drawing. Develop a studio practice through studio writing and generative methods.
Prerequisite: Any 300-level course in Drawing focus. May be repeated for credit.

ART 420. Advanced Painting Studio. 4.
Advanced painting. Guided exploration in painting concept and technique in relationship to personal direction. Requirement: both 200 level courses and any 300 level course in focus. (Cross-list with any painting course).
ART 422. Advanced Print Projects. 4.
Independent study and guided exploration of advanced printmaking projects, concepts, and techniques.
Prerequisite: Any 300-level Printmaking course. May be repeated for credit.

ART 445. Photo: Advanced Digital Darkroom II. 4.
ART 450. Special Topics. 1-8.

## ART 455. Advanced Ceramics Projects. 4.

Advanced Ceramics Projects is a class where students will be given the freedom to investigate personal ideas and concepts through individual projects. Each assignment should explore new and different approaches to decoration, manipulation, addition and subtraction, presentation, and containment. Students will work in small groups and with the instructor to push through personal clay issues. All work will be produced using basic ceramic tools and machinery, as well as creative thought and energy.

## ART 460. Independent Study. 1-8.

## ART 477. New York Art Seminar. 1.

Four to five day seminar on the visual arts, stressing dialogue with artists in New York City studios, museums and galleries. Course planned to acquaint students with the making and promotion of the visual arts. CR/ NC.

## ART 479. Professional Practices for Art. 4.

This 3-week, team taught course allows students to install their Senior Thesis Exhibition and complete planning and execution of the exhibition opening; documentation of the exhibition; and further sharing the results of their research in preparation for post-graduation professional opportunities.

## ART 480. Advanced Creative Research. 4.

In this capstone course students pursue creative inquiry in a chosen subject and/or process. Projects may be individual or collaborative. Course culminates in an exhibit and/or public presentation. For students pursuing Senior Thesis in Art, this course serves as the first half of yearlong Thesis Project. Required for B.F.A. candidates.

## ART 481. Senior Thesis. 4.

Students on the thesis track continue their ART 480 work to greater depth and resolution to create a concise body of work for public exhibition. Prerequisite: Accepted application for thesis program in the spring of student's junior year. ART 480, a 3.25 G.P.A. in art courses and permission of department faculty.

ART 490. Departmental Honors. 1-8.
Available to students accepted to the Art Thesis program. This course replaces ART 481. Requires additional external committee member who, at a minimum, reviews the student's work at midterm and end of the semester of the thesis exhibition.
Prerequisite: ART 480, a 3.5 G.P.A. in the art major, departmental approval.

## Biology (BIOL)

BIOL 101. Explorations in Biology: Special Topics. 4.
In this course, students will be exposed to the discipline of biology by examining a particular topic in depth. Students will engage in the process of science through a research experience and will draw connections between biology and society. Fulfills the natural science/mathematics requirement (1998 \& 2019).
BIOL 150. Special Topics. 8.
Possible courses include: Dendrology, Vertebrate Social Behavior, Genetic Engineering and Human Disease. May also be offered at the 250, 350 and 450 levels. Fulfills the natural science/mathematics requirement (1998\& 2019).

## BIOL 151. HP.Evolution. 4.

An examination of the views of species origins prior to Darwin, Darwin's theories and those of his contemporaries and the history of evolutionary theory in modern times. One of the weekly class periods will be used to give students practical experience in the methods of evolutionary study, such as techniques for determining protein all types, and examining species relationships through DNA analysis.
Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 2019).

BIOL 201. Intro Biol: Form and Function. 4.
In this course, students will be exposed to the diversity of life on Earth. An evolutionary perspective will be taken throughout, as the course underscores the relationship between form and function of organisms. This course explores various aspects of animal and plant diversity with an emphasis on form and function. Fulfills the natural science/ mathematics requirement (1998 \& 2019).

BIOL 202. Intro Biol: Ecol and Evolution. 4.
This course covers evolutionary biology and ecology, with the goal of exposing students to a broad range of topics and ideas in both disciplines and as an integrated whole. We will examine how organisms interact with their environment at the individual, population, and community levels, while also This course covers evolutionary biology and ecology, with the goal of exposing students to a broad range of topics and ideas in both disciplines and as an integrated whole. We will examine how organisms interact with their environment at the individual, population, and community levels, while also looking at the effects of humans on the natural world. Additionally, we will explore the mechanisms of evolution that have resulted in the diversity of life on Earth. This course is designed to help students develop skills of science, including observation, experimental design, written and oral communication, critical thinking, and problem-solving, in a collaborative environment. Fulfills the natural science/mathematics requirement (1998 \& 2019)

BIOL 203. Intro Biol:Molecules and Cells. 4.
This course focuses on the molecular and cellular aspects of Biology, including the molecular building blocks of life, genetics and DNA, cellular structure/function, reproduction and the energy pathways of photosynthesis and respiration. In the laboratory, the students will become familiar with the scientific method, applying the concepts they are learning in class through a semester-long, authentic research project. Fulfills the natural science/ mathematics requirement (1998 \& 2019).

## BIOL 209. Human Biology. 4.

An introductory study of the human body, including the basic structure and function of the major organ systems (nervous, endocrine, circulatory, reproductive, etc.) and the effects of diet, exercise, stress and environmental change on human health. Does not count toward the major. Fulfills the natural science/mathematics requirement (1998 \& 2019).

## BIOL 212. Environmental Science. 4.

Study of the structure and function of ecosystems with reference to energy flow, nutrient cycling, population growth and regulation, and community organization and dynamics. Particular emphasis on the relationship between humans and the environment. Fulfills natural science and mathematics and social justice/environmental responsibility requirements (1998). Fulfills the natural science/mathematics and evaluating systems and environments requirements (2019).

## BIOL 215. General Botany. 4.

Introductory study of the plant kingdom including morphology, anatomy, physiology, ecology and evolution. Laboratory study includes observation of the morphology and anatomy of typical plant species and a variety of plant physiology experiments. Fulfills the natural science/mathematics requirement (1998 \& 2019).

## BIOL 224. Field Botany. 4.

Taxonomic study of vascular plants involving classification, collection and identification in the field and laboratory.
Prerequisite: BIOL 201, 202 and 203 or instructor permission.
BIOL 233. North Carolina Freshwater Fishes. 4.
A field course for those students desiring an outdoor lab science. Field studies introduce students to the diversity, distribution and ecology of North Carolina freshwater fishes.
Prerequisite: BIOL 201, 202 and 203 or instructor permission. Fulfills natural science/mathematics and social justice/environmental responsibility requirements (1998). Fulfills the natural science/ mathematics and evaluating systems and environments requirements (2019).

BIOL 235. Vertebrate Field Zoology. 4.
Advanced study of vertebrates, emphasizing morphology, taxonomy, ecology and behavior of representative tetrapod species. Laboratory work includes field studies of the major groups of North Carolina tetrapod vertebrates.
Prerequisite: BIOL 201, 202 and 203 or instructor permission.

BIOL 238. Field Biology. 4.
Exploration of the natural systems around you inspires endless scientific questions. In this class, we'll travel to a variety of sites near and far from campus, using each to become familiar with the types of ecosystems found in the region, to identify common plant and animal species, and to address ecological questions employing common methods used in the collection of ecological data. The course will be organized around an environmental theme that students investigate in a variety of habitats throughout the region. During this course we will spend a significant amount of time in the field, including overnight field trips.
Prerequisite: BIOL 202 or instructor permission.
BIOL 242. Natural Science Seminars. 4.
Studies of the biology, geology, ecology and natural history of different field areas, including the American Southwest, the Galapagos, East Africa, Brunnenburg, North Carolina and other areas. Includes a oneto three-week trip to the area being studied, depending on when the course is offered; trip includes research project. When course is offered for a minimum of 4 semester credits, the course will fulfill natural science/mathematics and social justice/environmental responsibility requirements (1998); natural science/mathematics, evaluating systems and environments requirements, and embodied and creative engagement requirements (2019).

## BIOL 245. Introduction to Forensic Science. 4.

Introduction to in-depth study of the application of the biological, chemical and physical sciences to the examination of forensic evidence. Explores the underlying physiological and biochemical basis for forensic methods; laboratory analysis includes microscopy, chromatography, hair, fingerprints, serology and introduction to DNA profiling. Fulfills the natural science/mathematics requirement (1998 \& 2019).

## BIOL 250. Special Topics. 8.

BIOL 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
BIOL 290. Internship. 1-8.
May also be offered at the 390 level.

## BIOL 291. Introduction to Scientific Inquiry. 4.

This course is designed to 1) build students' understanding and ability to judge scientific information from sources including, first, the media and common lay outlets, then secondary popular sources and finally peerreviewed primary journals and research papers; and 2) help students use this knowledge to develop and refine their own writing.
Prerequisite: BIOL 202, BIOL 203, or instructor permission, and Historical Perspectives.

BIOL 292. Scientific Inquiry: Introduction to Research in Community Health Issues (PBH 292). 4.
This course embraces multiple aspects of community-based, interdisciplinary research. Prior to beginning research projects, students will learn about the changing demographics of Guilford County including refugees and underserved populations. They will also receive training in anti-racism and cultural competency to prepare students for working with community members. Through community outreach efforts, students will be involved in the formation and implementation of focus groups and community events to build trusting relationships with community members as well as to identify and assess community needs. Students will work with faculty and student leaders to design, implement and evaluate a community-based research project. Projects will address current community concerns ranging from access to health care to medical and nutritional needs. This instruction will help in the promotion of effective, focused research and will prepare students for developing sustainable relationships with the targeted community.
Prerequisite: BIOL 202, 203 or instructor permission. Fulfills the natural science/mathematics requirement (1998 2019).

## BIOL 313. Molecular Cell Biology. 4.

A study of the structure and function of eukaryotic cells including: microscopic structure, biochemical components, the organization of macromolecules into organelles, and coordinated function of organelles in the living cell. Includes a detailed study of chromosome structure and function; DNA, RNA and protein synthesis.
Prerequisite: BIOL 203 and CHEM 112 or BIOL 246 or instructor permission.

BIOL 315. Microbiology. 4.
A study of microbial classification, structure, metabolism and genetics with primary foci on bacterial cells and viruses. This course includes a survey of microbial importance in human disease, immunology, environmental studies and industrial applications. The laboratory experience includes methods of aseptic technique, bacterial isolation, metabolic characterization and microbial identification with an introduction to molecular techniques.
Prerequisite: CHEM 112, BIOL 202 and 203.
BIOL 322. Mec. of Medicine \& Magic. 4.
This experiential team-taught, intensive, three-week, interdisciplinary study abroad course will take place in and on the grounds of Alnwick Castle in Northumberland, in the far northeastern reaches of England. The course explores the intersections and distinctions between the causal systems, modalities, and mechanisms of magic and medicine. With site visits to the island castle and priory of Lindisfarne, the Scottish city of Edinburgh, the Magic \& Medicine Garden of Dilston, Alnwick town, and the castle's bucolic gardens and park grounds, the course will begin with a rigorous investigation into the history of the importance of the concept of causality in both scientific and non-empirical thought, and with student projects about medicinal herbs. The centerpiece of the course will utilize the Reacting to the Past pedagogical engaged-learning collaborative theatrical scenario about Charles Darwin. The final week will involve classes on the castle grounds about postmodern intercultural understandings of magic and the mysteries of the mechanisms of medicine and health. Students will spend the full three-week course living in Alnwick Castle, famously the cinematographic setting of Harry Potter's Hogwarts. There are no prerequisites for this course. Instructor permission required prior to registration. Fulfills the natural science/ mathematics requirement (1998 \& 2019).

BIOL 332. Invertebrate Zoology. 4.
Advanced study of invertebrate phyla with emphasis on taxonomy, physiology and ecology of the several groups.
Prerequisite: BIOL 201, 202, 203 or instructor permission. Offered when demand and scheduling permit.

## BIOL 333. Ichthyology. 4.

Study of the diversity, distribution and ecology of the world fish fauna with emphasis on field studies of North Carolina populations. Basic anatomy and physiology will also be covered.
Prerequisite: BIOL 201, 202, 203 or instructor permission. Offered when demand and scheduling permit.

## BIOL 334. Animal Behavior. 4.

The zoological approach to the study of animal behavior (ethology), behavioral ecology, types of social organization and communication in animals, and the evolution of behavior in selected species. The laboratory section of the course will provide opportunities for students to observe and record the behavior of a variety of animals. Students will conduct individual research projects at the North Carolina Zoo.
Prerequisite: BIOL 201, 202, 203 or instructor permission. Alternate years.

## BIOL 336. Ornithology. 4.

This field-oriented course introduces students to the scientific study of birds, including broad concepts in avian biology, bird identification, and field research techniques. Through a combination of in-class learning, field trips, and student-led research projects, students will gain an understanding of avian ecology, anatomy, physiology, and behavior. During this course we will spend a significant amount of time in the field. Some semesters this course may be taught on campus and in other semesters as a study abroad experience.
Prerequisite: BIOL 201 and 202 or instructor permission. Spring, three week.

BIOL 340. Psychobiology (PSY 340). 4.
Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Corequisite: laboratory work. Prerequisite: Either two courses in biology or one course in biology and one course in psychology.

## BIOL 341. Human Anatomy and Physiology I. 4.

Detailed study of the structure and function of human nervous, sensory, endocrine, integumentary, skeletal, muscular and respiratory systems. Prerequisite: Biol 203. Fall.

BIOL 342. Human Anatomy and Physiology II. 4.
Detailed study of the structure and function of human cardiovascular, lymphatic, immune, digestive, excretory and reproductive systems. Prerequisite: BIOL 203 and 341. Spring.

BIOL 343. Sensory Systems. (PSY 343). 4.
Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus and measurements of sensory abilities. Laboratory work.
Prerequisite: either two courses in biology or one course in biology and one course in psychology. Alternate years. Fall.

BIOL 346. Forensic Chemistry. 4.
Explores methods used to examine and identify evidence of criminal activity, including chemical techniques for developing fingerprints, the chemistry of explosives, drug identification, PCR for DNA profiling and STR analysis.
Prerequisite: BIOL 203 and 245 or instructor permission. Alternate years. Spring.

## BIOL 349. Forensic Anthropology. 4.

4. The study of human osteology and skeletal anatomy. Students learn how to collect and process skeletal remains, use tables and to use tales and apply formulae to identify bones and bone fragments. Skeletal remains are used to illustrate the range of normal variation, for the determination of sex, race and age and to determine the cause and manner of death. Additional topics include forensic odontology, forensic entomology and fiber analysis.
Prerequisite: BIOL 245 and BIOL 341 or instructor permission.

## BIOL 350. Special Topics. 8.

BIOL 351. Comparative Vertebrate Anatomy. 4.
Brief survey of the main classes of vertebrates; detailed comparative study of the major vertebrate organ systems.
Prerequisite: BIOL 201, 202. Offered when demand and scheduling permit.

## BIOL 352. Animal Physiology. 4.

The various physiological processes characteristic of living organisms; functioning of the individual organ systems with emphasis on interrelationships between organ systems and functioning of organ systems in the maintenance of homeostasis; and selected topics in comparative vertebrate physiology.
Prerequisite: BIOL 201, 203. Offered when demand and scheduling permit.

## BIOL 360. Independent Study. 1-8.

BIOL 390. Internship. 8.
BIOL 434. Biochemistry (CHEM 434). 4.
A study of the chemical structure and physiological function of the biochemical building blocks of living organisms including proteins, carbohydrates, lipid metabolism and nucleic acid synthesis. The laboratory experience includes techniques used in the isolation and identification of proteins, lipids and nucleic acids.
Prerequisite: BIOL 203 and CHEM 232.

## BIOL 438. General Ecology. 4.

Basic ecological principles governing the structure and function of populations, communities and ecosystems.
Prerequisite: BIOL 201, 202, and 203 or instructor permission. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

BIOL 443. Genetics. 4.
A study of structural and functional prokaryotic and eukaryotic molecular genetics including: replication, mitosis, meiosis, chromosome mapping, gene structure, expression and mutation. Mendelian inheritance and population genetics are also explored.
Prerequisite: BIOL 201, 202, and 203, CHEM 231; recommended BIOL 313 or BIOL 315 or instructor permission.

BIOL 449. Forensic Anthropology. 4.
The study of human osteology and skeletal anatomy. Students learn how to collect and process skeletal remains, use tables and to use tales and apply formulae to identify bones and bone fragments. Skeletal remains are used to illustrate the range of normal variation, for the determination of sex, race and age and to determine the cause and manner of death.
Additional topics include forensic odontology, forensic entomology and fiber analysis.
Prerequisite: BIOL 203, 245 and BIOL 341 or instructor permission.

## BIOL 450. Special Topics. 8.

BIOL 460. Independent Study. 1-8.
May also be offered at the 260 and 360 levels.
BIOL 470. Senior Thesis.. 1-8.
Individual experience in biological research and writing of a professional paper.

## BIOL 475. Research Seminar (CHEM 475). 2.

This course introduces the principles and concepts of presenting scientific research. Emphasis is placed on the preparation of oral and poster presentations and the implementation of proper etiquette for undergraduate symposia. This course also covers the preparation of funding proposals, curriculum vitae, Statements of Intent and the interview process for post-undergraduate programs. Students are required to present their research at two undergraduate meetings including the GuilfordUndergraduate Symposium.
BIOL 490. Departmental Honors. 1-8.
4-8.

## Business (BUS)

BUS 110. Math and Algebra for Business. 2.
2. Topics in the areas of arithmetic, algebra, geometry and word problems which are generally deemed to be essential in an undergraduate business administration program. CR/NC. Fulfills quantitative literacy requirement.

BUS 120. Introduction to Business. 4.
Survey course covering all major functions of business. Provides students with tools that can be used to predict and respond to future changes in the business environment. Demonstrates how the free enterprise system and individual entrepreneurs can respond to social needs. Fulfills business and policy studies requirement (1998). Social/ behavioral science requirement (2019).
BUS 150. Special Topics. 1-8.
Recent topics include environmental management, entrepreneurship, real estate and international topics. May also be offered at 250, 350 and 450 levels.

BUS 202. Business, Ethics and Quakers. 4.
This course explores the economic and ethical concepts and applies them to both the historical and current Quaker perspectives regarding commerce. The primary focus of this course is the early Quaker (1640-1850) understanding of how to conduct business, and how these perspectives are seen today. Using a variety of sources students will examine the origins of Quakerism and early Quaker dominance in trade. Revised writing and student presentations are essential elements in this course. ENGL 102 is a prerequisite. Fulfills historical perspectives (1998 \& 2019).

BUS 215. Business Law and Legal Environment. 4.
Survey of the U.S. legal environment and legal concepts relevant to the operations of the business system including topics of court systems and procedures, ethics, torts, intellectual property, contracts, agency, sales, products liability, environmental, international, employment, business organizations, and criminal law. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

## BUS 221. Management in the Movies. 4.

This course uses movies, case readings, and student research to explore management principles with a primary focus on leadership. This class will expand on the topics to discuss the application and limitations of management research as it applies to non- dominant and non-Western groups.Students will actively engage in the topics through discussion, project work and writing. Fulfills social/behavioral science requirement (2019).

## BUS 243. Management Information Systems (CTIS 243). 4.

Introduction to the management of computing and information resources in organizations. Course topics include computer hardware and software, telecommunications, database management, electronic commerce and business intelligence. Students explore information technology and business problems and use spreadsheet and database applications to create effective solutions.
Prerequisite: Background in using computers at the level of an introduction to computers course or equivalent experience. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).

## BUS 246. International Business. 4.

Introduction to concepts related to international business, including economic, financial political, management, and marketing issues faced by global companies. Exploration of both the macro and micro aspects of doing business globally by studying both how the global financial and trade systems operate and how companies make marketing and management decisions based on this information. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).

## BUS 249. Principles of Management. 4.

Theory, practices and principles involved in the organization and management of organizations. Problem solving through situation case analysis; global management issues, activities and experiences are integrated into the course. Fulfills business and policy studies requirement (1998). Social/behavioral requirement (2019).

BUS 250. Special Topics. 1-8.
BUS 251. International Experience. 4.
This is an experiential course which will allow students to gain a greater appreciation of the influence of culture on human relations in general and business interactions specifically. Through pre-trip readings presentations, writings and discussion students will be introduced to the cultural differences between the US and a specific non-western country. The course will follow this campus experience with 10-12 days in a non-western country. All offerings will consider the sustainability of the practices observed. The course may be repeated for credit up to three times. Fulfills business and policy studies and intercultural requirements (1998). Social/behavioral science and sociocultural engagement requirements (2019).

BUS 260. Independent Study. 1-8.
Individual student projects approved and supervised by a Department of Business faculty member. May also be offered at 360 and 460 levels.
BUS 281. Personal Finance. 4.
4. Individual student projects approved and supervised by a Department of Business faculty member. May also be offered at 360 and 460 levels.
BUS 282. Fundamentals of Investing. 4.
Individual student projects approved and supervised by a Department of Business faculty member. May also be offered at 360 and 460 levels.

## BUS 290. Internship. 1-8.

A combined on-the-job and academic experience arranged with a business, supervised by a Department of Business faculty member and coordinated through the Career Development Center. Consists of experiential learning, managerial analysis, and written and oral reports. Recommended for juniors and seniors. May also be offered at the 390 level.
BUS 310. Professional Communications. 4.
Introduction to key elements of verbal, nonverbal and written communication with potential employers, clients, regulators, supervisors, subordinates and co-workers. Development of active listening, presentation, group process and business writing skills.
Prerequisite: ENGL 102. Fulfills business and policy studies requirement (1998).

## BUS 321. Human Resource Law and Management. 4.

Techniques, issues and problems in recruitment, selection, development, utilization and accommodation of human resources in organizations. Issues related to increasingly diverse work force and international management included.
Prerequisite: BUS 215 and BUS 249. Fulfills business and policy studies requirement.

BUS 322. Human Resource Managment in Practice. 4.
This course introduces and applies human resource (HR) concepts to realistic situations. Students will review, analyze and create or otherwise demonstrate appropriate HR practices, in full consideration of their ethical, legal and business impact. The specific topics to covered in the class will help students, regardless of future profession, better understand organizational treatment of employees and provide rational for practice change. This class requires significant writing and in class participation.
Prerequisite: BUS 215 and BUS 249 or instructor permission.

## BUS 324. Marketing Management. 4.

An extensive course in marketing, focusing on product definition, branding, distribution channels, advertising and promotion. Strategic decision-making analysis, global marketing overviews and social responsibility issues are emphasized throughout the course.

## BUS 325. Consumer Behavior. 4.

In this course, we will explore how and why consumers behave the way they do. We will learn theories developed in marketing, psychology, sociology and other behavioral sciences, and learn how to use these theories to predict how consumers will respond to different marketing activities. The issues we cover are not only of direct concern to marketing managers, but will be of further interest because in trying to understand consumers, we ultimately seek to understand ourselves. Preferred Prerequisite or Corequisite: BUS 324..

BUS 326. Integrated Marketing Communications. 4.
This course focuses on those aspects of the marketing mix most pertinent to marketing communications objectives, in particular targeting, segmentation and positioning. Models and modes of communication, both verbal and visual are examined in terms of characteristics of effectiveness. Traditional and new media are discussed. Preferred Prerequisite or Corequisite: BUS 324.

BUS 332. Financial Management. 4.
Introduction to the field of finance and the principles and practices of financial decision- making in an increasingly international business environment. Emphasis on valuation, risk and return, capital budgeting, financial planning, and financial analysis.
Prerequisite: ACCT 201; MATH 112; BUS 243, (ECON 221 or ECON 222) and to pass the business math refresher/ test.

BUS 333. Money and Capital Markets (ECON 333). 4.
Introduction to the financial system in an increasingly global economy. Emphasis on financial instruments, markets and institutions; the role of the banking system; overview of monetary theory and policy; current and future trends reshaping the global financial system.
Prerequisite: ECON 221 or permission of Instructor.

## BUS 346. International Business. 4.

Introduction to international business and the global market. Topics will include international organizations, global trade and investment, the global monetary system, the strategy and structure of international business, the impact of political issues, international labor and human resources, and social and cultural aspects. Case studies and experiential exercises included. Fulfills business and policy studies requirement (1998).

## BUS 347. Production and Operations Management. 4.

Survey of operations management concepts and techniques associated with producing goods or providing services. A selection of decisionmaking tools will be reviewed and discussed in cases and, when possible, implemented in computer programs.
Prerequisite: ACCT 201, MATH 112, BUS 243, (ECON 221 or ECON 222) and to pass the business math refresher/test.

BUS 350. Special Topics. 1-8.
BUS 360. Independent Study. 1-8.
BUS 381. Entrepreneurship. 4.
This course introduces the process of launching new ventures. It will offer insight into the characteristics of entrepreneurs; the approaches they use to create, identify and evaluate opportunities for new ventures; and the skills that are needed to start and manage new ventures and develop a preliminary business plan.
BUS 390. Internship. 1-8.
BUS 402. Business Ethics (IDS 402). 4.
This seminar course addresses current ethical issues in business and frameworks for addressing them. The main objective is for each student to discover the core of their moral and ethical basis for decision-making in the workplace. The course utilizes a case-study approach to assist students in applying the principles discussed in class.

BUS 424. Marketing Strategy. 4.
This advanced marketing strategy course builds upon basic concepts and principles and presents an integrated approach to marketing strategy, focusing on formulation, implementation and evaluation of marketing strategy. This course provides an experiential learning environment in which you learn how to make effective strategic marketing decisions through disciplined analysis and prudent judgment. Taking on the role of marketing manager in the simulation, you are exposed to a variety of strategic marketing techniques and issues, and learn how to apply them. In this course you do not just read and talk about marketing strategy, you practice it! A combination of case study discussions, simulation decisionmaking, and individual and group assignments will be used to enhance your learning for this course.
Prerequisite: BUS 324 and also preferred

## BUS 449. Policy Formulation and Strategy. 4.

Integrative capstone course based on case studies and analyzing the total organization and its operational functions. Analysis and development of policies to support total organization goals within varying constraints, with an emphasis on globalization issues, social responsibility and ethics, and effective written and oral communication. Prerequisite: BUS 215, BUS 246, BUS 249, BUS 324, BUS 332 and BUS 347.

## BUS 450. Special Topics. 1-8.

BUS 460. Independent Study. 1-8.
BUS 470. Senior Thesis. 1-8.
Independent research and writing of a professional paper on a topic in management under the supervision of a business faculty member.
BUS 490. Departmental Honors. 1-8.
Independent research, writing and presentation of a paper on a relevant topic in the business area under the supervision of a committee of Department of Business and other appropriate faculty.

## Chemistry (CHEM)

## CHEM 105. Chemistry of Recycling. 4.

This course uses basic chemistry to explore the science behind recycling, as well as the context for recycling and the political and economic realities of treating and using recycled materials. Laboratory component includes investigation of properties of metals, glass and plastics, molecular modeling, and papermaking and recycling. Does not count towards the chemistry major or minor.
Prerequisite: Mathematics background at the level of college algebra. Fulfills natural science/mathematics and social justice/environmental responsibility requirements (1998). Fulfills natural science/mathematics and evaluating systems and environments requirements (2019).

## CHEM 110. Real World Chemistry. 4.

Chemistry is connected to everything in our lives: from food to fuel, natural to artificial, medicine to the environment, consumer products to toxic waste. This course is designed to educate students about chemistry and its effects on our world using illustrations from our common experience. Laboratory component includes stoichiometry, chemical synthesis and analysis, molecular modeling, and interaction of light with matter. Does not count towards the chemistry major or minor. Prerequisite: Mathematics background at the level of college algebra. Fulfills natural science/mathematics and social justice/environmental responsibility requirements (1998). Fulfills natural science/mathematics and evaluating systems and environments requirements (2019).

CHEM 111. Chemical Principles I. 4.
Basic principles of chemistry, periodicity, bonding, and atomic and molecular structure. Laboratory components include classification of chemical reactions, stoichiometry, molecular modeling, interaction of light with matter, and introduction to organic synthesis.
Prerequisite: Mathematics background at the level of college algebra. Fulfills natural science/mathematic requirement (1998 2019). Embodied and creative engagement requirement (2019). Fall 12-week

CHEM 112. Chemical Principles II. 4.
Molecular and ionic equilibria, chemical kinetics and reaction mechanisms, intermolecular interactions, electrochemistry, and thermodynamics. Laboratory component includes chemical reaction energetics and kinetics, oxidation- reduction and electrolysis, and equilibrium and acid-base properties.
Prerequisite: CHEM 111 with a grade of C- or better. Fulfills natural science/mathematic requirement (1998 2019). Spring 12-week

CHEM 115. Chemistry of Food and Cooking. 4.
This course surveys food's chemical constituents in proteins, carbohydrates, vitamins, minerals, preservatives and flavoring, as well as cooking processes with respect to chemistry. Students will gain a better understanding of the food we eat and how to prepare it safely, nutritionally and tastefully. Laboratory component includes analysis of fats, chemical synthesis, acid-base reactions and food preparation as related to chemical transformation. Does not count towards the chemistry major or minor.
Prerequisite: Mathematics background at the level of college algebra. Fulfills natural science/mathematic requirement (1998 2019).

CHEM 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.

## CHEM 151. HP.History of Science. 4.

A historical perspective on the rise of science over the past centuries. The course examines the development of the scientific method and traces the people, institutions, movements and false starts that led to modern science. Does not count towards the chemistry major. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 and 2019).

CHEM 231. Organic Chemistry I. 4.
An introduction to the structure and reactivity of organic molecules. Topics covered include chemical nomenclature, bonding and structure of carbon compounds, acid-base relationships, mechanisms of reactions and structure determination. Laboratory component includes techniques for the synthesis and characterization of organic compounds and determination of reaction mechanisms including experimental, chromatographic and spectroscopic methods commonly employed in modern organic chemistry.
Prerequisite: CHEM 112 with grade of C- or better. Fall 3-week, Spring 12week

## CHEM 232. Organic Chemistry II. 4.

Topics covered include mechanisms of more complex reactions, multistep organic synthesis, applications of molecular orbital theory to reactions and the chemistry of biologically important molecules such as sugars and peptides. Laboratory component focuses on multistep synthesis of organic compounds using a variety of reactions, employing chromatographic and spectroscopic techniques in the purification and analysis of reaction products.
Prerequisite: CHEM 231 with grade of C- or better. Fall 12-week

CHEM 239. Integrated Research Lab I. 1.
Multidisciplinary chemistry laboratory course to explore an original research project in a team- based environment. Development of experimental techniques and research, presentation, and teamwork skills are emphasized.
Prerequisite: CHEM 232. Spring 12-week
CHEM 241. Quantitative Analysis. 4.
Introduction to basic principles of quantitative analysis, including the components of an analysis, statistical tools to characterize the acceptability of an analysis, and topics in chemical equilibrium and electrochemistry that are applicable to chemical analysis.
Prerequisite: CHEM 112 and MATH 220. Fall 12-week
CHEM 242. Introduction to Inorganic Chemistry. 4.
Study of the periodic table, including atomic structure, nature of chemical bonding and periodic trends. Chemistry of main group elements. Chemistry of transition metals with emphasis on d-shell chemistry and metal complexes. Thermodynamics of inorganic compounds. Solubility, acid-base concepts, and oxidation- reduction. Introduction to crystal structure and symmetry. The laboratory centers on synthesis, structure, properties and analysis of metal complexes and other interesting inorganic materials.
Prerequisite: CHEM 231. Alternate years. Spring 12-week

## CHEM 250. Special Topics. 8.

CHEM 260. Independent Study. 1-8.
Topics may include photoredox chemistry, organometallic synthesis, experimental design, chemical education, ionic liquids, computational chemistry, and advanced organic synthesis. May also be offered at 360 and 460 levels.
CHEM 290. Internship. 1-8.
May also be offered at the 390 level.
CHEM 337. Elements of Physical Chemistry. 4.
Fundamental concepts of physical chemistry including macroscopic and atomic and molecular level systems. Exploration of key ideas in thermodynamics, chemical kinetics, quantum chemistry, spectroscopy, and statistical mechanics. Laboratory work supports development of these concepts with a focus on experimental inquiry, design, and modelling in physical chemistry and computational chemistry.
Prerequisite: PHYS 122 or PHYS 211, MATH 222, and CHEM 232 with a grade of C - or better, or instructor permission. Fall 12-week

## CHEM 338. Applications of Physical Chemistry. 4.

Understanding of complex chemical phenomena using the tools of thermodynamics and quantum mechanics developed in CHEM 337. Topics include multicomponent systems, electrochemistry, molecular quantum mechanics and spectroscopy, and statistical mechanics as the connection between particle level and macroscopic behavior. Laboratory work continues work on experimental inquiry, design, and modelling in physical chemistry with a focus on new experimental and computational techniques.
Prerequisite: CHEM 337 and MATH 222, or instructor permission. Alternate years. Spring 12-week

CHEM 339. Integrated Research Lab II. 1.
Multidisciplinary chemistry laboratory course to explore an original research project in a team-based environment. Leadership skills as well as development of experimental techniques and research, presentation, and teamwork skills are emphasized.
Prerequisite: CHEM 239. Spring 12-week

CHEM 341. Instrumental Analysis. 4.
A systematic study of the modern instrumental methods of chemical analysis with emphasis on the theory behind the use of instruments, principles of operation of analytical instruments and their use for the analysis of real samples.
Prerequisite: CHEM 112 and MATH 220. Spring 12-week
CHEM 350. Special Topics. 1-8.
CHEM 360. Independent Study. 1-8.
CHEM 390. Internship. 1-8.
CHEM 400. Chemistry Seminar. 2.
Focuses on the transition from college to graduate school, careers in the chemical industry or careers in other fields. The development of presentation skills and critical analysis of the chemical literature is stressed. Required of all chemistry majors and minors.
Prerequisite: historical perspectives and any three chemistry courses that count for the chemistry major or minor. Spring 12-week

CHEM 425. Advanced Topics in Chemistry. 4.
Rotating titles and repeatable. Focus on a more specialized chemical discipline and its relations to foundational chemistry study. Topics may include medicinal chemistry, computational chemistry, polymer chemistry, geochemistry, pedagogical methods in chemistry, environmental chemistry.
Prerequisite: CHEM 232 and other courses depending on topic.
CHEM 434. Biochemistry (BIOL 434). 4.
A study of the chemical structure and physiological function of the biochemical building blocks of living organisms including proteins, carbohydrates, lipid metabolism and nucleic acid synthesis. The laboratory experience includes techniques used in the isolation and identification of proteins, lipids and nucleic acids.
Prerequisite: BIOL 203 and CHEM 232. Spring.
CHEM 439. Integrated Research Lab III. 1.
Multidisciplinary chemistry laboratory course to explore an original research project in a team-based environment. Research topic development and facilitation of team collaboration as well as leadership skills and development of experimental techniques and research, presentation, and teamwork skills are emphasized.
Prerequisite: CHEM 339. Spring 12-week
CHEM 450. Special Topics. 8.
CHEM 460. Advanced Independent Study. 1-8.
CHEM 470. Senior Thesis. 1-8.
Original research on a specific topic in chemistry or chemistry-related field. Students are expected to begin work on their topics before they register.
CHEM 475. Research Seminar (BIOL 475). 2.
This course introduces the principles and concepts of presenting scientific research. Emphasis is placed on the preparation of oral and poster presentations and the implementation of proper etiquette for undergraduate symposia. This course also covers the preparation of funding proposals, curriculum vitae, Statements of Intent, and the interview process for post-undergraduate programs. Students are required to present their research at two undergraduate meetings including the Guilford Undergraduate Symposium.

CHEM 490. Departmental Honors. 1-8.

# Computing Technolgy \& Info Sys (CTIS) 

CTIS 104. Elementary Electronics (PHYS 104). 4.

Introduces students to the behavior of the fundamental building blocks of modern electronic devices and the underlying scientific principles that make these devices work. Topics will be derived from analog and digital electronics and include resistance, capacitance, diodes, signal filtering, positive and negative feedback, operational amplifiers, Boolean logic, logic gates, and digital to analog conversion. This course is designed for the general student population (but not physics majors and physics minors) who are interested in exploring the fundamentals of electronics. Prerequisite: Successful completion of the quantitative literacy requirement. Spring. Fulfills natural science/mathematics requirement (1998 2019). Offered in alternate years.

CTIS 150. Special Topics. 1-8.
CTIS 210. Introduction to Computer Programming. 4.
Exploration of computer programming with emphasis on scientific, educational and entertainment applications. Topics include programming fundamentals, user interaction, graphics display, data processing, problem solving and artificial intelligence. Prior programming experience not required.
Prerequisite: Background in using computers at the level of an introduction to computers course or equivalent experience, and mathematics background at the level of college algebra. Fullfills numeric/ symbolic engagement (2019).

CTIS 221. Fundamentals of Cyber Security (JPS 221). 4.
The percentage of crimes which utilize computers and networks has been increasing over the past 20 years. This course introduces students to the collection, preservation, presentation and preparation of computerand network-based evidence for the purpose of corporate investigation and criminal law enforcement, activities that define the central roles of computer and network forensic practitioners. Students will be introduced to cybercrime and the tools available to them to be able to appropriately investigate cybercrime. Network intrusions, foot printing, computer numbering, financial crimes and malware are among the topics to be discussed.

CTIS 223. Computer Hardware Construction. 4.
This course provides an introduction to and exploration of the current state of the art as evidenced by the actual component parts used in assembling a high-performance desktop computer. Turns occasionally vague wishes about how a computer should perform into a clear set of instructions that make it happen. Examination of the basic building blocks used in the construction of these amazing machines.
CTIS 230. Web Design and Development. 4.
This course introduces students to the designing and development of web pages using a variety of front-end web technology. Students will learn how to organize information on web pages using Hypertext Markup Language (HTML); create web designs using Cascading Style Sheets (CSS); and create dynamic behaviors using JavaScript. Web design concepts will be employed to create web pages that are aesthetically pleasing and user friendly. Students will learn how to use modern web development tools to efficiently create, test and validate web pages across multiple browser environments. Students will apply web design techniques and web development technologies in creating a small, dynamic website.

CTIS 243. Management Information Systems (BUS 243). 4.
Introduction to the management of computing and information resources in organizations. Course topics include computer hardware and software, telecommunications, database management, electronic commerce and business intelligence. Students explore information technology and business problems and use spreadsheet and database applications to create effective solutions.
Prerequisite: Background in using computers at the level of an introduction to computers course or equivalent experience. Fulfills business and policy studies requirement (1998). Social/ behavioral science requirement (2019).

## CTIS 250. Special Topics. 1-8.

CTIS 260. Independent Study. 1-8.
CTIS 274. Digital Graphic Design (THEA274). 4.
Introduction to basic principles and elements of graphic design, form/ symbol development, color theory and typography. Provides practical experience in essential software processes and procedures including Adobe Illustrator, Photoshop and InDesign. Create digital designs while engaging in critiques and group discussions. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

CTIS 290. Internship. 1-8.

## CTIS 310. Advanced Computer Programming. 4.

A continuation of the study of program development begun in CTIS 210. The main areas of study are advanced programming features such as recursion and dynamic memory; a further investigation into objectoriented principles such as object-oriented design, inheritance and polymorphism; an introduction to simple data structures - lists, queues, stacks and binary trees; and an introduction to algorithm analysis using searching and sorting algorithms.
Prerequisite: CTIS 210.
CTIS 320. Seminar in Cyber Security. 2.
This course focuses on ethical issues faced by security professionals, including those related to networks, intellectual property, privacy, security, reliability, liability, data collection and storage, and relevant current laws. This seminar examines the ethics of cyber security technologies and relevant current laws, in terms of the often-competing priorities of governments, corporations and citizens. This seminar also covers the professionalism for cyber and network security administrators such as job searching, interviewing skills and resume building. These topics are covered through readings, video/ multimedia, writings, discussions and presentations.
Prerequisite: CTIS/JPS 221.

## CTIS 321. Operating Systems. 4.

Evaluation of computer operating systems and their basic organization. Includes concurrent programming and synchronization techniques such as locks, barriers, semaphores and monitors. Addresses message passing, memory management, interrupts and file systems. Students will examine the coding used to implement the algorithms and learn to modify these structures to satisfy the specific requirements of a project. Prerequisite: CTIS 210 or CTIS 221.

CTIS 322. Networking Computers. 4.
In-depth exposure to the terms, concepts and configurations that have historically been, are currently being, and may in the future be used to accomplish inter-computer communication. Lab exercises focus on the installation of operating systems and configuration of their networking components, design and construction of examples of computer networks, and experimentation with performance and configuration of those networks.
Prerequisite: CTIS 321.

## CTIS 331. Information Design. 4.

Theory and application of human-computer interaction, information architecture, usability and markup languages. Examination of communication and information transfer from the perspectives of both the provider and the consumer. Role of test, video, interactivity and other methods of providing information in computer and network-based settings.

## CTIS 342. Database Systems. 4.

Introduction to theory and practice of enterprise-level relational database systems. Using a database engine, students will learn the principles of entity relationship modeling and normalization. By modifying a database in a project, students will learn how to create queries using SQL, triggers, stored procedures, cursors, forms and reports.
Prerequisite: CTIS 210 and BUS 243 or CTIS 243.
CTIS 345. Systems Analysis and Design. 4.
This course will provide a prospective systems analyst or system architect the techniques used in the analysis, design and implementation of computer-based information systems. The course will enable students to study user requirements, create requests for proposals, prepare project plans, address systems project scope, conduct feasibility studies by providing an understanding of the systems study, project evaluation, planning and systems design phases of the system life cycle. Prerequisite: CTIS 210 and CTIS 243.

## CTIS 350. Special Topics. 1-8.

CTIS 360. Independent Study. 1-8.

## CTIS 370. Cyber and Network Security. 4.

The objective of this course is to build on the fundamental concepts of cyber and network security. Students will experience multiple cyber security technologies, processes, and procedures; learn how to analyze the threats, vulnerabilities and risks present in these environments; and develop appropriate strategies to mitigate potential cyber security problems. Topics include security risk assessment and management; policies, procedures and guidelines for information security plans; IT security controls and technologies, security standards, compliance, and cyber laws; IT auditing; cyber insurance strategies; and emerging trends. Prerequisite: CTIS/JPS 221.

## CTIS 371. Computer Forensics. 4.

This course introduces students to the techniques and tools of computer forensics investigations specifically designed for analyzing the Windows operating system. Students will receive step-by-step explanations on how to use a wide variety of forensic tools. Topics include registry analysis, file analysis, internet artifact analysis, volatile evidence collection, live incident response and metadata.
Prerequisite: CTIS/JPS 221.
CTIS 390. Internship. 1-8.

CTIS 421. Computer Security and Information Assurance. 4.
Exploration of the techniques and methods used in the securing of computers and computer networks.
Prerequisite: CTIS 322.

## CTIS 440. CTIS Capstone. 4.

Project management in the context of the skills and knowledge developed in CTIS courses. Team approach and solution-oriented.
Prerequisite: CTIS 321, CTIS 342 and one of the following: CTIS 310, CTIS 322, CTIS 345 or CTIS 334 or instructor permission.

## CTIS 450. Special Topics. 1-8.

CTIS 460. Independent Study. 1-8.
CTIS 470. Senior Thesis. 1-8.
CTIS 471. Advanced Cyber and Network Security. 4.
This course will cover advanced network and cyber security issues and solutions. It takes an operational approach to implementing and managing effective cyber security policies in complex networked enterprises. Topics include an evaluation of security management models, security program development, risk assessment and mitigation, threat/vulnerability analysis and risk remediation, and cyber security operations. Students also will learn incident handling, business continuity planning and disaster recovery, security policy formulation and implementation (security management cycle), in addition to informationsharing, and privacy, legal, compliance, and ethical issues. Prerequisite: CTIS 370.

CTIS 490. Departmental Honors. 1-8.

## Economics (ECON)

ECON 150. Special Topics. 1-8.
Recent offerings include both standard fields of economics, interdisciplinary fields (e.g., Methods of Social Research, offered jointly with the Department of Sociology and Anthropology; Economic History of the United States, offered jointly with the Department of History), and other topics of interest to the faculty (e.g., Democracy at Work; Women, Children and Economic Policy).
Prerequisite: will vary depending on the design of the course. May also be offered at 250,350 and 450 levels.

ECON 221. Macroeconomic Principles: "Global Vision: the U.S. in the World Economy". 4.
The study of aggregate supply and demand; national income and fiscal policy; the banking system and monetary policy; economic fluctuations and growth - all viewed from a global systems perspective. Applied topics include unemployment, inflation, gross domestic product, interest rates, economic forecasting, the Federal Reserve system, technological change, productivity, business cycles, foreign exchange markets, the balance of international payments and others, depending on current developments in the economy. Fulfills social science requirement (1998). Social/behavioral science and numeric/symbolic engagement requirements (2019).

ECON 222. Microeconomic Principles: Public Policy. 4.
The study of economics; supply and demand; consumer behavior; firms, production and cost; perfect competition, monopoly and other market types; income distribution; all explained with the goal of understanding economic problems and evaluating public policy to solve these problems. Applications to agriculture, energy, environment, poverty, economic development, discrimination, natural resources, taxes, regulation, sports and other special topics, depending on the semester. May be taken independently of ECON 221. Fulfills social science and social justice/ environmental responsibility requirements (1998). Social/behavioral science, evaluating systems and environments, and numerical/symbolic engagement requirements (2019).
ECON 250. Special Topics. 1-8.
ECON 260. Independent Study. 1-8.
Independent research or directed study on a topic of interest to the student. Credit depends on the quality and quantity of work agreed upon in advance; generally, for example, one credit would be earned for an acceptable 20-page paper.
Prerequisite: consent of the department. May also be offered at 360 and 460 levels.

ECON 290. Internship. 1-8.
May also be offered at the 390 level.
ECON 301. Research Methods. 4.
The course focuses on the key areas of quantitative research methods including the scientific method, selection of research design, data collection and sampling, questionnaire design, data analysis and interpretation, and ethical issues in research design. Class assignments and projects enable students to develop their proficiency in using descriptive and inferential statistics to analyze and interpret data. Prerequisite: ECON 222 or instructor permission

ECON 302. Economic History of the United States (HIST 302). 4. Examines key issues in economic history in the United States, including the emergence and spread of market institutions, the changing nature and conditions of work through different periods, the rise of big business and impact of industrial capitalism, and the methods and outcomes of those who resisted these changes. Short research projects and a semester-long paper provide opportunities to engage in historical research.
Prerequisite: ECON 222 or instructor permission. Alternate years.

## ECON 311. Data Collection \& Analysis. 4.

Students will use a variety of key economic sources and learn various techniques of univariate analysis. They will gain experience in developing testable hypotheses, creating well-designed survey instruments to test these hypothesis, and gaining experience in different methods of data presentation. Fulfills social/behavioral science requirement (2019).
ECON 312. Econometrics. 4.
Students will learn and apply multivariate analysis as they test specific economic models or theories of their choice. They will gain confidence as they interpret the results and problem solve any challenges that emerge from their analysis.
Prerequisite: Econ 311.

ECON 328. Analytics for Business and Government (MATH 328). 4.
This course is a hands-on introduction to business analytics. In this course, students will learn to convert quantitative data into information that can be used to help guide business/government decision making. This course provides students with the fundamental con- cepts and tools needed to understand the emerging role of business analytics in organizations. Students will apply modern data mining tools to various data sets in the $R$ statistical software environment. Emphasis is placed on concepts, applications, and interpretation of results as well as professional skills like communication, teamwork, and presentation. Prerequisite: ECON 222 or permission of instructor.

ECON 333. Money and Capital Markets (BUS 333). 4.
Explores how the financial and world money systems operate in a global economy, the evolution of financial markets and institutions, the role that theories of money play in current economic events and in the policy efforts of the Federal Reserve and other central banks with respect to the rate of inflation, real economic activity, unemployment rates, current prices and international flows of commodities and capital.
Prerequisite: ECON 221 or permission of Instructor.
ECON 335. Comparative Economic Systems: "The Rise and Fall of the Soviet Empire". 4.
Historical analysis of the rise and decline of socialist-type economies (especially the former USSR, but cases for student research include Eastern Europe, China, Cuba, etc.) and the challenges of transition and integration into the world capitalist system. In this seminar-style course, students select a particular country other than Russia for in-depth semester-long research.
Prerequisite: ECON 221 or ECON222.
ECON 336. Economic and Social Development: "'Beneath' the United States.". 4.
U.S. policy-makers frequently view Latin America and the Caribbean as "beneath" the United States. This seminar-style course adopts a radically different perspective: from within Latin America looking outwards. Prerequisite: ECON 221, ECON 222 or instructor permission. Alternate years. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

## ECON 342. Poverty, Power and Policy. 4.

Is government merely a necessary evil or can it be an effective force to improve the lives of its citizens? This course examines the role and performance of government programs in economy, raising significant social and economic issues such as wealth distribution, poverty, taxation and economic fairness.
Prerequisite: ECON 222 or instructor permission. Fulfills social justice/ environmental responsibility requirement (1998). Evaluating systems and environments (2019). Alternate years.

ECON 344. Environmental and Resource Economics. 4.
Is economic growth necessary to provide the prosperity needed to pay for environmental restoration or does such growth create environmental problems we can never undo? The course uses economic theory, ecological concepts and systems approaches to examine current management practices of our renewable and nonrenewable resources. Prerequisite: ECON 222 or instructor permission. Fulfills social justice/ environmental responsibility requirement (1998). Evaluating systems and environments (2019). Alternate years.

ECON 348. Health Economics. 4.
The course overviews the health care system in the U.S. and its historical roots, focusing on the economic analysis of the health care markets, including markets for physicians services, hospitals, insurance and the market for pharmaceuticals. The course explores forces that influence demand, costs and supply in each market; considers questions of market power and other marker failures present in health care markets, and the role of the government. During the semester students pursue a research project by identifying a contemporary health care issue, which they research using tools of economic analysis, culminating with a proposal of its creative solution.
Prerequisite: ECON 222. Alternate years.

## ECON 350. Special Topics. 1-8.

ECON 360. Independent Study. 1-8.
ECON 390. Internship. 1-8.
ECON 422. Inter. Micro. Econ. Theory. 4.
The course focuses on formal economic analysis of consumer behavior, decision-making by a firm under different competitive market structures, welfare analysis, and select other topics. The course introduces students to mathematical tools of economic analysis, including optimization and marginal analysis. The course is recommended for students who plan to pursue graduate degrees in economics, finance, business, public policy and related fields.
Prerequisite: Econ222, preparation in calculus recommended
ECON 432. International Economics: "'Beside' the United States". 4. Systematic approach to international economic relations; theories of international trade and finance; impact of national governments and multinational institutions on movements of commodities, people, direct investment, portfolio flows and foreign exchange markets; and application of international economic theory to current problems of the world economic order.
Prerequisite: ECON 221, ECON 222 or instructor permission. Alternate years.

ECON 441. Labor Economics. 4.
Alternative approaches to labor-market theory and policy: perfect competition, segmentation and dual labor-market hypotheses. Income distribution; unions and collective bargaining; and discrimination and poverty macroeconomics of the labor market.
Prerequisite: ECON 222 or instructor permission.

## ECON 442. Industrial Organization. 4.

Industrial organization studies how firms are organized and how they compete in the modern market place. It applies the tools of microeconomic analysis to study imperfectly competitive markets markets where firms have market power. The course addresses such questions as: What strategies do firms use to gain and maintain market power? What causes some firms to die while others survive? What are the welfare consequences of market power? How do government regulations and antitrust policies affect firms and market structure? Specific topics include industry entry and exit, monopoly, strategic behavior and collusion, mergers, antitrust regulation.
Prerequisite: ECON 222 or instructor permission.
ECON 450. Special Topics. 1-8.
ECON 460. Independent Study. 1-8.

ECON 470. Senior Thesis. 1-8.
Research and oral presentation of an in-depth study, usually building from research done in other upper- level economics courses. For students of exceptional motivation and ability.
Prerequisite: consent of the department prior to the middle of the second semester of the student's junior year.

## ECON 490. Departmental Honors. 1-8.

4. 

## Education Studies (EDUC)

EDUC 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.

## EDUC 201. Philosophical and Ethical Reflection in Education. 4.

Based on the premise "we teach who we are," students analyze their own experiences, biases, assumptions and values in relation to the history of the philosophy of education in the West beginning with Socrates and continuing through the Liberation Pedagogues. Students consider how the roles and responsibilities of teachers and learners have been shaped and thus how they might be transformed. This course requires 8 hours of field work. Fulfills arts/humanities and evaluating systems and environments requirements (2019).

EDUC 202. Educational Psychology in Classrooms. 4.
An interdisciplinary approach drawing heavily upon theories of developmental psychology. This course provides a foundation for understanding the classroom as an instructional system. Theories of knowledge, development and learning provide a context for field experiences in schools. Psychology. A minimum of five hours of fieldwork in the public schools is required.
Prerequisite: PSY 224 or may be taken concurrently with PSY 224.
EDUC 203. Contemporary/Historical Issues in Education. 4.
A broad survey of US Educational History is employed to guide an analysis of contemporary social, cultural and political issues in education within an historical context. Ethnographic research based on 20 hours of fieldwork is required.
Prerequisite: historical perspectives. Fulfills social science requirement (1998). Social/ behavioral science (2019).

EDUC 204. Mathematics for Elementary School Teachers. 4. Introduction to elementary school mathematics and its fundamental underlying concepts and structure with emphasis on problem-solving, logical thinking, use of conjecture and exploration with concrete materials. Does not count toward the major. Restricted to education studies majors.
Prerequisite: passing score on Guilford's Quantitative Literacy test, passing grade in MATH 110 Mathematics for the Liberal Arts, or another math course approved by the Department of Education Studies. Fulfills quantitative literacy requirement (1998). Numeric/symbolic engagement requirement (2019).

EDUC 250. Special Topics. 1-8.
Special Topics: Offered in 12 and 3 week courses.
EDUC 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
EDUC 290. Internship. 1-8.
1-4. May also be offered at the 390 level.

EDUC 300. Teaching Learners with Special Needs. 4.
Provides an introduction to the terminology, identification, and issues commonly encountered when addressing the needs of diverse students with disabilities. In addition to reflecting on and learning about themselves as learners, which is a critical component when working with others, students will cover four major areas in this course: (1) Foundations of special education, (2) Characteristics of diverse learners,
(3) Assessment and evaluation of student learning, and (4) Instructional planning for students with disabilities. Assignments may include up to 20 hours of school-based observation and participation, as applicable. Prerequisite: Developmental Psychology, a letter of recommendation from student advisor and/or instructor permission. Students also need access to reliable transportation. Fulfills social/behavioral science requirement (2019).

## EDUC 302. Field Study in Cross-Cultural Education. 4.

Combines coursework with 50-hour of cross-cultural fieldwork to support students in developing a pedagogical cultural identity and critical cultural competency skills. Students may choose from a variety of approved local or international field sites to complete the cross-cultural fieldwork requirement. Special arrangements may be made to complete some work requirements prior to overseas. Students are encouraged to seek advisement early to plan
Prerequisite: EDUC 203 and Historical Perspectives.
EDUC 306. Processes in Teaching Elementary School Science. 4. May be taken separately from or in combination with the EDUC 307, EDUC 308 and EDUC 309 block. This course is designed to prepare prospective educators to teach science using a hands-on/minds-on pedagogical approach. Students will be required to attend at least one all-day science education workshop. They may be required to attend the regional professional conference, depending on where it is held. Prerequisite: successful completion (a grade of C or better) in EDUC 201, EDUC 202 OR EDUC 203; completion of natural science and math requirement or an equivalent lab science.

EDUC 307. Literacies Across the Curriculum. 4.
Candidates receive instruction in the teaching of reading, including oral and written language. Students practice research based assessment and diagnosis of reading in their clinical internships and across elementary grade levels. Corequisites: EDUC 308, 309, and clinical internship.
EDUC 308. Internship in Leadership, Collaboration and Community. 4. Candidates observe, analyze and practice positive classroom management and behavioral strategies; understand professional roles and responsibilities; learn the expectations for student performance based on State and Local Standards; and participate in the process of identification of students with special needs. Corequisites: EDUC 307, 309, and clinical internship.
EDUC 309. Planning for Teaching and Learning. 4.
Candidates practice instructional planning which includes UDL and differentiation as well as general, research -based best practices in instruction; assessment and evaluation strategies and theories and apply these in all elementary content areas. Corequisites: EDUC 307, 308, and clinical internship.

EDUC 312. Seminar in the Processes of Secondary and K-12
Teaching. 4.
Study of school structures and curricula; study and practice of methodologies in appropriate to specialty areas and to integrated curricula. A focus on instructional planning, pedagogy and assessment. Candidates focus on planning, instruction and assessment in accordance with the expectations of edTPA and State Standards, which includes identifying and supporting students with special needs, integration of technology and differentiation. Corequisite: EDUC 313 or instructor permission.
EDUC 313. Seminar in the Processes of Secondary and K-12 Teaching: Theory into Practice. 4.
Students observe, analyze, and practice skills and knowledge of research-based planning, instruction and assessment in a 50 hour clinical internship under the supervision of a clinical educator and field supervisor in a partner school. Emphasis is placed on expanding professional knowledge and skills required of educators and the expectations for student performance based on State and local standards. Corequisite: EDUC 312.
Prerequisite: Admission to the program. 40 hours of fieldwork in a clinical internship required.

EDUC 350. Special Topics. 1-8.
Offered in Spring 3 weeks for Candidates who complete their 12 week internship.
EDUC 360. Independent Study. 1-8.
EDUC 390. Internship. 1-8.

## EDUC 410. Elementary Student Teaching Seminar. 4.

Integrated with student teaching (EDUC 440), the seminar provides collaborative reflection on and support for student teacher cohorts. Seminar topics derive from cohort next steps. The seminar also serves to guide candidates in completion of their edTPA portfolio. Corequisite: EDUC 440.
Prerequisite: Admission to the Teacher Licensure Program(S) EDUC 410 designates the Elementary Licensure Seminar. EDUC 420 Designates the Secondary and Comprehensive Licensure Seminar.

EDUC 420. Secondary Student Teaching Seminar. 4. Integrated with student teaching (EDUC 440), the seminar provides collaborative reflection on and support for student teacher cohorts. Seminar topics derive from cohort next steps. The seminar also serves to guide candidates in completion of their edTPA portfolio. Corequisite: EDUC 440.
Prerequisite: Admission to the Teacher Licensure Program(S) EDUC 410 designates the Elementary Licensure Seminar. EDUC 420 Designates the Secondary and Comprehensive Licensure Seminar.

EDUC 440. Student Teaching. 8-12.
Under the supervision of a clinical educator and field supervisor candidates complete the second half of their clinical internship as student teachers. Clinical educators will be designated in cooperation between the partner school principal and field supervisor. Student teaching requires candidates to be in the classroom and teaching full time for one semester. Student teaching is the culmination of the candidate's studies at the College and requires that the candidate operationalize the skills, dispositions and knowledge they have studied, as well as be reflective and responsive practitioners who are capable of innovation. Student teaching takes place at the beginning of the school year.

EDUC 450. Special Topics. 1-8.
Special Topics for Student Teachers. Offered in 3 weeks at the beginning of Fall Semester.
EDUC 460. Independent Study. 1-12.
EDUC 470. Senior Thesis. 1-8.
EDUC 490. Departmental Honors. 1-8.
4-8. In order to be eligible and write a thesis for departmental honors in Education Studies, a student must have an overall GPA of 3.30 and a GPA of 3.50 or higher in an Education Studies major. Once approved to write a thesis, the student needs a thesis advisor (in the department) and the thesis committee must include two additional faculty members, one of whom should be from outside the department (or outside the college as applicable), as approved by the thesis adviser. Additionally, the student will submit a written thesis to the full committee and make a public presentation (e.g., GUS, other).

## English and Creative Writing (ENGL)

ENGL 101. Writing Seminar. 4.
Focuses on active reading comprehension strategies. Students examine claims, evidence, and rhetorical strategies, and learn to write for specific audiences and purposes in genres that value their own experiences and observations as evidence. They develop strategies for improving sentence and paragraph structure, revision and editing practices, collaboration with other writers, reflection on their own writing processes, and understanding of how others' ideas are used and attributed in different writing contexts. Minimum grade to move on to ENGL 102: C-. Fulfills English 101 requirement (2019).
ENGL 102. College Reading and Writing: Many Voices. 4. Gives students practice in reading and analyzing texts in a variety of genres and disciplines and in listening to the voices of authors from diverse backgrounds who represent a wide range of experiences and identities. Students learn to examine the contexts within which written communication takes place and craft their own communication in genres that value the use of multiple and credible sources. This course also builds students' skills in research, genre-appropriate conventions of documentation and citation, organization and sentence structure, and revision and editing strategies. Normally required in first year. Fulfills College Reading and Writing Requirement (1998). English 102 requirement (2019).
ENGL 141. Intermediate Composition. 4.
This course is for students who wish to reinforce the academic reading, writing and thinking skills introduced in ENGL 101 and ENGL 102. Emphasizing analysis, persuasion and revision, it builds on basic knowledge of academic writing conventions and strengthens students' ability to compose clear, concise and coherent prose in the writing situations they face in other courses and beyond college. The course also includes significant research.

ENGL 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
ENGL 151. Historical Perspectives (Variable Title). 4.
Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 2019).

ENGL 200. Introduction to Literary Studies. 4.
Introduction to the study of English; a survey of historical periods and major critical schools. Required of all sophomore majors. Must be taken at Guilford College.
Prerequisite: ENGL 102 and Historical Perspectives.

ENGL 205. Introduction to Creative Writing. 4.
Introduction to the fundamentals of writing creatively in various genres. Prerequisite: ENGL 102. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

ENGL 206. Introduction to Poetry. 4.
Focus on analysis of poetry with attention to both formal and interpretive issues.
Prerequisite: ENGL 102. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

## ENGL 207. Introduction to Fiction. 4.

Study of narrative conventions in the short story and novel.
Prerequisite: ENGL 102. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

ENGL 208. Creative Nonfiction. 4.
Reading, analysis and writing in various prose nonfiction genres, including memoir, personal essay, lyric and invested forms. Emphasis on peer-review and workshopping of student manuscripts, as well as on genre-specific questions of accuracy, authenticity and artful design. Prerequisite: ENGL 102. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

ENGL 210. Playwriting Workshop (THEA 244). 4.
Twelve weekly scenes read and critiqued in class and a one-act play as a final project. Exploration of various elements of playwriting such as conflict, manipulation of chronology, life studies, character exposition and development, "found" language, passive participation in and transcription of actual events.
Prerequisite: ENGL 102 and Historical Perspectives.
ENGL 211. Poetry Workshop. 4.
In-class critiques of student poems, reviews of contemporary poetry magazines and collections, craft discussions with visiting writers, evolution of literary principles, manuscript preparation.
Prerequisite: ENGL 102, Historical Perspectives, ENGL 206 or instructor permission.

ENGL 212. Fiction Workshop. 4.
In-class critiques of student writing, reviews of contemporary literary magazines and short story collections, craft discussions with visiting writers, evolution of critical principles, manuscript preparation. Prerequisite: ENGL 102, Historical Perspectives, and ENGL 207 or instructor permission.

ENGL 215. Play Analysis (THEA 215). 4.
Explores the methodology of script analysis used by actors, designers and directors as they prepare to execute a stage production. Techniques at the heart of the course lay the foundation for thoughtful understanding of literature and perceptive creativity in productions that effectively serve a text. Students also develop the interpretive skills needed by artists working in a theatre that responds to and addresses issues of oppression and social justice. Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/ humanities and evaluating systems and environments requirements (2019).

ENGL 218. Fantasy \& Science Fiction Literature. 4.
Reading, analysis, and writing in multiple genres of 21 st century speculative prose, including fantasy, science "ction, fairy tales, and magical realism. Emphasis on storytelling devices and literary techniques, peer-review and workshop ping of student manuscripts, and the cultural and political purposes of contemporary speculative "ction. Prerequisite: ENGL 102. Fulfills arts/humanities and sociocultural engagement requirements (2019).

## ENGL 221. British Literature I. 4.

Intensive study of representative works and survey of issues from the Anglo-Saxon period through the 18th century. Recommended for all beginning majors and prospective majors.
Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

ENGL 222. British Literature II. 4.
Intensive study of major literary figures and changing forms from the Romantic period to the present.
Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

ENGL 223. Shakespeare. 4.
General introduction to the comedies, histories and/or tragedies.
Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/
humanities requirement (2019).

## ENGL 225. American Literature Survey I. 4.

The American mind in literature from the Puritans to the Civil War. Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

ENGL 226. American Literature Survey II. 4.
The American literary tradition from the Civil War to the present. Prerequisite: ENGL 102. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

ENGL 228. American Nature Writing (REL 120). 4.
Examines literary nature writing in America from the 19th century to the present, with a primary focus on the different ways writers have presented the natural world as sacred. Writings consider both individuals' current estrangement from the natural world and possibilities for developing intimacy with the earth through a deep sense of "place." Prerequisite: ENGL 102. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

ENGL 230. African American Literature. 4.
Literary study focusing on major figures of the 19th and 20th centuries, such as Wheatley, Douglass, Hughes, Wright, Hurston, Walker and Morrison.
Prerequisite: ENGL 102. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

ENGL 250. Special Topics. 1-8.
ENGL 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels. Work at the 460 level may apply toward departmental honors if prior arrangement is made by student.
Prerequisite: ENGL 102 and Historical Perspectives.

ENGL 270. World Literature. 4.
Study of selected literature from the seven continents.
Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

ENGL 272. World Cinema. 4.
Explores the craft and cultural significance of contemporary films from East Asia, the Middle East, Africa and Latin America.
Prerequisite: ENGL 102. Fulfills arts and intercultural requirements (1998). Arts/humanities and sociocultural engagement (2019).

ENGL 275. Literary Magazine Practicum. 1.
Study and performance of publication processes leading to the production of the campus literary magazine, including writing, editing, design, layout, digital media, promotion and distribution.
Prerequisite: ENMS or CRWT major or minor, or instructor permission. Repeatable.

ENGL 282. Journalism. 4.
A hands-on introduction to journalistic writing. All students will be working Guilfordian staffers while learning the fundamentals of news, feature and opinion writing as well as newspaper style. No journalistic experience required.
ENGL 285. Guilfordian Practicum. 1-4.
Workshop options include editing, website management, layout, graphic design, photography and video. Advanced writing option available to ENGL 282 veterans.
Prerequisite: Instructor permission. Repeatable.
ENGL 286. Classic American Cinema. 4.
Study of the craft and cultural significance of key films of the 1930s through the mid-1950s, the golden age of Hollywood.
Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

ENGL 287. Cult Movies. 4.
Studies the role of cult movies in American culture from the 1930s through the 1990s. Themes include social Darwinism, the Other, conformity, Freudian thanatos, feminism vs. patriarchy and the nature of consciousness. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).
ENGL 288. Shakespeare and Film. 4.
Explores Shakespearean plays in relation to films that reconstruct a Shakespearean narrative in an entirely different imaginary realm.
Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

ENGL 290. Internship. 1-8.
May also be offered at the 390 level.
ENGL 306. Medieval Literature. 4.
Studies texts from the earliest period of English literary production (roughly from the fall of Rome to 1485). Genres may include epic, romance, drama, lyric, allegory, hagiography. May also include developing introductory skills in Anglo- Saxon, history of the English language, Middle English or paleography.
Prerequisite: ENGL 102 and Historical Perspectives. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

ENGL 309. Early Modern Literature. 4.
Examines one of the most prolific literary periods in the English tradition (roughly 1485-1700). Texts may include epic or lyric poetry, fiction, essays and tragic, comedic or closet drama. Special emphasis will be given to non- Shakespearean texts.
Prerequisite: ENGL 102 and Historical Perspectives. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

ENGL 327. British Romantic Literature. 4.
Selected British poetry, fiction and non-fiction prose written between 1780 and 1832 with special attention to intellectual and cultural issues such as imagination and perception, nature, aesthetic theory and industrialization, and/ or the relationship between literature and the political/historical issues of the period. These include human rights, abolition and the slave trade, the French Revolution, the Napoleonic Wars, and reform.
Prerequisite: ENGL 102 and Historical Perspectives.

## ENGL 328. Victorian Literature. 4.

Selected British poetry, fiction and non-fiction prose written between 1832 and 1901 with special attention to intellectual and cultural issues such as the divided self, gender, childhood, science and religion, and sexuality. The course also draws attention to the relationship between literature and the political/historical issues of the period including imperialism, the monarchy and the rise of the middle class.
Prerequisite: ENGL 102 and Historical Perspectives.

## ENGL 331. Black Women Writers. 4.

Explores a cross-section of the contemporary and historical writings produced by women of African descent primarily in North America but also in South America, Europe, the Caribbean and Africa. Includes the novel, short story, poetry, drama, autobiography, narrative, essay, interview, letters, reviews and literary criticism.
Prerequisite: ENGL 102 and Historical Perspectives. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

ENGL 332. Black Men Writers. 4.
Explores classic and contemporary novels, short stories, drama, poetry, literary criticism, essays and issues by writers such as Ralph Ellison, Richard Wright, Amiri Baraka, August Wilson, Randall Kenan, James Baldwin, Yusef Komunyakaa and Nathan McCall.
Prerequisite: ENGL 102 and Historical Perspectives. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

## ENGL 334. African Women Writers. 4.

Explores a range of literary voices from black and white women writers born in countries such as Ghana, Zimbabwe, South Africa, Kenya, Nigeria, Senegal, Egypt, Algeria, Botswana and Uganda.
Prerequisite: ENGL 102 and Historical Perspectives. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

## ENGL 336. The Elizabethan Age (HIST 336). 4.

This course centers on the political, religious and cultural changes in the British Isles between the reign of Henry VIII and the Glorious Revolution. Main topics of discussion include the Reformation and the Civil War (1642-45).
Prerequisite: ENGL 102 and Historical Perspectives. . Fulfills humanities requirement (1998). Arts/humanities and evaluating systems and environments requirements (2019).

ENGL 342. American Romanticism. 4.
Study of Irving, Cooper, Emerson, Thoreau, Hawthorne, Melville and Whitman as well as the painting of the era.
Prerequisite: ENGL 102 and Historical Perspectives.
ENGL 350. Special Topics. 1-8.
ENGL 360. Independent Study. 8.
ENGL 372. Modern Poetry. 4.
Significant 20th century poetry in British and American literature. Includes forms, techniques and themes; addresses poets such as Pound, Eliot and Williams.
Prerequisite: ENGL 102 and Historical Perspectives. Fulfills humanities requirement.

ENGL 376. Contemporary Fiction. 4.
Survey course that engages students in reading works written in the years following the end of the Vietnam War by authors who live and work outside the United States and who come from a variety of nationalities and ethnicities.
Prerequisite: ENGL 102 and Historical Perspectives.

## ENGL 380. Rhetoric and Composition. 4.

A history of rhetorical studies and a survey of major schools of thought, with emphasis on the practice of teaching writing. Includes study of grammar and the history of the English language.
Prerequisite: ENGL 102 and Historical Perspectives.
ENGL 382. Document Design and Professional Communication. 4. Introduction to the practice of professional communication and document design for public audiences. Students learn to shape writing and apply visual strategies to create user-centered documents in multiple genres. Includes off-campus work with community partners and training in advanced design software. Intended for students from many disciplines.
Prerequisite: ENGL 102 and Historical Perspectives. Fulfills evaluating systems and environments requirement (2019).

ENGL 390. Internship. 1-8.
ENGL 400. Senior Seminar. 4.
Required of all senior English majors. Rotating seminars in special themes and literary figures. Sample topics include Violence in Early Modern Drama, Melville, and Literature and Ethics. Must be taken at Guilford College.
Prerequisite: ENGL 200 and 20 credits toward the English major (at least 12 credits taken at Guilford, including one 300 -level literature course) and Historical Perspectives.

ENGL 450. Special Topics. 1-8.
ENGL 460. Independent Study. 1-8.
ENGL 470. Senior Thesis. 1-8.
Work may apply toward departmental honors if prior arrangement is made by student.
ENGL 490. Departmental Honors. 1-8.

## Environmental Studies (ENVS)

ENVS 101. Environmental Science, Policy and Thought: Introduction to Environmental Studies. 4.
An introductory course to the interdisciplinary approach as it relates to environmental studies. Intended to introduce students to a broad array of environmental issues and conflicts; uses a case study, problemsolving approach. Fulfills social justice/environmental responsibility requirements (1998). Evaluating systems and environments requirement (2019).

ENVS 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
ENVS 220. The American Landscape (ART 220). 6.
A two-part exploration. First, students undertake traditional academic inquiry, reading and discussion. Second, they engage in experiential learning through an extended field trip and a direct photographic exploration of some of the landscapes and environments that have shaped American culture. Fulfills arts and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).
ENVS 242. Natural Science Seminars. 4.
Studies of the biology, geology, ecology and natural history of different field areas, including the American Southwest, the Galapagos, East Africa, Brunnenburg, North Carolina and other areas. Includes a oneto three-week trip to the area being studied, depending on when the course is offered; trip includes research project. When course is offered for a minimum of 4 semester credits, the course will fulfill natural science/mathematics and social justice/environmental responsibility requirements (1998); natural science/mathematics, evaluating systems and environments requirements, and embodied and creative engagement requirements (2019).
ENVS 250. Special Topics. 1-8.
ENVS 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels. Independent student projects are dependent upon the student's initiative in shaping the terms of investigation. The supervising instructor and the coordinator of environmental studies must approve a proposal describing the project.
ENVS 290. Internship. 1-8.
Recommended for all majors. College requirements apply. Details to be arranged between a student and a faculty member; schedules and nature of the work to be accomplished is at the discretion of the instructor. May also be offered at the 390 level.
ENVS 350. Special Topics. 8.
ENVS 360. Independent Study. 1-8.
ENVS 380. Junior Seminar: Socio-Ecol.. 4.
This junior seminar dives deeply into systems thinking, resilience, and sustainability while guiding students to develop meaningful problem statements, focus area designations and descriptions, and proposals for their senior projects. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

ENVS 390. Internship. 1-8.
ENVS 450. Special Topics. 1-8.
ENVS 460. Independent Study. 1-8.

ENVS 470. Senior Thesis. 1-8.
Recommended for all students planning to attend graduate school. A written senior thesis may be undertaken as a separate project or as the culmination of independent study; the senior thesis must represent serious research and independent thought.

ENVS 480. Senior Seminar. 4.
This senior seminar is designed as a time and place for students to discuss, critique, and work on their capstone projects, and to develop and practice presentations associated with their projects as they prepare for public presentations at GUS, the Environmental and Sustainability Studies Annual Forum, and/or professional conferences.
ENVS 490. Departmental Honors. 1-8.
For seniors with a 3.5 G.P.A. students may complete a senior thesis and obtain program honors at graduation.

## Experience Design (XD)

## XD 220. Experience Design. 4.

Experience design (XD) combines knowledge and skills from many disciplines to craft products and services that fulfill user's needs and designers. Students will learn fundamental design principles of products, services and experiences to evaluate existing user experiences. Creating user-centered design requires the application of design constraints, affordances, visibility and feedback to create effective product and interface designs. Furthermore, user experience integrates perspectives from product and interface design, usability research, interaction design and others. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

## XD 221. Seminar in Experience Design. 2.

Students in this course will apply and extend their XD knowledge through the development of practical projects. This course consists of discussion, presentations from external speakers, and student presentations. This course may be repeated twice for credit; however, students will be required to develop different projects for each enrollment. Prerequisites/ Corequisites: XD 220 Experience Design.
XD 260. Independent Study. 1-8.
XD 290. Internship. 1-4.
XD 320. Intermediate Experience Design. 4.
The experience design (XD) lifecycle is a continuous process of inquiry, research, design and prototyping to create engaging experiences. In this course, students build upon user-centered design principles and delve deeper into specific issues relating to experience design, including user and usability research, interface design, and interaction design. Students will develop a design and prototype for a new or existing experience. Prerequisite: XD 220, Experience Design

XD 390. Internship. 1-4.
A combined on-the-job and academic experience arranged with an organization, business, individual, or campus office. Internships are supervised by a faculty member associated with the Experience Design program and can be coordinated through the Career Development Center. Recommended for juniors and seniors. May be repeated for credit. A total of 4-credits of Internship required.

## XD 420. Experience Design Capstone. 4.

The course requires students to synthesize their cumulative learning experiences in multiple disciplines and apply them in positions of major responsibility within the practical context of an internship or project designing and implementing a physical, digital and/or live experience. The work requires students to articulate a philosophy, assess the skills they bring to the work, set goals and objectives, maintain ongoing documentation of research and work before and during the internship/ project, and assess their processes and accomplishments following completion.
Prerequisite: XD 320 Intermediate Experience Design and at least two credits of XD 221 Seminar in Experience Design.

## French (FREN)

FREN 101. Communicating in French I. 4.
Basic building blocks of grammar, emphasis on oral communication and culture. Laboratory Day required. Students may not receive credit for both FREN 101 and FREN 111. Fulfills foreign language requirement (1998). Modern language 101 requirement (2019).
FREN 102. Communicating in French II. 4.
Continuation of French I with more emphasis on grammar and developing reading and writing skills. Emphasis still on oral communication and culture. Laboratory Day required.
Prerequisite: FREN 101 or placement. Spring. Fulfills foreign language requirement (1998). Modern language 102 requirement (2019).

FREN 111. French Around the World, Communication and Cultures. 4. Basic building blocks of grammar, emphasis on oral communication and culture. For CE students only. Students may not receive credit for both FREN 101 and FREN 111.

FREN 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
FREN 203. Intermediate French I. 4.
Introduction of more advanced aspects of French grammar, vocabulary and culture in addition to continued speaking and comprehension, as well as increased emphasis on reading and writing in French.
Prerequisite: FREN 102 orplacement. Fall.
FREN 204. Intermediate French II. 4.
Continuation of more advanced aspects of French grammar, vocabulary, and culture introduced in French 203, with an increased emphasis on reading and writing skills.
Prerequisite: FREN 203 or placement.
FREN 220. Introduction to Literary and Cultural Analysis. 4.
An introduction to important literary and cultural texts and to the tools required to understand and discuss them. This course enables students to engage more sophisticated texts and cultural artifacts from different discourses, periods and cultures, and is the prerequisite of all 300-level courses.
Prerequisite: FREN 204 or placement.
FREN 250. Special Topics. 1-9.
FREN 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.

FREN 275. French-Speaking Africa, in English Translation. 4.
Study of significant literatures, cultures and major currents of Frenchspeaking Africa, including the Maghreb and sub-Saharan regions.
Prerequisite: Historical Perspectives. Fulfills humanities and intercultural requirements (1998). Art/humanities and sociocultural engagement requirements (2019).

FREN 290. Internship. 1-8.
May also be offered at the 390 level.
FREN 310. Contemporary France. 4.
Study of the institutions and society of France today, with an emphasis on developing the vocabulary and cultural context required to understand them.
Prerequisite: FREN 220.
FREN 311. The Francophone World. 4.
Study of significant literatures, cultures and major currents of the Frenchspeaking world other than those of France, with particular emphasis on Africa and the Caribbean. Course is repeatable with different topics. Prerequisite: FREN 220 or placement. Fulfills humanities and intercultural requirements (1998). Art/humanities and sociocultural engagement requirements (2019).

FREN 315. French and Francophone Cinema. 4.
Study of French and Francophone cinema as well as societal and cultural influences. Specific directors, films and themes will vary. Course is repeatable with different topics.
Prerequisite: FREN 220. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

FREN 350. Special Topics. 9.
FREN 360. Independent Study. 1-8.
FREN 365. Literature and Culture: Period. 4.
Study of French and Francophone culture and society within a defined period of time, e.g., the Renaissance, the Enlightenment, Romanticism, along with the period's defining characteristics and lasting influences. Course is repeatable with different topics.
Prerequisite: FREN 220 and FREN 310, FREN 311 or FREN 315.
FREN 375. Literature and Culture: Theme. 4.
Study of French and Francophone culture and society through the lens of a particular theme. Themes may be universal in nature (love, death, the nation, the Other) or more specific (the City of Paris, Revolutionary writings, the Dreyfus affair). Course is repeatable with different topics.
Prerequisite: FREN 220 and FREN 310, FREN 311 or FREN 315.
FREN 385. Literature and Culture: Genre. 4.
Study of French and Francophone culture and society through a particular literary genre, e.g. the novel, theatre, poetry. Consideration will be given to how historical periods have given rise to certain literary genres and how genres have influenced literary and cultural movements. Course is repeatable with different topics.
Prerequisite: FREN 220 and FREN 310, FREN 311 or FREN 315.
FREN 390. Internship. 1-8.

FREN 400. Senior Seminar. 4.
Topic of this capstone for majors will vary, but will focus on important questions in French and Francophone studies. Students will explore more advanced approaches to culture and literature and conduct research on a final paper. Required of majors.
Prerequisite: FREN 220, a 300-level course and Historical Perspectives. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

FREN 450. Special Topics. 1-8.
FREN 460. Independent Study. 1-8.
FREN 470. Senior Thesis. 1-8.
4.

FREN 490. Departmental Honors. 1-8.

## General Studies (GST)

## GST 110. Quantitative Literacy. 2.

This course covers quantitative reasoning and provides a general overview of quantitative methods, applied arithmetic, geometry and graphics, and algebra. Enrollment is limited to students who have not satisfied the quantitative literacy requirement. CR/NC. Fulfills quantitative literacy requirement.

## GST 121. Mentor Program. 1.

This course assists first-year and transfer students in their adjustment to college life and provides each with a mentor for the first semester. Topics include, among others: management of time and stress, building relationships, preparing for exams, diversity, and selecting a major. CR/ NC.
GST 150. 17.
May also be offered at the 250, 350 and 450 levels.

## Geology (GEOL)

GEOL 121. Geology and the Environment. 4.
First-hand introduction to the materials the Earth is made of, as well as the forces that shape the Earth, and interactions between human activities and the environment. Many of the labs are done in the field. Fulfills natural science/mathematics and social justice/environmental responsibility requirements (1998). Natural science/ mathematics and evaluating systems and environments requirements (2019). Offered yearly in fall.

## GEOL 122. Historical Geology. 4.

Historical account of discovery of geologic time and development of the theory of evolution; origin and development of the earth; geologic history of North America - both life and lands. Emphasis in laboratory on interpretation of earth history and use of the Quaker Quadrangle. Offered yearly in spring. Fulfills natural science/mathematics requirement (1998 \& 2019). Embodied and creative engagement and numeric/symbolic engagement requirements (2019).
GEOL 141. Oceanography. 4.
Formation of the earth and oceans; shape and composition of the ocean floor; plate tectonics. Waves and tides, seawater chemistry, climate and the ocean's interaction with the atmosphere. Fulfills natural science/mathematics and social justice/environmental responsibility requirements (1998). Natural science/mathematics and evaluating systems and environments requirements (2019).

GEOL 150. Special Topics. 1-8.
Recent topics include geographical information systems and remote sensing, reefs of Puerto Rico, environmental history of China, climate and history, earth systems science, GIS and image processing and soil science. May also be offered at 250,350 and 450 levels.

## GEOL 151. HP.Climate and History. 4.

Explores the roles of global climate and climate change in the evolution and development of human beings and their cultures. Topics include climate-driven migration, effects of ice ages, climate change during the last two millennia and their effects on subsistence, war, commerce and exploration and what to expect in the next century.
Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 2019).

GEOL 190. Terroir. The Science of Wine. 4.
An interdisciplinary look at the science behind wine. The course will investigate the geology and geography of the major wine-growing areas of the world, and see how climate, culture and geology play a role in what grapes flourish where. Students will also learn the basics of sensory evaluation of wines. Enrollment limited to students over age 21. Must provide proof of age and sign a waiver. This course is not accepted as an elective for the A.B. or the B.S. in geology, or for the minor in earth sciences. Fulfills natural science /mathematics requirement (1998 \& 2019).

GEOL 215. Data Wrangling. 4.
This course will focus on techniques for data processing, manipulation, graphing, and interpretation in scientific research. The course is intended for science majors or anyone interested in quantitative data. It is NOT geology-specific - we'll use a variety of data sets and examples from the physical and social sciences. The course will use Excel very heavily, with possible occasional departures to other data manipulation tools. There are no prerequisites.
GEOL 223. Hydrology. 4.
This course is focused on the dynamic nature of the water cycle, and includes investigations on human reliance and impacts upon this vital resource. Course content will include investigation of both surface and ground water systems, including flow dynamics, precipitation, surface runoff, stream restoration, streamflow monitoring and data analysis, ground water geology, and basic well design. Laboratory included. Prerequisite: GEOL 121 or instructor permission and an understanding of algebra. Alternate years. Fulfills natural science /mathematics requirement (1998 2019). Numeric/symbolic engagement (2019).

## GEOL 230. Environmental Pollution. 4.

This course examines the impacts of human culture and activity on the quality of air, water and soil with a focus on sources of contamination and the fate of pollutants in the environment. Laboratory focuses on experimental work and field studies that introduce students to the scientific investigation of environmental problems. Fulfills natural science /mathematics requirement (1998 \& 2019). Evaluating systems and environments requirement (2019). Offered based upon demand.

GEOL 242. Natural Science Seminars. (variable credits). 4.
Studies of the biology, geology, ecology and natural history of different field areas, including the American Southwest, the Galapagos, East Africa, Brunnenburg, North Carolina and other areas. Includes a oneto three-week trip to the area being studied, depending on when the course is offered; trip includes research project. When course is offered for a minimum of 4 semester credits, the course will fulfill natural science/mathematics and social justice/environmental responsibility requirements (1998); natural science/mathematics, evaluating systems and environments requirements, and embodied and creative engagement requirements (2019).
GEOL 250. Special Topics. 8.
GEOL 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels. Independent and directed research, including field and laboratory experience.
GEOL 290. Internship. 1-8.
May also be offered at the 390 level.
GEOL 311. Optical Mineralogy. 4.
Principles of optical mineralogy, basic crystallography and crystal chemistry, rock-forming minerals and mineral formation and associations. Lab will focus on mineral identification in hand specimen and thin section. Alternate years in fall.
Prerequisite: CHEM 111 (may be taken concurrently with instructor permission).

GEOL 312. Petrology. 4.
Introduction to the study of igneous, sedimentary and metamorphic rocks. Principles of classification, occurrence, phase equilibria, tectonic environments and origin/formation of rocks are emphasized in lectures. Labs emphasize description, classification and interpretation of textures and mineralogy in hand sample and in thin section. Alternate years in spring.
Prerequisite: GEOL 311, CHEM 112 (may be taken concurrently with instructor permission).

GEOL 335. Structural Geology. 4.
Study of the deformation of rocks of the earth's crust: descriptive and theoretical treatment of folding, faulting, jointing, unconformities, diapirs, plutons and the structural features found in igneous, metamorphic and sedimentary rocks; introduction to geophysical methods; introduction to the field of tectonics. Offered in alternate years in spring.
Prerequisite: two laboratory courses in geology, MATH 115, or instructor permission.

## GEOL 336. Geomorphology. 4.

Study of landforms and the processes involved in their formation, especially the investigation of fluviatile and arid geomorphic cycles, coastline development, and theories of landscape evolution. Prerequisite: GEOL 121 and one other geology laboratory course or instructor permission. Offered based upon demand.

GEOL 340. Images of the Earth: GIS and Remote Sensing. 4.
Focuses on various ways to classify, represent and visualize the Earth's surface. Interpretation, creation and use of maps, aerial photographs and satellite images. Exploration, construction and use of geographic information systems (GIS) and other computer-based methods to create maps and visualize data. Application of knowledge and techniques to issues such as ecosystem management, environmental assessment, urban planning, geologic mapping, global change and archaeology. Can also count toward the CTIS major.
GEOL 350. Special Topics. 8.

GEOL 360. Independent Study. 1-8.
GEOL 390. Internship. 1-8.
GEOL 415. Paleontology. 4.
Study of fossils with major emphasis on invertebrates: classification and identification, principles of evolution and paleoecology; Earth history and the origin and history of life; application of paleontology to geologic problems, especially its use in stratigraphic studies. Includes a focus on scientific writing in geology. Offered in alternate years in fall.
Prerequisite: GEOL 122 and another course in geology and/or biology and/or chemistry; Historical Perspectives or instructor permission.

GEOL 416. Sedimentology and Stratigraphy. 4.
Advanced study of sedimentary rocks. Emphasis on sedimentary processes, grain size analysis, sedimentary structures and sedimentary petrography; the description, classification, correlation and interpretation of sedimentary rocks; principles of stratigraphic nomenclature; interpretation of tectonic conditions, depositional environments and paleogeography; advanced historical geology.
Prerequisite: two semesters of laboratory courses in geology or related science or instructor permission. Offered in alternate years in spring.

GEOL 450. Special Topics. 8.
GEOL 460. Independent Study. 1-8.
GEOL 470. Senior Thesis. 1-8.
Independent research project begun at end of junior year. See department for details.

GEOL 490. Departmental Honors. 1-8.

## German (GERM)

GERM 101. Communicating in German I. 4.
Basic building blocks of grammar, emphasis on oral communication and culture. Laboratory Day required. Fall, also taught in Munich. Fulfills foreign language requirement (1998). Modern language 101 requirement (2019).

## GERM 102. Communicating in German II. 4.

Continuation of German I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Laboratory Day required.
Prerequisite: GERM 101 or placement. Fulfills foreign language requirement (1998). Modern language 102 requirement (2019).

GERM 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
GERM 201. Intermediate German. 4.
Review of basic structures and introduction of more advanced aspects of grammar and vocabulary. Increased emphasis on conversation, reading and writing skills.
Prerequisite: GERM 102 or placement. Fall, also taught in Munich.

## GERM 202. Intermediate German II. 4.

Continuation of German 201. Increased emphasis on discussion skills.
Students read and discuss two youth novels.
Prerequisite: GERM 201 or placement. Spring.
GERM 250. Special Topics. 4.
GERM 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.

GERM 290. Internship. 1-8.
May also be offered at the 390 level.
GERM 310. Contemporary German Culture. 4.
Analysis and discussion of literary and cultural texts and films from 1945 to the present. Further development of writing skills.
Prerequisite: GERM 202 or placement. Fall, every third year.
GERM 311. German Youth Culture. 4.
Analysis and discussion of youth literature, as well as journalism and film aimed at German youth.
Prerequisite: GERM 202 or placement. Fall, every third year. Fulfills
humanities requirement (1998). Arts/ humanities requirement (2019).

## GERM 312. German Composition. 4.

Advanced grammar work and writing practice, with increased attention to complexity and style.
Prerequisite: GERM 202 or placement. Fall, taught in Munich.
GERM 320. Culture and Society: The Weimar Republic. 4.
Analysis and discussion of German films and literature of the Weimar Republic, as well as short texts of cultural, political and historical relevance.
Prerequisite: GERM 202 or placement. Fall, every third year. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

GERM 350. Special Topics. 1-8.
GERM 360. Independent Study. 1-8.
GERM 390. Internship. 1-8.
GERM 400. Seminar. 4.
Students will explore more advanced approaches to culture and literature and conduct research on a final paper. The seminar will focus on pre-19th century, 19th century, and 20th century/contemporary material in a threeyear sequence. Required of majors.
Prerequisite: GERM 300 level or placement and Historical Perspectives. Spring; repeatable. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

GERM 450. Special Topics. 1-8.
GERM 460. Independent Study. 1-8.
GERM 470. Senior Thesis. 1-8.
4.

GERM 490. Departmental Honors. 1-8.

## Health Science (HSCI)

HSCI 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
HSCI 250. Special Topics. 1-8.
HSCI 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
HSCI 290. Internship. 1-8.
May also be offered at the 390 level.
HSCI 350. Special Topics. 1-8.
1-4. May also be offered at 150 and 450 levels.
HSCI 360. Independent Study. 1-8.
HSCI 390. Internship. 1-8.

HSCI 400. Health Science Seminar. 1.
Allows students majoring in the health sciences to reflect on their internship experience as well as learn from professionals in many healthrelated fields. Students will have an opportunity to discuss challenges in health care, such as managed care, care of diverse populations, medical ethics and other issues. In addition, the application process for graduate study in the health professions will be discussed. This seminar may not be taken before the junior year, and has a pre- or co-requisite of HSCI 390.
HSCI 450. Special Topics. 1-8.
HSCI 460. Independent Study. 1-8.
HSCI 470. Senior Thesis. 1-8.
May also be offered at 250, 350 and 450 levels.
HSCI 490. Departmental Honors. 1-8.
May also be offered at 250, 350 and 450 levels.

## History (HIST)

## HIST 101. The Medieval Web. 4.

This course examines the many changes in medieval Europe, centered around the idea of a "Christian Empire" in "Europe" from the time of Charlemagne in the 9th century to the mid-15th century. Through a close reading of sources in law, literature, religion, and biography, students explore a variety of topics: intercultural exchange, religious diversity, the papacy, crusades, feudalism, romance, and medieval art. Fulfills humanities and social justice/environmental responsibility requirements; when "HP" precedes title, only fulfills historical perspectives and social justice/environmental responsibility requirements (1998). Arts/ humanities and evaluating systems and environments requirements; when "HP" precedes title, only fulfills historical perspectives and evaluating systems and environments requirements (2019). HP Prerequisite: ENGL 102.

## HIST 102. The Web of Europe since 1400. 4.

This course investigates the genesis and movements of the modern period, from the Renaissance to the fall of the Iron Curtain. On the basis of contemporary documents, students will discuss such issues as nationalism, the Reformation, absolutism, religion in the Age of Reason, egalitarianism and totalitarianism. Fulfills humanities requirement; when "HP" precedes title, fulfills historical perspectives requirement (1998). Fulfills arts/humanities requirement; when "HP" precedes title, fulfills historical perspectives requirement (2019).
HIST 103. U.S. Origins: From Pre-Colonial Times to 1877. 4. This course begins by studying Native American cultures before European contact as well as emerging tensions as European populations migrated westward. Students analyze why the colonists revolted against Britain, how new democratic political institutions evolved, the complex place of African enslavement and how Reconstruction-era politics and reform traditions fostered a new industrialized nation state. Fulfills humanities and social justice/environmental responsibility requirements; when "HP" precedes title, only fulfills historical perspectives and social justice/environmental responsibility requirements (1998). Fulfills arts/ humanities and evaluating systems and environments requirements; when "HP" precedes title, only fulfills historical perspectives and evaluating systems and environments requirements (2019).

HIST 104. Modern Times: The U.S. from 1877 to the Present. 4. This course analyzes how the United States became a mature, industrialized consumer society, a haven for peoples from around the world, a welfare state and a global superpower. Studying both the benefits and costs of 20th century U.S. political and economic success enables students to understand some of the reasons why diverse social groups challenged the economic and political order. Fulfills humanities and social justice/environmental responsibility requirements; when "HP" precedes title, only fulfills historical perspectives and social justice/ environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements; when "HP" precedes title, only fulfills historical perspectives and evaluating systems and environments requirements (2019).

HIST 150. Special Topics. 1-8.
Topics may include: The French Revolution, Vietnam Wars, American Rivers, Latin American History in Film. These courses fulfill requirements for the history major and minor. May also be offered at 250, 350 and 450 levels.
HIST 164. Asia Pacific in Modern Times. 4.
Introduces the themes necessary to understand Asian Pacific countries today: cultural legacies, colonialism, the rise of nationalism and communism, war and revolution, as well as contemporary issues facing the region. Includes the countries of East Asia - China, Japan and Korea - and Southeast Asia - Vietnam, Indonesia, The Philippines, Cambodia, Malaysia, Myanmar, Thailand, and others. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019). When "HP" precedes title, also fulfills historical perspectives (1998 \& 2019).

## HIST 188. History of East Asia to 1800. 4.

This course introduces students to major trends in East Asian (Chinese, Japanese and Korean) history prior to 1800. Major themes in the course include traditional philosophies and religions such as Confucianism, Daoism, and Buddhism, formation of aristocratic empires, rise of new elites, interaction between sedentary and nomadic civilizations, cultural identities, "technologies" of rule and trading networks, and East Asia from a global perspective. Fulfills humanities and intercultural requirement (1998). Fulfills arts/humanities and sociocultural engagement requirements (2019).
HIST 205. American Imperialism, American Progressive. 4. The years 1890-1925 witnessed tremendous upheavals as America became a world power abroad while at home, reform movements flourished alongside anti-immigrant campaigns, the lynching and disfranchisement of African-Americans, a widening gap between rich and poor, and a Red Scare. Students engage in a semester-long project to define this crucial era through the public writings of those who shaped it. Fulfills humanities requirements; when "HP" precedes title, fulfills historical perspectives requirement (1998). Fulfills arts/humanities requirements; when "HP" precedes title, fulfills historical perspectives requirement (2019).

## HIST 212. American Frontiers. 4.

Defining frontiers as contested places where people met and struggled over control of natural resources, the labor necessary to exploit those resources and the right to define the boundaries of society, the course examines various frontier regions across North America from the late 18th century through the early 20th. Fulfills humanities and social justice/environmental responsibility requirements; when "HP" precedes title, only fulfills historical perspectives and social justice/ environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements; when "HP" precedes title, only fulfills historical perspectives and evaluating systems and environments requirements (2019).

## HIST 214. The First World War. 4.

The First World War represents a turning point in world history. The conflict eroded empires, shattered the international order, unleashed the deadly potential of modern economies and technologies, and propelled sweeping social change. This course analyzes the causes, course, and consequence of the Great War. It focuses on military and diplomatic developments and on the social, economic, and technological aspect of the war. We will explore these aspects of the conflict and its legacy through lectures, regular discussions, secondary readings, and through the analysis of primary documents. Fulfills humanities requirements (1998). Fulfills arts/humanities requirements (2019).

HIST 215. The Civil Rights Movement. 4.
Critically examines the reform movement that ended legal racial segregation, secured African American voting rights and renewed the quest for political empowerment, economic reform and social justice in the United States between 1948 and 1972. Includes discussion of related movements: black nationalism, black power, women's liberation, community control and the "war on poverty." Fulfills humanities and social justice/environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019).

## HIST 218. Legacies of History: The Case of California Indians. 4.

 This course tracks California history from the time before memory to present, and specifically engages the relationships between California Indians, settler colonial society, the power of the state, and the contested terrain of public memory. The course takes a presentist perspective, historicizing a number of critical contemporary issues facing California Indians, such as sovereignty, land use, casino gaming, disenrollment, recognition, political influence, public memory, and the relationships between Indian communities and academics. Fulfills humanities requirement; when "HP" precedes title, fulfills historical perspectives requirement (1998). Fulfills arts/humanities requirement; when "HP" precedes title, fulfills historical perspectives requirement (2019).HIST 219. The Age of Dictators: Europe, 1920s-30s. 4.
This course focuses on one of the most turbulent and significant periods of modern European history: the period between the two World Wars from approximately 1919 to 1939. The course will deal primarily with the Soviet Union, Germany, Italy, Great Britain and France, though students may explore other nations through independent research projects. Fulfills arts/ humanities requirement (2019).
HIST 221. North Carolina History. 4.
Explores the history of North Carolina from before the European invasion to the present, grappling with the idea and definition of immigrant, foreigner and outsider, as well as questions of regionalism, race, class, gender, religious difference, and ethnicity. Students will take a handson approach to the study of North Carolina history by using local archival and oral history collections. Fulfills humanities and social justice and environmental responsibility requirements; when " HP " precedes title, only fulfills historical perspectives and social justice and environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements; when " HP " precedes title, only fulfills historical perspectives and evaluating systems and environments requirements (2019).

HIST 223. Gender and Power in U. S. History. 4.
Analyzes how men and women with diverse social and ethnic roots participated in transforming gender norms, identities and power relationships in U.S. society from pre-colonial times to the present. Students examine how economic institutions, political debates, legal decisions, changing sexual patterns and social activism have all contributed to redefining social expectations and daily life in contemporary U.S. culture. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

HIST 225. African American History (AFAM 225). 4.
Examines major themes such as the African heritage, slavery, emancipation, Reconstruction, migrations, labor, criminal justice, black nationalism, the Civil Rights Movement and current issues. Fulfills humanities and diversity in the U.S requirements (1998). Fulfills arts/ humanities and sociocultural engagement requirements (2019).

## HIST 227. Urban Environmental History. 4.

This course uses three urban case studies as lenses to explore urban environmental history. By restricting the focus to three cities, the course explores each deeply. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019).

## HIST 233. Medieval Civilization: Crusades and Chivalry. 4.

This course investigates medieval civilization through some of its most intriguing characters - crusaders, pilgrims and knights. The course also will explore developments in medieval church and religion, issues of international law or human rights, religious and ethnic diversity, social class and privilege, and the romance and ethics of knighthood and courtly love. Fulfills humanities requirement (1998). Fulfills arts/humanities requirement (2019).
HIST 235. The Renaissance in Florence (ART 235). 4.
The course discusses the history of Renaissance Florence, its economy, society, politics and culture, in relation to the other major Italian citystates. A main theme of the course is how politics and religion combine during this time and find their expression in art and culture. Fulfills arts requirement (1998). Fulfills arts/ humanities requirement (2019).
HIST 236. Reformation: Luther to Fox (REL 236). 4.
The course is designed to introduce students to a basic understanding of events and ideas during the tumultuous era of religious and social change in Europe, from 1500 to 1660, from Martin Luther to George Fox. A focal point of the readings will be the view of community held by reformers and their followers, in a religious, political, and social sense. Fulfills humanities requirement (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019). Cross-listed as REL 236.
HIST 237. Europe in Revolution, 1789-1914. 4.
A study of the main issues in 19th-century Western Europe industrialization, shift from monarchy to constitutional government, growth of nationalism, socialism and imperialism - and their impact on Europe by the eve of the war in 1914. Fulfills humanities requirement; when "HP" precedes title, fulfills historical perspectives requirement (1998). Fulfills arts/humanities requirement; when "HP" precedes title, fulfills historical perspectives requirement (2019).

HIST 238. War and Peace: 20th-Century Europe, 1914-1999. 4.
This course compares different European countries and examines their relations with each other in a very ideologically driven century. While the course emphasizes politics and diplomacy, peace, war and socioeconomic developments, it will also consider the history of the arts, science and technology, women, the environment, business, religion, ideas, law, culture and biography. Fulfills humanities requirement; when "HP" precedes title, fulfills historical perspectives requirement (1998). Fulfills arts/humanities requirement; when "HP" precedes title, fulfills historical perspectives requirement (2019).

## HIST 241. Africa Before 1800. 4.

An overview of African history before European colonial rule, focusing on the Iron Age and related civilizations. Introduces the history of such ancient kingdoms and empires as Tekrur, Mali and Songhai, Benin, Oyo and Asante, the Swahili coast, the Kongo and Zimbabwe. Also explores the impact of the European and Arab slave trades. Fulfills humanities and intercultural requirements (1998). Fulfills arts/humanities and sociocultural engagement requirements (2019).
HIST 242. Africa Since 1800. 4.
A survey of Africa from the European colonial era to the emergence of African nationalism and modern times. Examines the impact of foreign rule on Africa's economic, social, cultural and political history. Focuses on sub-Saharan Africa, exploring change in the southern region from both pan-African and global perspectives. Fulfills humanities and intercultural requirements (1998). Fulfills arts/humanities and sociocultural engagement requirements (2019).

## HIST 245. Europe since World War II. 4.

This class traces the political, diplomatic, economic, and socio-cultural development of Eastern and Western Europe from the close of World War II in 1945 to European unification and the transition from communism in the late 20th and the early 21 st centuries. It also sheds light on the emergence of mass consumerism, immigration and the tensions of multiculturalism, and the nature of everyday life in Western and in Eastern Europe. Fulfills humanities and social justice/environmental responsibility requirement (1998). Fulfills arts/humanities and evaluating systems and requirement (2019).

## HIST 250. Special Topics. 1-8.

## HIST 255. The Second World War. 4.

This course examines the developments of the Second World War, and the war's impact on states, societies and international relations. It especially contrasts contingency in negotiations and on the battlefield on the one hand, with more inflexible causes in culture and economics on the other. Fulfills humanities requirement (1998). Fulfills arts/humanities requirement (2019).

## HIST 260. Independent Study. 1-8.

May also be offered at 360 and 460 levels. Involves weekly meetings with departmental advisors and an oral or written examination.

## HIST 266. Modern China in Film. 4.

Examines the dynamic changes that have occurred in Chinese society since the death of Mao Zedong in 1976. Using Chinese feature films produced since the 1980s, the course examines how economic reform has dramatically changed Chinese society and focuses on the relationship between art and politics in the People's Republic. Fulfills intercultural requirement (1998). Fulfills sociocultural engagement requirement (2019).

HIST 268. Gender and Sexuality in Chinese History. 4.
Traces the history of gender relations and sexuality in China from the imperial age, when "for a woman to be without ability [was] a virtue," through a revolutionary era (1850-1950), which broadened women's options, to the socialist period, in which "women [were said to] hold up half the sky." For each of these three periods, the course examines the multiple factors that shaped gender relations and sexuality in Chinese society. Fulfills intercultural requirement (1998). Fulfills sociocultural engagement requirement (2019).

## HIST 271. Colonial Latin America. 4.

Explores Latin American history from the pre-Columbian era to independence in the early 19th century. The civilizations of the Aztec, Inca and Maya, the Spanish conquest, and the formation of the colonial institutions that underlie modern Latin American reality will be examined. Focuses will include racial, ethnic and gender relations, and the development of regional identities. Fulfills intercultural requirement (1998). Fulfills sociocultural engagement requirement (2019).

## HIST 272. Modern Latin America. 4.

An introduction to the history of Latin America from the wars for independence from Spain through the current era of struggles over democratization and globalization. This course emphasizes the actions and ideologies of Latin Americans - hacendados and peasants, masters and slaves, immigrants and indigenous peoples, elites and workers, politicians and the masses, militaries and guerillas, men and women - in making their own history. Fulfills intercultural requirement (1998). Sociocultural engagement requirements (2019).

## HIST 276. Civil War and Reconstruction. 4.

Examines the Civil War and Reconstruction period broadly by paying particularly close attention to its causes and consequences nationally between 1812 and 1890. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Fulfills humanities and evaluating systems and environments requirements (2019).
HIST 283. Imperial China. 4.
Explores Chinese history from the time of Confucius to the mid-19th century. Themes include the struggle for unification, the interplay between Confucian and Buddhist values, China's relationship to nomadic peoples, the growth of despotism, social organization patterns and China's artistic and scientific contributions to the world. Fulfills humanities and intercultural requirements (1998). Fulfills arts/humanities and sociocultural engagement requirements (2019).

## HIST 284. China in Revolution. 4.

Analyzes the causes of five revolutions in 19th and 20th century China. Topics include the impact of Western imperialism on China, peasant uprisings, the nationalist struggle for "strength and wealth," the rise of communism and efforts to create a socialist utopia under Mao Zedong (Mao Tse-tung) (1949-1976), and China's reforms in the post-Mao era. Fulfills intercultural requirement (1998). Fulfills sociocultural engagement requirement (2019).

## HIST 285. Samurai in Word and Image. 4.

The course examines medieval Japanese history through one of the most distinct elements of pre-20th century Japanese society - the samurai warriors. We will discuss the origin, social composition, ethos, political positions, and popular perceptions of the samurai as reflected in historical texts, woodblock prints, as well as films. We will also analyze the ways in which the image of the samurai has been appropriated in the media and films to reflect the shifting cultural and political currents of modern times. Fulfills humanities and intercultural requirements (1998). Fulfills arts/ humanities and sociocultural engagement requirements (2019).

## HIST 286. Japan: Road to War. 4.

Examines Japan from the 1850s, when Commodore Perry "opened" Japan, until the early 1950s, when the Allied Occupation of Japan formally ended. Issues include the impact of the Meiji Restoration on Japanese politics and society, the rise of imperialism and militarism, the Pacific War and the legacy of military defeat and foreign occupation. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

## HIST 289. The French Revolution and Napoleon. 4.

Examines the French Revolution and Napoleon's rule from 1789 to 1814, exploring origins of the revolution, its moderate and radical phases, the rise and fall of Napoleon, and the period's legacy. The course particularly illuminates tensions between tradition and change, democracy and dictatorship, justice and terror, and political ideologies and social realities. Fulfills humanities and social justice/environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019).

HIST 290. Internship. 1-8.
May also be offered at the 390 level.

## HIST 308. The Underground Railroad. 4.

Examination of abolitionist activity in the U.S. between 1800 and 1865, emphasizing the historical context, scope and impact of efforts by diverse peoples who helped the enslaved escape to "freedom" in the northern states and Canada. Each student will help develop and participate in a re-enactment to illustrate how the Underground Railroad operated. Fulfills humanities and social justice/environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019).
HIST 310. Advanced Seminar in Global History. 1-4.
A seminar that takes a global, comparative perspective on a series of rotating themes. Sample topics include Citizenship, Revolution, Nationalism, Cities, and Education. Must be taken at Guilford College. Repeatable.
Prerequisite: Historical Perspectives.
HIST 311. The U.S. since 1945. 4.
Analyzes recent significant events such as the Great Depression, World War II, the Vietnam War, the Cold War and its demise, and their effects on contemporary U.S. society. The course also discusses the recent movements for social justice for African Americans, industrial and service workers, women of all classes and ethnicities, gays and lesbians, and other ethnic groups. Fulfills humanities requirement (1998). Fulfills arts/ humanities requirement (2019).

## HIST 312. Indians in American History since 1800. 4.

Traces first the relationships between American Indians and the European colonial enterprises of the late 18th century and then explores in detail Indian efforts to chart their own path within an expansive and emerging United States over the course of the 19th and 20th centuries. Among the themes are dispossession, resistance, "civilization," ecology and resource management, and meanings of tribal identity. Fulfills humanities and diversity in the U.S. requirements (1998). Fulfills arts/ humanities and sociocultural engagement requirements (2019).

HIST 314. Immigration \& a Multicultural Europe, 1800-Present. 4. This class analyzes migration and immigration in Europe as both a cause and consequence of wider historical change from the Industrial Revolution in the early 1800s, through the upheaval of the World Wars, to the ethnic clashes of the 21 st century. It will examine the engines of migration: the pull of employment, the push of poverty, the demands of terror and of war, the will of governments, and the choices of individuals. Further, it will consider how ethnicity, regionalism, nationalism, class, race and gender shaped the ability of immigrants to integrate into their new homes. Additionally, it will assess how the influx of new peoples reshaped the localities, regions and nations in which they arrived. Fulfills humanities requirement (1998). Fulfills arts/humanities requirement (2019).

## HIST 324. American Rivers. 4.

The course uses American rivers and their watersheds as focal points to study the various ways in which people have interacted with their environments and each other. It focuses on a few specific rivers, using a case-study approach to explore the issues which all rivers face. Additionally, students select a river of their choice on which they conduct a semester-long research project. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019).
HIST 335. Ancient Greece from Homer to Socrates (IDS 452). 4. This course examines theroots of Western cultural experience by examining the ideals and traditions of classical Greece. The seminar will focus on the evolution of Greek culture, its ethics, aesthetics and worldview, particularly as it was formed in the course of the Persian Wars and in the battlefor Peloponnesian hegemony between Athens and Sparta. Fulfills humanities requirement (1998). Art/humanities requirement (2019).

HIST 336. The Elizabethan Age (ENGL 336). 4.
This course centers on the political, religious and cultural changes in the British Isles between the reign of Henry VIII and the Glorious Revolution. Main topics of discussion include the Reformation and the Civil War (1642-45).
Prerequisite: ENGL 102 and historical perspectives. Fulfills humanities requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

## HIST 350. Special Topics. 1-8.

HIST 360. Independent Study. 1-8.
HIST 390. Internship. 1-8.

## HIST 401. Methods and Practice in History. 4.

An Intensive, experiential course required of all majors, but optional for minors. The course focuses on the practice and methods of historical work. Students will gain practical experience by working in teams with a variety of primary sources, and visiting historical sites, archives and museums. Enrollment limited to junior or senior history majors and minors.
Prerequisite: Historical Perspectives and history course work at the 200 level.

## HIST 402. History Capstone. 4.

An advanced research and writing course required of all history majors.
Students select their own topics and using primary sources, engage in a semester-long project, which culminates in an oral presentation. Enrollment limited to junior or senior history majors who have successfully completed HIST 401 and two additional history courses at or above the 200 level at Guilford.

HIST 450. Special Topics. 1-8.
HIST 460. Independent Study. 1-8.
HIST 470. Senior Thesis. 1-8.
Research and writing of a scholarly monograph.
HIST 490. Departmental Honors. 1-8.
Honors and credit with grade of B or above; credit only for grade less than B.

## Honors Program (HON)

HON 100. First Year Seminar. 1.
This course is required of all first-year Honors Program students. It will help Honors Program students develop more focused work habits, explore research and learning opportunities on campus, and create a detailed plan of study for their next three years. CR/NC.
HON 200. Fantastic Journeys. 1-4.
This experiential sophomore year seminar is required of all Honors Program students and must be completed by the end of junior year. It will help Honors Program students develop confidence, engage in the broader world, and refine their own academic and career goals. May be repeated for credit with different content. Course includes off- campus travel. Students must pass course with C- or better to remain in the Honors Program.

## HON 300. Junior Year Seminar. 1.

This course is required of all junior-level Honors Program students. It will prepare Honors Program students for their senior thesis project, help them discern if graduate study or professional programs are right for them, and will help students identify and apply for internship/externship opportunities. CR/NC.
HON 400. Senior Year Seminar. 1.
This course is required of all senior-level Honors Program students. The course ensures Honors Program students make regular progress on their senior thesis project, have support as they apply for graduate/ professional programs or get ready to job-search, and prepares them for life after Guilford. CR/NC.
HON 450. Special Topics. 1-8.
HON 460. Independent Study. 1-8.
HON 470. Senior Thesis. 2-4.
2-4.

## Integrative Studies (ITGR)

ITGR 150. Special Topics. 1-8.
4. May also be offered at 250, 350 and 450 levels.

ITGR 250. Special Topics. 1-8.
ITGR 260. Independent Study. 1-8.
1-4. May also be offered at 360 and 460 levels.
ITGR 290. Internship. 1-8.
1-4. May also be offered at the 390 level.
ITGR 350. Special Topics. 1-8.
ITGR 360. Independent Study. 1-8.
ITGR 390. Internship. 1-8.
ITGR 450. Special Topics. 1-8.
ITGR 460. Independent Study. 1-8.

ITGR 470. Senior Thesis. 1-8.
4.

ITGR 490. Departmental Honors. 1-8.
4.

# Interdisciplinary Studies (IDS) 

IDS 150. Special Topics. 1-8.
IDS 250. Special Topics. 1-8.
IDS 260. Independent Study. 1-8.
IDS 290. Internship. 1-8.
IDS 350. Special Topics. 8.
IDS 360. Independent Study. 1-8.
IDS 390. Internship. 1-8.
IDS 402. Business Ethics (BUS 402). 4.
4. This seminar course addresses current ethical issues in business and frameworks for addressing them. The main objective is for each student to discover the core of their moral and ethical basis for decision-making in the workplace. The course utilizes a case-study approach to assist students in applying the principles discussed in class.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

## IDS 409. Gay, Lesbian, Queer Studies. 4.

4.An intensive study of the literature and culture of gay, lesbian, bisexual, transgender and queer movements in 20th century America with particular focus on the intersections among queer theory, women's studies and African and African American studies.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and diversity in the U.S. requirements (1998). Sociocultural engagement requirement (2019).

## IDS 410. Power, Politics, and Public Schools. 4.

4. The purpose of this course is to explore the origin and nature of inequities in American public education, and the processes through which communities have come together to address them, drawing on the lenses of the history of education, sociology of education and education organizing.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and social justice/ environmental responsibility requirements (1998). Evaluating systems and environments requirements (2019).

## IDS 411. Gender \& Development in Africa. 4.

4. Uses interdisciplinary African ethnographic films and literature to understand the legitimacy of mainstreaming gender equality and sensitivity as fundamental values that should be reflected in development processes, choices and practices.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

## IDS 412. Race, Ethnicity, Psychology and Law. 4.

4. Consists of an interdisciplinary approach to the study of African Americans and other racial/ethnic minorities as it relates to psychology and the legal system. Counts as capstone for African and African American studies major.
Prerequisite: PSY 100, or two courses in African and African American studies and minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS $400)$ requirement (1998).

## IDS 415. Understanding Eating Disorder. 4.

4. Examines eating disorders, using multidisciplinary knowledge to deepen and broaden students' understanding of ways in which eating disorders are, as Bordo says, "a crystallization of culture" as well as individual responses to that culture. Students will interrogate sociological, philosophical, medical and psychological literature along with personal memoir to gain understanding of disturbed eating. Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

## IDS 417. Ethics of Capitalism. 4.

Explores the historical business, economic, political and ethical foundations of capitalism, considered by some to be the "engine" for prosperity. Capitalism is both an economic and social system, in which the individual and the government assume specific responsibilities and roles. In "pure" capitalism, production and distribution are private operations; individuals exchange goods and services through markets; and they do so in order to achieve profits. Capitalism raises ethical questions about wealth and poverty, globalization, allocation of resources, utility, freedom, equality, fairness, individualism and social justice. This course provides an interdisciplinary overview of capitalism as a system and presents opportunities for students to think critically about related ethical issues.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

## IDS 418. Science, Sex and Nature. 4.

Develops an ecofeminist analysis of dualisms in western thought as a source of both social injustice and environmental destruction. Uses that framework as a springboard for exploring the gendered politics of knowledge, including how assumptions about sex and gender historically have influenced scientific accounts of human and non-human nature, and how the logic of confirmation allows for such influence to continue. 4. Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and social justice/ environmental responsibility requirements (1998). Evaluating systems and environments requirement (2019).

## IDS 421. Border Crossings. 4.

4. This course examines the concept of "the border" that has worked to exclude those seen as not properly a part of "normal" American citizenry. Using the methodology and theoretical commitments of early "outsider" and activist scholarship, the course traces more recent scholarly movements in disability theory, critical legal theory and queer theory to examine the use of discourses of exclusion and resistance in current border controversies, such as the movement of migrant labor across the Arizona/Mexico border.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

## IDS 427. Murder, Most Foul. 4.

4. 

Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement (1998).

## IDS 428. Agricultural Revolutions. 4.

4.This course explores the social, political, cultural and environmental dimensions of agriculture in the United States and around the world. We will study the first agricultural revolution (the original emergence of agriculture 12,000 years ago), the industrialization of agriculture, and 21 st-century social movements that promote organic, sustainable or local agriculture, including peasant and food sovereignty movements. The course integrates anthropology, sociology, history, environmental studies and literary studies. Students will conduct field research on local farming, farmers markets or agricultural activism.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

IDS 430. African Americans in the 21 st Century: Back to the Future?. 4. Using a range of related resources from various disciplines, this course examines a range of problems and challenges African Americans have experienced in the past and explores possible outcomes and solutions for the future. The issues are criminal justice, education, social caste, and political empowerment and the time period the 20th century and the first decade of the 21 st. Students will be asked to conduct original research on the topic, focusing on one community, either in the United States, or the African Diaspora, as resources are available.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and social justice environmental studies requirements (1998). Evaluating systems and environments requirement (2019).

## IDS 435. Understanding Poverty. 4.

4.Examines the underlying causes and compares anthropological, sociological, political, ecological and economic theories, of poverty. Explores methodological issues in the measurement of poverty and institutional approaches to its alleviation, including both national and international development strategies.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

## IDS 440. The American Upper Class. 4.

4. Examines, from an interdisciplinary perspective, the American upper class throughout the 20th century and into the 21 st, looking at the distribution of wealth in this country, and the extent to which that distribution changed during the 20th century. The course considers how perceptions held about upper-class life affect the lives of the vast majority of those not in the upper class.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

IDS 442. International Development. 4.
4. Uses the perspectives of history, politics, economics, geography and religion to investigate the factors that determine whether or not developing countries reap the benefits of globalization and development. The course explores the various conclusions reached by different theorists and policymakers.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS $400)$ requirement (1998).

## IDS 450. Special Topic. 8.

IDS 452. Ancient Greece from Homer to Socrates. 4.
4. Introduces students to the history of culture in archaic and classical Greece (ca. 800-400 BCE). The methods and materials for investigating this period are interdisciplinary, drawing on literary, philosophical and historiographical sources, including Homeric epics, Greek drama and histories, and Platonic dialogues.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

## IDS 455. Human Sexuality. 4.

4.An interdisciplinary study of human sexuality that draws most prominently from the academic disciplines of biology, psychology, sociology and health education. Focused topics include male and female sexual anatomy and physiology, birth control, pregnancy and childbirth, sexually transmitted diseases, gender development and identity, and sexual orientation.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

IDS 460. Independent Study. 1-8.

## IDS 472. Environmental Planning. 4.

4.This course is designed to give students the opportunity to apply interdisciplinary methods and tools to assess the current status of environmentally sensitive areas; to protect natural resources, ecosystems and watersheds; and to study the management and preservation of existing green spaces. Students will also investigate current designs for the development of more sustainable communities, including urban planning strategies that relate to preservation and restoration of the environment. This course will integrate discussion of the scientific concepts that underlie environmental planning decisions, as well as local and federal policies relevant to planning issues. Students interested in closely related fields are encouraged toward in-depth study in these areas, including other scientific disciplines, economics, cultural impacts, policy and law, etc. The course will include a large, applied project that will give students the opportunity to integrate and apply their disciplinary expertise to a complex environmental issue.
Prerequisite: two laboratory sciences or permission of instructor and a minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

IDS 477. Magic, Science and Religion. 4.
This course examines different modalities of thought, from science, to magic, to religion, among others. Issues we examine in class include the definitions of magic vs empiricism, reason vs revelation, biology vs theology on the issue of creation, the scope of rationality, religious pluralism and relativism, physics and the ultimate nature of reality, the role of belief in human inquiry, possible conversations between quantum mechanics and Buddhist emptiness theory, "worldviews" vs individual experience, the notion of perspective, sympathy in causality, and the historical relationship between magic and religion.
Prerequisite: Minimum 88 semester credits earned and completion of historical perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

IDS 481. Notions of Beauty in 20th Century Culture, Art \& Fiction. 4. 4. Examines intentions and manifestations of beauty in various cultural practices, the valuation and departure from ideal depictions in visual and textual sources, and the way these conceptions come to life through the vehicles of history, sociology, contemporary art, advertising and fiction. Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

## IDS 485. Arab and Islamic Feminisms. 4.

4.Examines the nature, development and articulations of Arab and Islamic feminisms over the last 100 years. The course will explore the history of the status of women in the Arabo-Islamic world, the variations in feminist movements among various Arab and Islamic countries, and the debates around Islamic feminism.
Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400 ) and intercultural requirement (1998).

## International Studies (INTR)

INTR 101. Global Perspectives. 4.
4. An introduction to the interdisciplinary nature of international studies, examining contemporary issues.
INTR 150. Special Topics. 1-8.
4. May also be offered at 250, 350 and 450 levels.

## INTR 230. Theories \& Methods in International Studies. 4.

This course will introduce students to the prominent, historical, and current theories and methods of the discipline of International Studies. Thematic foci will include international political theory, the intersections of global economics and social justice movements, modalities of the humanities in intercultural contexts, and cultural relativism. Central to the course will be inquiry into methodologies of how we might engage with an international world. This course is a requirement for all majors and minors in International Studies. There are no prerequisites for this course. Fulfill environmental responsibility and evaluating systems (2019).
INTR 250. Special Topics. 1-8.
INTR 260. Independent Study. 1-8.
1-4. May also be offered at 360 and 460 levels.
INTR 290. Internship. 1-8.
1-4. May also be offered at the 390 level.
INTR 350. Special Topics. 1-8.
INTR 360. Independent Study. 1-8.
INTR 390. Internship. 1-8.
INTR 450. Special Topics. 1-8.

## INTR 460. Independent Study. 1-8.

INTR 465. International Research Colloquium. 4.
This is a seminar-style collaborative course that serves as the culminating course for International Studies majors, although it is open to any student who has successfully completed INTA 230. In this course, each student will design and complete a research project culminating in a research paper at least 20 pages (double-spaced, 12 font size) in length.

## INTR 470. Senior Thesis. 1-8.

4. 

INTR 490. Departmental Honors. 1-8.
4.

## Japanese (JAPN)

## JAPN 101. Communicating in Japanese I. 4.

Basic building blocks of grammar, emphasis on oral communication and culture. Laboratory Day required. Fulfills foreign language requirement (1998). Modern language 101 requirement (2019).

JAPN 102. Communicating in Japanese II. 4.
Continuation of Japanese I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Laboratory Day required.
Prerequisite: JAPN 101 or placement. Fulfills foreign language
requirement (1998). Modern language 102 requirement (2019).
JAPN 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
JAPN 201. Intermediate Japanese I. 4.
Advanced grammar study, conversation practice and increased emphasis on reading and writing.
Prerequisite: JAPN 102 or instructor permission.
JAPN 202. Intermediate Japanese II. 4.
Continuation of JAPN 201.
Prerequisite: JAPN 201.
JAPN 220. Women in Modern Japan. 4.
Examines the lives of Japanese women within the contexts of such social institutions as education, marriage, family, work and mass media. Taught in English. Fulfills humanities and intercultural requirements (1998). Arts/ humanities and sociocultural engagement requirements (2019).
JAPN 221. Contemporary Japanese Society. 4.
Interdisciplinary course examines popular American attitudes toward Japan and social construction of national identity in contemporary Japan (as well as challenges to this identity). Studies social conditions, popular culture and racial and ethnic minorities in Japan. Taught in English.
Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

JAPN 250. Special Topics. 1-8.
JAPN 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
JAPN 290. Internship. 1-8.
May also be offered at the 390 level.
JAPN 301. Early-Advanced Japanese. 4.
Solidifies the foundations of grammar, vocabulary and kanji that were built at the intermediate level, and helps students read and communicate more in detail and at greater lengths about various topics.
Prerequisite: JAPN 202.

JAPN 310. Media, Gender and Nation in Japan. 4.
Examines the roles of mass media in the construction of gendered national identity in Japan. Taught in English. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).
JAPN 350. Special Topics. 1-12.
JAPN 360. Independent Study. 1-8.
JAPN 390. Internship. 1-8.
JAPN 400. Senior Seminar. 4.
Topic of this capstone for Japanese Studies track will vary, but will focus on important questions in Japanese studies. Students will explore more advanced approaches to culture and literature and conduct research on a final paper.
Prerequisite: JAPN 301 and Historical Perspectives.
JAPN 450. Special Topics. 1-16.
JAPN 460. Independent Study. 1-8.
JAPN 470. Senior Thesis. 1-8.
4.

JAPN 490. Internship. 1-8.

## Justice and Policy Studies (JPS)

## JPS 100. Inquiry into Criminal Justice. 4.

The purpose of this course is to prepare the student for further study about the criminal justice system. This will be accomplished by laying a philosophical foundation for the study that will be useful not only to students intending to major in this field but will be useful to anyone who takes their citizenship responsibilities seriously. This course serves as an opportunity for students to inquire into the role of law in our society. Further, students are encouraged to inquire how justice is defined and applied to people in our society as they assume the roles of independent citizens, subjects of the law and free human beings. Throughout the course the inquiry seeks to an answer to the primary question "how should morality and the law be connected?" Fulfills business and policies studies requirement (1998). Social/behavioral science requirement (2019).

JPS 103. Community Problem Solving. 4.
Introduces students to processes for building community, critical thinking abilities and community problem-solving skills including identifying the problem, coordinating individuals into groups and assisting the groups to form a feasible plan for solving the problem. Fulfills business and policy studies and social justice/environmental requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).
JPS 150. Special Topics. 1-8.
Advanced public policy topics, studied in depth for advanced students. May also be offered at the 250, 350 and 450 levels with examination of current public policy topics, issues and problems at a sophisticated introductory level.

JPS 200. Criminal Procedure. 4.
The study of due process in law; the legal procedures governing a criminal suspect's civil rights and protections guaranteed under state and federal constitutions; the rules law enforcement officials, prosecutors, magistrates and judges have to follow in investigating crimes; and the body of law which governs the manner in which such rights and rules are to be enforced and wrongs are to be rectified in criminal cases.

JPS 201. Criminal Law. 4.
Substantive law of crime and defenses. Homicide, assault and battery, burglary, crimes of acquisition (larceny, embezzlement, false premises, robbery), conspiracy, criminal agency and corporate liability, accessories, concept of failure to act and negative acts and legal causation.

## JPS 202. Law Enforcement and Police Roles. 4.

Survey of the police as a social institution: structure and process of police systems. Organizational and behavioral approaches to policing, with particular emphasis on the problems of maintaining public order under rapidly changing social circumstances. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).

## JPS 203. Punishment and Corrections. 4.

Survey of the structure of correctional institutions, parole, probation and community-based correctional programs. Students explore various kinds of leadership and ethical challenges they are likely to encounter in a system that is designed to achieve justice and accountability. Fulfills business and policy studies requirement (1998). Social/ behavioral science requirement (2019).

## JPS 204. Courts and the Judicial Process. 4.

Surveys federal, state, and local criminal court systems including structure, processes, and legal actors. Examines judicial selection and judicial decision making / policy making at the trial and appellate levels. Examines the impact and implementation of criminal justice-related judicial policy. Explores the relationship between courts and politics. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).
JPS 215. Community \& Justice Prof. Sem.. 4.
This course assists students in their search for occupational paths to pursue, develop job search strategies, and develop skills to acquire desired jobs. Students learn about opportunities for graduate study in the field of community and justice studies, and search for and prepare applications for jobs and/or graduate programs. Guest speakers, including alumni support students as they build their professional networks and learn about possible career and graduate school paths.

## JPS 220. Community Building and Organizing. 4.

This course examines community building and organizing as central to fostering community well-being and pursuing social justice. Students in this course also will learn about the nature of group process as they engage in the experience of building community together.

## JPS 221. Fundamentals of Cyber Security (CTIS 221). 4.

The percentage of crimes which utilize computers and networks has been increasing over the past twenty years. This course introduces students to the collection, preservation, presentation and preparation of computer and network based evidence for the purpose of corporate investigation and criminal law enforcement, activities that define the central roles of computer and network forensic practitioners. Students will be introduced to cyber crime and the tools available to them to be able to appropriately investigate cyber crime. Network intrusions, footprinting, computer numbering, financial crimes, and malware are among the topics to be discussed.

JPS 233. Deviance and Society. 4.
This course focuses on a theoretical examination of deviance and responses to deviance including critical concepts, measurement and operationalization of these concepts, and the utility of theory and research on policy. The historical evolution (emergence, dominance, and decline) of major deviance theories is also examined as well as the main research and policy implications of the state of knowledge in many areas relating to deviance and social control.

## JPS 236. Conflict Transformation for Peacebuilding and Justice (PECS 236). 4.

Provides an overview of various models of conflict transformation and expands our understanding of the conceptualizations of conflict, justice and peace. This skill-based course is designed to introduce students to third party-intervention methods. These methods include: interpersonal nonviolent communication, sustainable peacebuilding, negotiation, mediation, community-based conflict transformation, public apology processes and Truth and Reconciliation Commissions (TRC), indigenous methods of conflict transformation, TRACK II diplomacy and art-based approaches. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

## JPS 240. Group Dynamics and Leadership. 4.

Introduction to group dynamics, basic group facilitation skills, and application of knowledge and skills to the creation of just, inclusive and powerful communities. Combines lectures and discussions with experiential exercises in groups, and application of learning in class to groups and organizations in the broader community. Fulfills social justice/environmental requirements (1998). Evaluating systems and environments requirements (2019).
JPS 245. Social \& Envt Just Field Study. 4.
In this course, students will travel throughout one country to learn about pressing social and environmental issues affecting the lives of individuals living in that country. This course is experiential in nature, as students will work with local community partners in the country of study, exposing and engaging students in grassroots efforts to address social and environmental issues in that context. Fulfills business and policy studies and social justice/ environmental responsibility requirements (1998). Evaluating systems and environments requirement (2019).

JPS 250. Special Topics. 1-8.
May also be offered at the 350 and 450 level.

## JPS 252. Comm \& Peace:Post-Gen Rwanda. 4.

Students will travel throughout Rwanda to learn about pressing social issues affecting the lives of Rwandans. They will examine how Rwanda's social landscape has been affected by violent conflict and will learn about local community building efforts to address the subsequent consequences of this conflict. Students will visit local groups and communities that are engaging in peacebuilding and reconciliation efforts to address fractured social ties. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

## JPS 260. Research Problems/Independent Study. 1-8.

Opportunities for upper-level students to conduct individualized research into topics and fields of interest in which courses are not offered. May also be offered at 360 and 460 levels.

## JPS 262. Restorative Justice. 4.

The course compares and contrasts the retribution-based United States criminal justice system with the theories and practices of restorative and transformative justice in diverse settings, including prisons, schools, and communities. Fulfills business and policy studies and social justice/ environmental responsibility requirements (1998). Evaluating systems and environments requirement (2019).
JPS 263. Prisons in US and Norway. 4.
This course is an interdisciplinary comparison of the prison systems in Norway and the United States in the context of their unique histories, political economies, demographics, and cultures. Drawing on the perspectives of restorative justice, criminal justice, and psychology, students in this course will compare the goals, structure, and policies of the two prison systems and consider the differential impact on violence, mental health, rehabilitation, and recidivism. The course includes first-hand visits to prisons in the United States and in Norway. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).
JPS 270. Interpersonal Communications (PSY 270). 4.
This course is designed to provide students with a basic understanding of the communication process and how this communication process is fundamental to the development of effective relationships. The students will learn techniques for better listening, developing trust and responding to others' needs, as well as the rudiments of conflict resolution.
JPS 290. Internship. 1-8.
Supervised internship with a criminal justice, public service, or community non-profit organization. May also be offered at the 390 level.
JPS 300. Ethics \& Profs. in CJ. 4.
This course focuses on ethical decision making and professionally developing the student for a career in criminal justice. Ethics is the study and practice of making judgments about what is right and wrong and there are few areas of life where ethical decision making is more important than in criminal justice. Closely related to ethical decision making is professional conduct and behavior. This class provides the student with opportunities to explore their own interests, values and skills and to begin developing those skills and qualities that will enable them them to be highly successful in the criminal justice field.

## JPS 301. Criminal Justice Policy and Practice. 4.

Theories from several scholarly disciplines are put into practice in dealing with criminal justice policy questions. Managerial, psychological, sociological and political-ideological theories are reviewed in their application to issues in American criminal justice, such as drug and alcohol control policy, gun control, policing strategies, correctional philosophies and death penalty questions.
Prerequisite: Students must have sophomore standing (at least 24 credits) and at least one lower-level JPS course. Fulfills business and policy studies requirement.

JPS 304. Crime, Justice and Community. 4.
Examines crime and synthesizes the body of methodology, theory, and research examining community level effects on crime/crime control. This course also will examine the effect of crime and crime control on the community. Fulfills social/behavioral science requirement and embodied and creative engagement requirements (2019).

JPS 305. Juvenile Justice \& Delinquency. 4.
Survey of the problems of delinquency, child abuse and neglect in contemporary society; juvenile courts and other juvenile justice agencies and institutions; prevention and treatment programs; theories of delinquency causation and treatment.. Fulfills business and policy studies requirement (1998). Social /behavioral science requirement (2019).

JPS 306. Multicultural Communication. 4.
This interdisciplinary course draws on the theory and practice of crosscultural communication. Participants will learn to appreciate how not only personality, but also national, ethnic, gender, age and non-dominant versus dominant social affiliation, shapes their values, identity and social interactions.

## JPS 310. Policy in Action. 4.

Examines how public policy is formulated, interpreted, and put into practice, and identifies the strategies used by communities to influence policy formulation and implementation. Students will examine public policy as medium of power in order to consider and analyze the implications for democracy and other forms of social organization. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).
JPS 311. Police \& Communities. 4.
Explores the relationship between police and the community, with a focus on the street- level practice of policing and efforts at police reform. Topics include community policing; community-based antiviolence action; restorative community conversations on policing; and efforts to reduce crime in neighborhoods. Students engage with guest speakers with wide-ranging vantage points on these topics including police officers, community organization leaders, elected city officials, policy-makers and administrators. Fulfills social justice/environmental responsibility and evaluating systems and environments requirements (2019).

JPS 319. Trust \& Violence. 4.
Examines ways that trust binds communities together, and violence or the threat of it prevents or destroys trust. The course draws upon applied theory, organizations effective in sustaining trusting communities and experiential learning in trust-building group processes. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).
JPS 322. Wrongful Convictions. 4.
Surveys the research, legal, and policy issues associated with wrongful convictions from an interdisciplinary perspective. Critically examines the correlates of wrongful convictions and their aftermath. Topics include eyewitness misidentification, false admissions, forensic science evidence, legal actors, reintegration and compensation of exonerees, and more. Fulfills business and policy studies and social justice/ environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

JPS 323. Diversity at Work. 4.
Explores ways in which individual and group differences influence selfperception and interpersonal communication. Increased understanding and communication skills will enable participants to work more productively with diverse colleagues and social groups. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

JPS 324. Capital Punishment. 4.
Examines contemporary and historical issues surrounding the death penalty in the United States. Critically examines the modern constitutional framework applicable to the administration of capital punishment. Issues examined include deterrence; disparities based on race, gender, SES, and geographic region; actual innocence; conditions of confinement and execution methods; and public opinion and the declining use of the death penalty. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirement (2019).
JPS 325. Family Violence. 4.
Introduces students to five prevalent family problems: wife abuse, husband abuse, child neglect and abuse, elderly abuse and rape/sexual assault. Central to the course are examinations of causal factors, the psychology of victim and offender, societal impact, treatment and intervention strategies and the criminal justice role and processes. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

## JPS 326. Trial Advocacy. 4.

Introduces the student to advocacy procedures and skills associated with all aspects of the criminal trial, including jury selection, opening and closing statements, examination of witnesses, and expert testimony. Considers the constitutional, ethical, and tactical issues that arise during trial practice. Examines the roles and responsibilities of stakeholders including prosecutors, defense attorneys, judges, magistrates, and police officers. Develops skills through simulated exercises.

## JPS 327. Social Justice Southern US. 4.

Students will travel throughout the Southern United States to learn about pressing social justice issues (e.g., racial justice, reproductive justice, LGBTQ justice, immigrant justice, economic justice) and how community-based groups and grassroots organizations are addressing these issues locally. This course is experiential in nature, as students will learn about social justice issues by meeting with local leaders of community organizations and learning about the strategies and tactics used by these groups to address intersecting forms of oppression. Fulfills business and policy studies and diversity in the U.S. requirements (1998). Sociocultural engagement requirement (2019).

## JPS 328. Police Brutality \& Culture. 4.

It has been clearly established through research that the lives of police officer are affected by the work they do, the pressures placed on them by the communities they serve and expectations of their superiors. This class will explore the factors influencing individual and institutional responses to these influences.
Prerequisite: JPS 202.
JPS 329. Social Movements. 4.
Explores social movement strategies of past and current activists and organizers, as well as several current "theories of change" in use by contemporary activists, including youth resistance theory. Examines key principles of these theories, and students practice applying them by analyzing how current groups and organizations draw on these schools of thought. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

JPS 330. Criminal Investigation. 4.
Explores the post-crime investigation process from theoretical and practical perspectives. Topics include citizen/suspect interviewing, interrogation, evidence collection/handling, evidence admissibility and the investigation of specific major crimes. Course includes practical examinations, small projects/assignments and demonstrations by professionals.
Prerequisite: JPS 202.

## JPS 333. Criminological Theory. 4.

Advanced survey of criminological theory, covering sources of data about crime, the socioeconomic characteristics of both offenders and at-risk populations and the nature and theorized causes of criminal offenses.

## JPS 335. Reclaiming Democracy. 4.

This course examines theories of democracy in the context of specific issues, both historic and contemporary, in the city of Greensboro. Students identify and analyze pressing contemporary issues, devise strategies to address them, and present their work at a public forum at the end of the semester. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Evaluating systems and environments requirement (2019).

## JPS 336. Understanding Oppressive Systems. 4.

Students will examine the nature of the human system as it presents itself in small groups, organizations, communities and societies. They will develop a definition of just and humane systems as well as the kind of leadership needed to facilitate them. Fulfills social justice/environmental responsibility and historical perspective requirements (1998).
Sociocultural engagement and historical perspective requirements (2019).

## JPS 337. Research Methods. 4.

An introduction to the techniques and analytic tools used to conduct research in the areas of criminal justice, public policy, and related social sciences. Completion of JPS 337 with a C- or better grade is required for enrollment in JPS 480-CJ Capstone Seminar.
JPS 338. Research Methods-CMJS. 4.
An introduction to the techniques and analytic tools used to conduct research in the areas of community and justice studies, public policy, and related social sciences. Completion of JPS 338 with a C- or better grade is required for enrollment in JPS 448 - CMJS Capstone Seminar I.
JPS 350. Special Topics. 1-8.
JPS 360. Independent Study. 1-8.

## JPS 361. Philosophy of Law Enforcement. 4.

This course is based on the premise that all police officers are philosophers and need to become better philosophers of law. This course associates the works of famous jurists with the practice of law enforcement.
Prerequisite: JPS 202.

## JPS 363. Prisons in US and Norway. 4.

This course is an interdisciplinary comparison of the prison systems in Norway and the United States in the context of their unique histories, political economies, demographics, and cultures. Drawing on the perspectives of restorative justice, criminal justice, and psychology, students in this course will compare the goals, structure, and policies of the two prison systems and consider the differential impact on violence, mental health, rehabilitation, and recidivism. The course includes first-hand visits to prisons in the United States and in Norway. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

## JPS 365. Race, Society and Criminal Justice. 4.

Engages students in a dynamic examination of the criminal justice system and the impact of race and racism on its development. Fulfills business and policies studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).
JPS 380. Victimology. 4.
Explores theories associated with crime victims as well as the historical antecedents of victimology. The course also examines the impact of various crimes on primary and secondary victims as well as society and the effectiveness of programs, laws and policies. While the course focuses primarily on the United States, victimization on a global scale will be discussed.
Prerequisite: JPS 100 or 103 and JPS 233 recommended.
JPS 390. Internship. 1-10.

## JPS 448. CMJS Capstone Seminar I. 4.

First semester capstone seminar for senior CMJS majors; students synthesize knowledge and skills from major, and design and implement a project addressing a local issue in collaboration with community partner. Prerequisite: JPS 338. Completion of JPS 448 with a C- or better grade is required for enrollment in JPS 449.

JPS 449. CMJS Capstone Seminar II. 4.
Second semester capstone seminar for senior CMJS majors; students synthesize knowledge and skills from major, and design and implement a project addressing a local issue in collaboration with community partner. Prerequisite: JPS 448.

JPS 450. Special Topics. 1-8.
JPS 460. Independent Study. 1-8.
JPS 470. Senior Thesis. 1-8.
Major research project designed and conducted under the supervision of a faculty member.
Prerequisite: JPS 339 or other research methods course.

## JPS 480. CJ Capstone Seminar. 4.

This course serves as the culmination course for every criminal justice major. The emphasis is on helping students to apply and hone their skills from their major classes to address contemporary criminal justice problems and issues. Each problem will be examined in relation to its theoretical, methodological, policy, and practical dimensions as well as involve the identification and assessment of the existing state of knowledge.
Prerequisite: JPS 337.

JPS 490. Departmental Honors. 1-8.
For seniors with a 3.5 grade-point average in the major, or by faculty approval. Students may complete a senior thesis and obtain program honors at graduation. Students interested in pursuing Departmental Honors must consult with the department in the student's junior year in order to develop an approved proposal. Once approved to write a thesis, the student must have a thesis adviser (in the department) as well as two other committee members, one of whom should be from outside the department. The student will submit a written thesis to the full committee and make a public presentation.

## JPS 510. Criminological Theory. 4.

This is a graduate seminar focusing on the theories and schools of thought that underpin criminology as a field of study. The course provides a comprehensive overview of influential ideas and considers the social, historical and political factors that influenced their emergence, popularity and decline. An examination of competing and integrated models including religious perspectives; classical, positivist and neo-classical schools; biological and psychological explanations; developmental models; the ecological school; social structural theories; symbolic interaction; and critical perspectives may be included in this course. This course focuses on original works by key scholars as well as modern critiques of their ideas.
JPS 511. Cybercrime. 4.
This course introduces students to the many different types of cybercrime. Students learn how to identify cybercriminal activity and learn how companies and law enforcement agencies are responding to the dangers these crimes present. This course will also address criminal law as it relates to computer network security, copyright infringement and private use of the computer.
JPS 512. Environmental Crime. 4.
This course addresses crimes relating to environmental damage. Topics will include criminal and civil laws relating to local and federal standards of pollution or other environmental harm. This course will examine the relationship between corporate entities and the social, political and medical concerns of society-at-large.

## JPS 513. Law and Social Science. 4.

This course is multidisciplinary overview of key institutions, processes, and policy issues regarding crime and justice and the role law can play in resolving arising conflicts. Readings and discussion will include traditional criminal justice institutions and processes; the role of private sector and community organizations in crime control; law and justice policy in a federal system; crime prevention and institutional responses to crime; emerging cross-national issues in crime, law and policy.
JPS 514. Race, Class, Gender and Criminal Justice. 4.
This course provides students with a human-rights' framework and crosscultural understanding of violence against women, minorities, and the economically deprived and examines efforts across societies to translate this knowledge into effective policy.

## JPS 515. Public Policy. 4.

This course provides an overview of factors shaping crime policy. The concept of crime, the use of law to promote social control policies, policy responses related to crime control and the efficacy of those policies will be examined. Addresses conceptualizations of the modern state and the use of state power and how these concepts have affected the development of public policy.

JPS 520. Theories of Punishment. 4.
Beginning with the enlightenment and classical philosophers, students will examine historical and current trends in punishment and social control theory and practice. This course also addresses social control and punishment in latemodernity. Topics will include the philosophical issues associated with criminal punishment, particularly the moral justification for punishment. The relationship between theories of punishment and theories of the state, theories of ethics, theories of law and broader philosophical issues such as free will versus determinism.
JPS 521. Corrections \& Incarceration. 4.
This course will examine the social organization in correctional institutions. The focus of this course is to inquire into the nature, organization, and aims of the penal system and its effect on groups it deals with. This course will also examine inmate classification methods and institution security classification.

## JPS 522. Current Issues in Corrections. 4.

This course examines the origin, nature, and operation of various correctional institutions and practices. The focus of the course varies by semester; topics include institutional corrections, community corrections, intermediate sanctions, legal aspects of corrections, the death penalty and philosophical theories of punishment. This course will also examine the interaction of groups within institutions, the need for solitary confinement and institutions designed specifically for inmates presenting high-security risks.
JPS 530. Legal Theory. 4.
This course serves as an introduction to the philosophical analysis of law and its role in society. The course considers questions such as what is law, how is relied upon to control behavior and resolve conflicts. This course also considers whether it is a moral obligation to obey the law and examines the relationship between morality and the law.
JPS 531. Advanced Criminal Procedure. 4.
This course examines constitutional standards and operation of the criminal justice system, to include: police practices, bail, decision to prosecute, scope of prosecution, grand jury proceedings, preliminary hearings, right to counsel, right to speedy trial, plea bargaining, discovery and disclosure, jury trial, trial by newspaper, double jeopardy and posttrial proceedings.
JPS 532. Prosecution and Trial. 4.
This course reviews functions and practices of prosecutors, with special reference to an analysis of the interrelationships among charging, conviction, and sentencing, and in relation to the functions of police and probation staff. This course provides an overview of court goals, functions and potential for system reform.
JPS 533. Current Issues in Courts. 4.
JPS 540. Advanced Policing. 4.
The focus of this course is to address issues that may not be addressed in other policing courses, such as Policing Theory and Police Administration. This course is designed to address in a scholarly manner policing issues that are of particular concern to police and the public. Topics that may be addressed include: police leadership, ethics/ professional standards/internal affairs, policies and procedures, training, information and communication management, recruitment/ retention/ diversity in policing, officer mental health/suicide prevention, regional consolidation of police agencies or functions, gangs, guns, drugs, police response to victims, and/or new/ emerging policing models (evidencebased policing, for example).

JPS 541. Police Theory. 4.
This course analyzes of the strategies and programs utilized in modern police work. Previous research studies and contemporary methods for assessing the effectiveness of police practices are examined. This course includes an examination of theoretical, historical, and comparative perspectives on policing and a critical analysis of the function of police in modern society.
JPS 542. Current Issues in Policing. 4.
This course examines major U.S. police and law enforcement systems and issues. The focus of the course may be either the role of police in society, police-community relations, and special problems in policing, or management and policy issues such as police organization, federalism, police effectiveness, police discretion and use of force, and police accountability.
JPS 545. Police Brutality and Culture (JPS 445). 4.
This class will explore the prevalence, causes of police use of force, and its relationship to police culture. Police subculture will also be examined as its own phenomena. Review and remedies for excessive use of force along with a comparative view of force usage in Japan will also be addressed in a seminar discussion type format.

## JPS 550. Special Topics. 1-8.

JPS 560. Independent Study. 1-8.
JPS 600. Foundations of Crim. Justice. 4.
This orients students to a field of study that examines criminal justice and crime control apparatus. This course includes a review of the assumptions, theories, research, and normative orientations that underlie and drive criminal justice thinking and practice.
JPS 601. Advanced Research Methods. 4.
This course is the first half of a two-part sequence intended to help students develop the skills necessary to design, critique and execute social science research. Through readings and discussion, the students will develop necessary skills to develop an original research project.
JPS 602. Problem-Solving CJ. 4.
This course will focus on program planning and evaluation, and other responsibilities executives, managers, and planning and oversight agencies may have. The student will be responsible for contacting a criminal justice agency for the purposes of addressing a current problem identified by the agency.
JPS 603. Crime, Justice and Community. 4.
Examines crime and synthesizes the body of theory and research examining community level effects on crime/crime control. This course will also examine the effect of crime and crime control on the community.
JPS 650. Thesis Preparation. 4.
JPS 651. Thesis. 4.

## Mathematics (MATH)

MATH 110. Mathematics for the Liberal Arts. 4.
The nature of mathematics from cultural, historical and logical viewpoints, stressing relationships between mathematics and other disciplines. Recommended for humanities, fine arts and education majors. Does not count toward the major. Includes emphasis on basic quantitative skills. Fulfills quantitative literacy requirement (1998). Numeric/symbolic engagement requirement (2019).

## MATH 112. Elementary Statistics. 4.

Descriptive statistics; probability and probability distributions; sampling and sampling distributions; confidence intervals and hypothesis testing; correlation and regression analysis. Emphasis on application and interpretation. Recommended for social science and pre-professional majors; does not count toward the major. Fulfills quantitative literacy requirement (1998). Numeric/symbolic engagement requirement (2019).
MATH 114. College Algebra. 4.
Pre-calculus analysis of algebraic, exponential, and logarithmic functions. Recommended for life sciences; does not count towards major. Fulfills quantitative literacy requirement (1998). Numeric/symbolic engagement requirement (2019).

## MATH 115. Elementary Functions. 4.

Pre-calculus analysis of algebraic, exponential, logarithmic, trigonometric and inverse trigonometric functions. Does not count toward the major. Fulfills quantitative literacy requirement (1998). Numeric/symbolic engagement requirement (2019).

## MATH 116. Trigonometry. 4.

Analysis and application of trigonometric functions, complex numbers, and vectors. Recommended for natural sciences; does not count towards major. Prerequisite MATH 114 College Algebra or equivalent high school course. Fulfills quantitative literacy requirement (1998). Numeric/ symbolic engagement requirement (2019).
MATH 150. Special Topics. 1-8.
May also be offered at 250,350 and 450 levels. 150 and 250 level courses fulfill the numeric/symbolic engagement requirement.
MATH 212. Discrete Mathematics. 4.
Algorithms, recursion, induction, sequences and series, combinatorics, counting techniques, particularly as related to the mathematics of computing.
Prerequisite: MATH 220 Calculus I Differential Calculus or above. Fulfills numeric/symbolic engagement requirement (2019).

MATH 220. Calculus I: Differential Cal.. 4.
Limits and differentiation of functions with approach of early use of transcendental functions. Application to Taylor polynomials, optimization.
Prerequisite: MATH 114 College Algebra MATH 116 Trigonometry or equivalent high school credit. Fulfills numeric/symbolic engagement requirement (2019).

MATH 222. Calculus II: Integral Calculus.. 4.
Antiderivatives, definite integrals, Fundamental Theorem of Calculus. Application to area, volume, solution of differential equations.
Prerequisite: MATH 220 Calculus I Differential Calculus. Fulfills numeric/ symbolic engagement requirement (2019).

## MATH 224. Cal III:Multivariable Calculus.. 4.

Sequences, series, and power series. Functions of multiple variables, partial differentiation, and multiple integrals. Application to probability and physical sciences.
Prerequisite: MATH 222 Calculus II Integral Calculus. Fulfills numeric/ symbolic engagement requirement (2019).

MATH 226. Calculus IV: Vector Calculus.. 4.
Algebra of vector-valued functions, vector fields. Differentiation, line and surface integrals. Greens', Stokes', and Divergence Theorems.
Prerequisite: MATH 224 Calculus III Multivariate Calculus. Fulfills qualitative literacy requirement (1998). Numeric/symbolic engagement requirement (2019).

MATH 231. Foundations of Mathematics. 4.
Axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics.
Prerequisite: MATH 220 Calculus I Differential Calculus or above. Fulfills qualitative literacy requirement (1998). Numeric/symbolic engagement requirement (2019).

MATH 241. Scientific Computing (PHYS 241). 4.
Scientific Computing is a course designed jointly by Math \& Physics faculty to serve students of the sciences. We will use spreadsheets (Excel, Numbers, Sheets) to analyze data using formula computation and representational graphics. We will use the programming language Python and a variety of the standard libraries (especially numpy,matplotlib, vpython) to do similar analyses and complex simulations. We will emphasize the documentation and presentation of results to peers. The course is to betaught in the three week "Prolog Term" of the Fall Semester.
MATH 250. Special Topics. 1-8.
May also be offered at 150,350 and 450 levels. 150 and 250 level courses fulfill the numeric/symbolic engagement requirement.
MATH 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
MATH 275. Seminar in Mathematics. 1-4.
Seminars are provided to allow and encourage students and faculty members to pursue topics of mutual interest beyond the scope of regular classes. Seminars may be arranged as extensions of existing courses, as special topics courses, as undergraduate research projects or as honors projects. Students must prearrange seminars with faculty members on or before classes begin; no student may register for a seminar without prior departmental approval. Seminars carry from one to four credits and may be repeated for credit with permission of the department. Lower- and upper-level seminars in selected topics.
Prerequisite: permission of the department.

## MATH 290. Internship. 1-8.

May also be offered at the 390 level.
MATH 302. Differential Equations. 4.
4 credit hours. Introduction to ordinary differential equations, elementary techniques of solution, theory of existence and uniqueness. Other topics may include systems of ordinary differential equations using matrix techniques, introduction to partial differential equations, Fourier and Laplace transforms and application to solutions.
Prerequisite: Math 222 Calculus II Integral Calculus or permission of instructor. Offered in12-week semesters.

## MATH 310. Probability and Statistics. 4.

Fundamentals of the analysis and interpretation of statistical data, theory and application. Includes descriptive statistics; probability; discrete and continuous random variables, their probability, density and momentgenerating function; joint, marginal and conditional probability and density functions of several random variables; sampling distributions; estimation; hypothesis testing.
Prerequisite: MATH 224 Calculus III Multivariate Calculus. Fulfills
quantitative literacy requirement (1998).

## MATH 325. Linear Algebra. 4.

Introduction to systems of linear equations, matrices, linear spaces and linear transformations, including applications of these concepts to other areas of mathematics and to other fields.
Prerequisite: MATH 226 Calculus IV Vector Calculus.

MATH 328. Analytics for Business and Government (ECON 228). 4. This course is a hands-on introduction to business analytics. In this course, students will learn to convert quantitative data into information that can be used to help guide business/government decision making. This course provides students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. Students will apply modern data mining tools to various data sets in the $R$ statistical software environment. Emphasis is placed on concepts, applications, and interpretation of results as wellas professional skills like communication, teamwork, and presentation. Prerequisite: ECON 222 or permission of instructor.

## MATH 330. Statistical Methods. 3,4.

This course is a hands-on introduction to statistical learning methods. Statistical learning refers to a set of tools for modeling and understanding complex data sets. It is a recently developed area in statistics as well as in computer science-in particular, machine learning. This course covers many statistical learning methods such as linear and non-linear regression, clustering and classification, neural networks, support vector machines, and decision trees. On top of programming techniques for various statistical learning methods, students will also learn other professional skills like communication, teamwork, and presentation. The course is to be taught in the three week "Epilog Term" of the Spring Semester.

## MATH 335. Topology. 4.

4. Topics in point-set, geometric, general or algebraic topology with content dependent on student and instructor interest. Suggested for majors emphasizing theoretical mathematics.
Prerequisite: MATH 231.

## MATH 345. Modern Geometry. 4.

Topics chosen from Euclidean, hyperbolic, elliptic, projective, affine, etc., geometry emphasizing axiomatic development and/or physical application with content dependent upon student interest and background. Especially recommended for students interested in mathematics education.
Prerequisite: MATH 231 Foundations of Mathematical Proof, MATH 212 Discrete Math, or instructor permission. Fulfills quantitative literacy requirement (1998).

MATH 350. Special Topics. 1-8.
MATH 360. Independent Study. 1-8.
MATH 390. Internship. 1-8.
MATH 415. Numerical Analysis. 4.
Techniques, theory, computer programming and application of approximations of zeros of functions, solutions to systems of equations, integrals and ordinary differential equations. Suggested for majors emphasizing applied mathematics or mathematical physics. Prerequisite: MATH 325 Linear Algebra, computer literacy. Recommended: MATH 212 Discrete Math or MATH 231 Foundations of Mathematical Proof. Fulfills quantitative literacy requirement (1998).

## MATH 430. Modern Algebra. 4.

Study of algebraic structures such as groups, rings and fields and their morphisms. Suggested for majors emphasizing theoretical mathematics or interested in mathematics education.
Prerequisite: MATH 212 Discrete Math or MATH 231 Foundations of Mathematical Proof. Recommended: MATH 325 Linear Algebra. Fulfills quantitative literacy requirement (1998)..

## MATH 435. Real Analysis. 4.

Rigorous study of real functions including topics from limits, sequences, series, differentiation and integration. Suggested for majors emphasizing theoretical mathematics or mathematical physics.
Prerequisite: MATH 222 Calculus II Integral Calculus and one of MATH 212 Discrete Math or MATH 231 Foundations of Mathematical Proof. Fulfills quantitative literacy requirement (1998).

## MATH 445. Topology. 4.

Topics in point-set, geometric, general or algebraic topology with content dependent on student and instructor interest. Suggested for majors emphasizing theoretical mathematics.
Prerequisite: MATH 231 Foundations of Mathematical Proof or MATH 212 Discrete Math. Fulfills quantitative literacy requirement (1998).

## MATH 450. Special Topics. 1-8.

MATH 460. Independent Study. 1-8.
MATH 470. Senior Thesis. 1-8.
3-week semester.
MATH 475. Seminar in Mathematics. 1-4.
Seminars are provided to allow and encourage students and faculty members to pursue topics of mutual interest beyond the scope of regular classes. Seminars may be arranged as extensions of existing courses, as special topics courses, as undergraduate research projects or as honors projects. Students must prearrange seminars with faculty members on or before the first day of classes; no student may register for a seminar without prior departmental approval. Seminars carry $1-4$ credits and may be repeated for credit with permission of the department. Lower- and upper-level seminars in selected topics.
Prerequisite: permission of the department.
MATH 490. Departmental Honors. 1-8.
3-week semester.

## Modern Language Studies (MLS)

## MLS 210. Interdisciplinary Language Studies. 4.

A variable-topics course taught in English.
MLS 220. Experiential/Immersive Language Studies. 4.
A track-specific course taught in the target language.

## Music (MUS)

MUS 100. Accompanying Lab. 0.
Accompanying lab is required of all students majoring in vocal studies and is optional for upper level instrumental music majors upon recommendation by the private instructor. The course provides the student with regular time throughout the semester to work with a pianist, resulting in more thorough preparation throughout the semester for performances.
MUS 101. Music Theory I. 4.
This course in basic musicianship examines the materials and structures of diatonic music: time, melody, harmony and form. Students must be able to read music; diatonic ear training and sight singing are required components of the class. Requires enrollment in co-requisite MUS 101 Aural Skills Lab I. Fulfills arts requirement (1998). Arts/humanities and numeric/symbolic engagement requirements (2019).

MUS 102. Music Theory II. 4.
A continuation of MUS 101 in which resources of the tonal system are analyzed with emphasis on seventh chords, both diatonic and chromatic. Traditional part writing is stressed; some chromaticism is introduced in ear training and sight-singing.
Prerequisite: MUS 101 or instructor permission. Requires enrollment in co-requisite MUS 102 Aural Skills Lab II.

## MUS 103. Diction I. 1.

This course includes the study of articulation, phonetics, the International Phonetics Alphabet (IPA) and the application of IPA to Italian, Latin and English song texts. It is required for music majors in voice track and recommended for students enrolled in MUS 120, MUS 132 and/or MUS 272.
MUS 104. Diction II. 1.
This course continues the study begun in MUS 103 and includes the application of IPA to German and French song texts. It is required for music majors in voice track and recommended for students enrolled in MUS 120, MUS 132 and/or MUS 272.
Prerequisite: MUS 103 or permission of the instructor.
MUS 110. Jazz Appreciation. 4.
Explores the many facets of jazz as a musical art form with regards to ethnicity, cultural, historical and musical evolution. Live performances in and out of the classroom enhance the experience. Fulfills arts and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).
MUS 111. Music Appreciation. 4.
Introductory course designed to train students in perceptive, critical listening. Selected representative works from plainsong through contemporary music. Fulfills arts requirement (1998). Arts/humanities requirement (2019).
MUS 120. Guilford College Choir. 1.
The Guilford College Choir is designed to further the vocal abilities of each individual student while working together toward the common goal of a healthy ensemble sound. In addition to basic instruction in the technique of choral singing, the rudiments of reading choral music and the rules for singing in English and a variety of other languages will be addressed throughout the rehearsal process. The style of music we sing varies from concert to concert. Your musicianship, an open mind and a positive attitude will foster a strong sense of community within the choir that will facilitate our service to the College and beyond through the offering of artistically communicative performances.
Prerequisite: students must be able to match pitch.

## MUS 121. String Ensemble. 1.

This course is designed for string instruments to experience playing together while studying rehearsal techniques and learning standard repertoire. This course will culminate in a performance experience each semester.

MUS 122. Guitar Ensemble. 1.
The Guilford College Guitar Ensemble is a dynamic group that performs on and off campus. Weekly rehearsals include work on ensemble techniques, and a wide variety of literature ranging from renaissance to 20th century. Students involved build a strong sense of community with fellow ensemble members. Guitar Ensemble is open to music majors, students minoring in music or through an audition.

MUS 123. Jazz Combo. 1.
Allows the young jazz musician to rehearse and perform within a small combo. Techniques for improvising are explored as well as the role of each instrument in the jazz tradition. Students are expected to read music and develop their soloing skills through practice.

## MUS 124. Jazz Ensemble. 1.

Provides musicians the opportunity to rehearse and perform within a large jazz ensemble setting. Students are expected to read music, perform within their section, and develop their soloing skills through practice. Music selections studied and performed will include jazz standards as well as new arrangements and compositions. Techniques for improvising will also be explored as well as the role of each instrument in the jazz tradition.

MUS 127. Concert Band. 1.
Weekly rehearsals of standard concert band literature with the Greensboro Concert Band in the Cultural Arts Centre (transportation required, carpooling is often available). Most performances take place in Dana Auditorium on the Guilford campus. CR/NC.

MUS 129. Orchestra. 1.
Weekly rehearsals of standard orchestral literature with the Philharmonia of Greensboro in the Cultural Arts Centre (transportation required, carpooling is often available). Most performances take place in Dana Auditorium on the Guilford campus. CR/NC.
MUS 130. Beginning Guitar.Hum \& Strum. 1.
Designed for the beginning player who wishes to learn basic song accompaniment. Students will build a strong foundation of chordal knowledge, finger-picking patterns, right-hand technique and a general understanding of the fretboard in the first position. Students do not need to know how to read music; however, they must own their own instrument.
MUS 131. Interm Guitar:Picks \& Tabs. 1.
For guitarists who play either electric or acoustic guitar and are familiar with picks and tablature notation. The class will learn pieces in the following styles: folk, country, rock and jazz. A prerequisite semester of private or class instruction is recommended and a working knowledge of chords is most helpful.

## MUS 132. Voice Class. 1.

This class is a prerequisite for MUS 272. Students learn healthy effective technique for solo singing in a supportive group environment.

## MUS 134. African Drumming. 1.

Learn techniques and patterns commonly employed in traditional West African cultures. The primary focus is on the djembe, but other drums are employed as well. No musical background is required. The music department has a limited number of instruments for student use.
MUS 135. Lumina Treble Ensemble. 1.
An ensemble of treble voices, LUMINA is open to students, faculty, staff and alumni who appreciate the sense of community fostered by the choral arts. LUMINA seeks to explore the extensive body of literature written for treble voices and to shed light on the depth of beauty of this repertoire. We celebrate and elevate music composed by women, about women and for women's voices as we serve the college and the greater community through the offering of artistically communicative performances.
Prerequisite: Singers are expected to be able to match pitch and sing in tune.

MUS 141. Class Piano I. 1.
This course in group piano instruction is the first in a four-semester series of performance studies courses required for beginning piano students. Successful completion of the four-semester series, or permission of the instructor, is a prerequisite for MUS 270 . Students should expect to spend approximately three hours per week of individual effort in preparation for this class.
MUS 142. Class Piano II. 1.
This course in group piano instruction is the second in a four-semester series of performance studies courses required for beginning piano students. Successful completion of the four-semester series, or permission of the instructor, is a prerequisite for MUS 270. Students should expect to spend approximately three hours per week of individual effort in preparation for this class.
Prerequisite: MUS 141 or instructor permission.
MUS 143. Class Piano III. 1.
This course in group piano instruction is the third in a four-semester series of performance studies courses required for beginning piano students. Successful completion of the four-semester series, or permission of the instructor, is a prerequisite for MUS 270. Students should expect to spend approximately three hours per week of individual effort in preparation for this class.
Prerequisite: MUS 142 or instructor permission.
MUS 144. Class Piano IV. 1.
This course in group piano instruction is the fourth in a four-semester series of performance studies courses required for beginning piano students. Successful completion of the four-semester series, or permission of the instructor, is a prerequisite for MUS 270. Students should expect to spend approximately three hours per week of individual effort in preparation for this class.
MUS 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
MUS 153. Roots Music in the U.S: Blues, R\&B, Soul, \& Rock and Roll. 4. Covers the growth and evolution of roots music in America, including blues, rhythm \& blues, gospel, soul and country music, and culminating in the birth of rock \& roll. Students will learn about these enduring styles, the key artists that defined them, and the social contexts that engendered them. Fulfills arts and diversity in the U.S. requirements (1998). Arts/ humanities and sociocultural engagement requirements (2019)..
MUS 154. Popular Music, 1963-2000: From the Beatles to Hip-Hop. 4. Covers the modern era in popular music, extending from the British Invasion and Motown Soul movements of the 1960's through the rise of hip-hop, indie rock and other contemporary styles. Students will learn to understand, appreciate and critique a variety of popular artists and genres. Fulfills arts and diversity in the U.S. requirements (1998). Arts/ humanities and sociocultural engagement requirements (2019).
MUS 201. Music Theory III. 4.
Beginning with the chromatic material that ended MUS 102, this course studies historic developments that led to post-romanticism and beyond. An overview of 20th century compositional practices including impressionism, atonality and serialism is presented. Ear training and sight singing are involved with modulation and chromaticism. Prerequisite: MUS 102 or instructor permission.

MUS 205. Guitar Pedagogy and Literature. 4.
Examines two important facets of the classical guitar. The first half of the semester explores the history of the classical guitar, its players and music. The second half deals with teaching the guitar. Students will observe lessons, compare and analyze methodologies and gain handson teaching experience. This class is intended for the guitar major or concentrator, but no prerequisite is required.
MUS 250. Special Topics. 8.
MUS 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.

## MUS 265. Music Recording and Producation. 2.

This course is intended for Music Majors and Non-Music Majors who are interested in learning about and understanding modern music technology and gaining facility in audio recording skills. The curriculum is specific to each student and will be based on the student's current level and goals. Lessons will be based around fundamental skills of computer/ software fluency, knowledge of microphone function and design, correct positioning of microphones, studio etiquette, and audio editing and mixing. The student will develop the necessary skills to run recording sessions and produce studio quality audio recordings.
MUS 270. Performance Studies in Piano. 2.
Private instruction in foundations of piano technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the piano studio and other majors.
MUS 271. Performance Studies in Jazz Piano. 2.
Private instruction in foundations of jazz piano technique, musicality and literature. Focus on improvisational skills and chart-reading. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the piano studio and other majors.
MUS 272. Performance Studies in Voice. 2.
Private instruction in foundations of vocal technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits).
Prerequisite: MUS 132 or instructor permission. 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the voice studio and other majors.

## MUS 273. Performance Studies in Guitar. 2.

Private instruction in foundations of guitar technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the guitar studio and other majors.

## MUS 274. Performance Studies in Saxophone. 2.

Private instruction in foundations of saxophone technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the saxophone studio and other majors.

MUS 275. Performance Studies in Brass. 2.
Private instruction in foundations of brass instrument (trumpet, horn, trombone, tuba) techniques, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit ) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the brass studio and other majors.
MUS 276. Performance Studies in Winds. 2.
Private instruction in foundations of wind instrument (oboe, flute, clarinet, bassoon) techniques, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the woodwind studio and other majors.
MUS 277. Performance Studies in Bass Guitar. 2.
Private instruction in foundations of electric bass technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the bass studio and other majors.
MUS 278. Performance Studies in Percussion. 2.
Private instruction in foundations of percussion technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the percussion studio and other majors.
MUS 279. Composition. 2.
This course is designed to instruct students in the craft of classical music composition including: basic compositional techniques, theoretical concepts and study of the foundational tools of composing. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour (2 credits).

## MUS 280. Performance Studies in Violin. 2.

Private instruction in foundations of violin technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the violin studio and other majors.

## MUS 281. Performance Studies in Viola. 2.

Private instruction in foundations of viola technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the viola studio and other majors.

## MUS 282. Performance Studies in Cello. 2.

Private instruction in foundations of cello technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the cello studio and other majors.

MUS 283. Performance Studies in Double Bass. 2.
Private instruction in foundations of double bass technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the bass studio and other majors.
MUS 284. Performance Studies in Jazz Improvisation. 2.
Private instruction in foundations of jazz improvisation technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the jazz studio and other majors.
MUS 285. Performance Studies in Harp. 2.
Private instruction in foundations of harp technique, musicality, and literature. Weekly lessons one-on-one occur between student and teacher for 30 minutes ( 1 credit) or an hour ( 2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the harp studio and other majors.
MUS 290. Internship. 1-8.
May also be offered at the 390 level.
MUS 295. WQFS Practicum. 2,4.
Students will engage in projects including, but not limited to: understanding and implementing FCC regulations such as licensure, organizing, shelving, and maintaining the music library, show production, publicity, website, and DJ communications/correspondence. Although there is not prior DJ experience needed to take this course, students are strongly encouraged to be active DJs during the semester they are registered for the course. Students also will have the opportunity to participate in peer evaluations, connect with other college radio stations at peer schools, and increase their knowledge of college radio through readings and discussions.

## MUS 302. Junior Recital. 1.

A public performance comprised of 20-30 minutes of literature standard to the instrument/voice. The selection is determined by the applied teacher and must have departmental approval. A juried recital hearing must be passed approximately four weeks prior to the public performance. CR/NC.

## MUS 309. Career Development Seminar. 2.

This junior level seminar is intended to orient and prepare music majors for graduate studies or a career in music. A survey of career options will be researched and presented. Students will explore options in careers of their specific interest and pursue a local internship experience during the semester. Course activities will include resume building, developing a digital presence, and learning about industry standard tools and resources. Students taking this course should have taken at least two years (or 4 credits minimum) in performance studies on their instrument, Music Theory II, and at least one Music and Culture course.

## MUS 310. Early Music and Culture. 4.

Explores Western art music from ancient times through 1750. Music from Ancient Greece, the Middle Ages, Renaissance and Baroque periods is examined with an emphasis on the place of music in society. Ability to read music is helpful.
Prerequisite: MUS 101.

MUS 311. 18th and 19th Century Music and Culture. 4.
Explores the history of Western music from the classic period through the Romanic period or Nineteenth century. Popular genres, forms, and styles of music will be analyzed with an emphasis on the role of music in culture. Ability to read music is helpful.
Prerequisite: MUS 101.
MUS 312. 20th \& 21 st Cent Music \& Cult.. 4.
Explores the history of Western art music during the contemporary period. Music from the 20th and 21 st century stylistic periods is examined with an emphasis on the place of art music in society as well as the intersection between music and culture. Concert music, as well as American popular song, Blues, and Jazz styles will be studied. The ability to read music is helpful.
Prerequisite: MUS 101.
MUS 350. Special Topics. 1-8.
MUS 360. Independent Study. 1-8.
MUS 390. Internship. 1-8.
MUS 402. Senior Recital. 1.
A public performance comprised of 40-60 minutes of literature standard to the instrument/voice consisting of several stylistic periods (and languages for voice). The selection is determined by the applied teacher and must have departmental approval. A juried recital hearing must be passed approximately four weeks prior to the public performance. The student is expected to write program notes (and translations as applicable) that reflect in-depth scholarship. CR/NC.
MUS 403. Senior Project. 1-2.
Under guidance of their music faculty project advisor, students research an aspect of music of special interest. For example, a student may wish to research a topic and write a thesis; another student may wish to rehearse a small ensemble and direct its performance. The project must be approved by the department approximately at least 10 weeks before the expected completion of written work/public presentation.
MUS 410. Jazz Theory. 4.
Jazz theory explores the fundamental musical concepts of the American musical art form, jazz. Students will study jazz notation and nomenclature, jazz chord and scale structures and relationships, voiceleading and guidetones, melodic conception and melodic paraphrase, common forms, tonicization, common chord substitutions and basic reharmonization. This course is intended for students pursuing the Bachelor of Music degree.
Prerequisite: MUS 202.
MUS 450. Special Topics. 1-8.
MUS 460. Independent Study. 1-8.
MUS 470. Senior Thesis. 1-8.
1-4.
MUS 490. Departmental Honors. 1-8.
College requirements as well as specific rules and standards may be obtained from the department chair.

## My Collaborative Quest (MYCQ)

MYCQ 050. Internship Placeholder. 1-4.

MYCQ 100. Initiate: You Are Here. 4.
The Initiate course is the initial academic experience for every undergraduate degree-seeking Guilford College student. This course, team-taught by an instructor cluster of transdisciplinary faculty, provides an immersive introduction to who we are at Guilford and the learning experiences that lie ahead. Students taking this team-taught course will be supported by Guilford Guides, staff, and students. Initiate is built around two fundamental questions: "Who are we?" and "What does it mean to be curious?" Students take the first steps toward identifying an emerging curiosity that will launch their path through this experience and their entire education. Course assignments, activities, learning, and multidisciplinary content will model and anticipate the team-based, hands-on projects that students will use to address real-world problems.
MYCQ 101. Reflection Seminar I. 1.
Reflective Seminar I continues the transition to Guilford's community and academic program and builds student experience further with each student engaging in continual reflection on their education and experience. As a continuation of the Initiate course, this course shares the same general outcomes of that course.
MYCQ 102. Study Abroad Orientation. 1-2.
Required of all students planning to study abroad. CR/NC.
MYCQ 107. Introduction to Community Learning. 2.
Explores complex social issues related to community service. Students volunteer weekly at sites in the Greensboro community and connect their service, academic, and personal development via electronic portfolios.
The course also serves as an orientation to the Bonner Scholars program; enrollment is limited to new Bonner Scholars. CR/NC.

## MYCQ 150. Reflection Seminar. 8.

MYCQ 171. Introduction to Community Learning. 1-2.
Explores complex social issues related to community service. Students volunteer weekly at sites in the Greensboro community and connect their service, academic, and personal development via electronic portfolios.
The course also serves as an orientation to the Bonner Scholars program; enrollment is limited to new Bonner Scholars. CR/NC.
MYCQ 181. Learning Strategies. 1-2.
This course will focus on such topics as grade-point-average management, time management, learning style inventories, evaluation of learning skills and reading skills, staging the writing process, effective and efficient ways to memorize, taking notes, studying for tests and taking responsibility for one's own education.
MYCQ 201. Reflection Seminar II. 1.
This course introduces students to the view that they are, indeed, academics and are capable of building upon their own academic curiosities. Students focus on their own strengths and next steps as learners and supports them in their understanding of collaboration. Each student should begin the discussion and construction of their path toward their Contribution.
MYCQ 250. Special Topics. 16.
MYCQ 260. Independent Study. 1-8.
MYCQ 290. Internship. 1-8.
MYCQ 290. Internship. 1-8.

MYCQ 301. Reflection Seminar III. 1-2.
Reflection Seminar 3 is a course that each student takes when they have junior standing. Students continue the process of reflection and curiosity development from the first and second courses with a focus on developing a proposal for their Contribution. Through the proposal development process, students continue refining their curiosity, making changes as appropriate. Instructors may include other course content as appropriate, especially when the student population is from a specific cohort, for example, Bonner Scholars or students in the Honors Program. At the end of this course, students will be ready for the Apply course.

MYCQ 350. Special Topics. 1-4.
MYCQ 360. Independent Study. 1-8.
MYCQ 401. Apply. 4.
The Apply course and the Contribution require students nearing the end of their degree program to participate in a project addressing a problem that applies what they've learned and reflected on through their entire educational experience. Students will typically take the Apply course in the fall or spring twelve-week session of their senior year. The typical expectation is for each student to complete Contribution before the spring three-session of their senior year.
MYCQ 450. Special Topics. 16.
MYCQ 460. Independent Study. 1-8.
MYCQ 470. Senior Thesis. 1-8.

## Peace and Conflict Studies (PECS)

PECS 103. Voices of Liberation. 4.
Analyzes different forms that oppression and liberation take around the world, from the perspective of activists and scholars from these regions and diverse religions. Each of them articulates the complexity of each type of oppression caused by a complex set of socio-cultural factors ranging from local to global, with religion sometimes serving as a tool for liberation and oppression at the same time. Fulfills humanities and social justice/environmental responsibility requirements (1998). Art/humanities and evaluating systems and environments requirements (2019).
PECS 110. Introduction to Peace \& Conflict Studies. 4.
Explores the relationship of peace and social justice to conflict resolution through the use of key concepts in the fields, such as positive and negative peace. Explores the relationship of theory and practice and introduces students to academic journals and internet sites for peace and conflict studies, to professional organizations and practitioner/ activist organizations in peace and justice and conflict intervention work. Fulfills social science and intercultural requirements (1998). Social/ behavioral science and sociocultural engagement requirements (2019).
PECS 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.

## PECS 201. Mediation Training. 1.

PECS 206. Challenges of Global Democratization (PSCI 206). 4. Examines issues and challenges relating to democracy and democratization in a variety of historical and contemporary settings across the world. The course uses the basic principles, theories, conceptual tools and comparative methods of political science to understand the underlying drivers of democratization and the various paths that countries go through on the road to democracy. Fulfills social science and intercultural requirements (1998). Social/behavioral science and sociocultural engagement requirements (2019).

PECS 215. War and Peace in the Middle East. 4.
This course examines relevant questions pertaining to issues of war and peace in one of the most volatile regions of the world: the Middle East. It examines various dimensions/themes of war and peace in the Middle East and explores several case studies from the region (the Arab-Israeli Conflict, the Iraq-Iran war, the Gulf War and the Iraq war, to name a few). This course helps students understand the root causes of conflict in the region and the strategies used to address them. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).
PECS 235. Peacebuilding in Divided Societies. 4.
This course explores the various methods and techniques of peacebuilding and conflict resolution that have been applied in the midst of deep-rooted conflicts in divided societies. Several case studies (such as the Israeli-Palestinian conflict, Cyprus, Northern Ireland, and South Africa) will be critically reviewed and examined to distill essential elements of peacebuilding during on-going conflict.
PECS 236. Conflict Transformation for Peacebuilding and Justice (JPS 236). 4.
Provides an overview of various models of conflict transformation and expands our understanding of the conceptualizations of conflict, justice and peace. This skill-based course is designed to introduce students to third party-intervention methods. These methods include: interpersonal nonviolent communication, sustainable peacebuilding, negotiation, mediation, community-based conflict transformation, public apology processes and Truth and Reconciliation Commissions (TRC), indigenous methods of conflict transformation, TRACK II diplomacy and art-based approaches. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

PECS 246. Mediation \& Conflict Intervention. 4.
4. Prepares students to be effective mediators in conflict by providing a blend of theory and practice in the models and skills of third-party intervention. Explores key concepts, analytical frameworks and different models within the ADR (Alternative Dispute Resolution) movement; includes required weekend mediation training workshop.

## PECS 250. Special Topics. 1-8.

PECS 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.

## PECS 290. Internship. 1-8.

May also be offered at the 390 level. A peace and conflict studies internship involves practical experience that focuses on social change, nonviolent intervention, conflict resolution or transformation, and/or building a culture of peace. The internship includes critical reflection on the student's experience and analysis of activities, experiences and structures that contribute to the reduction and transformation of violence and/or the maintenance of systems of violence and domination. Students should register for PECS 390 with the director of peace and conflict studies.

## PECS 301. Facilitation Training. 1.

PECS 315. Human Rights. 4.
Provides an overview of the formulation and spread of the Universal Declaration of Human Rights. One of the course's main goals is to develop a critical understanding of the concept of human rights by paying attention to how power operates, and avoiding conflating the need to ensure the well-being of all human and other (in the case of certain other world-views) beings with the human rights movement in its dominant form. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

PECS 316. Globalization: Economics \& Social Justice. 4.
Examines sociological explanations for how these global and concomitant local events and structures came about, along with ethical evaluations of values that influence some of the dominant global ideologies, as well as their consequences. These analyses serve to relativize and question the assumptions and theories that claim the current global economic structures as the inevitable evolutionary stage of human society.
PECS 330. Nonviolence: Theories and Practice. 4.
Non-violence is not only an alternative to taking up arms but a strategy of resistance to oppression or specific policies in the form of acts of civil disobedience. While non-violence includes these, the course aims to analyze it in all its fullness, as a way of life and spirituality that addresses certain forms of thinking and living as violent and includes nature and the rest of animal life among the subjects to be treated non-violently. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

PECS 345. Social Change: Promoting Peace. 4.
Explores the role of individuals and groups in social change. Specifically, it looks at the role of social identity and conceptions of justice implicit in the dynamics of individual and group conflict. By taking an interdisciplinary approach to global conflict analysis and resolution as well, its connection to the study of social movement organization, the course will focus particular attention on the role of justice and identity in conflict formation, escalation and de-escalation. The course explores justice and identity as critical to both local and global peace. It also looks at the value commitments implicit in social change by exploring different strategic intervention models and frameworks.

PECS 350. Special Topics. 1-8.
PECS 355. Culture, Conflict, Negotiation. 4.
Focuses on the role of culture in conflict and negotiation. Addresses different cultural approaches to conflict and the various methods of dispute resolution, particularly the different styles of negotiation applied by different cultures; explores issues of communication styles, mores, values and norms from a cross-cultural perspective.
PECS 360. Independent Study. 1-8.

## PECS 363. Reconciliation and Justice. 4.

This course explores the multidimensional aspects of the relationship between reconciliation and justice in a post-conflict context. The course examines case studies of reconciliation projects in several different countries to explore the tension between the demand for reconciliation and the demand for justice as well as the challenges such tension poses for the application and design of reconciliation projects to promote sustainable peace rather than short-term settlement.
PECS 390. Internship. 1-8.
PECS 401. Mediation Trainers Practicum. 2.
PECS 450. Special Topics. 1-8.
PECS 460. Independent Study. 1-8.
PECS 465. Senior Seminar. 4.
Provides a capstone experience for PECS majors. Includes independent research project built on students' prior scholarship; a forum for sharing research; reflection, planning and preparation for next steps after graduation. This course is required for senior peace and conflict studies majors. Limited to senior PECS majors or minors.
Prerequisite: Historical Perspectives.

PECS 468. Religion, Spirituality and Social Change. 4.
Analyzes the role of religion and spirituality in motivating and sustaining struggles for social change. The course aims to develop an understanding of the current thinking about the intersection between religion and conflict; an ability to comparatively articulate the practical problems encountered by social movement activists/third party professional engaged in both religious and secular attempts at peace; and an appreciation of the interconnection between the body and mind, the seen and the unseen, the sacred and the profane.
PECS 470. Senior Thesis. 1-8.
PECS 490. Departmental Honors. 1-8.

## Philosophy (PHIL)

PHIL 100. Introduction to Philosophy. 4.
Major philosophical problems, methods and positions, as set forth in selected historical and contemporary philosophical texts, including works by Plato, Descartes, Hume and others. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/ humanities and evaluating systems and environments requirements (2019).

PHIL 111. Ethics. 4.
Chief theories of the nature and principles of the moral life, with regard to both the ends human beings seek and the obligations which claim their commitment. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).
PHIL 150. Special Topics. 1-8.
Recent examples include Philosophy of Science, Free Will and Moral Responsibility. May also be offered at 250, 350 and 450 levels.
PHIL 200. Informal Logic. 4.
General aspects of reasoning and argumentation, including inferences, evidence and the construction and evaluation of arguments.Fulfills Numeric/symbolic engagement requirement (2019).
PHIL 231. Philosophy and Sexuality. 4.
Inquiry into the relationship between values and sexuality. Topics include pleasure, love, homosexuality, prostitution, monogamy and sexual perversion. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

PHIL 232. Philosophy and Gender. 4.
Interrelated topics in the metaphysics and phenomenology of gender. Questions include: What is it to be a woman or man? How do Western conceptions of gender affect individual experience? How do other aspects of peoples' identities (e.g., race, sexuality) enter the conversation? How do individuals move beyond harmful gender stereotypes? Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

PHIL 241. Ethics In a Digital World. 4.
Ethical questions connected with computer technology. For example: What is distinctive about ethics in this context? How do digital media force people to reconsider longstanding notions of "ownership" and "theft"? How do computer technologies reflect or undermine the values of privacy and anonymity? How does electronic communication change one's understanding of what it means to be human? Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

## PHIL 242. Environmental Ethics. 4.

Exploration of environmental topics from several theoretical, cultural and religious perspectives. Questions include: What are our responsibilities to the environment? To what extent are these responsibilities affected by the interests of other persons or groups? What is the source of these responsibilities and to whom are we obligated? Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/ humanities and evaluating systems and environments requirements (2019).

PHIL 244. Bioethics. 4.
Bioethics is an interdisciplinary field that concerns itself with normative investigations of innovations, policies, and practices in health care (including public health) and medical research. Topics range from the duties of physicians and researchers to social justice implications of organ donation and gun control. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments (2019).

## PHIL 247. Philosophy of Law. 4.

Conceptual analysis and moral evaluation of laws and legal systems: the nature and validity of law, law and morality, the obligation to obey the law, law and judicial decision-making, criminal responsibility, and the nature of punishment. Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).
PHIL 249. Pacifism and Just War Theory. 4.
Examines conditions under which violence, and especially war, may be morally justified; distinctions between war and other forms of armed conflict; and philosophical and spiritual foundations of pacifism. Includes discussion of particular wars in which the U.S. has been engaged, including World War II and the war on Iraq. Fulfills social justice/ environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

PHIL 250. Special Topics. 1-8.
PHIL 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.

## PHIL 261. Philosophy and Race. 4.

Examines race and racism, exploring the relationship between liberal ideas of freedom and equality and the reality of group exclusion. Key questions include: What conception of race will do justice to individuals' experience of social realities while avoiding scientific errors? What conception of race and racism are needed in order to help dismantle systemic racism? Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/ humanities and evaluating systems and environments requirements (2019).

PHIL 290. Internship. 1-8.
May also be offered at the 390 level.

PHIL 292. Formal Logic. 4.
Methods, foundations and philosophical implications of using symbolic languages to evaluate deductive reasoning.
PHIL 293. Infinity, Undecidability, Non-computability (MATH 232). 4. Algorithms, mathematical logic, axiomatization, completeness, consistency, constructing the number systems, Turing machines, Hilbert's programme, the halting problem, infinities, the continuum hypothesis, Godel's theorems, formalism, intuitionism, logicism, connections with artificial intelligence. Fulfills quantitative literacy requirement (1998).

## PHIL 310. Ancient Western Philosophy. 4.

Historical development of philosophical thought in Western civilization in terms of the main periods and thinkers of ancient Greek philosophy.
Prerequisite: Historical Perspectives, and at least one prior philosophy course. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

## PHIL 320. Modern Western Philosophy. 4.

Major developments of Western philosophical thought in the 17th and 18th centuries, emphasizing philosophical inquiry into metaphysical systems and problems of knowledge.
Prerequisite: Historical Perspectives, and at least one prior philosophy course. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

## PHIL 333. Individual Philosopher. 4.

Intensive study of the works of an individual philosopher (e.g., Maimonides, Plato, Spinoza, Kant, Nietzsche, Mill, James) whose thought has had a lasting influence on Western philosophy. Prerequisite: Historical Perspectives.

## PHIL 336. Social and Political Philosophy. 4.

Principal theories of the foundation of political society; the nature of political authority; limits of political obligation; relation of theories of human nature to social/political theory.
Prerequisite: Historical Perspectives. Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/ humanities and evaluating systems and environments requirements (2019).

PHIL 350. Special Topics. 1-8.
PHIL 360. Independent Study. 1-8.
PHIL 375. Topics in the Philosophy of Mind. 4.
Topics include The Mind-Body Problem, The Emotions and The Self. Prerequisite: Historical Perspectives. Fulfills humanities requirement (1998). Arts/humanities (2019).

PHIL 385. Departmental Seminar I. 4.
Departmental Seminar I. 4. Intensive, advanced philosophical inquiry into contemporary philosophical topics. Each year the course content changes, but it always provides an opportunity for a small group of students to engage intensely and collaboratively with contemporary work in the academic discipline of Philosophy at the upper-division undergraduate level. The course is a writing-intensive seminar with two lines of enrollment (PHIL 385, PHIL 485) meeting together. Philosophy majors enroll once at the 385-level, when they are in their third year of college (or the equivalent), and once at the 485-level, when they are in their fourth year (or the equivalent). Pre-requisites for PHIL 385: PHIL 200 or 292 and at least two other Philosophy courses.
PHIL 390. Internship. 1-8.

PHIL 401. Senior Seminar in Philosophy. 4.
Main developments in 20th-century analytic philosophy with emphasis on philosophy of language, epistemology and metaphysics. Capstone course for the major.
PHIL 450. Special Topics. 1-10.
PHIL 460. Independent Study. 1-8.
PHIL 470. Senior Thesis. 1-8.
PHIL 485. Departmental Seminar II. 4.
Intensive, advanced philosophical inquiry into contemporary philosophical topics. Each year the course content changes, but it always provides an opportunity for a small group of students to engage intensely and collaboratively with contemporary work in the academic discipline of Philosophy at the upper-division undergraduate level. The course is a writing-intensive seminar with two lines of enrollment (PHIL 385, PHIL 485) meeting together. Philosophy majors enroll once at the 385level, when they are in their third year of college (or the equivalent), and once at the 485-level, when they are in their fourth year (or the equivalent). Pre-requisite for PHIL 485: PHIL 385.
PHIL 490. Departmental Honors. 1-8.
PHIL 499. PHIL 499. 4.
An intensive writing workshop in which students choose a paper they produced in a previous course (usually PHIL 485) and revise that paper in close consultation with the course instructor, their advisor, and their colleagues (other senior majors in the course) with the aim of publishing that paper.

## Physical Education (PHYE)

## PHYE 100. Elective Activities. 1.

1. One-credit courses include, but are not limited to general fitness, golf, tai chi, tennis, yoga, zumba and weight training. Students are limited to four elective activity courses. Course titles may vary semester by semester. Repeatable. CR/NC.
PHYE 260. Independent Study. 1-8.
PHYE 460. Independent Study. 1-8.

## Physics (PHYS)

PHYS 101. Physics for Nonscientists (variable title).. 4. Introductory course, intended for students with limited mathematical background and centered on one of several topics such as an in-depth look at the physics of energy or a survey of modern physical thought. The relevance of physical laws to both society and the environment is discussed. Fulfills natural science/mathematics requirement (1998 \& 2019).

## PHYS 104. Elementary Electronics (CTIS 104). 4.

Introduces students to the behavior of the fundamental building blocks of modern electronic devices and the underlying scientific principles that make these devices work. Topics will be derived from analog and digital electronics and include resistance, capacitance, diodes, signal filtering, positive and negative feedback, operational amplifiers, Boolean logic, logic gates, and digital to analog conversion. This course is designed for the general student population (but not physics majors and physics minors) who are interested in exploring the fundamentals of electronics. Prerequisite: Successful completion of the quantitative literacy requirement. Spring. Fulfills natural science/mathematics requirement (1998 2019). Offered in alternate years.

PHYS 107. The Solar System. 4.
This course covers the physical description of the planets, their satellites, the sun, asteroids and comets, with a strong emphasis on recent information from landers and fly-by probes. This course includes discussions of how science is known, learned and taught, which will be of interest to future teachers and others who may wish to combine work with students and science. Fulfills natural science/mathematics requirement (1998 \& 2019).
PHYS 108. Realm of the Stars. 4.
Concentrates on the study of stars. Topics include stellar observation and the life, evolution and death of stars. Fulfills natural science/ mathematics requirement (1998 \& 2019).

PHYS 109. Beyond the Stars. 4.
Concentrates on the study of extra-galactic astronomy. Topics include nebulae, galaxies and cosmology. Fulfills natural science/mathematics requirement (1998 \& 2019). Numeric/symbolic engagement requirement (2019).

PHYS 111. Introduction to Physics for the Life Sciences I. 4.
The laws of physics describe the constraints and possibilities within which living organisms must thrive. Organisms must support themselves against gravity, must move through fluids, and must manage the thermodynamics of energy production and consumption. A thorough understanding of the tools and concepts of physics can undergird a richer understanding of the properties and processes of life and the technologies we use for research and medicine. This course will embed the ideas and modeling skills of physics in a rich biological and medical context, emphasizing analytic skills, modelling and problem-solving.
PHYS 112. Introduction to Physics for the Life Sciences II. 4. The laws of physics describe the constraints and possibilities within which living organisms must thrive. Organisms must support themselves against gravity, must move through fluids, and must manage the thermodynamics of energy production and consumption. A thorough understanding of the tools and concepts of physics can undergird a richer understanding of the properties and processes of life and the technologies we use for research and medicine. This course will embed the ideas and modelling skills of physics in a rich biological and medical context, emphasizing analytic skills, modelling and problem- solving. Prerequisite: PHYS 111.

PHYS 114. Introduction to Electronics for Scientists. 4.
4. Introduces students to the behavior of the fundamental building blocks of modern electronic devices and the underlying scientific principles that make these devices work. Topics will be derived from analog and digital electronics and include resistance, capacitance, diodes, signal filtering, positive and negative feedback, operational amplifiers, Boolean logic, logic gates, and digital to analog conversion. This course is designed for students majoring or minoring in physics and is also appropriate for other math and science students with good quantitative skills who are interested in exploring the fundamentals of electronics.
Prerequisite: any one of the following courses: CHEM 111, MATH 121, MATH 123, PHYS 112, PHYS 117, PHYS 121 or instructor permission. Spring. Fulfills natural science/mathematics requirement (1998 2019). Offered in alternate years.

PHYS 121. Classical and Modern Physics I. 4.
For physics majors and others interested in physics. This course is not a survey but an introduction to the thinking and analysis processes of physics, with classroom and laboratory topics chosen from modern and classical physics to emphasize the skills needed to think like a physicist. Corequisite: Math 220 or instructor permission. Fulfills natural science/ mathematics requirement. Spring.
PHYS 122. Classical and Modern Physics II. 4.
For physics majors and others interested in physics. This course is not a survey but an introduction to the thinking and analysis processes of physics, with classroom and laboratory topics chosen from modern and classical physics to emphasize the skills needed to think like a physicist. Prerequisite: PHYS 121 and MATH 220. Corequisite: PHYS 480 strongly recommended. Fulfills natural science and mathematics requirement. Spring.

## PHYS 131. Experimental Expl. of Physics. 1-4.

Project-based introduction to experimental design, hypothesis testing, and data analysis. Students will develop guided inquiry questions and design experiments to test their hypotheses. (1)
PHYS 132. Intro. to Experimentation. 3-4.
PHYS 150. Special Topics. 8.
May also be offered at 250, 350 and 450 levels.
PHYS 204. Electronics. 4.
Introduces students to the behavior of the fundamental building blocks of modern electronic devices and the underlying scientific principles that make these devices work. Topics will be derived from analog and digital electronics and include resistance, capacitance, diodes, signal filtering, positive and negative feedback, operational amplifiers, Boolean logic,logic gates, and digital to analog conversion. This course is designed for students majoring or minoring in physics and those other students who have completed an introductory calculus-based course in electricity and magnetism and are interested in applying this background to electronics. Prerequisite: PHYS 223 or instructor permission. Spring. Corequisite: PHYS 480 strongly recommended. Fulfills natural science/mathematics requirement (1998 2019). Offered in alternate years.

## PHYS 210. Observatory Practice. 4.

For physics majors and others interested in learning to use the J . Donald Cline Observatory at Guilford. The course includes astronomical background drawn from solar system, stellar and extra-galactic astronomy but the emphasis is on the use of the equipment, methods of data acquisition and analysis of results. . Fulfills natural science/ mathematics requirement (1998 \& 2019).
PHYS 211. College Physics I. 4.
For science majors and other interested students whose mathematics background includes algebra and trigonometry. This sequence includes survey of physics with topics chosen from mechanics, energy, thermodynamics, electricity and magnetism, optics, wave motion, and modern physics. Algebra and trigonometry required which do not need not be on the college level. Sequence begins each fall. Fulfills the natural science/mathematics requirement (1998 \& 2019). Numeric/symbolic engagement requirement (2019). Fall.

PHYS 212. College Physics II. 4.
For science majors and other interested students whose mathematics background includes algebra and trigonometry. This sequence includes survey of physics with topics chosen from mechanics, energy, thermodynamics, electricity and magnetism, optics, wave motion, and modern physics. Sequence begins each fall.
Prerequisite: PHYS 211 or instructor permission. Fulfills the natural science/mathematics requirement (1998 2019). Numeric/symbolic engagement requirement (2019). Spring.

## PHYS 223. Classical and Modern Physics III. 4.

The final semester of the introductory physics sequence. Topics are chosen from modern and classical physics to complement those discussed in PHYS 121.
Prerequisite: PHYS 117 or 121 or instructor permission. Corequisite: PHYS 480 strongly recommended. Fall.

PHYS 224. Classical \& Modern Physics IV. 4.
The thermal properties of matter are studied from the applied approach of thermodynamics and the theoretical analysis of statistical mechanics. Topics include the laws of thermodynamics, equations of state, first order phase transitions, partition functions, entropy and the quantum statistics of particles.
Prerequisite: MATH 224, PHYS 223 or instructor permission. Corequisite: PHYS 480 strongly recommended. Spring.

## PHYS 231. Experimental Physics I. 2.

Intermediate-level laboratory course to develop experimental design and measurement techniques, data reduction and analysis methods, and oral and written presentation skills. Experiments vary as equipment and technologies evolve. Prerequisite PHYS 122 or instructor permission. Fall.
PHYS 232. Experimental Physics II. 2-4.
Intermediate-level laboratory course to develop experimental design and measurement techniques, data reduction and analysis methods, and oral and written presentation skills. Experiments vary as equipment and technologies evolve.
Prerequisite: PHYS 121 or instructor permission. Spring.
PHYS 241. Scientific Computing (MATH 241). 3-4.
Scientific Computing is a course designed jointly by Math \& Physics faculty to serve students of the sciences. We will use spreadsheets (Excel, Numbers, Sheets) to analyze data using formula computation and representational graphics. We will use the programming language Python and a variety of the standard libraries (especially numpy,matplotlib, vpython) to do similar analyses and complex simulations. We will emphasize the documentation and presentation of results to peers. The course is to betaught in the three week "Prolog Term" of the Fall Semester..

## PHYS 250. Special Topics. 8.

PHYS 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
PHYS 290. Internship. 1-8.
May also be offered at the 390 level.

PHYS 320. Mathematical Physics (MATH 320). 4.
4. Introduces students to mathematical techniques of particular importance to scientists and engineers. Topics include: complex numbers, Fourier series and the solution of differential equations (with special emphasis on harmonic oscillators). Both analytical and numerical methods are studied.
Prerequisite: MATH 225 or instructor permission; PHYS 122 strongly recommended. Corequisite: PHYS 480 strongly recommended. Spring. Fulfills quantitative literacy requirement.

PHYS 350. Special Topics. 1-8.
PHYS 360. Independent Study. 1-8.
PHYS 370. Physics Research. 1-4.
The presentation of independent research projects completed during summers (e.g. the National Science Foundation-sponsored Research Experience for Undergraduates) or industrial internships. Students who are unable to undertake research at other institutions may design and complete their research on campus under the guidance of Guilford faculty.
PHYS 390. Internship. 1-8.
PHYS 421. Mechanics. 4.
The study of forces and energy and their effect on the motion of particles. Topics include the motion of a particle in a force field, the dynamics of rigid bodies, and the detailed study of damped, forced and coupled oscillators. Newtonian and Lagrangian formulation of mechanics as well as computational methods of solution will be studied.
Prerequisite: PHYS 223 and MATH 226 or instructor permission. Offered in alternate years.

PHYS 422. Electromagnetism. 4.
The study of the theory of electric and magnetic fields and their interactions with matter. Topics include the use of vector calculus, Gauss's law, Ampere's law, diamagnetism, multi-pole fields and the law of Biot-Savart.
Prerequisite: PHYS 223 and MATH 226 or instructor permission. Offered in alternate years.

PHYS 423. Quantum Mechanics. 4.
The study of the theory of the interaction of particles, waves and fields in atomic and subatomic systems. Topics include the Schrödinger formulation, operator formalism and perturbation theory.
Prerequisite: PHYS 223 and MATH 226 or instructor permission. Offered in alternate years.

PHYS 441. Advanced Modern Physics. 4.
Topics in applied modern physics including the hydrogen atom and other atomic systems, nuclear physics, condensed matter and elementary particles.
Prerequisite: PHYS 223 and MATH 226 or permission of the instructor. Offered in alternate years.

PHYS 442. Advanced Classical Physics. 4.
Advanced topics in classical mechanics and electromagnetism. Topics may include Hamiltonian mechanics, motions of particles in non-inertial reference frames, the Maxwell equations, electromagnetic radiation and the dynamics of relativistic particles and electromagnetic fields. Prerequisite: PHYS 421, PHYS 422 and MATH 226 or instructor permission. Offered based upon demand.

PHYS 443. Astrophysics. 2-4.
The study of the application of physics to astronomical systems. Topics may include stellar structure and evolution, energy generation and nucleosynthesis, the interstellar medium, radiative transfer and degenerate stars.
Prerequisite: instructor permission. Offered based upon demand.

## PHYS 450. Special Topics. 1-8.

## PHYS 460. Independent Study. 1-8.

PHYS 461. Physics Research Seminar. 1.
All students writing theses or doing other research within the physics department are required to take this course in which students and faculty exchange suggestions, ideas and insights into their research. Fall and spring. CR/NC. Students may take this course more than once and may count up to 4 credits of Physics Research Seminar toward graduation.
PHYS 470. Research, Thesis and Defense. 1-8.
Independent research projects that culminate, with guidance, in a welldefined research thesis. The thesis must be presented both orally and in writing. The thesis should be written in the standard form for technical papers in physics as currently set forth in Volume 10 of the Journal of Undergraduate Research in Physics. Students are encouraged to present their papers at NCUR or another appropriate conference. Fall and spring.
PHYS 480. Physics Department Seminar. 0.
All students taking PHYS 121 or above are required to attend the Physics Department Seminar. During the semester, each student will give presentations on some aspect of the physics work on which he or she is currently working. Fall and spring.
PHYS 490. Honors Research, Thesis and Defense. 1-8.
Although enrollment is normally during the fall of the final year, the student is expected to begin work during the intermediate years on independent research projects that will culminate, with guidance, in a well- defined research thesis. The thesis must be presented both orally and in writing. The thesis should be written in the standard form for technical papers in physics as currently set forth in Volume 10 of the Journal of Undergraduate Research in Physics. Students are encouraged to present their papers at NCUR or another appropriate conference.

## Political Science (PSCI)

PSCI 101. The American Political System. 4.
An introductory course designed to explain the basic processes and issues of the American political system. A particular emphasis will be placed on citizenship and public participation within a democracy. Fulfills social science requirement (1998). Social/behavioral science (2019).
PSCI 103. International Relations. 4.
An introductory course designed to provide the basic theoretical tools and frameworks of analysis for understanding the behavior of states and other actors in the international system. Topics include the use of force,U.S. foreign policy, the causes of war and peace, the global political economy and resource and environmental issues. Fulfills social science requirement (1998). Social/behavioral science (2019).
PSCI 105. Comparative Politics. 4.
An introductory course designed to introduce students to the methods and approaches to comparative analysis and apply them to the study of ideologies, political behaviors, social movements and revolutions, political economy and political regimes that have played a role in the formation of the contemporary world. Fulfills social science and intercultural requirements (1998). Social/behavioral science and sociocultural engagement requirements (2019).

PSCI 106. Political Theory. 4.
An introductory course designed to critically analyze great works that reflect the fundamental themes and assumptions of Western political thought. It focuses on the concepts, principles, and values used to explain and evaluate political life. Fulfills social science and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).
PSCI 150. Special Topics. 1-8.
A recent topic offered is Global Inequality, an interdisciplinary exploration of the relationship between economic development and income equality. This course examines the various explanations for the gap between rich and poor countries in the international system, as well as income inequality within specific developing countries. May also be offered at 250, 350 and 450 levels.

## PSCI 201. Comparing Countries. 4.

A 3-week simulation-based introductory-course that emphasizes active engagement, collaborative learning, and public presentation. This course examines the core concepts, theories, and issues in the field of comparative relations among countries. Topics include: comparative analysis of democracies and democratization, revolution, dictatorship, development, cultural and social movements, representation and accountability, institutions of governance, political economy, and ethnicity and ethnic conflict. Particular attention is paid to the thematic similarities and differences among the diverse set of countries around the world. Fulfills social science and intercultural requirements (1998). Social/ behavioral science and sociocultural engagement requirements (2019).

## PSCI 202. Politics of State \& Local Govt. 4.

PSCI 204. Public Policy and Administration. 4.
An examination of the public policy process, including policy formulation, implementation and analysis. Attention will be paid to the issues of leadership, finance and personnel administration in government and nonprofit organizations. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).
PSCI 206. Challenges of Global Democratization (PECS 206). 4. Examines issues and challenges relating to democracy and democratization in a variety of historical and contemporary settings cross the world. The course uses the basic principles, theories, conceptual tools and comparative methods of political science to understand the underlying drivers of democratization and the various paths that countries go through on the road to democracy. Fulfills social science and intercultural requirements (1998). Social/behavioral science and sociocultural engagement requirements (2019).
PSCI 207. HP. Intelligence Community:Keeping Us Safe. 4. This course examines the origins, evolution, and organizations of the U.S. Intelligence community, their success and failures, their impact on American society, and their importance to our national security. Prerequisite: ENGL 102. Fulfills historical perspectives and intercultural requirements (1998). Historical perspectives and sociocultural engagement requirements (2019).

PSCI 210. East Asian Politics. 4.
An introduction to the political systems of East Asian countries. While examining a broad background of history and culture in comparative perspective about East Asian countries and its influence on shaping contemporary political systems, this course investigates political culture, political institutions and processes, and the impact of modernization, ideology, the role of political elites and social dynamics. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

PSCI 222. African Government and Politics. 4.
This course is designed to provide students with a basic understanding of African governments and their policies and of the relationship of Africa with the rest of the world. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).
PSCI 225. The American Presidency. 4.
An examination of the office of the presidency, including its constitutional and political underpinnings; the selection process; presidential policymaking; relationships to other branches of government and the public; and participation in foreign affairs.

PSCI 240. American Political Thought. 4.
An examination of a range of expositions of the moral foundations of American politics. This course uses these primary texts, along with writings about these texts and the political situations in which they were written, to think about the development of U.S. political cultures. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).

## PSCI 246. Politics of State \& Local Govt. 4.

Examines the relationships between local, state and federal governments,organization, and major institutional players, as well as the major issues facing municipal governments. Various state and local government officials will share their perspectives with the class.
PSCI 250. Special Topics. 1-8.

## PSCI 260. Independent Study. 1-8.

May also be offered at 360 and 460 levels. Reading programs, tutorials or field projects arranged between a student and a faculty member; schedules and nature of the work to be accomplished at the discretion of the instructor. For a complete list of prerequisites, please see the detailed independent study description under major.

## PSCI 265. Terrorism in America. 4.

Examines terrorism committed by groups within the continental U.S. to include their organization, motivation, tactics and weapons - including weapons of mass destruction. Also examined are the government's efforts to combat terrorism to include challenges to Constitutional rights and freedoms. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

## PSCI 266. Global Terrorism. 4.

Examines political, religious, cultural, criminal and state-sponsored terrorism from a global perspective to include motivations, weapons and tactics as well as the response to terrorist violence by the international community and national governments. Fulfills social justice/ environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

PSCI 275. Asia and the World. 4.
An introduction to international relations among Asian countries. This course examines how domestic politics, political culture, history and social changes in these countries shape, and how they are shaped by, international politics in the region. Particular emphasis on the dynamics of great power relations and Cold War and post-Cold War competition in Asia. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019)..
PSCI 290. Internship. 1-8.
Recommended for all majors. Details to be arranged between a student and a faculty member; schedules and nature of the work to be accomplished at the discretion of the instructor. For a complete list of prerequisites, please see the detailed internship description under major.

## PSCI 305. Politics of Gender. 4.

This upper-level, writing-intensive course provides an opportunity to critically examine the role of gender in politics. Many still consider politics to be a gender-divided world. To be discussed are the ways that people use gendered categories to make political decisions, as well as the ways that gender intersects with other major political categories such as race, class and sexuality. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).
PSCI 315. Chinese Politics. 4.
Examines Chinese political history, political ideology, political institutions, political processes as well as some key issues in Chinese politics, providing a comprehensive introduction to developments since the Communist revolution Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).
PSCI 316. China and the World. 4.
Examines China's contemporary international relations and the major military, political and economic elements of Chinese foreign policy in the context of their development since 1949. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

## PSCI 317. The American Founding. 4.

Studies the way in which some of the most celebrated features of American government became either settled questions or continue to be debated today. Topics examined include the proper balance between governmental branches, the relationship between citizens and their representatives, the key role of elections in American politics and the contentious role of democracy in American political life. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).
PSCI 318. Environmentalism in Early America. 4.
This course examines the complex dialogue between nature and politics in the United States during the late 19th and early 20th century. It will focus on the complicated links between material circumstances, ideas and politics, which affected the physical context of the American environment and the changing experience of American life. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

## PSCI 319. Modern Environmental Problems. 4.

Examines the complex emergence of the American environmental movement as a response to the historical, political and socio-economic patterns following World War II. Students will analyze environmental policies in response to specific and varied problems such as pollution, species protection, urban sprawl and management of national parks. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

PSCI 329. Wealth and Inequality in US. 4.
Over the last three decades, Americans have grown increasingly unequal in terms of income and wealth. At the same time, it has become increasingly hard for less-well off American to "live the American Dream" by moving up the economic ladder. This course asks: What does economic inequality look like in the US? What are its causes and social consequences? How does it impact the quality of American democracy, and what can we do about it? Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

PSCI 330. Global Power and Wealth. 4.
An exploration of competing explanations for the changing relationship between political and economic power in international relations. Substantively, the course focuses on trade, finance, investment and debt and development issues. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).

PSCI 335. America and the World. 4.
4. Examines the historical context of U.S. foreign policy since World War II: the Cold War, Korea, Vietnam, collapse of the U.S.S.R., post-9/11; the individuals, institutions and processes involved in making and implementing foreign policy; and contemporary foreign policy issues and challenges - e.g., Middle East conflict, terrorism, WMD, nuclear proliferation, covert action, peacekeeping, democratization, human rights and globalization.

## PSCI 345. Avoiding War, Making Peace. 4.

4. The aim of this course is to gain a better understanding of the conditions and processes that lead to international war and peace. This will be accomplished through a combination of theoretical and historical analysis.
PSCI 350. Special Topics. 1-8.
PSCI 355. Constitutional Law and Civil Rights. 4.
5. Examines a series of political controversies in which at least one and usually more than one - side makes a claim on the basis of rights. Controversies examined include property rights, First Amendment rights, rights in times of crisis, the rights of the accused and the right to vote as well as rights-based assertions on behalf of the disabled, women and the unborn. Fulfills social justice/environmental responsibility requirement.

## PSCI 360. Independent Study. 1-8.

PSCI 364. Race, Ethnicity and Politics. 4.
4 Examines several theories about race and ethnicity. Among these theories are ideas about how race and ethnicity shape our political identities. The goal of the course is to use a variety of theories and methodologies in order to develop a critical understanding of the complexities of race and ethnicity, with an emphasis on race and ethnicity in the United States. Fulfills diversity in the U.S. requirement.

## PSCI 367. Violence and Politics. 4.

4. This writing-intensive, upper-level course is an exploration of the theoretical and actual connections between violence and politics. After a brief foray into political psychology, we will examine and critique the views of several political theorists. We will end the class by analyzing specific violent events in light of these theories. Fulfills social justice/ environmental responsibility requirement.

PSCI 389. Homeland Security Policy. 4.
4. An examination of the evolution of American homeland security policy especially since the end of the Cold War. Emphasis is on identification of threats and adversaries, major decision-makers and policy formulation, implementers of homeland security (intelligence agencies, Defense Department), policy evaluation, and strategies for the 21 st century.

PSCI 390. Internship. 1-8.
PSCI 391. Globalization and Its Discontents. 4.
4. Analyzes the impact of trade, financial flows, technology and regional integration on the domestic politics of advanced and emerging countries. Case studies include the European Union and western European states, the United States, Japan and Brazil.
PSCI 405. Departmental Seminar. 1-4.
1-4. Reading and discussion of recent contributions to political science.
PSCI 450. Special Topics. 1-8.
PSCI 455. Designing Pol. Research. 3-4.
PSCI 460. Independent Study. 1-8.
4. Reading programs, tutorials, or field projects arranged between a student and a faculty member; schedules and nature of the work to be accomplished at the discretion of the instructor. For a complete list of prerequisites, please see the detailed independent study description under major. Also offered at the 260 and 360 levels.
PSCI 465. Senior Independent Project. 4.
4. Serves as a departmental independent study pass/fail capstone course. Majors must complete a major independent project/research proposal on an agreed upon topic as directed by a faculty member. This course is intended to foster students' integration and synthesis of the discipline, further develop and assess student competencies and problem-solving skills, and enhance students' preparation for careers and postgraduate education.
Prerequisite: PSCI 230 or PSCI 455.
PSCI 470. Senior Thesis. 1-8.
4. Recommended for all students planning to enter graduate school. Proposal must be presented to and approved by the department chair in the semester prior to enrolling. Thesis must include: a) literature review; b) proposed methodology; c) schedule; d) an explanation of how this project will contribute to the existing body of political science knowledge. Course culminates in a pass/fail oral examination evaluated by three members of the faculty, two of whom must be from the department and one from outside the department.
PSCI 490. Departmental Honors. 1-8.
4. For a complete list of prerequisites, please see the detailed departmental honors description under major.
Prerequisite: PSCI 230 and a specific PSCI 460 the previous semester.

## Principled Problem Solving (PPS)

PPS 110. Introduction to Civic Engagement. 2.
In this class, we explore different approaches to civic engagement, survey the status of civic initiatives and social movements across the U.S., and learn from local practices and practitioners.

## PPS 111. Civic Engagement Explorations. 2.

This course examines models of civic engagement and what is required of citizens in a healthy democracy. Seminar format, may include a community or project-based engagement hours requirement.
Prerequisite: PPS 110 or permission of instructor.
PPS 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
PPS 151. Ethics and Leadership I. 2.
This course provides an introduction to leadership theory, research and practice in small groups, organizational and societal contexts. This course will focus on applying leadership theories to think about practical problems on campus or in the broader Guilford community.

PPS 210. Practices and Narratives. 2.
In this course, we identify students' core values and commitments, reflect upon how those values (and the Core Values of the College) connect with their education and vocation, identify capacities and strengths within local communities, identify particular problems that contradict students' and Guilford College's Core Values, research the intersecting root causes of these problems - as well as efforts already underway to address them, discern our willingness and ability to engage these problems effectively, and begin the process of imagining ethical action in particular contexts. Throughout this process, we will explore narratives and practices of effective approaches to social change and innovation in diverse contexts. This class is limited to students in the PPS Scholars Program.
PPS 211. Change, Innovation and Impact. 4.
In this class, we will: research the intersecting root causes of particular social problems - as well as efforts already underway to address them, imagine positive alternatives, explore the roots of our own imagination process for leadership and change, create realistic, achievable plans for action in relation to a particular issue, engage in group action, and reflect about the process, making changes when necessary. Throughout this process, we will explore philosophies and practices of effective approaches to social change and innovation in diverse contexts. In addition, the class will focus on issues and concerns related to ethics and/in leadership within the selected organizations and beyond. The class is limited to students in the PPS Scholars Program.

PPS 240. Cape Fear River Basin Seminar I (ENVS 240). 4.
This seminar is an introduction to interdisciplinary, experiential, placebased learning. You will work with students from other disciplines as you engage with learning opportunities both in and outside the classroom, practice articulating the value and limitations of your discipline, and develop independent research or creative interests. You will reflect (in writing and discussion), develop a basic understanding of some historical trends in the human relationship to water, the history, geography, and contemporary challenges of the Cape Fear River Basin. A three- day canoe camping trip and multiple in-class field trips are mandatory for this course.
Prerequisite: ENGL 102 and instructor permission.
PPS 250. Special Topics. 1-8.
PPS 251. Ethics and Leadership II. 2.
This course builds on PPS 151 and is designed to develop the capacity to exercise leadership to make progress on personal and community issues. In addition, students will have an opportunity to engage with speakers from a variety of different walks of life who have exercised leadership in their personal and professional lives and can help students understand how to evaluate external and internal pressures in ethicaldecision making.
PPS 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
PPS 290. Internship. 1-8.
May also be offered at 390 level.

PPS 340. Cape Fear River Basin Seminar II (ENVS 340). 4.
This seminar is an immersion in interdisciplinary, experiential, placebased learning. You will practice applying the skills of your discipline as you work on an independent or collaborative research or creative project that is relevant to some aspect of our place, the Cape Fear River Basin. You will engage in reflection, discussion and presentation to gain practice articulating the value and limitations of your discipline in developing knowledge that might eventually lead to positive change. A three-day canoe camping trip and multiple in-class field trips are mandatory for this course.
Prerequisite: ENVS/PPS 240 with approved research proposal, or instructor permission.

PPS 350. Special Topics. 1-8.
PPS 360. Independent Study. 1-8.
PPS 390. Internship. 1-8.
PPS 450. Special Topics. 1-8.
PPS 460. Independent Study. 1-8.

## Psychology (PSY)

PSY 100. Introduction to Psychology. 4.
Introduction to the science of behavior including study of motivation, learning and remembering, the brain, perception and thinking, social processes, and developmental behavior disorders. Includes instruction on basic research methods in psychology, and requires students to find, read, and analyze primary research articles. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).
PSY 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels. Prerequisites vary.
PSY 224. Developmental Psychology. 4.
Psychological aspects of human growth and development across the lifespan, with emphasis on emerging capacities, expanding behavior, and increasingly complex social interactions. Includes instruction on basic research methods in psychology, and requires students to find, read, and analyze primary research articles. Includes community engagement. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).
PSY 241. Mass Media. 4.
The study of mass media, including the impact of mass media on the ways people conceptualize the world, and the impact of mass media on human behavior. The course will look at a variety of media, including books and magazines, television, radio, film and the internet.
PSY 242. Psychology of African Americans. 4.
The study of African Americans from a psychological point of view, with emphasis on theories, research and models as they pertain to African Americans. The course examines a variety of issues, such as: ethnic identity, personality traits, nonverbal communication, racism, mental health and the legal system. Fulfills diversity in the U.S.
PSY 243. Environmental Psychology. 4.
Study of the impact of human knowledge, attitudes and behavior on environmental problems and their solution.
Prerequisite: PSY 100 or ENVS 100. Alternate years. Fulfills social justice/ environmental responsibility requirements (1998). Evaluating systems and environments requirement (2019).

PSY 250. Special Topics. 1-8.

PSY 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels. Intensive reading and/ or independent research on a topic of interest to the student. By departmental approval.

## PSY 263. Prisons in US and Norway. 3-4.

A comparison of prison systems in the U.S. and Norway from the perspectives of restorative justice, criminal justice, and psychology. Students will compare the goals, structures, and policies of the two systems, and consider the differential impact on violence, mental health, rehabilitation, and recidivism. Includes visits to prisons in the U.S. and Norway.
PSY 270. Interpersonal Communications (JPS 270). 4.
Using an experiential learning laboratory approach, this course provides students with a solid theoretical foundation for understanding interpersonal communication, the internal dynamics that lead individuals to construct meaning and the skills needed to maintain effective relationships of all kinds.
PSY 290. Internship. 1-8.
Community engagement, individually arranged so that students can become directly involved in work within the community. Highly recommended for all majors. May also be offered at the 390 level.

PSY 301. Research Methods and Analysis. 4.
Application of methods for collecting and analyzing behavioral science data and for drawing inferences from such data.
Prerequisite: PSY 100 and Historical Perspectives.

## PSY 330. Personality. 4.

The study of personality from a variety of perspectives; Emphasis on different personality theories and techniques of assessment and research.
Prerequisite: PSY 100 or 224.
PSY 332. Industrial and Organizational Psychology. 4.
Application of psychology to problems of employee selection, motivation, training, work environment and human relations in business, industry and other organizations.
Prerequisite: PSY 100 or 224.

## PSY 337. Child and Adolescent Psychopathology. 4.

Childhood and adolescent problems encountered by clinical psychologists, special education teachers, social workers, counselors and school psychologists examined in the context of normal child development. Emphasis is on psychological factors in deviant and disturbed behavior and treatment procedures. Includes community engagement.
Prerequisite: PSY 100 or 224.

## PSY 338. Theoretical Perspectives. 4.

The course will focus on a major theoretical perspective in psychology, including behaviorism, cognitive psychology, humanistic psychology, or psychoanalytic psychology, one or more theorists within a perspective, or a comparison of theories or theorists. Rotating titles. Repeatable. Prerequisite: PSY 100 or 224.

PSY 340. Psychobiology (Biol 340). 4.
Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Co-requisite: laboratory work.
Prerequisite: either two courses in biology or one course in biology and one course in psychology.

PSY 341. Psychotherapy. 4.
Studies psychotherapy's theoretical foundations and the therapist's practical skills. The course will explore four to six therapeutic approaches in depth. The therapies chosen will vary each semester, as will the focus on individual, group, family or child modalities.
Prerequisite: PSY 100 or PSY 224.
PSY 342. Adult Psychopathology. 4.
This course examines psychological disturbances that may be diagnosed in adulthood, studied in the context of modern life, genetics, and the socio-cultural milieu.
Prerequisite: PSY 100 or 224.
PSY 343. Sensory Systems (Biol 343). 4.
Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus and measurements of sensory abilities. Laboratory work.
Prerequisite: either two courses in biology or one course in biology and one course in psychology.

PSY 347. Social Psychology. 4.
Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction.
Prerequisite: PSY 100 or 224.
PSY 349. Multiculturalism and Psychology. 4.
Examines various areas in which multiculturalism has been applied, such as education, mental health and counseling, and inter-group relations. Students investigate cultural differences in development, examine cultural and personal identity and explore ways of improving relations among cultures.
Prerequisite: PSY 100 or 224 . Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

PSY 350. Advanced Issues in Psychology. 8.
PSY 351. Psychology and Gender. 4.
Variable title. Repeatable.
Prerequisite: PSY 100 or 224.

## PSY 352. Psychology of Language. 4.

Study of the psychological aspects of language use, including language acquisition, language production and comprehension, the dynamics of interpersonal communication, and the relationship between language and thought. Also explores issues of memory, mental representation, and neuroscience as they relate to the study of language.
Prerequisite: PSY 100 or 224.
PSY 354. Social Psychology and Film. 4.
Film can be both a reflection of society and an agent for change. In this course, we will consider how social psychological principles are illustrated in film and how their depictions can be used to bring about social change, sometimes, but not always, for the better.
Prerequisite: PSY100 or PSY224.
PSY 360. Independent Study. 1-8.
PSY 363. Prisons in US and Norway. 3-4.
A comparison of prison systems in the U.S. and Norway from the perspectives of restorative justice, criminal justice, and psychology. Students will compare the goals, structures, and policies of the two systems, and consider the differential impact on violence, mental health, rehabilitation, and recidivism. Includes visits to prisons in the U.S. and Norway.

PSY 390. Internship. 1-8.
PSY 445. Contemporary Issues in Psychology. 4.
Selected theoretical and methodological issues of contemporary psychology.
Prerequisite: PSY 301 and second-semester junior or senior standing.

## PSY 450. Special Topics. 1-8.

## PSY 460. Independent Study. 1-8.

PSY 470. Senior Thesis. 1-8.
Major research project designed and conducted under the supervision of a faculty member.
Prerequisite: PSY 301 and senior standing.
PSY 490. Departmental Honors. 1-8.
Thesis designed and conducted under the supervision of a committee, including one Chair who is in the psychology department and two other committee members (one inside and one outside the department). Requires a thesis defense to the committee and entire department. Departmental honors are awarded only after approval of the committee and department.
Prerequisite: PSY 301, senior standing, 3.5 cumulative G.P.A.

## Public Health (PBH)

PBH 100. Introduction to Public Health. 4.
What does "wellness" mean? How can individuals and social contexts, including law, physical environments, and policy, contribute to the prevention, detection, and control of disease? Students in this introductory course will explore historic and contemporary approaches to diverse public health issues. Upon successful completion of this course, students will understand basic public health principles, prominent frameworks in the discipline, and applications of best practices in communities.

## PBH 200. Epidemiology. 4.

Which populations tend to be healthy? Which populations are most in need of public health support? How do we know? Students in this course will learn to apply epidemiologic methods to examine population-based health determinants and identify health disparities. Upon successful completion of this course, students will understand screening, disease surveillance, and outbreak investigation in the context of contemporary social issues. They will also learn to apply descriptive and multivariate statistical analyses to public health issues.
Prerequisite: Successful completion of Information Literacy requirement.

## PBH 250. Special Topics. 1-8.

PBH 260. Independent Study. 1-8.
PBH 290. Internship. 1-4.
May also be offered at the 390 level.
PBH 291. Sci Inq: Intro Rsrch Comm Hlth. 4.

PBH 292. Scientific Inquiry: Introduction to Research in Community Health Issues (BIOL 292). 4.
This course embraces multiple aspects of community-based, interdisciplinary research. Prior to beginning research projects, students will learn about the changing demographics of Guilford County including refugees and underserved populations. They will also receive training in anti-racism and cultural competency to prepare students for working with community members. Through community outreach efforts, students will be involved in the formation and implementation of focus groups and community events to build trusting relationships with community members as well as to identify and assess community needs. Students will work with faculty and student leaders to design, implement and evaluate a community-based research project. Projects will address current community concerns ranging from access to health care to medical and nutritional needs. This instruction will help in the promotion of effective, focused research and will prepare students for developing sustainable relationships with the targeted community
PBH 300. Global Health. 3,4.
How does the burden of disease vary within and between countries? How does health relate to social and economic factors, such as equity? What challenges make it difficult to promote global health in cost-effective, efficient, and sustainable ways? Students will study key global health principles for the identification, evaluation and intervention of small and large public health problems around the world. Upon successful completion of this course, students will understand the social, cultural, economic and political implications of global health actions. Students will also learn to identify health disparities, constructing historicallyrooted analyses of public health problems and drafting evidence-based proposals for intervention that emphasize cooperative public health models.

PBH 350. Special Topics. 1-8.
PBH 360. Independent Study. 1-8.
PBH 390. Internship. 1-8.
PBH 450. Special Topics. 1-8.
PBH 460. Independent Study. 1-8.

## PBH 470. Senior Thesis. 1-4.

Represents one of three options for the experiential learning requirement in the major. A written senior thesis may be undertaken as the culmination of independent study or relevant Collaborative Quest (Apply/ Contribute) project. The senior thesis must represent independent thought and is designed and conducted under the supervision of a faculty member. Recommended for students planning to attend graduate school.
PBH 490. Internship. 1-8.

## Religious Studies (REL)

## REL 100. Religion, Dreams and the Dreaming. 4.

This cross-cultural course will consider the religious role of the dream as initiatory experience, metaphor for aboriginal time, gateway to the other world, venue for the divine guide, healing event, "royal road" to the unconscious, and prophetic harbinger of the personal or collective future. This is an introductory course, and no previous academic experience in religious studies is expected or required. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).

REL 101. History of Religion in United States. 4.
Exploration of the interaction of American religion and culture. Examines aspects of the religious traditions of Native Americans, African Americans, Roman Catholics, Jews and Protestants and the shift from a white Protestant to a pluralist America. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/ humanities and sociocultural engagement requirements (2019).

## REL 108. Spread of Buddhism Across Asia. 4.

The course begins with a study of the life of the Buddha, the early formation of Buddhism and the Mahayana reformation, then shifts to its major focus: study of the diffusion of Mahayana Buddhism across Central Asia and China, and into Japan and Korea. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

## REL 109. QLSP Freshman Seminar. 1.

## CR/NC

REL 110. Quakerism. 4.
Origins and development of the theology, social testimonies and institutional structure of the Quaker movement from the mid-17th century to the present, and their relevance to non-Quaker thought and life. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

## REL 114. Reading Sacred Texts. 4.

This course introduces students to religious traditions from around the world through the lens of sacred texts. Students encounter a range of holy writings while learning about interpretation, the creation of religious communities, and different comparative and thematic approaches. Any number of traditions could be explored, including Hinduism, Buddhism, Judaism, Christianity, Islam, and many others.

## REL 120. American Nature Writing (ENGL 228). 4.

Examines literary nature writing in America from the 19th century to the present, with a primary focus on the different ways writers have presented the natural world as sacred. Writings consider both our current estrangement from the natural world and possibilities for developing intimacy with the earth through a deep sense of "place." Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

## REL 122. Men, Masculinities and Religions. 4.

An introductory course on gender and religion that examines men's ways of being and behaving and its collective influence on Western religious thought and practice. Particular attention will be given to analyzing hegemonic forms of masculinity that support patriarchal gender ideologies and invest religions with androcentric biases. Course readings will touch on major theological conversations (god, human, etc.) and religious concerns (faith, ethics, etc.). Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

## REL 150. Special Topics. 1-8.

May also be offered at 250, 350 and 450 levels. Possible offerings include Sufism; Gendered Spiritualities; Music in the Muslim World; Exodus from Moses to Bob Marley; Feminine Images in Biblical and Christian Literature; Social Reform and Personal Therapy; 19th- and 20th-century American Religion and Mysticism.

REL 161. Religion in the New Media. 4.
Religion is in the news. It informs our perspectives and feeds our search for answers to many ethical questions about how individuals construct meaning and relevance in daily life. The quick answers to burning questions are often sought by the click of a button. New and emerging media renditions inform religion as much as religions permeate life. Fulfills the humanities requirement (1998). Arts/humanities requirement (2019).

## REL 171. Rumi and Revolution. 4.

This course will seek to study Rumi in primarily aesthetic terms by an examination of his own works and that of his companion, Shams Tabriz. The Rumi that has been recovered through the lens of western poets is also reclaimed by his compatriots in Afghanistan, Iran and Turkey. This study will also examine how current works by Turkish writers like Orhan Pamuk and Elif Shafaq stake their claim in their modern fictional renditions of the life and times of Rumi. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).
REL 200. Native American Religions. 4.
An advanced introduction to the religion of several Native American tribes, such as the Cherokee, Sioux, Crow and Navaho. Explores the worldviews/myths, rituals (including art, dance and music) and the life-ways of these different cultures. Also focuses on the long interaction between American white cultural imperialism and the religions of these indigenous people. Fulfills the humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

## REL 201. Women and Gender in Islam. 4.

This course explores a variety of religious texts, interpretations, traditions, and practices central to understanding women Islam. We examine the diversity in the notion of "Muslim women," in history and around the world. We read the Qur'an in search of messages about marriage, sex, polygyny, adultery, and veiling. We also examine Islamic feminism as a force in contemporary Islam.

REL 204. Islam. 4.
Introduces the Islamic religion in its various aspects, including its origins, cultures, rituals, beliefs and practices. The course aims to provide a holistic analysis of Muslim civilizations by exploring some aspects of their rich and diverse contributions through historical and current expressions. Fulfills humanities and intercultural requirements (1998). Art/ humanities and sociocultural engagement requirements (2019).

## REL 208. Hinduism. 4.

Addresses the religions of India, primarily Hinduism, which is a way of life emphasizing practice more than doctrine; therefore, we look at the lives of people through narratives. We also address the thought and concomitant social systems forming the framework for its acceptance of diverse and often contradictory beliefs and practices. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

REL 209. QLSP Sophomore Seminar. 1.
CR/NC.

## REL 210. Quaker Spirituality. 4.

This course situates Quaker spirituality within a range of contexts (historical, political, economic, and social) and examines the interplay of spirituality with peace and justice concerns. The course includes an experiential element and considers how Quaker spirituality impacts personal and corporate worship, decision-making, discernment, and physical and emotional well-being.

REL 215. Hebrew Bible/Old Testament. 4.
The Hebrew Bible occupies a unique position in relation to the conventional dichotomies between modernity and tradition, East and West. This course will explore the "book" and the contradictions that envelop it, examining the Bible as a multifaceted compilation of ancient Hebrew (and Aramaic and Greek) literature and considering its various roles in contemporary life. Fulfills intercultural requirement (1998). Art/ humanities requirement (2019).

## REL 216. New Testament. 4.

Explores the literature of the New Testament, emphasizing the manner in which each writer tries to express an understanding of the person and work of Jesus in relation to the early Christian community. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

## REL 217. The Qur'an and its Interpreter. 4.

This course introduces students to the Qur'anic scripture, its history, themes, characteristic, and the way in which it has functioned as an authority for Muslims throughout Islamic history. We will examine competing modes of interpretation and the most significant exegetes in the pre-modern and modern periods, paying specific attention to the role of modernity in creating new approaches to Qur'anic interpretation. This course surveys a wide range of exegetical interpretations on 1) women and sexuality, 2) violence and jihād, and 3) religious pluralism. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).
REL 222. Feminist Theologies. 4.
An exploration of 19th- and 20th-century feminist religious and theological writers. Considers such issues as the role of religious systems both in establishing and sustaining sexism and in being agents of transformation and justice; sexism and God-language; patriarchal and egalitarian views of human nature; women and ritual; and feminist views of society. Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).
REL 225. Religion, Bodies, and Sexualities. 4.
This class ventures into the contentious yet creative possibilities surrounding the intersections of religion, bodies, and sexualities. Our approaches are ontological, methodological, theoretical, and theological, and we tackle a variety of possible topics, including birth, death, healing, and food; celibacy, virginity, college "hook up" culture; and various sexual and gender identities. The course will align primarily with the instructor's expertise but will include comparative religious elements. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

## REL 230. Comparative Religious Ethics. 4.

This course explores the varieties of ethical concepts in different religions, while teaching how to think critically about the applicability of "ethics" as a category and showing how many ethical concepts including notions of "truth" often reflect multiple "truths" in the narratives of the religions, cultures and societies. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).
REL 234. African American Religion and Theology. 4.
This introductory course examines African American Christianity both chronologically and thematically from slave religion to the present and various expressions of Islam in U.S. black communities during in the same period of time. It also pays attention to West African influences and to other religious expressions among African Americans, e.g. Judaism, Buddhism and Humanism. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

REL 236. Reformation: Luther to Fox (HIST 236). 4.
The course is designed to introduce students to a basic understanding of events and ideas of the Reformation era in Europe, ca. 1517 to 1660. A focal point of our readings will be the reformers' view of the relation between political and ecclesiastical authority. Fulfills intercultural requirement (1998). Art/humanities and evaluating systems and environments requirements (2019).
REL 237. Jesus in Film and Pop Culture. 4.
Jesus of Nazareth has captured the world's imagination for two millennia, and this course focuses on humanity's multi-faceted engagement with Jesus. Examining Jesus from a multitude of sources' scriptures, films, literature and art, this class looks at the many ways Christians and nonChristians have created Jesus Christ, and what significance those diverse creations hold. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

## REL 240. History of Christianity. 4.

A one-semester survey of the history of the world Christian movement focusing on four centuries (fourth, 12th, 16th, 19th). The course combines three approaches - history of institutions, history of spirituality and history of ideas - and pays close attention to the relationship between religion and culture and the social context of Christian churches. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

## REL 250. Special Topics. 1-8.

REL 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels. The individual formulation and completion of the study of a significant problem in the field of religion, such as Play, Celebration and Worship; Existential Psychology; Alchemy; Contemporary Social Change in the Church; Creativity and Imagination; or Women in Modern Japanese Religion

## REL 282. Mindfulness and Social Action. 4.

The course takes as its foundational premise the notion that discernment work in advance of acute moments of crisis can help us gain clarity about how, why, and in what specific ways we might best act for social change in times of crisis. At heart are issues of ethics, of spiritually grounded values, of senses of self, and of passions. Throughout the course, students engage with religious texts that address issues such as anger, non-violence, Buddhist and Shinto history and practice in Japan, and the ontological deconstruction of an autonomous "self." Students work to discern - by way of mindfulness practice and analysis of intersectional systems of oppression and liberation - the passions and ethical priorities that drive them to work for a better world. Fulfills arts/humanities and evaluating systems and environments requirements (2019).
REL 283. HP.Religions of the Minorities of Southwest China. 4.
The course explores the religious traditions of the Naxi, Tibetans, Yi, Lisu, Moso, and Bai peoples of Yunnan Province in Southwest China. The Chinese "Cultural Revolution" (1966-1976), which systematically devastated the religious lives of these peoples, serves as the course's central historical focus.
Prerequisite: ENGL 102. Fulfills historical perspectives and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

## REL 285. Daoism. 4.

Explores Daoism, one of the most deeply pervasive and enduring religious/philosophical traditions in Chinese and East Asian culture. The course will focus the early development of Daoist ideas and practices from their inception and eventual institutionalization in China up to the present day. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

REL 288. Witches, Ghosts and Demons. 4.
This course examines the religious roles of witches, ghosts and demons. It is also, fundamentally, a course about death, dying, the fear and anxiety surrounding the dark, the night, death, and the problem of evil. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

REL 290. Internship. 1-8.
May also be offered at the 390 level.

## REL 295. Religious Studies Methods \& Theories. 4.

In this course we examine the range and depth of the theoretical aspects of the field of Religious Studies, and study and practice the various methods employed in our field. This course is required of all majors in Religious Studies and, ideally, should be taken sophomore year.

## REL 309. QLSP Junior Seminar. 1.

## CR/NC.

## REL 310. Islam and Modernization. 4.

This course examines current discussions on Islam in the contemporary world, privileging politics and war and moving further to explore diverse populations, their religious and cultural practices, their struggles with economic and humanitarian issues as well as contributions made through new social movements, environmental challenges, and attempts to forge civil societies through innovative practices. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).
REL 312. Muslims, Slavery \& Civil Right. 4.
A three-week course, "Muslims, Slavery, and Civil Rights in the U.S." focuses on the largely neglected history of Islam in America. It explores the critical intersections between Islam, slavery and civil rights in the United States. Venturing into a rich, yet underexplored record of historical material, students in this course will study the biographical accounts of enslaved Muslim Africans, whose personal narratives reshape the story of religious freedom inU.S.

## REL 317. Women in Tibetan Buddhism. 4.

This course focuses on the religious roles and lives of women of Tibet and the Himalaya from the seventh through the 21 st centuries. Also examined are some contemporary "Western" feminist politicalphilosophical theory and its problematic applicability to the traditional situation of Tibetan women throughout the last 1,300 years. Prerequisite: Historical Perspectives. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

## REL 318. Tibetan \& Himalayan Religions. 4.

Studies the religious traditions of the Himalayas and the Tibetan Plateau as well as the effects of the Chinese occupation of Tibet, the effects of modernization and tourism on local religion and the recent internationalization of Tibetan Buddhism. One prior course in religious studies, history or philosophy is highly recommended. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

## REL 319. Buddhist Emptiness. 4.

Explores Indian, Tibetan, Chinese and Japanese Buddhist masters' commentaries on the doctrine that all phenomena including the "self" are "empty of inherent existence," and investigates issues such as religious truth and the ethics of ego-less-ness. Counts toward a major/minor in International Studies - East Asia.
Prerequisite: Historical Perspectives. Fulfills intercultural requirement (1998). Arts/humanities requirement (2019).

REL 322. Mec. of Medicine \& Magic. 4.
This experiential team-taught, intensive, three-week, interdisciplinary study abroad course will take place in and on the grounds of Alnwick Castle in Northumberland, in the far northeastern reaches of England. The course explores the intersections and distinctions between the causal systems, modalities, and mechanisms of magic and medicine. With site visits to the island castle and priory of Lindisfarne, the Scottish city of Edinburgh, the Magic \& Medicine Garden of Dilston, Alnwick town, and the castle's bucolic gardens and park grounds, the course will begin with a rigorous investigation into the history of the importance of the concept of causality in both scientific and non-empirical thought, and with student projects about medicinal herbs. The centerpiece of the course will utilize the Reacting to the Past pedagogical engaged-learning collaborative theatrical scenario about Charles Darwin. The final week will involve classes on the castle grounds about postmodern intercultural understandings of magic and the mysteries of the mechanisms of medicine and health. Students will spend the full three-week course living in Alnwick Castle, famously the cinematographic setting of Harry Potter's Hogwarts. There are no prerequisites for this course. Instructor permission required prior to registration.
REL 340. Contextual Thea/ologies of Europe and North America. 4. A reading-intensive, seminar-format examination of 20th- and 21 stcentury Christian theologians from the North Atlantic region (mostly Germany and the United States) who have written with a deep awareness of their historical, cultural, economic, political and ecological contexts.
REL 341. Liberation Theologies of Latin America, Africa, and Asia. 4. Seminar on Catholic and Protestant Christian theologies from the perspective of poor and disenfranchised women and men. Works from Latin America (Peru, Brazil, El Salvador), Africa (Ghana, South Africa and their regions), and Asia (Philippines, India, Hong Kong). Includes ecofeminist and postcolonial perspectives. Fulfills intercultural requirement (1998). Arts/humanities requirement (2019).

REL 343. Mormonism. 4.
This course places the Latter-day Saint faith into American history and explores topics like religious innovation, church-state relations and missionary work. In looking at the Mormon Church, we look at the lives, beliefs, embodied practices and global outreach of this quintessential American religion.

REL 350. Special Topics. 1-10.
REL 360. Independent Study. 8.
REL 390. Internship. 1-8.
REL 395. Religious Studies Colloquium. 1.

1. Students reflect collectively on the study of religion and its relationship to the liberal arts, to their own college career and to life outside of college. Students complete an intellectual autobiography to further their self-understanding as students of religion. For majors in their junior year. CR/NC.
REL 409. QLSP Senior Seminar. 1.
CR/NC.
REL 415. Contemporary Theolgy:Holocaust. 4.
The contemporary Christian theological analysis of and struggle with the nature of self and God is examined in relation to forms of social domination (sexism, racism, classism, militarism, anti-Judaism and Islamophobia) through consideration of religious thinkers.

REL 422. Contemporary Religious Problems. 4.
An exploration of one major contemporary thinker or problem, such as religion, language and the body; God and language; or religion and symbol. With changes in content, this course may be repeated more than once.
Prerequisite: instructor permission.

## REL 445. Shamanism. 4.

In this discussion-style seminar, students read the entirety of Eliade's seminal and controversial work, Shamanism: Archaic Techniques of Ecstasy, and problematize the applicability of the term Shamanism to specific religious traditions. Course issues include: initiation, trance, the role of animal messengers and helpers, altered states of consciousness, healing in Shamanism, and others. Prerequsite: Historical Perspectives.

## REL 450. Special Topics. 1-8.

## REL 460. Independent Study. 1-8.

## REL 465. Theories/Methodology Quaker St. 4.

This is the culminating class of the Quaker Studies Minor and prepares the student for further work in the field of Quaker Studies, while also building skills for research, writing, and developing arguments as they pertain to the study of religious beliefs, attitudes, and practices. In this course, students will become familiar with the general theories and methodologies surrounding Quaker studies.
REL 470. Senior Thesis. Credit variable. 1-8.
Individual study culminating in a thesis, which, in consultation with the advisor, may be submitted for departmental honors. Requires a prior semester's preparation (a two- or four-credit independent study) that can be counted either as a REL 460 or as part of the Senior Thesis.
REL 490. Departmental Honors. 1-8.
Requires a 3.5 grade-point average in courses in religious studies and a senior thesis or the equivalent.
REL 495. Religious Studies Colloquium. 1.
Students reflect collectively on the study of religion and its relationship to the liberal arts, to their own college career, and to life outside of college. Students complete an intellectual autobiography and a culminating project, to further both their self-understanding and academic journey as students of religion. For majors in their senior year. CR/NC.

## Sociology/Anthropology (SOAN)

## SOAN 100. Introduction to Sociology. 4.

This course will provide an introduction to the field of sociology and how it can be used in the critical examination of contemporary society. The course will explore and compare theoretical perspectives on culture, social structure and the development of the individual within the social context. The course will also have a strong emphasis on social inequality as the product of structural and belief systems, with race, class, gender and sexuality explored as central elements of social organization. Fulfills social science and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments (2019).
SOAN 103. Cultural Anthropology. 4.
Introduction to the study of culture and society in comparative perspective. Utilizes various approaches of anthropologists and data from societies around the world in order to illustrate the nature and functions of culture and social structures. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).

SOAN 106. Introduction to African Heritage (AFAM 106). 4.
Course serves as an introduction to the geographical roots and cultural heritages of the peoples of African ancestry. It will help students to begin to explore and understand the diverse lifestyles, experiences as well as the dispersion, opportunities, challenges and concerns of peoples of African ancestry in the U.S. multicultural setting. Fulfills diversity in the U.S. and social science requirements (1998). Sociocultural and social/ behavioral requirements (2019).
SOAN 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
SOAN 216. HP.The Anthropology of Colonialism. 4.
Introduces historical anthropology by exploring the socio-cultural dimensions of European colonialism from the late 15th century to the post-colonial period. The course focuses on the colonial experience in Africa, the Americas, Asia and the Middle East, particularly from the point of view of the colonized.
Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 2019).

SOAN 234. Culture \& Sexuality in Africa. 4.
Explores how culture shapes sexual practices, identities and roles in African societies. Course topics include virginity, male and female circumcision and other rites of passage, arranged marriages, fertility, the spread of HIV/ AIDS, sexual exploitation and domestic violence, as well as lesbian, gay, bi-sexual and transgender "queer" practices. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

SOAN 235. African Families in Transition. 4.
This course places African families at the center of an anthropological exploration of the myriad ways of family formation and the dynamic nature of how family is defined cross-culturally. It explores how families in different African societies have adapted and continue to adjust to the changing circumstances brought on by colonialism and post-colonial conditions. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

## SOAN 245. Race and Ethnicity in Latin America. 4.

Race and ethnicity occupy center stage in Latin America's identity politics and nation-building processes. Despite the myth of racial harmony, inequalities along racial and ethnic lines shape the life-chances and daily interactions of people throughout the region. This course examines racial and ethnic politics in Latin America from a sociological stand point. We analyze racial formations and the status of Indian communities and peoples of African descent since colonial times; however, our focus is primarily on contemporary racialized structures and relations. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

SOAN 250. Special Topics. 1-8.
SOAN 260. Independent Study. 1-8.
May also be offered at 360 level.
SOAN 261. Native North America. 4.
Introduces the complexity and diversity of native North American societies from an anthropological perspective. Emphasizes contemporary Indian communities and the dynamic process of maintaining distinctive cultural identities. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

SOAN 265. Racial and Ethnic Relations. 4.
A comprehensive exploration of the experience of different racial and ethnic groups in the United States and the social relations they have established with each other. The examination starts from their countries of origin, moves to their initial migration and settlement and concludes with analysis of their current economic, social and cultural situations. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

## SOAN 267. Race and Gender in Media Focus. 4.

This course will examine the mass media as a social institution that reinforces the perception and construction of race and gender in contemporary American society. The class will discuss race and gender as socially constructed identities that can be internalized through interaction with media products. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

## SOAN 290. Internship. 1-8.

Supervised and reported experience in social agencies, organizations or related institutional services. May also be offered at the 390 level.

## SOAN 313. Sociology of Sex and Gender. 4.

Explores the social construction of masculinity and femininity within specific socio-historical contexts, with emphasis on identity formation and structural discrimination. The social organization of sexuality and gender relations within institutions such as the family, labor force and health care are also explored.
Prerequisite: SOAN 100.
SOAN 321. Development Anthropology. 4.
Comparative study of planned and unplanned development, particularly as it affects rural and traditional societies. Emphasis upon the intersection of capital and technological changes and inequalities predicated on ethnicity, class and gender.
Prerequisite: SOAN 103.

## SOAN 322. Environmental Anthropology. 4.

Introduces environmental anthropology and examines humanenvironment relations and the social construction of nature in crosscultural perspective. Explores "traditional environmental knowledge" and the relationship between indigenous peoples and environmentalism. Prerequisite: SOAN 103 or instructor permission. Fulfills social justice/ environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

SOAN 323. Gender Health and Illness. 4.
This course uses a sociological perspective to analyze the relationship between the U.S. medical system and socially constructed ideas about gender for medical knowledge and for men's and women's experiences with health and illness. A variety of topics will be analyzed such as obesity, menstruation, erectile dysfunction, and pregnancy and birth. Prerequisite: SOAN 100 or instructor permission.

SOAN 331. Latinx Migration Patterns. 4.
Explores the historical roots and the current economic and political forces, both local and global, that stimulate contemporary out-migration, return and "revolving-door" migration between selected Latin American countries and the U.S., within the larger context of U.S.-Latin America relations.
Prerequisite: any SOAN course or instructor's permission. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

## SOAN 337. Social Research Methods. 4.

Trains students in the rigorous use of sociological and anthropological methodologies to investigate the social world. Students will learn to use documents, artifacts, social practices, quantitative reasoning and the scientific process as relevant sources of research questions and tools for research design and implementation. Typically offered in the Fall. Prerequistes: Historical Perspectives, Quantitative Literacy, SOAN 100, SOAN 103 and one 200-level SOAN course.
SOAN 342. Social Theory. 4.
Provides an overview of major 19th and 20th century social theories with special attention to their assumptions and their treatment of core sociological and anthropological concerns and questions. Students will analyze how time periods influence the creation of social theories as well as the theories' practical relevance. Typically offered in the Spring. Prerequisite: Historical Perspectives, SOAN 100, SOAN 103 and one 200level SOAN course.

SOAN 350. Special Topics. 8.
SOAN 358. African Cultures in Film. 4.
Survey of traditional culture patterns in Africa south of the Sahara; examination of the processes of change in contemporary Africa. Profiles of African cultures as seen by anthropologists and African writers. Prerequisite: SOAN 100 or SOAN 103. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

SOAN 360. Independent Study. 1-8.

## SOAN 362. Popular Culture and Media Studies. 4.

Explores sociological theories and methods used to study popular culture and media products in relation to broader social patterns in the contemporary United States. The course includes examination of the content of popular culture products, the significance of the institutional environments of production, and patterns of audience consumption and interpretation.
Prerequisite: SOAN 100.
SOAN 390. Internship. 1-8.
SOAN 416. Gender and Sociology of the Body. 4.
This course examines feminist and sociological debates about gender and the body through a variety of topics to analyze whose bodies receive more cultural, political, media and medical attention, and why. Social contexts will be examined to discuss how and why women's bodies are defined as different than men's, as well as the implications for men's and women's daily lives. Gender equality and social change are discussed at the individual, structural and cultural levels. Typically offered in the Spring.
Prerequisite: SOAN 337 and SOAN 342, or instructor permission.

## SOAN 430. Inequality in Latin America. 4.

Analyzes power relationships and economic inequality in Latin America and examines the way rural and urban populations in the region cope with poverty and exclusion. The course also explores ethnic and gender relations as expressions of status inequality and the effects of global processes on patterns of stratification in the area. Typically offered in the Spring. Prerequistes: SOAN 337 and SOAN 342, or instructor permission.

SOAN 432. Women of Color in the United States. 4.
Examines the consequences of intersecting social systems of race and gender, with a focus on women of color in the United States. Guiding topics include the impact of structural context and individual agency on the shaping of gendered racial identities, experiences and social interactions. Issues of power, privilege, inequality and exclusion in feminist and anti-racist social action will also be explored. Typically offered in the Spring. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).
SOAN 450. Special Topics. 1-8.
SOAN 470. Senior Thesis. 1-8.
SOAN 490. Departmental Honors. 4.
Honors and credit for grade of $B$ or above; credit only for grade less than B. Prerequisite or corequisite: SOAN 470.

## Spanish (SPAN)

## SPAN 101. Communicating in Spanish I. 4.

Basic building blocks of grammar, emphasis on oral communication and culture. Laboratory Day required. Students may not receive credit for both SPAN 101 and SPAN 111. Fulfills foreign language requirement (1998). Modern language 101 requirement (2019).
SPAN 102. Communicating in Spanish II. 4.
Continuation of Spanish I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Laboratory Day required.
Prerequisite: SPAN 101 or placement. Students may not receive credit for both SPAN 102 and SPAN 112. Fulfills foreign language requirement (1998). Modern language 102 requirement (2019).

## SPAN 111. Communicating in Spanish for Business I. 4.

Basic building blocks of grammar, emphasis on oral communication and culture. Special emphasis on vocabulary for the workplace. For CE students only. Fulfills foreign language requirement. Students may not receive credit for both SPAN 101 and SPAN 111.

SPAN 112. Communicating in Spanish for Business II. 4.
Continuation of SPAN 111. Basic building blocks of grammar, emphasis on oral communication and culture, particularly as they relate to the workplace in various settings such as business, health, travel and social services. For CE students only. Students may not receive credit for both SPAN 102 and SPAN 112.
Prerequisite: SPAN 111 or SPAN 101. Fulfills modern language requirement.

## SPAN 150. Special Topics. 1-8.

May also be offered at 250, 350 and 450 levels.
SPAN 201. Intermediate Spanish. 4.
Introduction of more advanced aspects of Spanish grammar and vocabulary in addition to continued speaking and comprehension, increased emphasis on reading and writing in Spanish using cultureoriented material. Students cannot receive credit for both SPAN 201 and SPAN 211.
Prerequisite: SPAN 102 or placement.

## SPAN 202. Intermediate Conversation and Composition. 4.

Thorough review of Spanish grammar as needed, intensive work on oral and written expression on a variety of topics and exposure to a wide range of cultural "texts" (from traditional literature to more recent media). Students cannot receive credit for both SPAN 202 and SPAN 212. Prerequisite: SPAN 201 or instructor permission.

SPAN 211. Intermediate Spanish for Business I. 4.
SPAN 211 parallels SPAN 201 (Intermediate Spanish) in its emphasis on learning and practicing more advanced elements of Spanish grammar, developing vocabulary as well as improving speaking and comprehension skills using culture-oriented materials related to the workplace and stressing practices in the Hispanic business world. Students may not receive credit for both SPAN 201 and SPAN 211.
Prerequisite: SPAN 102 or SPAN 112 or placement.
SPAN 212. Intermediate Spanish for Business II. 4.
Again, paralleling SPAN 202 (Intermediate Spanish Conversation/ Composition) this course will review aspects of grammar learned in previous Spanish courses to help students attain greater proficiency in the use of Spanish structures. Class sessions will emphasize oral and speaking skills using a wide range of cultural texts related to the workplace. Class is conducted in Spanish. Students may not receive credit for both SPAN 202 and SPAN 212.
Prerequisite: SPAN 211 or placement or instructor permission.

## SPAN 221. Advanced Spanish for Business. 4.

In this course students will strengthen their communicative skills in Spanish for professions with an emphasis on business and increase their knowledge of the cultures of Spanish-speaking peoples. Class is conducted in Spanish.
Prerequisite: SPAN 212.
SPAN 250. Special Topics. 1-9.
SPAN 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
SPAN 290. Internship. 1-8.
May also be offered at the 390 level.
SPAN 301. Advanced Grammar and Phonetics. 4.
In this theoretical and practical course students explore Spanish sounds and practice their pronunciation. They will learn phonetic transcriptions. The class also expands on the history of the Spanish language, which prepares students to take more advanced classes in Spanish literature and linguistics (300-level literature courses and 400-capstone). Students will analyze and compare literary texts from a linguistic point of view and link the evolution of the language to historical events important on both sides of the Atlantic. There is also an advanced grammar component and a service learning project. Course must be taken at Guilford College. Prerequisite: SPAN 202.

## SPAN 310. Contemporary Latin America. 4.

Through multiple perspectives (economic, historical, political, social and religious), students will explore different themes relating to situations in contemporary Spanish America, utilizing art, literary texts and public speeches to illustrate these themes and to form connections between the various countries.
Prerequisite: SPAN 221 or SPAN 301. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019). Alternate years.

## SPAN 311. Contemporary Spain. 4.

This course will study the dramatic changes that have occurred in Spain since the death of Francisco Franco in 1975: the development of a democratic government, the social and economic challenges faced in Spain's attempt to become one of the important players in the European Union and the positive and negative effects resulting from such a position.
Prerequisite: SPAN 301 or instructor permission. Alternate years.

SPAN 320. Culture and Society: Mexico, Central America and Caribbean. 4.
Examination of the literature and culture against a historical background from the colonial period, with an emphasis on the 20th century. Prerequisite: SPAN 221 or SPAN 301. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

SPAN 321. Culture and Society: Golden Age of Spain. 4.
Examination of the culture, literature and historical contexts of the 16th and 17th centuries in Spain.
Prerequisite: SPAN 221 or SPAN 301. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

SPAN 322. Culture and Society: South America. 4.
Examination of the literature and culture against a historical background from the colonial period, with an emphasis on the 20th century.
Prerequisite: SPAN 301 or instructor permission. Alternate years. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

## SPAN 323. Culture and Society: Beginnings of a Nation (The Integration

 of Three Cultures). 4.Examination of the culture, literature and historical contexts of Medieval Spain with an emphasis on the contributions of Jews, Christians and Moslems.
Prerequisite: SPAN 221 or SPAN 301. Fulfills humanities requirement (1998). Sociocultural engagement requirement (2019).

SPAN 340. Film, Life and Literature of Latin America. 4.
A view of Latin American culture, society and contemporary issues through film and literature. At times taught in English for IDS 400 credit. For Spanish credit, class meets one extra time and all work is done in Spanish.
Prerequisite: SPAN 301 and another SPAN 300-level course.
SPAN 342. Latino Culture in the United States. 4.
A study of the different Hispanic cultures in the U.S. through literature, essays and film with special emphasis on the image of self as "other," exile, biculturalism, bilingualism and the fusion of cultures. Taught in English for IDS 400 credit. For Spanish credit, class meets one extra time and all work is done in Spanish. Fulfills humanities requirement (1998). Sociocultural engagement requirement (2019).
SPAN 350. Special Topics. 1-9.
SPAN 360. Independent Study. 8.
SPAN 390. Internship. 1-8.
SPAN 402. Senior Seminar: Latin America. 4.
Students will explore more advanced approaches to culture and literature and conduct research on a final paper. Possible topics: Indigeneity and Representation, The Latin American Novel.
Prerequisite: SPAN 301 and another SPAN 300-level course and Historical Perspectives. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

SPAN 403. Senior Seminar. Spain. 4.
Students will explore more advanced approaches to culture and literature and conduct research on a final paper. Possible topics: Social and
Cultural Impact of the Spanish Civil War, Women in Spanish Literature and Film.
Prerequisite: SPAN 301 and a second 300 -level course and Historical Perspectives. Fulfills humanities requirement (1998). Sociocultural engagement requirement (2019).

SPAN 450. Special Topics. 1-8.
SPAN 460. Independent Study. 1-8.
SPAN 470. Senior Thesis. 1-8.
4.

SPAN 490. Departmental Honors. 1-8.

## Sport Studies (SPST)

## SPST 109. Fitness for Living. 2.

A basic study of selected systems of the human body and their responses to exercise. Emphasis on personal nutrition and its relationship to fitness, the development and implementation of personal fitness programs, and the relationship of fitness to health. Laboratory, lecture and participation.

## SPST 110. Beginning Ballet (THEA 103). 2.

This is a beginning-level course for students with little or no dance or ballet experience. Students will explore the beauty and power of this art through the study of technique at the barre, learning the French terminology, the critical viewing of live concerts and performing in a semester-end showing.

## SPST 111. Jazz Dance (THEA 104). 2.

This is an introduction to the art of jazz dance, designed as a continuing study of the technique introduced in SPST 112/THEA 101 and SPST 110/ THEA 103. The emphasis of the course is on style and the acquisition of an explosive performance quality; technical studies will include isolations, turns, placement and strengthening.
Prerequisite: SPST112/THEA 101 or SPST 110/THEA 103.
SPST 112. Modern Dance I (THEA 101). 2.
An introduction to the art of modern dance, designed for students with little or no dance or modern experience. This dance form, with its philosophy based in the expression of personal and contemporary social concerns, will explore various movement techniques including those of Martha Graham, Erick Hawkins, Doris Humphrey and Jose Limon.
SPST 113. Modern Dance II (THEA 201). 2.
This course is intended for students who have already experienced dance, with a continuation of concepts and technique from SPST 110/ THEA 103, SPST 111/THEA 104 and SPST 112/THEA 101. In addition to the critical viewing of works, this course emphasizes the expansion of one's classical movement vocabulary and the discovery of one's own performance quality.
Prerequisite: SPST 111/THEA 104 and SPST 112/THEA 101, or instructor permission.

## SPST 114. The Wonder of Dance (THEA 100). 4.

This course is an introduction to many aspects of dance. Students develop an awareness and appreciation for dance as art and expression through an exploration of history, contemporary trends, social themes, personalities, sample dance class experiences and choreographic projects. Fulfills arts and diversity in the U.S. requirements (1998). Arts/ humanities and sociocultural engagement requirements (2019).

SPST 115. Choreography (THEA 204). 4.
This course is a formal introduction to the art of dance composition. It is designed for students that have had previous dance experiences in technique, the creative process leading to performance and the critical viewing of works; for students working toward a minor in dance, it is preferred that this be the final course completed.
Prerequisite: SPST 114 or THEA 100. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

SPST 120. Introduction to Exercise and Sport Sciences. 4.
An exploration in the discipline of exercise and sport science (kinesiology) andits relation to health and physical activity. The course will explore the importance of history and philosophy in health and physical activity in today's society and possible career opportunities. Enrollment limited to freshmen or sophomores or instructor permission.

## SPST 130. Introduction to Sport Management. 4.

An introductory course designed to acquaint students with career possibilities for sport management personnel within various segments of the sports and fitness business communities. Course includes development of a resumé and a professional portfolio. Fulfills business and policy studies requirement. Enrollment limited to first year or sophomore, or instructor permission.

## SPST 142. First Aid. 2.

A study of basic first aid and emergency care procedures resulting in certification in first aid and cardiopulmonary resuscitation (CPR).
SPST 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.

## SPST 211. Health and Wellness Promotion. 4.

A study of the basic concepts of and promotion of personal and community health from a wellness perspective. Emphases are on contemporary health issues of special concern to young adults and health issues of professional concern to those aspiring to careers in sports or fitness. Fulfills business and policy studies requirement (1998).

## SPST 213. Stress Management. 4.

Introductory course that teaches how to identify, understand and combat the stresses of everyday life while developing a healthy living concept.
Techniques include Zen meditation, Hatha Yoga, imagery, music therapy,
Tai Chi, massage therapy, time management and coping mechanisms.

## SPST 215. Medical Terminology. 2.

The course is designed to provide students an understanding of medical terminology including recognition of word roots, prefixes, and suffixes, comprehend definitions; and learn systems and regions of the human body. Additionally, proper spelling for all body systems, treatments, human disorders and pathological conditions will provide students the knowledge to communicate in all allied health fields.

## SPST 231. Facility Design \& Management. 4.

Fundamentals of and current trends in planning and design, emphasizing athletic, physical education and recreation facilities. Field trips to evaluate facilities on-site; an overview of job responsibilities of sport/ recreation facility managers.
Prerequisite: SPST 130.

SPST 232. Sociology of Sport \& Exercise. 4.
An introduction to basic sociological theories as they apply to sport and other forms of physical activity. Students learn to think more critically about sports as a part of social life; a seminar approach used to explore issues in making sports more democratic and sport participation accessible to all people. Fulfills business and policy studies requirement and social justice/environmental responsibility (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

## SPST 241. Motor Learning. 4.

A study of the neuromuscular processes involved in motor skill acquisition and performance in sport and rehabilitative settings. Emphasis is on the adult learner.

SPST 245. Emergency Procedures in Sports Medicine. 4.
An exploration of common emergencies that occur in athletics and the physically active population. Current procedures utilized in injury recognition and management of potentially life-threatening situations will be covered in depth. A corequisite laboratory course enables students to practice and apply theoretical principles.

## SPST 246. Biomechanics of Sport and Exercise. 4.

A study of the neuromuscular and biomechanical principles that affect the safety, effectiveness and efficiency of human movement. Emphasis is on movement for sport, fitness and activities of daily living.
Prerequisite: SPST 120 and BIOL 341 or instructor permission.

## SPST 247. HP. History of Sport. 4.

A study of the American sporting heritage and significant historical influences on it from other cultures. "Sport" in this course is used to include amateur, professional and school sports, fitness, recreation, and dance. Emphasis on sport leaders and the innovations that have shaped American sport.
Prerequisite: ENGL 102 or AP score of 4+ (which waives ENGL 102), or transfer credit for ENGL 102. Fulfills Historical Perspectives requirement (1998 2019).

## SPST 250. Special Topics. 1-8.

SPST 251. Health,Culture \& Sustainablty. 4.
This 3-week experiential course allows students to explore and gain an appreciation for non-western cultural influences on issues related to human relations and the field of kinesiology. This course offering includes 10-12 days in a non-western county where we will explore health- and wellness-related issues through the lens of culture and sustainability with local experts. Fulfills business and policy studies, intercultural requirements, and social justice/environmental responsibility (1998). Evaluating Systems and Environments, Social/behavioral science and sociocultural engagement requirements, and Public Health major (2019).
SPST 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels.
SPST 290. Internship. 1-12.
Supervised practicums for students interested exploring sport management and/or ESS career options.
Prerequisite: Advisor permission.
SPST 291. Internship Seminar. 1.
This course is designed to cover content and provide experiences that will assist students in researching specific sport organizations and various allied health settings while initiating the process of applying for and internship. In addition, students will be exposed to information concerning the preparation of resumes, cover letters, job interviews, and professional dispositions.
Prerequisite: SPST 120 or 130; take in junior year.

SPST 311. Sport and Exercise Physiology. 4.
A study of human physiological responses to the stress of physical activity. Emphasis is placed on the muscular, cardiovascular, respiratory and nervous systems and various training programs and testing procedures related to each system.
Prerequisite: BIOL 341, BIOL 342, SPST 246.

## SPST 314. Perspectives in Sport and Exercise Nutrition. 4.

A study of the science of nutrition, especially as it applies to humans engaged in sport and exercise. Content includes nutrition basics, energyyielding nutrients, energy production and balance, vitamins and minerals and nutritional effects on the life cycle.
Prerequisite: SPST 120 or SPST 211 or instructor permission.

## SPST 320. Organization and Administration of Sport, Exercise and

 Health Programs. 4.A study of the organizational and administrative processes in athletic and exercise programs and school physical education programs. Emphasized are administrative philosophies, programming, legal issues and budget theory.
Prerequisite: SPST 120 or SPST 130; take in junior or senior level.

## SPST 334. Sports Finance. 4.

The purpose of this course is to provide information to the learner about the basic financial management concepts and issues in the sport business industry. The course is primarily designed for students with interest in learning about the fiscal challenges that surround the contemporary sports world associated with a facility and how these challenges are proactively addressed in the amateur, professional and recreation sport settings. Considerable amount of time will be spent creating the financial structure of an athletic facility,
Prerequisite: ACCT 201, SPST 130, SPST 230, Econ 221 or 222 or permission of the instructor.

## SPST 335. Sport Communication. 4.

A comprehensive study of the public relations function within the sport industry. Students will prepare press releases, produce oral presentations, conduct mock press conferences and develop promotions using social media for sport business.
Prerequisite: SPST 130 or instructor permission.

## SPST 340. Psychology of Sport \& Exercise. 4.

An examination of basic psychological theories and research related to sport and exercise behavior. Enrollment limited to juniors and seniors. Prerequisite: SPST 241 and Historical Perspectives or instructor permission. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).

## SPST 343. Measurement and Evaluation in Sport \& Exercise. 4.

A study of common assessment procedures used in sport and exercise programs. Includes procedures for psychomotor, affective and cognitive measurement.
Prerequisite: Math 112 recommended.
SPST 350. Special Topics. 1-8.
SPST 360. Independent Study. 1-8.

SPST 373. Therapeutic Modalities and Rehabilitation with Lab. 4.
A basic study of purposes, effects and application of therapeutic modalities, along with techniques and protocols used in rehabilitation program development of athletic injuries. Pharmacological considerations also included. A co-requisite practicum course enables students to practice principles and techniques.
Prerequisite: SPST 245 and BIOL 341 or instructor permission.
SPST 390. Internship. 1-8.
SPST 431. Sport Marketing. 4.
Fundamentals of marketing sport and of using sport to market other products. Focus on product definition, branding, distribution channels, advertising and promotion.
Prerequisite: SPST 130 or permission of the instructor.

## SPST 432. Legal Aspects of Sport and Exercise. 4.

A study of legal concerns in sport and exercise programming. A focus on legal liability and risk management in a wide variety of sport and exercise programs and facilities.
Prerequisite: SPST 120 or 130 or instructor permission; must be junior or senior to enroll.

SPST 445. Research Methods in Sport Studies. 4.
A study of the methods and materials utilized in research in sport studies. Focus on the consumption and production of research; writing-intensive. Must be junior or senior.
Prerequisite: Historical Perspectives and SPST 232, SPST 247 or SPST 340. Majority of the major requirements must be complete.

## SPST 450. Special Topics. 1-8.

SPST 455. Science of Strength and Conditioning. 4.
Capstone course for the exercise and sport science major. This course prepares the student to sit for the Certified Strength \& Conditioning Specialist (CSCS) certification from the National Strength \& Conditioning Association. A passing grade in this course is not, however, a guarantee that the student will pass the CSCS certification examination.
Prerequisite: SPST 246 and 311.
SPST 460. Independent Study. 1-8.
SPST 470. Senior Thesis. 1-8.
SPST 474. Physical Examination and Assessment with Lab. 4. Introduction to the use of scientific assessment methods and essential techniques used in physical examination and evaluation of injuries and illnesses common in athletes and physically active individuals. Prerequisite: SPST 120 and SPST 245 or instructor permission.

SPST 485. Experiential Learning. 2-8.
Supervised internship in sport management, sports medicine or physical education.
Prerequisite: SPST 291 and adviser permission.
SPST 490. Departmental Honors. 1-8.

## Sustainable Food Systems (SFS)

SFS 110. Practicum in Sustainable Agriculture. 2.

This course develops skills and knowledge in sustainable agriculture through practical experience on the Guilford College Farm or partner sites abroad. The heart of the course is a weekly three-hour work day on the College Farm. During the work time, we'll also discuss the week's readings, and students will reflect and write on their experiences in a weekly journal. This course can be taken multiple times for up to 4 credits total, and it is a prerequisite for the upper level SFS 310 Advanced Practicum in Sustainable Agriculture.

SFS 120. Introduction to Food Systems. 4.
Interdisciplinary overview of food systems, and the challenges facing them; introduces food insecurity issues facing the region. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).
SFS 150. Special Topics. 1-8.
SFS 210. Liberal Artisans Skills. 1-4.
These hands-on courses provide students with practical skills in areas of food production, preparation and use. Topics may include urban farming, season extension, preservation and canning, farm management, fermentation and pickling, cheese making, beer making, wine making, food and culture courses, grant writing, beekeeping, farm machinery operation and repair, market management, basic carpentry, business planning, pruning, seed saving, grafting, etc. Can be repeated multiple times with different content.

## SFS 220. Sustainable Regional Food. 4.

Place-based, interdisciplinary look at solutions to the challenges facing food systems and regional innovations. Prerequisite or corequisite: SFS 120, or permission of instructor.

## SFS 230. Food and Agriculture Law and Policy. 4.

The purpose of this course is to provide an introduction to the complex legal web comprising our food system and to cultivate a "systems thinking" approach for our analysis, and, from there, to effectively apply that knowledge and analysis in food and agriculture advocacy endeavors. Prerequisite or corequisite: SFS 120, or permission of instructor.
SFS 250. Special Topics. 8.
SFS 260. Independent Study. 1-8.
SFS 290. Internship. 1-8.
SFS 350. Special Topics. 1-8.
SFS 360. Independent Study. 8.
SFS 390. Internship. 1-8.
SFS 410. Advanced Practicum Sustainable Food Systems. 1-5. This course has been designed as a student-driven, project based capstone for Sustainable Food Systems majors, and can serve as a student's signature work. ENVS students or others with a background in sustainable food may also be eligible to take the course. Students will decide on, research, and develop a hands-on project involving the Guilford College farm and/or other sustainable food-related issues in the greater community. Students will present their projects at the annual ENSS Forum, and/or at GUS.
Prerequisite: SFS 110, senior standing, and instructor permission. 1 credit is taken in the 12 week Spring semester of the senior year (project planning and research), and 4 credits are taken in the 3 week Spring semester of the senior year (project execution).

SFS 460. Independent Study. 8.

SFS 470. Senior Thesis. 4.
SFS 490. Departmental Honors. 4.

## Theatre (THEA)

THEA 100. The Wonder of Dance (SPST114). 4.
This course is an introduction to many aspects of dance. Students develop an awareness and appreciation for dance as art and expression through an exploration of history, contemporary trends, social themes, personalities, sample dance class experiences and choreographic projects. Fulfills arts and diversity in the U.S. requirements (1998). Arts/ humanities and sociocultural engagement requirements (2019).

THEA 110. Introduction to Theatre. 4.
Introduces and explores the methods of the entire collaborative creative process by which theatre is made. Focuses on text selection, text analysis, theater history, directing, casting, acting, design (set, costume and lighting), props, stage management, marketing, house management and box office. The outcome of the class is a gallery of the students' textual and visual work. Fulfills the arts requirement (1998). Arts/ humanities requirement (2019).
THEA 111. Backstage Production. 4.
Explores methods of theatre stage craft through experiential learning. Students work directly in support of a department production as both individuals and members of a collaborative team. Focuses on the elements of planning, drafting, tools, and scenic construction. Limited outside reading, but laboratory work required outside class time. Fulfills the arts requirement (1998). Arts/humanities and embodied and creative engagement requirements (2019).

## THEA 125. Acting 1:Basic Tools. 1-4.

Explores the challenges facing actors of realistic drama: living truthfully within a play's specific imaginary world. Focuses on the ability to discern, define and embody given circumstances, dramatic action and character. Special emphasis on goals, obstacles, tactics and expectations. Fulfills the arts requirement (1998). Arts/humanities and embodied and creative engagement requirement (2019).

## THEA 130. Theatre and Culture I. 4.

Study of Western theatre from the Greeks through the English Renaissance. Examines play texts and theatre architecture as primary source documents that reflect the artistic, philosophical, political and social contexts of a particular cultural moment in history. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).
THEA 131. Theatre and Culture II. 4.
Study of Western theatre from the late Renaissance through the present. Examines play and theatre architecture as primary source documents that reflect the artistic, philosophical, political and social contexts of a particular cultural moment in history. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).
THEA 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450 levels.
THEA 161. Masterpieces of the Cinema I. 4.
Exploration of film as an art form that visually represents ideas under the influence of a single person, group of creative people or society and culture. Introduces basic film terminology and analytical techniques used for contemplation of a film and its basic components. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).

THEA 171. Introduction to Theatrical Design. 4.
Introduction to the principles and techniques of theatrical design. Develops the basic core of knowledge needed to create informed designs that manifest a "world" in which the performance of a playscript can take place. Includes units on scenery, costumes, lights and sound. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).

## THEA 190. Mainstage Actor. 1-4.

Academic credit for performing in a department production. CR/NC. May be repeated for credit.
THEA 195. Mainstage Tech. 1-4.
Academic credit for advanced technical work on a department production. CR/NC. May be repeated for credit.
THEA 204. Choreography (SPST115). 4.
This course is a formal introduction to the art of dance composition. It is designed for students that have had previous dance experiences in technique, the creative process leading to performance and the critical viewing of works; for students working toward a minor in dance, it is preferred that this be the final course completed.
Prerequisite: SPST 114 or THEA 100. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).

THEA 211. Technical Productions. 4.
Explores methods of theatre stage craft through experiential learning and individual projects. Students choose specific areas of focus for the duration of the semester. Personal projects will be assigned, along with work that will contribute directly towards the department production. Focuses on the categories of theatrical carpentry, paint, props, sound, lights, and costumes.
Prerequisite: THEA 111 or instructor permission. Fulfills the arts requirement (1998). Arts/ humanities requirement (2019).

## THEA 215. Play Analysis (ENGL215). 4.

Explores the methodology of script analysis used by actors, designers and directors as they prepare to execute a stage production. Students also develop the interpretive skills needed by artists working in a theatre that responds to and addresses issues of oppression and social justice. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

## THEA 223. Masterpieces of Cinema II. 4.

A more advanced overview of film studies, history, and theory with significant motion pictures of the world's cinema, from the silent period to the present, with an emphasis on film movements, auteurs, and genre. This course is a continuation of Masterpieces of Cinema I. This course fulfills an Arts Requirement, a portion of the Film track in the Theatre Studies major, and is a four-credit course.

## THEA 227. Acting 2: Playing the Action. 4.

Examines the pursuit of objectives through interaction with onstage scene partners. Techniques explored include, but are not limited to, sending and receiving; eliciting response; identifying progressive change in oneself through what is received from the partner. Exercises investigate action utilizing repetition, speech, song, gibberish, physicalization and improvisation. Scene work concentrates on American realism.
Prerequisite: THEA 125 or instructor permission.

## THEA 228. Acting 2: Creating the World. 4.

Explores the work of the actor in reorganizing the self into another human being existing in the circumstances and world of the play. Includes work on sense memory and sensory endowment to bring moment-tomoment physical life to an environment; the discovery and development of immediate and historic given circumstances from textual clues. Prerequisite: THEA 125 or THEA 126 or instructor permission.

## THEA 229. Acting 2: Voice and Diction. 4.

Development of the expressive potential of human sound (voice) and speech (diction). Vocal work focuses on breath support and control, grounding, resonance and the role of the voice in the creation and communication of meaning; speech work includes exercises in articulation, use of heightened text and work with dialects and accents. Prerequisite: THEA 125.

THEA 232. Acting 2: Acting in Song. 4.
This course will explore the relationship of singing to the process of acting, examining the dramatic intention of a vocal line, including phrasing and test, and its interaction with the full musical score as both relate to the fundamentals of acting technique, particularly circumstances, inner monologue, and action. Assignments will include solos, duets, and scene work. Course fee: $\$ 100$ for accompanist. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).
THEA 244. Playwriting Workshop (ENGL210). 4.
Twelve weekly scenes read and critiqued in class and a one-act play as a final project. Exploration of various elements of playwriting such as conflict, manipulation of chronology, life studies, character exposition and development, "found" language, passive participation in and transcription of actual events.
Prerequisite: ENGL 102 and Historical Perspectives.
THEA 250. Special Topics. 1-8.
THEA 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels. Independent research or directed study for exceptional students with strong interest in particular areas of dramatic literature, theatre history, design, technical production, acting, directing or performance theory.

## THEA 262. Gay and Lesbian Cinema. 4.

Study of the impact cinematic representation has on attitudes towards gay, lesbian, bisexual and transgendered Americans. Engages students in conceptual analysis of films and mass media using theories of representation, authenticity and identity construction. Fulfills arts and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirement (2019).
THEA 265. Artistry in Film. 4.
Study of the major aesthetic elements in film and video production light, space, time-motion and sound. Develops the knowledge and skill to select and apply those aesthetic elements in order to help translate significant ideas into significant visual messages quickly and effectively. Prerequisite: THEA 161 recommended but not required. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

## THEA 272. Digital Sound Design. 4.

Exploration of sound design in theater and the psychological impact it can have on an audience during a live performance. Topics of discussion include the role of the sound designer, sound reinforcement systems, mixing, editing and playback for film as well as live events. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).Fulfills arts requirement.
Prerequisite: THEA 171 recommended but not required.

THEA 273. Lighting Design. 4.
Examination of the power of light and the ways in which it shapes audience perceptions of a staged performance. Focus on basic elements of lighting, especially composition and mood, and the manner in which each supports the "ruling idea" of a play. Includes exploration of the technical dimensions of design: instruments, lightplot, lightwright and computer lighting control. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).
THEA 274. Digital Graphic Design (CTIS 274). 4.
Introduction to basic principles and elements of graphic design, form / symbol development, color theory and typography. Provides practical experience in essential software processes and procedures including Adobe Illustrator, Photoshop and InDesign. Develops facility with the tool pallets and art boards for each program and comfort with visual methodology. Students will become aware of "good" graphic design through the creation of original digital designs followed by critiques and group discussions. Fulfills humanities requirement (1998). Arts/ humanities requirement (2019).
THEA 275. Costume Design. 4.
Introduces the studio practices of costume design for theater and film. Students will learn about modes of dress throughout history by designing costumes for plays or films set in specific eras. Drawing techniques will be developed throughout the course with an emphasis on drawing the human figure in proportion, and capturing silhouettes from period research. No drawing experience is required. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).
THEA 290. Internship. 1-8.
Internships in the professional theatre are strongly encouraged. May be applied to the practicum requirement where appropriate. May also be offered at the 390 level.

## THEA 295. Practicum. 1-4.

Theoretical and practical work in one of the following areas: costuming, lighting, sound, properties management, makeup, scene painting, box office, house management, publicity, film festival staff and stage management. All practicums include work on a mainstage production with documentation of outcomes presented in a digital portfolio. Prerequisite: Instructor permission.

THEA 320. Acting 3: Shakespeare. 4.
Explores the relationship of Shakespeare's uses of language and form to action and acting, bringing the self to the specific demands of formally structured material and identifying the tools for action-playing in various text structures and styles.
Prerequisite: THEA 125, THEA 229 and either THEA 227 or THEA 228 or instructor permission.

THEA 325. Acting 3: Modern Realism. 4.
Synthesizes the tools acquired from previous acting classes into a coherent, integrated, and systematic approach to creating a role in scenes and monologues. Focus on tools of action, imagination, and the senses in the context of detailed actor's analysis.
Prerequisite: THEA 125, and either THEA 227 or THEA 228.
THEA 350. Special Topics. 1-8.
THEA 360. Independent Study. 1-8.

THEA 361. Narrative Film Production. 4.
Study and practice of the narrative film production process from screenwriting to postproduction, utilizing skills in video and audio acquisition, lighting and editing systems. Students develop skills in aesthetic development, storytelling and evaluation through examples and applications in filmmaking based on a narrative story.

THEA 365. Documentary Film Production. 4.
Study and practice of documentary production and post-production utilizing video and audio acquisition and editing systems as well as the development of aesthetic as well as technical capabilities through lecture and hands-on experience.
Prerequisite: THEA 265 or instructor permission. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

THEA 366. Filmmaking Capstone. 1.
The practice of narrative, experimental or documentary film production from preproduction to postproduction, utilizing skills developed throughout the student's experience in the film concentration. Students produce a semester-long project utilizing a defined film concept from narrative or documentary genres.
THEA 375. Advanced Theatre Design. 4.
Develops an understanding of the principles and processes of set design for the stage. Explores how this design area echoes and utilizes other art forms and functions in relation to theatre production as a whole; emphasis on spatial aesthetics, critical analysis, creative interpretation, research for design, conceptual collaboration and the oral, written and graphic communication of the design idea. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).
THEA 381. Play Direction. 4.
Explores the "choice-making" process of creative play direction. Exercises in interpretation of a playscript, actor coaching, ground plans, composition, picturization, movement and formulation of a production "concept."
Prerequisite: THEA 125 or THEA 215 or instructor permission.
THEA 390. Internship. 1-8.
THEA 450. Special Topics. 1-8.
THEA 460. Independent Study. 1-8.
THEA 470. Senior Thesis. 1-8.
A required performance or production capstone project in a student's specific track or area of expertise as determined by faculty in consultation with the student, drawing on the cumulative academic experience in theatre and emphasizing issues of collaboration and ensemble. Involves pre-production preparation, execution of a production assignment in either the fall or spring semester as an actor, dramaturg, or technical, documentation of work in a portfolio, and post-production self assessment and oral defense.

THEA 490. Departmental Honors. 1-8.
4.

## THEA 494. Senior Company I. 2.

Theatre studies majors graduating in the spring and/or following fall prepare for an end-of-year senior capstone project. Fulfilling the roles of their declared track in the major, students form a prototypical theatre company, choose a play and mount it in a studio production for the general public. Preparation includes play selection, assignment of responsibilities, initial research and analysis and planning that leads to an approved production calendar for the coming spring.

THEA 495. Senior Company II. 2.
3. A capstone thesis project growing out of the cumulative academic experience in theatre and emphasizing issues of ensemble performance, collaboration across areas of specialization and the dynamics of forming a prototypical theater company. Projects involve group work with other seniors, but allowances for individual projects are considered on a case-by-case basis.

## Women's,Gndr/Sexuality Studies (WGSS)

WGSS 110. Introduction to Women's Gender Sexuality Studies. 4. WoC. This course will acquaint students with some of the basic questions, concepts and problematic issues that drive WGSS scholars, as well as the historical, political and social contexts in which these concerns and the various answers to them have arisen. Students in this class plan and produce a community education experience. Fulfills diversity in the U.S. requirement. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

WGSS 150. Special Topics. 1-8.
May also be offered at 250, 350 and 450
WGSS 250. Special Topics. 1-8.
WGSS 260. Independent Study. 1-8.
May also be offered at 360 and 460 levels
WGSS 290. Internship. 1-8.
May also be offered at 290 level.
WGSS 350. Special Topics. 1-8.
WGSS 360. Independent Study. 1-8.
WGSS 375. Feminist Theory and Methodology. 4.
WoC. Intense engagement with interdisciplinary, transformative work in feminist theory and implications for methodologies that promote liberatory goals. Topics drawn from a range of feminisms, including Black Feminist Theory, Transnational Feminist Theory, and Queer Theory. Prerequisite: WGSS 110 and at least one other course listed for WGSS (or instructor approval). Fulfills sociocultural engagement and evaluating systems and environments (2019).

WGSS 390. Internship. 1-8.
WGSS 399. Practicum. 4.
Students produce individualized, culminating projects for their WGSS major, with applications for problem solving related to gender/sexuality oppression. This project may consist of a theoretical analysis, an empirical research project, and/or community engagement. Students present their work to the community at an academic engagement conference.
Prerequisite: WGSS 375, including satisfactory completion of project proposal.

## WGSS 401. Interdisciplinary Senior Seminar. 4.

This seminar focuses on particular issues or problems related to gender/ sexuality. Topics vary with sections and instructor.
Prerequisite: WGSS 110, a total of at least 88 credits completed; WGSS 375 must be completed beforehand or concurrently.

WGSS 450. Special Topics. 1-8.
WGSS 460. Independent Study. 1-8.
WGSS 470. Senior Thesis. 1-8.
4-8.

## WGSS 490. Departmental Honors. 1-8.

4-8.

## Faculty

(The date following the name indicates the year of appointment)
Alfonso Abad-Mancheño (2006), Associate Professor of Foreign Languages; B.A. 1995, Universidad de Alicante, Spain; M.A. 1998, Arizona State University; Ph.D. 2008, University of Texas, Austin

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Charles G. Smith; B.A., M.S., Ph.D.; Professor of Biology; 1983-2015
William F. Stevens; B.A., M.A., Ph.D.; Associate Professor of Business Management; 1982-2006

Malone B. Stinson; B.S., M.S.L.S.; Catalog Librarian with the rank of Associate Librarian; 1989-2002

John H. Stoneburner; B.A., B.D., Ph.D.; E.F. Craven Professor of Religious Studies; 1968-2007

Carole M. Treadway; B.A., M.L.S.; Librarian of the Friends Historical Collection with the rank of Associate Librarian; 1969-2000

Sylvia Trelles; B.A., M.A., Ph.D.; Professor of Foreign Languages; 1984 2014

Kathleen A. Tritschler; B.S., M.S., Ed.D.; Professor of Sport Studies; 1984 - 2015

Adele Wayman; B.A., M.F.A.; H. Curt and Patricia S. Hege Professor of Art; 1976-2014

Gail Webster; B.S., M.S., Ph.D.; Professor of Chemistry; 2004-2021
Carolyn Beard Whitlow; B.S., M.S., M.F.A.; Charles A. Dana Professor of English; 1993-2014

Richard L. Zweigenhaft; B.S., M.A., Ph.D.; Charles A. Dana Professor of Psychology; 1974-2020

Paul E. Zopf Jr.; B.S., M.S., Ph.D.; Charles A. Dana Professor of Sociology and Anthropology; 1959-1993

## Financial Aid

## Basis of Awards

Guilford College offers a comprehensive financial aid program. Students may qualify for scholarship, grant, and loan programs from institutional, state, private, and federal sources. In granting or renewing financial aid, the Office of Financial Aid takes into consideration both satisfactory academic performance and financial need, according to the terms of the particular scholarships available. NOTE: Financial aid awarded on the basis of need is not automatically continued but must be applied for each year by filing the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov.

- Application for Awards (p. 249)
- Federal Financial Aid (p. 249)
- Satisfactory Academic Progress Policy for Financial Aid Recipients (p. 250)
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- Student Employment (p. 253)
- Veterans Benefits \& TA (p. 253)
- Withdrawals and Return of Title IV Funds Policy (p. 254)


## Application for Awards

Guilford evaluates financial need by the Free Application for Federal Student Aid (FAFSA). FAFSAs may be filed online at www.fafsa.gov. Guilford's Federal School Code is 002931.

Applications for scholarships and other financial assistance, or requests for additional information, should be addressed to:

## Guilford College

Office of Financial Aid
5800 West Friendly Avenue
Greensboro, NC 27410
336.316.2354
financialaid@guilford.edu

## Federal Financial Aid

Guilford College students must have their eligibility determined for federal aid by completing a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. (http://www.fafsa.ed.gov/) Students pursuing a loan for the next academic year (beginning with the summer semester) should submit the FAFSA as close as possible to, but not before, October 1. Submission of the FAFSA by February 1st is recommended for students who will be attending the following fall semester.

Any United States citizen or eligible non-citizen enrolled at least half-time as a regular degree-seeking student may apply for any of the loan programs in which Guilford College participates. Applications for loans should be submitted a minimum of two (2) months prior to your final registration payment deadline to assist in expediting the arrival of funds.

Federal Supplemental Educational Opportunity Grant: The FSEOG is a limited grant program with funds potentially available for students from low-income families with exceptional financial need who require these
grants to attend college. Availability of the FSEOG is dependent on federal funding and varies annually.

Pell Grant: Regularly enrolled degree-seeking students in an undergraduate program may be eligible for the Federal Pell Grant Program. The amount of the Pell grant is dependent upon need as determined by the results of the FAFSA application, costs, and enrollment status as determined by federal guidelines. The amount varies from year to year.

## Federal Direct Loan Program

Eligibly for the Federal Direct Student Loan is not based on credit history, unless the student has defaulted on a previous federal student loan or owes a repayment for an over-award of an undergraduate federal grant. The student must be making satisfactory academic progress (SAP) in order to qualify for this program (see explanation below).

First-time Loan borrowers at Guilford must complete online entrance counseling, sign a Master Promissory Note (MPN), and complete the Annual Student Loan Acknowledgment online at www.studentaid.gov prior to disbursement of loan funds. If a student is selected for Federal Verification, additional documents will need to be completed prior to disbursement of funds. In addition, all federal loan recipients must complete an exit counseling session upon graduation, withdrawal, or otherwise cease to be enrolled on at least a half-time basis.

Disbursements of federal loans take place no sooner than the second week of the semester start (if timely application was made and all requirements are met). If a student withdraws from classes, a refund may be due the student, and/or a "return of federal funds" calculation completed that may require some of the loan proceeds to be returned to the lender or paid back by the student. See the Return of Title IV Funds policy for more information. Any student who receives financial aid funds, but does not attend any of the classes for which the disbursement was made is required to have the entire amount returned to the funding entity immediately. This is done by returning the payment received to Guilford College. Guilford will, in turn, return it to the funding entity on the student's behalf. This may result in a balance due the university.

## There are two types of Federal Direct loans: subsidized and

 unsubsidized.
## 1. Federal Direct Subsidized Loans

The subsidized federal direct loan is a low-cost loan to help pay education costs. Undergraduate juniors or seniors may be eligible for up to $\$ 5,500$ per academic year. Students classified as sophomores may receive up to $\$ 4,500$ and those classified as freshmen up to $\$ 3,500$. The amount is based on need. The federal government pays the interest on the loan while the student is enrolled at least halftime and during authorized deferment periods. Each year, the interest will vary depending on financial markets, but individual loan rates will stay fixed at that annual rate for the life of that loan. New rates are released every July 1 . Students have a six (6) month grace period after graduation or dropping below half-time status before entering the ten (10) year repayment period.

## 150\% Direct Subsidized Loan Limit Information

Effective July 1, 2013, the Federal Government's Moving Ahead for Progress in the 21 st Century Act (MAP-21, Public Law 112-141) established new Direct Loan Program regulations, which provide that a first-time borrower (on or after July 1, 2013) is no longer eligible to receive additional Direct Subsidized Loans if the period during which the borrower has received such loans meets or exceeds $150 \%$ of the published length of the program in which the borrower is currently enrolled. Under certain conditions, the provision also
causes first-time borrowers who have exceeded the $150 \%$ limit to lose the interest subsidy on their Direct Subsidized Loans. NOTE: For the purposes of this legislation, Guilford College defines its undergraduate program time limits as four (4) years for bachelor's degrees. Therefore, students in these programs will become ineligible for additional subsidized loans, and may lose interest subsidy on existing subsidized loans, after six (6) years.

## 2. Federal Direct Unsubsidized Loans

Dependent students may receive an additional \$2,000 in unsubsidized loans in addition to their subsidized eligibility. An independent undergraduate junior or senior may be eligible for up to $\$ 12,500$ per academic year with the Unsubsidized Direct Federal Loan. Independent students classified as freshmen may receive a combined $\$ 9,500$ while sophomores may receive up to $\$ 10,500$. If the student is eligible for the maximum subsidized loan (example: $\$ 5,500$ ), the maximum unsubsidized loan is $\$ 7,000$ for a junior or senior, depending on the cost of attendance less other aid and resources. Unsubsidized loans are not based on need and interest begins to accrue at disbursement. Borrowers may exercise the option of making monthly or quarterly interest payments before the principal repayment period begins, or deferring interest repayment and having the interest capitalized and added on to the principal of the loan. Otherwise, the same rates and terms apply to the unsubsidized federal direct loan as to the subsidized loan. This rate is subject to change and new rates are published every July 1. Students have a six (6) month grace period after graduation, withdrawal, or dropping below half-time enrollment before entering the ten (10) year repayment period.

Note: Subsidized and unsubsidized federal direct loans may be consolidated once the student enters the repayment period. Consolidation may extend the length of the repayment period and therefore, lower the monthly payments. However, the amount of interest paid over the life of the loan will increase substantially, thus consolidation may or may not be the best option for any one student. Students are invited to contact their lenders for more information.

## Federal Plus Loans

Parent PLUS loans are available to parents of dependent undergraduate students who are attending at least half time. PLUS Loans are used to help meet the cost of attendance at Guilford. Parents should apply at least four (4) weeks before the start of the semester. Dependent students whose parents are unable to qualify for PLUS become eligible for independent student federal loan limits. The interest rate varies each year and is published July 1.

## Satisfactory Academic Progress Policy for Financial Aid Recipients

Guilford College seeks to provide a high quality educational experience for all who choose to benefit from this opportunity. Guilford College is committed to extending all possible resources in pursuit of this goal. However, students have responsibilities in regard to their educational pursuits. These responsibilities include, but are not limited to, the completion of course work in a reasonable time frame and with a quality of performance that meets accepted grade point standards. These requirements are described in detail below.

In compliance with appropriate federal regulations, Guilford College shall adhere to the policies stated herein for determination of Satisfactory

Academic Progress compliance relative to eligibility for financial aid. This includes federal, state, and institutional funds. Certain academic awards and some endowed scholarships may require higher academic performance than this Satisfactory Academic Progress (SAP) policy. Students must be maintaining Satisfactory Academic Progress before financial assistance can be awarded.

## Satisfactory Academic Progress Policy Defined

In accordance with federal regulations, all recipients of federal financial aid must maintain a satisfactory rate of progress toward the completion of a degree (i.e. pace) and must be in good standing based on a cumulative grade point average (GPA), regardless of whether financial aid was received previously. A Guilford College student is maintaining Satisfactory Academic Progress (SAP) towards the completion of a degree if he/she is meeting standards according to the measurements listed below. Students are evaluated annually at the end of the spring semester to determine if they are meeting these requirements.

## The following definitions apply to this policy:

Financial Aid Programs: All federal programs to include loans, grants and work-study, NC State grant programs, outside programs offered from other states and private organizations, and institutional aid.

Earned and Attempted Credit Hours: Satisfactory Academic Progress uses credit hours to measure both the pace and maximum timeframe requirement. It is important to understand the difference between the two types of credit hours.

- Earned" credit hours are courses in which the student receives a letter grade of " $D$ " or higher or "CR" in a Pass/ Fail course
- "Attempted" credits are courses in which the student enrolls and remains enrolled after the add/drop period of each semester - even if the student later withdraws or fails the course. Courses dropped during the drop/add period defined by the College at the beginning of each term are not counted as attempted hours.

Pace Requirement: Both undergraduate and graduate students must earn at least $67 \%$ (no rounding up) of the credits attempted each semester. A full-time student who attempts 16 credits in a semester must successfully complete 10.72 credits to maintain their pace requirement ( 16 credits $x .67$ $=10.72$ credits).

Maximum time frame: The maximum period in which students may receive financial aid based on the degree program in which they are enrolled. Students have a maximum period of $150 \%$ of the credits required to complete the program to remain eligible.

- Bachelor degree program that requires 128 credits to graduate will have a total of 190 attempted credits allowed, not to exceed six calendar years from the beginning of the initial semester including periods of nonenrollment.
- Graduate degree program that requires 40 credits to graduate will have a total of 60 attempted credits allowed, not to exceed 4 calendar years from the beginning of the initial semester including periods of non-enrollment.
- There are limited appeals or extensions of the $150 \%$ maximum time frame rule. Students may continue to
receive limited federal financial aid assistance and will also be able to apply for private loan funding or participate in a tuition payment plan for their educational expenses.

Cumulative Grade Point Average: The grade point average calculated at Guilford from all credits taken. Undergraduate students must meet the following:

- After earning 22 credits, a student must have earned a cumulative GPA of 1.6 or greater
- After earned 54 credits, a student must have earned a cumulative GPA of 1.8 or greater
- After earning 87 credits, a student must have earned a cumulative GPA of 2.0 or greater

Graduate students must meet the following:

- A cumulative GPA of 3.0 must be maintained


## Review Process

Frequency: Satisfactory Academic Progress will be evaluated at the end of the spring term regardless of whether the student received financial aid in that enrollment period. Students not meeting SAP requirements will be notified by letter and an email sent to their Guilford College account. If a student fails to meet SAP, they will immediately be placed on financial aid suspension.

Financial Aid Suspension: Suspension of financial aid eligibility occurs the semester immediately following the spring review period. Under suspension, a student is not eligible for federal and state financial aid. In addition, students will lose their eligibility for Guilford College scholarship or grant aid. Students have two options to reestablish their financial aid eligibility.

These options are:

- Pay for the next semester or session on their own and have the SAP status reevaluated after successful completion of the semester, or
- Submit a completed Satisfactory Academic Progress Appeal Form

Maximum Time Frame Suspension: Any student who has exceeded the maximum time frame requirements for the appropriate degree program will be placed on a maximum time Financial Aid suspension. Students in this group will be required to appeal and provide the Office of Financial Aid with an academic plan that has been approved by their Faculty Advisor. The academic plan must be followed as prescribed and will be reviewed at the end of each semester until graduation from Guilford College. Students will not be permitted to receive institutional grants or scholarship unless approved through the Office of Financial Aid in conjunction with the institutional scholarship or grant provider's approval. In most cases, aid will be limited to federal financial aid only.

Notification: Letters explaining the SAP status along with instructions on the appeal process will be mailed to the student's permanent home address on file with Guilford College. It is recommended that students keep their permanent home address up to date with the Registrar's Office. Email notifications to the student's Guilford College email account will also be sent.

## Treatment of Special Grades

Incomplete Courses: Courses for which a student receives a grade of "I" are included in the number of attempted credits but don't count as earned credits for SAP calculations. It is the responsibility of the student to notify the Office of Financial Aid of all grade changes once complete. A review of satisfactory academic progress can't be conducted until the incomplete grade is changed, therefore the student will be considered ineligible for financial aid.

Audited Courses: Courses in this category do not count as credits attempted or earned. Financial aid is not awarded for classes taken on an audit basis.

Repeating Courses: All repeated courses affect financial aid SAP calculations. Regardless of whether the student received financial aid or not, all repeated coursework must be counted as attempted credits. The grade earned in the repeated course is the grade that determines the student's cumulative grade point average. No additional credits will be considered as earned credits for repeated courses for which credits were earned previously. Before registering to repeat a course, a student should verify that he or she is eligible to do so according to Academic Policy. Only courses repeated at Guilford College can improve the student's cumulative grade point average.

Withdrawals: Courses for which a student receives a grade of "W", "WP", WF" are included in the number of attempted credits but do not count as earned credits for SAP determination.

Transfer Credits: Credits transferred from other institutions are included in the total number of credits attempted and completed but are not factored into the cumulative GPA.

## Appeal Process

Students are permitted to appeal their financial aid suspension; however, the right to appeal must be based on extraordinary, personal circumstances that contributed to the student's inability to meet the SAP requirements. If the initial appeal is approved, appeals for future semesters must be based on a different circumstance as the student's previous appeal. Acceptable circumstances include:

- The death of an immediate family member or close relative (i.e. mother, father, grandparent, sibling or the immediate family such as a related aunt or uncle)
- A serious injury or illness (physical or mental) of the student which required medical intervention
- Significant, unanticipated family obligations due to medical issue or illness
- A catastrophic loss due to fire, flood or natural disaster that affects the student's academic attendance or performance

The appeal of a financial aid suspension is a separate process from an appeal of academic suspension. The two processes are not related and approval of an academic suspension does not automatically remove the suspension from financial aid.

Students who wish to appeal must complete and submit a Satisfactory Academic Progress Appeal Form together with all required documents. The Office of Financial Aid reserves final authority in SAP appeal decisions. If the appeal is approved, the student will be placed on financial aid probation. SAP appeal forms received without appropriate supporting documentation, or appeals that contain or reveal conflicting information,
will be not be reviewed until either all documentation is received or the conflicting information is resolved.

SAP Appeals should be submitted to the Office of Financial Aid either by mail, fax, scanned and emailed or in-person to:

Guilford College
5800 West Friendly Avenue
Greensboro, NC 27410
336-316-2942
financialaid@guilford.edu
SAP Appeal Notification: The student will be notified by email to their Guilford College email account.

If the Appeal is Approved: Aid is continued for one term. The student should carefully review the SAP appeal notification which will outline the unique, individualized SAP requirements that the student must meet in order to maintain eligibility for federal and state financial aid. It is possible that the student will still lose their eligibility for Guilford College scholarships or grants depending on the requirements of those programs.

If the Appeal is Denied: Aid is immediately suspended until eligibility is reestablished. The decision is final for the term of enrollment specified in the letter. A student may still be able to re-establish eligibility on their own for future enrollment periods by completing sufficient credit hours or by improving their cumulative GPA. Requests for multiple appeals must be for different circumstances.

## Financial Aid Probation

This status is assigned to the student who has successfully appealed their financial aid suspension and had their eligibility for aid reinstated. The reinstatement under probation may not be for more than one term of enrollment.

If a student fails to meet the minimum SAP requirements at the end of their probation period, the student is placed back into financial aid suspension. The student is not permitted to appeal this suspension unless there is a new and different circumstance that meets the definition of the acceptable circumstances discussed earlier in the policy. Any new approved appeal will only be approved for one term of enrollment and the student would be placed back into financial aid probation.

## Financial Aid Probation with Academic Plan

If it is statistically impossible for a student to meet SAP after one term of Financial Aid Probation, an academic plan will be required to span over two semesters. If a financial aid probation period is granted based on an academic plan, the student must meet the terms of their academic plan after each semester to continue their financial aid probation period. If the terms of the academic plan are not met after each review, the student will have their financial aid suspended for the proceeding term.

## Scholarships \& State Aid

Merit Scholarships: Incoming traditional students are awarded merit scholarships by the Office of Admission based on their application for admission to Guilford College. Merit scholarship determination uses a combination of SAT/ACT, GPA, service, community involvement, leadership and essay. Merit scholarships require that you maintain good academic standing to retain your scholarship. Undergraduate students must meet the following:

- The required minimum cumulative GPA requirement is 1.6 for students who have earned 53 credits or less
- The required minimum cumulative GPA requirement is 1.8 for students that have earned 54 to 86 credits
- The required minimum cumulative GPA requirement is 2.0 for students that have earned 87 credits or more

Guilford Grant: This grant is awarded to cover a portion of the gap between financial aid available and the student's financial need based on the FAFSA. If you receive a scholarship from any source after being awarded the Guilford Grant, the grant may be reduced by the amount of the scholarship that was added to your award package. This can occur before, during, or at the conclusion of any semester and will be adjusted at the time the Office of Financial Aid is notified of this additional scholarship. This grant requires you maintain good academic standing to retain.

Bonner Scholar: Scholars enrolled prior to fall of 2021 receive substantial grant and scholarship assistance to meet their financial need in full.
This makes the Bonner Scholarship one of Guilford's most generous scholarships and removes the financial barriers for many students. The scholarship will pay for up to the cost of double room and the Quaker 19 meal plan if need allows for it. This grant requires you maintain good academic standing to retain. In addition, two checks will be issued to the student for the Bonner community service work. These checks will be issued to the student, when authorized by the Bonner Office, if the balance due has been cleared. If the student has a balance due, the Bonner checks may be used as payment toward that balance. Students will need to sign a release form, authorizing the College to use Bonner stipends to settle account balance due. For additional information, see the financial aid website.

Outside Scholarships and Loans. A student who has been awarded any outside scholarships and/or loan must produce a letter of confirmation indicating the source of the money and the estimated date of payment. Please contact the Office of Financial Aid at 336.316 .2354 or financialaid@guilford.edu with information about any additional scholarship or loan funds. Upon receipt of the letter, the student's account will have the scholarship and/or loan listed. When the funds arrive, it will be credited to the student's account.

Aid for Quaker Students: To the extent that funds are available, Guilford follows the guidelines below for financial aid to Quaker students.

- Quaker Leadership Scholarship Program: In an effort to recognize leadership potential among young Friends and to cultivate that potential, Guilford offers an average of eight to 10 Quaker Leadership Scholarships to each entering first-year class. Scholars are selected on the basis of interest in the Religious Society of Friends as well as leadership and academic potential. Students selected as Quaker Leadership Scholars receive financial awards renewable for four years. Selected QLSP recipients may apply for the "Sojourners" program after their first year. Sojourners undergo a more intense series of self-examinations and program requirements. Quaker Leadership Scholars must participate in a variety of program activities that include mentoring, community service, internships, Quaker studies courses and involvement in campus groups. The program is coordinated through the Campus Ministry Office and Friends Center. This scholarship requires you maintain good academic standing to retain.
- Other Aid for Quaker Students: Guilford matches scholarship funds provided by a student's Meeting House up to a maximum of $\$ 500$.

NOTE: All Guilford College scholarships, grants, and awards require fulltime enrollment and that you maintain good academic standing to retain your institutional aid. Most institutional aid is restricted from paying more than $100 \%$ of tuition when combined with certain non-Guilford awards. CE students are not eligible for most forms of institutional aid.

North Carolina Need-Based Scholarship (NCNBS): The State of North Carolina provides scholarship assistance to North Carolina students who meet the N.C. residency requirements. They must be enrolled as an undergraduate student in at least 9 credit hours, demonstrate a certain level of financial need based on calculated Expected Family Contribution (EFC) from the Free Application for Federal Student Aid (FAFSA). The grant amount will vary depending on the student's FAFSA, enrollment, and appropriated funding by the N.C. General Assembly. It is recommended that you complete the FAFSA as early as possible due to funding restrictions. This grant requires you maintain good academic standing to retain.
State Assistance for Students from States Other than North Carolina
We suggest students contact the Department of Education in their home state to ask about state-funded financial aid opportunities for students attending school out of state. In some states, the agency/department responsible for higher education financial aid programs may be called the State Board of Higher Education, State Council of Higher Education, State Education Assistance Agency (or Authority), Office of Student Financial Assistance, etc. Generally, the appropriate office/agency/department is located in the state's capital. If students have difficulty locating the address of their state's Department of Education, contact the Financial Aid Office for assistance.

## Student Employment

All students have the opportunity to apply for employment opportunities, both on and off campus, through Guilford College. Students are either eligible for Federal Work-Study or Guilford Works student employment programs. Federal Work-Study is a need-based program funded by the U.S. Department of Education. Eligibility for Federal Work-Study is based upon the results of the student's Free Application for Federal Student Aid (FAFSA). Students who did not complete FAFSA or are otherwise not eligible for Federal Work-Study can seek employment through the Guilford Works program.

Earnings from student employment are not credited to a student's account but are paid directly to the student every two weeks based on the number of hours worked. If desired, students can have their paychecks directly deposited to a bank of their choice

## Veterans Benefits

College policy restricts institutional financial aid (scholarships/grants) from paying more than $100 \%$ of tuition when combined with certain non-Guilford awards. When your VA Benefits cover 100\% of your tuition costs, there are certain situations in which your VA Benefits will take precedence over any institutional scholarships or grants for which you might otherwise qualify. Examples of this include:

- Yellow Ribbon eligible students
- Students who are $100 \%$ Post- $9 / 11$ GI Bill® eligible

Should your status for $100 \%$ eligibility change, or you reach your annual tuition cap, you would then be able to utilize your institutional scholarship or grant.

Guilford College has partnered with the Veterans Affairs
(VA) Administration to offer the Yellow Ribbon Program Scholarship to students with $100 \%$ eligibility under the Post-9/11 GI Bill®.

- The Yellow Ribbon Program at Guilford College will cover $100 \%$ of tuition and fees over the Post-9/11 GI Bill® yearly tuition cap ( $50 \%$ funded by Guilford and $50 \%$ funded by the Department of Veterans Affairs.)
- All students with $100 \%$ Post $9 / 11$ GI Bill® eligibility are eligible for the Yellow Ribbon Scholarship, except for Active Duty students and their spouses, per the Department of Veterans Affairs.
- The cap on Yellow Ribbon funds is currently unlimited.
- Because the Yellow Ribbon award is a form of Guilford College institutional aid, it cannot be combined with any other Guilford scholarships or discounts.


## Tuition Assistance

Tuition Assistance (TA) is a benefit offered to service members to assist with the cost of tuition. Military Tuition Assistance covers up to the \$250 per credit hour. Tuition Assistance only applies to tuition.

## Tuition Assistance Policies

- Military Tuition Assistance does not pay for fees unless a base education office or branch service portal specifies on a TA authorization form or request that they are willing to do so.
- Students will be recouped for grades that are not deemed successful. The following grades are acceptable and will not be recouped.

> Undergraduate: C grade or higher
> - Graduate: B grade or higher (- and + will be treated as just a letter grade).

- Both Tuition Assistance and the Post $9 / 11 \mathrm{GI}$ Bill(®) (Chapter 33) benefit can be utilized for applicable courses for approved programs. You can use your Chapter 33 VA Benefits to pay the remaining balance between the amount of funding from Tuition Assistance and $100 \%$ of the tuition charged by Guilford. These payments will follow normal Post $9 / 11 \mathrm{GI}$ Bill® rules and entitlement, charging your months of benefits based upon your enrollment status.
- Tuition Assistance cannot be utilized with any VA benefits other than the Montgomery GI Bill® Active Duty and the Post $9 / 11$ GI Bill®. Students will have to decide whether they want to utilize VA benefits or Tuition Assistance for those courses.

Tuition Assistance (TA) is earned in a prorated manner on a per diem basis (calendar days) up to the $60 \%$ point in the semester. TA is viewed as $100 \%$ earned after that point in time. Guilford will perform a return of funds calculation to determine the amount of earned aid up through the $60 \%$ point in each payment period or period of enrollment. The institution will use the Department of Education's prorate schedule to determine the amount TA the student has earned at the time of withdrawal. All unearned funds will be returned to the Department of Defense within 45 days.

## Example of Calculation

1. Determine the percentage of TA aid earned by the student by taking the calendar days completed in the payment period, divided by the total calendar days in the payment period (excluding breaks of 5 days or more and days the student was on an approved LOA).

## 18(completed days) $\div 118$ (total days) $=15.3 \%$ (\% of completed calendar days)

1. Determine the amount of TA earned by the student by multiplying the percentage of TA aid earned times the total of the TA disbursed.

## $15.3 \%$ X \$2805.00 = 429.17 (Amount of aid earned by student)

If the percentage is greater than $60 \%$, the student earns $100 \%$ of the disbursed TA. If this percentage is less than $60 \%$, then the percentage earned is equal to the calculated value. If a student earned less aid than was disbursed, Guilford would be required to return a portion of the funds. When TA funds are returned, the student may owe a balance to the institution. In the instance when a Service meme stops attending due to military service obligations, Guilford will work with them to identify solutions that will not result in a student debt for the returned portion.

## Withdrawals and Return of Title IV Funds Policy

This policy applies to students who withdraw or are suspended from Guilford College and is separate and distinct from the Guilford College Refund Policy. The calculated amount of the "Return of Title IV Funds" that is required for students affected by this policy is determined according to the following definitions and procedures, as prescribed by regulation, and may or may not be the same as used in other contexts at the College.

- Official Withdrawals - A student who withdraws is one who either officially goes through a "withdrawal from the College," is administratively withdrawn, suspended, or withdraws from all of his or her courses taken for credit.
- Unofficial Withdrawals - At the end of each semester, all federal financial aid recipients who receive no passing grades will be reviewed to determine if the non-passing grade was earned while attending or due to no longer attending class. The unofficial withdrawal may negatively affect the student's GPA and may have a direct impact on future eligibility for and receipt of financial aid.

A student's withdrawal date is:

- the date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw; or
- the midpoint of the period for a student who leaves without notifying the institution; or
- the student's last date of attendance at a documented academically related activity.

A student may rescind his or her official notification to withdraw by filing a written statement that he or she is continuing to participate in academically-related activities and intends to complete the semester for which payment of Title IV funds were or would be received. The request to cancel the withdrawal is negated if the student subsequently ceases to attend prior to the end of the payment period. The withdrawal date then is the student's original date of withdrawal unless there is acceptable
documentation showing a later date of attendance at an academically related activity and the College chooses to use such a date. Title IV aid is earned on a prorated, per diem basis (calendar days) up to the $60 \%$ point in the semester. Title IV aid is viewed as $100 \%$ earned after that point in time.

In accordance with federal regulations, when Title IV financial aid is involved, the calculated amount of the "Return of Title IV Funds" is allocated in the following order:

- Unsubsidized Federal Direct loans
- Subsidized Federal Direct loans
- Federal PLUS Loan
- Federal Pell Grants
- Other Federal Grants

Guilford College is responsible for:

- providing students with the information given in this policy;
- identifying students who are affected by this policy and completing the Return of Title IV Funds calculation for those students;
- returning any Title IV funds that the student is ineligible for and are due back to the Title IV programs.

The student's responsibilities in regard to the return of Title IV funds include:

- Returning to the Title IV programs any funds that were disbursed to the student and which the student was determined to be ineligible for via the Return of Title IV Funds calculation.
- Any notification of a withdrawal should be in writing and addressed to the appropriate institutional official.
- A student may rescind his or her official notification of intent to withdraw. Submission of intent to rescind a withdrawal notice must be filed in writing.
- Either of these notifications, to withdraw or rescission of intent to withdraw must be made to the Office of Academic and Student Affairs

Note: The term "Title IV Funds" refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended). These programs include the following: loans under the Federal Direct Loan Program that encompasses subsidized and unsubsidized Federal Direct loans (for graduate and undergraduate students), Federal Pell Grants (for undergraduate students), and other eligible Federal Grants (for undergraduate students).

## Graduate Program

William C. Pizio, Criminal Justice Graduate Program Director

## Overview

The M.S. in criminal justice program is ideal for criminal justice professionals seeking career advancement, as well as undergraduate students who plan to earn an advanced degree.

As the only criminal justice graduate program in the Triad, we offer a curriculum that is interdisciplinary, theoretically grounded, empirically rigorous and policy-oriented. The curriculum addresses ongoing problems and contemporary issues in criminal justice and emphasizes the
transferrable skills afforded by the liberal arts tradition, including advanced critical thinking, written and verbal communication and research skills.

The program is unique because it focuses on both systems of criminal justice and the communities they serve. Graduates will be leaders committed to improving the criminal justice system and who embody Guilford's seven Core Values, especially justice and integrity.

## Program Benefits and Highlights

- Only criminal justice master's degree program in the Triad
- Low faculty to student ratio
- Diverse faculty with backgrounds in law enforcement, law and corrections
- Flexible schedules with day \& evening classes, including hybrid online courses
- Thesis option to prepare students for doctoral studies
- Problem-solving practicum (non-thesis option) that engages students with local criminal justice agencies for those planning careers in criminal justice and practitioners seeking career advancement


## Admission Requirements

Guilford's program is competitive; acceptance is not automatic even if the applicant does meet the department's minimum admission requirements. The number of students accepted depends on the quality of applications, availability of financial aid, and adequate faculty supervision. Similar to Guilford's undergraduate process, the graduate admissions decisions are made on a more wholistic basis.

## 1. Admission Criteria

To be considered for admission, the applicant must:
a. Possess a baccalaureate degree in a social or behavioral science from an accredited college or university.
b. Have earned a grade point average of 3.0 (on a scale of 4.0 ) in their most recent two years of undergraduate work.
c. Achieve an acceptable score on the GRE examination. Note: Applicants with five or more years of experience in the criminal justice system will not be required to take the GRE.
d. Submit a statement of purpose.
e. Submit a curriculum vitae.
f. Submit two letters of recommendation that reflect the student's ability to complete a graduate level program successfully.
g. In addition to the above criteria, international students must also score 550 or higher on the TOEFL examination.
2. Provisional Acceptance

Candidates, at the discretion of the program, may be accepted provisionally. Conditions of provisional acceptance will be at the discretion of the program but generally, a student who is accepted provisionally must maintain a 3.0 or higher grade point average for two program courses. If the student maintains a 3.0 or higher grade point average, they will achieve unconditional admission to the program. If the student does not achieve a 3.0 or high grade point average, they will not be eligible to continue in the program.
3. Transfer and Non-matriculated Credits

Up to two graduate courses may be transferred from another accredited institution toward the degree. Any transfer credits must have received a B or better and all must be approved by the program. Exceptions may be made at the discretion of the program.

## Non-matriculating Students

Students may take up to two courses in the program prior to being formally accepted. Grades of B or better are required for the courses to apply toward the degree. Exceptions may be made at the discretion of the program.

Non-matriculating students must complete the application, submit undergraduate transcripts, and pay the application fee in whole at time of application submission. Guilford does not require letters of recommendation, statement of purpose, and GRE score for nonmatriculating applicants.
4. Application Deadlines

Applications for admission into the program will be reviewed on a rolling basis. Admission for the summer semester will not be considered.

## 5. Non-Degree Admission

Individuals who have specific interests or professional needs, but who do not intend to pursue a master's degree, may apply for admission as non-degree students. The Admissions Committee will review and make recommendations to the Program Director on all such applications. No registration will be allowed while such review is pending.

Non-degree students may take no more than 14 credits over a period no longer than two academic years. However, non-degree admission does not extend beyond a single semester, and students must apply for non-degree admission each semester in which they take classes.
6. Undergraduate Students

Undergraduates who are not in the B.S./M.S. program may also register for up to two graduate courses. Graduate courses may also count as upper level electives ( 300 or 400 level) toward a student's undergraduate degree in Criminal Justice. If a student who takes graduate courses as an undergraduate enrolls in the graduate program, the graduate courses taken will count toward their M.S. degree.

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JPS 510. Criminological Theory. 4.
This is a graduate seminar focusing on the theories and schools of thought that underpin criminology as a field of study. The course provides a comprehensive overview of influential ideas and considers the social, historical and political factors that influenced their emergence, popularity and decline. An examination of competing and integrated models including religious perspectives; classical, positivist and neo-classical schools; biological and psychological explanations; developmental models; the ecological school; social structural theories; symbolic interaction; and critical perspectives may be included in this course. This course focuses on original works by key scholars as well as modern critiques of their ideas.

JPS 511. Cybercrime. 4.
This course introduces students to the many different types of cybercrime. Students learn how to identify cybercriminal activity and learn how companies and law enforcement agencies are responding to the dangers these crimes present. This course will also address criminal law as it relates to computer network security, copyright infringement and private use of the computer.

JPS 512. Environmental Crime. 4.
This course addresses crimes relating to environmental damage. Topics will include criminal and civil laws relating to local and federal standards of pollution or other environmental harm. This course will examine the relationship between corporate entities and the social, political and medical concerns of society-at-large.

## JPS 513. Law and Social Science. 4.

This course is multidisciplinary overview of key institutions, processes, and policy issues regarding crime and justice and the role law can play in resolving arising conflicts. Readings and discussion will include traditional criminal justice institutions and processes; the role of private sector and community organizations in crime control; law and justice policy in a federal system; crime prevention and institutional responses to crime; emerging cross-national issues in crime, law and policy.
JPS 514. Race, Class, Gender and Criminal Justice. 4.
This course provides students with a human-rights' framework and crosscultural understanding of violence against women, minorities, and the economically deprived and examines efforts across societies to translate this knowledge into effective policy.

## JPS 515. Public Policy. 4.

This course provides an overview of factors shaping crime policy. The concept of crime, the use of law to promote social control policies, policy responses related to crime control and the efficacy of those policies will be examined. Addresses conceptualizations of the modern state and the use of state power and how these concepts have affected the development of public policy.

## JPS 520. Theories of Punishment. 4.

Beginning with the enlightenment and classical philosophers, students will examine historical and current trends in punishment and social control theory and practice. This course also addresses social control and punishment in latemodernity. Topics will include the philosophical issues associated with criminal punishment, particularly the moral justification for punishment. The relationship between theories of punishment and theories of the state, theories of ethics, theories of law and broader philosophical issues such as free will versus determinism.
JPS 521. Corrections \& Incarceration. 4.
This course will examine the social organization in correctional institutions. The focus of this course is to inquire into the nature, organization, and aims of the penal system and its effect on groups it deals with. This course will also examine inmate classification methods and institution security classification.

## JPS 522. Current Issues in Corrections. 4.

This course examines the origin, nature, and operation of various correctional institutions and practices. The focus of the course varies by semester; topics include institutional corrections, community corrections, intermediate sanctions, legal aspects of corrections, the death penalty and philosophical theories of punishment. This course will also examine the interaction of groups within institutions, the need for solitary confinement and institutions designed specifically for inmates presenting high-security risks.

## JPS 530. Legal Theory. 4.

This course serves as an introduction to the philosophical analysis of law and its role in society. The course considers questions such as what is law, how is relied upon to control behavior and resolve conflicts. This course also considers whether it is a moral obligation to obey the law and examines the relationship between morality and the law.

JPS 531. Advanced Criminal Procedure. 4.
This course examines constitutional standards and operation of the criminal justice system, to include: police practices, bail, decision to prosecute, scope of prosecution, grand jury proceedings, preliminary hearings, right to counsel, right to speedy trial, plea bargaining, discovery and disclosure, jury trial, trial by newspaper, double jeopardy and posttrial proceedings.
JPS 532. Prosecution and Trial. 4.
This course reviews functions and practices of prosecutors, with special reference to an analysis of the interrelationships among charging, conviction, and sentencing, and in relation to the functions of police and probation staff. This course provides an overview of court goals, functions and potential for system reform.

JPS 533. Current Issues in Courts. 4.

## JPS 540. Advanced Policing. 4.

The focus of this course is to address issues that may not be addressed in other policing courses, such as Policing Theory and Police Administration. This course is designed to address in a scholarly manner policing issues that are of particular concern to police and the public. Topics that may be addressed include: police leadership, ethics/ professional standards/internal affairs, policies and procedures, training, information and communication management, recruitment/ retention/ diversity in policing, officer mental health/suicide prevention, regional consolidation of police agencies or functions, gangs, guns, drugs, police response to victims, and/or new/ emerging policing models (evidencebased policing, for example).

JPS 541. Police Theory. 4.
This course analyzes of the strategies and programs utilized in modern police work. Previous research studies and contemporary methods for assessing the effectiveness of police practices are examined. This course includes an examination of theoretical, historical, and comparative perspectives on policing and a critical analysis of the function of police in modern society.

JPS 542. Current Issues in Policing. 4.
This course examines major U.S. police and law enforcement systems and issues. The focus of the course may be either the role of police in society, police-community relations, and special problems in policing, or management and policy issues such as police organization, federalism, police effectiveness, police discretion and use of force, and police accountability.
JPS 545. Police Brutality and Culture (JPS 445). 4.
This class will explore the prevalence, causes of police use of force, and its relationship to police culture. Police subculture will also be examined as its own phenomena. Review and remedies for excessive use of force along with a comparative view of force usage in Japan will also be addressed in a seminar discussion type format.

JPS 550. Special Topics. 1-8.
JPS 560. Independent Study. 1-8.
JPS 600. Foundations of Crim. Justice. 4.
This orients students to a field of study that examines criminal justice and crime control apparatus. This course includes a review of the assumptions, theories, research, and normative orientations that underlie and drive criminal justice thinking and practice.
JPS 601. Advanced Research Methods. 4.
This course is the first half of a two-part sequence intended to help students develop the skills necessary to design, critique and execute social science research. Through readings and discussion, the students will develop necessary skills to develop an original research project.

JPS 602. Problem-Solving CJ. 4.
This course will focus on program planning and evaluation, and other responsibilities executives, managers, and planning and oversight agencies may have. The student will be responsible for contacting a criminal justice agency for the purposes of addressing a current problem identified by the agency.

JPS 603. Crime, Justice and Community. 4.
Examines crime and synthesizes the body of theory and research examining community level effects on crime/crime control. This course will also examine the effect of crime and crime control on the community.
JPS 650. Thesis Preparation. 4.
JPS 651. Thesis. 4.

## Criminal Justice Major

## Master's of Science in Criminal Justice

To earn the M.S. in criminal justice, students must complete 40 credit hours through a combination of required and elective courses, detailed below.

## Required Courses

| Code | Title | Credits |
| :--- | :--- | ---: |
| JPS 600 | Foundations of Crim. Justice | 4 |
| JPS 601 | Advanced Research Methods | 4 |
| JPS 602 | Problem-Solving CJ | 4 |
| JPS 603 | Crime, Justice and Community | 4 |
| Thesis or Problem-Solving Track | 8 |  |
| Elective Courses | 16 |  |
| Total Credits | $\mathbf{4 0}$ |  |

## Thesis Track

| Code | Title | Credits |
| :--- | :--- | ---: |
| JPS 650 | Thesis Preparation | 4 |
| JPS 651 | Thesis | 4 |
| Total Credits |  | $\mathbf{8}$ |

Problem-Solving Track
Elective Courses
Crime and Policy

| Code | Title | Credits |
| :--- | :--- | ---: |
| JPS 510 | Criminological Theory | 4 |
| JPS 511 | Cybercrime | 4 |
| JPS 512 | Environmental Crime | 4 |
| JPS 513 | Law and Social Science | 4 |
| JPS 514 | Race, Class, Gender and Criminal Justice | 4 |
| JPS 515 | Public Policy | 4 |

## Corrections

| Code | Title | Credits |
| :--- | :--- | ---: |
| JPS 520 | Theories of Punishment | 4 |
| JPS 521 | Corrections \& Incarceration | 4 |
| JPS 522 | Current Issues in Corrections | 4 |


| Law and Courts |  |  |
| :--- | :--- | ---: |
| Code | Title | Credits |
| JPS 530 | Legal Theory | 4 |
| JPS 531 | Advanced Criminal Procedure | 4 |
| JPS 532 | Prosecution and Trial | 4 |
| JPS 533 | Current Issues in Courts | 4 |

## Policing

| Code | Title | Credits |
| :--- | :--- | ---: |
| JPS 540 | Advanced Policing | 4 |
| JPS 541 | Police Theory | 4 |
| JPS 542 | Current Issues in Policing | 4 |
| JPS 545 | Police Brutality and Culture (JPS 445) | 4 |

Independent Study and Special Topics
Code $\quad$ Title
Credits
JPS 598
JPS 599

## Graduation Requirements: Degrees and Cooperative or Dual-Degree Programs Offered

Graduation Requirements
Guilford College uses semester hours for units of credit.
For the baccalaureate degree, students must:

- earn a minimum of 124 semester hours of credit;
- earn a minimum cumulative grade-point average of C (2.0);
- complete all general education requirements;
- complete a minimum of 32 semester hours of credit at Guilford;
- complete half their major(s) while enrolled at Guilford, with grades of C- or above;
- complete half their minor(s) while enrolled at Guilford;
- spend their last semester of study at Guilford;
- file their application for degree candidacy online at least one semester before their anticipated date of graduation.

Commencement is held once per year, in May. July and December graduates may participate in the next May ceremony.

To receive a diploma, a student must have satisfied all academic requirements, must have cleared all outstanding accounts with the Office of Student Financial Services and must have no judicial action pending. A diploma will not be awarded to any student against whom unresolved judicial charges exist.

## Degrees Offered

Guilford offers four baccalaureate degrees:

- Bachelor of Arts,
- Bachelor of Science,
- Bachelor of Fine Arts and
- Bachelor of Music.

A student majoring in biology, chemistry or geology is awarded a Bachelor of Arts unless extra work is done to earn a Bachelor of Science. An art major may pursue either a Bachelor of Arts or a Bachelor of Fine Arts; a music major may pursue either a Bachelor of Arts or a Bachelor of Music.

## Cooperative or Dual-Degree Programs

Cooperative programs are those in which students take a portion of their undergraduate work (usually three years) at Guilford, completing an additional one to two years at a cooperating institution. At the end of the specified period of time, the student receives a baccalaureate degree from Guilford and a more specialized professional certificate or degree from the second school.

Admission to Guilford does not automatically qualify students for admission to a cooperative program. Students must apply to the schools sponsoring programs that interest them, and their admission is the prerogative of those schools.

## Engineering

Do you want to be an engineer with a solid foundation in the liberal arts and excellent oral and written communication skills? The Guilford physics program may be just the right one for you. At Guilford, students learn how to attack and solve complicated problems by getting to the root causes and analyzing connections between the pieces. In addition, Guilford physics students become excellent communicators to both technical and non-technical audiences. These are critical skills for a successful engineer. More than 30 percent of Guilford physics graduates have careers in engineering or engineering-related fields. At Guilford, these students concentrated on applied physics while also benefiting from our strong writing program and broad liberal arts education. Guilfordtrained engineers are not only excellent in finding technical solutions to problems, they understand the relationship between technology and humankind and can communicate effectively with people of diverse cultural backgrounds and technical knowledge. The training in alternate perspectives that a liberal arts education provides will be a critical asset for 21 st-century engineers who will need to navigate through complicated problems and find creative solutions.

There are three ways in which Guilford students can prepare for an engineering career.

1. Students may follow the pre-engineering track of the physics major (and chemistry major for chemical engineering). Graduates may go to graduate school in engineering or enter the workforce directly.
2. Students may obtain a dual degree by completing a 3-2 program in pre-engineering physics. Students in this program complete three years at Guilford satisfying all the requirements for a B.S. in pre-engineering physics except for thesis and IDS 401 before transferring to an engineering program at an accredited university. After completing the program, the student receives a B.S. in physics from Guilford as well as an engineering degree from the cooperating school. In addition to the advantages of small classes, individualized instruction, and broad background enjoyed by Guilford students, graduates also gain the advantage of standing out from the crowd to potential employers because of their two degrees.
3. Following two years at Guilford, students may transfer to an engineering school to obtain a bachelor's degree in engineering. Two years at Guilford would provide students with a basic foundation in science and mathematics as well as experience in writing and exposure to the liberal arts. These classes at Guilford are much smaller and more personalized than at a university, so they provide
an excellent way to begin one's college career. This option is attractive for those students with a weak scientific background or, paradoxically, a desire to pursue physics and math in greater depth than is customary in engineering education.

All three paths for pursuing an engineering career at Guilford require careful planning. Interested students should meet with an advisor from the Department of Physics as soon as possible so that the student and an advisor can develop the best plan of action.

## Law

The College offers an accelerated degree program with Elon University Law School ("Elon Law"), leading to the Doctor of Jurisprudence degree from Elon Law in addition to the bachelor's degree from Guilford College, completed in five and a half years.

With appropriate guidance, over three years, highly qualified students can complete a minimum of 92 hours, including all major, minor and general education requirements. At the end of two full semesters of law school at Elon Law, students will have completed the undergraduate degree at Guilford College, and a degree will be awarded by Guilford. After an additional three semesters at Elon Law, students who have completed all requirements for the law degree will receive their J.D. degrees from Elon Law. This accelerated program enables qualified students to earn a bachelors degree and a law degree over five and one-half years, compared to seven years to pursue both degrees separately and six years for most dual degree programs.

This program at Guilford College does not guarantee admission to Elon Law. Students must submit an application to Elon Law by February of their junior year. Students also must have taken the LSAT (the law school admission exam) during their junior year. In order to be admitted, students must demonstrate superior academic ability and potential for leadership. LSAT scores and grade point averages must meet Elon Law's rigorous standards for admission. There are no prescribed majors or minors for law school. Students should demonstrate mastery of their chosen fields of study, as well as excellent oral and written communication skills and critical thinking skills. In their first or second years, Interested students should seek advice from, and work with, pre-law advisors in order to be able to pursue this accelerated degree program. Advisor. Betty T. Kane, Department of Business Administration.

## Preprofessional Options

## Pre-Medicine, Pre-Dentistry

Students interested in careers in medicine, dentistry, podiatry, osteopathy, chiropractic, pharmacy or optometry must fulfill the prerequisites at Guilford for professional school admission. Health professions advisors provide detailed information on various careers, as well as on professional school admission requirements, application procedures and special programs for minority students. Also available are application materials, financial aid information and study materials for entrance examinations (such as the Medical College Admission Test and the Dental Admission Test).

A health professions advisor assists students in planning an individualized program of study that, for most career fields, includes at least one year each of biology, inorganic chemistry, organic chemistry, mathematics and physics. Pre-medicine and other pre-health students may major in the field of their choice while obtaining specialized courses needed for graduate study. Advisor. Anne G. Glenn, Department of Chemistry.

## Pre-Veterinary Medicine

Students receive solid preparation at Guilford for admission to a school of veterinary medicine. To complete prerequisites for application, students usually major in biology. Some veterinary schools also require a course in animal nutrition, which Guilford students can take at North Carolina A\&T State University through consortium arrangements, or students can take an approved online course. Advisor. Michele Malotky, Department of Biology.

## Pre-Law

Students planning to attend law school are urged to contact Guilford's pre-law advisor and to participate fully in the activities of the Pre-Law Club. Students are encouraged to contact the advisor early in their undergraduate studies for both academic and law school admission advice.

There is no prescribed or preferred major for pre-law students, but law schools seek students who have demonstrated mastery of their chosen fields of study and have completed a balanced liberal arts education. Pre-law students are urged to include foreign languages, political theory, logic (formal or informal), economics, analytical writing and critical thinking among their undergraduate courses, as well as various law courses offered across the curriculum (e.g., business law, criminal law and criminal procedure). Many law schools require solid performance on the Law School Admission Test (LSAT) and a 3.0 or higher grade-point average.

The Pre-Law Club provides practice LSATs, regular meetings, guest speakers and visits to nearby law schools.

## Pre-Ministerial

The Department of Religious Studies offers preparation which may lead to a career in the ministry or religious education. A broad range of courses preparing the student to enter theological school directly upon graduation includes History of Christianity, Old Testament and New Testament, Contemporary Theology, Quakerism, and various explorations in modern religious problems. Studies in comparative religions are offered regularly. Advisor. Eric Mortensen, Department of Religious Studies.

Note: As a Quaker-founded College, Guilford supports the peace testimony of Friends and does not offer or support courses in military science. Such courses are available on an audit basis at North Carolina Agricultural and Technical State University, also located in Greensboro, for Guilford students who want to enroll through the consortium crossregistration program.

## Guilford College Alma Mater

Music by Austin Scott ' 43 , Words by Russell Pope
arranged by Ryan Furlough '10
Kindly light our founders kindled
Midst primeval oak and pine,
Let thy radiance, truth revealing,
Now upon our spirits shine.
Sacred mem'ries thru the archways
Of the swiftly passing years,
Still undimmed dear Alma Mater
Strengthen us, dispel our fears.

So our hearts and voices joining

Echo Guilford's ancient fame.
Hallow'd be thine each endeavor.
Hallow'd be fair Guilford's name.

## Introduction to Guilford College Mission

Guilford's purpose is to provide a transformative, practical and excellent liberal arts education that produces critical thinkers in an inclusive, diverse environment, guided by Quaker testimonies of community, equality, integrity, peace and simplicity and emphasizing the creative problemsolving skills, experience, enthusiasm and international perspectives necessary to promote positive change in the world.

Toward that end the College provides:

- student-centered instruction that nurtures each individual amid an intentionally diverse community;
- a challenging academic program that fosters critical and creative thinking through the development of essential skills: analysis, inquiry, communication, consensus-building, problemsolving and leadership;
- a global perspective that values people of other cultures and the natural environment in which we all live;
- a values-rich education that explores the ethical dimension of knowledge and promotes honesty, compassion, integrity, courage and respect for the individual;
- access to work and service opportunities that forge a connection between thought and action.

Guilford seeks above all to create a special kind of learning community. We are not perfect at this. Our goal of creating independent thinkers and change agents necessarily pulls against the needs of community, and our great diversity of backgrounds sometimes works against our professed acceptance and equal respect for all individuals. We are as a community at best in a perpetual state of becoming.

We intend to continue to work toward being that community: a learning community defined somewhat paradoxically by both challenge and nurture, a community that produces compassionate graduates who are independent thinkers, risk takers and change agents possessing a strong moral compass.

- Campus (p. 260)
- Core Values (p. 260)
- Higher Education in Prison Program (p. 260)
- Principled Problem Solving (p. 261)
- Quaker Heritage (p. 261)
- The City and Its Educational Environment (p. 262)
- The Faculty (p. 262)
- The Guilford College Community History (p. 262)
- The Student Body (p. 263)


## Campus

The Guilford campus occupies 350 wooded acres in northwest Greensboro, N.C. Most College buildings show a Georgian influence. The campus includes a forest, exercise and nature trails, and a small lake. These contribute to the College's quiet, serene and friendly atmosphere.

## Core Values

The College's seven Core Values are based on and consistent with the five Quaker testimonies. Indeed, three testimonies - community, equality and integrity - are also Core Values. The Core Values are the essential and enduring tenets of the institution.

## Community

We are committed to the cultivation of positive relationships between and common experiences among students, faculty and staff.

## Diversity

We are committed to creating an academic institution where a variety of persons and perspectives are welcome. We are committed to providing an environment where students from all cultures and backgrounds may succeed.

## Equality

We are committed to creating an institution and a society where everyone is appreciated and judged based on their contributions and performance rather than gender, race, religion, sexual identity or socio-economic condition. Through the work of this institution, we will create awareness of and work toward the elimination of individual and institutional racism.

## Excellence

We are committed to setting high standards of academic rigor in courses and creating high expectations for achievement by everyone in our community. We seek the personal and intellectual transformation of our students.

## Integrity

We are committed to creating a community that acts with honesty and forthrightness, holding ourselves to high academic and ethical standards and dealing with everyone with respect.

## Justice

We are committed to peacefully resolving conflict, sharing economic and natural resources, and achieving parity in educational opportunity.

## Stewardship

We are committed to making decisions that will ensure the long-term survival of this institution. We must maximize the value of our human, financial and physical resources in ways consistent with our Quaker heritage.

## Higher Education in Prison Program

In order to deepen the commitment to our Core Values of community, diversity, equality, justice and stewardship, and offer a liberal arts education to inmates in North Carolina, Guilford College in partnership with the North Carolina Department of Public Safety offers coursework in two correctional institutions.

The Higher Education in Prison Program (HEIPP) brings Guilford College instructors to incarcerated women and men who provide courses in the fields of business, English, criminal justice, sociology, psychology and conflict resolution. The five-semester program provides students with an opportunity to receive 30 college credits and to take a preparatory course for the Leadership in Energy and Environmental Design certification
exam. These credits are transferable to most schools that offer associate and bachelor's degrees.

The program is offered in a men's prison in Salisbury, the Piedmont Correctional Institution, and a women's prison in Troy, the Southern Correctional Institution.

## Principled Problem Solving

Principled Problem Solving (PPS) is a central and unifying aspect of Guilford's practical liberal arts education. First identified and defined by faculty, staff and students as part of a campus-wide, long-range planning process, PPS builds on the knowledge, skills, interests and life experience of the Guilford and local communities and seeks to address a broad range of problems and opportunities. PPS as philosophy and practice emerges from Quaker testimonies and is grounded in Guilford's seven articulated Core Values.

The Center for Principled Problem Solving was established in 2007 to deepen the understanding of PPS at Guilford. This interdisciplinary, College-wide center promotes student, faculty, staff and community participation in PPS projects that put Guilford's Core Values to work in the world. These funded projects help us learn to address problems and engage significant opportunities - critically and creatively with both courage and conscience.

The Principled Problem Solving Scholars Program was established in the fall of 2008. Twelve to 14 students are selected each year for this program that features a combination of required academic seminars, skills-development programming and PPS placements and internships. PPS Scholars take seven to 11 PPS academic credits extending over two semesters and a six-week summer internship. Students from any discipline may apply for this program but must have at least a 3.0 G.P.A. to be selected for it. Partial-tuition scholarships and summer internship stipends are offered under this program.

PPS at Guilford is organized in three distinctive yet overlapping levels. These levels correspond to classroom and engaged-learning activities beginning in students' first semester and available through their senior capstone experiences. The levels are:

## PPS Foundations

Critical thinking analysis, skills and values. Guilford students are able to generate valuable questions and approach problems and issues by writing well; making use of quantitative data; understanding historical context; possessing ethical sensitivity; learning from cross-cultural experiences; and combining creativity, imagination and discipline.

## PPS Practices

Case studies in the classroom. Problem-solving skills are honed and defined through the examination and analysis of real and hypothetical examples. Invited PPS speakers and conferences supplement this aspect of the PPS curriculum.

## PPS Application

PPS projects and a wide range of other engaged learning and scholarship opportunities at Guilford provide our students with opportunities to put our Core Values to work in the world. These learning opportunities help to shape our world by addressing complex problems and identifying opportunities for advancing human fulfillment in a variety of contexts.

## Quaker Heritage

In 1837, Guilford opened its doors as New Garden Boarding School. Founded by the Religious Society of Friends (Quakers), the school was organized by North Carolina Yearly Meeting, the statewide association of Quakers as a way to provide their young people with a strong moral education rooted in the convictions of the Quaker tradition.

The Quaker tradition began in England in the mid-1600s as a challenge to institutional, imperial Christianity of the day. Early Friends sought to bring about what they called "primitive Christianity revived," a radical return to the roots and teachings of Jesus. Today, Quakerism is known for being a simple spirituality rooted in listening in silence to the Inward Teacher, placing great importance on how one lives out their spiritual convictions, often referred to as "testimony" among Friends, practicing communal discernment, and nurturing the life of the Spirit through meeting together for worship. There has always been an emphasis on seeking and apprehending truth together through experience, queries, discernment, and practice.

The Friends tradition harmonizes well with the College's atmosphere of free inquiry. Liberal education requires an atmosphere of academic and personal freedom, founded on intellectual and moral responsibility, and a commitment to ethical values and human beings. Regardless of whether staff, students, and faculty are identify as Quakers at Guilford today the combination of these qualities contributes to Guilford's character and one's experience while here.

Through the years Guilford has remained true to the vision of its Quaker founders. It has continually sought new methods of challenging students, bringing them into contact with vital ideas and experiences, and helping them to arrive at their fullest potential as individuals and as members of society.

## Friends Center at Guilford College

Friends Center at Guilford College was established by the Board of Trustees in 1982 to strengthen the bonds of the College with the Religious Society of Friends. The center provides opportunities for education and information about Quakerism on campus. Along with the College's Quaker Archives, Friends Center serves as a Quaker resource center for the southeastern United States. In addition to being an educational resource for Quakers on and off campus, Friends Center oversees the interfaith campus ministry and the Quaker Leadership Scholars Program, which works with current Guilford students who want to grow deeper in their spiritual lives and leadership capacity. The Center also brings nationally and internationally known Friends to campus through Distinguished Quaker Visitor programs. Friends Center programs are supported by the generous contributions of North Carolina's yearly meetings and their members along with other concerned Quakers and the College.

## Interfaith Campus Ministry

Consistent with the College's Quaker heritage, the Interfaith Ministry Office works to facilitate campus religious organizations of all faiths, encourage dialogue among different religious groups and aid community members in the process of spiritual discernment. Ongoing programs include small-group discussions and panels, worship opportunities, service work trips, meditation, and more.

## The Quaker Leadership Scholars Program

The Quaker Leadership Scholars Program (QLSP) seeks to apprentice students to the Quaker tradition, for the purpose of living spirituallyrooted, racially just, theologically robust, and experientially prepared lives as leaders within and outside the Quaker world. The goal is to strengthen student's relationships with the Global community of Quakers. Participants commit to a four-year program involving mentoring, smallgroup discussions, spiritual direction, leadership development, Quaker studies and internships. Financial assistance for College costs and participation in a wide variety of Quaker activities is provided. QLSP is a cooperative program of the Guilford Initiative on Faith and Practice, the Office of Student Financial Services, and the Office of Admission, with assistance from Friends Center.

## The City and Its Educational Environment

Guilford is located in the northwest quadrant of Greensboro, the thirdlargest city in North Carolina. The city's population is approximately 280,000 , with about 1.6 million people living in the larger metropolitan area.

Seven other colleges and universities where students may take courses are located within 25 miles of Guilford: Bennett College, Elon University, Greensboro College, Guilford Technical Community College, High Point University, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro. The Eastern Music Festival, in residence on the Guilford campus each summer since 1961, provides an exceptional summer concert series.

New Garden Friends Meeting, Friendship Friends Meeting and Friends Homes (a retirement community that provides highly skilled volunteers in several areas of College life as well as internships and employment for Guilford students) are all close to Guilford. North Carolina Yearly Meeting offices are nearby and serve the College community in various capacities.

Also in close proximity to the College is New Garden Friends School, which rounds out the multigenerational community surrounding Guilford and provides additional internship and research possibilities.

## The Climate

The local climate is mild and generally pleasant, making it possible to engage in outdoor sports during every month of the year. Winters are sunny, and although there may be some snowfall, extremely cold weather is rare. Spring comes early, with flowering trees and shrubs from early March through June. Autumn is especially congenial.

## Accessibility

Guilford is easily reached from the Piedmont Triad International Airport, five miles west; from Interstate 40, two miles south; or from Interstate 85, eight miles southeast. An Amtrak station downtown affords daily access to major cities throughout the Southeast.

The College is within a half-day's drive of both the coast and the mountains.

## The Faculty

Guilford attracts teachers of outstanding ability, creativity and enthusiasm. The faculty consists of 124 full-time members supplemented by a number of qualified part-time instructors.

The Guilford faculty has excellent professional credentials. Approximately 90 percent have earned doctoral or equivalent terminal degrees from leading universities in the United States and several other countries.

With an average student-faculty ratio of 16:1 at Guilford, students can consult with teachers about studies and careers. Students and faculty interact on a first-name basis and friendships are common. They often share professional and vocational interests inside and outside the classroom and participate together in campus and community activities.

The faculty's primary commitment is to undergraduate teaching. They view learning as a common venture with students into life's key questions.

## The Guilford College Community History

The land that Guilford College now rests on was originally a meeting place between a number of different native peoples - Cheraw (Saura) to the west, the Occaneechi and Sappony (and later Occaneechi Band of the Saponi Nation) to the east. The Catawba to the south appear to have used this region for travel, but not settlement. All spoke Siouan languages, therefore the region sustained a variety of indigenous communities speaking a shared language.

There is some thought that because it does not appear any tribe was settled here that perhaps this is why Quakers chose this place for their new home in the 1750s. As well intentioned as Friends are, it's unlikely that this was at the forefront of their minds or even had a real sense of how the land was being used. It continues to be important during College events to acknowledge the many people and communities who have lived and thrived on this land for generations and generations.

When Quakers settled here they named it "New Garden," both a biblical reference to the Garden of Eden and a reference to New Garden, PA where many moved here from. The name sets out a vision and hope for a new community. John Woolman, the Quaker missionary who visited the settlers shortly thereafter, called them "planters of truth in the province."

During the American Revolution this peaceful scene was disturbed by the Battle of New Garden and the larger Battle of Guilford Courthouse, four miles to the north.

Quakers cared for the wounded of both sides and buried the dead in New Garden Meeting's cemetery. Today one can see a marker to the unknown British soldiers interred there as well as visit the Guilford Courthouse National Military Park.

By the 1830s large numbers of Quakers in the South moved to free states in the North, owing to their opposition to slavery and desire for new settlement opportunities. Several Quaker families in the New Garden community were among the founders of the southern branch of the Underground Railroad, while the Guilford College Woods preserves parts of the old forest that harbored fugitives fleeing their enslavement.

To assure a continuing commitment to educate the youth of the Religious Society of Friends, the remnant Quaker community decided to establish
a boarding school on a coeducational basis; it was chartered in 1834 and opened in 1837 as New Garden Boarding School. The school did not close during the Civil War, as its young men did not march off to fight, and teachers and administrators of the school refused induction into the Confederate army. Following the war, Northern Friends aided the few Quakers remaining in the South to rebuild their community, strengthening the boarding school and preparing it to become a college, building a system of Quaker schools and schools for recently emancipated Africans and improving the economy through innovative agricultural practices.

This led to the development of Guilford College, the fourth-oldest degreegranting institution in North Carolina. The College remained largely isolated until the 1920s, when the old trail to Greensboro became The Friendly Road. The street name still symbolizes the long-standing friendship between "town and gown." Today the campus is an area of greenery, quiet and scholarship within Greensboro's city limits. Guilford's campus is recognized by the United States Department of the Interior as a National Historic District and the campus woods are listed as a site on the National Park Service's National Underground Railroad Network to Freedom program.

## The Student Body

Guilford has students from across the United States and many other countries.

These include traditional-age students, students 23 years of age or older who are enrolled in Continuing Education, and students in The Early College at Guilford who are able to complete their high school education and two years of work toward a bachelor's degree.

Guilford recognizes the special abilities of students with physical impairments and learning differences. Through the Office of the Provost, the College endeavors to serve the individual learning needs of these students upon request. Requests should be supported by appropriate medical documentation. The plan for these students may adjust the normal instructional process with untimed exams or innovative approaches to assignments. The Learning Commons coordinates and refers resources for these students. Guilford's normal nondiscriminatory admission policy governs the admission of these students. The standard policies on academic standing and the prescribed graduation requirements also apply.

## Message from the Interim President

Dear Students:
When I arrived as a student myself at Guilford College in the fall of 1975, I soon discovered that I was joining a vibrant community of smart, creative, and impassioned learners. I have felt the same way since I had the privilege of joining Guilford's faculty in the fall of 1999. It is my great pleasure now, as Interim President of the College, to ask you to join us.

Guilford's mission is to provide "a transformative, practical, and excellent liberal arts education that produces critical thinkers in an inclusive, diverse environment." Our Quaker heritage - particularly the Quaker testimonies of community, equality, integrity, peace, and simplicity - guides that mission, and we realize it by engaging students in an education that emphasizes "the creative problem-solving skills, experience, enthusiasm, and international perspectives necessary to promote positive change in the world."

Our Quaker-inspired learning community expresses itself through the Guilford Edge, our comprehensive education program for the whole person that engages students in collaborative and experiential learning, team-based advising, community building, and training for ethical leadership. Guilford stands out for its commitment to teaching students how to comprehend and solve problems in a principled, ethical way, deeply informed by our Core Values of community, diversity, equality, excellence, integrity, justice, and stewardship. Our students leave us prepared to thrive in a changing world, ready for graduate school programs and the world of work, having learned how to contribute vitally to the advancement of the communities they join next.

At Guilford you will discover outstanding faculty who excel as teachers and mentors. You will find dedicated staff who help guide your education and development. And you will find supportive alumni who will partner with you in post-college planning and networking. In short, as a Guilford student you will be a part of an extended family.

Since its beginning in 1837, the College has been transforming lives and making a positive difference in the world. Are you ready to be changed, to shape your life and career toward making the world a better place? If so, I encourage you to consider Guilford as the right place for you. Explore our website, guilford.edu, or speak with an Admission representative. I hope to welcome you to our beautiful campus and vital community.

Sincerely,
James W. (Jim) Hood '79
Interim President
Charles A. Dana Professor of English

## Minors

The Guilford curriculum features interdisciplinary and disciplinary minors that provide coherent plans of study for students with special interests apart from their majors or who wish to pursue further study related to the major. Minors normally consist of four courses.

They must take at least 48 credit hours to meet this requirement: at least 32 discrete credits for the major and at least 16 discrete credits for the minor. The discrete credits counting in the major are not allowed to count in the minor and the discrete credits counting in the minor are not allowed to count in the major. In the case where a student wishes to use a single course to fulfill requirements for both a major and a minor, she or he may do so as long as the 48-hour minimum is maintained (this may require taking additional courses).

There are two restrictions on choosing a minor in relationship to majors: Students cannot choose a minor that has the same name as their major. For example, English majors cannot choose an English minor. Students cannot satisfy the minor requirement with a minor that has a note in its catalog description prohibiting students from combining this minor with their chosen major. For example, the forensic science minor description prohibits students from combining this minor with the forensic biology major.

- Accounting Minor (p. 34)
- African and African American Studies (p. 11)
- African Studies (p. 13)
- Anthropology Minor (p. 137)
- Asian Studies (https://catalog.guilford.edu/catalog/academic-departments-majors/international-studies/asian-studies-minor/)
- Biology Minor (p. 27)
- Business Minor (p. 34)
- Chemistry (p. 36)
- Communications Minor (p. 125)
- Community Studies Minor (p. 88)
- Computing Technology \& Information Systems (p. 40)
- Creative Writing Minor (p. 54)
- Criminal Justice Minor (p. 89)
- Cyber and Network Security (p. 41)
- Earth Science (p. 64)
- Economics Minor (p. 44)
- Education Studies Minor (p. 49)
- English (p. 55)
- Experience Design Minor (p. 62)
- Forensic Science (p. 28)
- French Language and Society Minor (p. 98)
- German Language and Society Minor (p. 98)
- History Minor (p. 74)
- Integrated Science (p. 28)
- International Political Economy (p. 44)
- Interpersonal Communication (p. 89)
- Japanese Language and Society Minor (p. 100)
- Latin American Studies Minor (p. 83)
- Mathematics for the Sciences Minor (p. 92)
- Medieval/Early Modern Studies Minor (p. 75)
- Money \& Finance Minor (p. 34)
- Music Minor (p. 106)
- Organizational Communication (https://catalog.guilford.edu/catalog/ minors/organizational-communication/)
- Peace \& Conflict Studies Minor (p. 109)
- Philosophy Minor (p. 112)
- Physics Minor (p. 116)
- Political Science Minor (p. 121)
- Psychology Minor (p. 126)
- Quaker Studies Minor (p. 133)
- Religious Studies Minor (p. 134)
- Sociology Minor (p. 137)
- Spanish Language and Society Minor (p. 100)
- Sport Administration Minor (p. 141)
- Sport Marketing Minor (p. 142)
- Sustainable Food Systems Minor (p. 60)
- Theatre Studies Minor (p. 147)
- Visual Arts Minor (p. 22)
- Women's, Gender \& Sexuality Studies Minor (p. 148)


## Evening Minors

- African and African American Studies (p. 11)
- Computing Technology \& Information Systems (p. 40)
- Criminal Justice Minor (p. 89)
- Education Studies Minor (p. 49)
- Forensic Science (p. 28)
- History Minor (p. 74)
- Interpersonal Communication (p. 89)
- Japanese Language and Society Minor (p. 100)
- Organizational Communication (https://catalog.guilford.edu/catalog/ minors/organizational-communication/)
- Religious Studies Minor (p. 134)


## Other Special Study Opportunities

Guilford offers numerous special study opportunities, including internships, independent study, senior thesis, special topic courses, the honors program, departmental honors work, off-campus seminars and coursework, and summer school.

## Internships

Designated by the course numbers 290 and 390 in the curriculum and carrying $1-4$ credits, internships provide students with part-time involvement in public and private agencies while they are enrolled at Guilford. Internships are open to students who have accumulated 24 or more credits and who have a cumulative grade-point average of at least 2.5. Applications are available in Guided Discovery. The development of a learning plan and approval by the student's faculty advisor, faculty sponsor, site supervisor and internship coordinator are required. Summer internship credit is also available.

Regular contact with the faculty sponsor is expected throughout the duration of the internship. Deadlines for registering for an internship with the Registrar's Office are posted in the academic calendar. Retroactive credit will not be awarded.

A student may apply a maximum of 12 credits obtained through internships to her/his degree requirements. Internships cannot, however, be used to satisfy general education requirements.

## Independent Study

Academic departments offer independent study opportunities under the 260,360 and 460 course numbers. The success of such independent work depends in large measure on the student's initiative in shaping the terms of the investigation and her/his reliability in carrying out commitments.

A descriptive proposal of the project must be approved by the supervising instructor and the chairperson of the department. It is understood that the subject of the independent study must be supervised by someone in the department most relevant for that subject. The proposal must set forth the subject, scope, method and materials to be used during the project. It also must indicate the evaluation procedures agreed upon by the student and the supervisor. When the instructor and the chairperson have indicated their approval by signing the proposal, the student should take a copy of the proposal to the Registrar's Office. The instructor agreeing to supervise an independent study is expected to be available for consultation while the project continues.

Students are not allowed to participate in an independent study the semester in which they are enrolled in Initiate. Further, no student may enroll for more than two independent studies or more than eight credits of such work in a single semester; also, independent studies cannot be used to satisfy general education requirements.

Independent studies normally carry 1-4 credits.
Because each credit corresponds to three hours of dedicated work per week, an associate academic dean must approve independent studies of 5 or more credits. To request such approval, students must first obtain
the approval of the student's academic advisor, instructor and department chairperson and then submit a written petition request that explains why such a large time commitment is appropriate for this work.

## Senior Thesis

A written senior thesis ( 470 course number) may be undertaken as a separate project or as the culmination of a program of independent study. The academic department determines the format of the final work. The thesis should represent both independent research and thought. In most departments, the student submits a written thesis and defends the thesis in an oral presentation to a committee.

## Special Topics Courses

Under the 150,250, 350 and 450 designations, most academic departments offer upper-level courses exploring topics according to special interests and capabilities of groups of students and instructors. These courses may take an interdisciplinary approach and may be taught by faculty members from different departments working together as a team. Special topics courses are not scheduled on a regular basis, but as student interest warrants or as a department desires to make them available. Courses on the same topic normally are not offered more than twice.

## Departmental Honors Work

Some academic departments offer an honors option (490 course number) consisting of extensive reading, independent study and perhaps a research paper or senior thesis. Detailed requirements are defined in each department's course descriptions. Students successfully completing this course are awarded departmental honors at graduation. A minimum of 4 credits of 490 coursework is required for a student to receive departmental honors in a single department. Students may not receive departmental honors in more than one department without completing 4 credits of a 490 course separately in each of these departments. Any exception will need the approval of the provost.

## Summer School

Guilford provides a summer program of one five-week day session and one 10-week evening session. Students may attend on either a full-time or part-time basis. Courses are also open to all visiting students and community residents during the summer. Students may take courses in the summer to accelerate completion of their degree program, to fulfill general education, major and minor requirements or to explore new areas of interest. Academically suspended students may elect to register for summer courses to improve their cumulative GPAs and to take additional credits. However, summer coursework does not impact a student's academic status.

## The Early College at Guilford

Julie Winterich, Liaison for Early College at Guilford
The Early College at Guilford College is a collaborative venture of Guilford College and Guilford County Schools (GCS) for academically talented high school students (ninth through 12th graders). The Early College at Guilford is North Carolina's first early college high school and is ranked among the nation's best high schools in U.S. News and World Report. It is situated on the Guilford campus.

ECG students in ninth and 10th grades take honors or AP classes each semester on a block schedule. These students are taught by certified high school teachers and advised by a high school guidance counselor. Their classes are located in the ECG classroom buildings on the College
campus. They have access to the College's library, information technology and services, computer labs, Learning Commons and the cafeteria. By the end of 10th grade, students complete most requirements for high school graduation.

Junior and senior high school students are dually enrolled in Guilford and GCS. These students take a full-time college load and graduate at the end of their senior year with a high school diploma and two years of college course credits from Guilford. In grades 11 and 12, students are dispersed in courses across the campus, enrolling in a pattern of classes similar to Guilford's first- and second-year students. These students are assigned to a Guilford faculty advisor and also work with a high school guidance counselor. Upon high school graduation, students may apply to Guilford or another college to complete their final college undergraduate degree.

Students accepted by Early College must have qualifications similar to those who are invited to participate in Guilford's Honors Program. All applicants are required to complete an application for GCS that includes an essay, transcript and test information. Both Guilford and GCS are committed to attracting a diverse pool of applicants and to making Early College available to all qualified students.

## Off-Campus Education

## Washington, D.C., Semester

Any Guilford student with second-semester sophomore, junior or senior status and a cumulative grade-point average of at least 2.75 (3.0 for some agencies) is eligible to spend a semester in Washington, D.C., at The Washington Center (www.twc.edu (http://www.twc.edu)). The full-time internship and seminar provide 12 semester credits. Students may earn 4 additional credits by registering for a second course. Last-semester seniors must obtain special approval before applying.

The cost of a TWC semester is equal to full-time tuition for traditionalage students. Housing is optional and available through TWC. All financial aid normally awarded a student applies to the costs. Students are also encouraged to apply for any scholarships offered through TWC. Additional information is available through the Career Development Center and on The Washington Center's website.

## Off-Campus Seminars

Fall, spring and summer break programs are regularly planned under faculty leadership. For example: in New York City students may study art, drama and urban problems; in Washington, D.C., national government; on the coast and in the mountains of North Carolina, ecology and geology; and in the South, African American experience and culture. One credit is granted for each seminar. The College arranges for lodging, and a minimal charge to the student covers meals and travel.

Two off-campus geology seminars are offered. Natural Science Seminar travels to different locations. Seminar West, a three- to five-week field camp conducted jointly by the biology and geology departments, studies the geology and ecology of the Rocky Mountains, Colorado Plateau and the East African Rift. Both of these geology seminars fulfill the natural science and mathematics requirement.

## Consortium Arrangements

Degree-seeking Guilford students may supplement their course selections by cross-registering for courses at nearby colleges and universities under Greater Greensboro Consortium arrangements. Besides Guilford, the Greater Greensboro Consortium includes Bennett College, Elon University, Greensboro College, Guilford Technical Community College, High Point

University, North Carolina Agricultural \& Technical State University and the University of North Carolina at Greensboro.

Students enrolled at Guilford and with a minimum Cumulative GPA of 2.0 or higher may, with permission from the registrar and the appropriate department chair, take fall and spring semester courses for credit and without additional registration at any of seven other consortium institutions.

Cross-registration privileges assume that courses are of a general nature acceptable to Guilford College and are not offered at Guilford during the selected term. There are no additional charges beyond the payment of Guilford tuition unless the selected courses carry special fees.

As much as possible, consortium calendars are synchronized. However, because consortium academic calendars are not the same as Guilford's, grades from consortium courses may arrive after graduation and thereby delay a student's graduating and thus prevent him or her from participating in the graduation ceremony. Consortium schools are not required to give exams early to accommodate students. Students should check a consortium school's academic calendar before registering for classes there.

Library resources are shared by consortia members, with many college libraries' holdings available online through Guilford's computers.

Students must be signed up for an equal or greater number of credits at Guilford before registering for consortium courses. Dual admission and dual enrollment outside of the cross-registration procedures are prohibited, and any changes to consortium registration must be done at Guilford and the consortium school. It is the right of each college or university to allow consortium students to take online courses.

Guilford students attending consortium schools are subject to the rules, regulations and deadlines of the consortium school. Consortium parking stickers are given by the home institution.

## Study at Other Institutions

Guilford encourages our students to study for the summer, a semester or a year at other American or international universities only when such programs are consistent with the students' educational goals and interests.

Students who want to register to complete courses at another institution must process an "Authorization for Study at Another Institution." This form approves coursework equivalency so that transfer credit applies to Guilford as agreed and also serves as a letter of good standing to the host institution. Students must secure the approval of their academic adviser as part of the authorization. Students not in good academic standing at Guilford College must also have their authorization reviewed by the student's financial aid counselor so that students understand any possible implications for financial aid such a request may cause.

During fall or spring semesters, students planning to attend another institution as a visiting student must complete a leave of absence form through the Office of Academic and Student Affairs.

Only course credit, not grade points, can be transferred to Guilford from other institutions, and students must pass courses with grades of C - or better if the courses are to apply to the Guilford degree.

## Scholarships and Other Awards Scholarships

Bradford Ross Adams Endowed Scholarship Fund

The fund was begun in 2001 to provide scholarships to Guilford history majors with demonstrated financial need.

## Donald W. Adams Scholarship Fund

The fund was established to provide financial assistance on the basis of need to full-time male students enrolled at Guilford College, with preference given to residents of Texas, who have maintained a minimum G.P.A. of 3.00 while enrolled or have graduated from high school with a minimum 3.0 G.P.A. Students must also have demonstrated leadership ability and have participated in extracurricular activities and/ or community service. The director of student financial services will administer the fund in accordance with the College's financial assistance policies.

## Adelberger Research Endowment

The Fund was established in 1999. The earnings are to be used on the research needs of physics students.

## George I. Alden Excellence Scholarship Fund

The endowment was established in 1981 to provide scholarships to rising juniors without regard to need, with a G.P.A. greater than or equal to 3.25 .

## George I. Alden Endowed Scholarship Fund for CPPS

The endowed scholarship fund was established for Center for Principled Problem Solving scholars.

## Albert N. Alexander Scholarship Fund for International Study and Capacity Building

The scholarship will be awarded annually with an annual gift donated by the Alexander family to a current student with demonstrated need, who is currently working off or on campus. The recipient must also major or minor in a field related to international studies or have an interest in international affairs, international relations or pursuing a career in a capacity building organization such as the U.S. State Department, Peace Corps, etc. The scholarship can be awarded in consultation with the business, political science and international studies departments. A new recipient should be chosen each year. If a student receives this award but does not return for the spring semester, a new recipient may be selected to receive the remaining portion of that year's award. This is a temporary current scholarship that will not be available after the 2019-2020 academic year.

## Dr. Malcolm U. Alexander Scholarship Fund

The endowment was established in 1996 to provide scholarship assistance for female students in good academic standing majoring in education studies, with preference given to minister-of-music students.

## Charles Almy Memorial Fund for Student Research

The fund was established by various former students, friends and colleagues of Charles Almy, a long-time professor at Guilford College. Earnings from the fund will provide support to students and their faculty mentors for undergraduate research projects and field work in the geosciences. Support may include supplies, field work expenses, lab expenses, travel to professional meetings, etc. Awards will be based
on merit, and applications will be assessed by a committee of faculty members from the Department of Geology.

## Alumni Association Scholarship Endowment Fund

The endowment was established by the Alumni Association in the names of E. Garness Purdom and Clyde A. Milner. Awards are made annually to two rising seniors.

## Sherwood Anderson Foundation Endowed Scholarship Fund

The fund was established to create the Sherwood Anderson Scholarships to offer creative-writing students scholarships to pursue their final years of undergraduate study at Guilford College. The scholarship funds will be used to satisfy the unmet financial portion of the student's financial aid package, thus eliminating the need for the student to obtain loans.

The scholarship will be used to support not more than four students at any given time who have demonstrated interest and capacity in creative writing in any genre (prose, poetry or drama), with one of these scholarships reserved for a student writer from under-represented racial, ethnic, cultural and social groups in the United States and abroad. The preference of the scholarship is to support third- and/or fourth-year students that demonstrate a financial need. However, if there is a first- or second-year student who exhibits an exceeding ability and demonstrates a financial need, an exception can be made by the committee. There is no requirement for students to be English majors. A committee of three faculty members from the Department of English and Creative Writing will review the applicants and determine the qualified applicants who should be awarded the scholarship. The renewal of the scholarship from one year to the next is at the discretion of the selection committee. The scholarship recipients will be required to read Sherwood Anderson: Collected Stories (Modern Library 2009) during the academic year.

## BAGC Boost Award

The award was established to provide financial assistance to students, with preference for students of color and with consideration of two factors: (1) urgent need and (2) merit.

All students meeting Guilford's criteria for need-based financial aid are eligible to apply for emergency funding, which will help manage unexpected hardships and challenges during the school year. Rolling applications will include a one-page written statement to the committee describing the in-semester hardship and will be accepted throughout the year.

Any student meeting the criteria listed below is eligible for the merit award, which will be distributed during the school year. Criteria that will be considered for the merit award include:

- enrollment as a full-time student;
- a cumulative G.P.A. of at least 2.8 or a term G.P.A. of at least 3.0 for the most recent two semesters;
- involvement in at least two extracurricular activities, which may include varsity sports and student-run organizations or clubs; and
- involvement in at least one community service program on or off campus.

Please contact the director of the Multicultural Education Department for applications.

## Karen Baldwin Endowed Quaker Scholarship

The fund was established in 2008 to provide one scholarship annually to a financially deserving Quaker student selected by Guilford.

## The Barrow Family Endowed Scholarship Fund

The endowment was established to provide need-based scholarships to business or elementary education majors from North Carolina.

## The Beaman Family Scholarship Fund

The endowment was established to provide unrestricted scholarships.

## B. J. Beason Scholarship Fund

The fund was established to provide scholarship grants to Quaker students enrolled at Guilford with preferential consideration given to, but not limited to, Quaker students from North Carolina.

## Anthony and Barbara Blake Scholarship Fund

The fund was established in 2001 to provide scholarships to students with demonstrated financial need studying in the areas of humanities, natural sciences and mathematics, and social sciences.

## Bonner Scholars Endowment

The fund was established to provide scholarships to 60 Bonner Scholars. The Bonner Scholars Program provides four-year community service scholarships to students with high financial need and a commitment to service, with applications accepted year-round and admissions decisions made on a rolling basis.

## J.R. and Margaret Boyd Scholarship in Mathematics

The fund was established to provide financial aid to Guilford mathematics majors. Students eligible for awards from the fund are defined as full-time students having:

1. completed at least one academic year with a minimum of 24 credits hours at Guilford prior to the semester(s) of the award;
2. declared a major in mathematics; and
3. demonstrated through academic work at Guilford exceptional promise in becoming a mathematician.

## Mary Broos Endowment for Athletic Training

The endowment was established in 2008 by gifts from many donors. The endowment is to be a comprehensive fund that will create scholarships for students pursuing a degree in sports medicine and provide programmatic support for sports medicine and athletic training within the intercollegiate athletics program.

## Joseph M. Bryan Sr. Scholarship Fund

The endowment was established in 1995 to provide scholarships to Guilford students.

## Dr. Edward Flud Burrows Endowed Service Scholarship

The scholarship was established in 2006. Recipients shall be upper-class Guilford students (juniors and seniors) who in their first two years have demonstrated community service in the areas of peace studies, racial justice, or gay and lesbian issues.

## Campbell Presidential Scholarships

The scholarship was created by Malcolm and Jeanne Campbell for new incoming students from Montclair and/or West Essex counties in New Jersey. The intent is to provide a scholarship that the same student will
continue to receive for up to four years if he or she maintains a 3.0 G.P.A. and remains in good standing at the College.

## Eva Campbell Fund

The fund was established to provide aid for biology majors.

## Cargill Foundation Endowment for Environmental Studies

The fund was established by the Margaret A. Cargill Foundation to support the Environmental Studies department as well as provide merit-based student scholarships for study abroad opportunities that demonstrate values and interest for the environment. Environmental Studies Scholars also demonstrate further good stewardship by interning with an environmental group in our local community, sharing their knowledge and experience from abroad, thereby completing a circle of learning, experience and application.

## M.L. Carr Scholarship Fund

The fund was established in 1986 to provide scholarships to support fulltime Guilford students.

## Jesse C. Carson, Jr., Endowed Scholarship Fund

The fund was established in 2004 to provide financial aid to Guilford students, with preference to students who are residents of Rowan or Stokes counties, North Carolina.

## Mary Ellen Cathey Scholarship for Music

The endowment was established in 1995 to provide financial assistance to Guilford music students in good academic standing with financial need, and with preference to a minority student.

## Ethel J. Chadwick Scholarship

The fund was established in 2001 to provide scholarships to students with economic need and with preference to students from Guilford County, North Carolina.

## Chamberlin Family Scholarship Fund

Earnings from the fund provide scholarships to one or more students who have demonstrated financial need. The award will be determined by the director of financial aid. Awards may be renewed up to four years as long as the student is in good standing and making acceptable progress toward completion of a degree.

## Dr. Robert E. Clark '49 Endowed Math Scholarship

The fund was established in 2002 to provide two scholarships per year: one for a traditional-age student majoring in math and one for an adult student of any major.

## Zvi Cohen Scholarship Fund

The endowment was established in 1990 to provide a prize for a student with serious interest in environmental issues.

## The Continuing Education Scholarship Fund

The fund was established to provide scholarship assistance to CE students.

## Continuing Education Endowed Scholarship

The fund was established in 1992 to provide financial aid for CE students with preference given to women with experience working and/or raising families.

## Frank L. \& Ethel W. Crutchfield Scholarship Fund

The fund was established in 1988 to provide scholarships with preferential consideration given to, but not limited to, students majoring in the physical sciences.

Raymond E. and Nan B. Cummings Scholarship Fund
The fund was established to provide scholarships for Guilford students.

## Sarah T. Curwood Scholarship

The scholarship was established in 1992 to provide scholarships to African American students majoring in education studies.

## Charles A. Dana Scholarship Fund

The endowment was established to provide scholarships for students demonstrating academic excellence with potential for future leadership.

## Carrie Perkins Davis Fund

The endowment was established to provide scholarships for Guilford students.

## J. Franklin Davis Endowment Fund

The fund was established to provide unrestricted scholarships.

## Laura Kelley Dobbins Scholarship Fund

The fund was established in 1973 to award annual scholarships with preference to students especially interested in preparing for service as part- or full-time ministers of music.

## Dumas Endowed Scholarship Fund

Earnings from the fund provide financial assistance on the basis of need to one or two students. This fund provides financial assistance to those admitted to the College via the Student Success Program (SSP). The award will remain with the student for up to four years, until he or she graduates or ends his or her enrollment. Recipients must remain in good academic standing. The director of financial aid will administer the fund in accordance with the College's financial assistance policies.

## J. Wilbert and Marianna Dow Edgerton Scholarship

The scholarship was established in 1999 to provide scholarship assistance for deserving students selected by Guilford, with preference given to members of the Society of Friends in North Carolina.

## The Mary Ellen Ekblad Endowed Scholarship

The scholarship was established in 2014 by the estate of Mary Ellen Ekblad. The recipients must be majoring in biology or health sciences and in good standing. The scholarship can be renewed up to four years as long as all other criteria are maintained.

## Nereus C. English Trust Fund

The fund was established to provide scholarships for Guilford students. In granting such scholarships, first consideration is to be given to students nominated by the Quaker Club, provided such nominees meet the qualifications of the College for receiving scholarships.
Nereus C. \& Mae Martin English Scholarship Fund
The fund was established to provide scholarships to worthy students.

## Mary M. and Ray L. Evans Scholarship Fund

The fund was established in 1996 to provide scholarship assistance for Guilford students who are in good academic standing and who have
demonstrated financial need, with preference given to students in the natural sciences or students who are Quakers, particularly those in the Quaker Leadership Scholars Program.

## Newton F. \& Laura Farlow Fund

The fund was created to provide scholarships for descendants of donors Newton F. and Laura M. Farlow.

## James Maynard Farris Endowment Scholarship Fund

The fund was established in 1983 to provide financial assistance to students demonstrating acceptable academic performance, financial need and some potential of becoming a leader in his or her chosen field; applicants must be residents of North Carolina.

## The Mary and Carroll Feagins Study Abroad Scholarship

The fund was originally established by a bequest from Mary B. Feagins. The earnings are to be used for Guilford students that will be studying abroad.

## A. Brown Finch Scholarship Fund

The fund was established in 1945 to provide scholarships for Guilford with preference given to residents of Randolph and Davidson counties, North Carolina.

## Charles Allen Fletcher CPPS Scholarship

The endowed scholarship fund provides scholarships for Principled Problem Solving Scholars.

## Victor and Rodgeryn Flow Study-Abroad Scholarship Fund

The fund will provide need-based study-abroad scholarships for expenses related to studying outside the U.S. with preference to North Carolina students. The director of the study away department will administer the funds available each year based on focus of study, a compatible opportunity and financial need.

## First Union Scholarship Fund

The fund was established in 1995 to provide scholarship assistance to deserving upper-class students who qualify for need-based assistance.

## The Stanley and Dorothy Frank Fellows Program at Guilford

The program was established to support upper-class students, juniors and seniors, who aspire to careers in business and industry. Scholarships are awarded to one or more full-time students with preference given to candidates who have shown leadership in student activities and public service, as well as unusual initiative through some type of entrepreneurial endeavor.

## Hannah Katherine Gibson Fund

The fund was established in 2006 to provide financial assistance on the basis of need to Guilford students.

## Joyce Gibson Scholarship

The fund was established to provide financial assistance on the basis of need to female students enrolled at Guilford College pursuing a degree in the sciences. The Director of Financial Aid will administer the fund in accordance with the college's financial assistance policies.

## Glaxo Women in Science Scholars Program

The endowment was established in 1994 to recognize outstanding scholarship, to provide an incentive for women science students to enter the science profession and to provide students with a woman scientist mentor at Glaxo, Inc. Recipients must be full-time women students at Guilford with a grade-point average of 3.0 or better.

## The Googe Family Scholarship

Earnings from the fund will provide scholarships to one or more students who have financial need with preference to those who have matriculated through the Crosby Scholars Program within the Crosby Scholars Community Partnership in Forsyth County, North Carolina. Recipients must maintain at least a 2.5 G.P.A. Scholarship awards may be renewed up to four years as long as the student is in good standing. The award will be determined by the director of financial aid.

## J. Robert and Rhetta English Hardin Endowment Fund

The fund was established to provide aid to deserving young men and women to secure an education which will make them more efficient workers in the Society of Friends.

## Cyril Harvey Scholarship Fund

The fund was established to provide scholarships to students chosen by the Department of Geological Sciences with preference given to rising juniors and seniors majoring in a natural science.

## Byron Haworth Scholarship Fund

The fund was established in 1995 to provide scholarship assistance for Guilford students in good standing with preference given to Quaker students with principal residence in Guilford County, North Carolina.

## Horace S. Haworth Sr. Memorial Scholarship

The fund was established to provide scholarships to Guilford students with preference given to Quaker students from North Carolina.

## Howard \& Patricia Haworth Honors Scholarship Fund

The fund was established in 1983 to provide scholarships to students of the highest academic caliber.

## Samuel L. \& Evelyn M. Haworth Fund

The fund was established in 1967 to provide scholarships to members of North Carolina Yearly Meeting to attend Guilford.

## Jan Lippincott Healy Scholarship Fund

The fund was established in 1993 to provide a scholarship to a financially needy Guilford student who participates in a work-study program.

## William Randolph Hearst Endowed Scholarship Fund

The fund was established in 1997 to provide scholarships to African American and Native American students who intend to reside in the United States after completing their studies.

## Charles C. Hendricks Scholarship Fund

The fund was established to provide financial aid to a senior student in good academic standing of noteworthy character and achievement.

## Hinshaw Education Fund for North Carolina Quakers

The fund was established in 1991 to provide a source of financial aid to enable North Carolina Quakers to attend Guilford, to promote scholarship, leadership and the development of Quaker ideals.

## The Hinshaw-Hobson Educational Fund

Earnings from the fund provide scholarships to Guilford students as follows: $50 \%$ to students who are or whose immediate family are members of the Centre Monthly Meeting; $25 \%$ to students who are or whose immediate family are members of Providence Monthly Meeting; and $25 \%$ to students in good standing with preference to those who are descendants of the Hinshaw family. The award will be determined by the director of financial aid, along with the recommendation of the director of the Friends Center. Scholarship awards may be renewed up to four years as long as the student is in good standing and making acceptable progress toward completion of a degree.

## The Mary Ann Hobson Scholarship Fund

Earnings from the fund will provide scholarships to students at Guilford who are members or whose family are members of the following Friends Meetings: Western Quarterly Meeting of the North Carolina Yearly Meeting of Friends or West Grove Monthly Meeting. The award will be determined by the director of financial aid, along with the recommendation of the director of the Friends Center. Scholarship awards may be renewed up to four years as long as the student is in good standing and making acceptable progress toward completion of a degree.

## Eugene S. Hire Memorial Award Fund

The fund was established to provide a scholarship award to a student completing the junior year who has demonstrated the highest standards of scholarship.

## Gertrude E. and A. William Hire Fund

The fund was established to provide scholarships for junior and senior students who are preparing for careers in teaching.

## Mary Ann Hobson Scholarship Fund

The fund was established to provide scholarships to students who are or whose family members are members of the following Friends Meetings: Western Quarterly Meeting of the North Carolina Yearly Meeting of Friends or West Grove Monthly Meeting.

## James L. Hopkins Scholarship Fund

The fund was established in 1990 to provide financial aid to students graduating from East Forsyth High School.

## Herbert \& Virginia H. Howard Scholarship Fund

The fund was established in 1978 to provide scholarships to deserving students.

## Lawrence T. Hoyle Scholarship Fund

The fund was established in 1979 to provide scholarships for students in good standing in either their junior or senior year who have demonstrated a strong interest together with a level of excellence in the courses of study in English ( 3.0 or above) and an interest in preparing for a career in law. The recipient must be a genuine applicant for admission at two or more accredited law schools in this country.

## Alan Walter Hull Memorial Scholarship <br> The endowment was established in 1982 to provide financial aid for worthy and needy students preparing for a service vocation.

## International Quaker Student Financial Assistance Fund

The fund was started by various donors to meet unmet needs for international students. The awards are selection in collaboration with the director of Friends Center and the Financial Aid Office.

## Jefferson-Pilot Scholarship

The scholarship was established in 1990 to provide scholarship assistance to Guilford students.

## Jeglinski Physics Award

The award was established in 1990 to provide scholarships to those selected by the faculty of the Department of Physics, based on academic achievement and promise in applied physics or astronomy.

## Rose McGinnis Wilkerson King Scholarship

The fund was established in 2006 to provide scholarships with the following preferences:

1. entering or continuing students with financial need,
2. continuing students majoring in any of the social sciences, and
3. entering students expressing an interest in majoring in the social sciences.

## Roxie Armfield King Fund

The fund was established to provide scholarship assistance for North Carolina women with preference given to women from Guilford County.

## W. F. King and Lorraine Hayes King Scholarship Fund

The fund was established in 2000 to provide scholarship assistance for Guilford students of outstanding financial need. Scholarship recipients are selected in accordance with the following guidelines:

1. Students must be American citizens who are in good standing or, in the case of new students, admitted to attend Guilford.
2. Preference shall be given to students from Halifax and Northampton counties, North Carolina.
3. Scholarships may be renewed for up to four years as long as the student is in good standing with a cumulative grade-point average of at least 3.0 on a 4.0 scale and making acceptable progress towards completion of a degree.
4. Recipients are to be selected by the Student Aid and Awards Committee.
5. The scholarship may not be applied to room and board.

## William A. \& Anne L. Klopman Endowment Fund

The fund was established in 1989 to provide financial aid on the basis of need to Guilford students with preference being given to those who are participating in overseas study programs sponsored by Guilford.

## S. and E.P. LaRose Endowed Scholarship for CPPS

The endowed fund was established for Principled Problem Solving Scholars.

## James Sampson Laing Art Scholarship Fund

The fund was established in 1983 to provide scholarships for students with excellent capabilities in the field of art.

## Rachel Lindner Leahy '14 Memorial Fund to Support Experiental Learning

The fund provides financial assistance for Guilford College English and creative writing majors to engage in experiential-learning opportunities that will enrich their educational experience. Successful applicants must have a minimum of a 3.2 grade-point average. Awards are for use by majors at any point during their sophomore and junior years, including fall, spring, summer and January semesters/terms. Awards are to be used to support students completing an experiential-learning activities, such as internships, study-abroad programs, conference attendance and other activities that engage the student beyond the classroom as determined by the Department of English and Creative Writing. All else equal, preference will be given to students with demonstrated financial need. Awards will be awarded one or two times per year through an application process determined by the Department of English and Creative Writing.

## Lhomon Hope Scholarship Fund

The fund provides financial assistance on the basis of need and merit to continuing international students from the indigenous Buddhist/ shamanist tribes of the Eastern Himalayas that have completed two semesters at the College. The purpose of the fund is to encourage and support these international students in their continued education at Guilford.

## Miriam C. Lindau Scholarship Fund

The fund was established in 1988 to provide scholarships to Guilford students.

## Barbara Hagy Lindsay Scholarship Fund

The fund was established in 1991 to provide need-based scholarships to Guilford students.

## Arthur \& Ethel L. Lineberry Scholarship Fund

The fund was established in 1979 to provide scholarships for students from Chatham County enrolled at Guilford.

## Harvey A. \& Maxine K. Ljung Scholarship Fund

The fund was established to provide an annual scholarship to a chemistry major and a music major.

## John L. Lomax Endowed Scholarship Fund

The fund was established by John L. Lomax to benefit Guilford College students with demonstrated financial need who are junior-level or seniorlevel traditional-age students or adult students. Recipients are expected to complete an internship with John's company. The internship will be coordinated by John, the College and the recipient.

## Edward Lowe Endowment Fund

The fund was established in 2000 to provide scholarship assistance for music students to be selected by the Department of Music chair in consultation with other members of the music faculty.

## Helen Margaret Dukes Mann Scholarship Fund

The fund was established in 1995 to provide scholarship assistance to Guilford students with strong academic achievement in high school, strong character, SAT scores of at least 1000, and with preference to students from North or South Carolina. Recipients will be known as Margaret Mann Scholars.

## Mary H. Marley Scholarship Fund

The fund was established to provide scholarships to students with demonstrated financial need with preference given to students preparing for careers in Christian ministry and service.

## Robert K. Marshall Scholarship Fund

The fund was established in 2001 to provide need-based scholarships to Guilford students.

## Dorothy Ragsdale McMichael Scholarship Fund

The fund was established in 1993 to provide scholarship assistance for Guilford students who have exhibited outstanding academic ability and who have a demonstrated financial need with preference to students from Rockingham County, North Carolina.

## Kenneth J. \& Deborah Miller Scholarship Fund

The fund was established in 1986 to provide unrestricted scholarships for full-time Guilford students from countries that recognize the State of Israel, with priority to students who are full-time U.S. residents. This excludes students from countries that participate in any economic boycott of the State of Israel.

## Eugene Earnest Mills Scholarship Fund

The scholarship was established in 1980 to provide unrestricted scholarships.

## Clyde A. \& Ernestine C. Milner Scholarship

The fund was established to provide financial assistance for Guilford students, with preference given to Milner relatives enrolled at the College.

## James E. \& Katheryn W. Mims Scholarship Fund

The fund was established in 1986 to provide scholarships to students majoring in economics, business management or business financerelated majors.

## Mitchell Family Scholarship Fund

The fund was established in 2001 to provide scholarship assistance to Guilford students in good standing.

## Abigail, Randolph, \& Douglas Moore International Student Scholarship Fund

The fund was established from the J. Floyd and Lucretia Moore fund. The fund is named after their children. The earnings are to be used to provide assistance with a preference to international students

## Alma Chilton Moore Scholarship Fund

The fund was established in 1983 to provide scholarships to students who demonstrate financial need and who are making satisfactory progress toward their degree.

## Joseph \& Mary Thorne Moore Science Fund

The fund was established in 1968 to provide scholarships for science majors.

## The Natural Sciences Scholarship Fund

The fund will provide financial assistance to an incoming first-year student majoring in one of the natural sciences. The fund is not based on financial need. The recipient will receive the scholarship for up to four consecutive academic years so long as the recipient:

1. remains enrolled at Guilford
2. maintains a cumulative G.P.A. of at least 3.25 (measured at the conclusion of each academic year)
3. remains a natural science major, and
4. stays in good standing at the College

The aim of the donor is to have the gift support one or two students, but not more than two students at any one time. Representatives from the natural sciences faculty, with assistance from the Admission Office, will select the student(s) in accordance with the purpose stated above. This is a temporary scholarship that will not be available after the 2018-2019 academic year.

## Algie I. Newlin Scholarship Fund

The fund was established to provide scholarship assistance to full-time history majors with preference for rising juniors and seniors.

## Elizabeth M. Newlin Memorial Scholarship Fund

The fund was established to provide scholarship assistance to Guilford students with preference given to, but not restricted to, Quaker students from Alamance and Chatham counties, North Carolina.

## H. R. \& Elizabeth Newlin Scholarship Endowment Fund

The fund was established to provide scholarships for Guilford students.

## News \& Record Sophomore Leadership Scholars Fund

The fund was established in 1998 to acknowledge a rising sophomore for leadership potential in the Guilford College and/or greater Greensboro communities.

## Thomas Lorenzo O'Briant and Lillian O. Jordan Endowed Scholarship Fund

The fund was established in 2002 to provide scholarship assistance to Guilford students who are in good academic standing and have demonstrated financial need.

## The Marjon Ornstein Endowed Scholarship

The fund will provide financial assistance with preference to academically-achievement focused students from Palestine. Graduates from Ramallah Friends School may be considered, should other students from Palestine not be available.

## Susanna Osborne Fund

The endowment was established to provide scholarship assistance to women residing in Mary Hobbs Hall.

## George C. and Elizabeth G. Parker Family Scholarship Fund

The fund was established in 1995 to provide scholarship assistance for Guilford students who are in good academic standing and who have demonstrated financial need. Recipients shall be members of the Religious Society of Friends with preference given to students from northeastern North Carolina.

## Eldon \& Zetta Parks Scholarship Program

The fund was established by Dr. Eldon H. Parks '56 and his wife, Zetta, with earning to provide scholarships to traditional and CCE students at Guilford with preference to those who live in Surry County, North Carolina and surrounding counties.

## Curtis and Katherine M. Price Scholarship Fund

The fund was established in 1986 to provide scholarships for Guilford students with first preference given to residents of Union County, North Carolina, and second preference given to students preparing for the field of College education.

## J. Hampton \& Sallie Hester Price Scholarship Fund

The fund was established to provide an honors scholarship grant to students of the highest academic caliber.

## E. Garness Purdom Fund

The fund was established in 1991 to provide an annual merit award to an outstanding junior at Guilford with high academic standing in physics or math.

## Quaker Leadership Scholarship Program Endowment

The endowment was established to provide scholarship and/or program costs as determined annually by the QLSP director and senior College staff.

## Amos and Martha Ragan Family Memorial Scholarship Fund

The fund was established in 1943 to provide scholarships to able and worthy members of North Carolina Yearly Meeting with preference to Friends from the Trinity and Archdale communities.

## Herbert T. and Elizabeth H. Ragan Fund

The fund was established in 1968 to provide scholarship aid to Guilford students studying in the area of sports management, sports medicine and other related areas.

## William G. and Mary Perry Ragsdale Endowed Scholarship Fund

The fund was established in 1989 to provide scholarships to financially needy students.

## Ramallah Scholarship

The scholarship was established in 2014 for students with demonstrated financial need from the region of Ramallah, Palestine, or the Ramallah Friends School. Students are selected in collaboration with the College's Friends Center and Financial Aid Office.
Haul M. and Elizabeth W. Reddick Scholarship Fund
The fund was established in 1979 to provide scholarships.

## Robert Register Scholarship Fund

The fund was established in 2001 to provide scholarships to students with demonstrated financial need with preference to those majoring in English or communications, or participating in the College's overseas study program.

## Eric Reid Memorial Leadership Fund

The fund was established in 1991 to provide an award to rising seniors who must be in good academic and judicial standing throughout their years at Guilford. Recipients should exhibit leadership that enhances campus life, sustain a sense of contribution as student leaders, be recognized by peers as encouraging community, and conduct themselves with a balanced sense of humor and an energy about life that inspires others.

## J. Paul Reynolds Scholarship Fund

The fund was established in 1984 to provide scholarships to one or more students enrolled at Guilford. The recipients must show particular potential in the arts or sciences and have a need for financial assistance.

## Lola Monroe Richardson Endowment Fund

The fund was established in 1984 to provide scholarship assistance with preference given to incoming first-year students who wish to pursue a course of study in the area of first, business; second, math; and third, science. The recipients shall be of good academic ability with preference shown to students from first, Montgomery County, North Carolina; second, Randolph County, North Carolina; third, North Carolina; and fourth, the United States. It is intended that the scholarship provide assistance for one or more students for a four-year period with the requirement that a 2.2 grade-point average be maintained. The end of the second, fourth and sixth semesters will be used as appropriate periods for determining grade-point averages.

## Lunsford Richardson Jr. Scholarship Fund

The fund was established in 1991 to provide a scholarship for students with demonstrated financial need.

## Mamie G. Richardson Scholarship Fund

The fund was established as an endowed scholarship for students at Guilford College with preference for, but not restriction to, members of the Religious Society or Friends.

## Charlotte M. Roberts Fund

The fund was established in 1996 to provide support for Quaker students, particularly the Quaker Leadership Scholars Program, at Guilford.

## The Kenneth A. Ross and Alia J. Ross Lawson Scholarship

The endowment was established to provide scholarships with preference for Quakers.

## The Kenneth A. Ross and Alia J. Ross Lawson Fund for QLSP

The endowment was established to provide direct scholarships with preference for Quakers and may include conferences, books and other direct student support at the discretion of the director of Friends Center.

## Clyde G. and Mattie K. Rush Scholarship Fund

The fund was established in 2000 to provide scholarships for students who are members of the United Methodist Church in North Carolina or The Religious Society of Friends in North Carolina. Additionally, these students shall have demonstrated a commitment to their respective church or Meeting and shall have graduated from any secondary school program in North Carolina approved by the State of North Carolina. The recipient will be selected based on academic standing or potential, community service, character, leadership, and financial need. Preference shall be given to recipients who have demonstrated a willingness to support their financial need through the work-study program or any other work program administered by Guilford. Preference also shall be given to recipients who have expressed a desire to become upon graduation involved professionally in working in North Carolina with mentally retarded residents, the United Methodist Church or the Religious Society of Friends.

## Mary Ina Shamburger Scholarship Fund

The fund was established in 1983 to provide scholarships to Guilford students to recognize academic excellence.

## Joseph H. Sherrill Jr. Scholarship Fund

The fund was established in 1989 to provide scholarships to Guilford students with demonstrated financial need. The recipients are to be financially needy students from Forsyth County and other counties in northwest North Carolina.

## The B. Clyde Shore Endowment Fund

The fund was established to provide scholarships for North Carolina Quakers.

## Marvin H. \& Pansy D. Shore Scholarship Fund

The fund was established in 1981 to provide scholarships to young people seeking Quaker higher education at Guilford.

## Elvira Lowe Smith Scholarship Fund

The fund was established in 1970 to provide scholarships for "worthy students at Guilford College."

## William Frazier Smith Scholarship Fund

The fund was established in 1985 to provide financial aid with preference given to:

1. the children of the pastor at New Garden Friends Meeting;
2. heirs of Patricia Johnston Faherty and T. J. Faherty;
3. Ross Kendall and Ryan Kendall, sons of Gary and Sheila Kendall; and
4. Jason, Jamie and Melissa McClellan, children of Charles Richard McClellan Jr. and Peggy McClellan

## Elisha T. and Louisa B. Snipes Scholarship Fund

The fund was established in 1952 to provide scholarships for lineal descendants of Elisha and Louisa Snipes attending Guilford and, if none, then to "worthy" members of the Society of Friends attending Guilford.

## Hazel Steinfeldt Scholarship Trust

The trust was established in 1991 to provide scholarships to one or two of Guilford's current junior or senior students, preferably students having financial need. The recipients must have a commitment to work for peace and justice in the world and it should be reflected in their career plans and goals.

## Bruce Stewart Scholarships at Guilford College

These scholarships support honorees from a pool of eligible first-year candidates based upon need and merit. While financial need will be a prerequisite for consideration, an excellent academic record is expected of all Stewart Scholars. A recipient may receive the scholarship in subsequent years until graduation (maximum of four years) provided they maintain a grade-point average of at least 3.25.

## Penny Smith Stiffler Endowed Scholarship Fund

This scholarship is to be awarded to two students per year that have demonstrated financial need. Preference shall be given to North Carolina residents who live in Mary Hobbs Hall, or if Hobbs no longer exists, a cooperative housing unit. The scholarship is renewable up to four years as long as the students are in good standing.

## David L. Stumpf Scholarship Fund

The fund was established in 1996 to provide one annual scholarship to a student who demonstrates financial need and has a strong record of academic achievement. The scholarship is renewable each year during an undergraduate student's career at Guilford as long as the student remains in good academic standing.

## Ella and Les Swindell Scholarship Endowment Fund

The fund was established in 1994 to provide scholarship assistance for Guilford students who meet the normal admission standards and are in good academic standing. Preference will be given to students from split families or single-parent families.

## Algernon Sydney Sullivan Foundation Endowed Scholarship Fund

The fund was established in 2001 to provide scholarships for Guilford students of demonstrated financial aid eligibility, academic promise, high personal character and a commitment to public service.

## J. Spotswood Taylor Scholarship Fund

The fund was established in 1996 to provide tuition for needy students.

## Emil Maywood Thompson Scholarship Fund

The fund was established to provide financial assistance on the basis of need to fulltime female students enrolled at Guilford College, with preference given to residents of Texas, who have maintained a minimum G.P.A. of 3.00 while enrolled or have graduated from high school with a minimum 3.0 G.P.A. Students must also have demonstrated leadership ability and have participated in extracurricular activities and/ or community service. The director of student financial services will administer the fund in accordance with the College's financial assistance policies.

## Board of Trustees Scholarship

The scholarship was established in 1978 to provide scholarships, one for minority students and one for foreign students.

## Ulmer Family Scholarship Fund

The fund was established in 1990 to provide scholarships for students based on financial need.

## Pringle, Jones, Van Huyck Scholarship Fund

The fund was established in 1972 to provide scholarships to a sophomore, junior or senior demonstrating excellence in biology and special aptitude for the study of medicine.

## Van Leer-Campbell Scholarship Fund

The fund was established in 1996 to provide two scholarships annually: one to a Center for Continuing Education student and one to a traditionalage student. Recipients should have demonstrated financial need, a strong record of academic achievement and a commitment to community involvement during or immediately after College.

## Vick Scholarship Fund - Vick Manufacturing Co

The fund was established in 1945 to provide two annual scholarships to young men and women with proficient academic records in high school, ability for leadership and interest in chemistry or allied fields. Preferences will be given to residents of Greensboro, North Carolina.

## The Versal Scholarship Fund

The fund was established in 2003 to provide scholarships to students at Guilford with preference to those who are traditional-age upper-class students majoring in the hard sciences.

## Wachovia Fund for Leadership

The fund was established to provide scholarships to juniors and seniors with financial need. The recipients must demonstrate leadership skills through active participation on campus and in the community.

## JM Ward North Carolina Fund

The fund was established in 1948 to be used for JM Ward Scholarships with preference to Guilford students from Ohio, Tennessee and North Carolina who appear qualified for training as prospective leaders in the Society of Friends.

## Elton and Edith Hedgecock Warrick Scholarship The scholarship was established in 1968 to provide scholarships to deserving students from Wayne County, North Carolina.

## Kenny R. Watson '61 Scholarship Fund

The fund was established in 1982 to provide scholarships to Guilford students with financial need with preference to those students from Surry County, North Carolina.

## Van L. Weatherspoon Jr. Scholarship Fund

The fund was established in 1989 to provide scholarships for students with outstanding attributes.

## Harry A. \& Esther L. Wellons Scholarship Fund

The fund was established in 1983 to provide scholarships based on evidence of academic promise and demonstrated financial need.

## Frank Erwin and Ava Roberts Werner Endowed Scholarship Fund

The fund was established to provide scholarships with preference given to students majoring in education studies (with an intent to enter careers in teaching or educational administration), business (economics, management or accounting) or foreign languages (French, German, Spanish or Japanese). Additional preference shall be given to students from Judeo-Christian traditions. Recipients will be Guilford students with documented financial need.

## David J. White Memorial Fund

The fund was established to provide scholarship assistance to Guilford students with demonstrated financial need.

## Nell Chilton White Scholarship

The scholarship was established in 1987 to provide tuition scholarships for Guilford students who are members of First Friends.

## V. R. and Ruth L. White Scholarship Fund

The fund was established in 1968 to provide scholarships to Guilford students.

## Robert and Lottie Wall Wildman Scholarship Fund

The fund was established in 1977 to provide scholarships to Guilford students.

## Merry Moor Winnett Scholarship Fund

Named in memory of Guilford photography instructor, Merry Moor Winnett, the fund was established by her husband in 1995 to provide scholarship assistance for Guilford students who are in good academic standing and who have a demonstrated need, with preference given to students studying art, especially photography.

## Thomas Wesley Wooten Scholarship Fund

The fund was established in 1964 to provide scholarships for students preparing for Christian service, preferably members of the Society of Friends.

## Atha C. Wright Endowment Fund

The fund was established in 1994 to provide scholarships for Guilford students.

## William L. Yates Scholarship Fund

The fund was established in 2001 to provide scholarships to worthy students from North Carolina and South Carolina who need financial assistance to attend Guilford.

## Prizes and Cash Awards

## Fred I. Courtney Fund for Scholars in Management

The fund was established to provide scholarship grants to one or more students based primarily on academic excellence in management and demonstrated leadership potential.

## Frederic and Margaret Crownfield Religious Studies Fund

The fund was established in 1982 to provide an annual prize to the student who submits the best paper in the field of religious studies as judged by the religious studies faculty.

## Lynn and David Odom Leadership Award

Earnings from the fund will provide an award to a rising junior who has demonstrated leadership at the College and maintained at least a 2.5 G.P.A. The award may be renewed in the senior year as long as the student is in good standing and maintaining the acceptable G.P.A. The award will be determined by an awards committee to be defined by the associate dean of students, and should offer representation from the faculty or Provost Office as well as the office of the athletic director.

## Hege Library Research Award

Hege Library celebrates excellence in student research through the Hege Library Research Award. This award is made possible by the generosity of the Guilford College Friends of the Library and Guilford alumni H. Curt '56 and Patricia S. ' 57 Hege. The establishment of the award coincided with the 25th anniversary of the 1989 addition to the Hege Library, as a celebration of faculty mentorship and librarian engagement in furthering students' development as critical thinkers and thoughtful and creative scholars.

## E. Garness Purdom Memorial Fund for Women in Physical Science

The fund was established to encourage female students enrolled at Guilford to consider a major in the physical sciences or in science education. Students of physics, chemistry, mathematics, environmental studies, geology, astronomy and physical science education submit proposals for consideration by a faculty committee from the physical
science and mathematics departments. The award may be used for, but not limited to, funding travel to a meeting, seminar or workshop, or funding travel, equipment or materials for research. Students are encouraged, under the guidance of a faculty member, to propose creative and appropriate uses for the award.

## Helen E. and Winslow Womack Research Award

The fund was established in 1997 to provide awards to encourage students with demonstrated financial need to continue their studies in the field of physics through research projects. The award recipient or recipients are chosen by the Department of Physics faculty, and that selection is independent of prior academic performance. This award or awards will usually be made annually, and a recipient can receive this award more than once.

## Student Awards

## Dean's List

The Dean's List, published at the end of each semester, consists of the names of students who carried at least eight credits of academic work for the part-time Dean's List and at least 12 credits of academic work for the full-time Dean's List in the previous semester and earned a 3.50 gradepoint average.

## Graduating Honors

Honors are awarded to graduating seniors who have attained a gradepoint average of 3.5. High Honors are awarded to seniors who have attained an average of 3.7.

## Eugene S. Hire Award

The award is given to an outstanding junior or senior who exhibits a willingness to help others learn.

## Guilford College Scholarship Society

The society was organized in 1937, the centennial year of the College, to encourage and recognize high academic achievement. Students with a cumulative grade-point average of 3.5 are eligible for election upon passing 60 credits of academic work at Guilford.

## Student College Marshals

The Convocations and Celebrations Committee presents candidates for the role of student College marshals to the faculty each spring. Eligible students are sophomores or first-semester juniors with at least a 3.5 grade-point average. The marshals serve at Commencement and public functions for the following two years. The student receiving the highest number of votes is designated chief marshal.

## Who's Who in American Universities and Colleges

Based on nominations, seniors excelling at leadership and scholarship are named to this national list of high-achieving students.

## Faculty/Staff Awards

Bruce Stewart Teaching and Community Service Awards
Named in honor of Bruce, a 1961 Guilford graduate who served the College as director of admissions, assistant professor of education, assistant to the president, provost, acting president, associate to the vice president for development, trustee, chair of the Board of Trustees and trustee emeritus. He is currently head of school at Sidwell Friends School in Washington, D.C. The awards of \$5,000 each were generously established and endowed by Trustee Bill Soles ' 81 ; his wife, Melanie; his
sister, Jan Soles '87; and their father, the late W. Roger Soles. The College awards three Stewart awards: two teaching awards for faculty and one community service award for staff.

## Professorships

## Raymond Binford Memorial Professorship Fund

The professorship provides, as a part of the core curriculum, such functioning knowledge of the scientific bases of physical and mental health as will enable the student to appreciate the significance of these fundamentals, and to make practical use of them in the intelligent direction of his own life and the maintenance of all phases of his personal health.

## Eli Franklin and Minnie Phipps Craven Professorship of Religion

The fund was established to promote the teaching of religion at Guilford.

## Glaxo Wellcome Professorship in the Natural Sciences <br> The professorship was established in 1997.

## H. Curt and Patricia S. Hege Professorship in the Arts and Humanities

The professorship was established in 1985.

## Jefferson-Pilot Professorship Fund

The professorship, established in 1970, may be awarded in any academic discipline within the College.

## Robert K. Marshall English Professorship Fund

The fund was established to support a professorship in the Department of English.

## Sulon Bibb Stedman Professorship

The professorship was established in 1990 for an outstanding faculty member in the academic areas of accounting, economics or management.

## John K. Voehringer, Jr. Business Professorship

The fund was established to support a professorship in any academic discipline within the business management department.

## John A. Von Weissenfluh Chair of Ethics and Religion

The chair was established with preference given to senior faculty in areas of religion, philosophy, ethics or psychology. The chair is concerned with the interdependence of the culture of any society and its religion with special emphasis on that function of religion which deals with the definition and maintenance of the mores of that society.

## Statement of Purpose

## Adopted by the Guilford College Faculty and Board of Trustees, 1985

Guilford College is an educational community which strives to integrate personal, intellectual, physical and spiritual growth through participation in several rich traditions. These traditions include liberal arts education which values academic excellence and stresses the need in a free society for mature, broadly educated men and women; career development and community service, which provide students, whatever their age or place in life, with knowledge and skills applicable to their chosen vocations; and Quakerism, which places special emphasis on helping individuals to
examine and strengthen their values. We believe that the wise and humane use of knowledge requires commitment to society as well as to self.

The Quaker heritage stresses spiritual receptivity, candor, integrity, compassion, tolerance, simplicity, equality, and strong concern for social justice and world peace. Growing out of this heritage the College emphasizes educational values which are embodied in a strong and lasting tradition of coeducation, a curriculum with intercultural and international dimensions, close individual relationships between students and faculty in the pursuit of knowledge, governance by consensus, and a commitment to lifelong learning.

Guilford expects each student to develop a broad understanding of our intellectual and social heritage, and at the same time to develop a special competence in one or more disciplines. Flexibility in the curriculum encourages each student to pursue a program of studies suited to personal needs, skills and aspirations.

While accepting many traditional educational goals and methods, the College also promotes innovative approaches to teaching and learning. Both students and faculty are encouraged to pursue high levels of scholarly research and creativity in all academic disciplines. Guilford particularly seeks to explore interdisciplinary and intercultural perspectives and to develop a capacity to reason effectively, to look beneath the surface of issues, to understand the presuppositions and implications of ideas, and to draw conclusions incisively, critically and with fairness to other points of view.

The College desires to have a "community of seekers," individuals dedicated to shared and corporate search as an important part of their lives. Such a community can come about only when there is diversity throughout the institution - a diversity of older and younger perspectives, a diversity of racial and cultural backgrounds, a diversity of beliefs and value orientations. Through experiencing such differing points of view, we seek to free ourselves from bias.

As a community, Guilford strives to address questions of moral responsibility, to explore issues which are deeply felt but difficult to articulate, and to support modes of personal fulfillment. The College seeks to cultivate respect for all individuals in an environment where considered convictions, purposes and aspirations can be carried forward.

## Student Affairs

The Division of Student Affairs and other campus offices provides co-curricular programs and services designed to address student development, success, and problem solving. Student Affairs staff assist the College with system-wide planning efforts as they relate to the lives of students outside the classroom and serve as advocates for student needs and concerns. The division takes the lead in setting policy for nonacademic student matters in the context of student development best practices that align with the mission and Core Values of the College.

More information about Student Affairs and student life at Guilford can be found at http://www.guilford.edu/student-life/index.aspx (http:// www.guilford.edu/student-life/). It is the responsibility of every student to be informed of College policies and regulations, specifically the Student Handbook, and to abide by them in good faith.

## The Academic Program: An Overview and Introduction

Guilford stresses breadth and rigor in its academic program. As a Quakerfounded College, it offers an educational experience that emphasizes the study of human values and the inter-relatedness of the world's knowledge and cultures.

The curriculum prescribes for all students a basic framework from which they choose courses. This framework consists of a set of general education requirements and completion of at least one major and one minor.

Guilford also supports students in creating individualized programs and in selecting studies which will best contribute to their own development and interests. Faculty advisors readily assist students in exploring their interests and abilities and in relating their courses of study to future plans.

Students with varied talents and aims may profit from different methods of instruction. Guilford deliberately offers a selection of educational experiences: courses combining lectures with discussion or laboratory; seminars demanding more direct participation by the student; and opportunities for independent study.

The College encourages off-campus learning and study abroad, and advisors help students design internships in the community as a way of relating study and work experiences.

- Accreditation and Affiliation (p. 277)
- Electives (p. 277)
- Honorary Degrees (p. 277)
- The Five Academic Principles (p. 278)


## Accreditation and Affiliation

Guilford is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees.

Southern Association of Colleges and Schools Commission on Colleges 1866 Southern Lane
Decatur, Georgia 30033-4097
404-679-4500
http://www.sacscoc.org
It is also affiliated with the Council on Post-secondary Education.
Guilford is on the list of colleges and universities approved by the American Medical Association, and the teacher education program is accredited by the North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education.

The Bachelor of Science Degree in Business Administration is accredited by the Accreditation Council for Business Schools and Programs. Although the following business-related programs at Guilford College are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, they are not included in the accreditation by the Accreditation Council for Business Schools and Programs:

- computing technology \& information systems,
- accounting,
- economics and
- sport management.

Credits earned at Guilford are accepted at face value in admission to graduate and professional schools and in certification of teaching.

Guilford holds membership in a number of organizations formed by colleges and universities:

- The Association of American Colleges and Universities,
- The American Council on Education,
- The Council of Independent Colleges,
- The North Carolina Adult Education Association,
- The National Association of Independent Colleges and Universities,
- The North Carolina Association of Independent Colleges and Universities,
- The North Carolina Honors Association,
- The National Collegiate Honors Council,
- The Friends Association for Higher Education,
- The College Board, and
- The North Carolina Independent Colleges and Universities.

Guilford is listed in the baccalaureate colleges - liberal arts category by the Carnegie Foundation for the Advancement of Teaching.

## Electives

Sufficient electives are needed to fill out the minimum of 124 credits needed for graduation. Electives may be taken in any department or field to supplement the student's interests.

There are some limitations on the number of credit hours a student may earn in independent studies, internships and physical education classes. For detailed restrictions please refer to the sections on independent studies, internships and physical education classes.

## Honorary Degrees

The Guilford College Bylaws state that "This authority [of the Board of Trustees], upon the recommendation of the president, shall include but not be limited to the following illustrative functions: ... Approve all earned and honorary degrees as the faculty shall recommend." (Section 2.2) This information establishes the criteria for honorary degrees and the process by which awardees would be recommended by the faculty and president.

## Objective

The honorary degree is one of the highest recognitions any college can bestow and therefore is not granted lightly. It is intended to honor an individual who has a sustained record of achievements of lasting significance. Associating these honorees more closely with Guilford would raise the profile of the College, thereby benefitting admissions, overall engagement and philanthropy.

The Doctor of Letters, Doctor of Humane Letters or Doctor of Science would be awarded to individuals who meet the stated criteria. No more than one honorary degree would be awarded in any academic year.

## Criteria

Persons nominated for consideration for honorary degrees should have made distinguished and broad contributions to society. These may be in the traditional areas of scholarship and creative arts, research and development, the learned professions, public service, philanthropy, or business and industry. It would be desirable for these contributions to reflect all or most of the Core Values (community, diversity, equality,
excellence, integrity, justice and stewardship) with an emphasis on excellence and integrity. Contributions to society that reflect principled problem solving are also desirable.

It is desirable, but not required, that the people selected have had some connection with Guilford College and its mission. It is also desirable, but not required, that recipients of honorary degrees be widely known by the general public.

Persons currently serving on the faculty or staff of the College ordinarily would not be eligible.

## The Five Academic Principles The Five Academic Principles

These principles govern all courses and other educational experiences at the College.

## Innovative, Student-Centered Learning

Guilford embraces effective and adventurous pedagogy. Learning formats are chosen to promote dynamic exchange among students and between students and faculty.

The College places the individual student at the core of its educational mission. In an environment committed to the value of interdependence, each student is encouraged to develop an individual viewpoint through the sharing of ideas with other members of Guilford's intentionally diverse community.

## Challenge to Engage in Creative and Critical Thinking

Guilford emphasizes these activities: identifying and solving problems; delving below the surface of things to understand phenomena in their complexity; considering how frameworks and perspectives affect observations and analyses; appreciating the interplay of believing and doubting; and combining intuition, imagination and the aesthetic sense with reasoning, quantitative analyses and factual knowledge.

Students learn not only to develop and synthesize ideas but also to articulate them clearly via the spoken and written word and other forms of creative expression. In particular, the College emphasizes writing as a mode of both learning and communicating, and thus students write intensively throughout their years here. Guilford especially values courses that connect different ways of knowing, hence the College's interdisciplinary emphasis.

## Cultural and Global Perspectives

Guilford strives to prepare students to be citizens of the world. Thus the curriculum is designed to encourage students and faculty to respect and learn from people of other cultures and to foster an understanding of ecological relationships within the natural environment. By interacting with people from different cultures and gaining sensitivity to other ways of life, students deepen their academic investigation of Western and other traditions. In the process, students are challenged to envision better societies and to work collectively with others toward mutual benefit.

## Values and the Ethical Dimension of Knowledge

The Quaker ethos deeply influences the academic program as it does all other aspects of College life. In particular, the curriculum nurtures the spiritual dimension of wonder, the pursuit of meaning in life, and sensitivity to the sacred. It also promotes consciousness of those values necessary to successful inquiry: honesty, simplicity, equality, tolerance.

Guilford's courses explore the ethical dimension of knowledge. This often requires close attention to such issues as gender, race, ethnicity, religion, social justice and socioeconomics in historical and contemporary contexts.

## Focus on Practical Application: Vocation and Service to the Larger Community

Noting the call of George Fox, a founder of Quakerism, for schools to teach "things civil and useful," Guilford's teachers help their students choose majors and sequences of supporting courses that fit their interests and aptitudes and lead to work and service possibilities that will bring personal fulfillment and challenge. The College also upholds each individual's obligation to the larger community, hence its commitment to personal responsibility, social justice, world peace, service and ethical behavior. Rooted in the Society of Friends' social testimonies, the College aims to help its graduates learn to evaluate the effects of their actions and the implications of their decisions.

## The Guilford College Curriculum

## The Curriculum Consists of Three Required Components

> CRITICAL BASES (p. 279)
> COLLABORATIVE QUEST (CQ) (p. 281)
> THE MAJOR (p. 284)

Students must complete specific requirements in each of these three components. The general education requirements consist of the Critical Bases component and the Explore: Initiate course of the Collaborative Quest component. Guilford College's general education requirements are supported by six general education learning outcomes, under which students will

1. Communicate effectively with others using listening, speaking, and writing.
2. Organize and analyze quantitative and qualitative information.
3. Interpret problems and solutions using a broad range of knowledge and disciplines.
4. Think creatively and critically using evidence, questioning assumptions and generating integrative solutions.
5. Discern their roles and responsibilities beyond themselves through reflection on Guilford's core values of community, diversity, equality, excellence, integrity, justice \& stewardship.
6. Demonstrates responsible civic and global engagement beyond Guilford College

General education learning outcomes are also addressed in the Collaborative Quest component. Students require a minimum of 124 credit hours for graduation, so the remaining courses a student takes may either count as electives or toward a minor or second major.

Students who expect to study abroad or who plan to spend a semester off-campus in an internship program should plan ahead carefully to fulfill requirements.

Some courses may fulfill multiple requirements between the Critical Bases, the Collaborative Quest (CQ), and a student's major or minor requirements. As students and their advising team develop a course of study, they will consider and explain how courses support the student's
overall educational goals. Each student will incorporate the plan of study and justification into their Collaborative Quest.

## Critical Bases

The courses for Critical Bases provide a range of the conceptual and skills foundations that are either necessary for, or beneficial to, a Guilford College student's subsequent coursework and beyond. This general education curriculum roots the standard breadth courses (arts/ humanities, social/behavioral science, natural science/mathematics) firmly in Guilford's Quaker values, to motivate student interests in issues while at and beyond Guilford.

The three discrete Base $C$ requirements satisfy the accreditation requirements of the Southern Association of Colleges and Schools' Commission on Colleges (SACS-COC). Note on double-counting of courses: double-counting permitted with the exception of any course with a (*). Starred courses may not double-count to fulfill a second requirement.

| Base | Requirements |
| :--- | :--- |
| Base A |  |
| Skills to engage and communicate |  |
| knowledge | English $101^{*}$ <br> English $102^{*}$ <br> Historical Perspectives <br> Modern Language 101* <br> Modern Language 102 |
| Base | Requirements |
| Base B | Embodied and Creative Engagement <br> Ways of understanding knowledge |
|  | Environments Systems and <br> Sociocultural Engagement (2 <br> courses) |
| Base | Requirements |
| Base C | Social/Behavioral Science |
| Ways of creating knowledge | Arts/Humanities |

## BASE A: SKILLS TO ENGAGE AND COMMUNICATE KNOWLEDGE - FIVE COURSES

ENGL 101. Writing Seminar
ENGL 102. College Reading and Writing: Many Voices 3.HP. Historical Perspectives
ML 101. Modern Language (Communicating 1)
ML 102. Modern Language (Communicating 2)
Students are strongly encouraged, but not required, to complete as many courses within this category as possible within their first two years at Guilford College.

## ENGL 101 and ENGL 102 (First-Year Writing Sequence)

ENGL 101 and ENGL 102 make up the First-Year Writing sequence. Both courses are designed to strengthen students' understanding and capability in rhetorical knowledge; critical reading, writing, and
thinking; writing/research processes; and knowledge of conventions. ENGL 101 (Writing Seminar) introduces students to writing for specific audiences and purposes in genres that value the students' experiences and observations, reading actively, developing writing over time as part of an ongoing process of revision, moving nimbly between different writing purposes and audiences, and strengthening their organization and writerly voices. ENGL 102 (College Reading and Writing) builds on the skills from ENGL 101 by inviting students to move beyond their own experiences to listen to the voices of authors from diverse backgrounds; examine the contexts in which these authors share their voices; and create texts in genres that value the use of multiple, credible sources. The First-Year Writing Sequence consists of two courses--ENGL 101 and ENGL 102. Depending on each student's background and the results of the Writing Placement Process, students may complete this sequence with one of the following paths:

- Path 1: ENGL 101 in the 12-week session of the first semester, followed by ENGL 102 in the 12-week session of the second semester.
- Path 2: An invitation from the Writing Program Placement Process allows students to start with ENGL 102 in the 12- week session of the first semester.

The Writing Program Placement Process will be completed during the Initiate course to determine which configuration best matches each student's writing strengths. This process includes an evaluation of the writing produced in the Initiate course and the responses to a questionnaire about their writing, reading, and critical thinking. Note: Students with scores of four or five on an English AP exam are exempt from ENGL 101 and will be given credit for ENGL 102. Historical Perspectives (see below) completes the foundational writing sequence allowing students to transition into further writing instruction in their majors and academic disciplines.

Minimum grade to satisfy these requirements is a C- in ENGL 101 and a D- in ENGL 102.

## HP. Historical Perspectives

The final course in the foundational writing sequence, HP introduces students to academic writing and research through sustained work in the discipline of History, developing process-oriented reading and writing skills through work with primary and secondary sources, reflection and collaboration, and conducting academic research and writing for academic audiences. HP helps students continue to develop the firstyear writing outcomes (rhetorical knowledge; critical reading, writing and thinking; process; knowledge of conventions) through the study of historical change and continuity and how individuals and groups respond to social, economic, political, and other forces. Courses meeting this requirement are offered by a variety of departments across the college.

Historical Perspectives courses are indicated with the letters "HP" at the beginning of the course title. Courses without this designation will not satisfy this requirement.

Note: Students who enter with appropriate credit for a post-ENGL 102 level composition course may take either a history course or a designated Historical Perspectives course to complete the Historical Perspectives requirement.

Minimum grade to satisfy this requirement: D-.

## ML 101 and ML 102. Modern Language

The Modern Language requirement is a two-course or equivalent sequence that prepares students to be lifelong learners of languages
and cultures. Modern language courses are taken in order (the language 101 course, followed by language 102 or the approved study away or immersive experience) and focus on learning through developing novicelevel skills in comprehending and producing speech and writing in a nonEnglish natural language, and familiarity with some of the communities for whom that is a first or primary language. A student may also satisfy this requirement through one of the following means, all subject to final approval by the Department of Modern Language Studies:

- Pass two semesters of a modern, spoken or signed language at another accredited university. The chosen language must have cultural components. ASL can satisfy the language requirement.
- Place into language 201 (German, Japanese, \& Spanish), 203 (French) or higher on one of Guilford's language placement tests.
- Placement scores from exams at other universities do not meet this requirement.
- Score four or higher on an AP modern language exam.
- Complete secondary school in a non-Anglophone country and in a language other than English. Completion of primary education in another language is not sufficient.

All incoming students without relevant transfer credits who have taken three or fewer years of French, German, Japanese or Spanish in high school, and who want to continue studying the same language, must sign up for 101, unless they believe they have sufficient proficiency to take 102 and want to confirm this by taking our placement test in the fall. All incoming students without relevant transfer credits who have taken more than 3 years of French, German, Japanese or Spanish in high school, and who want to continue studying the same language, must sign up for 102 and take the placement test in the fall to confirm their placement. Students who place out of the modern language requirement are encouraged to continue their studies of language according to their placement. Students who score below the minimum (see below) must satisfy the modern language requirement by taking a 102-level course. Such courses are offered in French, German, Japanese and Spanish.

The language placement exam is only to be used for initial placement. Once students are enrolled in a language course, they may not use the exam to place out of the language requirement. With the permission of department faculty, a student may retake the placement test after study abroad for the purpose of appropriate placement in an intermediate or advanced course.

For the modern language requirement to be waived, a student must qualify for a learning disability as defined by the state of North Carolina. If the modern language waiver is granted, the student must substitute 101 with an international or intercultural emphasis that has been approved by the Department of Modern Language Studies and 102 with MLS 210: Interdisciplinary Language Studies (this course is taught in English). Students must contact the coordinator of the Accessibility Resource Center to process the waiver. The coordinator of Accessibility Resource Center maintains the list of approved substitute courses for 101. Substitute courses cannot double-count with other general education requirements. International students whose native language is not English, and who completed secondary school in a non-Anglophone country and in a language other than English will be exempt from the modern language requirement.

| Score | Suggested Placement |
| :--- | :--- |
| French Placement Exam |  |
| $0-259$ | French 101 |
| $260-357$ | French 102 |
| $358-391$ | French 203 |
| $392+$ | French 220 |
| German Placement Exam |  |
| $0-327$ | German 101 |
| $328-416$ | German 102 |
| $417-547$ | German 201 |
| $548+$ | German 202 |
| Spanish Placement Exam |  |
| $0-265$ | Spanish 101 |
| $266-374$ | Spanish 102 |
| $375-439$ | Spanish 201 |
| $440+$ | Spanish 202 |

For placement exam in Japanese, contact Hiroko Hirakawa.

## Placement Levels

- A student placing into 101 must complete this course and 102 to satisfy the modern language requirement.
- A student placing into 102 must complete this course to satisfy the modern language requirement. This course is a prerequisite for 200-level courses, which count towards the language major or minor.

A student placing at 201 or above has satisfied the modern language requirement, but is strongly encouraged to enroll in the appropriate course to continue studying the language.

Students who wish to challenge their placement should speak with the chairperson of the Department of Modern Language Studies. Every effort will be made to enroll students in a course appropriate to their needs. Note that students are strongly urged to begin and continue their language study in their first year at Guilford.

Minimum grade to satisfy this requirement: D-.

## BASE B: WAYS OF UNDERSTANDING KNOWLEDGE

## Embodied and Creative Engagement (one course)

Courses fulfilling this requirement focus on learning through direct, embodied experience and the creation or manipulation of things in the physical world. Designated lab science, creative arts, sport studies, and fieldwork-based courses are among the classes that students can use to satisfy this requirement.

## Evaluating Systems and Environments (one course)

Courses fulfilling this requirement focus on learning to notice and analyze environmental, institutional, and/or sociopolitical contexts, systems, and ideologies; to evaluate them in terms of Guilford's core values; and to assess possible alternatives. While the subject matter of some of these courses may overlap with that of courses fulfilling other requirements (such as the Sociocultural Engagement requirement), the focus of courses in this category is on systemic and/or ideological analysis and evaluation.

## Numerical/Symbolic Engagement (one course)

Courses fulfilling this requirement focus on learning to use numbers and other symbols to represent, organize, and analyze information in quantitative, formal, or symbolic systems. Designated Accounting,
Computing, Economics, Logic, Mathematics, and Music courses are among the classes that students can use to satisfy this requirement.

## Sociocultural Engagement (two courses)

Courses fulfilling this requirement focus on developing intra- and cross-cultural knowledge, including awareness and understanding of the commonalities and diversities within one's own communities and between those communities and others. Courses that satisfy this requirement focus on cultures in Africa, Asia, Latin America, or the Middle East; or focus on subcultures within the United States whose roles and contributions have been underrepresented and/or undervalued in crucial dimensions of society, including its institutions of higher learning. Note that students must complete two discrete courses in this category.

## Base C: WAYS OF CREATING KNOWLEDGE

Students must take three courses in this category.

## Arts/Humanities (one course)

An approved course from Art, English, History, Modern Language Studies, Music, Philosophy, Religious Studies, Theatre Studies.

## Natural Science/Mathematics (one course)

An approved course from Biology, Chemistry, Computing Technology and Information Systems, Geology, Mathematics, Physics, Sport Studies (particularly Exercise and Sport Science courses).

## Social Science/Behavioral Science (one course)

An approved course from Accounting, Business, Economics, Education Studies, Justice and Policy Studies (Criminal Justice and Community and Justice Studies courses), Political Science, Psychology, Sociology and Anthropology, Sport Studies (particularly Sport Management courses).

## Prior Degree Students

The College will consider the Critical Base requirements of Guilford College met for admitted students who have completed an associate's degree intended for college transfer students (AA, AS, AFA, etc.), baccalaureate or higher degree. Applied associate degree programs or other two-year degrees (AAS, ADN, AAB, etc.) that are considered the terminal degree or are designed for career entry immediately after completion are excluded. The following required limits on this policy are described below:

The following required limits on this policy are described below:

- The prior completed degree must be awarded by a regionally accredited college.
- The student transcript for the prior completed degree documents an overall GPA of at least 2.0 on a 4.0 scale, as calculated by the college in which the degree was earned, and a grade of " C -" or higher in all equivalent Critical Bases courses.

While this policy covers Critical Base coursework, students must complete all prerequisite and major-specific courses required in an academic program to graduate.

Students with accepted associate degrees will enter with a junior classification. Baccalaureate or higher degree students will enter with a junior or senior classification based on the number of credits articulated.

If you are a prospective student and you have questions regarding the prior degree policy, please consult Admissions. If you are enrolled at Guilford College, please consult with the Department Chair or Coordinator of your academic program or the Registrar's Office.

## COLLABORATIVE QUEST (CQ)

The Collaborative Quest (CQ) requirement is special to the Guilford College Curriculum. The backdrop to this set of courses is Guilford's history itself, which is deeply rooted in practices of reflection on one's values and actions-one's sense of who they are (their understanding of "self "); integrity; a commitment to justice; and peaceful problem solving. Those practices challenge and inspire our community and, at their best, help produce ethical leaders who make valuable and relevant contributions to our world.

This inquiry is based on our own individual curiosities, but remains true to Guilford in being explored and integrated through a collaborative and interdisciplinary process. The Collaborative Quest (CQ) encourages students to value a range of voices, to explore multiple disciplines and interdisciplinary methods, and to learn collaboratively, while also finding, valuing and trusting their own identity. To that end, CQ focuses on two elements: curiosity and reflection, but incorporates these historical practices to which our contemporary Guilford College community aspires. Collaborative Quest consists of the following components.

MYCQ 100 Initiate: You Are Here An introduction to Guilford College and the liberal arts. Taken during a student's first three-week session at Guilford College.
Code Title Credits

Reflective Seminars
Taken during twelve- week sessions at Guilford College.
MYCQ 101: Reflection Seminar I
MYCQ 201: Reflection Seminar II
MYCQ 301: Reflection Seminar III
Three reflective seminars designed to support students in developing and completing their Collaborative Quest.

| Code Title | Credits |
| :--- | :--- | :--- |

## Explore Courses

Students will work with their advising teams to identify relevant courses (totaling at least eight credits) to support their goals for their Collaborative Quest. These courses are typically identified during the MYCQ 201 and completed after that course.
These courses may double-count with general education requirements, major requirements, minor requirements, or course requirements of other programs.

## Apply \& Contribution

One course taken when the student has senior standing in conjunction with the development of their Contribution.

The Collaborative Quest (CQ) requirement at Guilford is also available and expected not only of traditional first-time students to the college, but also of transfer students joining Guilford after completing college credits at another institution. The modified CQ requirements for transfer students are summarized below.
All students completing a high
school degree just prior to attending All requirements listed above
Guilford

First-time, first-year and transfer students (<24 credits)

| Transfer students (>24 credits but without an Associate's Degree) | Initiate recommended <br> 2. Reflection Seminar II and III, unless otherwise revised by Advising Team <br> 3. Apply and Contribution requirement as above |
| :---: | :---: |
| Transfer students with an Associate's Degree | Initiate optional <br> 2. Reflection Seminar II and III, unless otherwise revised by Advising Team <br> 3. Apply and Contribution requirement as above |


| Course | CQ elements | Grading schema for course | Minimum grade necessary to meet requiremen |
| :---: | :---: | :---: | :---: |
| MYCQ 100 | Initiate | Graded | D- |
|  | Explore courses (2) | Graded | D- |
|  | Apply | Graded | D- |
|  | Contribution* | Met/Not Met* | Met* |
| MYCQ 101 | Reflective <br> Seminar I | Credit-No Credit | CR |
| MYCQ 201 | Reflective Seminar II | Credit-No Credit | CR |
| MYCQ 301 | Reflective Seminar III | Credit-No Credit | CR |

*A manual process managed by Coordinator of CQ and Registrar's Office, similar to other graduation requirements.

## MYCQ 100. Initiate

The Initiate course is the initial academic experience for every undergraduate degree-seeking Guilford College student. This course, team-taught by an instructor cluster of transdisciplinary faculty, provides an immersive introduction to who we are at Guilford and the learning experiences that lie ahead. Students taking this team-taught course will be supported by Guilford Guides, staff, and students. Initiate is built around two fundamental questions: "Who are we?" and "What does it mean to be curious?" Students take the first steps toward identifying an emerging curiosity that will launch their path through this experience and their entire education. Course assignments, activities, learning, and multidisciplinary content will model and anticipate the team-based, hands-on projects that students will use to address real-world problems.

Directly after Initiate, students take the follow up course, Reflection Seminar I (MYCQ 101), during the next available session. Transfer
students and those who have completed an Associate's degree will develop a Collaborative Quest (with Reflection Seminars appropriate to their number of semesters at Guilford) to complete their degree. Regular completion of Reflection Seminars is necessary for a successful Collaborative Quest.

The outcomes of the Initiate course provide a foundation for the Explore, Integrate, Apply program and for a student's entire Guilford education. Each specific Initiate class will have academic content outcomes spanning the interests and experience, disciplinary and interdisciplinary, of the class's instructor cluster.

Students will identify Academic and co-curricular resources at Guilford;

- Who we are -- Guilford College and its range of communities;
- The communities that they and their peers are connected to;
- Values that they aspire to have in class, in their communities, and at Guilford;
- Challenges involved with aspiring to and maintaining those values.

Students will gain insight and skills related to:

- Identifying their personal needs for intentional self and group care;
- Listening and communicating in small teams and with larger audiences;
- Models of reflection and initial practice with academic reflection;
- Models of collaboration and initial practice with academic collaboration;
- The benefits of using reflective practices in academic and individual growth.


## Reflection Seminars

## MYCQ 101. Reflection Seminar I

Reflective Seminar I continues the transition to Guilford's community and academic program and builds student experience further with each student engaging in continual reflection on their education and experience. As a continuation of the Initiate course, this course shares the same general outcomes of that course.

Students will identify:

- Academic and co-curricular resources at Guilford;
- Who we are -- Guilford College and its range of communities;
- The communities that they and their peers are connected to;
- Values that they aspire to have in class, in their communities, and at Guilford;
- Challenges involved with aspiring to and maintaining those values.
- Potential topics that are of interest to them (i.e., expand on their curiosity) that can be explored well in a multidisciplinary approach.
- Resources and classes on campus that can help them explore those topics.

Students will gain insight and skills related to:

- Identifying their personal needs for intentional self and group care;
- Listening and communicating in small teams and with larger audiences;
- Models of reflection and initial practice with academic reflection;
- Models of collaboration and initial practice with academic collaboration;
- The benefits of using reflective practices in academic and individual growth.


## MYCQ 201. Reflection Seminar II

This course introduces students to the view that they are, indeed, academics and are capable of building upon their own academic curiosities. Students focus on their own strengths and next steps as learners and supports them in their understanding of collaboration. Each student should begin the discussion and construction of their path toward their Contribution. Instructors may include other course content as appropriate, especially when the student population is from a specific cohort, for example, Bonner Scholars or students in the Honors Program.

Students in Reflection Seminar II will:

- Identify a topic that is of interest to them (i.e., expand on their curiosity) that can be explored well in a multidisciplinary approach.
- Identify resources and classes on campus that can help them explore this curiosity.
- Reflect on their strengths and next steps as a learner/ academic and how these impact in developing one's curiosity (and, eventually, their Contribution in the Apply component).
- Build a plan, consulting with the RS 2 instructor(s) and their advising team, for the remainder of the Explore, Reflect/ Integrate, Apply experience that will provide guidance for the Integrate and Apply components, general education courses, major coursework, and other curricular and co-curricular experiences that comprise the student's Guilford education.

Through this work and other course content, students will gain insight and skills related to:

- Who they are -- personal strengths and areas for growth;
- Themselves as part of the Guilford community(ies);
- Areas where their major and curiosity intersect with personal and civic responsibility, and address problems;
- The ways that their general education, major, Integrate courses and other coursework and co-curricular activities are meaningful to their development;
- Their initial development as an academic collaborator and potential models for collaboration that support their goals at Guilford College.


## MYCQ 301. Reflection Seminar III

Reflection Seminar 3 is a course that each student takes when they have junior standing. Students continue the process of reflection and
curiosity development from the first and second courses with a focus on developing a proposal for their Contribution. Through the proposal development process, students continue refining their curiosity, making changes as appropriate. Instructors may include other course content as appropriate, especially when the student population is from a specific cohort, for example, Bonner Scholars or students in the Honors Program. At the end of this course, students will be ready for the Apply course.

Students in Reflection Seminar III will:

- Develop a rich and reflective proposal for the Contribution that includes an initial articulation of the first four required elements for the project;
- Begin identifying strengths and next steps for postGuilford paths. Through this work and other course content, students will identify:
- Their desired and needed next steps and ways to address those next steps;
- How their connections at Guilford can help them work on next steps;
- Areas where their major and curiosity intersect with personal and civic responsibility, and address problems.


## MYCQ 401. Apply

The Apply course and the Contribution require students nearing the end of their degree program to participate in a project addressing a problem that applies what they've learned and reflected on through their entire educational experience. Students will typically take the Apply course in the fall or spring twelve-week session of their senior year. The typical expectation is for each student to complete Contribution before the spring three-session of their senior year.

Students in the Apply course will:

- Identify strengths and next steps for post-Guilford paths;
- Develop specific skills relevant to their curiosity;
- Produce a collaborative, cooperative, or individual project (the Contribution) by bringing their insights, values, questions, collective skills and collaborative models, and personality to the work;
- Provide a demonstration of interdisciplinary writing for a general audience through the project or another approved class, as part of the portfolio,
- Present the project in an appropriate public forum;
- Develop an inward and outward reflection on their culminating project that addresses their project's application, connectedness to a larger community, and their next steps.


## Contribution

The Contribution is the culminating learning experience of a Guilford College education. It represents each student's individual expression of not just the Collaborative Quest, but also reflects additional experiences in a major, minor or other co- curricular activities.

The Contribution can be a research paper, a performance, a portfolio of "signature work", an exhibition of artwork, significant community service, their participation in the planning, organization and administration of a significant group project or program, or a project of similar scope. A student's Contribution builds specifically on their Reflection Seminars and Explore courses. Students do not develop their Contribution in a silo,
but with groundwork that is firmly rooted in the exchanges that occurred in a collaborative community of common curiosity among fellow Guilford students, faculty and staff, and members of broader local or global communities, as appropriate. Due to the inherently individual nature of the projects, Contributions will vary widely based on student curiosities and collaborative methods within which students accomplish the goals of the projects.

All projects must include (written, oral, or otherwise) the following:

- An artifact, such as a thesis, artist's statement, research paper, reflection, or other physical or digital item, that is representative of the student's Contribution and can be deposited in the Guilford College archives;
- Clear rationale for the work and why it is important to them (and the community, as applicable)
- Summary of work
- Reflection on the student's journey through the experience and their college career, identifying specific skills (individual and collective) developed, insights, values, questions, and application connections for themselves and the larger community
- The models of collaboration that the student has identified as useful and important to their development as an academic learner at Guilford College.
- Future directions for their curiosity, both individually and globally, based on this experience.
- Sharing of the Contribution in some form (presentation, performance, etc...) with peers, including providing an opportunity for discussion and feedback.

All students, including transfer students, must complete an Apply and Contribution experience as a student at Guilford College. Students work with their advising team over the course of several semesters to develop an approved Apply and Contribution experience that will represent a capstone for their individualized Collaborative Quest.

## The Major

Each student must choose a major field of specialization. Students may pursue options outlined below, including disciplinary majors, double majors or interdisciplinary majors.

## Disciplinary Majors

A disciplinary major is a major in a traditional academic discipline. A student selecting a disciplinary major completes the number of credit hours in that field as specified by the program. At least half of the course credits in a major must be completed at Guilford.

## Interdisciplinary Majors

An interdisciplinary major utilizes theoretical perspectives for analysis from more than one traditional academic discipline. A student selecting an interdisciplinary major completes the number of credit hours in courses specified by the program. Some interdisciplinary majors must also complete a second disciplinary major. At least half of the major must be completed at Guilford.

## Double Majors

A double major consists of two distinct majors. A student must complete the number of discrete credits required for each major, but courses can double count between the two majors. Also, to earn a double major, a student must complete all requirements for each of the two majors.

All Guilford College graduates are awarded one degree. Students may complete the requirements for more than one major. Students wishing to have more than one major must complete a minimum of 32 discrete credit hours in each major. The 32 credit hours for each major must not overlap with the other major. When students have completed the requirements for more than one major, and those majors offer different degrees (A.B., B.S., B.M., B.F.A.), a student will select which degree will be awarded. Although each graduate is awarded only one degree, all majors completed by a student are listed on a student's permanent academic transcript.

See the major's department in Chapter IV for all requirements for completing that major. For a student to earn a major at Guilford, the student must complete at least half of the major credit hour requirements at Guilford. This requirement applies to each major a student earns. The minimum grade to satisfy a major is a C- in each of the courses required for a major, unless otherwise specified for professional licensure. In order for credit/no credit courses to count toward a major, they must be explicitly designated as such in the Guilford College Catalog.

If a student returns to Guilford following graduation to complete a second major, but not a second degree, the designation of the original major will not be changed, but a notation will be made on the student's academic transcript that the requirements for the second major have been met.
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[^0]:    Total Credit Hours for the B.F.A. degree in art is 83 credits

[^1]:    1 FREN 260 Independent Study, FREN 290 Internship, FREN 360 Independent Study, FREN 390 Internship, FREN 460 Independent Study, FREN 470 Senior Thesis, FREN 490 Departmental Honors with departmental permission.

[^2]:    - Bachelor of Science in Public Health-Natural Science, Disease, and the Environment Track

