General Information
The College of Arts and Sciences offers an education in the liberal arts leading to the degrees of Bachelor of Arts, Bachelor of Science in Biology, Bachelor of Science in Chemistry, or Bachelor of Science in Physics. The faculty believe a good liberal arts education must provide students with an extensive base of intellectual content and skills that enables them to explore ideas, evaluate evidence critically, draw reasoned conclusions, and communicate one’s thoughts in a clear, coherent manner. Such abilities are particularly important in a world in which knowledge and professions are changing rapidly, and the United States is increasingly part of a global social and economic network. A good liberal arts education thus demands not only rigor and depth, but also sufficient breadth to expose students to a wide range of subjects and methods of studying them.

Competency Requirements
These requirements provide the foundation for successful study in the liberal arts, for meeting subsequent challenges in the work place, and for serving effectively as an educated member of society:
1. Composition: We expect every liberal arts graduate to have the ability to write clearly, succinctly, and in a logical manner.
2. Foreign Language: Language is not simply a means to communicate, but also an avenue for insights into other cultures. Many students also discover that learning a second language improves their understanding of English and broadens their awareness of an increasingly diverse America.
3. Courses for competency requirements must be taken on a graded basis.

Area Requirements
The faculty established area requirements to ensure that all students have the background and breadth for further learning in a variety of disciplines. In completing these requirements, students explore a wide range of disciplines, points of view, and modes of inquiry. In addition, they investigate unfamiliar areas and thus can make more informed judgments about their major and elective courses. The faculty encourages students to design programs of study that offer the maximum range of intellectual opportunities. The area requirements are therefore organized to provide experience with a broad array of intellectual approaches rather than prescribe a specific body of content:
1. Social Sciences: allow students to explore techniques of analysis and modes of reasoning for studying a wide range of social, economic, and political relations.
2. Humanities: improve the student’s understanding of the achievements and potential of literature and the arts, whether verbal, visual, or musical. They may also address basic questions concerning values and ethics.
3. Natural Sciences and Mathematics: improve a student’s comprehension of the fundamental principles of natural phenomena and of scientific methods as a way of describing and understanding the world.
4. Non-Western Perspectives: broadens students’ exposure to other cultures and to the ways those cultures perceive their environment or organize their society.
5. Historical Studies: introduce students to the historical forces that have shaped and changed the nature of human societies and the methods that are required to study such forces. Encourages students to think about cause and effect and the continuity and change over time.

All courses used for area requirements must be taken on a graded basis.

The Major
The faculty requires each student examine one subject in depth in order to experience sustained, cumulative study of a range of related topics and issues over a period of several semesters. The declaration of a major in a single subject also allows students to focus on an area of interest where they would like to develop their intellectual capacity. The faculty does not view the major as a direct path to a particular career. However, by developing a mastery of a particular area, students advance their intellectual capabilities in ways that will be of value in a range of later endeavors.

A degree program must be completed in four academic years and, under certain conditions, can be completed in three. The first two years are intended to be spent in developing the knowledge and skills associated with a broad range of basic academic disciplines, including natural science, history and social science, the humanities, foreign language, English composition, mathematics and fine arts. In the third and fourth years, students are expected to continue at a more advanced level in several of these fields and to concentrate in one of them (the major subject). Twelve or more credits attempted in a single semester for work at another institution will constitute one of the eight semesters allotted for full-time registration in the College.

The minimum residence requirement for a degree is two academic years. The last year of candidacy must be spent in this University, and courses offered in the major for the degree must be completed at the University unless written exception is made by the dean of the College in consultation with the department or interdepartmental program concerned.

For graduation from the College the candidate must have satisfied the area requirements given below and a plan of major study. In addition, the candidate must have passed and offer for a degree a minimum of 120 credits of approved courses, of which at least 96 must be passed on a graded (A-B-C-D) basis. Among the 120 credits must be at least 102 College or College-equivalent credits. A candidate must have made a grade point average of at least 2.0 on all graded courses taken in the College or elsewhere in the University and offered for a degree. A student who has received a baccalaureate degree cannot submit any courses offered for that degree toward another degree in the University. Students are subject to the area requirements in effect during the academic year when they first enter the University. Students are subject to the requirements for the major in effect during the semester in which they declare the major.

Address
The College of Arts and Sciences
Garrett Hall
University of Virginia
P.O. Box 400133
Charlottesville, VA 22904-4133
(434) 924-8864
www.virginia.edu/artsandsciences/forundergrads.html

2003-2004 College of Arts and Sciences Calendar

Fall Semester
August 27 – Classes begin
September 10 – Last day to drop a course
September 12 – Last day to add a course; last day to change to or from credit/no credit; last day to elect AU (audit) option
September 30 – Last day to submit degree application for January 2004 Graduation
November 3-14 - Advising, selection of spring courses
November 18 – Last day to withdraw from the University and return for spring 2004 semester
December 1 – Last day to request change in examination schedule
December 5 – Classes end; last day to submit degree applications for May 2003 graduation
December 8 – 15 – Course examinations
January 16 – Deadline for completing authorized incompletes from fall semester

Spring Semester
January 14 – Classes begin
January 28 – Last day to drop a course
January 30 – Last day to add a course; last day to change to or from...
credit/no credit; last day to elect AU (audit) option
March 17 – Last day to withdraw from a course
March 29–April 9 – Advising; selection of fall courses
April 15 – Last day to withdraw from the University and return for fall 2004 semester
April 23 – Last day to request change in examination schedule
April 30 - May 7 – Course examinations
May 9 – Last day for fourth-semester students to declare a major
May 7 – Final Exercises
June 4 – Deadline for completing authorized incompletes from spring semester

Student Records
Compliance with College Regulations  Students are held responsible for selecting their courses in accordance with the course restrictions and policies printed here, in the College of Arts and Sciences Student Handbook, and in advising material distributed by departments. Only after the approval of the dean’s office has been obtained in the form of a petition may a student enroll in a course that does not comply with the College’s regulations.

Requests for Exceptions and Appeals  Students who believe there is a valid reason for requesting an exception to any of the rules should file a petition to their Association Dean. In most cases, the recommendation of a course instructor or advisor is required on the petition before it is filed. An unfavorable response from the dean may be appealed to the Committee on Faculty Rules. The College has established procedures to deal with requests for exceptions to rules in cases involving psychological issues. College students should contact their Association Dean for information about such procedures.

Accuracy of Students’ Records and Use of e-mail  Students are responsible for verifying the accuracy of their academic records by the drop deadline and, thereafter, each time they make a change in their schedule. Students who fail to do so are subject to various penalties as determined by the dean. Changes to the transcript are permitted only during the current and immediately subsequent semesters. Upon payment of a nominal fee, transcripts may be requested from the Office of the University Registrar in Carruthers Hall. VISTAA reports, which replace the ones from PACE, and final semester grades are available through ISIS on-line. Errors must be reported to the dean’s office within the stated deadlines. After one semester has lapsed, a student’s record is considered permanent.

The College of Arts and Sciences sends much of its official correspondence via e-mail. Students are expected to open and maintain an active U.Va. e-mail account and are held responsible for all materials sent via electronic mail. Examples include end of the semester academic status letters, notice of failure to declare a major, various official newsletters, and requests to schedule an appointment with your Association Dean, etc. When students use non.virginia.edu mail accounts, it is their responsibility to make sure their UVA mail is forwarded to that account. Students with questions about their e-mail accounts are directed to the ITC Help Desk in 235 Wilson Hall (924-3731) or to ITC’s web site: http://www.itc.virginia.edu/helpdesk. Students who object to the use of email for the transfer of information regarding their academic standing should notify their association deans in writing and anticipate that the processing of information about them is likely to be slower.

Academic Information
The curriculum applies to all incoming first-year students who registered for the fall of 1994 or subsequent semesters. Students who entered prior to 1994 and now resume their undergraduate education are subject either to the curriculum in place when they matriculated or the current one. The dean of the College determines the year level of all new transfer students and informs them before matriculation.

Intra-University Transfers  Intra-University transfer into the College is not automatic. Information and an online application are available at http://artsandsciences.virginia.edu/clas/info/ituninfo.htm. The Dean of the College re-evaluates the AP and prior transfer credits of intra-University transfers.

See the web site for the deadline for submitting applications and refer to the College’s web site for current and accurate information about academic policies in the College: http://artsandsciences.virginia.edu/forundergrads.html.

Transfer back to the College  Students who have transferred from the College to another school at the University but wish to reverse the process and return to the College in the same semester, before beginning classes in the other school, must apply to transfer by the Friday after final registration or the second Friday of the semester. The application is available in Garrett 102. A student who completes one or more semesters in another school of the University and then wishes to return to the College must apply as an Intra-University Transfer. See above.

Awards and Honors
Dean’s List  Full-time students who demonstrate academic excellence while taking a minimum of 12 credits of graded course work are eligible for the Dean’s List of Distinguished Students at the end of each semester. Courses taken on a CR/NC basis are not counted toward the 12-credit minimum. A current minimum grade point average of 3.4 is necessary to be eligible for the dean’s list. Any student receiving an F, NC, or NG during the semester is not eligible to be on the dean’s list.

Intermediate Honors  A certificate of Intermediate Honors is awarded to students entering the University directly from high school or preparatory school who earn at least 60 credits of course work at the University and are among the top twenty percent of their class in the College of Arts and Sciences. The computation is based upon the cumulative grade point average at the end of the fourth semester. The notation “intermediate honors” is also placed on the student’s official academic record. No more than twelve of the 60 required credits may be earned on a CR/NC basis. Further, students need to have remained in good standing. Advanced placement and transfer credits do not count toward the required credits.

Theses and Commencement Honors  Degrees with distinction, high distinction, and highest distinction are awarded by the Committee on Special Programs to students who have a grade point average of 3.4 or higher and have been recommended by the departments or interdepartmental programs in which they have completed a Distinguished Majors Program (DMP) or the equivalent. Distinguished majors programs require that students submit a written thesis. All degree programs in the College of Arts and Sciences offer a distinguished majors program except astronomy, drama, and medieval studies. In departments offering thesis courses, non-DMP students may have an opportunity to write a thesis; contact the specific departments for more information. The committee also awards distinction (but not high or highest distinction) to students who have not enrolled in, or who have discontinued, a DMP but who complete their degree with a grade point average of at least 3.6.

Phi Beta Kappa  To be eligible for election to Phi Beta Kappa, students must have completed distinguished work in advanced courses in several Arts and Sciences departments. While no set grade point average is established for election, successful nominees have usually earned a cumulative grade point average of at least 3.7, taken upper-level work in several departments in the College, and carried a course load greater than 15 credits in each semester.

Course Numbering
100-299  Lower level undergraduate: introductory and survey courses.
300-499  Upper level undergraduate: advanced courses that may have prerequisites or require instructor permission.
500-599  Introductory graduate level: courses for beginning graduate students offering thesis courses, non-DMP students may have an opportunity to write a thesis; contact the specific departments for more information. The committee also awards distinction (but not high or highest distinction) to students who have not enrolled in, or who have discontinued, a DMP but who complete their degree with a grade point average of at least 3.6.

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Simultaneous Counting of Courses and Cross-listed Courses

One course (including cross-listed courses such as AAS 101 and HIAF 203) may simultaneously meet no more than two area requirements; it may also satisfy the second writing requirement. Courses taken to fulfill the area and second writing requirements, with the exception of foreign language courses through the 202 level, may be counted toward a first or second major or toward a minor.

Competency Requirements

Following matriculation, all competency and area requirements must be completed at the University of Virginia and must be taken on a graded basis. AP credits from secondary school and transfer credits awarded before UVa matriculation may count as area requirements, with the exception of the second writing requirement. Dual-enrollment credit may not be used to meet first writing or foreign language requirements. Test scores cited in this section are from the SAT II Subject Tests recertified in April 1995.

First Writing Requirement: ENWR 105/106 (6 credits) or ENWR 110 (3 credits), ENWR 210 (3 credits), or exemption. Students must meet the first writing requirement during their first year at the University of Virginia. Students may meet this requirement by successfully completing the ENWR 105/106 sequence, by passing either ENWR 110 or 210, or by exemption. Students may earn exemption in one of three ways:

1. Single-measure exemption. Students are automatically exempt from the first writing requirement if at least one of the following statements is true:
   - The student is an Echols Scholar
   - The student scored 720 or above on the SAT II writing exam
   - The student scored a 5 on the AP English language subject test

2. Composite exemption. Students are automatically exempt from the first writing requirement if at least one of the following statements is true:
   - The student scored 680-710 on the SAT II writing exam AND scored a 5 or above on the IB (higher level A 1) exam
   - The student scored 680-710 on the SAT II writing exam AND scored a 4 on the AP English language subject test
   - The student scored 700-710 on the SAT II writing exam AND scored a 4 or 5 on the AP English literature exam

3. Portfolio exemption. Students who feel that their test scores do not fairly represent their ability to write academic arguments may ask the Academic Writing Program to review a portfolio of your work. Portfolios for students scheduled to meet the first writing requirement in either fall 2003 or spring 2004 must be received by the Writing Program no later than August 20th, 2003. For more information on portfolio exemption, see the placement guide at www.engl.virginia.edu/writing.html

Second Writing Requirement: typically a 3-credit course Students must complete an additional course, in any department in the College, whose written work in English meets the criteria for this requirement. The course may carry one or more credits. There are no exceptions to the second writing requirement. Courses elected under this heading may also be counted toward completion of other segments of the area requirements, as well as toward a major or minor. A course offered for the second writing requirement must carry a grade of C- or better and must be taken in the College. All students must satisfy this requirement at the University of Virginia by the end of the sixth semester, with the necessary form filed by the same deadline in the dean’s office.

Foreign Language: 0-14 credits, (through the 202 level; 212 in Portuguese; 201 for B.S. in Chemistry) or exemption, depending on previous work. Placement in a language sequence is by SAT II Subject Test score and departmental recommendation. Students who achieve the following SAT II Subject Test scores are exempt from this requirement:
   - 660 or above in French; 650 or above in German, Italian, Latin, or Spanish; 640 or above in Chinese or Japanese; or 560 or above in Hebrew. Students must follow the department’s recommendations in the completion of the foreign language requirement. Once placement occurs, the foreign language requirement is fulfilled by the completion of each course in sequence (no skipping). Credit for introductory language courses is disallowed if it duplicates foreign language credits offered for admission to the College.

Students may be exempted from foreign languages not taught in the College upon certification by a faculty member or outside examiner designated by the dean of the College. Students may also meet the foreign language requirement by completing, or gaining exemption from, the fourth semester of American Sign Language.

Area Requirements

Natural Science and Mathematics: 12 credits

Students must pass twelve hours of natural science and/or mathematics courses from at least two departments. Exceptions are: BIOL 000t, CHEM 000t, PHYS 000t, ASTR 000t, EVSC 200t and EVSC 230, MATH 000t and MATH 103. The courses designated as 000t’s are equivalencies determined by the College of Arts and Sciences. These courses were taken prior to matriculation and are considered to be elective credit.

For the purpose of fulfilling this requirement, statistics and mathematics are considered one department. Students are strongly encouraged to include courses in mathematics, the physical sciences, and the biological sciences. These courses may be chosen from the Departments of Astronomy, Biology, Chemistry, Economics (ECON 371 only), Environmental Sciences, Mathematics, Physics, and the Division of Statistics.

Social Sciences: 6 credits

Students must pass a minimum of one course (three or more credits) from two of the following departments or programs: African-American and African studies, anthropology (except ANTH 237), economics (except ECON 371), political science (except PLPT), linguistics (200-level or above), psychology, sociology, and studies in women and gender. Students may also choose EVSC 230 from the environmental sciences department and AMEL 301, 302 from the Asian and middle eastern languages and cultures department, as well as MDST 317 from the Media Studies department.

Some foreign language courses taught under ANTH do not fulfill this requirement, nor do literature courses under AAS. Courses taken for this requirement may also count toward one other area requirement.

Humanities: 6 credits

A student must pass a minimum of one course (three or more credits each) from two of the following three groups of departments and programs:

   - Literature: classics, comparative literature, English (except ENWR 105/106, 110, 210, 220, 270, 282, 370, 371, 372, 380 and ENSP 106) and foreign literature-Asian and Middle Eastern languages and cultures (except ARAB 225, 226, 253/523, 324/524, CHIN 206 and AMEL 301, 302), French, German, Slavic languages and literatures, and Spanish, Italian and Portuguese courses in translation, all courses above the 202 level, as well as MDST 301 from the Media Studies department.

   - Fine Arts: Art History; Studio Art; Drama; Music (except courses MUSI 150-MUSI 159, MUSI 150A-MUSI 159Z, MUSI 160-MUSI 169, MUSI 160A-MUSI 169Z, MUSI 351-MUSI 369); Architectural History (AR H 100, 101, 102, 105, 150, 203, 303, 351, 353/531 and 333/533; and Architecture (ARCH) 101 and ANTH 237, as well as MDST 201, MDST 350, MDST 361 and MDST 511 from the Media Studies department.

   - Moral, Philosophical and Religious Perspectives: Political Theory (PLPT), Philosophy, and Religious Studies, as well as MDST 401 from the Media Studies department.

Historical Studies: 3 credits

Students must pass a minimum of one course (of at least three credits) from the Department of History or a course from another department that is substantially historical, as recognized by the Committee on Educational Policy and the Curriculum (CEPC). Courses taken for this requirement may also count toward one other area requirement.

Non-Western Perspectives

Students must pass a minimum of one course (of at least three credits), from any department among those recognized by the CEPC as dealing substantively with a culture other than the Western cultural heritage,
including minority sub-cultures in the West. Courses taken for this requirement may also count toward one other area requirement. Liberal Arts Seminars (LASE), University Seminars (USEM 170, 171), and other courses numbered 170 and 171 count as non-College credit and may not be counted toward the area requirements.

**Major Subject**
Students must enroll in either a major program offered by one of the departments or an interdepartmental program before the end of their fourth semester; in addition, they must present to the dean of the college, as part of a plan of study, a program requiring no fewer than 18 nor more than 30 credits in the major subject, approved by an official advisor. The major program may require up to 12 credits in related courses. Students may major in two subjects, in which case the application for a degree must be approved by both departments or interdepartmental programs. Students who double major must submit at least 18 credits in each major; these credits may not be duplicated in the other major. There is no triple major. Students receive one diploma, but the double major status is reflected on their transcript.

The credit/no credit option may not be elected for the courses offered in the major program. Beyond the courses required for the major, however, a student may register for other courses in their major field on a credit/no credit basis. Courses taken during a student’s first and second years may count toward the major program with the permission of the department or interdepartmental program concerned. Courses applied toward the major may not be transferred from another institution to the University except with special permission of the department. Courses (other than foreign language through 202) may count simultaneously toward fulfillment of a second major. Students beyond the second year must remain in good standing as a major or have their enrollment in the College cancelled.

The following major programs are offered:

- African-American and African Studies
- American Studies
- Anthropology
- Archaeology
- Art History
- Art Studio
- Asian and Middle Eastern Studies
- Astronomy
- Astronomy-Physics
- Biology, B.A. or B.S.
- Chemistry, B.A. or B.S.
- Classics
- Cognitive Science
- Comparative Literature
- Drama
- Economics
- English
- Environmental Sciences, B.A. or B.S.
- Environmental Thought and Practice
- Foreign Affairs
- French
- German
- Government
- History
- Human Biology
- Interdisciplinary Major
- Italian
- Jewish Studies
- Latin American Studies
- Linguistics
- Mathematics
- Media Studies
- Medieval Studies
- Music
- Neuroscience/Interdisciplinary
- Philosophy
- Physics, B.A. or B.S.
- Political and Social Thought
- Political Philosophy, Policy and Law
- Psychology
- Religious Studies
- Russian and East European Studies
- Slavic Languages and Literatures
- Sociology
- Spanish
- Studies in Women and Gender

**Concentrations** Some departments and interdisciplinary programs offer concentrations along with the major. Students in these departments or programs may concentrate in designated areas of study that also meet the requirements of the major. Concentrations typically involve special topics, applications, or disciplines, and may include courses taken in other departments or schools of the University. A student’s concentration appears, along with the major, on his or her transcript.

**Interdepartmental Programs** A number of degree programs are administered by committees rather than by departments. These include African-American and African studies, American studies, comparative literature, Russian and East European studies, all the area studies programs—Asian, Jewish, Latin-American, and Middle Eastern studies; and all the organized interdisciplinary studies programs—archaeology, cognitive science, the Echols Scholars Program, linguistics, media studies, medieval studies, political and social thought, political philosophy, policy and law, and studies in women and gender.

**Interdisciplinary Major** Students wishing to focus on an area for which there is no departmental or interdepartmental major program may apply to the chair for acceptance in the Interdisciplinary Major Program. Such a plan of study must include at least 30 credits of courses, in addition to a 6-credit thesis. The program must also be approved by three faculty sponsors, who will serve as the student’s major committee. Details are available in Garrett Hall.

**Distinguished Major** Students who show exceptional promise in their major field of study may be eligible for admission to the Distinguished Majors Program (DMP) within their department. This program consists of at least twelve credits of advanced work and a thesis, special project, experiment, or exhibit based on at least six credits of supervised research, advanced laboratory work, or advanced study, as determined by the department. Successful completion of the program with a University cumulative grade point average of at least 3.4 will qualify a student for graduation with distinction, high distinction, or highest distinction.

**Teacher Education** Students in the College may also apply to the five-year Education Program sponsored jointly with the Curry School of Education, which leads to the simultaneous receipt of both a B.A. degree from the College and a Master of Teaching degree from the Curry School of Education. Students will also be certified to teach on the elementary or secondary levels. Students wishing to pursue careers as teachers will major in an academic discipline in the College and simultaneously begin professional courses leading to teacher certification.

Students may select a major in any area of the College and combine it with a teaching specialization in one of the following areas:

- Elementary Education (grades K-8)
- Secondary Education (high school)
- English
- Foreign Languages (French, German, Italian, Russian, Spanish)
- Health and Physical Education
- Mathematics
- Science (Biology, Chemistry, Earth/Space Science, Physics)
- Social Studies (History, Economics, Government [political science], Psychology, Sociology and Cultural Anthropology)
- Physical Education and Health (see B.S.Ed. in Curry School)
- Special Education (Behavioral Disorders, Learning Disabilities, Mental Retardation)

Students wishing to pursue programs leading to teacher certification should contact the Office of Admissions in the Curry School of Education, 104 Ruffner Hall, (434) 924-0740. Additional information is also available.
listed in chapter 9 of this Record. Students in the B.A.-M.T. Program are responsible, each semester, for confirming their compliance with both College and Curry School certification requirements. In particular, students in the B.A.-M.T. Program must carefully plan their courses from the start so as to earn no fewer than 102 College or College-equivalent credits.

Joint College and Engineering Program in Computer Science
Beginning in the fall, 2003, and operating on a trial basis for three years, a limited number of College students will be accepted into a new 30 credit hour certificate (not degree) program in computer science. The courses will be selected, with the assistance of a faculty adviser, from computer-oriented courses in the College and from most CS courses. College students in the program must declare and maintain a major in the College. The program will be administered by a joint CLAS and SEAS faculty committee. For information and an application, students should consult with either Professor Charles Grisham (Chemistry) or Professor Worthy Martin (Computer Sciences). They may also refer to http://www.cs.virginia.edu/clas

Minor Subject
In addition to a major, students may choose a minor concentration in a second subject. Not all departments and interdepartmental programs offer a minor. Credits credited toward a minor may not also count toward completion of a major.

Students intending to minor must complete the appropriate forms in the department no later than the add period of their next to last semester in the College (normally the seventh semester). A minor consists of no fewer than 15 credits and no more than 24 credits of graded work in a program of studies approved by the sponsoring department. Students may not declare two minors, but they may declare two majors and a minor. As with the major, courses taken credit/no credit may not be included in the minor program. Courses used to meet area requirements in the College and the second writing requirement may simultaneously be offered in fulfillment of a minor, except that foreign language courses taken level 202, and 212 for Portuguese, may not be included as part of a minor.

The School of Architecture offers minors in architecture, architectural history, urban and environmental planning, landscape architecture, and historic preservation that are open to students in the College. The courses required for these five minors are exempt from the limitations on electives stated in the paragraph below (Electives) only if requirements for the minor are completed. Requirements for these minors are described in chapter 7.

The School of Engineering and Applied Science offers a minor in computer science for College students consisting of 18 credits. These courses include CS 101, CS 201, CS 202, CS 216, CS 308, and CS 340. Additional details are available at the Department of Computer Science online site, www.cs.virginia.edu, and in Thornton Hall, A122. Space in the CS minor is limited, therefore admission to the minor is competitive. Students who complete approved minor programs outside the College may, once they have completed the program, count these credits as inside the College. For approval by the Committee on Special Programs, such minors must have a primarily liberal arts focus and be consistent with the academic objectives and standards of the College. They are supervised by committees that combine members from the College and the other schools involved. At present, the following minor programs are approved: the minor in planning and the minor in architectural history (both in the School of Architecture).

Electives
The remaining courses needed to make up the 120 credits required for the degree are considered electives and may be taken in the College or, with the restrictions noted below, in other schools of the University. Because each College degree must contain no fewer than 102 credits in College or College-equivalent courses, a degree program may also include up to 18 credits of courses offered in the Schools of Commerce, Education, Engineering, Architecture, Nursing, or selected from the following: liberal arts seminars (LASE); university seminars (USEM—limited to one per semester); personal skills (PSLK—no more than 2 credits); physical education (PHYE—no more than 2 credits); interdisciplinary studies (INST—limited to two courses; total of 3 credits maximum) or the Departments of Naval, Air, and Military Science (NASC, AIRS, MISC—no more than 12 credits). It is desirable to reserve such courses for the last two years. Additional restrictions placed on electives include a limit of eight credits of music performance (they may not count toward the humanities area requirement) and a limit of 6 credits of EDHS courses counting toward a degree. Certain liberal arts courses taken outside the College are considered College equivalent and count toward the 120 College credits needed for graduation. These include all computer science courses (CS) in the School of Engineering and Applied Science and architectural history courses (AR H) in the School of Architecture (for additional courses in this category, see Intra University Courses). Language House courses will be offered for 1-hour maximum credit per semester; with a 2-credit hour maximum limit in the 120 hour total required for graduation.

Bachelor of Science
The requirements for the Bachelor of Science in Biology, the Bachelor of Science in Chemistry and the Bachelor of Science in Physics are included in the appropriate departmental descriptions (see Departments and Programs).

Bachelor of Arts with Honors
The purpose of the baccalaureate degree with honors is to enable students of special ability and interest in their third and fourth years to pursue a course of independent study under the guidance of a department faculty and the supervision of the Committee on Special Programs. Honors students devote their time primarily to their chosen subjects for two years, during which they read independently in that field and participate in tutorials and seminars conducted by their departmental tutors. Honors programs vary slightly from department to department, but candidates in all departments are evaluated finally by visiting examiners from other colleges and universities. Depending upon this evaluation, they may receive degrees with “honors,” “high honors,” or “highest honors” as the only grades for two years of work. It is also possible they may be recommended for no degree, or for an ordinary Bachelor of Arts degree. The most visible honors programs are those offered by the Woodrow Wilson Department of Politics and the Department of Philosophy. Other departments that have accepted candidates for this degree are anthropology, music, and psychology. Further information may be obtained from those departments and from the chair of the Committee on Special Programs.

Intra-University Courses
For students offering the minimum 120 credits for the B.A. or B.S., at least 102 must be College (or College-equivalent) courses; thus, no more than 18 credits from other schools of the University may apply. By faculty approval, the following courses are considered College-equivalent and may be applied to the area requirement in humanities/lite arts: AR H 100; AR H 101; AR H 102; AR H 150; and ARH 203.

The following courses may not count as area requirements, but are considered College-equivalent: ARCH 101; ARCH 102; ARCH 232; AR H courses (other than those noted above); COMM 320; CS courses; EDLF 545, EDLF 546; EDLF 564; EDHS 450; ENGR 207; L AR 512; L AR 513; MATH 201; TCC 300; TCC 410; and PLAN courses under 500, only if the minor in planning is completed.

Students in the special education part of the B.A.-M.T. Program are permitted to count the following additional six credits of Curry School courses as College-equivalent: EDIS 302 (or EDIS 500) and one of EDIS 510; EDIS 511; EDIS 512; or EDIS 515.

The following are considered non-College courses: EDHS [other than 341, 344, 359, and 351 (College students entering the College after the 1998-1999 term may offer no more than six credits of EDHS courses toward the 120 required)]; INST (limited to two courses; must be taken on the CR/NC basis; total of three credits maximum); ROTC (12 credits maximum), USEM (limited to one per semester), and all other courses from all other schools at the University. Up to 18 credits of these courses may count toward the 120 required for a College degree.

Courses Taken at Other Institutions
Students who wish to take academic courses at another institution after matriculation at the University must have the prior written permission...
of the dean and the undergraduate advisor or chair of the department that offers corresponding work at the University. Permission is not granted unless students have at least a 2.0 cumulative grade point average (2.5 for courses taken abroad). After matriculation at the University, students may not fulfill College area requirements with transfer course work, the only exception being a foreign language course taught in the target country and courses taught at the University of Virginia extension in Northern Virginia.

Subject to the above, work completed elsewhere with a grade of C or better is transferred in credits only. The courses thus completed reduce the number of credits and grade points that must be earned at the University for a degree. For example, students earning 10 credits at another institution are required to earn only 110 credits at the University (instead of 120) and 220 grade points. For all College students entering in fall of 2000 and after, 60 of the 120 credits required for graduation must be taken at the University of Virginia. Please note that the credits transfer to the University, but the letter grades do not appear on the University’s official records. Students will receive no more, and may receive fewer, than the number of credits earned at the host institution.

**Study Abroad**

Students apply to study abroad in the International Studies Office in Minor Hall. For students who qualify, study abroad is permitted during the summer, for up to two semesters on accredited study abroad programs, or at an accredited foreign university. Approval of the application prior to departure and a minimum cumulative grade point average of 2.5 are necessary to have credits transferred to the University of Virginia from a foreign institution or accredited study abroad program. Only 60 credits of transfer from other universities, foreign study, advanced placement, or dual enrollment may count toward the 120 credits needed for the B.A. or B.S. degree in the College.

Credits may transfer only from accredited degree-granting colleges and universities. Any exceptions require prior endorsement by the Committee on Educational Policy and the Curriculum. Departments share responsibility with the International Studies Subcommittee of the College in determining which programs are eligible for transfer by University students. Area Requirements may be fulfilled on specified UVA sponsored study abroad programs in which the instructors and the specific courses have been reviewed and approved by their respective academic departments. On study abroad programs which are approved to grant UVA credit and grades, the department assigned course numbers fulfill area requirements as if the course were taught on-grounds. If a student participates in the program of an accredited degree-granting college or university, an official transcript sent directly to the College is required for transfer of credit. If, instead, a student participates in a non-accredited or non-degree granting program that has been approved by the Committee on Educational Policy and the Curriculum, the program must send official notification of grades directly to the College.

**Transfer Credit**

For transfer credit, the College will consider only courses completed at a degree-granting institution of higher education that has been fully accredited by one of the six regional accrediting agencies (e.g., the Southern Association of Colleges and Schools), or from a program approved prior to study by the Committee on Educational Policy and Curriculum.

Transfer credit taken before matriculation may not be used for fulfilling area requirements, nor for fulfilling major requirements, except with special permission of the department. Students in the College must take the second writing requirement in the College and earn a grade of at least C-. Transfer credit is allowed only for those courses in which a grade of C or better has been earned. Courses in which a grade of CR is received must be certified to be the equivalent of a grade of C or higher to be accepted. Only credits are accepted in transfer. Grades do not transfer and do not affect the student’s cumulative grade point average at the University of Virginia, the only exception being courses taken at the University of Virginia extension in Northern Virginia: grades from these courses are figured into the student’s cumulative grade point average. Students must submit a request for transfer of credit form prior to enrolling in courses for transfer.

Transfer credit is evaluated only for the degree program to which students are admitted, and the amount of credit awarded is subject to change if students change degree programs. In the College, the amount of transfer credit awarded and the number of full-time semesters previously completed determines class standing. Only 60 credits of transfer from other universities, foreign study, advanced placement, or dual enrollment may count toward the 120 credits needed for the B.A. or B.S. degree in the College. For more information, see the Transfer Credit section of Chapter 5.

**Academic Advising**

Academic advising for College undergraduates is the responsibility of the dean of the College, the assistant deans, and the faculty of the departments within the College. Detailed information about the academic policies and programs of the College is contained in the College of Arts and Sciences Student Handbook (sent to students the summer before they enter) and the Transfer Student Handbook (sent to incoming transfer students). The College’s web site http://artsandsciences.virginia.edu/forundergrads.html is a primary source of valuable information and academic advice, including links to departmental homepages.

Each department and interdepartmental program has a faculty member who is charged with organizing undergraduate advising in its major. These persons are usually designated “directors of undergraduate studies” or “undergraduate chairs,” and are thoroughly informed about every course offered for undergraduates in that field. A list of the directors of undergraduate studies appears in the Course Offering Directory and online at the website in the preceding paragraph. Midway through each semester, the departments and interdepartmental programs in the College issue a complete description of courses to be offered in the following semester. These are available separately in the departmental offices and on departmental homepages.

In order to provide every entering student with individual academic counseling, the College has developed the association system. The student body of the College is partitioned into numerous associations representing first-year residences or transfer student status. Each association has an Association Dean, several faculty associates, and a graduate advisor who lives in the first-year dormitory. The faculty associates serve as academic advisors to first- and second-year students. The Association Dean and the graduate advisor assist in matching students with their faculty associates and have a general responsibility for the intellectual life of the association.

These academic advisory services are coordinated with the residence life system, in which selected upper-class students reside in the dormitory as resident assistants and help first-year students with their adjustment to the University. The graduate advisor and the Association Dean are the principal links between academic advising and the more general concerns of residence life.

Students pursuing teacher education and the combined programs with the Curry School of Education have two advisors, one from their College major, and one from the parallel Teacher Education Program in the Curry School. Although B.A. students are primarily responsible for the following rules and policies of the College, there are additional regulations regarding the Teacher Education Program (similar to the rules for any major). Students should therefore consult both advisors before making any decisions regarding academic programs or course selections.

**Pre-Law Advising**

A law school advisory program is offered by University Career Services in Bryan Hall at Scott Stadium. Available to all University students considering the study of law, the pre-law advisor provides current students and recent alumni sound advice on the admission practices and procedures of law schools throughout the country. Glenn N. Cummings is the Director of Preprofessional Services. Dr. Cummings also completes dean’s certification forms for those students applying to law schools that require them.

**Pre-Health Advising**

While there is no pre-medical “minor” or concentration at the University, a student planning to apply to medical, dental, or veterinary school should bear the following in mind when planning his/her undergraduate curriculum:

1. Virtually all medical schools require one-year courses with laboratory in chemistry, biology, organic chemistry, and physics. Some
schools also list requirements in English and math.

2. Prospective students in health education should major in the subject that interests them most. It makes no difference what the college major is. However, non-science majors should elect one or two advanced science courses during their third year, preferably in biology or chemistry, and science majors should elect advanced courses in the humanities and social sciences. It is important to demonstrate a broad education in liberal arts to admissions committees.

Informational meetings for pre-health students are held each semester (particularly in the fall) by Glenn Cummings, Director of Preprofessional Services.

Foreign Study Advising
Both foreign languages and international studies are especially strong academic programs in the College. Many opportunities exist, some of them unique to this University, for studying abroad. About ten percent of the students graduating from the College offer some credit from study abroad toward their degrees. Plans for foreign study should be made well in advance, normally during the first semester of the second year. Students contemplating foreign study should consult an advisor in the Office of International Studies in Minor Hall. A cumulative grade point average of at least 2.5, after the student’s most recent enrollment in Charlottesville, is required to receive credits from studying abroad. Students considering foreign study should bear in mind that no more than 60 credits of transfer from other universities, foreign study, advanced placement, and dual enrollment may count toward the 120 credits required for graduation.

Incomplete
A grade of IN becomes an F ten days after the end of the examination period unless a form requesting an extension of time has been signed by the course instructor and approved by the Association Dean. An approved grade of IN does not convert to F until four weeks after the end of the examination period. The faculty has adopted a policy that, unless authorized by the dean’s office, students must complete all course work before taking the final examination. Instructors are not authorized to extend the time for completion of course work without the dean’s approval. Forms for securing extensions are available in Garrett Hall.

Credit/No Credit Grades
Students have the option of receiving the grades CR (credit) or NC (no credit) in place of the regular grades A through F for a given course. This option is taken at the time the student registers for the course. Instructors have the right to deny students permission to take courses on a CR/NC basis. If this occurs, students may either change back to the regular grading option or they may drop the courses entirely. Courses taken for CR/NC may not be used for any major or basic area requirements. It is the student’s responsibility to confirm with the instructor the minimum academic level of achievement for the grade of CR.

No more than two courses may be taken on a CR/NC basis in any semester or in summer session exclusive of physical education courses. A maximum of 24 credits of CR/NC courses may be used toward a degree. Second-year transfer students are permitted to submit up to 18 credits of CR/NC work toward a degree; for third-year transfer students, a maximum 12 credits of CR/NC work are allowed. Courses in interdisciplinary programs cannot be taken on a CR/NC basis. Students may not use a CR/NC course to repeat a course in which a grade has already been given. If this should occur, the credits in the CR/NC course would not count toward graduation. The deadline for selecting the CR/NC option is the same as the add deadline, and requests for exceptions to the deadline are seldom granted.

Final Examinations
Final examinations are given in regularly scheduled courses during a designated period of time at the end of each semester. Final exams in courses may be given only at the times listed in the Course Offering Directory issued each semester by the Office of the University Registrar. Examinations in courses not fitting the regular class times are scheduled by the instructor to avoid conflicts as best as possible and allowing for individual arrangements. Faculty members are not authorized to change the announced times of their examinations. Such changes may be authorized only by the dean’s office, and then only for compelling reasons. All students must have the opportunity to take the exam at the time announced in the Course Offering Directory. Further, the Association Deans authorize requests, when endorsed by a faculty member, to reschedule a final examination to avoid congestion according to the rules of the College up to one week prior to the first day of the examination period.

Students are not permitted to take a final exam before its regularly scheduled time. When genuinely serious conditions exist, students, with the consent of the course instructor, may be allowed to postpone a final exam until after the regular examination period. When the instructor concurs, a student must submit a postponement request on a form provided by the dean’s office. Students will then take the examination at the instructor’s convenience, usually within four weeks of the last day of the examination period.

Unexcused absence from a final examination results in an automatic grade of F in the course.

Grade Changes
No grade may be changed without the approval of the dean after it has been submitted to the University Registrar. The dean is not authorized by the faculty to change a grade submitted to the University Registrar except when an instructor certifies that, because of errors in calculation or transcription, an incorrect grade has been submitted. Extra work to raise a grade, once submitted, is not permitted.

The College limits the time in which a grade change is approved to the fall or spring semester following the one in which the grade was received, except when there is indication that the student violated the integrity of the course.

Absence Regulations
Regular attendance in classes is a vital part of the educational process. At the University of Virginia each student is expected to accept the responsibility of attending classes regularly and promptly. Instructors are encouraged to state their policy on attendance to their classes; they may refer any student whose attendance record they consider unsatisfactory to the dean.

The dean of the College will follow faculty requests to confer with students who are absent from classes too often and, when necessary, will impose academic discipline upon these students, either when recommended by instructors or deemed necessary by his or her office. Absences traditionally excused are those that occur because of hospitalization, serious illness, death in a student’s family, important religious holidays, or authorized University activities (field trips, University-sponsored athletic events, or the like). Students anticipating the need to be absent are expected to consult with the instructor in a timely manner. The instructor is not obligated to allow students to make up missed work based on the instructor’s decision, not the dean’s, whether students may be allowed such a privilege. Neither the Department of Student Health nor the dean’s office issues excuses for class absence or for missed quizzes. Only when students are unable to contact instructors themselves (e.g., debilitating illness, leaving town suddenly for family emergencies, protracted absences) do the Association Deans send notification to instructors; otherwise it is the student’s responsibility to consult directly with the instructor regarding absence from class. Excuses for absences from final examinations must come only from the dean’s office.

Disability Accommodation
Upon the recommendation of the Learning Needs and Evaluation Center, the College of Arts and Sciences provides appropriate accommodations for students with diagnosed disabilities. Students diagnosed with a specific foreign language learning disability are referred to the policy outlined below.

Foreign Language Learning Disability
In order to meet the needs of students with specific learning disabilities that impede the learning of a foreign language, the College faculty passed the following legislation at its February 1984 meeting:

“Students who are diagnosed by approved services, either before or after their admission to the University, as having specific learning disabilities may petition the dean of the College to receive such accommo-
3. Consult immediately with the appropriate language course coordinator. The name of the coordinator may be obtained from the foreign language department.

2. Undergo testing.
   a. Consult the Learning Needs Evaluation Center (LNEC), located in the Elson Student Health Center, (434) 243-5180, and present either a prior diagnosis or discuss testing to be undertaken. The center will determine if a previous diagnosis was made according to acceptable standards and within three years of admission to the University or anytime thereafter. In the absence of an acceptable prior diagnosis, the LNEC staff will counsel the student regarding undergoing neuropsychological testing for the purpose of establishing a diagnosis. The LNEC will refer the student to approved testing agencies both within the University and the community. The student bears the cost of such testing.
   b. If a student has received a diagnosis of a learning disability deemed acceptable to the University’s LNEC and can document unsuccessful efforts to learn a foreign language at an accredited institution, the student may confer with his or her College Associate Dean regarding modification of the foreign language requirement. A petition from the student will be reviewed by the College’s Disability Accommodations Committee.

3. Request accommodation. If testing confirms a learning disability that adversely affects the learning of a foreign language, the LNEC will suggest possible accommodations in the foreign language classroom (e.g., extended time in class tests, de-emphasized oral or aural components, extra tutorial assistance). The student then takes the accommodation request to both the instructor and the language coordinator. The instructor and the coordinator will inform the student of the accommodations the student will receive in the class. The coordinator will notify the student’s Association Dean in writing what these accommodations are to be. Ideally, accommodations should be in place prior to the student’s enrolling in the course.

4. Enroll with accommodations. The coordinator reviews the student’s progress after six weeks.
   a. If the student is able to succeed, the student continues to take courses with accommodations until the foreign language sequence is completed.
   b. If the department finds that accommodations prove unworkable despite the student’s maximum effort, the coordinator may recommend in writing to the student’s Association Dean that the foreign language requirement be modified. Note: Modification is to be recommended only after proper accommodation procedures have failed.

5. Modification. Upon receipt of the coordinator’s recommendation and a diagnosis from the LNEC, the student’s dean may authorize the modification of the requirement and so notify the student in writing. The student’s transcript will have the notation “Foreign Language requirement modified.” Grades earned in foreign language classes will continue to appear on the transcript. However, if a student is diagnosed with a foreign language learning disability, a failing grade received in the semester that the student was referred to the LNEC for testing, or that the student with a prior diagnosis identified him or herself to the LNEC, will be converted to NC (no credit).

6. Substitute courses. Upon modification, the student will be required to take the appropriate number of substitute courses to fulfill the foreign language requirement. As specified in the faculty legislation, these courses are to deal (in English) with the culture or literature of a non-English speaking people, or with the history or description of language. The substitute courses should form a cohesive cluster focused on one language area, either continuing the work begun in the language class or choosing a new area. The substitute courses should be drawn primarily from foreign literature in translation courses (course mnemonic ending with TR, e.g.; CHTR, FRTR, GETR, ITTR, JPTR, PETR, POTR, RUTR etc.); classics (CLAS); those classes from anthropology, history, religion, or other departments that deal exclusively with a specific non-English speaking country or culture; or linguistics (LNGS, with the exception of black English, since the faculty legislation calls for non-English speaking culture or literature). The student is to seek his or her dean’s prior approval for each substitute course. Substitute courses may not be applied toward the first major or toward other area requirements except the second writing requirement. They must be taken for a grade.

Echols Scholars Program

About 170-200 unusually accomplished students are invited to join the Echols Scholars Program at the time of their admission into the University. The program combines a stimulating residential environment with special academic advising for first-year students. Echols scholars are exempt from the foreign language, first and second writing, and area requirements. First-year Echols scholars and all Echols scholars who maintain a 3.0 or higher cumulative grade point average have priority registration for courses and the option of declaring an Echols major. Lynn Davis is the Association Dean of the Echols Scholars Program.

Repeated Courses

Two essentially different courses offered under the same course number may both be counted for degree credit upon the written recommendation of the director of undergraduate studies in the department concerned. Two essentially identical courses, whether under the same course number or not, may not both be counted for degree credit. If a course is passed and repeated, only the first grade received is entered in the computation of grade point average and counts toward the 120 credits required for graduation, although the repeated course and its grade do appear on the student’s transcript. If a course is failed and then repeated, both courses and grades appear on the transcript and are computed in the grade point average.

Simultaneous Enrollments

Even though ISIS cannot prevent simultaneous enrollments in two courses, students should be aware that the faculty have the authority to require 100 percent attendance and participation in the scheduled courses and that the deans’ office, upon request from a faculty member, may disenroll a student, with a grade of W, from one of the other courses.

Transfer Credit

If a course taken elsewhere and transferred to the University is repeated and passed at the University, only the credits awarded for the transferred course count toward the 120 credits required for graduation. The course repeated at the University does appear on the student’s transcript, but the grade earned does not enter into computation of the grade point average, nor do the credits earned count toward the 120 required for graduation.

AP Credit

If a course for which AP credits have been awarded is repeated at the University, the AP credits are disallowed. The repeated course is posted, with its credits counting toward graduation and its grade included in the computation of the grade point average.

Dual Enrollment

If a course for which dual enrollment credits have been awarded is repeated, the dual enrollment credits are disallowed. The repeated course is posted, with its credits counting toward graduation and its grade included in the computation of the grade point average.

Changes in Schedule

Changes in students’ class schedules are made via ISIS. If admission to a course requires the instructor’s permission, a course action form signed by the instructor must be submitted to the department offering the course. Students taking the course are responsible for ensuring that this form has been properly completed and submitted. Students may add and drop courses through the deadlines stated in the current Course Offering Directory.
Discontinuing a Course  Students may not be removed from a course due to lack of skills or knowledge unless these requirements are identified in the course prerequisites. Students who decide to discontinue a course in which they have enrolled must use ISIS to drop the course within the published deadlines. Students who fail to revise their list of current courses by using ISIS within the well-publicized deadlines become subject to penalties determined by the dean. Students who fail to appear for a first class meeting and who have not made arrangements with the instructor are subject to disenrollment from the course. However, it is the student's responsibility to drop the course via ISIS by the drop deadline.

With the instructor’s permission, students in the College may withdraw from a course with a grade of W for a period of eight weeks from the semester’s (not the course’s) first day of instruction. After this cut-off, students must either complete the course or, with the instructor’s endorsement, submit a request for an incomplete to the dean’s office. Students who discontinue a course at any point without complying with the proper procedure receive a failing grade.

For year-long College courses, the deadlines to add and drop are those for the first semester, and the withdrawal deadline is that of the second semester.

Degree Applications
To receive a degree, students must comply with the well-publicized procedures administered by the College registrar, whose office is in Garrett Hall 102.

The application process for May graduation begins in October, with the final deadline to file a May degree application falling in December before Christmas break. The application deadline for August graduation falls in June, and for January graduation the deadline falls in September. Students who miss a deadline may apply for the subsequent graduation and must register for the semester in which it occurs.

Center for Undergraduate Excellence
The Center for Undergraduate Excellence’s mission is to assist College students in finding an interconnected course of study that challenges preconceptions, builds intellectual curiosity, hones analytical thinking, and prepares students for lives of leadership and service. To this end, we advise students regarding national and College fellowship competitions, undergraduate research opportunities, and the creation of interdisciplinary majors. Students are encouraged to visit the center throughout their undergraduate careers. The Center is located in the Lower Level of Garrett Hall, Room B-5. For further information, contact Assistant Dean Nicole Hurd, Director, or visit http://artsandsciences.virginia.edu/cue.

Independent Study and Interdisciplinary Courses (INST)
Students who wish to do independent study must do so under the auspices of a Departmental or interdisciplinary degree program in the College. Interdisciplinary courses taught under the INST mnemonic must be approved by the Committee on Educational Policy and the Faculty of Arts and Sciences in order to count toward the B.A. and B.S. degrees in the College. Once approved, they count among the 18 hours of non-College credits students may include in the 120 total credits required for a College degree. College students may count no more than two INST courses for a total of 3.0 credits. INST courses must be taken on the CR/NC basis.

Special Students
Each year a very few students are admitted to non-degree, one-year enrollment as special students in the College. The purpose is to provide graduates of four-year institutions, with strong academic records, an opportunity to prepare themselves for graduate work in Arts and Sciences, here or elsewhere. This program is not meant for students who wish to apply to medical school, law school, or business school. Written requests for admission as a special student should be addressed to Assistant Dean Lynn Davis, Garrett Hall, University of Virginia, Charlottesville, VA 22903, and should be submitted by August 1 for admission for the fall semester. Special students are not accepted for the spring semester.

Admission as a special student does not imply or guarantee admission to a degree program in an undergraduate or graduate school of the University. Admission to undergraduate schools may be offered only by the dean of undergraduate admission. Admission to graduate programs may be made only by the deans of graduate admission of each individual graduate school.

Changing Registration Type From Full Time to Continuing Education
College students registered full time at the University have until the drop deadline (two weeks) to request conversion of their registration status to enrollment in the School of Continuing and Professional Studies, thereby qualifying for a full refund of their tuition. These students do not withdraw, but have their status changed from RRE (regular returning) to NLV (non-resident) status in the College dean’s office. The student then registers, pays the appropriate tuition, and adds courses through the School of Continuing and Professional Studies. Students who seek to withdraw from the College, but do not plan to enroll in the School of Continuing and Professional Studies are subject to the same reductions in tuition remitted as described in Chapter 4.

Continuing Education
College students may take up to two courses each semester in the School of Continuing and Professional Studies. Credit-bearing laboratories or discussions are not counted as separate courses. Students, when registered for a University sponsored study abroad program, may take up to nine credits at one time. A total of 16 credits taken through the School of Continuing and Professional Studies may be applied toward the B.A. from the College. Students who enroll in course work at the School of Continuing and Professional Studies regional center other than Charlottesville must submit to the College registrar (Garrett Hall 102) a transfer of credit form to ensure that their grade points and credits are accurate.

All grades earned by College students in the School of Continuing and Professional Studies are included in the student’s formal academic records and computation of grade point average. Similarly, grades for courses taken through the continuing and professional studies prior to matriculation in an undergraduate degree program are included in the student’s cumulative grade point average.

Degree seeking students enrolled through the School of Continuing and Professional Studies are not eligible for financial aid through the University. There are alternative, non-University loans available to students taking classes through the School of Continuing and Professional Studies. For further information, please contact Student Financial Services at (434) 982-6000.

Students enrolling in the School of Continuing and Professional Studies do not pay the required fees (which include such items as athletic tickets, intramural access, Student Health, University Transit, Student Legal Services and University Union tickets) expected of full time students. As such, they are not eligible to use the services of the Department of Student Health or purchase the University sponsored student health insurance plan, nor will they receive the above mentioned services while taking classes through the School of Continuing and Professional Studies.

University of Virginia Degree students who believe they have not used all of their financial aid eligibility should contact the Financial Aid office directly.

Course Load
Special permission is required to register for fewer than 12 credits or more than 19 credits each semester. Any student who completes fewer than 12 credits receives an academic warning (see below). Students who register but enroll in no courses have their registration terminated.

Academic Standing
Good Standing  Students are considered to be in good standing at the end of a semester if, in that semester, they have completed at least 12 credits of course work with at least a 1.8 semester average and have no more than one grade below C-. In order to enroll in a fifth semester, students are required to have passed at least 54 credits; passing at least 84 credits is necessary to enroll in a seventh semester. Students who fail...
behind in the number of credits required are obliged to make up their work in the summer session or, with prior approval, at another accredited institution. To remain in good standing by the end of the fourth semester, students must either be in a major or have received permission from the dean’s office to defer the declaration for one semester.

**Academic Warning** Students who fail to remain in good standing are placed on academic warning. The notations “less than 1.8 GPA,” “low grades below C-,” and “reduced course load” are placed on the students’ permanent academic records following the term in which they were placed on warning. A student on warning is expected to meet with his or her Association Dean no later than the add period of the ensuing semester. These students are strongly urged to devote more time to their academic work and are referred to academic support service. Students on academic warning who withdraw or take a leave of absence are eligible to return upon application, but do so on academic warning and are subject to suspension if they do not attain good standing.

**Suspension** Students are subject to suspension after two consecutive semesters on warning. Students who fail to earn at least nine grade points in a semester are also subject to suspension. One full fall term and one full spring term must elapse before they may return to the College. Application for readmission is considered upon presentation of evidence that the difficulties that led to suspension have been overcome (see below). Students under suspension may not apply transfer credits from other institutions toward their degree from the College. Two semesters must pass before a suspended student may enroll in the University’s Summer Session.

**Leaves of Absence and Withdrawals**

**Voluntary Leaves of Absence** Absent notice to the contrary, the College expects students to register each semester and proceed to the completion of their degree programs. Students may request to take a leave of absence to pursue educational interests at other institutions; information on the necessary fee and conditions by which they return is available under “Leaves of Absence and Withdrawals” in chapter 5. Students who pay the $75 leave of absence fee have “on academic leave” entered on their permanent academic record and do not apply for readmission. All others must apply for readmission at least 30 days prior to final registration for the semester in which they intend to enroll. Students who enter a degree program at another institution, however, must reapply to the University as transfer students and are not guaranteed acceptance.

**Voluntary Withdrawal** Students may withdraw from the University before the conclusion of a semester if they meet the conditions stated in chapter 5.

Students in the College of Arts and Sciences who withdraw within 10 class days immediately preceding the final examination period are not permitted, except for providential reasons, to re-enter the College for the succeeding semester nor to present transfer credit earned during the same time.

In very unusual medical circumstances, documented by professional certification, a College student has one semester in which to petition for a retroactive medical withdrawal. If approved, all grades convert to Ws and the student is obliged to be absent for a full semester before resuming full-time study.

For information about educational leaves of absence, enforced withdrawal, and medical withdrawal, please see chapter 5. Students on financial aid should consult http://www.virginia.edu/financialaid/withdrawal.html for additional information.

**Readmission**

Students who do not enroll at the University for a semester or more and who are not on an educational leave of absence, must be formally readmitted, regardless of whether they were on an approved leave of absence. In order to accomplish readmission, they must be cleared by their academic dean, the Department of Student Health, and the Office of the Dean of Students. Application for readmission must be made to the dean’s office 30 days in advance of the next University registration period.

Readmission application forms are available in Garrett Hall and at www.virginia.edu/artsandsciences/forundergrads.html. For students under academic suspension from the College, the completed application must include a statement that (1) addresses their readiness to return to full-time study, in light of any serious difficulties during their most recent enrollment (e.g. financial, medical, personal hardship), and (2) outlines the courses needed to fulfill their degree requirements over the remaining semesters.

**Appeals from Students in the College**

Students may appeal negative decisions about enrollment, grades, or general academic policies in the College according to the procedures which follow. It is understood that only students may submit appeals. Appeals must be made in a timely manner; students should consult with their association dean for details.

**Adds, Drops and Course Enrollment Deadlines** Students who wish to appeal penalties attached to missed deadlines must see their association deans. Further appeal go to the associate dean for undergraduate studies, Garrett Hall 213.

**Grading and Classroom Issues** Students who wish to appeal a grade must first attempt to resolve the issue with the instructor of the course. Absent a satisfactory outcome, the student consults with the chair of the department. If this path proves unsuccessful in the resolution of the matter, the student writes to the associate dean of the College for academic programs (Garrett Hall 202).

**College Policies and Rules** Students whose petitions for exemption from College rules have been denied by the association deans may appeal to the Committee on Faculty Rules (c/o associate dean for academic programs, Garrett Hall 202). The Committee consists of faculty members who are not association deans. If the negative decision is upheld by the Committee on Faculty Rules, the student’s route of appeal is to the associate dean for academic programs (Garrett Hall 202). The associate dean for academic programs, who is in the line of appeals, does not vote in the periodic meetings held by the association deans to address the academic standing of students in the College.

**Posthumous Degrees**

Upon recommendation of the department in which the student was majoring, the Faculty of Arts and Sciences may make a posthumous award of the degree the student was pursuing, if the student had earned at least 90 credits and was registered at the University within twelve months at the time of death. Eligibility for posthumous degrees extends to students enrolled in B.A. and B.S. programs.
Program in African-American and African Studies (AAS) is an interdisciplinary program in which students examine various aspects of the black experience. The major consists of two core course requirements and seven area courses in the humanities and social sciences selected from the AAS Course Offering Directory, available in Minor Hall 108 or online at www.virginia.edu/~woodson. The AAS program provides a solid liberal arts education as well as broad exposure to African and African-American history and culture.

Faculty The African-American and African studies faculty comprises professors in departments Grounds-wide who teach courses directly related to topics in African-American and/or African studies. Departmental offerings vary from year to year, but currently these departments include anthropology, art history, drama, economics, English, French, history, linguistics, music, philosophy, politics, psychology, religious studies, Slavic, and sociology. Each year, the AAS program also supports the teaching of special AAS seminars by visiting scholars.

The current steering committee for the AAS undergraduate program is as follows, with departmental affiliation: Scot French, Director of the AAS Program; Reginald D. Butler, history; Ellen Contini-Morava, anthropology; Scott DeVeaux, music; Cynthia Hoehler-Fatton, religious studies; Adria LaViolette, anthropology; Wende Marshall, anthropology; John Mason, history; Benjamin Ray, religious studies; Hanan Sabea, anthropology; Milton Vickerman, psychology; Corey D. B. Walker, religious studies; Melvin Wilson, psychology. These faculty are available as advisors to AAS majors and minors.

Students There are approximately 50 undergraduates majoring in African-American and African studies in a given year, quite a number of whom double-major with disciplines in the humanities or social sciences. Although there are distributional requirements within the AAS major, students have a great deal of freedom in shaping the major to reflect their particular area, topical, and disciplinary interests. Students also have ample opportunity for independent study with faculty members. In addition, some students study abroad in Africa or the Caribbean through the University or other programs, and receive credit in the AAS major for such experiences. Students minoring in AAS are usually either majoring in sciences or enrolled in non-College programs (in the Schools of Architecture, Engineering and Applied Science, or Commerce).

Graduates with a degree in African-American and African studies use their interdisciplinary training and skills as a basis for a wide variety of careers. Recent graduates are pursuing professions in such fields as law, international development, teaching, social work, small and corporate business, banking, and public administration. Every year AAS majors also begin graduate training, including M.A. and Ph.D. programs in the humanities and social sciences, law school, and medical school. Consider an AAS major a springboard from which anything is possible.

Special Resources Carter G. Woodson Institute for African-American and African Studies The Woodson Institute provides a home base and support for the AAS major. The institute is named after Virginia-born historian Carter Godwin Woodson, who played a pioneering role in the institutionalization of the study of the black experience, and founded and was editor of the Journal of Negro History from 1916 until his death in 1950. The Woodson Institute supports advanced research in black studies, every year providing pre- and post-doctoral fellowships to scholars from within and outside the University. The Woodson Fellows conduct research in African-American and/or African studies on the premises of the institute, and undergraduates should consider them a resource. The Woodson Institute also sponsors an annual lecture series on topics related to African-American and African studies, open to the university community and the public.

Requirements for Major The African-American and African studies interdisciplinary major comprises 9 courses (29 credits) taken within a program approved by any member of the AAS steering committee, who acts as the student's advisor. These courses may include classes taken before declaration of the major. In order to declare a major, a student must have taken AAS 101 and 102, and earned a grade of C or better in each course; twelve credits beyond AAS 101 and 102, chosen from the AAS Course Offering Directory; and an average of 2.0 in all courses counted under this requirement.

Independent Study AAS 401 allows students to work on an individual research project. Students wishing to pursue this should obtain an informational sheet at the Woodson Institute that explains the procedure and requirements. Students must propose a topic to an appropriate faculty member, submit a written proposal for approval, prepare an extensive annotated bibliography on relevant readings comparable to the reading list of a regular upper-level course, and complete a research paper of at least 20 pages.

Distinguished Majors Program in African-American and African Studies Third-year students with superior academic performance are encouraged to apply for the AAS Distinguished Majors Program (DMP) in which they conduct research and write a thesis demonstrating originality and independent study of high quality. Participants are eligible for graduation with distinction. The requirements for admission to the DMP are:

1. satisfaction of all College requirements as stated in the Undergraduate Record with a GPA of at least 3.4 in all University courses;
2. permission of an advisor. This person may be any faculty member who teaches courses listed in the AAS Course Offering Directory, willing to supervise the thesis. Permission should be sought no later than the second semester of the third year. The
supervisor's written approval of the topic must be secured by the students and filed at the Woodson Institute;

3. fulfillment of the distribution requirements for the major (see requirements 1-5 for the major above). Like the AAS major, the DMP comprises 29 credits. DMP participants must complete at least six credits of course work above the 400 level, in addition to the six credits specific to preparation of the thesis, outlined below.

Once the advisor has been secured, students should seek two additional faculty members who agree to read the thesis. The students register for three credits of AAS 451 (Directed Research) in the first semester of the fourth year. In this course, the students conduct research for, and write the first draft of their thesis. In the second semester, students register for AAS 452 (Thesis) and revise the draft based on the committee's recommendations, producing a finished thesis of about 8,000 words or 40 pages, which must be approved by the committee and deposited at the Woodson Institute. The thesis committee makes a recommendation to the AAS Steering Committee for final approval of the thesis. Students who would like assistance in initiating this program should see their advisor.

Additional Information For more information, contact Scot French, Director of the Undergraduate Program in AAS, at the Carter G. Woodson Institute, University of Virginia, 108 Minor Hall, P.O. Box 400162, Charlottesville, VA 22904-4162; (434) 924-3109. www.virginia.edu/~woodson

Course Descriptions

The African-American and African Studies (AAS) courses in any given term comprise those offered by the Woodson Institute with an AAS number, and those offered in other departments that have an AAS-related content.

Core Courses

Students should check the AAS Course Offering Directory, produced every term, for the seminar topics to be offered in the next term.

AAS 101 - (4) (Y)
Introduction to African-American and African Studies I

This introductory course surveys the histories of people of African descent in Africa, the Americas, and the Caribbean from approximately the Middle Ages to the 1880s. Emphases include the Atlantic slave trade and its complex relationship to Africa; the economic systems, cultures, and communities of Africans and African-Americans in the New World, in slavery and in freedom; the rise of anti-slavery movements; and the socio-economic systems that replaced slavery in the late 19th century.

AAS 102 - (4) (Y)
Introduction to African-American and African Studies II

This introductory course builds upon the histories of people of African descent in Africa, the Americas, and the Caribbean surveyed in AAS 101. Drawing on disciplines such as Anthropology, History, Religious Studies, Political Science and Sociology, the course focuses on the period from the late 19th century to the present and is comparative in perspective. It examines the links and disjunctions between communities of African descent in the United States and in Latin America, the Caribbean, and Africa. The course begins with an overview of AAS, its history, assumptions, boundaries, and topics of inquiry, and then proceeds to focus on a number of inter-related themes: patterns of cultural experience; community formation; comparative racial classification; language and society; family and kinship; religion; social and political movements; arts and aesthetics; and archaeology of the African Diaspora.

AAS 205, 206 - (3) (IR)
Travel Accounts of Africa

Prerequisite: ANTH 101 or permission of instructor

Analysis of how travel accounts of Africa during the 18-19th century influence anthropological practices and contemporary representations of the Continent.

AAS 324 - (3) (Y)
Plantations in Africa and the Americas

Prerequisite: ANTH 101 or permission of instructor

Comparative analysis of plantation culture, economy and polity in Africa, the US, and the Caribbean.

AAS 401 - (3) (S)
Independent Study

See description under “Independent Study” above.

AAS 405, 406 - (3) (S)
Advanced Seminar in African-American and African Studies

Reading, class discussion, and research on a special topic of African-American and African studies intended for first- and second-year students. Subjects change from term to term, and vary with instructor.

AAS 451-452 - (6) (Y)
Directed Reading and Research

Similar in format to AAS 401, but meant to be equivalent to twice as much work (6 credits), and taken over a full year. Students in the DMP enroll under these numbers for thesis writing.

Supporting Courses

The AAS program's Course Offering Directory, produced each term, lists the courses grounds-wide that fulfill the AAS major requirements for the coming term. Below is a listing of those courses which appear most consistently, but students should check the most recent AAS Directory, available at the Woodson Institute, for complete and updated information.

ANTH 227 - (3) (Y)
Race, Gender, and Medical Science

ANTH 225 - (3) (Y)
Racism, Nationalism, and Multiculturalism

ANTH 232 - (3) (IR)
Symbol and Ritual

ANTH 234 - (3) (Y)
Introduction to Folklore

ANTH 256 - (3) (Y)
Peoples and Cultures of Africa

ANTH 281 - (3) (Y)
Human Origins

ANTH 329 - (3) (Y)
Culture of Underdevelopment

ANTH 341 - (3) (Y)
Introduction to Sociolinguistics

ANTH 357 - (3) (Y)
Peoples and Cultures of the Caribbean

ANTH 378 - (3) (IR)
Creole Narratives

ANTH 388 - (3) (Y)
African Archaeology

ANTH 549 - (3) (IR)
African Language Structure

ARTH 380 - (3) (IR)
African Art

ECON 415 - (3) (Y)
Economics of Labor

ENLT 247 - (3) (Y)
Black Writers in America

ENAM 313 - (3) (Y)
African-American Survey I

ENAM 314 - (3) (Y)
African-American Survey II

ENAM 385 - (3) (IR)
Folklore in America

ENAM 482 - (3) (Y)
Advanced Studies in American Literature II: Harlem Renaissance

ENMC 331 - (3) (IR)
Major African-American Poets

FREN 411 - (3) (Y)
African Film and Literature

FREN 414 - (3) (IR)
Francophone Literature of Africa

PLAP 344 - (3) (Y)
Urban Government and Politics

PLAP 351 - (3) (Y)
Minority Group Politics

PLCP 212 - (3) (Y)
Government and Politics of Developing Areas

For more information, contact Scot French, Director of the Undergraduate Program in AAS, at the Carter G. Woodson Institute, University of Virginia, 108 Minor Hall, P.O. Box 400162, Charlottesville, VA 22904-4162; (434) 924-3109. www.virginia.edu/~woodson.
ACADEMIC PROGRAMS

PSYC 487 - (3) (Y)
The Minority Family: A Psychological Inquiry
REL A 275 - (3) (IR)
African Religions
REL A 410 - (3) (Y)
Yoruba Religion
SOC 341 - (3) (Y)
Race and Ethnic Relations
SOC 368 - (3) (Y)
Problems of Urban Life
SOC 410 - (3) (Y)
African-American Communities
SOC 453 - (3) (Y)
Sociology of Education
SWAH 101 - (3) (S)
Introductory Swahili
SWAH 102 - (3) (Y)
Introductory Swahili, Part II

Program in American Sign Language
P.O. Box 400808
University of Virginia
Charlottesville, VA 22902-4808
Phone: (434) 924-7105 (leave message)
Fax: (434) 924-1478
http://artsandsciences.virginia.edu/asl

Overview: American Sign Language (ASL) is the primary language of many Deaf people in the United States and Canada. Linguists recognize ASL as a fully-developed human language with its own lexicon, syntax, and morphological processes. ASL lies at the heart of a unique culture. Deaf people who sign form a tightly-knit community with distinct social norms, values, and traditions. They have developed a growing body of literature, including ASL poetry, stories, and plays, many of which are now available on videotape. Currently the American Sign Language Program offers a four-semester sequence in ASL, from the beginning through the intermediate level. Due to limited space and funding, we can only accept about 75 students per semester.

Faculty: The American Sign Language Program consists of one full-time faculty member and several part-time faculty, who together offer expertise in a wide range of areas: Deaf history and culture; ASL linguistics; ASL poetry, storytelling, and folklore; the local, national, and international Deaf communities; Deaf advocacy and legal rights; sign language interpreting; and so forth. In addition, the program regularly invites nationally-recognized scholars and performers to visit the University through the Annual ASL/Deaf Culture Lecture Series.

Students: Students from across the University find ASL classes a valuable complement to their programs of study. While the majority of ASL students come from the College of Arts and Sciences, students majoring in fields such as education, audiology, and speech-language pathology also frequently enroll.

Placement: Students with prior ASL experience should contact the ASL Program before classes begin. We will arrange a diagnostic interview to ensure placement in the correct ASL course.

Special Resources: Through the Annual ASL/Deaf Culture Lecture Series, each year prominent Deaf people come to campus to share their language, culture, and worldview. These events are open to the general public and frequently draw Deaf people from all over the state. Other resources include local sign lunches and dinners; a growing collection of American Sign Language videotapes in the Robertson Media Center in Clemons Library; language laboratory videos, which help students develop their receptive abilities; and the Arts and Sciences Media Center in Cabell Hall, which has video equipment that students use to practice expressive skills. In addition, a student organization called DEAFS sponsors Deaf-related events for interested undergraduates.

Major: Since we offer only a basic sequence of courses, no major or minor in ASL is currently available at the University.

Language Requirement: Students who successfully complete ASL 202 may use ASL for their foreign language requirement. Classes must be taken in sequence; once they are placed, students cannot "jump" from one level to the next.

Additional Information: For more information, contact Christopher Krentz, Director of the ASL Program, at ck9m@virginia.edu.

Course Descriptions

ASL 101 - (4) (Y)
Elementary American Sign Language I
Introduces receptive and expressive American Sign Language skills, including basic vocabulary, sentence structure, classifiers, use of space, non-manual type indicators, and fingerspelling. Examines signing deaf people as a linguistic/cultural minority.

ASL 102 - (4) (Y)
Elementary American Sign Language II
Prerequisite: ASL 101, EDHS 515, or successful completion of placement exam. Introduces receptive and expressive American Sign Language skills, including basic vocabulary, sentence structure, classifiers, use of space, non-manual type indicators, and fingerspelling. Examines signing deaf people as a linguistic/cultural minority.

ASL 201 - (3) (Y)
Intermediate American Sign Language I
Prerequisite: ASL 102 or successful completion of placement exam. Continues training in American Sign Language, with focus on more complex sentence types, signs, and idioms. Considers ASL literary forms such as poetry, theater, and storytelling, as well as deaf history and other related topics.
American Studies Interdisciplinary Major

www.virginia.edu/americanstudies/

The United States is a country held together by different and often conflicting stories of nationhood, and the American Studies major is an interdisciplinary major designed to create dialogue about the multiple ways in which these stories have been told over the last five centuries. The American Studies major demands of its students self-consciousness about their own theories and practices through a comparative perspective on national narratives. We hope students will learn to describe those narratives in different modes—written and electronic, verbal and nonverbal, visual and auditory. In addition, each student will be expected to demonstrate the ability to transcend disciplinary boundaries. Although we affirm the necessity and integrity of individual disciplines, we want our American Studies students to understand the assumptions and methods of several of them. An ongoing goal for the small group admitted to the major will be to realize a sense of intellectual community that enables its members, both students and faculty, to look beyond their personal interests as they pursue studies in common.

For more information about American Studies, please call the Director at 924-6676 or write americanstudies@virginia.edu.

Requirements for a Major in American Studies

1. 30 hours
2. 10 courses
3. AMST 201 (Major Texts in American Studies) recommended but not required
4. AMST 301-302 (Introduction to the American Studies Major)
5. AMST 401 (Fourth-Year Seminar in American Studies)
6. Seven additional courses from the list of approved courses available from the Director of American Studies. These courses represent African-American Studies, Anthropology, Architectural History, Art, Economics, English, Environmental Sciences, Drama, Government, History, Music, Philosophy, Psychology, Religious Studies, Sociology, Studies in Women and Gender, Technology, Culture and Communication and other relevant departments. Each student will design a program of courses in consultation with the Director. General guideline for these seven courses: a minimum of at least three (3) courses in a single department and courses in at least three (3) departments.
7. Attendance at special events/lectures and participation in an American Studies reading group.

Sample program:

Second year: AMST 201

Third year: AMST 301-302
- Fall: ARTH 258 (American Art)
- Spring: ENAM 315 (American Renaissance)
- Fall: AMST 201 (American Studies)
- Spring: DRAM 360 (Modern American Theatre and Drama)

Fourth year: AMST 401
- Fall: GFAP 331 (American Presidency)
- Spring: HIUS 317 (United States Society and Politics, 1945-1990)
- Fall: ARTH 280 (Art since 1945)
- Spring: DRAM 358 (Material Life in Early America)

(This student has taken the required AMST courses; three courses in Art History; and five other courses in five departments, one more than he or she actually needs.)

Course Descriptions

AMST 201 - (3) (IR)

Major Works for American Studies

A small lecture course enrolling between 35 and 60 students, AMST 201 offers students significant texts or works of American culture, texts or works that are printed, graphic, artifactual, material or oral. Although one faculty member will teach the course, guest lecturers from various disciplines may contribute as well. The goal of this course is to show students what kinds of insights and syntheses result from juxtaposing works across disciplinary boundaries and from different methodological perspectives.

AMST 301,302 - (3) (Y)

Introduction to the American Studies Major

A year-long sequence of two small seminars, this course will introduce majors both to the history of American Studies and to various theories and methods for the practice of American Studies. The three goals of these seminars are (1) to make students aware of their own interpretive practices; (2) to equip them with information and conceptual tools they will need for advanced work in American Studies; and (3) to provide them comparative approaches to the study of various aspects of the United States.

AMST 401 - (3) (Y)

Fourth-Year Seminar in American Studies

This seminar is intended to focus study, research, and discussion on a single period, topic, or issue, such as the Great Awakening, the Civil War, the Harlem Renaissance, the Great Depression, or the 1960s. Topics vary.

Department of Anthropology

P.O. Box 400120
University of Virginia
Charlottesville, VA 22904-4120
Phone: (434) 924-7044
Fax: (434) 924-1350
www.virginia.edu/anthro

Overview

Anthropology is the study of culture and cultural diversity throughout the world. It is a broad field that is classically divided into four areas: socio-cultural anthropology, the study of contemporary societies; archaeology, the study of the material remains of past societies; linguistics, the study of the structure and principles of language; and biological anthropology, the study of human evolution and human biological diversity.

Faculty

There are currently 26 anthropologist faculty members. Five of the faculty are archaeologists, who specialize in North American prehistoric and historic archaeology, the ancient Near East, and Africa. Five are linguists, with particular expertise in African, Native American, Midle Eastern, and Southeast Asian languages and sociolinguistics. One member of the faculty is a folklorist, who focuses on the Shenandoah Valley of Virginia. The majority of the faculty consists of socio-cultural anthropologists, whose teaching and research interests span the globe. Particular geographical concentrations include the cultures of South Asia, East Asia, Indonesia, Melanesia, the Caribbean, Africa, the Middle East, and North America.

Students

There are currently over 200 students majoring in anthropology. While this number represents a diverse group of students with a wide range of interests, it is small enough to maintain a high rate of faculty-student interaction. Students are encouraged to participate in faculty research, and many have worked with faculty conducting archaeological field and laboratory work.

Upon graduation, some students pursue graduate degrees in specialized areas, preparing themselves for careers in teaching, research, or applied anthropology. Many go on to careers in law and medicine, aided by their knowledge of anthropological concepts, such as cultural diversity and human evolution. In addition, there are more business opportunities open to the anthropologist today, as our current era of global economics demands the appreciation of different cultural perspectives. Still, many enter educational fields and social services: teaching in the U.S. and abroad; joining the Peace Corps; and working in museums and on archaeological excavations.

Requirements for Major

Ten courses (31 credits) taken within a program approved by
a departmental undergraduate advisor are required for a major. These eleven courses may include courses taken before declaration of the major, and up to two from outside the Department of Anthropology. Courses taken outside the anthropology department, including courses transferred from other institutions or study-abroad programs, may count toward the area requirements for the major (subject to approval by a major advisor), but normally they may not count toward the above-300-level requirement for the major. In order to declare a major, a student must have taken at least one anthropology course, or be currently enrolled in one. No course for the major may be taken on a CR/NC basis, except for ANTH 300. Normally at least 18 credits must be taken after declaration of the major. The major requires a distribution of courses in the following areas:

1. one course in each of these areas within anthropology: principles of socio-cultural analysis; ethnography; archaeology; and linguistics;
2. ANTH 300, a one-credit, CR/NC course, as soon after declaring a major as possible;
3. ANTH 301 preferably in the second or third year;
4. ANTH 401 during the fourth year;
5. at least four courses at or above the 300 level, including 301 and 401 (but not ANTH 300);
6. at least one course in anthropology that fulfills the College’s non-Western perspective requirement.

Each semester the department publishes a list of the current courses that satisfy the above requirements.

Students frequently find that anthropology provides a cognate discipline which can be paired with other studies in the humanities and sciences. Many of these students choose to double-major in anthropology and another discipline. Up to six credits in another department major may be counted toward an anthropology major if they are consistent with a student’s overall program. Specific courses, therefore, may be counted toward both majors, but the student must receive approval from a departmental advisor in advance.

Exceptions to any of these requirements are made only upon written petition to the Undergraduate Committee of the Department of Anthropology. No petitions are accepted after the completion of a student’s seventh semester.

A number of informal activities are associated with the department. Among these is the Anthropology Association of the University of Virginia. Majors are encouraged to attend meetings of the group and to attend lectures and symposia sponsored by the department.

**Requirements for Minor** Students majoring in a diverse array of disciplines choose to minor in anthropology. Courses taken in other disciplines may not count toward a minor. A maximum of one anthropology course taken at another institution may count toward the minor, if approved by a major advisor.

A minor consists of six three-credit courses and ANTH 300. In addition all minors must take one course in three of the following four areas of anthropology: principles of sociocultural analysis; ethnography; archaeology; and linguistics, and at least one course in anthropology that fulfills the College’s non-Western perspective requirement.

**Independent Study in Anthropology**
For students who want to work on an individual research project, ANTH 496 allows considerable flexibility. There is no formal limitation on the kind of project as long as a faculty member is willing to direct it, but the project should not duplicate what is already available in a regular course. Applicants should have their projects roughly defined when they apply to the faculty member. The normal requirements for ANTH 496 are a reading list comparable in substance to those in regular courses and a term paper and oral examination at the end of the semester.

**Distinguished Majors Program in Anthropology**
Students with superior academic performance are encouraged to apply for the departmental Distinguished Majors Program (DMP) in which they write a thesis demonstrating independent study of high quality. The requirements for admission to the DMP are:

1. satisfaction of all College requirements as stated in this Record with a GPA of at least 3.4 in all university courses;
2. a GPA of at least 3.4 in all courses taken as part of the anthropology major;
3. permission of an advisor, who may be any member of the departmental faculty that is willing to take on the responsibility of supervising the thesis and is normally someone to whom the students have already demonstrated their ability in an upper-level course.

After gaining admission to the DMP by selecting a topic approved by an advisor, students register for three credits of ANTH 497 in the first semester of the fourth year. In this course, students conduct their research and produce an outline and the first draft of their thesis. In the second semester, students register for ANTH 498 and, taking into account the criticisms and suggestions of their advisor and other interested faculty members, produce a finished thesis of approximately 10,000 words which must be approved by a committee of two faculty members and deposited in the departmental office. Students wishing to set up their program should contact a major advisor.

**Anthropological Perspectives for Majors**
A course for departmental majors and minors designed to introduce a number of topics of concern to current anthropology. Majors and minors are expected to take this course at the first opportunity after joining the program.

**Additional Information**
For more information, contact Adria LaViolette, Director of Undergraduate Studies, Department of Anthropology, Brooks Hall, Charlottesville, VA 22903; (434) 924-7044; Fax: (434) 924-1350; www.virginia.edu/-anthro; laviolette@virginia.edu.

**Course Descriptions**

**General and Theoretical Anthropology**
Courses at the 100 and 200 level have no prerequisites and are open to all students. Courses at the 300 level are advanced undergraduate courses and assume that students have already taken ANTH 101 or other relevant 200-level courses. These are general prerequisites, and individual professors may consider other courses within or outside the department to be sufficient preparation. Courses at the 500 level have third- or fourth-year status and prior course work in anthropology as a general prerequisite. These courses are designed primarily for majors and graduate students, but are open by permission to other qualified, sufficiently motivated undergraduates.

**ANTH 101 - (3) (S)**
**Introduction to Anthropology**
This is a broad introductory course covering race, language, and culture, both as intellectual and as political realities. Topics include race and culture as explanations of human affairs, the relationship of language to thought, cultural diversity and cultural relativism, and cultural approaches to current crises.

**ANTH 109 - (3) (Y)**
**Colloquium for First-Year Students**
Colloquium designed to give first-year students an opportunity to study an anthropological topic in depth in a small-scale, seminar format. Topics will vary; may be repeated for credit.

**ANTH 300 - (1) (Y)**
**Anthropological Perspectives for Majors**
A course for departmental majors and minors designed to introduce a number of topics of concern to current anthropology. Majors and minors are expected to take this course at the first opportunity after joining the program.

**ANTH 301 - (4) (Y)**
**Theory and History of Anthropology**
Overview of the major theoretical positions which have structured anthropological thought over the past century.

**ANTH 401 - (3) (S)**
**Senior Seminar in Anthropology**
Integrates the major subdivisions of anthropology, emphasizing selected theoretical topics and primary sources. Primarily for majors in their final year.
Principles of Sociocultural Analysis
ANTH 220 - (3) (Y)
Dynamics of Social Organization
Emphasizes the social relations of kinship, marriage, formation of intrasocietal groups, and the cultural construction of the self. Explores an underlying but correlative theme: how anthropologists interpret the various social phenomena of different societies.

ANTH 221 - (3) (Y)
Marriage and the Family
Compares domestic groups in Western and non-Western societies. Considers the kinds of sexual unions legitimized in different cultures, patterns of childbirth, causes and effects of divorce, and the changing relations between the family and society.

ANTH 222 - (3) (Y)
Fantasy and Social Values
Examines imaginary societies, in particular those in science fiction novels, to see how they reflect the problems and tensions of real social life. Focuses on "alternate cultures" and fictional societal models.

ANTH 225 - (3) (Y)
Nationalism, Racism, Culture, Multiculturalism
Introductory course in which the concepts of culture, multiculturalism, race, racism, and nationalism are critically examined in terms of how they are used and structure social relations in American society and, by comparison, how they are defined in other cultures throughout the world.

ANTH 226 - (3) (S)
Poverty and Meritocracy
Provides an anthropological perspective on American ideas about achievement and failure in relation to individualist ideology. Readings include Locke, Rousseau, and Tocqueville; ethnographies of non-Western alternatives to modern societies; and contemporary readings on poverty, welfare, meritocracy, and social class.

ANTH 227 - (3) (Y)
Race, Gender, and Medical Science
Explores the social and cultural dimensions of biomedical practice and experience in the United States. Focuses on practitioner and patient, asking about the ways in which race, gender, and socio-economic status condition professional identity and socialization, how such factors influence the experience, and course of, illness, and how they have shaped the structures and institutions of biomedicine over time.

ANTH 231 - (3) (IR)
Symbol and Myth
Studies the foundations of symbolism from the perspective of anthropology. Topics include signs and symbols, and the symbolism of categorical orders as expressed in cosmology, totemism, and myth.

ANTH 232 - (3) (Y)
Symbol and Ritual
Explores the ways in which rituals and ceremonies of exotic societies may be understood and used to throw light on the cultures that produce them. Topics include rites of passage, sacrifice, totemism, magic, witchcraft, food symbolism, and animal cults.

ANTH 233 - (3) (IR)
Cults and Prophets: Symbols of Social Change
Examines how ideologies can produce violent social change, beginning with nativistic cults in simple societies, and progressing to revolutionary movements in complex societies. Topics include cargo cults, early Christianity, witch cults, and fascism.

ANTH 234 - (3) (IR)
Anthropology of Birth and Death
Comparative examination of beliefs, rites, and symbolism concerning birth and death in selected civilizations.

ANTH 235 - (3) (Y)
Introduction to Folklore
Prerequisite: ANTH 101 or instructor permission.
Introduces the materials and methods of folklore study, emphasizing practical experience in the collection and analysis of folklore.

ANTH 236 - (3) (Y)
Don Juan and Castaneda
Analyzes the conceptual content in Castaneda's writings as an exploration of an exotic world view. Focuses on the concepts of power, transformation, and figure-ground reversal.

ANTH 237 - (3) (Y)
The Culture and History of Still Photography
Covers the nature of still photography as a form of communication from its introduction in 1839 to 1940. Four broad topics are examined: the phenomenology of photography—its distinctive character, which sets it apart from other graphic media; the history of photography from its very beginning; the use of photography in "viewing" the world; and the development of documentary photography in the first half of the 20th century. This course counts toward the Humanities, rather than Social Science, distribution requirement in the College.

ANTH 238 - (3) (Y)
How Others See Us
Explores how America, the West, and the white racial mainstream are viewed by others in different parts of the world, and at home.

ANTH 239 - (3) (Y)
The Cultural Politics of American Family Values
This course provides a broad, introductory survey of the range of cultural understandings, economic structures, and political and legal constraints that shape both dominant and alternative forms of kinship and family in the United States.

ANTH 240 - (3) (Y)
Travel Accounts of Africa
Prerequisite: ANTH 101 or instructor permission.
Analysis of how travel accounts of Africa during the 19th century influence anthropological practices and contemporary representations of the Continent.

ANTH 317 - (3) (Y)
Visual Anthropology
The study of visual means of representation in Anthropology.

ANTH 318 - (3) (Y)
Social Histories of Commodities: Linkages Between Africa and the Americas
Prerequisite: ANTH 101 or instructor permission.
Following the social history of three of the major world commodities the course situates the current discourse on globalization within a socio-historical and cultural context. It offers a comparative analysis of the cultural dynamics associated with the production, exchange and consumption of sugar, coffee and tobacco as they have unfolded in different times and places.

ANTH 320 - (3) (Y)
Marriage, Gender, Political Economy
Cross-cultural comparison of marriage and domestic groups, analyzed as a point of intersection between cultural conceptions of gender and a larger political economy.

ANTH 321 - (3) (IR)
Kinship and Social Organization
Prerequisite: ANTH 101 or instructor permission.
Cross-cultural analysis and comparison of systems of kinship and marriage from Australian aborigines to the citizens of Yankee city. Covers classic and contemporary theoretical and methodological approaches.

ANTH 322 - (3) (Y)
Introduction to Economic Anthropology
Comparative analysis of different forms of production, circulation, and consumption in primitive and modern societies. Exploration of the applicability of modern economic theory developed for modern societies to primitive societies and to those societies being forced into the modern world system.

ANTH 323 - (3) (IR)
Introduction to Legal Anthropology
Prerequisite: ANTH 101 or instructor permission.
Comparative survey of the philosophy and practice of law in various societies. Includes a critical analysis of principles of contemporary jurisprudence and their application.

ANTH 324 - (3) (Y)
Plantations in Africa and the Americas
Prerequisite: ANTH 101 or instructor permission.
Comparative analysis of plantation culture, economy and polity in Africa, the US, and the Caribbean.

ANTH 325 - (3) (Y)
Anthropological Perspectives on the Third World
Prerequisite: ANTH 101 or instructor permission.
Analyzes Western impact on third world
societies during the colonial epoch. Topics include the nature of colonial regimes, the responses of the subject societies, and their legacy in the modern world.

ANTH 326 - (3) (IR)
The Anthropology of Local Development
Prerequisite: ANTH 101 or instructor permission.
Studies the contributions of anthropology to social problems in complex and developing societies. Topics include problems in the applied anthropology of such issues as social change, hunger, and overpopulation.

ANTH 327 - (3) (Y)
Political Anthropology
Prerequisite: ANTH 101 or instructor permission.
Reviews the variety of political systems found outside the Western world. Examines the major approaches and results of anthropological theory in trying to understand how radically different political works.

ANTH 329 - (3) (Y)
Marriage, Fertility, and Mortality
Explores the ways that culturally formed systems of values and family organization affect population processes in a variety of cultures.

ANTH 330 - (4) (Y)
Tournaments and Athletes
Prerequisite: ANTH 101 or instructor permission.
A cross-cultural study of sport and competitive games.

ANTH 332 - (3) (Y)
Shamanism, Healing, and Ritual
Prerequisite: At least a 200-level ANTH course, or instructor permission.
Examines the characteristics of these nonmedical practices as they occur in different culture areas, relating them to the consciousness of spirits and powers and to concepts of energy.

ANTH 334 - (3) (Y)
Ecology and Society: An Introduction to the New Ecological Anthropology
Prerequisite: ANTH 101 or significant/relevant exposure to courses in EVSC, BIOL, CHEM, or HIST (which tie in to concerns of this course), or instructor permission.
Forces a synthesis between culture theory and historical ecology to provide new insights on how human cultures fashion, and are fashioned by, their environment.

ANTH 335 - (3) (Y)
The Museum in Modern Culture
Topics include the politics of cultural representation in history, anthropology, and fine arts museums; and the museum as a bureaucratic organization, as an educational institution, and as a nonprofit corporation.

ANTH 336 - (3) (O)
Life History and Oral History
Introduces oral history methodology and life history as a sociocultural document. Readings focus on various uses that have been made of oral history and of life histories. Students conduct interviews and write a life history.

ANTH 337 - (3) (Y)
Power and the Body
Prerequisite: ANTH 101 or permission of the instructor.
Studies the cultural representations and interpretations of the body in society.

ANTH 360 - (3) (E)
Sex, Gender, and Culture
Examines the manner in which ideas about sexuality and gender are constructed differently cross-culturally, and the ways in which these ideas give shape to specific cultural understandings about the nature of the world and of social relations and practices.

ANTH 361 - (3) (Y)
Native American Women
Explores the lives of Native American women through reading and discussing life histories, autobiographies, ethnographies, and articles addressing specific questions of the roles and status of women in Native American societies before and after contact with Europeans.

ANTH 362 - (3) (IR)
Cinema in India
Prerequisite: At least a 200-level ANTH course, or instructor permission.
An explanation of film culture in India.

ANTH 370 - (3) (E)
Contemporary India
Prerequisite: One course in Anthropology or permission of instructor.
A study of selected interrelated major cultural, religious and political changes for comprehending India after independence. The course will focus on major urban centers for explicating changing family, marriage and caste relationships; middle class Indians; status of women and Dalits; and rising religious/ethnic violence, including Hindu religious politics and religious nationalism.

ANTH 392 - (3) (Y)
Transnational Kinship
Prerequisite: ANTH 290 or permission of instructor.
This course focuses on the shifting nature of kinship relations in the context of the global economic restructuring, increased labor migration, and the political, religious, racial, and gender hierarchies that are characteristic of the emerging global political economy.

ANTH 493 - (3) (Y)
Kinship and the New Reproductive Technologies
Prerequisite: ANTH 290 or permission of instructor.
The course explores the manner in which cultural understandings of kinship relations both give shape to and are transformed by the new reproductive technologies-including surrogacy, in vitro fertilization, pre-implantation diagnosis, cloning and amniocentesis.

ANTH 519 - (3) (Y)
Science and Culture
Prerequisite: Previous anthropological course work or consent of instructor.
This course explores the cultural context of science and science as a cultural production. It investigates the cultural history of science as well as its national and transnational manifestations; the relation between scientific authority and social hierarchy; and the relation between cultural and scientific categories and practices.

ANTH 520 - (3) (O)
History of Kinship Studies
Critical assessment of major theoretical approaches to the study of kinship and marriage (from the 19th century to the present), and of the central role of kinship studies in the development of anthropological theory.

ANTH 521 - (3) (E)
Reconfiguring Kinship (Studies)
Prerequisite: ANTH 520 or instructor permission.
Examines the ways in which the forms of kinship have been reconfigured in contemporary societies, and the ways in which traditional kinship studies have been reconfigured by their intersection with culture theory, feminist theory, gender studies, postmodern theory, gay and lesbian studies, and cultural studies of science and medicine.

ANTH 522 - (3) (E)
Economic Anthropology
Considers Western economic theories and their relevance to non-Western societies. Includes a comparative analysis of different forms of production, consumption, and circulation.

ANTH 523 - (3) (IR)
Political Systems
Comparative study of decision-making processes and authority structures in selected small- and larger-scale societies. Focuses on the relationship of political processes to social organization and social change.

ANTH 524 - (3) (IR)
Religious Organization
Analysis and comparison of social organization in selected communities from the perspective of systems of belief, ritual, and ceremonialism.

ANTH 525 - (3) (Y)
The Experience of Illness in American Society
Starting with the basic premise that the experience of illness/disease is at once a biological and cultural condition, the course focuses on narratives of the sick as a lens into the interrelationships between the body and society, medicine and culture. While the point of entry is the individual experience of illness and self in one Western society, the course intends to build a theoretical framework with which we can begin to conceptualize cultural institutional responses to and definitions of disease and ill-health.

ANTH 529 - (3) (Y)
Topics in Social Anthropology
Seminars and classes in topics of specific interest to faculty and advanced students will be announced prior to each semester.
ANTH 530 - (3) (Y)
Foundations of Symbolism
Interdisciplinary course on selected topics in the study of symbolism. Emphasizes symbolic anthropology.

ANTH 531 - (3) (E)
Feminist Theory in Anthropology
Critical overview of the historical development of the issues central to feminist theory in anthropology and their relation both to specific ethnographic problems, and to other theoretical perspectives within and outside anthropology.

ANTH 532 - (3) (E)
Structural Anthropology
Detailed examination of the works of Levi-Strauss and other structuralists. Includes an assessment of critical responses to these works and the relationship of structuralism to other analytic modes. Emphasizes the students' mastery of structural methods and their application to ethnographic data.

ANTH 533 - (3) (E)
Folklore and Ethnohistorical Research Methodology
Prerequisite: Graduate student standing or permission of the instructor. Introduction to folklore, and to folklore and ethnohistorical research methods and analysis.

ANTH 535 - (3) (E)
Folk and Popular Health Systems
Surveys various medical beliefs and practices, considering the traditional health systems of several American groups, and examining in detail the input into local traditional health systems from various sources.

ANTH 536 - (3) (O)
Topics in Folklore
Seminars and classes in topics of specific interest to faculty and advanced students will be announced prior to each semester.

ANTH 537 - (3) (O)
Psychological Anthropology
Introduces and surveys the epistemology and methodology of personality theory as they relate to the study of other cultures.

ANTH 539 - (3) (SI)
Topics in Symbolic Anthropology
Topics of specific interest to faculty and advanced students are announced prior to each semester.

ANTH 571 - (3) (IR)
The Interpretation of Ritual
Prerequisite: Instructor permission. Begins with an overview of anthropology’s approach to ritual during a century of diverse speculation on the nature and origins of religions, with discussion of such figures as James Frazer, A.M. Hocart, Claude Levi-Strauss, Max Gluckman, and Victor Turner. Focuses on an issue selected anew each semester to cater to the research interests of instructor and students, relating that issue to the whole tradition of interpretation of ritual in anthropology. Issues pursued in previous sessions include the nature of sacrifice, the expression of hierarchy in ritual, and the compatibility of historical approaches with ritual analysis.

ANTH 572 - (3) (Y)
Ritual Experience and Healing
Studies the ritual of different cultures, using not only anthropological terms of analysis but also examining the viewpoint of the cultures themselves. Examines changing attitudes in the study of ritual, along with the problem of the wide variability of religious expression. Explores new directions in the anthropological experience of the light of recent work in healing and spirit possession.

ANTH 577 - (3) (IR)
Critiques of Symbolism
Prerequisite: Instructor permission. Selected topics in the theories and heuristic bases of cultural meaning or signification, including but not limited to semiotic, psychological, structural or “formal,” pragmatic, and religious or “spiritual” approaches.

Linguistic Anthropology

ANTH 240 - (3) (Y)
Language and Culture
Introduces the interrelationships of linguistic, cultural, and social phenomena with emphasis on the importance of these interrelationships in interpreting human behavior. No prior knowledge of linguistics is required.

ANTH 242 - (3) (O)
Language and Gender
Studies how differences in pronunciation, vocabulary choice, non-verbal communication, and/or communicative style serve as social markers of gender identity and differentiation in Western and non-Western cultures. Includes critical analysis of theory and methodology of social science research on gender and language.

ANTH 243 - (3) (IR)
Languages of the World
Prerequisite: One year of a foreign language or permission of instructor. An introduction to the study of linguistic structure and relationships. Topics covered:
(1) basic units of grammatical description, (2) genetic, areal, and typological relationships among languages, (3) a survey of the world’s major language groupings and the notable structures and grammatical categories they exhibit, and (4) the issue of language death.

ANTH 247 - (3) (Y)
Reflections of Exile: Jewish Languages and their Communities
Covers Jewish languages Yiddish, Judeo-Arabic, Ladino, and Hebrew from historical, linguistic, and literary perspectives. Explores the relations between communities and languages, the nature of diaspora, and the death and revival of languages. No prior knowledge of these languages is required. This course is cross-listed with AMEL 247.

ANTH 340 - (3) (IR)
Structure of English
An introduction to the English grammatical system. Covers phonology and morphology, lexical categories, basic sentence types, common phrase and clause patterns, and syntactic transformations.

ANTH 341 - (3) (Y)
Sociolinguistics
Prerequisite: ANTH 101 or instructor permission. Reviews and findings of sociolinguists and others concerning the way language is used to express identity and relations of social superiority and inferiority.

ANTH 345 - (3) (Y)
Native American Languages
Introduces the native languages of North America and the methods that linguists and anthropologists use to record and analyze them. Examines the use of grammars, texts and dictionaries of individual languages and affords insight into the diversity among the languages.

ANTH 347 - (3) (Y)
Language and Culture in the Middle East
Prerequisite: Previous course in anthropology, linguistics, Middle East Studies or permission of instructor. Introduction to peoples, languages, cultures and histories of the Middle East. Focuses on Israel/Palestine as a microcosm of important social processes such as colonialism, nationalism, religious fundamentalism, and modernization that affect the region as a whole. This course is cross-listed with AMEL 347.

ANTH 348 - (3) (E)
Language and Prehistory
This course covers the basic principles of diachronic linguistics and discusses the uses of linguistic data in the reconstruction of prehistory.

ANTH 504 - (3) (Y)
Linguistic Field Methods
Investigates the grammatical structure of non-European language on the basis of data collected in class from a native speaker. A different language is the focus of study each year.

ANTH 518 - (3) (SI)
Labor, Capital and States in Contemporary Africa
Prerequisite: Permission of instructor. This course examines the interface between Africa and the world by focusing on the relationship between international capital, different systems of governance, and laboring people through a close reading of ethnographic case studies.

ANTH 526 - (3) (SI)
History Production and Collective Memory
Prerequisite: Permission of instructor. This course is an examination of the meanings and relationships between the past and present, memory, and history writing in anthropological practices and debates.
ANTH 540 - (3) (IR)  
Introduction to Linguistic Anthropology  
Reviews the many ways in which language is central to the theoretical issues and research of anthropology.

ANTH 542 - (3) (IR)  
Twentieth-Century Linguistics  
Introduces the basic concepts of linguistics and their 20th-century developments in Europe and the United States. Focuses on American schools (Bloomfieldian and Chomskyan), and their intellectual roots and relationship to the work of de Saussure and the Prague School.

ANTH 543 - (3) (IR)  
African Language Structures  
Prerequisite: One course in linguistics, or instructor permission.  
Introduces the major phonological and grammatical features of the languages of sub-Saharan Africa, with attention to issues in language classification, the use of linguistic evidence for prehistoric reconstruction, and sociolinguistic issues of relevance to Africa.

ANTH 544 - (3) (E)  
Morphology  
An overview of morphological theory within the generative paradigm. Covers notions of the morpheme, theories of the phonology-syntax interface (e.g., lexical phonology, prosodic morphology, optimality theory), and approaches to issues arising at the morphology-syntax interface (e.g., inflection, agreement, incorporation, compounding).

ANTH 545 - (3) (IR)  
African Languages and Folklore  
Analyzes the expressive use of language in Africa with emphasis on such traditional genres as folktales, epics, proverbs, riddles, etc.

ANTH 547 - (3) (E)  
Language and Identity  
Prerequisite: At least one other 200-level linguistics course, 300-level cultural anthropology course, or instructor permission.  
Explores the view that language is central in the construction, negotiation, and expression of social identities by juxtaposing and critically appraising social, theoretic, and linguistic treatments of identity.

ANTH 549 - (Credit to be arranged) (IR)  
Topics in Theoretical Linguistics and Linguistic Anthropology  
Seminars in topics of specific interest to faculty and advanced students will be announced prior to each semester.

Ethnography

ANTH 253 - (3) (Y)  
North American Indians  
Ethnological treatment of the aboriginal populations of the New World based on the findings of archaeology, ethnography, linguistics, biological anthropology, and social anthropology.

ANTH 256 - (3) (Y)  
Peoples, Cultures, and Societies of Africa  
Studies African modernity through a close reading of ethnographies, social histories, novels, and African feature films.

ANTH 260 - (3) (Y)  
Introduction to Civilization of India  
Introduces the society and culture of India, Pakistan, and Sri Lanka. Discussion of traditional social, political, and economic organization; religions, religious festivals, and worship; art and architecture; dance; and song.

ANTH 266 - (3) (IR)  
Peoples of Polynesia  
The peoples of Polynesia and Indonesia, sharing a cultural and linguistic heritage, have spread from Madagascar to Easter Island. Examines their maritime migrations, the societies and empires that they built, and recent changes affecting their cultural traditions.

ANTH 350 - (3) (Y)  
Readings in Ethnography  
Studies ethnographies, assessing the resources and devices of ethnographic writing through close readings of six or more examples. The ethnographies, for the most part, are concerned with non-Western cultures.

ANTH 352 - (3) (IR)  
Amazonian Peoples  
Analyzes ethnographies on the cultures and the societies of the South American rain forest peoples, and evaluates the scholarly ways in which anthropology has produced, engaged, interpreted, and presented its knowledge of the “Amerindian.”

ANTH 354 - (3) (O)  
Indians of the American Southwest  
Ethnographic coverage of the Apaches, Pueblos, Pimas, and Shoshoneans of Arizona, New Mexico, Nevada, Utah, and Northwestern Mexico. Topics include prehistory, socio-cultural patterns, and historical development.

ANTH 355 - (3) (Y)  
Anthropology of Everyday American Life  
Prerequisite: ANTH 101 or instructor permission.  
Provides an anthropological perspective of modern American society. Traces the development of individualism through American historical and institutional development, using as primary sources of data religious movements, mythology as conveyed in historical writings, novels, and the cinema, and the creation of modern American urban life.

ANTH 357 - (3) (Y)  
Peoples, Cultures, and Societies of the Caribbean  
Prerequisite: ANTH 101 or instructor permission.  
Explores the histories and politics that have shaped the nations and dependencies that are geographically and politically defined as Caribbean, including French, English, and Spanish. Takes a regional and a national perspective on the patterns of family and kinship; community and household structures; political economy, ethnicity and ethnic relations; religious and social institutions; and relations between Caribbeans abroad and at home.

ANTH 358 - (3) (IR)  
Native American Mythology  
Focuses on the myths of Native Americans north of Mexico and their roles in Native American cultures. Students research and write a paper on the place of mythology in a particular culture, or on the forms and uses of a particular type of myth.

ANTH 363 - (3) (E)  
Social Structure of China  
Prerequisite: ANTH 101 or instructor permission.  
Analyzes various features of traditional Chinese social organization as it existed in the late imperial period. Includes the late imperial state; Chinese family and marriage; lineages; ancestor worship; popular religion; village social structure; regional systems; and rebellion.

ANTH 364 - (3) (E)  
Ethnology of Southeast Asia  
Prerequisite: ANTH 101 or instructor permission.  
Explores the ethnology and social anthropology of major cultures and societies of mainland and insular Southeast Asia from prehistoric beginnings to contemporary national adaptations. (Mainland: Burma, Thailand, Cambodia, Laos, Vietnam, Malaysia; Insular: Singapore, Indonesia, Philippines, and portions of other nations abutting the area.)

ANTH 366 - (3) (Y)  
Asian American Ethnicity  
Prerequisite: ANTH 101 or equivalent, a course in Chinese history, or instructor permission.  
Explores the distant and recent history of Han and non-Han nationalities in the Chinese empire and nation-state. Examines the reaction of minority nationalities to Chinese predominance and the bases of Chinese rule and cultural hegemony.

ANTH 369 - (3) (Y)  
China: Empire and Nationalities  
Prerequisite: ANTH 101 or instructor permission.  
Explores the distant and recent history of Han and non-Han nationalities in the Chinese empire and nation-state. Examines the reaction of minority nationalities to Chinese predominance and the bases of Chinese rule and cultural hegemony.

ANTH 509 - (3) (Y)  
Historical Ethnography  
Prerequisite: At least one 300-level archaeology course or instructor permission.  
Combines lectures on historical ethnography and archaeology with documentary research in primary sources on specific topics.

ANTH 534 - (3) (E)  
Ethnographies of Illness and the Body  
Prerequisite: For undergraduates: ANTH 224 and 360, SOC 428; instructor permission for graduate students.  
It is often at moments of intense ruptures in
the normalcy of the body’s functioning that individuals/societies reflect on the taken-for-granted assumptions about self, family, community, social and political institutions, the relation between normal and pathological, the roles of healers and patients, life, and death. Writing about illness and the body is a form of therapeutic action. Examines such claims and writings done by those facing bodily distress.

ANTH 551 - (3) (IR)
Topics in Ethnology of North America
Seminars on topics announced prior to each semester.

ANTH 552 - (3) (IR)
Topics in Ethnology of Latin America
Seminars on topics announced prior to each semester.

ANTH 553 - (3) (IR)
Topics in Ethnology of Europe
Seminars in topics announced prior to each semester.

ANTH 554 - (3) (IR)
Topics in Ethnology of Africa
Seminars on topics announced prior to each semester.

ANTH 555 - (3) (IR)
Topics in Ethnology of the Middle East
Seminars on topics announced prior to each semester.

ANTH 556 - (3) (IR)
Topics in Ethnology of South Asia
Seminars on topics announced prior to each semester.

ANTH 557 - (3) (IR)
Topics in Ethnology of East Asia
Seminars on topics announced prior to each semester.

ANTH 558 - (3) (IR)
Topics in Ethnology of Southeast Asia
Seminars on topics announced prior to each semester.

ANTH 559 - (3) (IR)
Topics in Ethnology
Seminars and classes in topics of specific interest to faculty and advanced students will be announced prior to each semester.

ANTH 575 - (3) (Y)
Buddhism, Politics and Power
Discussion of the political culture of Buddhist societies of South and Southeast Asia.

Archaeology

ANTH 280 - (3) (Y)
Introduction to Archaeology
Topics include alternative theories of culture change, dating methods, excavation and survey techniques, and the reconstruction of the economy, social organization, and religion of prehistoric and historic societies.

ANTH 281 - (3) (Y)
Human Origins
Studies the physical and cultural evolution of humans from the initial appearance of hominids to the development of animal and plant domestication in different areas of the world. Topics include the development of biological capabilities such as bipedal walking and speech, the evolution of characteristics of human cultural systems such as economic organization and technology, and explanations for the development of domestication.

ANTH 282 - (3) (Y)
Rise of Civilization
Surveys patterns in the development of prehistoric civilizations in different areas of the world including the Inca of Peru, the Maya, the Aztec of Mexico, and the ancient Near East.

ANTH 285 - (3) (Y)
American Material Culture
Analysis of patterns of change in American material culture from the seventeenth through the nineteenth centuries. Consideration of how these changes reflect shifts in perception, cognition, and worldview.

ANTH 382 - (3) (Y)
Field Methods in Historical Archaeology
Introduces the basic field methods used in conducting archaeological investigations of historic sites. Surveying, excavation, mapping, and recording are all treated.

ANTH 383 - (3) (Y)
North American Archaeology
Surveys the prehistoric occupations of several areas of North America emphasizing the eastern United States, the Plains, California, and the Southwest. Topics include the date of human migration into the New World, the economy and organization of early Paleo-Indian populations, and the evolution of organization and exchange systems.

ANTH 384 - (3) (IR)
Archaeology of the Middle East
This course is an introduction to the prehistory/early history of the Middle East (Egypt, Mesopotamia, the Levant and southeast Anatolia) from 10,000 to 4,000 BP.

ANTH 387 - (3) (IR)
Archaeology of Virginia
Reviews the current state of archaeological and ethnographic research in Virginia. Emphasizes the history and culture of Native Americans in Virginia from the earliest paleo-indian cultures to the period of European colonization.

ANTH 388 - (3) (Y)
Southwestern Archaeology
The northern section of the American Southwest offers one of the best contexts for examining the evolution of local and regional organization from the prehistoric to the historic period. Readings and discussion focus on both archaeological and ethnographic studies of the desert (Hohokam), mountain (Mogollon), and plateau (Anasazi/Pueblo) cultures.

ANTH 507 - (3) (Y)
History of Archaeological Thought
Considers how archaeological thinking reflects and is related to more general ethnological theory.

ANTH 508 - (3) (Y)
Method and Theory in Archaeology
Intensive investigation of current research in the principles, methods, findings, and analysis of anthropological archaeology.

ANTH 580 - (Credit to be arranged) (SI)
Archaeology Laboratory
Field and laboratory training in the collection, processing, and analysis of archaeological material. Subject matter varies from semester to semester; course may be repeated.

ANTH 581 - (3) (SI)
Archaeology of the Eastern United States
Studies the prehistory of the eastern woodlands with special emphasis on cultural development and change. Discussion of archaeological field techniques and methods, and examination of sites in the vicinity of the University.

ANTH 582 - (3) (SI)
Archaeology of the Southwestern United States
Studies the prehistory of the American southwest, emphasizing cultural development, field techniques, and particular sites.
ANTH 583 - (3) (SI)
Archaeology of the Ancient Near East
Reviews and analyzes archaeological data used in the reconstruction of ancient Near Eastern societies.

ANTH 584 - (3) (SI)
Archaeology of Complex Societies
Examines archaeological approaches to the study of complex societies using case studies from both the Old and New Worlds.

ANTH 585 - (3) (SI)
Archaeological Approaches to Economy and Exchange
A review of archaeological approaches to systems of production, exchange, and consumption. Discusses data from both the Old and New Worlds.

ANTH 586 - (3) (SI)
Ceramics, Style and Society
Critical review of the theoretical and methodological issues in the archaeological study of ceramics. Includes ceramic production and exchange, and the uses of ceramics in the study of social interactions.

ANTH 587 - (3) (SI)
Archaeozoology
Laboratory training in techniques and methods used in analyzing animal bones recovered from archaeological sites. Include field collection, data analysis, and the use of zooarchaeological materials in reconstructing economic and social systems.

ANTH 588 - (3) (SI)
Analytical Methods in Archaeology
Prerequisite: Introductory statistics. Examines the quantitative analytical techniques used in archaeology. Includes estimation, regression analysis, measures of diversity, and classification.

ANTH 589 - (3) (Y)
Topics in Archaeology
Seminars in topics announced prior to each semester.

ANTH 590 - (3) (E)
Issues in Archaeological Analysis
Prerequisite: ANTH 588 or a basic statistics course.

ANTH 591 - (3) (IR)
Gender in Archaeology
Explores the range of case studies and theoretical literature associated with the emergence of gender as a framework for research in archaeology.

ANTH 592 - (3) (SI)
Archaeology of Colonial Expansions
Prerequisite: For undergraduates, ANTH 401 senior seminar or instructor permission. Exploration of the archaeology of frontiers, explorations and colonization, focusing on European expansion into Africa and the Americas while using other archaeologically-known examples (e.g., Roman, Bantu) as comparative studies.

ANTH 593 - (3) (SI)
Archaeology of Symbolism
Prerequisite: Undergraduates should obtain instructor permission. Examines the ways in which archaeologists have studied symbolism in ancient societies. Some key topics include the analyses of cultural concepts of space and time, symbolism of material culture and the construction of social identity.

Independent Study and Research

ANTH 496 - (Credit to be arranged) (SI)
Independent Study in Anthropology
Independent study conducted by the student under the supervision of an instructor of his or her choice.

ANTH 497 - (3) (Y)
Distinguished Majors Thesis Research
Prerequisite: Admission to the Distinguished Majors Program in Anthropology. Independent research, under the supervision of the faculty DMP thesis readers, toward the DMP thesis.

ANTH 498 - (3) (Y)
Distinguished Majors Thesis Writing
Prerequisite: ANTH 497.
Writing of a thesis of approximately 50 pages, under the supervision of the faculty DMP thesis readers.

Program in Archaeology
www.virginia.edu/archaeology/

Overview
The interdisciplinary major in archaeology combines the faculty and resources of several departments to create a program of study in prehistoric, historic, and classical archaeology. The discipline is concerned with the recovery, analysis, and interpretation of the material remains of past cultures and societies. The topics of study pursued within the program can vary widely, ranging from issues of human origins and cultural evolution to the study of Classical Greece and Rome; from the structure of ancient Pueblo societies in the American Southwest to the study of colonial life in Virginia. The program provides majors with a knowledge of archaeological method and theory and a thorough grounding in specific cultural areas.

Faculty
As an interdisciplinary program, the faculty is composed of seven archaeology faculty members from the anthropology and art departments. In addition, other faculty from architecture, history, religious studies, environmental science, and chemistry offer courses which complement the major. Faculty sponsored field research in archaeology is currently being conducted in the Southwestern United States, Virginia, the Near East, Africa, and Italy.

Students
There are approximately twenty students currently majoring in archaeology. Students are required to complete a core program of three courses which include one course in anthropological archaeology (prehistoric), one course in classical archaeology (Greek or Roman), and one in archaeological field methods. Beyond those courses, students may either choose to focus on one area or seek a broad base of study in several time periods and geographical regions.

Upon graduation, many majors pursue a professional career in archaeology which typically requires an advanced degree. The University’s archaeology majors are sought by the best graduate programs in the United States, and are often offered significant financial support. Many who wish to pursue field research opportunities following graduation (often prior to entering graduate school) have found professional employment in the area of archaeological resource management, a growing private industry in the environmental impact field. Others have found employment with government agencies and museums. Since archaeology is a liberal arts major that offers a unique merger of both humanistic and scientific thought, many majors draw upon this training in pursuing careers in medicine, law, and a range of other fields.

Requirements for Major
All students enroll in a core curriculum of three courses which provide a broad overview of prehistoric and classical archaeology, and exposure to field methods both in theory and on an actual archaeological site. Five additional courses, selected in consultation with program advisors, explore specific areas and issues of archaeological research in various parts of the world. Other courses from the department of anthropology, history, and art may be substituted in consultation with program advisors. The final two courses are selected from such related areas as classics, religious studies, chemistry, and environmental sciences.

Minor in Archaeology
The minor consists of the core curriculum and an additional nine credits to be chosen in consultation with a program advisor.

Distinguished Majors Program in Archaeology
Students with superior academic performance are encouraged to apply to the Distinguished Majors Program (DMP) in which they write a thesis demonstrating independent study of high quality. The requirements for admission to the DMP are:

1. satisfaction of all College requirements as stated in the Record with a GPA of at least 3.4 in all University courses;
2. a GPA of at least 3.4 in all courses taken as part of the archaeology major;
3. permission of an advisor, who may be any member of the program’s faculty that is willing to take on the responsibility of supervising the thesis and is normally someone to whom the students have already demonstrated their ability in a specialized course at the 500 level.
Course Descriptions

Core Courses

ANTH 280 - (3) (Y)
Introduction to Archaeology
Topics include alternative theories of prehistoric culture change, dating methods, excavation and survey techniques, and the reconstruction of the economy, social organization, and religion of prehistoric societies.

ARTH 215 - (3) (O)
Introduction to Classical Archaeology
Introduces the history, theory, and field techniques of classical archaeology.

ANTH 381 - (3-6) (SS)
Field Methods in Archaeology
Provides a comprehensive training in archaeological field techniques through participation in research projects currently in progress under the direction of the archaeology faculty. The emphasis is on learning, in an actual field situation, how the collection of archaeological data is carried out in both survey and excavation. Students become familiar with field recording systems, excavation techniques, survey methods, sampling theory in archaeology, and artifact processing and analysis. (Field methods courses outside anthropology or offered at other universities may be substituted for ANTH 381 with the prior approval of the student’s advisor.)

Additional Courses

The following list includes additional courses which have been approved for the major program. Other courses can be added, depending on the student’s area of concentration, with the approval of an advisor.

ANTH 220 - (3) (Y)
Dynamics of Social Organization

ANTH 253 - (3) (Y)
North American Indians

ANTH 281 - (3) (Y)
Human Origins

ANTH 282 - (3) (Y)
Aztec, Inca, and Maya: Civilization of the New World

ANTH 321 - (3) (O)
Kinship and Social Organization

ANTH 322 - (3) (O)
Introduction to Economic Anthropology

ANTH 327 - (3) (Y)
Political Anthropology

ANTH 332 - (3) (O)
Shamanism, Healing, and Ritual

ANTH 333 - (3) (O)
Ethno-Poetics, Primitive Art and Aesthetics

ANTH 354 - (3) (O)
Indians of the American Southwest

ANTH 383 - (3) (Y)
North American Archaeology

ANTH 508 - (3) (Y)
Method and Theory in Archaeology

ANTH 580 - (Credits to be arranged) (SI)
Archaeology Laboratory

ANTH 581 - (3) (SI)
Archaeology of the Eastern United States

ANTH 589 - (3) (Y)
Selected Topics in Archaeology

ARTH 211 - (3) (IR)
Art of the Ancient Near East and Prehistoric Europe

ARTH 213 - (3) (Y)
Greek Art

ARTH 214 - (3) (Y)
Etruscan and Roman Art

ARTH 313 - (3) (IR)
Art and Poetry in Classical Greece

ARTH 315 - (3) (IR)
The Greek City

ARTH 316 - (3) (IR)
Roman Architecture

ARTH 491 - (3) (S)
Undergraduate Seminar in the History of Art

Greek or Roman only.

ARTH 518 - (3) (IR)
Roman Imperial Art and Architecture I

ARTH 519 - (3) (IR)
Roman Imperial Art and Architecture II

CHEM 191 - (3) (IR)
Archaeological Chemistry

HIEU 203 - (3) (Y)
Ancient Greece

HIEU 204 - (3) (Y)
Roman Republic and Empire

HIEU 501 - (3) (IR)
The Rise of the Greek Polis

HIEU 502 - (3) (IR)
The Developed Greek Polis and the Spread of Hellenism

HIEU 503 - (3) (IR)
History of the Roman Republic

HIEU 504 - (3) (IR)
History of the Roman Empire

REL 214 - (3) (E)
Archaic Cult and Myth

AR H 515P - (3) (Y)
Archaic Cult and Myth

Additional Information

For more information, contact Rachel Most, Department of Anthropology, 101 Brooks Hall, Charlottesville, VA 22903; (434) 924-7044; rm5f@virginia.edu.

History of Art

Overview
A painting, sculpture, or building is a monument surviving from the past, bearing the imprint of its creator and its time. The discipline of art history seeks to order and interpret these monuments; it seeks to discover their special characteristics and the value of the age in which they were created. For example, the work of Van Gogh would be examined in terms of his place in the Post-Impressionist generation of artists and his life in a period of religious revivals. The discipline defines the cultural currents of a period, and provides a context for understanding, appreciating, and enjoying art.

The department provides its students with the skills and perspectives of the liberal arts; to think clearly, to write well, and to find, analyze, evaluate, and present facts and ideas. It also provides students with a broad, humanistic background, an advantageous resource among the disciplines of law, business, and medicine. Students often combine art history with a major in one of these respective areas.

The major also soundly prepares students for graduate study. Professional careers in art history including teaching (most often at the college level), museum work, and work in the art market, usually require additional study at the graduate level leading to the M.A. and Ph.D.

Faculty
The fourteen full-time faculty members are renowned for their teaching ability and scholarship. Among the many honors presented to the faculty are Guggenheim and National Endowment for the Humanities fellowships, visiting Senior Fellowships at the Getty Center for the Arts and Humanities, election to the Academy of Arts and Sciences, a Mellon Professorship at the American Academy in Rome, and a Mellon Professorship at the Center for Advanced Study in the Visual Arts at the National Gallery of Art. Each student is given the opportunity to work closely with one or more of these distinguished professors.

Students
Approximately 100 students major in art history. Some introductory lecture courses are large; however, many courses are taught as seminars, with enrollment limited to twelve students. The lecture courses are usually survey courses (e.g., Baroque Art in Europe; Buddhist Art from India to Japan; Modernist Art); the seminars usually focus on one or two artists (e.g., Michelangelo, Bosch and Bruegel). The department offers over thirty courses, so there is a wide range of choices available. Independent study options exist, and most majors take several courses in studio art as
well. Students are also encouraged to take courses in architectural history offered by the School of Architecture.

Special Resources The University of Virginia Art Museum encourages participation in its activities by art history majors and students in general. The Fiske Kimball Fine Arts Library is a specialized collection of over 100,000 volumes and provides research and study space as well as research assistance by its trained staff.

Requirements for Major There are no prerequisites for entry into the department, but most students declare a major in art history after taking one or two or more of the department's introductory survey courses (ARTH 101 and 102). None of these courses, however, is required for majors.

For a degree in art history, students must complete 30 credits above the 100 level. Courses taken at any time during the student's career can be counted, including those earned while studying abroad, in summer session or in architectural history courses. By the time of graduation, a student must have achieved a minimum GPA of 2.0 in major courses. (A student who does not maintain an average of 2.0 or better in departmental courses will be put on probation, and may be dropped from the program.) No course graded below C- may count for major credit.

Distribution Requirements At least one course at the 200 level or above in each area (Ancient, Medieval, Renaissance, Modern, Non-Western); a minimum of two 400 level seminars (either one ARTH 401 and one ARTH 491, or two ARTH 491); and three electives within the department. At least one of the non-seminar courses must be at the 300 or 500 level. Courses in Architectural History at the 200 level or above may be substituted for any of the course requirements except the ARTH 491 seminars. One course in Studio Art at the 100 level or above may be substituted for one of the electives.

Requirements for the Minor There are no prerequisites for a minor in art history. A student must complete 15 credits in the department, beyond the 100 level. Courses taken at any time during the student's career may be counted toward the minor. At the time of graduation, a student must have achieved a minimum GPA of 2.0 in the minor courses.

Minors must take at least one course in four of the five areas: Ancient, Medieval, Renaissance, Modern, and Asian. One additional course is required, and this should be selected from advanced lecture courses at the 300-500 level, or sections of ARTH 491 (Seminar in the History of Art).

Minors are also required to take at least one course outside the department which is related to an area in art history of special interest to them. This course will be chosen in consultation with the undergraduate advisor.

Distinguished Majors Program in Art History To majors who wish to be considered for a degree of "distinction," "high distinction," or "highest distinction" in art history, the department offers a Distinguished Majors Program (DMP) of advanced courses and research culminating in a thesis of approximately fifty pages. Students should ordinarily apply for admission to the program by the end of their third year. To apply, students must submit a thesis proposal and have the approval of a faculty member to direct their research. A GPA of 3.4 in major courses and a cumulative GPA at or near 3.4 are required for admission. Application should be made to the undergraduate advisors for art history. In their fourth year, students in the program are required to take at least two courses at the 400 or 500 level and to enroll in ARTH 497-498 (Undergraduate Thesis). These are evaluated by a committee chaired by the undergraduate advisors that also considers the student's work in the DMP based on the evaluations of teachers in the students' advanced courses; the students' performance in major courses; and the students' overall GPA. The committee recommends either no distinction, distinction, high distinction, or highest distinction, and passes on its recommendation to the Committee on Special Programs.

Additional Information For more information, contact the Undergraduate Advisor, McIntire Department of Art, Fayerweather Hall, Charlottesville, VA 22903; (434) 924-6123; Fax: (434) 924-3647; www.virginia.edu/~finearts/ArtWelcome.html/.

Course Descriptions

ARTH 101 - (4) (Y)
History of Art I
Studies the history and interpretation of architecture, sculpture and painting. Begins with prehistoric art and follows the mainstream of Western civilization to the end of the medieval period.

ARTH 102 - (4) (S)
History of Art II
Studies the history and interpretation of architecture, sculpture and painting from 1400 to the present.

ARTH 103 - (3) (IR)
History of Art III
Studies the history and interpretation of the primary artistic traditions of China and Japan from prehistoric times through the nineteenth century.

ARTH 209 - (3) (IR)
Sacred Sites
Examines the art and architecture of ten religious sites around the world focusing on ritual, culture, and history as well as the artistic characteristics of each site.

ARTH 211 - (3) (IR)
Art of the Ancient Near East and Prehistoric Europe
Studies the art of Mesopotamia, Egypt, the Aegean, and prehistoric Europe, from the sixth to the second millennium B.C. Examines the emergence of a special role for the arts in ancient religion.

ARTH 213 - (3) (Y)
Greek Art
Reviews the painting, sculpture and architecture of the Greeks, from the Dark Ages through the Hellenistic period. Studies the works against their social and intellectual backgrounds.

ARTH 214 - (3) (Y)
Etruscan and Roman Art
Studies the painting, sculpture and architecture in Italy and the Roman Empire from the time of the Etruscans to Constantine the Great. Emphasizes the political and social role of art in ancient Rome, the dissolution of classical art, and the formation of medieval art.

ARTH 215 - (3) (IR)
Introduction to Classical Archaeology
Introduces the history, theory, and field techniques of classical archaeology. Major sites of the Bronze Age (Troy, Mycenae) as well as Greek and Roman cities and sanctuaries (e.g., Athens, Olympia, Pompeii) illustrate important themes in Greek and Roman culture and the nature of archaeological data.

ARTH 221 - (3) (IR)
Early Christian and Byzantine Art
Studies the art of the early Church in East and West and its subsequent development in the East under the aegis of Byzantium. Includes the influence of theological, liturgical and political factors on the artistic expression of Eastern Christian spirituality.

ARTH 222 - (3) (Y)
Medieval Art in Western Europe
Studies the arts in Western Europe from the Hiberno-Saxon period up to, and including, the age of the great Gothic cathedrals.

ARTH 231 - (3) (Y)
Italian Renaissance Art
Studies painting, architecture, and sculpture in Italy from the close of the Middle Ages through the sixteenth century. Focuses on the work of major artists such as Giotto, Donatello, Botticelli, Leonardo, and Michelangelo. Detailed discussion of the social, political, and cultural background of the arts.

ARTH 232 - (3) (Y)
High Renaissance and Mannerist Art
Studies the painting, architecture, and sculpture of the sixteenth century, emphasizing the works of major artists, such as Leonardo, Michelangelo, Raphael, Giorgione, and Titian. Detailed discussion of the social, political, and cultural background of the arts.

ARTH 236 - (3) (IR)
Painting and Graphics of the Fifteenth and Sixteenth Centuries in Northern Europe
Surveys major developments in painting and graphics in the fifteenth and sixteenth centuries in the Netherlands and Germany. Includes the rise of Netherlandish naturalism and the origins of woodcut and engraving.
Explores the effects of humanist taste on sixteenth-century painting and the iconographic consequences of the Reformation. Emphasizes the work of major artists, such as Van Eyck, Van der Weyden, Dürer, Bosch, and Bruegel.

**ARTH 241 - (3) (Y)**
**Baroque Art in Europe**
Studies the painting, sculpture, and architecture of the seventeenth century in Italy, the Low Countries, France, and Spain. Focuses on Caravaggio, Bernini, Velazquez, Rubens, Rembrandt, and Poussin.

**ARTH 246 - (3) (Y)**
**Eighteenth-Century European Art**
Surveys European painting and sculpture from the late Baroque period to Neo-Classicism. Emphasizes the artistic careers of major figures and on the larger social, political, and cultural contexts of their work. Artists include Watteau, Boucher, Fragonard, Chardin, Falconet, Pigalle, Greuze, Batoni, Rusconi, Hogarth, Gainsborough, and Reynolds.

**ARTH 251 - (3) (Y)**
**Neoclassicism and Romanticism**
Surveys European painting and sculpture from the last decades of the Ancien Regime to the liberal revolutions of 1848. Major artists, such as David, Canova, Ingres, Constable, Turner, Gericault, Delacroix, Friedrich, Goya, Corot, and Thorwaldsen are examined in their political, economic, social, spiritual, and aesthetic contexts.

**ARTH 253 - (3) (Y)**
**Impressionism and Post Impressionism**
Surveys modernist movements in European art during the second half of the nineteenth century. Major themes include the establishment of modernity as a cultural ideal, the development of the avant-garde, and the genesis of the concept of abstraction.

**ARTH 254 - (4) (Y)**
**Modern Art, 1900-1945**
A survey of major artistic movements in Europe and the United States during the first half of the twentieth century: Fauvism and Expressionism, Cubism, Futurism, the School of Paris, Dada and Surrealism, the Russian avant-garde, modernist trends in America. Painting, sculpture, photography, and the functional arts are discussed.

**ARTH 258 - (3) (Y)**
**American Art**
Studies the development of American art in its cultural context from the seventeenth century to World War II.

**ARTH 261 - (3) (IR)**
**Buddhist Art From India to Japan**
Surveys the Buddhist sculpture, architecture and painting of India, China and Japan. Considers aspects of history and religious doctrine.

**ARTH 262 - (3) (IR)**
**East Asian Art**
Introduces the artistic traditions of China, Korea, and Japan, from prehistoric times to the modern era. Surveys major monuments and the fundamental concepts behind their creation, and examines artistic form in relation to society, individuals, technology, and ideas.

**ARTH 263 - (3) (IR)**
**Arts of the Islamic World**
The class is an overview of art made in the service of Islam in the Central Islamic Lands, Egypt, North Africa, Spain, Turkey, Iran, Central Asia, and South and Southeast Asia.

**ARTH 264 - (3) (O)**
**The Arts of India**
The class is an overview of Indian sculpture, architecture, and painting from the Third Millennium BC to the 18th century AD and includes works from Hindu, Buddhist, Jain and Islamic traditions.

**ARTH 280 - (3) (Y)**
**Art Since 1945**
Surveys art production and theory in the U.S. and Europe since World War II. Relationships between artistic practice and critical theory are stressed in an examination of movements ranging from abstract expressionism to neo-geo.

**ARTH 290 - (4) (IR)**
**The History of Photography**
General survey of the photographic medium from 1839 to the present. Emphasizes the technical, aesthetic, and critical issues particular to the medium.

**ARTH 313 - (3) (IR)**
**Art and Poetry in Classical Greece**
Study of the major themes in Greek sculpture and painting of the fifth century, including mythological narrative, cult practices, banqueting, and athletics. In order to view these themes in the context of classical Greek culture, the course asks for shared structures of response and feeling in contemporary poetry, including readings in translation in Anacreon, Pindar, Aischylus, Sophokles, and Euripides.

**ARTH 315 - (3) (IR)**
**The Greek City**
Study of the Greek city from the Archaic to the Hellenistic period, with an emphasis on developing concepts of city planning, public buildings and houses, and the inclusion within the city of works of sculpture and painting.

**ARTH 316 - (3) (IR)**
**Roman Architecture**
Study of the history of Roman architecture from the Republic to the late empire with special emphasis on the evolution of urban architecture in Rome. Also considered are Roman villas, Roman landscape architecture, the cities of Pompeii and Ostia, major sites of the Roman provinces, and the architectural and archaeological field methods used in dealing with ancient architecture.

**ARTH 317 - (3) (IR)**
**Pompeii**
Explores the life, art, architecture, urban development, religion, economy, and daily life of the famous Roman city destroyed in the cataclysmic eruption of Mt. Vesuvius in A.D. 79.

**ARTH 321 - (3) (Y)**
**Age of Cathedrals**
Examination of art, architecture, religion and ritual at selected medieval abbeys and cathedrals in France, England and Italy from the late 12th to early 14th centuries. Sites include the Abbey of St. Denis, Canterbury Cathedral, Chartres Cathedral, Salisbury Cathedral, the Sainte-Chapelle, Westminster Abbey, the Cathedral of Siena, and the Cathedral of Florence. Students should have experience (preferably at college level) in analyzing historical issues.

**ARTH 331 - (3) (IR)**
**Gender and Art in Renaissance Italy**
Prerequisite: A previous course in art history or gender studies. Examines how notions of gender shaped the production, patronage, and fruition of the visual arts in Italy between 1350 and 1600.

**ARTH 333 - (3) (IR)**
**Renaissance Art and Literature**
Examines the interrelations between literature and the visual arts in Italy from 1300 to 1600. The writings of Dante, Petrarch, and Boccaccio and their followers are analyzed in relation to the painting, sculpture, and architecture of Giotto, Brunelleschi, Botticelli, Raphael, and Michelangelo, among others.

**ARTH 337 - (3) (IR)**
**Michelangelo and His Time**
Prerequisite: One course in the history of art beyond the level of ARTH 101 and 102. Prerequisite: one course in art history beyond the level of ARTH 101 and 102. Analyzes the work of Michelangelo in sculpture, painting and architecture in relation to his contemporaries in Italy and the North. The class focuses on the close investigation of his preparatory drawings, letters, poems and documents.

**ARTH 342 - (3) (IR)**
**Rembrandt**
Study of the life and work of the great Dutch seventeenth-century master. Topics include Rembrandt's interpretation of the Bible and the nature of his religious convictions, his relationship to classical and Renaissance culture, his rivalry with Rubens, and the expressive purposes of his distinctive techniques in painting, drawing, and etching.

**ARTH 346 - (3) (IR)**
**British Art: Tudors through Victoria**
At least one post-medieval art history course is recommended. Surveys English (British) painting, sculpture, and printmaking from the reign of Henry VII Tudor (1485) to the death of Queen Victoria (1901). Major artists such as Holbein, Mor, Mytens, Rubens, van Dyck, Lely, Kneller, Hogarth, Rysbrack, Roubiliac, Gainsborough, Reynolds, Rowlandson, Flaxman, Lawrence, Constable, Turner, Landseer, the Pre-Raphaelites and Alma-Tadema are examined in their political, social, economic, spiritual, and aesthetic contexts.
ARTh 358 - (3) (Y)
Material Life in Early America
At least one course in either American art or early American history or literature is recommended. Studies American domestic environments (architecture, landscapes, rural and urban settings) and decorative arts (furniture, silver, ceramics, and glass) in relation to their social, cultural, and historical contexts from European settlement to 1825.

ARTh 362 - (3) (IR)
Japanese Art
Introduces the arts and culture of Japan. Focuses on key monuments and artistic traditions that have played central roles in Japanese art and society. Analyzes how artists, architects, and patrons expressed their ideals in visual terms. Examines sculptures, paintings, and decorative objects and their underlying artistic and cultural values.

ARTh 380 - (3) (IR)
African Art
Studies Africa’s chief forms of visual art from prehistoric times to the present.

ARTh 385 - (3) (IR)
Women in American Art
Analyzes the roles played by women both as visual artists and as the subjects of representation in American art from the colonial period to the present. Explores the changing cultural context and institutions that support or inhibit women’s artistic activity and help to shape their public presentation. Some background in either art history or women’s studies is desirable.

ARTh 401 - (4) (Y)
Art History: Theory and Practice
Prerequisite: Major or minor in art history. This course introduces art history majors to the basic tools and methods of art historical research, and to the theoretical and historical questions of art historical interpretation. The course will survey a number of current approaches to the explanation and interpretation of works of art, and briefly address the history of art history.

ARTh 491 - (3) (S)
Undergraduate Seminar in the History of Art
Prerequisite: Instructor permission. Subject varies with the instructor, who may decide to focus attention either on a particular period, artist, or theme, or on the broader question of the aims and methods of art history. Subject is announced prior to each registration period. Representative subjects include the life and art of Pompeii, Roman painting and mosaics, history and connoisseurship of baroque prints, art and politics in revolutionary Europe, Picasso and painting, and problems in American art and culture.

ARTh 497-498 - (6) (S)
Undergraduate Thesis
A thesis of approximately 50 written pages is researched and written during the fall and spring semesters by art history majors in their fourth year who have been accepted into the department’s Distinguished Majors Program.

ARTh 501 - (1) (Y)
Library Methodology in the Visual Arts
Review of printed and computerized research tools in fine arts, including architecture and archeology. Required of all incoming art history graduate students.

ARTh 516 - (3) (IR)
Roman Architecture
Prerequisite: Instructor permission. Surveys Roman architecture in Italy and the Roman Empire from the Republic to Constantinian emphasizing developments in the city of Rome.

ARTh 518 - (3) (IR)
Roman Imperial Art and Architecture I
Prerequisite: Instructor permission. Studies Roman sculpture, painting, architecture and minor arts from Augustus to Trajan.

ARTh 519 - (3) (IR)
Roman Imperial Art and Architecture II
Prerequisite: Instructor permission. Studies Roman sculpture, mosaics, architecture and minor arts from Trajan to Constantine.

ARTh 522 - (3) (IR)
Byzantine Art
Prerequisite: Instructor permission. Studies the art of Byzantium and its cultural dependences from its roots in the late Antique period to the last flowering under the Palaeologian dynasty.

ARTh 533 - (3) (IR)
Italian Fifteenth Century Painting I
Prerequisite: Instructor permission. Studies the major and minor masters of the Quattrocento in Florence, Siena, Central Italy, Venice, and North Italy.

ARTh 536 - (3) (IR)
Italian Sixteenth-Century Painting
Studies the High Renaissance, Mannerism, the Maniera, and related movements in Cinquecento painting.

ARTh 537 - (3) (IR)
Italian Renaissance Sculpture I
Prerequisite: Instructor permission. Studies the major developments in Italian sculpture from the late Dugento through the early Quattrocento.

ARTh 547 - (3) (IR)
Dutch Painting in the Golden Age
Surveys the major artists and schools of the United Provinces from about 1580-1680, including Rembrandt, Frans Hals, Vermeer, and Jacob van Ruisdael, seen in the context of Dutch culture and history. Emphasizes the iconographic method of interpreting daily-life genre and landscape, the role of theory in Dutch art, and the character of Dutch realism.

ARTh 558 - (3) (IR)
Approaches to American Art
Introduces historiography and methodology of American art history from earliest discussions to the present, through an analysis of one particular mode (e.g., portraiture, landscape, genre) over time.

ARTh 559 - (3) (IR)
Representations of Race in American Art
Examines the depiction of Asian, Blacks, Indians, and Latinos in American art from colonial times to the present, in order to identify and describe some of the ways in which visual images have functioned in the construction and reinforcement of racial mythologies.

ARTh 567 - (3) (IR)
Text and Image in Chinese Buddhist Art
Examines the relationship between text and image in Chinese Mahayana Buddhist art through the analysis of a number of important Buddhist texts and the visual representations associated with these texts. Explores interpretive theories such as narrative and ritual. Considers the roles of patrons, the clergy, and artists as mediating agents in the process of translating ideas into visual expressions.

ARTh 580 - (3) (IR)
African Art
Surveys Africa’s chief forms of visual art from prehistoric times to the present.

ARTh 590 - (3) (Y)
Museum Studies
Prerequisite: 9-12 credits in art history or instructor permission. A lecture course on the nature of public art collections, how they have been formed, and the role they play in society. Examines the concept of connoisseurship and its role in collecting art for museums.

ARTh 591, 592 - (3) (S)
Advanced Readings in the History of Art

Studio Art
OverviewStudio Art at the University of Virginia is a rigorous, pre-professional program leading to the Bachelor of Arts degree. The department attempts to give students instruction in the basic skills and application in the following areas: drawing, painting, printmaking, sculpture, electronic media, contemporary media, and techniques. Courses also seek to acquaint the student with the concerns and issues of visual art through practical studio experience.

The art department’s studio major is a liberal arts program designed to accommodate students with various interests and abilities, serving those who expect to become professional artists and welcoming those who are mainly interested in art as an avocation or as a means toward aesthetic fulfillment. Students are also encouraged to take courses in the history of art so that they may acquire knowledge of pictorial meaning and the wide range of artistic expression and interpretation found in different cultural periods. Students who wish to do intensive work in a single area may work in project courses which provide both flexibility and faculty feedback.
**Faculty**

There are nine faculty members in the department. One of the department’s strengths is the diversity of interests among the faculty. Each faculty member has had highly successful exhibitions at numerous galleries across the country such as the Tatistcheff Gallery in New York, the Corcoran Gallery in Washington D.C., and the Fine Gallery in Princeton. Among the awards and honors garnered by members of this group is a recent Virginia Commission of the Arts Award for printmaking and sculpture, and an Artist’s Fellowship Grant from the National Endowment for the Arts in painting and sculpture. Works by the faculty are in many prestigious museum collections, such as the Metropolitan Museum in New York, the Philadelphia Art Museum, the Hirshhorn Museum in Washington, D.C. and the Walker Art Center in Minneapolis. The faculty make themselves easily accessible to their students, serving as mentors in and out of the classroom.

**Students**

Each year, approximately sixty students major in studio art. As there is not a graduate program, all courses are taught by faculty. All studio art courses have limited enrollment, since the courses are taught in atelier style. All majors, in their fourth year, are required to complete a senior exhibition. Many students in studio art are double majors. Art history is the most obvious choice for a second major, though English and psychology are also common. Approximately 20 percent of the majors go on to graduate work within the fine arts. Placement has been good, including admission to top national programs. Other students seek graduate work in related fields, including graphic and fashion design, medical illustration, art therapy, illustration, museum work, gallery management, advertising design, and teaching.

**Requirements for Major**

Majors acquire essential artistic skills as well as experience in the handling of a wide variety of materials and methods. The program puts the student in touch with the problems of creation and with the ideas of artists in the contemporary world.

The major requires 30 credits in ARTS courses including ARTS 161 and 162. Twelve credits must be at the 200 level and 9 credits at the 300 or 400 level. ARTH 280 (Art Since 1945) is required and should be taken in the fall term of the third year. In the fourth year he or she declares a concentration in painting, printmaking, photography, or sculpture which culminates in an exhibition. Majors must have a minimum GPA of 2.0 in major courses, or be dropped from the program. A grade of C- or below does not count for major credit.

**Requirements for Minor**

The minor in studio art requires 18 credits in ARTS courses including ARTS 161 and 162.

**Additional Information**

For more information, contact the Undergraduate Advisor, Fayerweather Hall, Charlottesville, VA 22903; (434) 924-6123.

**Course Descriptions**

**ARTS 161 - (3) (S)**

**Introduction to Drawing I**

Introduces the materials and techniques of drawing, provides training in the coordination of hand and eye, and encourages development of visual analysis. Emphasizes understanding form, space, light and composition.

**ARTS 162 - (3) (S)**

**Introduction to Drawing II**

Prerequisite: ARTS 161. Continuation of ARTS 161 with projects emphasizing on drawing skills and analytical thinking. The majority of assignments will be concept-based to encourage students to develop individual visual language.

**ARTS 207 - (3) (S)**

**Dance/Movement Composition as Art**

Prerequisite: Permission of instructor. This course will involve analysis of aesthetic valuing and choreographic approaches as they relate and intersect with art, gender and feminism. We will closely examine how dances convey race, class, gender and sexuality. The course will investigate staged performances that illuminate women’s political issues and male issues through a lens of cultural and historical contexts.

This course will function as an introduction to the fundamentals of movement and dance. It is designed to engage students to inquire about what is art and define how choreography is a statement in a cultural, political, and feminist sense.

We will explore potential sources for movement through improvisation, a dance form developed during the 60’s. Assignments will be structured in a solo, duet, group format and it may incorporate elements of martial arts, modern and post-modern dance, social dance, sports and play. Improvisation serves an exploration of the physics of motion. It involves a continuous process of exploring balance, weight, body/mind centering, orienting oneself to space and to others in a group; experiencing peripheral vision and events. It also considers social and cultural roles of passivity/action, leading/following, etc., as well as the cultural definitions of play in the creative process, work and art.

Ideal for beginning dancers, those interested in exploring their own movement vocabulary, athletes, actors, musicians or those interested in acquiring a better understanding of movement as source. This course is cross-listed with SWAG 207.

**ARTS 222, 223 - (4) (Y)**

**Introduction to Digital Art I, II**

Prerequisite: ARTS 161, 162. Project-based introduction to tools and methods of digital media. Serves as a design class examining how the new tools can contribute to the activity of the artist.

**ARTS 251, 252 - (4) (Y)**

**Introduction to Photography I, II**

Prerequisite: ARTS 161, 162. Independent and group exercises exploring still photography as a means of communication and expression. Lab sessions cover necessary technical aspects of the medium, lectures introduce the photographic tradition, and discussions focus on student work. Course content varies from semester to semester. May not be taken on a pass/fail basis.

**ARTS 263, 264 - (3) (S)**

**Life Drawing I, II**

Prerequisite: ARTS 161, 162. Creations of drawings of a living model in various media. Topics include artistic anatomy, figure and portrait drawing.

**ARTS 267, 268 - (4) (Y)**

**Introduction to Printmaking I, II**

Prerequisite: ARTS 161, 162. Introduction to basic black and white etching techniques, basic black and white plate lithography, and techniques of stone lithography. Printmaking professors and course content vary from semester to semester.

**ARTS 271, 272 - (4) (Y)**

**Introduction to Painting I, II**

Prerequisite: ARTS 161, 162. Introduction to basic oil painting techniques and materials emphasizing perception and color. Assignments are designed to assist the student in understanding the creative process and interpreting the environment through a variety of subject matter expressed in painted images. Encourages individual stylistic development.

**ARTS 281, 282 - (4) (Y)**

**Introduction to Sculpture I, II**

Prerequisite: ARTS 161, 162. Investigates the sculptural process through modeling, carving, fabricating and casting. Examines traditional and contemporary concerns of sculpture by analyzing historical examples and work done in class.

**ARTS 291, 292 - (4) (Y)**

**Installation and Performance Art I, II**

Prerequisite: For ARTS 192: ARTS 161,162 or permission of the instructor. For ARTS 292: ARTS 161,162,291 or permission of the instructor.

This course introduces new art genres including installation, performance, and video documentation to the student’s art practice. Includes contemporary Art History, theory, and the creation of art made with non-traditional materials, methods and formats.

**ARTS 296/297 - (4) (Y)**

**Introduction to Cinematography I, II**

Prerequisite: For ARTS 192: ARTS 161,162 or permission of the instructor. For ARTS 297: ARTS 161,162,296 or permission of the instructor.

The course introduces experimental 16mm film production as a practice of visual art. These courses include technical, historical,
and theoretical issues that apply to cinemography and its relationship to the traditional visual arts.

**ARTS 322, 323 - (3) (S)**
**Intermediate Digital Art I, II**
**Prerequisite:** ARTS 222, 223.
Project-based course examining three areas of digital media: designing for paper, three-dimensional modeling, and robotic sculpture.

**ARTS 351, 352 - (3) (S)**
**Intermediate Photography I, II**
**Prerequisite:** ARTS 251, 252.
Requirements: Basic black and white lab techniques. Creative camera work with 35mm and larger-format cameras. Students who need review in lab techniques should take the introductory course.

**ARTS 367, 368 - (3) (S)**
**Intermediate Printmaking I, II**
**Prerequisite:** ARTS 267, 268.
Includes relief printing, advanced lithography techniques, including color lithography, color etching, monotypes, and further development of black and white imagery. Printmaking professors and course content vary from semester to semester.

**ARTS 371, 372 - (3) (S)**
**Intermediate Painting I, II**
**Prerequisite:** ARTS 271, 272.
Exploration of contemporary painting materials, techniques, and concepts, as well as a continuation of basic oil painting processes. Assignments are designed to assist the student in developing their perceptions and imagination and translating them into painted images. Direction is given to the formation of personal original painting styles.

**ARTS 381, 382 - (3) (S)**
**Sculpture**
**Prerequisite:** ARTS 281, 282.
Continuation of ARTS 281, 282 with greater emphasis on the special problems of the sculptural discipline.

**ARTS 397 - (3) (Y)**
**Intermediate Cinematography I**
**Prerequisite:** ARTS 161, 162, 297, 298 or instructor permission.
Course continues the practice of 16mm experimental film production with an increased emphasis on audio and digital video motion picture making. Student will complete assignments based on genres of experimental film making such as expressionism, naturalism, and realism.

**ARTS 398 - (3) (Y)**
**Intermediate Cinematography II**
**Prerequisite:** ARTS 161, 162, 297, 298, 397.
Course continues the practice of 16mm experimental film production with an increased emphasis on audio and digital video motion picture making. Student will complete assignments based on genres of experimental film making such as expressionism, naturalism, and realism.

**ARTS 407 - (1-4) (Y)**
**Advanced Project in Art**
**Prerequisite:** Instructor permission.
Investigation and development of a consistent idea or theme in painting, sculpture, or the graphic arts. May be taken more than once under the same course number(s) by students who are sufficiently advanced in studio work. This course is not intended to be used for major credit.

**ARTS 422, 423 - (3) (S)**
**Advanced Digital Art I, II**
Creation of individual and group projects using digital tools. Projects are intended to enhance traditional disciplines or extend the study of new technology for the artist. This course does not fulfill major/minor requirements.

**ARTS 451, 452 - (3) (Y)**
**Distinguished Major Project**
**Prerequisite:** Admission to the Distinguished Major Program.
Intensive independent work using either sculpture, photography, printmaking, or painting as the primary medium, culminating in a coherent body of work under direction of a faculty member.

**ARTS 453, 454 - (3) (S)**
**Advanced Photography I, II**
**Prerequisite:** ARTS 351 or 352.
Study of the advanced problems of making a structured body of photographic work. Emphasizes new solutions to new problems in this mode.

**ARTS 467, 468 - (3) (S)**
**Advanced Problems in Printmaking**
**Prerequisite:** ARTS 367 or 368.
Designed for students who have completed two or more semesters of study of a specific printmaking technique (woodcut, etching, or lithography) and wish to continue their exploration of that technique.

**ARTS 471, 472 - (3) (S)**
**Advanced Painting I, II**
**Prerequisite:** ARTS 371 or 372.
The capstone of a three year study in painting. Continues the investigation of oil painting as an expressive medium and stresses the development of students' ability to conceive and execute a series of thematically related paintings over the course of the semester. Painting professors and course content vary from semester to semester.

**ARTS 481, 482 - (3) (S)**
**Advanced Sculpture I, II**
**Prerequisite:** ARTS 381 or 382.
Continuation of the sculpture sequence with greater emphasis on developing a student's individual voice. Advanced projects in molding, metal casting, and non-traditional sculpture materials are assigned. The creation of a sculptural installation is also assigned. Sculpture professors and course content vary from semester to semester.

**ARTS 497 - (3) (Y)**
**Advanced Cinematography I**
**Prerequisite:** ARTS 161, 162, 297, 298, 397, 398 or instructor permission.
Course continues the practice of 16mm film or digital video experimental production with an emphasis on a completed piece for public screenings or exhibitions.

**ARTS 498 - (3) (Y)**
**Advanced Cinematography II**
**Prerequisite:** ARTS 161, 162, 297, 298, 397, 398, 497 or instructor permission.
Course continues the practice of 16mm film or digital video experimental production with an emphasis on a completed piece for public screenings or exhibitions.

**Department of Asian and Middle Eastern Languages and Cultures (AMELC)**
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**Overview**
Almost two-thirds of the world's population live in Asia and the Middle East, and a greater percentage than that, from the Maghrib in the west to Japan in the east, speak major Asian and Middle Eastern languages. In the twenty-first century knowledge and understanding of that part of the world will become increasingly important for people in any profession or field of endeavor. To address that crucial need the Department of Asian and Middle Eastern Languages and Cultures (AMELC) offers a comprehensive curriculum in some of the major languages, literatures and cultures of East Asia, the Middle East, and South Asia.

The languages currently taught in AMELC are Arabic (classical and modern), Chinese (classical and modern), Hebrew (modern, with Biblical taught in Religious Studies), Hindi, Japanese (modern and pre-modern), Persian, Sanskrit, and Urdu. The Department reserves the right to place any student in the course most appropriate to his or her skill level. Such placement is the responsibility of the coordinator for each language program, and should be made by the fifth class meeting.

Literature courses in AMELC are offered in all these languages. Most literature courses are offered in the language and many are offered in English, with readings in translation. In addition to courses in language and in literature, courses offered in many other departments and programs - Anthropology, Art History, History, Politics, and Religious Studies - are required for AMELC's majors, giving AMELC students a unique multidisciplinary perspective.

The AMELC curriculum is designed to give students a high level of language competency and a deep understanding of East Asia, the Middle East, or South Asia. The Department offers a Studies Major, a Studies Minor, a Languages and Literatures Major, and a
Distinguished Major for exceptional students in either the Studies or the Languages and Literatures Major. Some graduates find employment in their geographical region of study, while others go on to graduate or professional schools for further study. Whichever the case, study in AMELC is an intense, intimate and rewarding experience, and AMELC students are well prepared for the future.

The Major in Asian and Middle Eastern Studies The Asian and Middle Eastern Studies Major replaces the Asian Studies Major in the Program in Asian Studies and the Middle East Studies Major in the Middle East Studies Program. The Asian and Middle Eastern Studies major is an interdisciplinary major featuring a core of language work and additional coursework in one of three regional concentrations: East Asia, the Middle East, or South Asia. Not all concentration courses must be from within AMELC. For instance, a course on Islam in Religious Studies would count towards a concentration in the Middle East or South Asia regions. Current lists of approved concentration courses are posted in the Department and on the AMELC website. Students are also encouraged to take AMELC and related courses outside their geographical region of concentration.

Requirements for the Major in Asian and Middle Eastern Studies

**Prerequisites:** A C or better in AMEL 101. Proficiency at the 202/206 level or above in Arabic, Chinese, Hebrew, Hindi, Japanese, Persian, Sanskrit, Tibetan, or Urdu

**Requirements:**
- 30 credits in AMELC and related courses, including courses in selected regional concentration, with the following distribution:
  - 9 credits at 300 level or higher of AMELC and related courses:
    - students whose regional concentration is East Asia must take EAST 492
    - students whose regional concentration is the Middle East must take MEST 496
    - students whose regional concentration is South Asia must take AMEL 493 or 494
  - 21 credits in one of three regional concentrations: East Asia, Middle East, or South Asia; see the AMELC website for current listings;
  - 9 of those 21 credits must be in regional concentration courses from 3 of the following 6 departments: AMELC (at the 300 level or higher), Anthropology, Art History, Government and Foreign Affairs, History, Religious Studies. (It is strongly recommended that History be one of the three.)
  - double majoring is encouraged, but students are reminded that USEM credits do not count toward major requirements;
  - a maximum of 12 study abroad and domestic transfer credits are allowed, at the discretion of the Undergraduate Committee.

Students in this major must maintain a satisfactory grade point in major and related courses each semester. Satisfactory is defined as an average of C (i.e., 2.0). Students not maintaining this grade point are subject to discontinuation from the major.

Advisors for this major are Hsin-hsin Liang (East Asia, fall semester), Anne Kinney (East Asia, spring semester), Daniel Lefkowitz (Middle East), and Griffith Chaussée (South Asia).

Requirements for the Minor in Asian and Middle Eastern Studies

- 102/106-level in an AMELC language. A grade of C or higher must be earned each semester in 101-102, or the grade in 106 must be C or higher.
- at least 18 credits in one of the three regional concentrations (East Asia, Middle East, or South Asia). Language courses beyond the 102/106-level may be counted for this. Of those 18 credits:
  - a minimum of 9 credits must be from concentration courses in AMELC or any other department;
  - at least 3 credits must come from a non-language course in AMELC; and
  - no more than 9 credits may be from any one department outside AMELC.

The advisors for this Minor are the same as for the major. Students wishing to declare this for their minor course of study must see the appropriate advisor.

The Major in Asian and Middle Eastern Languages and Literatures The Department offers a major in Asian and Middle Eastern Languages and Literatures for students wanting to achieve proficiency in an AMELC language and a deeper understanding of its literature and culture. The core of this major is a high level of competency in the language and a more focused set of concentration courses.

Requirements for the Major in Asian and Middle Eastern Languages and Literatures

**Prerequisites:**
- 202/206 level of an AMELC language. A grade of C or higher must be earned in each semester of 201-202 or 106-206.
- 2 three-credit non-language courses in AMELC or one such course in AMELC and one course in History or in Religious Studies. One of the AMELC courses must be AMEL 101. The course in History must have the mnemonic HIEA, HIMF, or HISF, and the course in Religious Studies must be RELG 104, or it must have the mnemonic RELB, RELH, or RELI. Each of these two courses must be passed with a grade of C or better.

It is crucial that language training begin early in the student’s career. Summer study and study abroad are also encouraged. (See the Study Abroad Programs section below.) Students in this major must maintain a satisfactory grade point in major and related courses each semester. Satisfactory is defined as an average of C (i.e., 2.0). Students not maintaining this grade point are subject to discontinuation from the major.

Students should check with their advisors concerning the current availability of this major in the language or languages of their interest. Those advisors are:

- Chinese - Hsin-hsin Liang
- Japanese - Michiko Wilson
- Arabic - Mohammed Sawaia
- Hebrew - Daniel Lefkowitz
- Persian - Zjaleh Hajibashi
- Hindi - Griffith Chaussée
- Sanskrit - Robert A. Hueckstedt
- Urdu - Griffith Chaussée

The Distinguished Majors Program AMELC offers a Distinguished Majors Program for qualified majors in order to provide the opportunity to pursue in-depth analysis of issues and topics related to the major. To qualify, students must meet the general requirements of their AMELC major with the following modifications. They must take 12 hours of concentration courses at the 400 level or above, including AMEL 497, a six-hour sequence of tutorial work on a senior thesis to be completed over the fall and spring semesters of the fourth year. Students are...
responsible for obtaining the agreement of a faculty member to serve as thesis advisor and a second faculty member from a different department to serve as second reader. Students are encouraged to use primary language sources in researching their theses.

Admission into the DMP occurs in the spring semester of the third year. Applicants must be in either the Asian and Middle Eastern Studies Major or the Asian and Middle Eastern Languages and Literatures Major, with major and general GPAs of at least 3.4. Applications must be submitted by March 15th of the student’s third year, and should include the following: 1) a statement of interest explaining the student’s desire to enter the program and his or her general area of research interest; 2) a letter of recommendation from a faculty member in the student’s concentration, either sent directly to the AMELC Chair or sealed and submitted by the student with other materials; and 3) a copy of the student’s most recent transcript. Decisions concerning admission to the DMP are made in by early April.

Commencement honors of Distinction, High Distinction and Highest Distinction require a minimum GPA of 3.4 as well as timely completion of the senior thesis. Honors are awarded by the Departmental Council on the basis of overall academic performance as well as at the recommendation of the first and second readers of the thesis.

Faculty The AMELC faculty consists of approximately twenty full and part-time scholars and teachers with national and international reputations — in cultural studies, linguistics, literary criticism, philology, and translation — who are fully committed to effective language teaching and to the literatures and cultures of Asia and the Middle East. While other language programs usually use graduate students to teach beginning and intermediate level language classes, AMELC uses for that purpose specially hired and trained lecturers, who are often native speakers or have near-native fluency. Class size is restricted, and faculty make a special effort to be available to students outside of class.

Students Every semester 700 to 800 students study in AMELC’s courses, which usually number between 40 and 50. The majority of AMELC’s courses involve language study, so the enrollment is purposely kept low. Other courses taught in English usually satisfy the Non-Western Perspectives Requirement and the Humanities Requirement. Some of those courses also satisfy the Second Writing Requirement and are therefore restricted to thirty students or less. Approximately 1400 students study in Asian and Middle Eastern courses in other departments.

Students of Asia and the Middle East go on to graduate or professional schools, to work in governmental agencies, journalism, art, international banking and business, communications, or the Peace Corps, or they teach in Asia or the Middle East. The possibilities are almost infinite.

Study Abroad Programs

University of Virginia-Yarmouk University Summer Arabic Program AMELC administers a summer Arabic program at Yarmouk University in Irbid, Jordan, which provides an opportunity to study Arabic intensively at the intermediate and advanced levels. The program occasionally receives grants from which it can offer fellowships. Additional information can be found at: http://www.virginia.edu/arabic/yarmuk_program.htm

Kyoto Center for Japanese Studies The University of Virginia joins Harvard, Stanford, and about a dozen other top universities in running the Kyoto Center for Japanese Studies, a well-regarded study abroad program based in Japan's historic capital city. The consortium arrangement entitles the university to select two to four undergraduate students each year to participate for one semester or a full academic year. The program requires students to have two full years of college-level Japanese language coursework as a prerequisite, and it works to improve students' language abilities through small-group instruction tailored to each students ability level. A few courses are taught in Japanese, but most of the courses (on Japanese politics, foreign relations, society, and culture) are taught in English.

The KCJS program, unlike some other study abroad programs in Japan, facilitates daily use of the language outside the classroom by placing all students who want to take advantage of this opportunity with host families. The deadline for applying for admission to the KCJS is January 15 on the local level. Additional information on the program can be found at: kcjs.stanford.edu.

UVA in Shanghai The UVA in Shanghai Program (Chinese Language) is specially designed by University of Virginia faculty to complement the University curriculum. Hosted by East China Normal University (ECNU), Shanghai, this program will allow students to earn UVA credit and grades, not simply transfer credit. Students will have the opportunity to take an intensive language course along with an interdisciplinary course on Chinese history and culture that will utilize local guest speakers and field trips.

Accompanying students throughout the program, UVA faculty will integrate into the course syllabi three components - language, history, and cultural visits. As such the program is ideal for students who have never before traveled to China. For those students with more advanced language skills and travel experience, this program will also provide an opportunity to further their learning.

Participants will also have the opportunity to experience the daily life of a modern Chinese family during a weekend home stay. Each participant in this program will be assigned a language partner, who is an ECNU student studying to be a Chinese language teacher. The language partner will assist in language tutoring, conversation, and social activities. Additional information can be found at: http://www.virginia.edu/iso/studyabroad/shanghai_uva/index.html

In addition to study abroad programs administered by UVA, students are encouraged to develop their language skills at the many other study-abroad programs that are available throughout Asia and the Middle East. Faculty are happy to advise students concerning appropriate programs, and program descriptions and advice are also available from the International Studies Office in Minor Hall. Students are particularly encouraged to participate in such programs so that they can experience first hand the languages in their surrounding cultures.

At the discretion of the Departmental Council, a maximum of 12 study abroad and domestic transfer credits is allowed for the Studies Major and a maximum of 15 for the Languages and Literatures Major. No study abroad or domestic transfer credits are allowed for the Studies Minor.

Scholarships

East Asia Center Scholarship A generous endowment from the Weeden family allows the East Asia Center to award travel grants to undergraduates enrolled in language programs in East Asia as well as research travel grants to graduate students and faculty. Applications are due in mid-February.

MASTERCARD Asian Studies Scholarship This scholarship is awarded annually to a rising fourth year major in Asian Studies, be it in the East Asian concentration or the South Asian. To be competitive, students applying for this scholarship should also be applying for the Distinguished Majors Program. This scholarship is in the amount of approximately $4000 for tuition, and it carries with it the possibility to apply for a paid summer internship with MASTERCARD. Unless we are informed otherwise, we will assume that all applicants for the DMP are also applying for this scholarship. Therefore, no specific application is required.

Centers and Programs

Arts and Sciences Center for Instructional Technology (ASCIT) A resource containing many audio-visual materials which are used to help bring the culture surrounding our different languages alive for students. It is conveniently located in Cabell Hall along with most AMELC classrooms and offices. The language laboratory is used to help students practice and reinforce their speaking and listening skills.

East Asia Center For more than twenty years the East Asia Center has promoted activities and events that enhance the study of East Asia and Southeast Asia at the University of Virginia. The Center sponsors ten to fifteen lectures and other events each year. It also manages graduate programs granting an MA in Asian Studies as well as an MA/MBA in Asian Studies in conjunction with the Darden Business School.
Center for South Asian Studies  The Center for South Asian Studies is one of nine federally-funded National Resource Centers for the study of South Asia-Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka and Tibet. It sponsors a regular weekly seminar program as well as other activities.

Middle East Studies Program  Like the East Asia and South Asia Centers, the Middle East Studies Program is an association of faculty who share a regional interest. The Middle East Program sponsors lectures and other activities, and until recently it administered the undergraduate degree program in Middle East Studies.

Center for Jewish Studies  Jewish Studies is an interdisciplinary program that introduces students to the history, languages, and literature of the Jewish people; to the beliefs and practices of Judaism; and to the contributions of Jewish wisdom to human civilization.

Additional Information  For more information, contact Jian Chen, AMELC Chair, Box 400781 Cabell Hall, Charlottesville, VA 22904; (434) 982-2304; amelc@virginia.edu; http://www.virginia.edu/amelc

Course Descriptions

Note: AMEL and AMTR courses are taught in English.

AMEL 100 - (3) (Y)
From Genghis Khan to Stalin: Invasions and Empires of Central Asia
Survey of Central Asian civilizations from the first to the twenty-first centuries, with particular emphasis on nomadism, invasions, conquests, and major religious-cultural developments.

AMEL 101 - (3) (Y)
Literatures of Asia and the Middle East
An introductory course in non-Western literatures that emphasizes genres with no clear Western equivalents. The reading list varies from year to year, but the texts, read in translation, usually come from Arabic, Chinese, Hebrew, Hindi, Japanese, Persian, Sanskrit, Tamil and Urdu.

AMEL 247 - (3) (Y)
Reflections of Exile: Jewish Languages and their Communities
Covers Jewish languages Yiddish, Judeo-Arabic, Ladino, and Hebrew from historical, linguistic, and literary perspectives. Explores the relations between communities and languages, the nature of diaspora, and the death and revival of languages. No prior knowledge of these languages is required. This course is cross-listed with ANTH 247.

AMEL 301 - (3) (Y)
Topics in Asian America
Topics in Asian American culture, including historical, socio-economic, racial, gender, and other aspects. Students will employ critical skills in analyzing and questioning ideas about race, class, gender, family.

AMEL 302 - (3) (Y)
Topics in Asian America
An examination of social phenomena that have framed the lives of Asian Americans. Students will employ critical skills in analyzing and questioning ideas about race, class, gender, family, among other issues. Topics will include comparative analyses of Asian American communities, contemporary Asian American experience, and the specific concerns and histories of individual Asian groups in America.

AMEL 347 - (3) (Y)
Language and Culture in the Middle East
Prerequisite: Prior coursework in anthropology, or middle east studies, or linguistics, or permission of the instructor. Introductions to peoples, languages, cultures and histories of the Middle East. Focuses on Israel/Palestine as a microcosm of important social processes-such as colonialism, nationalism, religious fundamentalism, and modernization-that affect the region as a whole. This course is cross-listed with ANTH 347.

AMEL 365 - (3) (IR)
Introduction to Linguistic Typology
Human languages appear on the surface to be very different from one another. Closer examination reveals that languages differ in systematic ways and that more than half of them can be divided into a relatively small number of basic types. In this course we will identify and study some of these basic patterns and explore possible reasons for their existence. The course will introduce students to basic grammatical structure and function.

AMEL 493, 494 - (1-3) (SI)
Independent Study
Prerequisite: Instructor permission. Independent study in special field under the direction of a faculty member in Asian and Middle Eastern Languages and Cultures.

Note: AMTR courses are taught in English.

AMEL 497 - (3) (S)
Asian and Middle Eastern Studies Senior Thesis
Prerequisite: restricted to DMP majors and instructor's permission. Thesis research under the direction of an AMELC faculty member serving as thesis advisor and a second faculty member from a different department serving as second reader.

AMTR 301 - (3) (SI)
Men and Women of Asia and the Middle East
Focuses on literature of Asia and the Middle East (Chinese, Japanese, Persian) which depicts the world as seen through the eyes of men and women; includes poetry and prose from Ancient to Modern.

AMTR 311/511 - (3) (IR)
Women and Middle-Eastern Literatures
Explores some of the basic issues of women's identity in Middle Eastern literature. In a variety of readings (poetry, short-story, novel, and autobiography) by men and women, it explores both the image and presence of women in a rich and too-often neglected literature.

Arabic

ARAB 101, 102 - (4) (Y)
Elementary Arabic
Prerequisite for ARAB 102: ARAB 101 or equivalent. Introduction to the sound and writing systems of Arabic, including basic sentence structure and morphological patterns. A combination of the direct, audio-lingual, proficiency and grammatical transformation methods is used. The format consists of classroom discussions of a certain grammatical point followed by intensive practice.

ARAB 201, 202 - (4) (Y)
Intermediate Arabic
Prerequisite for ARAB 201: ARAB 102, or equivalent, or instructor permission. Prerequisite for ARAB 202: ARAB 201, or equivalent, or instructor permission. Continues training in modern standard Arabic, with emphasis on speaking, comprehension, writing, and reading. The method of teaching primarily follows the proficiency-based approach to language learning.

ARAB 225 - (3) (Y)
Conversational Arabic
Prerequisite: ARAB 202 or equivalent, or instructor permission. Introduces students to spoken Arabic, with oral production highly emphasized.

ARAB 226 - (3) (IR)
Conversational Arabic
Prerequisite: ARAB 225 or equivalent, or instructor permission. Practice of conversation based on everyday situations. Enables communication with native speakers.

ARAB 227 - (3) (Y)
Culture and Society of the Contemporary Arab Middle East (in English)
Introduces the cultural traits and patterns of contemporary Arab society based on scholarly research, recent field work, and personal experiences and observations in the Arab world. No knowledge of Arabic is required.

ARAB 301/501, 302/502 - (3) (Y)
Readings in Literary Arabic
Prerequisite: ARAB 202, or equivalent, or instructor permission. Emphasizes reading of modern texts for oral-aural practice, as well as writing.

ARAB 323/523 - (3) (SI)
Arabic Conversation and Composition (in Arabic)
Prerequisite: ARAB 302 or instructor permission. Emphasizes development of writing and speaking skills, with special attention to grammar, syntax, vocabulary, and the organization and style of different genres.

ARAB 324/524 - (3) (SI)
Advanced Arabic Conversation and Composition (in Arabic)
Prerequisite: ARAB 323 or equivalent or instructor permission. Develops oral and written proficiency to an advanced level of fluency, with emphasis on speaking and writing.

ARAB 333/533 - (3) (Y)
Arabic of the Quran and Hadith I
Prerequisite: ARAB 202 or higher or permission of instructor. Studies the language of the Quran and its exegesis, and the Hadith.

ARAB 334/534 - (3) (Y)
Arabic of the Quran and Hadith II
Prerequisite: ARAB 333 or permission of instructor. Studies the language of the Quran, its exegesis, and the Hadith.

ARAB 493, 494 - (1-3) (Y)
Independent Study in Arabic

ARAB 528 - (3) (SI)
The History of the Arabic Language (in English)
Prerequisite: At least one year of Arabic or Hebrew, and/or historical linguistics. Traces history of Arabic and its development up to present day. Studies the relation of Arabic to other languages that come in contact with it either through genetic relationship, such as Hebrew and Aramaic; or through conquest, such as Persian, Coptic, Berber, and others. Examines the external and internal factors of linguistic change.

ARAB 583 - (3) (Y)
Topics in Arabic Prose
Prerequisite: ARAB 302/502, or equivalent, or instructor permission. Emphasis on reading modern Arabic prose, and writing descriptive and narrative short essays.

ARAB 584 - (3) (Y)
Topics in Arabic Prose
Prerequisite: ARAB 583, or instructor permission. Exposure to selected reading material in modern Arabic prose, and writing of short essays, summaries, and descriptive pieces in Arabic.

ARAB 585 - (3) (IR)
Media Arabic
Prerequisite: ARAB 583 and 584 or ARAB 301/501 and 302/502 or permission of instructor. Examination of electronic (television and radio) and print (newspapers, magazines, periodic publications) Arabic.

ARAB 586 - (3) (IR)
Nineteenth Century Arabic Prose
Prerequisite: ARAB 583 and 584 or instructor permission. Examination of Arabic writing in the 19th century, a period of renaissance in the Arabic language.

Note: ARTR courses are taught in English.

ARTR 329/529 - (3) (Y)
Modern Arabic Literature in Translation
Introduction to the development and themes of modern Arabic literature (poetry, short stories, novels, plays). Taught in English.

ARTR 339 - (3) (Y)
Love, Alienation, and Politics in the Contemporary Arabic Novel
Introduction to the Arabic Novel with emphasis on a medium for expounding political issues of the Arab World.

Chinese

CHIN 101, 102 - (4) (Y)
Elementary Chinese
Prerequisite: For CHIN 102 is CHIN 101 or equivalent (as demonstrated in the placement test). CHIN 101 and 102 are beginning level courses in Modern Standard Mandarin Chinese for students with little or no prior experience in the language. The courses are not intended for native and near-native speakers of Chinese. The courses provide students with systematic training in listening, speaking, reading, and writing skills on a daily basis.

CHIN 106 - (4) (Y)
Accelerated Elementary Chinese
CHIN 106 is specifically intended for students with native or near-native speaking ability in Mandarin Chinese, but little or no reading and writing ability. The course focuses on reading and writing Chinese. The goals of this course are to help students: (a) achieve control of the Chinese sound system (the 4 tones and Pinyin) and basic components of Chinese characters; (b) be able to write 400-500 characters; (c) express themselves clearly in written form on a variety of covered topics using learned grammar patterns and vocabulary; (d) improve their basic reading skills (including learning to use a Chinese dictionary). By the end of the course the students should be able to read authentic materials with the help of a dictionary and be able to write essays of 500 words in length on assigned topics.

CHIN 201, 202 - (4) (Y)
Intermediate Chinese
Prerequisite: For CHIN 201: CHIN 102 or equivalent (as demonstrated in the placement test). CHIN 201, 202 are the continuation of CHIN 102. They are not intended for native or near-native speakers of Chinese. The goals of this course are to help students improve their spoken and aural proficiency, achieve a solid reading level, and learn to express themselves clearly in writing on a variety of topics using learned grammar patterns and vocabulary.

CHIN 206 - (4) (Y)
Accelerated Intermediate Chinese
Prerequisite: CHIN 106 or equivalent (as demonstrated in the placement test). This course is specifically designed for students with native or near-native speaking ability in Mandarin Chinese, but with reading and writing ability equivalent to a student who has completed CHIN 102. The course focuses on reading and writing Chinese. The goals of this course are to help students: (a) achieve a basic level of reading competency with a vocabulary of 1000 characters; (b) express themselves clearly in written Chinese on a variety of topics using learned grammar patterns and vocabulary.

CHIN 301/501, 302/502 - (3) (Y)
Readings in Modern Chinese
Prerequisite: For CHIN 301: CHIN 202 or equivalent (as demonstrated in the placement test). These courses are the continuation of Intermediate Chinese (CHIN 202). They are not intended for native or near-native speakers of Chinese. All four basic skills (listening, speaking, reading, and writing) are equally stressed. Readings and discussions are related to various aspects of modern China. The class is conducted mainly in Mandarin Chinese.

CHIN 305 - (3) (Y)
Accelerated Readings in Modern Chinese
Prerequisite: CHIN 206 or permission of instructor. Part of the series of courses designed for students who already speak Chinese, but cannot read or write the Chinese language. CHIN 305 focuses on reading and writing skills at the advanced level, with substantial cultural content.

CHIN 406 - (3) (Y)
Accelerated Advanced Readings in Modern Chinese
Prerequisite: CHIN 306 or equivalent (as demonstrated in the placement test). The goal of CHIN 406 is to continue enhancing students' reading comprehension and writing skills by systematically exposing them to formal written Chinese, works of literature, and vigorous writing exercises. By the end of the course the students should be able to read authentic materials with the help of a dictionary and be able to write essays of 500 words in length on assigned topics.

CHIN 401/701, 402/702 - (3) (IR)
Advanced Readings in Modern Chinese
Prerequisite: CHIN 302/502 or equivalent (as demonstrated in the placement test). The goal of these courses is to help students understand journalistic essays and some literary pieces through systematic study of sentence patterns and formal writing styles. In addition students are introduced to the culture of contemporary China in CHIN 401/701 and the changes in Chinese thought during the past 90 years in CHIN 402/702. By the end of the course the students should be able to read authentic materials with the help of a dictionary and be able to write essays of 500 words in length on assigned topics.

CHIN 493, 494 - (1-3) (Y)
Independent Study in Chinese

CHIN 528 - (3) (Y)
Prerequisite: CHIN 323/523 or equivalent, or instructor permission. Examination of the evolution of the spoken and written language, diachronically and synchronically, from syntactic, phonological, lexical, and graphic perspectives.

**CHIN 581, 582 - (3) (Y)**
*Media Chinese*
Prerequisite: CHIN 402/702 or CHIN 406, or equivalent. The goals of this course are two-fold. One is to help students familiarize themselves with the journalistic style of writing and speaking and the second is to help students to gradually learn the read the authentic Chinese journalistic material independently.

**CHIN 583, 584 - (3) (Y)**
*Introduction to Classical Chinese*
Prerequisite for CHIN 584: CHIN 583 or equivalent, or instructor permission.
Introduction to the grammar and structure of classical Chinese.

**CHIN 585, 586 - (3) (SI)**
*Classical Chinese Literature*
Prerequisite: CHIN 583-584 or equivalent. Advanced readings in classical Chinese.

**CHTR 321, 322 - (3) (Y)**
*Chinese Literature in Translation*
Study of the literary heritage of China. Examines the major genres through selected readings of representative authors. Taught in English. Fulfills the non-Western perspectives requirement.

**HEBR 101, 102 - (4) (Y)**
*Introduction to Modern Hebrew*
Prerequisite for HEBR 102: HEBR 101. An introduction to the pronunciation, vocabulary, grammar, and writing system of modern Israeli Hebrew. By the end of this sequence students have mastered the core grammatical principles of Hebrew, along with a basic vocabulary of 1000 words, and they are able to read and understand simple texts and carry out simple conversation. Includes material on Israeli culture, history, and politics.

**HEBR 201, 202 - (4) (Y)**
*Intermediate Modern Hebrew*
Prerequisite: HEBR 102 with grade of C or above or instructor permission. Continuation of the study of the fundamentals of grammar, with special attention to verb conjugation, noun declension, and syntactic structure, and their occurrence in texts which deal with modern Israeli culture and values. These texts, which include excerpts from newspapers and fiction, introduce 600 new words and expose the learner to political and other issues of modern Israel.

**HEBR 301, 302 - (3) (Y)**
*Advanced Modern Hebrew*
Prerequisite: HEBR 202, or equivalent, or instructor permission. This course focuses on the conjugation of weak, or hollow verbs, and the passive of all conjugations. It also continues the study of subordinate clauses with special attention to adverbial clauses and their use. Texts for the course, which form the basis for class discussion in Hebrew and exercises in Hebrew composition, are drawn from various genres.

**HIND 493, 494 - (1-3) (Y)**
*Independent Study in Hindi*
Prerequisite: Instructor permission. Independent study for advanced students of Hebrew.

**HIND 101, 102 - (4) (Y)**
*Elementary Hindi-Urdu*
Prerequisite for HIND 102: HIND 101. Introductory training in speaking, understanding, reading, and writing Hindi and Urdu.

**HIND 201, 202 - (4) (Y)**
*Intermediate Hindi*
Prerequisite for HIND 201: HIND 102, or equivalent. Prerequisite for HIND 202: HIND 201, or equivalent. Introduction to various types of written and spoken Hindi; vocabulary building, idioms and problems of syntax; and conversation in Hindi.

**HIND 301/501, 302/502 - (3) (Y)**
*Advanced Hindi*
Prerequisite: HIND 202, or equivalent or instructor permission. Readings are drawn from areas of particular interest to the students involved, and include readings from various disciplines.

**JAPN 101, 102 - (4) (Y)**
*First-Year Japanese*
Prerequisite for JAPN 102: JAPN 101, or equivalent. Introduces the basic speech patterns and grammatical units, including casual, daily spoken style, and the polite speech used in formal occasions. Emphasizes speaking, listening, and writing. Writing hiragana, katakana, and 200 kanji are also introduced.

**JAPN 201, 202 - (4) (Y)**
*Second-Year Japanese*
Prerequisite: JAPN 102 or equivalent. Continuation of Elementary Japanese introducing more complex sentence patterns, idioms, and vocabulary to prepare students for an intermediate-level communication. Reinforces spoken Japanese skills with writing and reading exercises, and 250 kanji are introduced.

**JAPN 301/501, 302/502 - (3) (Y)**
*Third-Year Japanese I*
Prerequisite: JAPN 202, or equivalent, or instructor permission. Emphasizes comprehension and active reproduction of modern Japanese beyond the basic patterns of speech and writing. Various topics on current Japanese culture and society are introduced.

**JAPN 481 - (3) (Y)**
*Modern Literary Texts*
Prerequisite: JAPN 302 or equivalent. Reading and discussion in Japanese. Develops comprehension and verbal expression skills at the Fourth-Year level. Reading selections include works by modern and contemporary novelists, short story writers and poets.

**JAPN 482 - (3) (Y)**
*Mysteries, Detective Fiction and Business Novels*
Prerequisite: JAPN 302 or equivalent. Reading and discussion in Japanese. Develops comprehension and verbal expression skills at the Fourth-Year level. Reading selections include some on Japan's bestselling and award-winning writers, Seicho Matsumoto, Miyuki Miyabe, and Ikke Shimizu.

**JAPN 483 - (3) (IR)**
*Media Japanese*
Prerequisite: JAPN 302 or equivalent. Reading and discussion in Japanese. Develops comprehension and verbal expression skills at the Fourth-Year level. Reading selections include articles from Aera, Japan's counterpart of Newsweek; manga, artistic comic magazines; and film criticism.

**JAPN 484 - (3) (SI)**
*Classical Japanese Language*
Prerequisite: JAPN 302 or equivalent. An introduction to classical Japanese; selections from classical narratives and poetry.
essays, are read, interpreted and discussed in Literary texts, including poetry and critical instruction in modern Japanese language. Literary texts, including poetry and critical essays, are read, interpreted and discussed in Japanese. Note JPTR courses are taught in English.

**JPTR 321 - (3) (IR)**
The Tale of Genji: The World's First Psychological Novel
Introduction to classical Japanese literary tradition represented by one of the world’s masterpieces The Tale of Genji (1010 A.D.) written by Murasaki Shikibu, a lady-in-waiting. Examines the courtship rituals, the marriage institution, the gendering of sexuality and desire. All the readings are in English translation.

**JPTR 322/522 - (3) (Y)**
The Modern Japanese Canon
Introduction to the modern Japanese canon (1890’s to the present). Writers studied include Natsume Sôseki, the first modern writer to delve into the human psyche; Mori Ôgai, the surgeon-turned writer; Rynôsuke Akutagawa, the consummate writer of short stories; Shiga Naoya, the "god" of "I-Novel" Japanese fiction; Yukio Mishima, whose seppuku suicide caused a sensation world-wide; Enô Shôsaku, the Christian writer; two Nobel laureates, Yasunari Kawabata, the pure aesthetician, and Kenzaburo Òe, the political gadfly.

**JPTR 331 - (3) (SI)**
A Cultural Understanding of U.S.-Japan Relations
*Prerequisite:* At least one course in Japanese-related courses, or instructor permission. Studies the roles of culture and communication that often contribute to the perpetuation of the myths and misperceptions of Japan and the U.S. about each other; explores what the Japanese have to say about themselves and Americans, and vice versa, and implications of cultural differences in interpersonal relations, basic behavioral patterns, and motivations.

**JPTR 335 - (3) (Y)**
Classical Japanese Literature
Introduction to the literary arts of Japan from 700-1200. The course considers Japan’s earliest myths, the precursors of haiku, the "world’s first novel" THE TALE OF GENJI, as well as women’s autobiographical memoirs, war tales, folk tales, and other genres. The shifting political, religious, social, and artistic contexts of these centuries will also be considered to enrichen our encounters with and analyses of these works.

**JPTR 336 - (3) (Y)**
The Literature of Medieval and Early Modern Japan, 1200-1868
*Prerequisite:* AMEL 101, any 200+ literature course, or permission of the instructor.

An introduction in English translation to the literary arts of the warriors, aristocrats, monks and nuns, courtiers, and townspeople of Japan from the advent of the age of the shoguns to the rise of the "floating world" pleasure quarters. Readings will include war tales, autobiographical memoirs, noh and kabuki plays, haiku poetry, parody and more.

**JPTR 381/581 - (3) (IR)**
Classical Japanese Women Writers
An introduction to the celebrated female literary tradition of pre-modern Japan that produced the flowering of vernacular literature, memoirs, and other forms of autobiographical writings. All the readings are in English translation.

**JPTR 382/582 - (3) (Y)**
Modern Japanese Women Writers
Introduction to the resurgence of the female literary tradition from 1904 to the present. Focuses on Japanese women writers as cultural critics, how each individual female artist challenges and is shaped by Japanese culture and society.

**Persian**

**PERS 101, 102 - (4) (Y)**
Elementary Persian
*Prerequisite for PERS 102: PERS 101, or equivalent, or instructor permission.* Introductory language sequence focusing on reading, writing, comprehending, and speaking modern Persian through audio-lingual methods. Persian grammar is introduced through sentence patterns in the form of dialogues and monologues.

**PERS 201, 202 - (4) (Y)**
Intermediate Persian
*Prerequisite: PERS 102, or equivalent, or instructor permission.* Each course focuses on the development of reading, writing, and speaking skills. Special attention is paid to reading comprehension using selections from classical and modern Persian prose and poetry, preparing students for advanced studies in Indo-Persian language and literature.

**PERS 301/501 - (3) (IR)**
Readings in Modern Persian Poetry
*Prerequisite: PERS 202, or equivalent, or instructor permission.* Study of works by major and some minor poets of the twentieth century. The form and content of "New Poetry" is discussed as distinguishing features of twentieth-century Persian poetry in contrast with those of classical Persian poetry. Emphasizes the themes of modern poetry as reflections of Iranian society.

**PERS 323 - (3) (Y)**
Introduction to Classical Persian Literature
*Prerequisite: PERS 202, or equivalent, or instructor permission.* A comprehensive, historical introduction to Persian poetry and prose from the 10th to the 18th centuries. Emphasizing the history and development of Persian poetry and prose, this advanced-level language course introduces various formal elements of Persian literary tradition. It analyzes literary texts and explores the linguistic structure, fine grammatical points, and syntactic intricacies of classical Persian.

**PERS 324 - (3) (Y)**
Introduction to Modern Persian Literature
*Prerequisite: PERS 202, or equivalent, or instructor permission.* This course addresses the development of modern (ist) trends in Persian literature, emphasizing historical and socio-political factors. Examplar modern poems, stories, and essays are read in the original, then explained and critically evaluated. Defines and discusses significant ideas, ideologies, movements, trends, milieus, social backgrounds, etc., out of which modern Persian literature emerged.

**PERS 302/502 - (3) (IR)**
Readings in Modern Persian Prose Fiction
*Prerequisite: PERS 202, or equivalent, or instructor permission.* Selected readings from the works of major writers of the century. Discusses the development of modern Persian fiction as it reflects a changing society. Improves reading ability in Persian and familiarizes students with Iran, its people, and its culture.

**Spanish**

**SANS 101 - none, SANS 501 - (3) (Y)**
Sanskrit

**SANS 101/501 - (3) (Y)**
Independent Study in Sanskrit

**SANS 101/501 - (3) (Y)**
Elementary Sanskrit I
*Prerequisite: SANS 101 - none, SANS 501 - graduate standing.* Studies Sanskrit sounds, the Devanagari script, and basic grammar.
SANS 102/502 - (3) (Y)
Elementary Sanskrit II
Prerequisite: For SANS 102 - SANS 101, for SANS 502 - SANS 501 and graduate standing. A continuation of SANS 101/501.

The following six courses are all intermediate level Sanskrit courses. They are offered two-by-two in a three year rotation. None of these courses, however, are offered in the academic year 2003-2004.

SANS 201A/503 - (3) (IR)
Selections from the Mahabharata
Prerequisite: For SANS 201A - SANS 102; for SANS 503 - SANS 502 and graduate standing. This second-year course focuses on developing reading fluency in Sanskrit. Selections are chosen to reinforce student’s knowledge of grammar from SANS 102/502, to expand vocabulary and to introduce the Mahabharata, one of ancient India’s major epics.

SANS 201B/504 - (3) (IR)
The Bhagavadgita
Prerequisite: For SANS 201B - SANS 102; for SANS 504 - SANS 502 and graduate standing. This second-year course focuses on developing reading fluency in Sanskrit. Selections are chosen to reinforce student’s knowledge of grammar from SANS 102/502, to expand vocabulary and to introduce the Bhagavadgita, a major religious text of ancient India.

SANS 201C/507 - (3) (IR)
Selections from the Ramayana of Valmiki
Prerequisite: For SANS 201C - SANS 102; for SANS 507 - SANS 502 and graduate standing. A second-year course focusing on developing reading fluency in Sanskrit. Selections are chosen to reinforce student’s knowledge of grammar from SANS 102/502, to expand vocabulary, and to introduce the Ramayana of Valmiki, one of two major epics of ancient India, and the “first poem” in Sanskrit.

SANS 202B/506 - (3) (IR)
Selections from the Upanisads
Prerequisite: For SANS 202B - SANS 102; for SANS 506 - SANS 502 and graduate standing. A second-year course focusing on developing reading fluency in Sanskrit. Selections are chosen to reinforce student’s knowledge of grammar from SANS 102/502, to expand vocabulary, and to introduce the Upanisads, a major spiritual text of ancient India.

SANS 202C/508 - (3) (IR)
Selections from the Puranas
Prerequisite: For SANS 202C - SANS 102; for SANS 508 - SANS 502 and graduate standing. A second-year course focusing on developing reading fluency in Sanskrit. Selections are chosen to reinforce student’s knowledge of grammar from SANS 502, to expand vocabulary, and to introduce the huge corpus of Puranic texts.

SAST 110 - (3) (IR)
Introduction to South Asia
Introduces South Asian economy and environment, caste and society, gender issues, history and political science, secularism-law-religion, philosophy, languages and literatures, theater-music-dance, and visual arts. Emphasizes the colonial and post-colonial periods.

SAST 255 - (3) (IR)
The Languages of South Asia
An examination of the phonological, morphological, and syntactic structures of South Asian languages from typological, social, and historical perspectives. This course presupposes no knowledge of a South Asian language or of linguistics and is intended for lower-level undergraduates.

SATR 200 - (3) (IR)
Introduction to South Asian Literature
Surveys classical to contemporary South Asian languages (e.g., Sanskrit, Tamil, Hindi, Urdu) and literature translated into, or written in, English.

SATR 201 - (3) (Y)
Remembering India’s Partition Through Literature and Poetry
The readings for this course have been put together with the premise that literature, even that which is written at the height of nationalist struggles, does not relate the exact same story that nationalism does. The readings for this course present a view of pre-partition and post-partition India, Pakistan and Bangladesh, especially through the novels of Muslim South Asian writers like Abdullah Hussein and Intezar Hussain.

SATR 300 - (3) (IR)
South Asian Literature Across Borders
Prerequisite: Fulfillment of First Writing Requirement.
An upper-level undergraduate seminar on South Asian literature translated into or written in English that focuses on a particular historical period or thematic concern crucial to understanding South Asian literature as a whole, and specifically the issues associated with writing South Asian literature in English.

SATR 301 - (3) (Y)
Gender Issues in South Asian Literature
Prerequisite: Fulfillment of First Writing Requirement.
An upper-level undergraduate seminar on South Asian literature translated into or written in English that focuses on gender issues crucial for understanding South Asian literature as a whole.

Urdu

URDU 201, 202 - (4) (Y)
Intermediate Urdu
Prerequisite: for URDU 201: HIND 102 or equivalent; for URDU 202: URDU 201 or equivalent.
Introduces various types of written and spoken Urdu; vocabulary building, idioms and problems of syntax; and conversation.

URDU 493, 494 - (1-3) (IR)
Independent Study in Urdu

URDU 501, 502 - (3) (Y)
Readings in Urdu
Prerequisite: URDU 202 or permission of instructor. For 502- URDU 501 or permission of the instructor
This course is designed to expand and to consolidate the structures the student has learned through URDU 202 by reading original Urdu texts, ranging from literary prose fiction to news media excerpts to poetry.

List of possible courses to be taken for credit in the Asian and Middle Eastern Languages and Cultures degree programs. See Course Offering Directory for current course offerings.

Note: Prior approval from an advisor should be received before a course may count towards a degree program.

Language House Conversation

ARAB 301-302H - (1) (Y)
Language House Conversation
Prerequisite: by instructor permission only
For students residing in the Arabic group in the Monroe Lane Language House.

CHIN 301-302H - (1) (Y)
Language House Conversation
Prerequisite: by instructor permission only
For students residing in the Chinese group in the Monroe Lane Language House.

HIND 301-302H - (1) (Y)
Language House Conversation
Prerequisite: by instructor permission only
For students residing in the Hindu group in the Monroe Lane Language House.

HINS 301-302H - (1) (Y)
Language House Conversation
Prerequisite: by instructor permission only
For students residing in the Persian group in the Monroe Lane Language House.

JAPN 301-302H - (1) (Y)
Language House Conversation
Prerequisite: by instructor permission only
For students residing in the Japanese group in the Monroe Lane Language House.

PERS 301-302H - (1) (Y)
Language House Conversation
Prerequisite: by instructor permission only
For students residing in the Persian group in the Monroe Lane Language House.

East Asia

EAST 131 - (2) (SS)
Conversational Chinese
Prerequisite: admission to China Gateway Program.
Vocabulary and grammar for simple interactions (shopping, travel, restaurants, greeting friends, etc.) for participants in a UVa sum-
mer study program in Shanghai.

EAST 132 - (4) (SS)
Chinese Culture and Society
Prerequisite: admission to China Gateway Program.
Introduction to the culture, history and social structure of China, as part of an eight-week summer study program in Shanghai and Tibet.

ANTH 225 - (3) (Y)
Nationalism, Racism, Culture, Multiculturalism

ANTH 232 - (3) (Y)
Symbol and Ritual

ANTH 234 - (3) (IR)
Anthropology of Birth and Death

ANTH 266 - (3) (Y)
Peoples of Polynesia

ANTH 325 - (3) (Y)
Anthropological Perspectives on the Third World

ANTH 332 - (3) (Y)
Shamanism, Healing, and Ritual

ANTH 363 - (3) (E)
Social Structure of China

ANTH 364 - (3) (E)
Ethnology of Southeast Asia

ANTH 365 - (3) (IR)
Asian American Ethnicity

ANTH 366 - (3) (Y)
China: Empire and Nationalities

ANTH 523 - (3) (IR)
Religious Organizations

ANTH 524 - (3) (IR)
Topics in Ethnology of East Asia

ANTH 557 - (3) (IR)
Topics in Ethnology of Southeast Asia

ARTH 103 - (3) (IR)
History of Art III

ARTH 261 - (3) (IR)
Buddhist Art From India to Japan

ARTH 262 - (3) (IR)
East Asian Art

ARTH 362 - (3) (IR)
Japanese Art

ARTH 567 - (3) (IR)
Text and Image in Chinese Buddhist Art

Econ 355 - (3) (Y)
Economics of China

ENTC 355 - (3) (Y)
Asian American Fiction

HIEA 100 - (3) (IR)
Introductory Seminar in East Asian History

HIEA 201 - (3) (IR)
Chinese Culture and Institutions

HIEA 203 - (3) (Y)
Modern China: The Road to Revolution

HIEA 205 - (3) (IR)
Korean Culture and Institutions

HIEA 206 - (3) (IR)
Korean Culture and Institutions: 14th-20th Centuries

HIEA 207 - (3) (IR)
Japan, From Susano to Sony

HIEA 311 - (3) (Y)
The Traditional Chinese Order, Antiquity-Sixth Century A.D.

HIEA 312 - (3) (IR)
The Traditional Chinese Order, Seventh Century-Seventeenth Century

HIEA 314 - (3) (IR)
Political and Social Thought in Modern China

HIEA 315 - (3) (Y)
East Asian-American Relations in the 20th Century

HIEA 321 - (3) (IR)
Japan's Economic Miracle

HIEA 322 - (3) (IR)
Japan's Political History

HIEA 331 - (3) (Y)
Peasants, Students, and Women: Social Movements in Twentieth-Century China

HIEA 401 - (4) (Y)
Seminar in East Asian History

HIEA 402 - (4) (IR)
Colloquium in East Asia

HIEA 403 - (4) (IR)
Topics in East Asian History

HIEA 404 - (1-3) (IR)
Independent Study in East Asia

HIEA 515 - (3) (IR)
Mao and the Chinese Revolution

MUSI 307 - (3) (Y)
Worlds of Music

PLCP 351 - (3) (Y)
Chinese Politics

PLCP 551 - (3) (Y)
Politics of China

PLCP 553 - (3) (Y)
Politics of Japan

PLIR 360 - (3) (Y)
Political Economy of Asia

PLIR 571 - (3) (Y)
China in World Affairs

PLIR 572 - (3) (Y)
Japan in World Affairs

REL G 104 - (3) (S)
Introductions to Eastern Religious Traditions

REL G 375 - (3) (Y)
Taoism and Confucianism

REL G 503 - (3) (SI)
Readings in Chinese Religion

REL G 210 - (3) (Y)
Buddhism

REL G 212 - (3) (Y)
Buddhist Literature

REL G 213 - (3) (O)
Taoism and Confucianism

REL G 245 - (3) (Y)
Zen

REL G 254 - (3) (IR)
Tibetan Buddhist Culture

REL G 300 - (3) (Y)
Buddhist Mysticism and Modernity

REL G 315 (3) (Y)
Seminar in Buddhist Studies

REL G 316 - (3) (Y)
The Religions of Japan

REL G 317 - (3) (Y)
Buddhist Meditation

REL G 319 (3) (Y)
Buddhist Nirvana

REL G 500,501 - (4) (E)
Literary and Spoken Tibetan I, II

REL G 502 - (3) (O)
Tibetan Perspectives on Tantra

REL G 525 - (3) (E)
Seminar in Japanese Buddhism

REL G 527 - (3) (O)
Seminar in Chinese Buddhism

REL G 526 - (3) (O)
Seminar in Tibetan Buddhism II

REL G 535,536 - (4) (E)
Literary and Spoken Tibetan III, IV

REL G 539 - (3) (IR)
Tibetan Buddhist Tantra-Dzokchen

REL G 547,548 - (4) (O)
Literary and Spoken Tibetan V, VI

REL G 549 - (3) (Y)
Religious History of Tibet

REL G 555 - (3) (E)
Buddhist Philosophy

REL G 591 - (3) (E)
Seminar in Chinese Buddhism

Middle East

ANTH 225 - (3) (Y)
Nationalism, Racism, Culture, Multiculturalism

ANTH 232 - (3) (Y)
Symbol and Ritual

ANTH 234 - (3) (IR)
Anthropology of Birth and Death
ANTH 247 - (3) (Y)
Reflections of Exile: Jewish Languages and Communities
ANTH 325 - (3) (Y)
Anthropological Perspectives on the Third World
ANTH 332 - (3) (Y)
Shamanism, Healing, and Ritual
ANTH 347 - (3) (Y)
Language and Culture in the Middle East
ANTH 583 - (3) (SI)
Archaeology of the Ancient Near East
ARTH 211 - (3) (IR)
Art of the Ancient Near East and Prehistoric Europe
ARTH 221 - (3) (IR)
Early Christian and Byzantine Art
ARTH 263 - (3) (IR)
Arts of the Islamic World
ARTH 522 - (3) (IR)
Byzantine Art
ECON 451 - (3) (Y)
Economic Development
HIEU 317 - (3) (IR)
Eastern Christianity
HIME 100 - (3) (IR)
Introductory Seminar in Middle East History
HIME 201 - (4) (Y)
History of the Middle East and North Africa, ca. 570-ca. 1500
HIME 202 - (4) (Y)
History of the Middle East and North Africa, ca. 1500-Present
HIME 319 - (3) (IR)
Christianity and Islam
HIME 401 - (4) (Y)
Seminar in Middle East and North Africa History
HIME 402 - (4) (Y)
Colloquium in Middle East History
HIME 403 - (4) (Y)
Topics in Middle Eastern History
HIME 404 - (1-3) (Y)
Independent Study in Middle Eastern History
HIME 502 - (3) (IR)
Revolution, Islam, and Gender in the Middle East
HIME 503 - (3) (Y)
Multiculturalism in the Ottoman Empire
PLCP 341 (3) (Y)
Politics of the Middle East and North Africa
PLCP 541 - (3) (Y)
Islam and Democracy in the Middle East
PLIR 365 - (3) (Y)
International Relations in the Middle East
RELA 390 - (3) (O)
Islam in Africa
RELG 104 - (3) (S)
Introduction to Eastern Religious Traditions
RELG 517 - (3) (Y)
Seminar in History of Religions
RELI 207 - (3) (Y)
Classical Islam
RELI 208 - (3) (Y)
Islam in the Modern Age
RELI 311 - (3) (E)
Muhammad and the Qur'an
RELI 312 - (3) (O)
Sufism
RELI 367 - (3) (E)
Religion and Politics in Islam
RELI 390 - (3) (O)
Islam in Africa
RELI 540 - (3) (Y)
Seminar in Islamic Theology
RELI 541 - (3) (IR)
Islamic Theology: The Shi'ite Creed
RELI 542 - (3) (IR)
War and Peace in Islam: A Comparative Ethics Approach
RELI 203 - (3) (Y)
The Judaic Tradition
RELI 309 - (3) (E)
Israelite Prophecy
RELI 322 - (3) (Y)
Judaism and Zionism
RELI 330 - (3) (Y)
The Jewish Mystical Tradition
RELI 331 - (3) (Y)
Jewish Law
RELI 335 - (3) (Y)
Jewish Social Ethics
RELI 336 - (3) (Y)
Judaism and Christianity
RELI 337 - (3) (Y)
Modern Movements in Judaism
RELI 523 - (3) (O)
Modern Jewish Thought: From Phenomenology to Scripture
SWAG 312 - (3) (Y)
Women and Islam
South Asia
ANTH 109 - (3) (Y)
Colloquia for First-Year Students
ANTH 234 - (3) (IR)
Anthropology of Birth and Death
ANTH 243 - (3) (IR)
Languages of the World
ANTH 260 - (3) (Y)
Introduction to Civilization of India
ANTH 245 - (3) (E)
Anthropological Perspectives on the Third World
ANTH 292 - (3) (Y)
Marriage, Fertility, and Mortality
ANTH 362 - (3) (IR)
Cinema in India
ANTH 364 - (3) (E)
Ethnology of Southeast Asia
ANTH 522 - (3) (E)
Economic Anthropology
ANTH 529 - (3) (Y)
Selected Topics in Social Anthropology
ANTH 539 - (3) (SI)
Selected Topics in Symbolic Anthropology
ANTH 556 - (3) (Y)
Topics in Ethnology of Southeast Asia
ANTH 558 - (3) (IR)
Topics in Ethnology of South Asia
ANTH 558 - (3) (IR)
Topics in Ethnology of South Asia
ANTH 575 - (3) (Y)
Buddhism, Politics and Power
ARTH 381-385 - (3) (Y)
East-West Architecture
ARTH 585 - (3) (O)
World Buddhist Architecture
ARTH 261 - (3) (IR)
Buddhist Art From India to Japan
ARTH 264 - (3) (O)
The Arts of India
ARTH 491 - (3) (S)
Seminar in Asian Art
HISA 100 - (3) (IR)
Introductory Seminar in South Asia
HISA 201 - (3) (IR)
Introductory Seminar in South Asia
HISA 202 - (3) (IR)
History and Civilization of Classical India
HISA 203 - (3) (IR)
History and Civilization of Medieval India
HISA 301 - (3) (IR)
History of Modern India
HISA 302 - (3) (IR)
History of Muslim India
HISA 303 - (3) (IR)
India From Akbar to Victoria
HIMA 311 - (3) (IR)
Social and Political Movements in Twentieth Century India
HIMA 312 - (3) (IR)
History of Women in South Asia
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**Department of Astronomy**

The University of Virginia, Charlottesville, VA 22903-0818

**Overview**

Although the study of astronomy has ancient roots, it is now one of the most rapidly developing and exciting subjects in modern science. Astronomy studies the universe and its contents: planets, stars, black holes, galaxies, and quasars. Each of these is a fascinating topic in its own right; but perhaps the greatest achievement of modern astronomy has been to gather them all into a rich and coherent picture, one which depicts the origin and evolution of all things, from the Big Bang to the development of living organisms. The excitement and accessibility of astronomy is clear from the frequent press coverage of major new revelations, including the discovery of planets orbiting other stars, the census of Earth-threatening asteroids, very young galaxies in the distant universe, and primordial ripples in the cosmic background radiation, all enabled by continuing advances in telescope and sensor technology. Astronomy draws from, and contributes to, physics, as well as geology, atmospheric and environmental science, biology, and even philosophy.

The astronomy department offers students the opportunity to explore these frontier discoveries, whether or not they are science majors. For non-science majors, courses are offered on both general astronomy and more specialized topics of current interest (e.g., cosmology). For students with more serious interests in the field, the department provides intensive coverage of the subject, fostering the development of fundamental analytical and quantitative skills that are useful in many different postgraduate careers. A total of 25 courses are open to undergraduates, and the department sponsors two majors. The astronomy major offers a concentration on science in the context of a liberal arts degree for students who do not intend to pursue graduate training in physical science. The astronomy-physics major provides more rigorous preparation for graduate work in astronomy, physics, computer science, or related fields.

**Faculty**

The University has the largest astronomy department in the Southeastern United States. Its seventeen faculty members are committed to strong undergraduate teaching as well as research. As one of the top fifteen research departments in the country, there is considerable faculty expertise spanning a wide range of subjects, from the evolution of stars, to simulations of massive black holes with supercomputers, to observations with the Hubble Space Telescope and other satellites, to studies of the evolution of the universe. Active faculty research programs keep classroom teaching up-to-date, and are particularly important in tutorial and senior thesis projects. Faculty research is well sup-
ported by the National Science Foundation and the National Aeronautics and Space Administration.

Students There are typically 15 to 25 students majoring in astronomy or astrophysics, which allows students to get to know each other well and promotes team work. Close contact with the faculty is an integral part of the learning environment. Many students work one-on-one with faculty in tutorials or senior theses, and this work is often published in major research journals. Students also work at the University’s observatory or in summer research projects supported by grants. Advanced students may, with instructor permission, enroll in graduate courses.

Most students who complete the astronomy-astro-physics degree pursue graduate programs in astronomy or physics, frequently at the best schools in the country. Students who complete the astronomy degree are well-prepared for a wide range of careers. The department’s graduates have obtained employment with universities, NASA, federal observatories and laboratories, planetariums, and aerospace and computer corporations. Many have also gone into medicine, law, the military, business, science writing, and science education.

Special Resources The department is very well equipped to support its students. There are excellent general and research collections in our library. A wide variety of telescopes are available on Grounds: 6-, 8-, and 10-inch aperture instruments, some equipped with digital CCD cameras. The historic 26-inch Clark refractor resides at McCormick Observatory, which is located on Grounds at Mount Jefferson and is the main instrument used in the ASTR 332 laboratory class. Thirty- and forty-inch reflecting telescopes with CCD cameras and spectrographs are available to more advanced students at Fan Mountain Observatory, located 15 miles south of Charlottesville on an isolated peak at the foot of the Blue Ridge Mountains. In 2002 the University joined a consortium of institutions which is building the world’s largest telescope - the Large Binocular Telescope on Mt. Graham, Arizona.

The department offers outstanding computing and image-processing facilities based on a network of Sun Microsystems UNIX workstations. The headquarters of the National Radio Astronomy Observatory is on Grounds, and this provides the opportunity for majors to work with radio astronomers, making use of telescopes located in New Mexico or West Virginia. Finally, many of our faculty obtain astronomical data from major national telescopes, both ground-based and space-based (e.g., the Hubble Space Telescope, the Keck telescopes in Hawaii, and X-ray satellites). Frequently, students work with this data as part of their own thesis projects. As soon as students declare an astronomy major, they are assigned a computer account with the department and have 24-hour access to its library and other facilities.

Requirements for the Astronomy Major
The Bachelor of Arts degree in Astronomy, not intended as preparation for graduate study in science, provides a firm grounding in basic astronomy, mathematics, physics, and computer science. Students take ASTR 121, 124 (or 211, 212), 313, 498 (Senior Thesis), and twelve additional credits of 300-500 level astronomy courses. Students are also required to take MATH 121, 122 (or 151, 152); PHYS 231, 232 (or 151, 152, 251, 252); and PHYS 254 or CS 101. This program offers considerable opportunities for students to pursue interests in other subjects, and is well suited for inclusion in a double major.

Requirements for the Astronomy-Physics Major
The Bachelor of Arts degree in Astronomy-Physics is offered jointly by the astronomy and physics departments. This program prepares students for graduate study in astronomy, physics, computer science, and related fields. Students take MATH 131, 132, 231, 325, 521, 522; PHYS 254 or CS 101; PHYS 151, 152, 251, 252, 221, 222, 321, 331, 342, 343, 355; and ASTR 211, 212, 313, 395, 498 (Senior Thesis), and six additional credits of 300-500 level astronomy courses.

Prospective astronomy-physicists majors are strongly urged to consult with the astronomy undergraduate advisor during registration week of their first semester at the University.

Distinguished Majors Program in Astronomy-Physics
Students must maintain a GPA of 3.4 or better. For the Distinguished Major Program (DMP), students must meet the requirements of the astronomy-physics major described above and must also take PHYS 356 and a two-semester Senior Thesis (ASTR 498). The six credits of elective astronomy courses must consist of ASTR 451 and a 500-level course. This program leads to the award of degrees with distinction, high distinction, or highest distinction.

Requirements for the Minor in Astronomy
The Minor Program in Astronomy is intended mainly for students with a strong interest in the subject who do not have the time to commit to the mathematics and physics courses required for the major. Requirements for the minor can be completed in either of two ways. Students can take either ASTR 121, 124, 130, and six additional credits of 300-400 level astronomy courses, or ASTR 211, 212, and nine additional credits of 300-400 level astronomy courses.

Additional Information For more information, contact the Undergraduate Advisor, Department of Astronomy, 530 McCormick Rd., Charlottesville, VA 22903-0818; (434) 924-7494; Fax: (434) 924-3104; ugradadv@astsun.astro.virginia.edu; www.astro.virginia.edu.

Course Descriptions

**ASTR 121 - (3) (S)**
Introduction to the Sky and Solar System
A study of the night sky primarily for non-science majors. Provides a brief history of astronomy. Topics include the properties of the sun, earth, moon, planets, asteroids, meteors and comets; origin and evolution of the solar system; life in the universe; and recent results from space missions and ground-based telescopes.

**ASTR 124 - (3) (S)**
Introduction to Stars, Galaxies, and the Universe
A study of stars, star formation, and evolution primarily for non-science majors. Topics include light, atoms, and modern observing technologies; origin of the chemical elements; supernovae, pulsars, neutron stars, and black holes; structure and evolution of our galaxy; nature of other galaxies; active galaxies and quasars; expanding universe, cosmology, the big bang, and the early universe.

**ASTR 130 - (3) (S)**
Introduction to Astronomical Observation
Prerequisite/corequisite: ASTR 121 or 124, or instructor permission.
Primarily for non-science majors. An independent laboratory class, generally meeting at night, in which students work individually or in small groups on observational projects that focus on the study of constellations, planets, stars, nebulae, and galaxies. Binoculars, 6- through 10-inch telescopes, and imaging equipment is used extensively at the department’s student observatory. Some projects use computers to simulate observations taken with much larger telescopes.

**Note** All astronomy courses may be used to satisfy the College natural sciences area requirements. Both ASTR 121 and 124 cover complementary subject matter at an introductory level. Each is complete in itself, and students may take only one, or both concurrently.

**ASTR 170, 171 - (1) (SI)**
Seminar
Primarily for first and second year students, taught on a voluntary basis by a faculty member. Topics vary.

**ASTR 211, 212 - (3) (Y)**
General Astronomy
Prerequisite/corequisite: MATH 121 or 131, PHYS 151 or 231, or instructor permission; ASTR 211 and 212 form a sequence and should be taken in that order.
Primarily for science majors. A thorough discussion of the basic concepts and methods of solar system, stellar, galactic, and extragalactic astronomy with an emphasis on physical principles. Topics include recent research developments, such as black holes, pulsars, quasars, and new solar system observations from the space program.
ASTR 313 - (3) (Y)
Observational Astronomy

Prerequisite: ASTR 211, 212, or instructor permission.
Primarily for science majors. A laboratory course, generally meeting at night, that deals with basic observational techniques in astronomy. Students use observational facilities at the McCormick and Fan Mountain Observatories.

ASTR 314 - (3) (Y)
Introduction to Observational Radio Astronomy

Prerequisites: ASTR 211, 212.
An introduction to the tools, techniques, and science of radio astronomy. Discussion includes fundamentals of measuring radio signals, radiometers, antennas, and interferometers, supplemented by illustrative labs; radio emission mechanisms and simple radiative transfer; radio emission from the Sun and planets, stars, galactic and extragalactic sources, and the cosmic microwave background.

ASTR 341 - (3) (Y)
Archaeo-Astronomy

Prerequisite/corequisite: A 100- or 200-level ASTR course, or instructor permission.
Open to non-science students. Discussion of pre-scientific astronomy, including Mayan, Babylonian, and ancient Chinese astronomy, and the significance of relics such as Stonehenge. Discusses the usefulness of ancient records in the study of current astrophysical problems such as supernova outbursts. Uses current literature from several disciplines, including astronomy, archaeology, and anthropology.

ASTR 342 - (3) (Y)
Life Beyond the Earth

Prerequisite/corequisite: A 100- or 200-level ASTR course or instructor permission.
Open to non-science students. Studies the possibility of intelligent extraterrestrial life; methods and desirability of interstellar communication; prospects for humanity's colonization of space; interaction of space colonies; and the search for other civilizations.

ASTR 346 - (3) (SI)
Development of Modern Astronomy

Prerequisite: Instructor permission.
A reading course dealing with the history of astronomy.

ASTR 347 - (3) (Y)
Science and Controversy in Astronomy

Prerequisite/corequisite: ASTR 121 or 124 or instructor permission.
Open to non-science students. Investigates controversial topics in science and pseudo-sciences from the astronomer's perspective. Analyzes methods of science and the nature of scientific evidence, and their implications for unresolved astrophysical problems. Topics include extraterrestrial life, UFO's, Velikovsky, von Daniken, and astrology.

ASTR 348 - (3) (Y)
Introduction to Cosmology

Open to first-year students; primarily for non-science students. A descriptive introduction to the study of the ultimate structure and evolution of the universe. Covers the history of the universe, cosmological speculation, and the nature of the galaxies. Provides a qualitative introduction to relativity theory and the nature of space-time, black holes, models of the universe (big bang, steady-state, etc.) and methods of testing them.

ASTR 351 - (3) (SI)
Planetary Astronomy

Primarily for science majors. Prerequisite: Calculus or permission of instructor.
The goal of this course is to understand the origins and evolution of bodies in the solar system. The observations of atmospheres and surfaces of planetary bodies by ground-based and orbiting telescopes and by spacecraft will be described. The principal topics will be the interpretation of remote sensing data for atmospheres and surfaces of planetary bodies, the chemistry and dynamics of planetary atmospheres, the interactions of these atmospheres with the surfaces and with the local plasma, and the role of meteorite and comet impacts on surfaces of planetary bodies.

ASTR 395 - (3) (S)
Tutorial

Prerequisite: Instructor permission.
Studies a topic of special interest to the student under individual supervision by a faculty member. May be repeated once for credit.

ASTR 444 - (3) (SI)
The Nature of Discovery in Astronomy

Prerequisite: Instructor permission.
Studies selected topics concerning the people, ideas, and principles that motivate the advance of twentieth-century astronomy.

ASTR 451 - (3) (Y)
Introduction to Astrophysics

Prerequisite: ASTR 211, 212; PHYS 252 or instructor permission.
Basic concepts in mechanics, statistical physics, atomic and nuclear structure, and radiative transfer are developed and applied to selected fundamental problems in the areas of stellar structure, stellar atmospheres, the interstellar medium, and extragalactic astrophysics.

ASTR 498 - (3) (S)
Senior Thesis

Prerequisite: Instructor permission.
May be repeated once for credit.

ASTR 511 - (3) (SI)
Astronomical Techniques

Prerequisite: ASTR 534 or instructor permission.
An introduction to the instrumentation of radio astronomy. Discussion includes fundamentals of measuring radio signals, noise theory, basic radiometry, antennas, low noise electronics, coherent receivers, signal processing for continuum and spectral line studies, and arrays. Lecture material is supplemented by illustrative labs.

ASTR 534 - (3) (E)
Introductory Radio Astronomy

Prerequisite: MATH 325, PHYS 252.
Studies the fundamentals of measuring power and power spectra, antennas, interferometers, and radiometers. Topics include thermal radiation, synchrotron radiation, and line frequency radiation; and radio emission from the planets, sun, flare stars, pulsars, supernovae, interstellar gas, galaxies, and quasi-stellar sources.

ASTR 535 - (3) (O)
Radio Astronomy Instrumentation

Prerequisite: ASTR 534 or instructor permission.
An introduction to the instrumentation of radio astronomy. Discussion includes fundamentals of measuring radio signals, noise theory, basic radiometry, antennas, low noise electronics, coherent receivers, signal processing for continuum and spectral line studies, and arrays. Lecture material is supplemented by illustrative labs.

ASTR 539, 540 - (3) (IR)
Topical Seminar

Prerequisite: Instructor permission.
Detailed study of a current topic. Topic to be covered appears in the Course Offering Directory for the semester in which it is given.

ASTR 542 - (3) (E)
The Interstellar Medium

Prerequisite: Instructor permission.
Topics include the physics of interstellar gas and grains, the distribution and dynamics of the gas, and cosmic radiation and interstellar magnetic fields.

ASTR 543, 544 - (3) (O)
 Stellar Astrophysics

Prerequisite: Instructor permission.
Observation of the properties and physics of stars. Study of radiative transfer; stellar thermodynamics; convection; formation of spectra in atmospheres; equations of stellar structure; nuclear reactions; stellar evolution, and nucleosynthesis. Analysis of applicable numerical techniques.

ASTR 545 - (3) (E)
 High Energy Astrophysics

Prerequisite: Instructor permission.
Introduces the physics of basic radiation mechanisms and particle acceleration processes which are important in high energy phenomena and space science. Applications to pulsars, active galactic nuclei, radio galaxies, quasars, and supernovae are discussed.

ASTR 546 - (3) (SI)
 Binary Stars

Prerequisite: Instructor permission.
Topics include the determination of orbital elements, the mass-luminosity-radius relation, formation of binary systems, the Roche model, mass loss, mass transfer, circumstellar material, accretion disks, evolution of close interacting binaries, and some special classes of binaries such as cataclysmic variables, RS CVn binaries, Algol-type binaries, and X-ray binaries.
Prerequisite: Extragalactic Astronomy

Distance scale. Interstellar gas and dust, dark matter, and the properties of galaxies as a function of look-back time.

**ASTR 551 - (3) (O)**

Galactic Structure and Stellar Populations

**Prerequisite:** Permission of instructor.

This course explores the structure and evolution of star clusters and galaxies, with particular emphasis on objects in the local universe. Topics explored include the evolution of individual stars and their kinematics, chemistry, and spectral energy distributions, the effects of such evolution on populations of stars with both simple and complex star formation histories, and galaxies as collections of stellar populations. The course introduces fundamental tools of galactic astronomy, with topics including methods for assessing the size, shape, age, and dynamics of the Milky Way and other stellar systems, galaxy formation, interstellar gas and dust, dark matter, and the distance scale.

**ASTR 553 - (3) (O)**

Extragalactic Astronomy

**Prerequisite:** Physics and Math through PHYS 251, MATH 325 (or equivalent); ASTR 211, 212 (or equivalent).

This course provides an overview of extragalactic astronomy. Topics include both qualitative and quantitative discussion of various types of galaxy (ellipticals, spirals, dwarf, starburst); results from theory of stellar dynamics; groups and clusters of galaxies; active galaxies; high-redshift galaxies; galaxy evolution; the intergalactic medium; and dark matter. The course is intended for advanced undergraduate astrophysics majors and first and second year graduate students.

**ASTR 571, 572 - (3) (S)**

Fundamental Concepts in Astronomy

**Prerequisite:** Curry School students; instructor permission.

Subject matter is the same as ASTR 121, 124, with special reading assignments and consultation on topics in astronomical education. Offered concurrently with undergraduate section.

**ASTR 573 - (3) (S)**

Laboratory Concepts in Astronomy

**Prerequisite:** Curry School students; instructor permission.

Subject matter is the same as ASTR 130, with special reading assignments and consultation on topics in astronomical education. Offered concurrently with undergraduate section.

**ASTR 575, 576, 577, 578 - (3) (S)**

General Topics in Astronomy

**Prerequisite:** Curry School students; instructor permission.

The subject matter of these courses is the same as ASTR 341, 342, 347, 348, respectively. Students are offered special reading assignments and consultation on topics in astronomical education. Offered concurrently with undergraduate section.

**Department of Biology**

P.O. Box 400328
University of Virginia
Charlottesville, VA 22904-4328
Phone: (434) 982-5553
Fax: (434) 982-5626
www.virginia.edu/biology

**Overview**

The Department of Biology offers a diversified program that serves students with a breadth of interests and provides an education that ultimately enables them to pursue careers in many areas of the biological sciences, including teaching, medicine, and research. Biology is the study of life itself, at its many levels of organization: ecosystem, population, organism, cell, and molecule. Our universal fascination with life drives our exploration of this discipline, for in it there are questions and answers about us and all living systems. How does the fertilized egg develop into a multicellular organism? Why do some cells age while others continue to divide? How do cells communicate with one another? How does the monarch butterfly know when and where to make its astonishing migration? Questions such as these define the frontiers of biology. We approach these scientific problems with exciting new technologies and creative approaches undreamed of even a decade ago. During this “golden period” of biological research, we have been brought close to a complete understanding of many fundamental biological processes. Our dissections probe not only into cells, but to the very molecular fabric of living things. As we do so, we learn about our past and how we have evolved. We also gain an ever-increasing appreciation for living things and the delicate balance of the ecosystem that we share.

**Faculty**

The 35 members of the faculty include professors who are nationally and internationally recognized in their fields. The research activities within the department are currently supported by over forty investigator-initiated research grants totaling more than $7 million awarded annually from the National Institutes of Health, the National Science Foundation, and other government agencies or private foundations. Our commitment to excellence in research complements and enhances our dedication to outstanding teaching, and provides the resources to promote creative and original research by our students. The department participates in University-wide programs in biological timing, biophysics, cell and molecular biology, developmental biology, and neuroscience.

**Students**

There are currently about 400 students majoring in biology. Upon graduation, many biology majors have spent the better part of two years assisting in nationally funded research projects and carrying out their own experiments. Students collaborate with some of the best biologists in the country, conducting research using the most advanced equipment available. The department has expanded and modernized its facilities, making it easier for students to take advanced classes early in their academic careers. Students graduating with a degree in biology gain admission to the most outstanding graduate schools in the country, and the acceptance rate of our biology graduates to medical schools is exceptionally high.

**Special Resources**

The department, in offering modern research facilities equipped with the most advanced instrumentation available, fosters a variety of research activities within the department. The facilities include a world-class light microscopy facility, a high-performance liquid chromatography laboratory, and a range of instruments for molecular studies. A high-speed ethernet interconnected mainframe and micro-computers provide access to the Internet. These resources in turn give free access to scientific software, such as DNA and protein sequence analysis programs and sequence databases.

**The Center for Biological Timing**

Offers an undergraduate and graduate level summer fellowships at the center are available on a competitive basis.

**Mountain Lake Biological Station**

Offers information about undergraduate and graduate level summer courses may be obtained from the Director, Mountain Lake Biological Station, Department of Biology, 238 Gilmer Hall, PO Box 400327, University of Virginia, Charlottesville, VA 22904-4327.

**Requirements for Major**

Bachelor of Arts in Biology Students selecting the B.A. major must complete the introductory courses, BIOL 201 and 202 before taking upper level courses. Introductory lab courses, BIOL 203 and 204, are also offered as they, or equivalent experiences, are a prerequisite for the required upper-level laboratory courses. Requirements for the B.A. in Biology include the core courses BIOL 300 and 301 (which must be taken by the end of the third year) and 16 additional hours in biology, including at least three hours of laboratory work, at or above the 300 level. The required laboratory course may be satisfied by a three-credit departmental course in field biology or by two consecutive semesters of independent research (BIOL 491, 492) completed in one laboratory. (Summer research applies if the student has enrolled in BIOL 491, 492.) No more than 6 semester hours of credit toward the B.A. in Biology may be awarded for any combination of independent study and research courses, including BIOL 385, 386 and BIOL 491-498. A maximum of 6 credits from the Department of Environmental Sciences chosen from a list of approved biology-related courses may be included in the upper-level hours for the major. Biology
Academic Information Hourly credit for independent research courses may be applied toward the upper-level credits required for the major. Three credits are granted for two semesters of independent research (BIOL 491/492/493/494) and six credits are granted for four semesters of independent research. Maximum research credit for either the B.A. or B.S. major is six hours.

Students who score 4 or 5 on the AP biology examination will receive six credits for BIOL 201 and 202.

Students may petition to have upper-level transfer credits count toward the biology major. One-half credit will be granted for each credit up to a maximum of six credits. Unique courses that broaden the undergraduate experience (e.g., field courses, marine biology, studies abroad, research opportunities) can receive full transfer credit. Transfer credit will generally not be approved for the required core (BIOL 300, 301, and 302) or laboratory courses. In all cases, prior approval should be arranged with the Biology Department Director of Undergraduate Studies.

Six credits from a list of approved environmental sciences courses may be applied towards the biology major. These currently include: EVSC 320, 321L, EVSC 323, 325, 411L, EVSC 521, 522, 523, 524L. Students who complete both CHEM 441 and 442 (Biochemistry) may apply four credits toward the biology major.

Students are urged to broaden their biology training by taking courses from several biology subdisciplines, including development, evolution, physiology, behavior, and conservation.

Students with special academic requirements or experience may seek relief from these regulations by petitioning the Biology Department Director of Undergraduate Studies.

Bachelor of Science in Biology Students selecting the B.S. major must fulfill all of the requirements for the B.A., as noted above and including the same restrictions, plus an additional 11 credit hours of upper-level biology courses (300 and above). These additional 11 credits must include BIOL 302 and a second 3-hour laboratory course. In addition, at least 4 of the upper-level courses, including one of the two required lab courses, must be at the 400 or 500-level.

Additional related courses, beyond those required for the B.A., include two semesters of organic chemistry (CHEM 241, 242 or the equivalent), one semester of introductory physics (PHYS 201 or its equivalent), and a second course in math beyond introductory calculus or a statistics course. It is recommended that students interested in a career in the biological sciences take PHYS 202, as well as labs in organic chemistry and labs in physics.

Requirements for Minor Students selecting biology as their minor subject are required to complete the lower-level introductory courses, BIOL 201, 202, 203 and 204, unless exempted by examination or placement, and three upper-level biology courses (300 and above) of 3 or 4 credits each. The following courses, either singly or in combination, may be used to fulfill no more than one of the three required upper-level courses: BIOL 385, 386 (Selected Topics in Biology), BIOL 395 (Recent Advances in Biology), or BIOL 491-498. Exemption from BIOL 201 and 202 does not imply exemption from BIOL 203 and 204. These laboratory courses, or equivalent experiences, are required. The grade point average for all courses presented for the minor must be 2.0 (C) or better.
The decision of the biology faculty regarding each candidate will be forwarded to the Committee on Special Programs and the university registrar at least ten days before commencement.

Additional Information For more information, contact the Department of Biology, P. O. Box 400928, Rm 229, Gilmer Hall, Charlottesville, VA 22904-4328; (434) 982-5553; web site: www.virginia.edu/~biology.

Course Descriptions

Biology courses numbered from 100 to 199 are intended to satisfy the College Area Requirements for non-science majors. These courses have no prerequisites.

**BIOL 106 - (3) (Y)**
**Principles of Nutrition**
Topics include the chemical composition of the body; the molecular structure and function of different kinds of nutrients required by humans; the metabolic processes that transform food into energy and the chemical blocks for the creation and renewal of cellular structures; and the basic scientific principle of energy balance that determines weight gain or loss as governed by diet and exercise.

**BIOL 115 - (3) (Y)**
**Natural History for Teachers**
This course is a hands-on and experiment-based introduction to the ecology and evolution of the organisms of Central Virginia. It is designed for students planning to be elementary school teachers, but is open to all non-majors. The class meets for about 5 hours a week, with two 1-hour lectures and a one 3-hour lab.

**BIOL 121 - (3) (Y)**
**Human Biology and Disease**
Introduces basic biological principles as illustrated in the human organism. Emphasizes the disruption of normal functions by disease either inherited or acquired.

**BIOL 149 - (3) (Y)**
**Survival Biology for the New Millennium**
Biological/Biomedical research has advanced to the extent that everyone’s lives are likely to be deeply affected. Bio 149 will introduce a select set of new technologies and concepts such as genetically modified organisms, cloning animals including humans, stem cells and the human genome. No science background required.

Biology courses numbered from 201 to 204 are intended for premed students and for Biology Majors who have not earned AP credit in previous biology courses. The lecture courses, BIOL 201 and 202 are required for the Biology Major, but do not count towards upper-level course requirements. The laboratory courses, BIOL 203 and 204 are not specifically required for the major, but they, or their high school equivalents, are prerequisites for some upper level courses. These courses and BIOL 206, 206L, 207, and 207L have no prerequisites.

**BIOL 201, 202 - (4) (Y)**
**Introduction to Biology**
Intensive introduction to modern biology designed for natural science majors. Biological structure and function at various levels of organization, cell biology, genetics, development and evolution are covered. These courses are required for all biology majors and are prerequisites for most upper-level biology courses. Lectures and recitation/review.

**BIOL 203, 204 - (2) (Y)**
**Introduction to Biology Laboratory Corequisite:** May be taken independently, or in conjunction with BIOL 201, 202
BIOL 203: Laboratory exercises in introductory biology to illustrate experimental techniques and strategies used to elucidate biological concepts.
BIOL 204: Studies life forms, from simple to complex organization, demonstrating the unique properties of living organisms.

**BIOL 206 - (3) (Y)**
**Human Physiology and Anatomy I**
Includes basic information regarding the chemistry and organization of living matter needed to understand cellular, tissue, and organ function. The morphology and physiological functions of the integumentary, skeletal, muscular, and neurosensory organ systems will also be covered. Designed as a basic course for students in the allied health sciences.

**BIOL 206L - (1) (Y)**
**Human Physiology and Anatomy I Laboratory**
Optional laboratory class to accompany BIOL 206. Includes simple anatomical, physiological and chemical exercises, clinical exercises, dissections, and microscopic examination of tissues that demonstrate and supplement topics covered in the lecture.

**BIOL 207 - (3) (Y)**
**Human Physiology and Anatomy II**
Covers the morphology and physiology for the cardiovascular, lymphatic, immune, endocrine, digestive, respiratory, excretory and reproductive organ systems. Designed as a basic course for students in the allied health sciences.

**BIOL 207L - (1) (Y)**
**Human Physiology and Anatomy II Laboratory**
Optional laboratory class to accompany BIOL 207. Includes simple anatomical, physiological and chemical exercises, clinical exercises, dissections, and microscopic examination of tissues that demonstrate and supplement topics covered in the lecture.

Introduction to Biology (BIOL 201/202) or equivalent AP credit is required for all courses at the 300 and above levels. Additional prerequisites are listed with each course; the instructor may waive these if a student demonstrates an adequate level of preparedness.

**BIOL 300 - (3) (S)**
**Cell and Molecular Biology**
**Prerequisite:** CHEM 141, 142.
Examines the cellular and molecular basis of life, with an emphasis on basic principles needed to understand what cells are and how they work. Major topics include the molecular nature of genes and gene function, as well as the consideration of protein localization, structure, assembly and function of the plasma membrane and organelles, signal transduction pathways, cell-cell interactions, and the perturbations of these processes in disease such as cancer. Required for all Biology majors.

**BIOL 301 - (3) (S)**
**Genetics and Evolution**
**Prerequisite:** BIOL 300; CHEM 141, 142.
Examines the inheritance of genes, the genetic basis of traits, and mechanisms of evolutionary change, with an emphasis on the genetic and evolutionary principles needed to understand the diversification of life on earth. Major topics include the Mendelian inheritance, mutation, linkage and recombination, as well as the genetics of natural populations, adaptation in various forms, molecular evolution and macroevolution. Required for all Biology majors.

**BIOL 302 - (3) (S)**
**Integrative Biology**
**Prerequisite:** BIOL 300; BIOL 301; CHEM 141, 142.
Students explore patterns and underlying processes of integrated biological systems, from cell-signaling pathways to organisms to communities. Major topics vary among years, but will focus on areas such as functional genomics, proteomics, cell metabolism, physiology, biomechanics, functional morphology, neuroendocrinology, development, neurobiology, animal behavior, phylogenetics, human disease, ecology, and conservation biology. This course is required for the BS in Biology.

**BIOL 308 - (3) (Y)**
**Virology**
**Prerequisite:** CHEM 141-142. first semester organic chemistry suggested, but not required.
Prerequisite: An in-depth look at the molecular biology, pathogenesis and control of animal viruses. Small pox, influenza and HIV are used as model viruses for the analysis of viral replication mechanisms, viral genetics and the evolutionary relationship between the virus and its host. Epidemiology, transmission mechanisms, patterns of disease, and the societal impact of viruses are all discussed in terms of host/virus evolution.

**BIOL 309 - (4) (Y)**
**Biology of Infectious Disease**
**Prerequisite:** BIOL 201, 202 or BIOL 203, 204.
Emphasis is on the principles that govern disease caused by bacteria, viruses and fungi that are of importance to the health of humans. Topics include: diversity and types of pathogens; mechanisms of transmission, pathogenicity, and resistance; epidemiology, population regulation, and extinction; disease origins; intracellular pathogens; and the evolution of genetic systems;
and disease in biological control and conserva-
tion.

**BIOL 312 - (3) (Y)**
Fundamentals of Microbiology  
*Prerequisite:* CHEM 141/142 or instructor permission.  
Explores molecular and evolutionary aspects of the structure and function of microbes. Equal emphasis is given to environmental and medical microbiology. Topics include microbial structure, diversity, metabolism, genetics, biogeochemical cycling, microbial ecology, epidemiology, medically important organisms and evolutionary adaptation. Important current event topics such as biofilms, genetically engineered microbes and ethics are also presented.

**BIOL 314 - (3) (E)**  
Biology of Aging  
This interdisciplinary course will explore our current knowledge of the biology of aging in populations of plants and animals, including humans. Topics include demographic trends across species; analysis of why organisms age in the context of evolutionary theories; analysis of how organisms age in the context of cellular and physiological theories; and the genetic basis of longevity.

**BIOL 315 - (3) (Y)**  
Microbiology Laboratory  
*Prerequisite:* Introductory Biology 201/202.  
An introduction to microorganisms and to basic microbiological principles through laboratory experimentation. Emphasis is on the structure, physiology and genetics of bacteria and viral viruses.

**BIOL 317 - (3) (Y)**  
Introduction to Neurobiology  
Analyzes the concepts of general neurobiol-
ology, including basic electrophysiology and electrophysiology, origin of bioelectric poten-
tials, sensory, motor, integrative and develop-
mentlal neurobiology, and conceptual models of simple learning.

**BIOL 318 - (3) (Y)**  
Introductory Botany  
Examines basic principles of plant structure, development, classification, and physiology. Laboratory exercises demonstrate these concepts, emphasizing cells and cellular function, sto-
ry and organization of higher plants, and a survey of plant and related organisms.

**BIOL 320, 321 - (3) (S)**  
Basic Laboratory Investigations  
*Prerequisite:* BIOL 203 or comparable labora-
tory training; CHEM 141, 142.  
Students complete three of six 4-week labora-
tory modules offered: cell biology, molecular biology, genetics, development, behavior and evolution. Two of the six modules are offered concurrently in the first four weeks of the semester, two in the second four weeks, and two in the third; students complete one mod-
ule in each four-week session. The learning objectives of each module are 1) to teach stu-
dents the basic principles of problem solving through scientific investigation, and the writ-
ten and oral skills needed to communicate results, and 2) to provide students with basic training in laboratory methodologies, tech-
niques and protocols, and the use of labora-
tory instrumentation.

**BIOL 323 - (3) (Y)**  
Animal Physiology  
Focuses on selected vertebrate organ systems; considers other systems where relevant.

**BIOL 324 - (3) (Y)**  
Introduction to Immunology  
*Prerequisite:* BIOL 201.  
Studies the genetics and cell biology of the vertebrate immune system, with a focus on adaptive immunity. Classic and current exper-
imental systems are emphasized.

**BIOL 325 - (3) (Y)**  
Introduction to Animal Behavior  
Studies the comparative aspects of animal behavior from a neuro-ethological approach; and the mechanisms employed in generating and guiding behavior.

**BIOL 328 - (3) (Y)**  
Ornithology  
This course is an introduction to avian biol-
ogy. Major topics include evolutionary history, genetics, anatomy and physiology, behavior and communication, reproduction and develop-
ment, and ecology and conservation.  
Through the study of birds, the most diverse lineage of terrestrial vertebrates, students learn broadly applicable concepts of organis-
mal biology and gain insight to the scientific investigation of integrated biological systems.

**BIOL 340 - (4) (Y)**  
Vertebrate Zoology  
Studies vertebrate groups, their structure, function, origins, relationships, special adapta-
tions and representative organisms. Includes selected topics in vertebrate biology: flight, molecular evolution, size, thermoregulation, colors, tails, and rumination. Lecture and labor-
atory.

**BIOL 345 - (3) (Y)**  
Biodiversity and Conservation  
Introduction to the fundamental principles of conservation biology (e.g., global species numbers, value of biodiversity, causes of extinction, genetic diversity, island biogeogra-
phy, priority setting) and current topics of debate (including zoo versus field conserva-
tion, effects of global change on species extinction). Conservation case studies will allow students to judge the relevance of bio-
logical theory to practical problems in conserva-

cation.

**BIOL 350 - (1-3) (SS)**  
Field Biology  
*Prerequisite:* BIOL 204 or similar lab;  
instructor permission.  
Application of field techniques for biological studies.

**BIOL 385, 386 - (1-3) (SI)**  
Selected Topics in Biology  
*Prerequisite:* Instructor permission.  
Tutorial or seminar course that allows intensi-
ve study of the literature in a particular area of biology under the guidance of a Biology fac-
ulty member.

**BIOL 395 - (3) (S)**  
Recent Advances in Biology  
*Prerequisite:* Instructor permission.  
Consists of weekly lecture/discussion sessions on recent advances in biology as reported through articles in the current literature and in research seminars presented within the University. Required for DMP students.

All lecture courses at the 400 level and above, have the prerequisite of at least one of the three core courses (300–302). All laboratory courses have a prerequisite of some 300-level lab; unless a specific prerequisite lab is speci-
fied, any 300-level lab will satisfy this prereq-
usite.

**BIOL 400 - (3) (Y)**  
Laboratory in Molecular Biology  
*Prerequisite:* BIOL 320 or 321; CHEM 141, 142.  
Laboratory introduction to fundamental molecular techniques used in many biological research laboratories. Includes basic aspec-
tic technique, isolation and manipulation of genetic material, electrophoresis, cloning, gene library construction/screening, Southern blot analysis, and PCR techniques. Lecture and open laboratory.

**BIOL 401 - (3) (Y)**  
Macroevolution  
*Prerequisite:* BIOL 301 Core II.  
Survey of new problems and approaches to large-scale (above the species level) ecological and evolutionary patterns. The course will emphasize modern conceptual issues and methodological advances. Laboratory work will involve computer applications in system-
atics and statistics.

**BIOL 402 - (3) (E)**  
Ecology and Evolutionary Genetics  
*Prerequisite:* BIOL 301.  
Examines the mechanisms of evolution within populations, molecular evolution, and the process of speciation. Topics include genetics of adaptation and speciation, natural selec-
tion, and the processes influencing the evolu-
tion of genes and genomes at the molecular level.

**BIOL 403 - (3) (O)**  
Evolutionary Biology Laboratory  
*Prerequisite:* MATH 131 or instructor permission.  
Analyzes important concepts in evolution, and experimental techniques used in evolutionary ecology and population genetics—field research, experimental populations, molecu-
lar markers, phylogenetic reconstruction—
including aspects of experimental design and statistical analysis of data. Includes a weekend field trip to Mountain Lake Biological Station.

**BIOL 404 - (3) (Y)**  
Laboratory in Cell Biology  
*Prerequisite:* BIOL 320 or 321, CHEM 141, 142.  
Introduces the theory and practice of impor-
tant laboratory techniques used in cell biology research. Studies techniques such as microscopy, electrophoresis, and cell culture. One laboratory lecture and one afternoon lab-
oratory per week.
BIOL 405 - (3) (Y)  
Developmental Biology  
Prerequisite: BIOL 301.  
Explores the processes of embryonic development in plants and animals, emphasizing the experimental basis of contemporary knowledge in embryo-genesis, morphogenesis and in cell and tissue differentiation. Lecture and occasional evening discussions.

BIOL 407 - (3) (Y)  
Developmental Biology Laboratory  
This course offers laboratory experience illustrating a number of principles and processes in the early development of both plants and animals. Laboratory work includes the use of basic microscopic and imaging techniques to study embryonic processes such as fertilization, oogenesis, gastrulation, and tissue interactions. Students will learn basic molecular techniques used to study gene expression and patterning in the embryo. Students will also develop skills in observation, experimental design, and data presentation.

BIOL 408 - (3) (Y)  
Neuronal Organization of Behavior  
Prerequisite: BIOL 317 or equivalent. Lectures and discussions addressing behavior and sensory processing from the perspective of the neural elements involved. Topics include neuronal substrates (anatomical and physiological) of startle reflexes, locomotory behaviors, visual and auditory processing, echolocation mechanisms, calling song recognition, and the neuronal organization underlying some types of functional plasticity.

BIOL 411 - (3) (Y)  
Genetics Laboratory  
A research experience in developmental genetics that uses Drosophila melanogaster as a model system.

BIOL 413 - (3) (O)  
Population Ecology and Conservation Biology  
Prerequisite: Calculus; evolution/genetics core (BIOL 301) or ecology (EVSC 220). The natural history and mathematical theory of population dynamics, species interactions and life history evolution. Lectures emphasize theory and experimental tests; class discussions focus on applications to conservation of plant and animal populations.

BIOL 417 - (3) (Y)  
Cellular Neurobiology  
Prerequisite: BIOL 317 or equivalent; BIOL 300. Explores a cellular approach to the study of the nervous system. Topics include the structure and function of ionic channels in cell membranes; the electrochemical basis of the cell resting potential; the generation and conduction of nerve impulses; and synaptic transmissions. Three lecture and demonstration/discussion hours. Class meetings include lectures, discussion, student presentations, and computer simulations of neurophysiology with NeuroDynamix.

BIOL 419 - (3) (O)  
Biological Clocks  
Prerequisite: BIOL 300 and BIOL 301. Introduces biological timekeeping as used by organisms for controlling diverse processes, including sleep-wakefulness cycles, photoperiodic induction and regression, locomotor rhythmicity, eclosion rhythmicity, and the use of the biological clock in orientation and navigation.

BIOL 425 - (3) (Y)  
Human Genetics  
Prerequisite: BIOL 301. Focuses on the fundamental knowledge about organization, expression, and inheritance of the human genome. Reviews classical Mendelian genetics and human genetic (pedigree) analysis. Emphasizes understanding human genetics in molecular terms. Includes gene mapping procedures, methodologies for identifying genes responsible for inherited diseases, the molecular basis of several mutant (diseased) states, the human genome project, and discussions about genetic screening and gene therapy.

BIOL 426 - (3) (Y)  
Cellular Mechanisms  
Prerequisite: BIOL 301. Includes basic information about important issues in cell biology coupled with critical analysis of pertinent scientific literature. Integrates basic scientific findings with clinical situations, emphasizing the importance of basic research in understanding and combating disease.

BIOL 427 - (3) (Y)  
Animal Behavior Laboratory  
Prerequisite: BIOL 325 recommended. Provides direct experience in approaches used to study animal behavior. Each lab concentrates on a particular aspect of behavior. Student experiments relate to central nervous systems; sensory perception; sign stimuli; feeding behavior; social behavior; reproductive behavior; biological timing; and animal observation in the laboratory and field.

BIOL 448 - (3) (Y)  
Structure and Function of Complex Macromolecules  
Prerequisite: BIOL 300 Core I, Biochemistry or two semesters of organic chemistry. Exploration, in depth, of principles underlying protein and nucleic acid structures and the techniques used to determine those structures.

BIOL 481, 482 - (1) (S)  
Seminar in Biological Research  
Prerequisite: Fourth-year DMP in Biology. One-hour, weekly discussions on recent advances in biology, as well as more practical matters, such as how to write grant applications, make seminar presentations, apply to graduate programs, and other skills essential to professional success in biology.

BIOL 491, 492 - (3) (S)  
Independent Research  
Prerequisite: Instructor permission. Independent research for qualified undergraduates under the direction of a faculty member. Nine laboratory hours.

BIOL 493, 494 - (3) (S)  
Independent Research  
Prerequisite: BIOL 491 and BIOL 492. Independent research under the guidance of a departmental faculty member. Students who have completed BIOL 491, 492 may enroll in BIOL 493, 494 as a “second year” of independent research. Nine laboratory hours.

BIOL 495, 496 - (3) (S)  
Independent Research for Distinguished Majors  
Prerequisite: DMP students and instructor permission. Independent research for qualified undergraduates under the direction of a faculty member. Nine laboratory hours.

BIOL 497, 498 - (3) (S)  
Independent Research for Distinguished Majors  
Prerequisite: BIOL 495, 496; DMP students. Independent research under the guidance of a departmental faculty member. Students who have completed BIOL 495, 496 may enroll for BIOL 497, 498 as a “second year” of independent research. Nine laboratory hours.

BIOL 501 - (4) (Y)  
Biochemistry  
Prerequisite: BIOL 300; organic chemistry or instructor permission. Structure and function of the major constituents of cells—proteins, nucleic acids, lipids and carbohydrates—and the relationship to cellular metabolism and self-replication. Lectures and discussion.

BIOL 508 - (4) (Y)  
Developmental Mechanisms  
Prerequisite: BIOL 301. Analyzes the cellular and molecular basis of developmental phenomena, reviewing both classical foundations and recent discoveries. Lectures focus on the major developmental systems used for analysis of embryogenesis (e.g., mouse, frog, and fly) and concentrate on several themes that pervade modern research in this area (e.g., signal transduction mechanisms). Readings are from the primary research literature, supplemented by textbook assignments. Lectures and discussion.

BIOL 509 - (2) (SI)  
Current Topics in Plant Molecular Biology  
Prerequisite: Instructor permission. Discussion of current literature and selected topics on the biochemical and molecular genetic basis for plant cellular growth and differentiation. Weekly readings and student presentations.

BIOL 512 - (3) (IR)  
Comparative Biochemistry  
Prerequisite: Organic chemistry; BIOL 501; instructor permission. Examines the biochemical adaptations that have arisen in organisms in response to physiological demands. Topics are drawn from recent advances made in elucidating molecular mechanisms of metabolic regulation.
BIOL 541 - (4) (IR)
Molecular Biology and Genetics
Prerequisite: BIOL 301.
Examines the structure and regulation of prokaryotic, eukaryotic and viral genes at the molecular level. Emphasizes experimental approaches to mechanisms of replication, transcription, RNA processing and translation, and current advances in genetic research.

BIOL 546 - (4) (IR)
Molecular Neuroscience
Prerequisite: BIOL 300, 301.
Covers foundations of molecular and molecular genetic studies to neural development and function. Utilizes primary literature and literature reviews, emphasizing critical reading skills and analysis of molecular data.

Department of Chemistry
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University of Virginia
Charlottesville, VA 22904-4319
Phone: (434) 924-3344
Fax: (434) 924-3710
http://www.people.virginia.edu/~jnd/chemmaj.htm

Overview The Department of Chemistry offers outstanding physical facilities and a close-knit community of scholars—an environment which demonstrates that chemistry is far more than the study of matter and its interactions. Chemists contribute to such diverse fields as medicine, agriculture, oceanography, and archaeology. The University offers several chemistry programs, giving students the opportunity to define their individual educational and career goals.

Chemistry is divided into five areas of study: organic, inorganic, biological, physical, and analytical. The first-year courses include elements of all these areas. While organic chemistry is studied most intensively in the second year, inorganic and physical chemistry are the center of concentration in the third and fourth years. Advisors steer students toward specialized courses that correspond with their individual interests and aid them in choosing a specific program.

Faculty The 27 members of the faculty include professors who are nationally and internationally recognized in their fields. The list of recent honors received by faculty members includes the American Chemical Society's Award for Creative Work in Synthetic Organic Chemistry; a 1993 and 1998 Dreyfus Teacher-Scholar Award for excellence in both teaching and research; a 1992 and 1996 Virginia Scientist of the Year award; a 1994 Sloan Foundation Award; a 1997 Cavalier Distinguished Chair; a 1997 and 1999 Alexander von Humboldt Research Prize; an Analytical Chemistry Award in Chemical Instrumentation; a 1999 Presidential Early Career Award for Scientists and Engineers; and a 1999 Coblentz Award. Frank H. Field and Joe L. Franklin Awards; American Chemical Society Thomson Metal, International Mass Spectrometry Society, Alexander von Humboldt Senior Scientist Award, 1999, 2000 Distinguished Service Award, Virginia Section American Chemical Society, 2001 John D. and Catherine T. McArthur Foundation Fellow Award, and a Lilly Analytical Chemistry Academic Contact Grant Award.

Teaching and research have been strengthened in recent years by a number of grants from government and private sources. These funds have permitted the acquisition of excellent instrumental facilities, and the establishment of an outstanding program in molecular research. The department has also made a major commitment to teaching in biological and biophysical chemistry. These programs, along with ongoing research in analytical methods, spectroscopy, and synthetic inorganic and organic chemistry, provide the student with a choice of strong research areas over a broad range of the chemical sciences. The faculty attracts approximately $8.5 million yearly in outside funding to support these programs, an indicator of the vigor of the research being carried out in the department.

Students Each year approximately 85 students graduate with a degree in chemistry, which makes the program one of the largest in the nation. Students have significant opportunities to conduct research and independent study projects with professors. Advanced students may receive money from research grants or enroll in graduate courses. The class size of chemistry courses varies widely. The introductory chemistry courses are quite large, but upper level courses are usually small, with no more than thirty students per class. All lab sections are small, in order to provide an intimate atmosphere.

Students who have graduated with a B.S. in Chemistry have been admitted to the best graduate schools in the country, while some have accepted positions in industrial or government labs. The number of graduates accepted to top medical schools (especially as initiators and probes of molecular kinetics matter of all kinds and are often used as initiators and probes of molecular kinetics which is home to the world's most powerful lasers are employed to interrogate and to utilize primary literature and literature reviews, emphasizing critical reading skills and analysis of molecular data. The Cambridge Crystallographic Data Base is also available. Undergraduates are offered training on these facilities. In addition, the department is very actively involved in undergraduate research.

Research in molecular spectroscopy is a major focus of a number of research groups and is supported by a variety of instrumentation. Routine apparatus for ultraviolet (UV), visible, and infrared (IR) studies are available, as is CW laser Raman equipment. The department has six FTIR spectrometers, several having far IR and high resolution (<0.25 cm-1) capabilities and two spectrophotometers. Specialized research in the area of molecular spectroscopy has resulted in the acquisition and in-house construction of instrumentation for circular dichroism (CD), and circularly polarized luminescence spectroscopy. The department has two electron spin resonance (ESR) spectrometers with variable temperature capabilities.

The Center for Atomic Molecular and Optical Sciences (CAMOS) Laser Facility within the department houses ultrafast Ti:sapphire, Nd:YAG, excimer, and ion lasers, as well as tunable dye lasers, optical parametric oscillators/amplifiers, and color center laser. In addition, a unique laser laboratory is accessible at the Thomas Jefferson National Accelerator Facility in Newport News, Va., which is home to the world’s most powerful free electron laser (FEL) – a 10 kWIR FEL. Lasers are employed to interrogate and to control matter of all kinds and are often used as initiators and probes of molecular kinetics and dynamics.

Requirements for Major Bachelor of Arts in Chemistry The normal program for a conventional B.A. in Chemistry includes: CHEM 141, 142, 141L, 142L (or CHEM 181, 182, 181L, 182L); CHEM 241, 242, 241L, 242L (or CHEM 281, 282, 281L, 282L); 341, 342: 371, 372, and one other three-credit chemistry elective at the 400-level or higher. A year of physics with laboratory and MAT 122 or 132 are required for the B.A. in Chemistry.

Bachelor of Science in Chemistry The chemistry department offers six programs leading to a Bachelor of Science in Chemistry. There is the Bachelor of Science in Chemistry.
Chemistry, and the Bachelor of Science in Chemistry with specialization in Biochemistry (highly recommended for students preparing to study medicine or pharmacy) that are professional degrees accredited by the American Chemical Society (ACS) and designed to prepare the student for a career in chemistry. In addition, the department offers the Chemical Physics, Environmental Chemistry, Materials, and Chemical Education (available only to students enrolled in the Curry School of Education).

Candidates for degrees must complete, with a grade point average of at least 2.0, a minimum of 120 credits composed of required courses and approved electives.

**Recommended ACS Certified B.S. in Chemistry (1)**

**First Year**

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<td>Chemical Reactions I</td>
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<td>CHEM 282</td>
<td>Chemical Thermodynamics and Kinetics</td>
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<td>PHYS 201</td>
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<tbody>
<tr>
<td>CHEM 341</td>
<td>Physical Chemistry</td>
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<tr>
<td>CHEM 342</td>
<td>Physical Chemistry</td>
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<tr>
<td>CHEM 371</td>
<td>Intermediate Techniques in</td>
<td>3</td>
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<tr>
<td>CHEM 372</td>
<td>Chemical Education</td>
<td>3</td>
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<tr>
<td>CHEM 432</td>
<td>Inorganic Chemistry</td>
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<tr>
<td>CHEM 451</td>
<td>Biological Chemistry Lab I &amp; II</td>
<td>3</td>
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<tr>
<td>CHEM 452</td>
<td>Biological Chemistry Lab II</td>
<td>3</td>
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</tbody>
</table>

**Specialization in Biochemistry** The department offers an opportunity for students to obtain the Bachelor of Science in Chemistry with a Specialization in Biochemistry. Candidates for the degree must complete, with a grade point average of at least 2.0, a minimum of 120 credits composed of required courses and approved electives.

**B.S. in Chemistry with Specialization in Chemical Education (1)**

**First Year**

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<tr>
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<tbody>
<tr>
<td>CHEM 181</td>
<td>Principles of Chemical Structure</td>
<td>3</td>
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<tr>
<td>CHEM 181L</td>
<td>Principles of Chemical Structure</td>
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**Second Year**

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<tbody>
<tr>
<td>CHEM 281</td>
<td>Biological Chemistry II</td>
<td>3</td>
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<tr>
<td>CHEM 281L</td>
<td>Biological Chemistry II Lab</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 201</td>
<td>Basic Phys. Lab I &amp; II</td>
<td>3</td>
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<tr>
<td>PHYS 201L</td>
<td>Basic Phys. Lab II &amp; II</td>
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**Third Year**

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</tbody>
</table>

**Specialization in Chemical Physics** The department offers an opportunity for a student to obtain a Bachelor of Science in Chemistry with a Specialization in Chemical Physics. Candidates for the degree must complete, with a grade point average of at least 2.0, a minimum of 120 credits of required courses and approved electives.

**B.S. in Chemistry with Specialization in Chemical Physics (1)**

**First Year**

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<tr>
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<tbody>
<tr>
<td>CHEM 181</td>
<td>Principles of Chemical Structure</td>
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<tr>
<td>CHEM 181L</td>
<td>Principles of Chemical Structure</td>
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**Second Year**

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<tbody>
<tr>
<td>CHEM 281</td>
<td>Biological Chemistry II</td>
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<td>CHEM 281L</td>
<td>Biological Chemistry II Lab</td>
<td>3</td>
</tr>
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<td>BIOL 201</td>
<td>Basic Phys. Lab I &amp; II</td>
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<td>Biological Chemistry Lab II</td>
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**Specialization in Chemical Education**

The Specialization in Chemical Education is for students who intend to teach chemistry/science K-12; it is taken in conjunction with the Curry School’s five-year Master of Teaching Program, to which students must seek admission. This option is available only to students in the five-year Teachers Education Degree Program, and students must complete all requirements and comply with all regulations of the Curry School of Education as applicable to its Teachers Education Degree Program.
CHEM 182 Principles of Chemical
Reactions I................................................................3
CHEM 182L Principles of Chemical
Reactions I Laboratory........................................3
ENWR 110 Composition ........................................3
MATH 121, 122 Applied Calculus I, II or
MATH 131, 132 Calculus I, II..................................................3

Language(5).................................................................8
Approved electives(3)...................................................9-3
31-34

Second Year
CHEM 281 Principles of Chemical
Reactions II................................................................3
CHEM 281L Principles of Chemical
Reactions II Laboratory........................................4
CHEM 282 Principles of Chemical
Thermo and Kinetics.................................................3
CHEM 282L Principles of Chemical
Thermo and Kinetics Lab....................................3
Two of the following courses:
BIOL 201, BIOL 202, EVSC 280, EVSC 320,
EVSC 340, EVSC 350.........................................................6
Language(5).................................................................6
Approved electives(3)...................................................5
30

Third Year
Two of the following courses:
CHEM 441, CHEM 442, CHEM 432,
CHEM 551.................................................................6
PHYS 201,202 Principles of Physics I&II or
PHYS 231,232 Classical and Modern
Physics........................................................................8
PHYS 201L,202L Basic Physics Lab I & II.................3
Approved electives...................................................13
30

Fourth Year
CHEM 341,342 Physical Chemistry.............................6
CHEM 451,452 Biological Chemistry Lab..........6
CHEM 371,372 Intermediate Techniques
Chem. Expt.................................................................6
Science........................................................................6
Approved electives...................................................12
30

Specialization in Environmental
Chemistry The department offers an opportunity for a student to obtain a Bachelor of Science in Chemistry with a Specialization in Environmental Chemistry. Candidates for the degree must complete, with a grade point average of at least 2.0, a minimum of 120 credits composed of required courses and approved electives.

Recommended B.S. in Chemistry with
Specialization in Environmental Chemistry
First Year
CHEM 181 Chemical Structure.............................3
CHEM 181L Chemical Structure Lab........................3
CHEM 182 Chemical Reactions I..........................3
CHEM 182L Chemical Reactions I Lab..................3
ENWR 110 Composition........................................3
MATH 121 Applied Calculus I or
MATH 131 Calculus I..................................................4

Second Year
CHEM 281 Chemical Reactions II.........................3
CHEM 281L Chemical Reactions II Lab..............3
CHEM 282 Chemical Thermodynamics
and Kinetics.................................................................3
CHEM 282L Chem. Thermodyn. Lab ..................3
PHYS 231 Classical and Modern
Physics ..................................................................4
PHYS 232 Classical and Mod. Phys. II...........4
PHYS 201L Basic Physics Lab 1(6)..................1-5
PHYS 202L Basic Physics Lab II.........................1-5

MATH 122 Applied Calculus II or
MATH 132 Calculus II..............................................4

Third Year
CHEM 341 Physical Chemistry.........3
CHEM 342 Physical Chemistry.........3
CHEM 362 Quantum Mechanics..............3
CHEM 551 Instrumental Methods of
Analysis........................................................................6
EVSC 280/280L, EVSC 320/320L
Two core courses and labs(8) or
Approved electives(3).................................................5
32

Fourth Year
CHEM 432 Inorganic Chemistry..............3
CHEM or EVSC electives(9)..........................6
Approved electives(3)...................................................3
30

(1) This table shows the normal sequence of required courses. Students who have taken CHEM 141, 142, 141L, 142L, and wish to obtain the B.S. should complete CHEM 222. CHEM 222 may not be taken for credit by students who complete CHEM 181, 282, 181L, 282L. It is possible to major in chemistry after taking PHYS 201, 202 rather than PHYS 231, 232. Candidates not following the normal course sequence should consult an advisor as early as possible.

Recommended B.S. in Chemistry with
Specialization in Materials
First Year
CHEM 181 Chemical Structure.............................3
CHEM 181L Chemical Structure Lab........................3
CHEM 182 Chemical Reactions I..........................3
CHEM 182L Chemical Reactions I Lab..................3
ENWR 110 Composition........................................3
MATH 131 Calculus I..................................................4
MATH 132 Calculus II..............................................4

Second Year
CHEM 281 Chemical Reactions II.........................3
CHEM 281L Chemical Reactions II Lab..............3
CHEM 282 Chemical Thermodynamics
and Kinetics.................................................................3
CHEM 282L Chem. Thermodyn. Lab ..................3
PHYS 231 Classical and Modern
Physics ..................................................................4
PHYS 232 Classical and Mod. Phys. II...........4
PHYS 201L Basic Physics Lab 1(6)..................1-5
PHYS 202L Basic Physics Lab II.........................1-5

MATH 122 Applied Calculus II or
MATH 132 Calculus II..............................................4
Language (5).................................................................8
Approved electives(3)...................................................9-3
31-34

Fourth Year
CHEM 432 Inorganic Chemistry..............3
CHEM or EVSC electives(9)..........................6
Approved electives(3)...................................................3
30

(2) Students are required to complete the equivalent of Language 201. German or Russian are recommended but not required. If this requirement is satisfied in less than three semesters, the student may elect other language courses or a different subject.

(3) Approved electives are chosen by the candidate in conference with an advisor; they must include courses that meet other College requirements.

(4) The fourth-year program is adaptable to individual student interests in that there are no specific required courses. Students may choose from any 400 or greater level course in physical, organic, inorganic, analytical, or biological chemistry.

Recommended B.S. in Chemistry with
Specialization in Materials
First Year
CHEM 181 Chemical Structure.............................3
CHEM 181L Chemical Structure Lab........................3
CHEM 182 Chemical Reactions I..........................3
CHEM 182L Chemical Reactions I Lab..................3
ENWR 110 Composition........................................3
MATH 131 Calculus I..................................................4
MATH 132 Calculus II..............................................4
MSE 102 Intro to Science Materials............3

Second Year
CHEM 281 Chemical Reactions II.........................3
CHEM 281L Chemical Reactions II Lab..............3
CHEM 282 Chemical Thermodynamics
and Kinetics.................................................................3
CHEM 282L Chem. Thermodyn. Lab ..................3
PHYS 231 Classical and Modern
Physics ..................................................................4
PHYS 232 Classical and Mod. Phys. II...........4
PHYS 201L Basic Physics Lab 1(6)..................1-5
PHYS 202L Basic Physics Lab II.........................1-5

MATH 122 Applied Calculus II or
MATH 132 Calculus II..............................................4

Fourth Year
CHEM 432 Inorganic Chemistry..............3
CHEM or EVSC electives(9)..........................6
Approved electives(3)...................................................3
30

(1) This table shows the normal sequence of required courses. Students who have taken CHEM 141, 142, 141L, 142L, and wish to obtain the B.S. should complete CHEM 222. CHEM 222 may not be taken for credit by students who complete CHEM 181, 282, 181L, 282L. It is possible to major in chemistry after taking PHYS 201, 202 rather than PHYS 231, 232. Candidates not following the normal course sequence should consult an advisor as early as possible.

(2) Students are required to complete the equivalent of Language 201. German or Russian are recommended but not required. If this requirement is satisfied in less than three semesters, the student may elect other language courses or a different subject.

(3) Approved electives are chosen by the candidate in conference with an advisor; they must include courses that meet other College requirements.

(4) The fourth-year program is adaptable to individual student interests in that there are no specific required courses. Students may choose from any 400 or greater level course in physical, organic, inorganic, analytical, or biological chemistry.

(5) Students are required to complete the equivalent of Language 202. German or Russian are recommended but not required. If this requirement is satisfied in less than four semesters, the student may elect other language courses or a different subject.

(6) PHYS 221, 222 taken after PHYS 231, 232 is an acceptable alternative.

(7) This table shows the normal sequence of required courses. Students who have taken CHEM 141, 142, 141L, 142L, and wish to obtain the B.S. should complete CHEM 222. CHEM 222 may not be offered for credit by students who complete CHEM 181, 282, 181L, 282L. Students may also complete the physics requirement by taking the PHYS 151, 152, 251, 252 sequence. Candidates not following the normal sequence should consult an advisor as early as possible.

(8) Student must take at least two EVSC core courses and labs. These include EVSC 280/280L, 320/320L, 340/340L, and 350/350L.

(9) Two additional courses at 400-level CHEM or above, or approved upper-level EVSC courses (300 to 500 level). Examples include EVSC 386, 427, 480, 493, or...
**Distinguished Majors Program**

Students with a cumulative grade point average of 3.4 or higher after five semesters may apply for the Distinguished Majors Program (DMP). Applications and inquiries must be made to the Undergraduate Programs Committee prior to the beginning of the seventh semester. The DMP consists of specified course requirements within the B.A. or B.S. programs and two semesters (six credits) of study or research under the supervision of a faculty member. The results of the research will be submitted in written form and presented to a public audience and to a faculty committee. Additional information can be obtained from the Undergraduate Programs Committee of the Department of Chemistry.

**Requirements for Minor**

A minor in chemistry requires the satisfactory completion of CHEM 141, 142, 141L, 142L, 241, 242, 241L, 242L, or CHEM 181, 182, 181L, 182L, 281, 282, 281L, 282L; CHEM 341 and one other chemistry course at the 300-level or higher (except chemistry research courses). CHEM 222 may be presented as the elective course if CHEM 142 is included in the program.

Students who receive advanced standing credit for CHEM 141, 142, and who take CHEM 181, 282 may count both CHEM 141, 142 and CHEM 181, 282 toward the degree.

Students are responsible for breakage charges.

**Additional Information**

For more information, contact the head of Undergraduate Advising, Department of Chemistry, Chemistry Building, Charlottesville, VA 22903; (434) 924-3344; www.virginia.edu/~chem (Undergraduate Information).

**Course Descriptions**

**CHEM 121 - (3) (Y)**

**Concepts of Chemistry**

Studies the unifying ideas of the structure of matter and energy, including topics such as the ozone layer and radioactivity, and the nature of scientific investigation. Primarily for non-science majors. Three class hours; no laboratory.

**CHEM 122 - (3) (Y)**

**Contemporary Chemistry**

By examining what science teaches us about relevant topics such as energy, synthetics, and food, the student develops a sense of the tone, vocabulary, and demarcation of scientific discourse. Independent of, and complementary to, CHEM 121. Primarily for non-science majors. Three class hours; no laboratory.

**CHEM 141, 142 - (3) (Y)**

**Introductory College Chemistry**

Corequisite: CHEM 141L, 142L or CHEM 181L, 182L.

Introduces the principles and applications of chemistry. Topics include stoichiometry, chemical equations and reactions, chemical bonding, states of matter, thermochemistry, chemical kinetics, equilibrium, acids and bases, electrochemistry, nuclear chemistry, and descriptive chemistry of the elements. For students planning to elect further courses in chemistry, physics, and biology. Three class hours.

**CHEM 141L, 142L - (2) (Y)**

**Introductory College Chemistry Laboratory**

Corequisite: CHEM 141, 142, or CHEM 181, 182.

Surveys the practice of chemistry as an experimental science, the development of skills in laboratory manipulation, and laboratory safety. Topics include observation, measurement and data analysis, separation and purification techniques, and qualitative and quantitative analysis. Three and one-half laboratory hours, and an optional one-hour laboratory lecture.

**CHEM 151, 152 - (3) (Y)**

**Introductory Chemistry for Engineers**

Corequisite: CHEM 141L, 142L, CHEM 151L, 152L, or CHEM 181L, 182L.

The principles and applications of chemistry are tailored to engineering students. Topics include stoichiometry, chemical equations and reactions, chemical bonding, states of matter, thermochemistry, chemical kinetics, equilibrium, acids and bases, electrochemistry, nuclear chemistry, and descriptive chemistry of the elements. For engineering students, but may be used as a prerequisite for further courses in chemistry. Three class hours.

**CHEM 151L, 152L - (1) (Y)**

**Introductory Chemistry for Engineers Laboratory**

Corequisite: CHEM 151, 152, CHEM 151L, 152L, or CHEM 181L, 182L.

Surveys the practice of chemistry as an experimental science, the development of skills in laboratory manipulation, and laboratory safety. Topics include observation, measurement and data analysis, separation and purification techniques, and qualitative and quantitative analysis. Three and one-half laboratory hours. Meets every other week.

**CHEM 170, 171 - (1-3) (Y)**

**Liberal Arts Seminar**

Seminar assigned primarily for first and second-year students taught on a voluntary basis by a faculty member. Topics vary.

**CHEM 181 - (3) (Y)**

**Principles of Chemical Structure**

Corequisite: A strong background in high school chemistry.

First of a four-semester sequence covering the basic concepts of general and organic chemistry. (The 180/280 sequence is comparable to the 140/240 sequence but is more rigorous). Establishes a foundation of fundamental particles and the nature of the atom, develops a rationale for molecular structure, and explores the basis of chemical reactivity. Topics include introductory quantum mechanics, atomic structure, chemical bonding, spectroscopy, and elementary molecular reactivity.

**CHEM 181L - (3) (Y)**

**Principles of Chemical Structure Laboratory**

Corequisite/corequisite: CHEM 181. Accompanies CHEM 181. Four laboratory hours plus weekly lecture.

**CHEM 182 - (3) (Y)**

**Principles of Chemical Reactions I**

Corequisite: CHEM 181.

Seeks to understand elementary reaction types as a function of chemical structure by emphasizing organic compounds. Topics include acid-base, nucleophilic substitution, oxidation-reduction, electrophilic addition, elimination, conformational analysis, stereochemistry, aromaticity, and molecular spectroscopy.

**CHEM 182L - (3) (Y)**

**Principles of Chemical Reactions I Laboratory**

Corequisite/corequisite: CHEM 182. Accompanies CHEM 182. Four laboratory hours plus weekly lecture.

**CHEM 191 - (3) (IR)**

**Archaeological Chemistry**

Corequisite: High school chemistry or physics.

Studies the methods for the discovery, scientific characterization, and preservation of archaeological artifacts; intended for students of archaeology, anthropology, art history, and other disciplines dealing with ancient civilizations.

**CHEM 210 - (3) (Y)**

**Introductory Survey of Organic Chemistry**

Corequisite: CHEM 121, 122 or CHEM 141, 142, or CHEM 181, 182.

Studies organic chemistry and acquaints the student with the scope of carbon chemistry, its basic principles, and some of its applications. Not intended for chemistry majors; not a suitable organic chemistry course for pre-medical students. (Three hours lecture, no laboratory).

**CHEM 212 - (3) (Y)**

**Introduction to Organic Chemistry**

Corequisite: CHEM 212L. Introduces the nomenclature, structure, reactivity, and applications of organic compounds, including those which are of importance in the chemical industry. Three lecture hours.

**CHEM 212L - (1) (Y)**

**Introduction to Organic Chemistry Laboratory**

Corequisite: CHEM 212. Six-to-seven four-hour laboratory sessions and an equal number of one-hour laboratory lectures to accompany CHEM 212.
CHEM 222 - (4) (Y)
Solution Chemistry
Prerequisite/corequisite: CHEM 141, 142 or 181, 182, and 141L with an A grade in 141.
Application of the principles of chemical equilibrium to solutions. The laboratory applies classical and instrumental methods to systems involving solubility, ionization, complexation formation, and oxidation-reduction equilibria. Two class hours, four laboratory hours. No credit may be received for CHEM 222 if CHEM 181L and 282L have been taken.

CHEM 241, 242 - (3) (Y)
Organic Chemistry
Prerequisite: CHEM 141, 142 or equivalent.
CHEM 281 or 241 is a prerequisite for CHEM 242; corequisites: CHEM 241L, 242L, or 281L, 282L.
Surveys the compounds of carbon in relation to their structure, identification, synthesis, natural occurrence, and mechanisms of reactions. Three class hours; optional discussions.

CHEM 241L, 242L - (3) (Y)
Organic Chemistry Laboratory
Corequisite: CHEM 281, 282 or CHEM 241, 242.
Focuses on the development of skills in methods of preparation, purification and identification of organic compounds. One discussion hour; four laboratory hours.

CHEM 281 - (3) (Y)
Principles of Chemical Reactions II
Prerequisite: CHEM 182.
Continued exploration of organic reactions and structures initiated in CHEM 182. Includes electrophilic aromatic substitution, nucleophilic aromatic substitution, nucleophiles, acyl substitution, organometallic compounds, carbohydrates, lipids, peptides, proteins, and nucleic acids.

CHEM 281L - (3) (Y)
Principles of Chemical Reactions II Laboratory
Prerequisite/corequisite: CHEM 281.
Accompanies CHEM 281. Six laboratory hours plus weekly lecture.

CHEM 282 - (3) (Y)
Principles of Chemical Thermodynamics and Kinetics
Prerequisite: CHEM 281 and MATH 122 or 132; corequisite: PHYS 202 or 232.
Focuses on the macroscopic properties of chemical systems. Topics include states of matter, physical equilibria, chemical equilibria, thermodynamic relationships, kinetic theory, and electrochemistry.

CHEM 282L - (3) (Y)
Principles of Chemical Thermodynamics and Kinetics Laboratory
Prerequisite/corequisite: CHEM 282.
Accompanies CHEM 282. Four laboratory hours plus weekly lecture.

CHEM 341, 342 - (3) (Y)
Physical Chemistry
Prerequisite: CHEM 141, 142 or CHEM 181, 182, MATH 122 or 132, and PHYS 201, 202 or PHYS 231, 232.
Introduces physical chemistry with numerous biological applications.

CHEM 341: properties of gases, liquids, and solids; thermodynamics; chemical and biochemical equilibrium; solutions; electrochemistry; and structure and stability of biological macromolecules.

CHEM 342: chemical kinetics; introductory quantum theory; chemical bonding; spectroscopy and molecular structure; biochemical transport; and statistical mechanics.

CHEM 351, 352 - (1) (Y)
Research Seminar in Biological Chemistry
Students and faculty discuss current topics of interest in biological chemistry. Intended for students who are participants in the undergraduate research program. Credit/no credit basis.

CHEM 351 - (3) (Y)
Physical Chemistry
Prerequisite: CHEM 151, 152, PHYS 241E, and APMA 205, 206.
Introduces physical chemistry designated specifically for undergraduate chemical engineers. Survey of the basic principles of equilibrium thermodynamics, the kinetic theory of gases, quantum mechanics of atoms and molecules, molecular spectroscopy, statistical mechanics, and reaction dynamics. Emphasizes the fundamental theories, models, and laws used in describing, representing, and explaining physical processes and properties characteristic of chemical systems.

CHEM 362 - (3) (Y)
Physical Chemistry
Prerequisite: CHEM 341 or CHEM 361.
The second semester of physical chemistry for B.S. majors. Topics include quantum chemistry, atomic and molecular structure, molecular spectroscopy, statistical thermodynamics, and kinetics.

CHEM 371, 372 - (3) (Y)
Intermediate Techniques in Chemical Experimentation
Prerequisite: CHEM 141, 142 or equivalent; corequisite: CHEM 341, 342.
Execution of laboratory experiments that illustrate important laws and demonstrate quantitative methods of measuring the chemical and physical properties of matter. Four laboratory hours, one class hour.

CHEM 391, 392 - (1) (Y)
Introductory Research Seminar
Introduces research approaches and tools in chemistry including examples of formulation of approaches, literature searches, research methods, and reporting of results. Oral presentations by students, faculty, and visiting lecturers.

CHEM 393, 394 - (1-3) (Y)
Independent Study
Prerequisite: Instructor permission.
Covers specialized topics in chemistry not normally covered in formal lecture or laboratory courses. Under the direction of the faculty.

CHEM 395, 396 - (1-3) (Y)
Introduction to Research
Prerequisite: Instructor permission.
Introduces the methods of research in chemistry that include use of the research literature and instruction in basic experimental and theoretical procedures and techniques. Under the direct supervision of faculty.

CHEM 432 - (3) (Y)
Inorganic Chemistry
Prerequisite/corequisite: CHEM 341, 342.
Unified treatment of the chemistry of the important classes of inorganic compounds and their reactions, with emphasis on underlying principles of molecular structure, symmetry, and bonding theory, including molecular orbital descriptions and reactivity. Three class hours.

CHEM 441 - (3) (Y)
Biological Chemistry I
Prerequisite: One year of organic chemistry.
Introduces the components of biological macromolecules and the principles behind their observed structures. Examines the means by which enzymes catalyze transformations of other molecules, emphasizing the chemical principles involved. Topics include a description of the key metabolic cycles and pathways, the enzymes that catalyze these reactions, and the ways in which these pathways are regulated. Three class hours.

CHEM 442 - (3) (Y)
Biological Chemistry II
Prerequisite: CHEM 441 or instructor permission.
Covers three main areas: structure and function of biological membranes; complex biochemical systems and processes, including photosynthesis, oxidative phosphorylation, vision, neurotransmission, hormonal regulation, muscle contraction, and microtubules; and molecular biology, including DNA and RNA metabolism, protein synthesis, regulation of gene expression, and recombinant DNA methodology. Three class hours.

CHEM 451 - (3) (Y)
Biological Chemistry Laboratory I
Prerequisite: CHEM 182L or CHEM 222.
Prerequisite/corequisite: CHEM 441 or instructor permission.
Studies the isolation and purification of biological materials. Topics include the chemical properties of proteins, nucleic acids, carbohydrates, and lipids; and the chemical and physical methods used in the characterization and quantitative determination of proteins. One class hour; four laboratory hours.

CHEM 452 - (3) (Y)
Biological Chemistry Laboratory II
Prerequisite/corequisite: CHEM 442 and 451.
Analyzes the physical methods used in studying macromolecules. Experiments include spectroscopic, hydrodynamic, and kinetic methods. Topics include enzyme kinetics and the statistical analysis of data. One class hour, four laboratory hours.
CHEM 491, 492 - (1) (Y)
Undergraduate Research Seminar
Corequisite: CHEM 495, 496.
Discussion of research approaches, methods and results for students registered in CHEM 495, 496. Oral presentations by students, faculty and visiting lecturers.

CHEM 495, 496 - (3) (Y)
Supervised and Original Research in Chemistry
Prerequisite: Instructor permission.
Original research involving experimental or theoretical chemistry carried out under the direct supervision of faculty. A minimum of nine hours per week, including conferences with research supervisor.

CHEM 511 - (3) (Y)
Organic Chemistry III
Prerequisite: One year of organic chemistry. One year of physical chemistry is recommended.
Systematic review and extension of the facts and theory of organic chemistry; including the mechanism of reactions, structure and stereochemistry. Three class hours.

CHEM 516 - (3) (Y)
Organic Chemistry of Selected Biological Compounds
Prerequisite: CHEM 241, 242 or 281, 282.
Traces the biosynthesis of naturally occurring substances from their photosynthetic beginnings to their eventual end as complex natural products. Topics include the major metabolic pathways, important enzyme systems, fatty acids, prostaglandins, terpenes, steroids, vitamins, hormones, alkaloids, pheromones, neuro-transmitters, drug development, vision and brain chemistry, insect-plant-herbivore interactions, and the basis of various human illnesses such as inborn errors of metabolism.

CHEM 521 - (3) (Y)
Advanced Physical Chemistry I
Prerequisite: CHEM 341, 342.
Studies introductory quantum mechanics. Topics include the application of group theory to molecular orbital theory; and rotational, vibrational and electronic spectra. Three class hours.

CHEM 522 - (3) (Y)
Advanced Physical Chemistry II
Prerequisite: Instructor permission.
Studies the laws of thermodynamics and extra-thermodynamic principles; statistical mechanics; theory of reaction rates; and the interpretation of experimental kinetic data. Three class hours.

CHEM 535 - (3) (Y)
Advanced Inorganic Chemistry I
Prerequisite: CHEM 432 or instructor permission.
Introduces the electronic structure of atoms and simple molecules, including basic concepts and applications of symmetry and group theory. The chemistry of the main group elements is described using energetics, structure, and reaction pathways to provide a theoretical background. Emphasizes applying these concepts to predicting the stability and developing synthetic routes to individual compounds or classes.

CHEM 536 - (3) (Y)
Advanced Inorganic Chemistry II
Prerequisite: CHEM 432 or instructor permission.
Introduces the electronic structure of compounds of the transition metals using ligand field theory and molecular orbital theory. Describes the chemistry of coordination and organometallic compounds, emphasizing structure, reactivity, and synthesis. Examines applications to transformations in organic chemistry and to catalysis.

CHEM 551 - (3) (Y)
Instrumental Methods of Analysis
Corequisite: CHEM 341 or CHEM 361 or instructor permission.
Study of the utilization of modern analytical instrumentation for chemical analysis. Includes emission and mass spectrometry, ultraviolet, visible, and infrared absorption spectroscopy, atomic absorption, electrical methods of analysis, chromatography, neutron activation analysis, and X-ray methods. Three class hours.

Department of Classics
Cabell Hall, Rm. 401
P.O. Box 400788
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www.virginia.edu/~classics/

Overview
In 1800, Thomas Jefferson wrote to the renowned scientist Joseph Priestly, “To read the Latin and Greek authors in their original is a sublime luxury.... I thank on my knees him who directed my early education for having in my possession this rich source of delight.” Accordingly, in his plan for the University of Virginia, Jefferson established the School of Ancient Languages as one of its ten divisions. The Department of Classics carries on the same mission today.

Mr. Jefferson, who valued the useful no less than the sublime, knew that the classics provide both. Greek and Latin languages, literature, and culture formed the core of education until the middle of the sixteenth century, and for good reason. First, the Greek and Latin languages are themselves a training in clear thought and forceful style. Second, many of the most important ideas, principles, methods of investigation and analysis, and modes of government in use today occurred first to the Greeks and the Romans, and found their most memorable expression in that culture; and to understand where our civilization is today, it is necessary to know where it has been. Third, Greco-Roman antiquity can be approached both as like ourselves, the recognizable ancestor of modern civilization, and as a civilization quite markedly “other” than ourselves, instructive because of its difference. Fourth, ever since the Renaissance, when the word “interdisciplinarity” had not even been thought of, a classical education has been an education that stretches the mind by combining literature, history, philosophy, art, architecture, government, and religion. For these reasons and many others, students today major in classics or take Latin or Greek or civilization courses to complement their other studies. Our majors find it a useful preparation for fields as diverse as business, law, medicine, or a career in the arts, in addition to the more obvious careers in teaching at the high school or college level.

Faculty
The interests of the faculty include the varied aspects of Greek and Roman literature, Greek religion, and Greek and Roman history. The faculty has published texts and commentaries on major classical authors, interpretive works on Ovid, Homer, and other ancient writers, and studies of Greek religion and mythology. The Department has a wide-ranging and intellectually diverse group of professors, whose expertise extends from archaic Greece to the Latin Middle Ages. Their particular interests include Greek and Roman religion, Homer and Hesiod, Greek lyric and Hellenistic poetry, tragedy, Latin poetry of the Republic and Empire, Late Latin and medieval literature, textual criticism, Greek epigraphy and papyrology, and the Greek and Roman historians. Since classics is an interdisciplinary program, the classics faculty is joined by faculty from other departments, such as archaeology, ancient history and political theory, ancient religions, and philosophy. A total of sixteen faculty members work with students to provide a thorough and wide-ranging view of ancient culture and its effects on our lives.

Students
Approximately thirty students are majoring in the classics program. Many of them combine a major in classics with another major, an option which makes them exceptionally strong candidates for selective graduate schools and educational posts. With the exception of intermediate Latin, most language courses are taught by a faculty member. Also, since the department offers both master’s and doctoral programs, undergraduates with advanced skills can take upper-level coursework at the graduate level. The interaction among undergraduates, graduates, and faculty provides an atmosphere exceptionally conducive to the learning process.

Special Resources
Senior Classical League
The Senior Classical League is an organization of students who are interested in the ancient world; the league sponsors scholarly and social activities.

Classics Club
The Classics Club is a University organization of students interested in classical antiquity. The Club sponsors social and academic events for the classical community.
Anne Marye Owen Prize The best student each year in GREE 101-102 and the best first-year student enrolled in the fall 300-level Latin course receive the Anne Marye Owen Prize, which carries a substantial cash award.

J. P. Elder Award The J. P. Elder Award is given each year to an outstanding graduating major in Classics.

Marian Stocker Award The Marian Stocker Award is presented at the graduation ceremony to a deserving Classics major about to embark on a career in high school teaching of Latin.

Study Abroad The University of Virginia is an institutional member of the Center for Intercollegiate Studies (the Centro) in Rome, and students regularly avail themselves of this connection to spend a semester or a year abroad. For Athens there is a College Year in Athens program. There are several other programs that arrange for the study of classics in the United Kingdom or on the continent.

Requirements for a Degree in Classics with a Concentration in Greek Requirements for the degree of Bachelor of Arts with Greek as the subject of specialization: 18 credits above the 101-102 level in Greek; six credits Latin; additional courses, including HIEU 203 and CLAS 201 or 202, totaling at least twelve credits in related subjects approved by the faculty advisor.

Requirements for Minor in Greek Twelve credits above 101-102 level in Greek and CLAS 201.

Requirements for Degree in Classics with a Concentration in Latin Requirements for the degree of Bachelor of Arts with Latin as the subject of specialization: eighteen credits of Latin language courses above the level of LATI 103; GREE 101-102 or its equivalent; and additional courses, including CLAS 210 or 202, HIEU 204, totaling at least twelve credits in related subjects approved by the faculty advisor.

Requirements for Minor in Latin Twelve credits above the level of LATI 103 and CLAS 202.

Placement All first-year students who present secondary-school credits in Latin and who wish to take one of the first- or second-year courses in Latin are placed on the basis of scores from the College Entrance Examination Board Achievement Test. Those who enter without having taken this test are required to take it during orientation week.

Distinguished Major Program Majors with an overall GPA of 3.4 or higher may apply for the Distinguished Majors Program (DMP) to the director of undergraduate studies. Requirements include 3 credits either at the graduate level or at the 400 level; 3 credits of graduate (500-level) courses; and 6 research credits, the first half of which the student spends exploring a research topic under the guidance of a faculty member in the spring semester of the third year; the remaining three credits are spent in the fall of the fourth year completing the research and writing a thesis.

High School Teaching in Latin Anyone interested in teaching Latin at the secondary level may wish to pursue the combined Bachelor of Arts and Master of Teaching, offered jointly with the Curry School of Education. This five-year program involves both a complete major in Classics and a course of study leading to professional teaching licensure.

Foreign Language Requirement The foreign language requirement may be completed in Latin by passing LATI 202, and in Greek by passing GREE 202 or GREE 224, except that persons offering CEEB Achievement Test scores of 650 or above in either language are exempt entirely from further study to complete their language requirement. A grade of 4 or 5 on the Advanced Placement Vergil exam earns credit for LATI 202 and exemption from the language requirement. A grade of 4 or 5 on the Advanced Placement Latin Literature exam earns credit for a 300-level course and exemption from the language requirement.

Additional Information For more information, contact John Dillery, Director of Undergraduate Studies, Department of Classics, P.O. Box 400788, 401 Cabell Hall, Charlottesville, VA 22904-4788; (434) 924-3008; www.virginia.edu/~classics

Course Descriptions Classics
The following courses have no prerequisite, require no knowledge of Greek or Latin, and may not be taken to fulfill language requirements.

CLAS 201 - (3) (Y) Greek Civilization Studies Greek history, literature, and art.

CLAS 202 - (3) (Y) Roman Civilization Studies Roman history, literature, and art.

CLAS 204 - (3) (Y) Greek Mythology Introduces major themes of Greek mythological thought; surveys myths about the olympic pantheon and the legends of the heroes.

CLAS 304 - (3) (E) Women and Gender in Ancient Greece and Rome This course focuses on women’s roles and lives in Ancient Greece and Rome. Students are introduced to the primary material (textual and material) on women in antiquity and to current debates about it. Subjects addressed will include sexual stereotypes and ideals, power-relations of gender, familial roles, social and economic status, social and political history, visual art, medical theory, and religion.

CLAS 310 - (3) (E) Age of Odysseus Studies the literature, culture, history, art, and religion of the times of the Homeric epics (Bronze Age to circa 700 B.C.). Readings include Homer’s Iliad and Odyssey, The Homeric Hymns, and Hesiod’s Theogony and Works and Days. Some emphasis on the archaeology of Mycenaean sites.

CLAS 311 - (3) (E) Age of Pericles Studies the literature, art, architecture, history, and politics of the Periclean Age of Athens, with special emphasis on Pericles (circa 495-429 B.C.) and his accomplishments. Readings from Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, and Plutarch.

CLAS 312 - (3) (E) Age of Alexander Studies the times, persons, accomplishments of Alexander the Great (356-323 B.C.), the literature, art, and architecture of the period, and the influence of Alexander on the development of Greek and Western culture. Readings from Plutarch, Arrian, Demosthenes, and poets and philosophers of the early Hellenistic period.

CLAS 313 - (3) (E) Age of Augustus Studies the times, person, accomplishments of the Roman Emperor Augustus (63 B.C.-14 A.D.), with special emphasis on the literature, art, architecture, and political developments of the period. Readings from Tacitus, Suetonius, and the poetry of Vergil, Horace, and Ovid.

CLAS 314 - (3) (E) Age of Augustine Studies cultural developments in the fourth and fifth centuries, centering on St. Augustine and the literature of the period. Readings from such works as Augustine’s Confessions and City of God, Jerome’s letters, Cassian’s Conversations, Sulpicius Severus’ biography of St. Martin, and the poetry of Claudian and Prudentius.

CLAS 321 - (3) (Y) Tragedy and Comedy Analyzes readings in the tragic poets Aeschylus, Sophocles, Euripides, and Seneca; and the comic poets Aristophanes, Menander, Plautus, and Terence, together with ancient and modern discussions.

CLAS 325/525 - (3) (IR) Ancient Greek Religion Prerequisite: Instructor Permission. An introduction to the religious beliefs, practices, and life of ancient Greeks of the classical period as they are found in literature, history, architecture, and art.
GREE 503 - (3) (SI)
Offered in alternate years.
Readings in Greek from Homer's Odyssey.
Prerequisite: GREE 301 or 303.

GREE 304 - (3) (E)
Intermediate Greek II
Prerequisite: GREE 301.
Herodotus and Euripides

GREE 223 - (3) (Y)
The New Testament I
Prerequisite: GREE 101-102.
Introduces New Testament Greek; selections from the Gospels.

GREE 222 - (3) (Y)
The New Testament II
Prerequisite: GREE 201 or GREE 223.
Selections from the Epistles.

GREE 301 - (3) (O)
Advanced Reading in Greek
Prerequisite: GREE 202.
Reading of a tragedy and a related prose work. Weekly exercises in writing Greek.

GREE 302 - (3) (O)
Advanced Reading in Greek
Prerequisite: GREE 301 or 303.
Readings in Greek from Homer's Iliad.

GREE 303 - (3) (E)
Advanced Reading in Greek
Prerequisite: GREE 202.
Reading of a comedy and a related prose work. Weekly exercises in writing Greek.

GREE 304 - (3) (E)
Advanced Reading in Greek
Prerequisite: GREE 301 or 303.
Readings in Greek from Homer's Odyssey. Offered in alternate years.

GREE 503 - (3) (SI)
Classical Greek Prose
Selections illustrating the development of prose style in the fifth and fourth centuries, B.C.

GREE 504 - (3) (SI)
Later Greek Prose
Selections from Greek authors, illustrating the development of prose style from the third century, B.C., to the second century, A.D.

GREE 508 - (3) (SI)
Greek Epigraphy
Studies the inscriptions of the ancient Greeks.

GREE 509 - (3) (SI)
Prose Composition
Translation from English into Greek.

GREE 510 - (3) (SI)
Homer
Studies various Homeric problems with readings from Homeric epics.

GREE 511 - (3) (SI)
Hesiod
Studies the Works and Days and Theogony, and their place in the literary tradition.

GREE 512 - (3) (SI)
Greek Lyric Poetry
Surveys Greek lyric forms from earliest times.

GREE 513 - (3) (SI)
Pindar
Selections from the Odes; studies the development of the choral lyric in Greek Poetry.

GREE 514 - (3) (SI)
Aeschylus' Oresteia
Reading and discussion of Aeschylus' Agamemnon, Choephoroi, and Eumenides.

GREE 515 - (3) (SI)
Sophocles
Selected plays of Sophocles with studies of their dramatic techniques.

GREE 516 - (3) (SI)
Herodotus
Readings in the Histories.

GREE 517 - (3) (SI)
Euripides
Reading of selected plays, with study of the poetic and dramatic technique.

GREE 518 - (3) (SI)
Thucydides
Studies selections from the History of the Peloponnesian War, with attention to the development of Greek historical prose style and the historical monograph.

GREE 519 - (3) (SI)
Aristophanes
Readings from selected plays of Aristophanes, with close examination of the history and development of Greek Old Comedy.

GREE 520 - (3) (SI)
New Comedy
Readings from the Dyscolus and other substantial fragments; discussion of New Comedy, its origins, and its legacy.

GREE 521 - (3) (SI)
Plato
Readings from selected dialogues of Plato; studies Plato's philosophy and literary style.

GREE 522 - (3) (SI)
Aristotle
Reading and discussion of the Nicomachean Ethics.

GREE 523 - (3) (SI)
Hellenistic Poetry
Readings in the poets of the Hellenistic period.

Latin

LATI 101, 102 - (4) (Y)
Elementary Latin
Beginning grammar, prose composition, and simple Latin readings.

LATI 103 - (4) (Y)
Fundamentals of Latin (Intensive)
Prerequisite: Two or more years of high school Latin and appropriate CEEB score, or permission of the Director of Undergraduate Studies.
Covers the material of 101,102 in one semester. Intended principally as a review for those who know some Latin. May be taken as a rapid introduction to Latin.

LATI 201 - (3) (Y)
Intermediate Latin I
Prerequisite: LATI 102, 103, or appropriate CEEB score.
Introductory readings from Caesar and Ovid.

LATI 202 - (3) (Y)
Intermediate Latin II
Prerequisite: LATI 201.
Introductory readings from Cicero and Catullus.

LATI 301 - (3) (IR)
Plautus
Reading of two plays of Plautus with attention to style and dramaturgy.

LATI 302 - (3) (IR)
Catullus
Selections from Catullina.

Note: The prerequisite for LATI 303 through LATI 311 is LATI 202, four years of high school Latin, or appropriate SAT score.

LATI 303 - (3) (IR)
Cicero
Selections from Cicero's speeches, philosophical works, and letters.

LATI 304 - (3) (IR)
Prose Composition
Graded exercises in translation from English into Latin, with some attention to the reverse process.

LATI 305 - (3) (IR)
The Satirical Writing of Petronius and Seneca
Petronius' Cena Trimalchionis, and Seneca's Apocolocyntosis.

LATI 307 - (3) (IR)
Livy
Selections from Livy's History.

LATI 308 - (3) (IR)
Horace
Selections from Horace's Satires, Epodes, Odes, and Epistles.

LATI 309 - (3) (IR)
Introduction to Mediaeval Latin
Selections of Mediaeval Latin prose and verse.

LATI 310 - (3) (IR)
Vergil
Selections from Vergil's Aeneid.

LATI 311 - (3) (IR)
Ovid
Selections from either the narrative poems (Metamorphoses, Fasti) or from the amatory poems.

LATI 501 - (3) (SI)
History of Republican Latin Literature
Lectures with readings of important works of the period.
LATI 502 - (3) (SI)  
History of Latin Literature of the Empire  
Lectures with readings of important works of the period.

LATI 503 - (3) (SI)  
History of Medieval Latin Literature  
Study of medieval Latin literature from Boethius to Dante.

LATI 504 - (3) (SI)  
Prose Composition

LATI 505 - (3) (SI)  
Latin Paleography  
Studies scripts and book production from antiquity to the Renaissance.

LATI 506 - (3) (SI)  
Roman Comedy  
Selected plays of Plautus and Terence.

LATI 507 - (3) (SI)  
Latin Elegy  
Studies selections from Tibullus, Propertius, and Ovid.

LATI 508 - (3) (SI)  
Roman Satire  
Studies the satiric fragments from the Roman Republic and Horace’s *Sermone*; the origins of Roman Satire.

LATI 509 - (3) (SI)  
Roman Literary Criticism  
Studies Roman literary theory, with readings from the *Rhetorica ad Herrenium*, Cicero’s works on the principles of oratory, Horace’s *Ars Poetica*, and Quintilian.

LATI 510 - (3) (SI)  
Lucretius  
Studies selections from Lucretius’ *De Rerum Natura*; the development of Roman Epicureanism.

LATI 511 - (3) (SI)  
Catullus  
Studies the surviving poems of Catullus, with particular attention to questions of genre, structure, and literary history.

LATI 512 - (3) (SI)  
Julius Caesar  
Studies either the *Bellum Gallicum* or the *Bellum Civile*, both as literary monuments and as first-hand accounts of major events in the last years of the Roman Republic.

LATI 513 - (3) (SI)  
Cicero’s Philosophical Works  
Focuses on either the ethical and epistomological or the theological or political treatises.

LATI 514 - (3) (SI)  
Cicero’s Rhetorical Works  
Readings from the orations and the rhetorical treatises.

LATI 515 - (3) (SI)  
Sallust  
Studies the historical monographs *Catilina* and *Jugurtha* in their literary and historical setting, with attention to the remains of the *Histories* and other contemporary documents.

LATI 516 - (3) (SI)  
Vergil’s Aeneid

LATI 517 - (3) (SI)  
Vergil’s *Eclogues* and Georgies

LATI 518 - (3) (SI)  
Horace’s *Odes*

LATI 519 - (3) (SI)  
Livy  
Selected readings from the *Ab urbe condita*.

LATI 520 - (3) (SI)  
Ovid’s *Metamorphoses*

LATI 521 - (3) (SI)  
Ovid’s *Love Poetry*  
Readings from the *Amores*, *Heroides*, *Ars Amatoria*, and *Remedia Amoris*.

LATI 522 - (3) (SI)  
Tacitus  
Selections from Tacitus.

LATI 523 - (3) (SI)  
Petronius  
Studies Petronius’ *Satyricon* and the development of fiction-writing in classical antiquity.

LATI 524 - (3) (SI)  
Juvenal  
Studies the satires of Juvenal and the development of satire among the Romans.

LATI 525 - (6) (SI)  
Seneca’s Philosophical Works  
Studies selected philosophical texts of Seneca, chiefly the *Epistulae Morales* and the nature and development of Roman Stoicism.

LATI 526 - (3) (SI)  
Latin Epic After Vergil  
Readings from Lucan, Statius, and Silius Italicus.

LATI 527 - (3) (SI)  
Apuleius’ *Metamorphoses*  
Reading of the text; the influence of the work on subsequent literature and art.

LATI 528 - (3) (SI)  
Christian Latin Writings of the Roman Empire

**Program in Cognitive Science**

P.O. Box 400400
University of Virginia
Charlottesville, VA 22904-4400
Phone: (434) 924-0655
www.virginia.edu/cognitivescience

**Overview**  
Cognitive science is the study of cognition—cognition being the structure, acquisition, and use of knowledge. Knowledge-based systems process information. That is, they have the capabilities of encoding information, applying lawful transformations on these inputs, and modifying their processing logic in accordance with changes in both their inputs and their own outputs.

The scientific study of information processing systems has developed in a number of interrelated yet distinct disciplines, especially cognitive psychology, computer science, linguistics, and neuroscience. While these disciplines are all concerned with the processing of information, they each focus on somewhat different systems. Cognitive psychology is concerned with all of the human information processing faculties. Computer science deals with the modeling or automation of intelligent functions on digital hardware. Linguistics examines the particular cognitive faculty of language, sometimes studied from the perspective of its use by people, but often modeled without concern for human performance limitations. Finally, neuroscience seeks to explain how information processing functions are performed within the constraints of the neuroanatomical structure of biological systems.

Increasingly, these distinct disciplines are developing overlapping domains of inquiry. For example, often the competencies that a computer scientist wishes to model are within the human repertoire of skills; thus, their logic is understood to some degree by cognitive psychologists, neuroscientists, and philosophers of knowledge. Moreover, all of these disciplines can be seen to converge in their inquiry into the form and function of language.

**Students**  
A major in cognitive science prepares students for a wide variety of career opportunities. The options available depend on the particular program of study elected by the student and whether he or she pursues advanced degrees in either cognitive science or one of its related disciplines. The major provides a strong background for entry into any business setting in which computer literacy and a knowledge of human information processing capacities is of concern. These applications span the range from the automation of computerized expert systems to the design of effective human/computer interfaces.

**Requirements for Major**  
Thirty credits are required for the major in cognitive science.

Prospective majors must complete, with grades of C+ or better, two designated cognitive science courses from two different core areas: cognitive psychology, computer science, linguistics, neuroscience, and philosophy (a list of designated courses follows). Prospective majors must also have a GPA of 2.0 or better for all cognitive science courses completed at the University.

Required courses: MATH 131 or 122 (students are strongly advised to take MATH 131 instead of MATH 122); at least one designated cognitive science course in each of the five core areas; at least two courses at the 400 level or above in one of the five core areas, excluding directed readings, research, or internship courses. Courses counted in the 30 credits may not be taken on a credit/no credit basis. Students are dropped from the major if they fall below a cumulative GPA of 2.0 for all designated cognitive science courses.
Distinguished Majors Program in Cognitive Science

General Information
Outstanding cognitive science majors who have completed 18 credit hours towards their major and who have a cumulative GPA of 3.4 or better may apply by the third semester before graduating to the Distinguished Majors Program. Students who are accepted will complete a thesis based on two semesters of empirical or theoretical research. Upon successful completion of the program, students will normally be recommended for a baccalaureate award of Distinction, High Distinction or Highest Distinction.

Requirements
Students applying to the DMP must have a minimum cumulative GPA of 3.4 and have completed 18 credit hours towards their Cognitive Science major by the end of the semester in which they apply. In addition to the normal requirements for the cognitive science major, they must register for two semesters of supervised research (Cognitive Science 497 and 498). Based on their independent research, students must complete a thesis or review at least one month prior to graduation.

Additional Information
For more information, contact the director, Dennis Proffitt, 102 Gilmer Hall, Charlottesville, VA 22903; (434) 924-0655; www.virginia.edu/~cogsci.

Courses Approved for Major
Particular courses within relevant departments are designated as being cognitive science courses. Courses from other departments, such as mathematics or systems engineering, may be designated as cognitive science courses if their content is judged to be appropriate by the undergraduate committee that oversees the curriculum. The following is a list of designated courses offered on a regular basis. There are also numerous cognitive science courses that are offered more frequently; thus, the following list is not exhaustive.

Cognitive Psychology
PSYC 215 - (3) (Y)  Introduction to Cognition
PSYC 230 - (3) (Y)  Introduction to Perception
PSYC 305, 306 - (4) (S)  Research Methods and Analysis
PSYC 416 - (3) (IR)  Thinking About Thinking
PSYC 418 - (3) (Y)  Invention and Design
PSYC 430 - (3) (IR)  Theories of Perception
PSYC 468 - (3) (IR)  Psychology and Law
PSYC 555 - (3) (Y)  Developmental Psycholinguistics

Computer Science
All courses except CS 110 and 120

Linguistics
LNGS 325 - (3) (Y)  Introduction to Linguistic Theory and Analysis
ANTH 349 - (3) (IR)  Language and Thought
ANTH 504 - (3) (Y)  Linguistic Field Methods
LING 501 - (3) (IR)  Synchronic Linguistics
LING 506 - (3) (IR)  Syntax and Semantics
ANTH 542 - (3) (IR)  20th Century Linguistic Theory

Neuroscience
PSYC 220 - (3) (S)  Psychobiology
PSYC 321 - (3) (S)  Psychobiology Lab
PSYC 420 - (3) (Y)  Neural Mechanisms of Behavior
PSYC 520 - (3) (Y)  Seminar in Psychobiology
PSYC 521 - (3) (IR)  Developmental Psychobiology
PSYC 525 - (3) (IR)  Neuroendocrinology
PSYC 526 - (3) (IR)  Psychobiology of Memory
PSYC 527 - (3) (IR)  Neurotransmitters and Behavior
PSYC 531 - (3) (IR)  Functional Neuroanatomy
PSYC 533 - (3) (IR)  Neural Networks

Philosophy
PHIL 233 - (3) (E)  Computers, Minds, and Brains
PHIL 242 - (3) (Y)  Introduction to Symbolic Logic
PHIL 332 - (3) (Y)  Epistemology
PHIL 333 - (3) (IR)  Materialism and the Mind-Body Problem
PHIL 334 - (3) (E)  Philosophy of Mind
PHIL 350 - (3) (IR)  Philosophy of Language
PHIL 542 - (3) (E)  Symbolic Logic

Program in Comparative Literature
317 Cabell Hall
University of Virginia
Charlottesville, VA 22903
Phone: (434) 924-7738
www.virginia.edu/complit/

Overview
How is the character of Ulysses portrayed in Homer, Dante, Tennyson, and Joyce, and what do the different characterizations say about the civilizations and the authors who created them? Questions of this sort are fundamental to the study of comparative literature. The program is designed for the student whose literary interests lie beyond the confines of any one canon of literature. As the word comparative implies, the program permits students to combine courses from several literature departments into a coherent program, which is neither restricted to one national tradition nor to one language. Students will study the literatures of several cultures and national traditions, as well as the concepts underlying an understanding of comparative literature itself.

Faculty
As might be expected with an interdisciplinary program, the faculty represent a wide range of departments. Once a student has been accepted into the program, he or she is assigned a faculty mentor who works in an area of the student’s interest. Because of the small size of the program and the competitive nature of acceptance, students and faculty work closely together. There are frequent gatherings—such as guest lectures and informal thesis presentations by fourth year students—where faculty and students can interact.

Students
In order to permit majors to develop a sense of participation in a common endeavor and ensure adequate advising, the Program in Comparative Literature is held to fifteen students per class. This means that all courses specific to the program are quite small and intensive.

There are three formal prerequisites for admission to the program. First, students must complete a two-semester survey of Western literature from antiquity to the Renaissance and from the Enlightenment to the present (CPLT 201, 202). These two classes cover Western literature from antiquity to the early twentieth century and emphasize learning through the study of recurring themes, as well as the texts themselves and the personal and social aspects of literature. Second, students must submit a brief writing sample that highlights their skills in literary analysis. Third, prospective majors must demonstrate sufficient interest in the goals of the program through an interview with a member of the comparative literature faculty.

Students who have graduated with a major in this program have been accepted to top graduate programs in comparative literature, English, Spanish, German, French, and classics, as well as top law and business schools.
Moreover, the program is also an excellent foundation for a career in international relations.

**Requirements for Major** The major in comparative literature permits a student to combine courses from several literature departments into a coherent program not restricted to one national tradition or to one language. Students selecting this major take at least two advanced courses in a national literature other than English or American, with readings in the original language, and three additional major literature courses, one of which focuses on some other national literature(s). In the fall semester of the third and fourth year, all majors take a required seminar (or an authorized equivalent) that prepares them for conceiving and writing a thesis in their final year. A reading course is required in both semesters of the fourth year to ensure progress on the thesis. The total requirement, including the two program seminars and the year of thesis writing, is 27 credits beyond the prerequisites.

**Requirements for Minor** The minor consists of 12 credits beyond the prerequisite, including CPLT 351. Each student’s program must embrace at least two national literatures and must be approved by the director.

For more information, contact Elisabeth Ladenson, Department of French, 317 Cabell Hall, Charlottesville, VA 22904; (434) 924-7738; el3a@virginia.edu; www.virginia.edu/compl/

**Course Descriptions**

**CPLT 201, 202 - (4) (Y)**

*History of European Literature From Antiquity to the Renaissance and From the Enlightenment to the Present*

Surveyes European literature from antiquity to the twentieth century, with emphasis on some recurring themes, the texts themselves, and the meaning of literature in broader historical contexts.

**CPLT 351 - (3) (Y)**

*Topics in Comparative Literature*

Explores a topic in literary theory and criticism. The seminar topic changes from year to year. Generally offered in the fall semester and required of third-year majors.

**CPLT 493 - (3) (Y)**

*Seminar for Majors*

Offered in the fall semester primarily for fourth-year majors. The seminar topic normally changes from year to year.

**CPLT 497-498 - (6) (S)**

*Fourth Year Thesis*

Two-semester course in which the student prepares and writes a thesis with the guidance of a faculty member. In the fall semester (497), the student develops a proposal and works out methodological problems in the form of a preliminary essay; in the spring (498), the student writes and submits the thesis in two drafts.

**Department of Drama**

P. O. Box 400128
University of Virginia
Charlottesville, VA 22904-4128
Phone: (434) 924-3326
Fax: (434) 924-1447
www.virginia.edu/drama/home.html

**Overview** The department's mission is to provide a creative and intellectually stimulating environment in which to study and produce dramatic arts. The department's interdependent academic and production programs strive to broaden students' understanding of society and culture by exploring personal expression in a variety of theatrical disciplines. Students are encouraged to practice theatre by actively engaging in a search for vital connections between theatre's role in the past and present, and its future purpose in the world. The department also endeavors to serve as a major cultural resource for the greater University and regional communities.

Because it is essential that students be involved in every aspect of theatre, the department provides every possible opportunity for students to work as directors, actors, designers, stage managers, technicians, and playwrights. Majors are expected to participate in the production program and attend all productions. Students complete studio and course assignment work in every production area and compete successfully in auditions for roles in main-stage and laboratory theatre productions. The program offers a wide range of projects for undergraduates, from acting in scenes for directing classes, to staging work for classes in other departments. In some cases, students also work as designers on one or more of the main season productions. The B.A. program provides its students with intellectual stimulation and a healthy creative challenge.

The Department of Drama has modern facilities that accommodate all classroom, studio, and production activities. The complex includes two theatres: the 595 seat Culbreth, with its large, well-equipped proscenium stage, and the flexible Helms, which seats 160-200 people. Large and modern scene, costume, and property shops, as well as offices, rehearsal studios, dressing rooms, and computer labs, complete the facility. An excellent Fine Arts Library is only a few steps away. www.virginia.edu/drama/home.html

**Faculty** The department boasts a nationally known resident faculty with solid experience and an understanding of the demands of the professional theatre in its many manifestations. Guest artists often augment the resident faculty, providing an on-going professional presence that offers students immediate experience of the ideas and practice in today's theatre. All of the faculty spend significant time outside of the classroom working personally with serious theatre students.

**Students** At any given time, there are approximately eighty drama or undeclared majors.

**Requirements for Major** DRAM 201 with a minimum passing grade of C. The total credits required for the major (including the prerequisite) is 33.

**Performance**

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<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
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<tbody>
<tr>
<td>DRAM 202</td>
<td>Acting I</td>
<td>3</td>
<td>[Prerequisite]</td>
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<tr>
<td>DRAM 351</td>
<td>Directing I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DRAM 353</td>
<td>Production Lab: Stage Management</td>
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**History, Literature, Criticism**

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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DRAM 305</td>
<td>Theatre History</td>
<td>3</td>
<td></td>
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<tr>
<td>DRAM 360</td>
<td>Modern American Drama</td>
<td>3</td>
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Elect one 3 credit course from the following:

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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
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<tbody>
<tr>
<td>DRAM 361</td>
<td>Modern European Drama</td>
<td>3</td>
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<tr>
<td>DRAM 307</td>
<td>African American Theatre</td>
<td>3</td>
<td></td>
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<tr>
<td>DRAM 309</td>
<td>Script Analysis</td>
<td>3</td>
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or another Dramatic Literature course by approval of advisor.

**Design/Tech**

Elect 4 credits from two of the following areas: .............................................8

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<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
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<tbody>
<tr>
<td>DRAM 211</td>
<td>Lighting Technology or</td>
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<td>DRAM 411</td>
<td>Lighting Design</td>
<td>3</td>
<td></td>
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<tr>
<td>DRAM 213</td>
<td>Production Lab: Lighting and Sound</td>
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<tr>
<td>DRAM 221</td>
<td>Scenic Technology</td>
<td>3</td>
<td></td>
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<tr>
<td>DRAM 223</td>
<td>Production Lab: Scenery and Properties</td>
<td>1</td>
<td></td>
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<tr>
<td>DRAM 231</td>
<td>Costume Technology</td>
<td>3</td>
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<td>DRAM 431</td>
<td>Costume Design</td>
<td>3</td>
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<tr>
<td>DRAM 233</td>
<td>Production Lab: Costume and Makeup</td>
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**Synthesis**

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<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
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<tbody>
<tr>
<td>DRAM 201</td>
<td>Image to Form</td>
<td>3</td>
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<tr>
<td>DRAM 491</td>
<td>Senior Seminar</td>
<td>3</td>
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**Elective**

Select any one Drama course from DRAM 200-490 level courses excluding production labs .............................................3

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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
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<tr>
<td>DRAM 224</td>
<td>Scene Design: Art and Architecture</td>
<td>3</td>
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<tr>
<td>DRAM 302</td>
<td>Theatre Make-Up</td>
<td>3</td>
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<tr>
<td>DRAM 331</td>
<td>History of Dress</td>
<td>3</td>
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<tr>
<td>DRAM 341</td>
<td>Acting II</td>
<td>1</td>
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<tr>
<td>DRAM 342</td>
<td>Voice for the Theatre</td>
<td>3</td>
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<td>DRAM 343</td>
<td>Improvisation</td>
<td>3</td>
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<tr>
<td>DRAM 344</td>
<td>Movement for the Theatre</td>
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<tr>
<td>DRAM 345</td>
<td>Musical Theatre</td>
<td>3</td>
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<tr>
<td>DRAM 349</td>
<td>Acting Out</td>
<td>1</td>
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<tr>
<td>DRAM 371</td>
<td>Playwriting I</td>
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<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
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<tbody>
<tr>
<td>DRAM 421</td>
<td>[225] Scenic Design</td>
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**Total** ................................................................33

[includes prerequisite]

**Requirements for Minor**

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<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
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<tbody>
<tr>
<td>DRAM 202</td>
<td>Acting I</td>
<td>3</td>
<td>[Prerequisite]</td>
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</tbody>
</table>

Subtotal ................................................................3
History, Literature, Criticism
DRAM 305 Theatre History ....................3
DRAM 360 Modern American Drama ..........3
Subtotal .............................................6

Design/Tech
Elect 4 credits from one of the following areas:
DRAM 211 Lighting Technology or
DRAM 411 Lighting Design ....................3
DRAM 213 Production Lab: Lighting and
Sound ..............................................1
DRAM 221 Scenic Technology ..................3
DRAM 223 Production Lab: Scenery and
Properties .........................................1
DRAM 231 Costume Technology or ..........3
DRAM 431 Costume Design .....................3
DRAM 233 Production Lab: Costume and
Makeup ...............................................1
Subtotal .............................................4

Synthesis
DRAM 201 Image to Form ........................3
Subtotal .............................................3

Elective
Select any one Drama course from DRAM
200-490
Level courses excluding production labs ..3
Subtotal .............................................3

Total Credit Hours (excluding prerequisite) ......................................................16

Drama majors and minors are expected to participate in the production program and attend all theatre productions and department meetings. The minimum passing grade is C for all required courses.

Drama Activities  The activities of the drama department include the main season of major production and the Studio Laboratory Theatre Series, as well as professional theatre companies, guest artists, and ballet troupes. In addition, each summer the department sponsors the professional Heritage Repertory Theatre. All productions are presented in the Helms and Culbreth Theatres located in the Department of Drama building on Culbreth Road.

Additional Information  For more information, contact Professor LaVahn Hoh, Undergraduate Advisor, Department of Drama, Drama Building, P.O. Box 400128, 109 Culbreth Rd., Charlottesville, VA 22904-4128; (434) 924-8962 or (434) 924-3326; www.virginia.edu/~drama.

Course Descriptions

Note  Course prerequisites may be waived with instructor permission.

DRAM 101 - (3) (S)  Introduction to Theatre
Investigates theatre arts and their relation to contemporary culture, emphasizing play analysis, types of production, and the roles of various theatre artists.

DRAM 102 - (3) (S)  Oral Interpretation
For non-majors. Enhances communication skills through basic voice and speech exercises leading to staged readings of prose, poetry, comedy, and drama.

DRAM 201 - (3) (S)  Theatre Art: Image to Form
Examines the translation of dramatic image into theatrical form as explored through elements of storytelling, script analysis, 2- and 3-D design, and the experience of performance.

DRAM 202 - (3) (S)  Theatre Art: Acting I
Explores basic theories and techniques of acting and directing through exercises, improvisations, and scenes from contemporary dramatic literature.

DRAM 208 - (3) (Y)  Circus in America
Introduces the circus as a form of American entertainment. Focuses on its development, growth, decline, and cultural influences.

DRAM 211 - (3) (S)  Lighting Technology
Prerequisite: DRAM 201 and 202, or instructor permission; corequisite: DRAM 213.
Studies the basic techniques for moving the lighting design from drafted plot through finished design, including equipment, dimming and control systems, and color theory.

DRAM 213 - (1) (S)  Production Laboratory: Lighting and Sound
Prerequisite: DRAM 201 and 202, or instructor permission; corequisite: DRAM 213. Application of lighting and sound technology in laboratory production projects. May be repeated up to four credits.

DRAM 221 - (3) (S)  Scenic Technology
Prerequisite: DRAM 201 and 202, or instructor permission.
Studies the basic techniques for moving set design from drawing to finished environment, including drafting, carpentry, painting, and dressing. Lab required.

DRAM 223 - (1) (S)  Production Laboratory: Scenery and Properties
Prerequisite: DRAM 201 and 202, or instructor permission; corequisite: DRAM 221 or instructor permission. Application of scenery and properties technology in laboratory production projects. May be repeated up to four credits.

DRAM 224 - (3) (Y)  Scene Design: Art and Architecture
Studies art and architecture's contributions to scenic design. Considers how art and architecture from the Renaissance to the present shaped the craft of scenic design for the theatre, ballet, and opera.

DRAM 225 - (3) (Y)  Scenic Design
Prerequisite: DRAM 201, or instructor permission.
Studies the development of the scene design as theatrical environment, from script analysis through research to completed ground plan and rendering. Lab required.

DRAM 231 - (3) (S)  Costume Technology
Prerequisite: DRAM 201 and 202, or instructor permission; corequisite: DRAM 233 or instructor permission.
Studies basic techniques for moving the costume design from drawing to finished character, including construction, alteration, patterning, fitting, and accessories. Lab required.

DRAM 233 - (1) (S)  Production Laboratory: Costume and Makeup
Prerequisite: DRAM 201 and 202, or instructor permission; corequisite: DRAM 231 or instructor permission. Application of costume and makeup technology in production laboratory. May be repeated up to four credits.

DRAM 243 - (1) (S)  Production Laboratory: Acting and Directing
Application of acting and directing skills in production laboratory. May be repeated up to four credits.

DRAM 280 - (3) (Y)  Television News Writing and Production
Prerequisite: Instructor permission. Students analyze, discuss, and learn the techniques of television news writing. Explores the difference between print and television news; the value of research; the impact of deadlines; the worth of clear, concise, accurate expression; the importance of ethics; and the urgency of time. Working in teams, students participate in a variety of roles included in television news production, such as reporting and editing, with an emphasis on writing to the dictates of the television medium.

DRAM 281 - (3) (Y)  Cinema as Art Form
A course in visual thinking; introduces film criticism, concentrating on classic and current American and non-American films.

DRAM 282 - (3) (Y)  Television Texts, Scripting and Directing
Studies the theory and creative principles of television scripting and directing; analysis of form, content, and production values; includes composition, writing, lighting, camerawork and performance.

DRAM 302 - (3) (IR)  Theatre Make-Up
Prerequisite: DRAM 201 and 202, or instructor permission. Introduces the design and application of theatre make-up. Emphasizes observation and mastery of basic techniques and materials employed in facial analysis and the creation of juvenile, lead, character, and aged make-up.
DRAM 305 - (3) (Y)
History of Theatre
Studies the history of theatre as an art form in relation to the development of Western culture from ancient times to the Restoration.

DRAM 306 - (3) (Y)
History of Theatre II
Prerequisite: DRAM 305.
Studies the history of theatre as an art form in relation to the development of Western culture from the Restoration to the present.

DRAM 307 - (3) (S)
African-American Theatre
Presents a comprehensive study of "Black Theatre" as the African-American contribution to the theatre. Explores the historical, cultural, and socio-political underpinnings of this theatre as an artistic form in American and world culture. Students gain a broader understanding of the relationship and contributions of this theatre to theatre arts, business, education, lore, and humanity. A practical theatrical experience is a part of the course offering.

DRAM 309 - (3) (SI)
Script Analysis: Dramatic Structure and Theatrical Production
Analysis of representative play scripts to discover how structure and language support conceptual and stylistic choices in production.

DRAM 331 - (3) (Y)
History of Dress
Studies the history of dress, from ancient to modern times, as a reflection of the individual's self-expression and the relationship to one's culture. Lab required.

DRAM 341 - (3) (S)
Acting II
Prerequisite: DRAM 202.
Self to character: exercises and scene work emphasizing the development of the actor's vocal and physical resources as a means of creating and communicating character, emotion, and relationships.

DRAM 342 - (3) (S)
Voice for the Theatre
Prerequisite: Instructor permission.
Intended to give the drama major a thorough grounding in the voice and speech demands of theatre performance and to launch the student on a life-long investigation of voice and speech production.

DRAM 343 - (3) (S)
Improvisation
Prerequisite: DRAM 202 or instructor permission.
A workshop that explores several dimensions of theatrical self-expression through improvised exercises and situations. This course will employ lecture, discussion and performance activities to raise awareness and proficiency in improvisational techniques through dramatic interaction involving imagination and creativity.

DRAM 345 - (3) (Y)
Musical Theatre Performance
Prerequisite: Instructor permission.
Studies the integration of song into scene work, and examination of special problems posed for the actor/singer/dancer. Focuses on a character's song presentation within the context of a musical play.

DRAM 349 - (3) (Y)
Acting Out
Prerequisite: By audition and instructor permission.
Select ensemble company rehearses and performs scenes from Shakespeare, classic, and contemporary dramatic literature in public performance workshops.

DRAM 351 - (3) (Y)
Directing I
Prerequisite: DRAM 201 and 202.
Encourages the development of the director's analytical and rehearsal skills in translating text, actors, and space into valid and effective scenes; drawn from plays in the mode of psychological realism.

DRAM 352 - (1) (S)
Stage Management
Prerequisite: DRAM 201, 202, 211, 221, and 231, or instructor permission; corequisite: DRAM 353.
Examines stage management principles of theatre production in a variety of settings, from academic to regional to Broadway. Studies techniques of organization, rehearsal process, and human relations skills. Include safety and emergency procedures for both performers and audience.

DRAM 353 - (1-2) (S)
Production Laboratory: Stage Management
Prerequisite: DRAM 201, 202, 211, 221, and 231, or instructor permission; corequisite: DRAM 352.
One credit is required; may be repeated up to four credits. Application of stage management skills to production and performance.

DRAM 360 - (3) (Y)
Modern American Drama
Studies representative twentieth-century American dramas in the context of theatre history.

DRAM 361 - (3) (Y)
Modern British Drama
Studies the development of costume design for the actor/singer/dancer. Focuses on a character's song presentation within the context of a musical play.

DRAM 383 - (3) (Y)
History of Film I
Prerequisite: DRAM 281 or 383, or instructor permission.
Analyzes the development of film art from the inception of sound to the 1950s. Includes weekly film screenings.

DRAM 384 - (3) (Y)
History of Film II
Prerequisite: DRAM 281, or instructor permission.
Analyzes the development of film art from the inception of sound to the 1950s. Includes weekly film screenings.

DRAM 387 - (3) (Y)
Contemporary Independent Film and Video
Prerequisite: DRAM 281, or instructor permission.
Investigates the nature of “independent” film and video in relation to the dominant commercial media, surveying a broad range of independent media genres, from the independent features of John Cassavetes and Quentin Tarantino through the alternatives practiced by experimental and documentary makers.

DRAM 388 - (3) (Y)
Staging and Lighting Design
Prerequisite: DRAM 351.
Introduces the fundamentals of stage production and lighting design from script analysis to completion. Lab required.

DRAM 411 - (3) (Y)
Lighting Design
Prerequisite: DRAM 201 and 211, or instructor permission.
Studies the development of lighting design, from script analysis through concept to completed production. Lab required.

DRAM 431 - (3) (Y)
Costume Design
Prerequisite: DRAM 201, or instructor permission.
Studies the development of costume design as a revelation of character and relationship to the special world. Proceeds from script analysis through research to the completed rendering. Lab required.

DRAM 441 - (3) (Y)
Acting III
Prerequisite: DRAM 341.
Creating roles: scripted scenes, exercises, and ensemble work to expand the actor's approach to characterization and interpretation within various dramatic genres.

DRAM 444 - (3) (Y)
Dance for Theatre
Prerequisite: Instructor permission.
Examines the history of social and theatrical dance, its function in a particular society, and its dramatic purpose within a play. Requires demonstrated proficiency in traditional ballet, jazz, and tap technique. Choreography common to musical theatre performance is taught within each style.

DRAM 449 - (3) (Y)
Stage Combat
Prerequisite: Instructor permission.
Examines the history of human violence and various forms of personal and military combat frequently used on stage, as well as "comedic violence," such as slapstick,
clowning, and commedia. Students safely perform physical aggression that is appropriate and dramatically effective, following the safety guidelines and techniques recommended by the Society of American Fight Directors.

**DRAM 451 - (3) (Y)**
Directing II  
*Prerequisite:* DRAM 351 and instructor permission.  
Continues the work of DRAM 351 with special attention to the director's organization, scheduling, and efficient use of resources. Students direct a one-act play.

**DRAM 471 - (3) (Y)**
Playwriting III  
*Prerequisite:* DRAM 372.  
Advanced workshop focusing on the development of longer works and the rewriting process.

**DRAM 472 - (3) (Y)**
Playwriting IV  
*Prerequisite:* DRAM 471.  
A continuation of Playwriting III.

**DRAM 491 - (3) (S)**
Senior Seminar  
Seminar discussions and assignments that allow the student to demonstrate knowledge of the theatre as well as artistic, aesthetic, and critical judgment.

**DRAM 492 - (1-3) (S)**
Special Studies in Drama  
*Prerequisite:* Instructor permission and advisor.  
Independent study project conducted under the supervision of an instructor of the student's choice. Instructor determines credit.

**DRAM 493 - (1-3) (S)**
Special Topics in Performance  
*Prerequisite:* Instructor permission. Special topics in performance offered to upper-level students.

**DRAM 494 - (1-3) (S)**
Special Topics in Movement  
*Prerequisite:* Instructor permission. Specialized topics in movement offered to upper-level students.

**DRAM 495 - (1-3) (S)**
Special Topics in Voice  
*Prerequisite:* Instructor permission. Specialized topics in voice and speech offered to upper-level performance students.

**DRAM 496 - (1-3) (S)**
Special Topics in Directing  
*Prerequisite:* Instructor permission. Intensive study of specific topics offered to upper-level students.

**DRAM 497 - (1-3) (S)**
Special Topics in Design  
*Prerequisite:* Instructor permission. Intensive study of specific topics in theatre design offered to upper-level students.

**DRAM 498 - (1-3) (S)**
Special Topics in Design Technology  
*Prerequisite:* Instructor permission. Intensive study of specific topics offered to upper-level students.

**DRAM 499 - (1-3) (S)**
Special Topics in Playwriting  
*Prerequisite:* Instructor permission. Specialized topics offered to upper-level students.

**DRAM 504 - (3) (O)**
Early American Theatre and Drama  
*Prerequisite:* Graduate standing or instructor permission. A study of nineteenth-century theatre and dramatic literature in relation to the central cultural developments of the century. An examination, through the reading of nineteenth-century comedies and melodramas as social documents, of the complex and ever-changing role(s) the theatre played in nineteenth-century American life.

**DRAM 506 - (3) (IR)**
Modernism in the Theatre  
*Prerequisite:* DRAM 305, 306 or equivalent. Studies the theory, literature, and mise-en-scene of the theatre during the modern era.

**DRAM 508 - (3) (IR)**
Performance in the Postmodernism Era  
*Prerequisite:* Graduate standing or instructor permission. Through detailed research and the "reconstruction" of performance(s), students examine the work of contemporary theatre artists and the nature of the shift from a modern position/ perspective/aesthetic to what many historians and critics regard as a post-modern one.

**DRAM 555 - (3) (Y)**
Performing Arts Management  
*Prerequisite:* Graduate standing; 12 credits in DRAM and/or business related courses; ot instructor permission. Examines the principles and practices of managing the non-profit performing arts organization. Using the theatre as a model, this course focuses on the responsibilities of the top manager within the organization, and the relationship to both artistic staff and the board of trustees.

**DRAM 571 - (3) (Y)**
Playwriting V  
*Prerequisite:* Nine credits of DRAM or instructor permission. Introduces the craft of playwriting and examination of exemplary works. Weekly problem exercises emphasize the development of a way of working.

**DRAM 572 - (3) (Y)**
Playwriting VI  
*Prerequisite:* DRAM 571 and instructor permission. Analyzes the craft of playwriting. Continued study of exemplary plays and problem exercises, and increased emphasis on reading and discussion of student work.

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**James Wilson Department of Economics**

P.O. Box 400182  
University of Virginia  
Charlottesville, VA 22904-4182  
Phone: (434) 924-3177  
Fax: (434) 982-2904  
http://www.virginia.edu/economics/

**Overview** The Department of Economics offers a program of study that instills an understanding of economic events and arrangements. In part, this understanding comes from learning facts about economic institutions and economic history. But facts do not interpret themselves. To be understood, these facts must be viewed through the lens of economic theory. The undergraduate program in economics emphasizes applications of economic theory to a wide variety of real-world events and arrangements. Students have opportunities to investigate the economic aspects of resource utilization, public policy, business, law, finance, and international trade. An in-depth study of economics teaches students to think clearly and critically about complex issues.

**Faculty** The University has a distinguished Department of Economics. Its twenty-five faculty members have international reputations in their areas of specialization and are committed to teaching undergraduates, training graduate students, and conducting economic research.

**Students** Currently, there are about 600 economics majors at the University. The number of students who enroll in one or both of the introductory economics courses greatly exceeds the number of Economics majors. The introductory courses are taught in a variety of formats, from large sections of as many as 500 students (which are supplemented by small discussion sections led by teaching assistants) to small sections of about 50. Higher-level courses typically—although not always—contain 40-60 students.

After graduating, most economics majors begin careers in business or finance. Of these, many enter M.B.A. programs after two or three years of work experience. A second group of the University’s economics graduates attend law school. Others choose a variety of paths: military service, work in the public sector, or medical school, for example. Each year, a few graduates continue their study of economics and related subjects in graduate school.

**Requirements for Major** To declare the economics major:

1. Prospective majors must have attained at least a 2.3 average in all economics courses completed at the University at the time of declaration, and
2. Prospective majors must have received a minimum grade of C+ in either ECON 201 or ECON 301, and
3. Prospective majors must have already
completed the calculus requirement for the major, which may be satisfied in any of the following four ways:

a) Complete Math 131, APMA 109 or APMA 111 at the University with a grade of at least C, or
b) Complete Math 121 at the University with a grade of at least C+, or
c) Enter the University with AP or transfer credit for Math 131 or APMA 109 or APMA 111, or
d) Satisfactorily complete, via courses taken at the University or through transfer credit, two semesters of calculus at either the MATH 121, MATH 122 level or the MATH 131, MATH 132 level with an average grade in the two courses of at least C.

Note: Majors are encouraged to take additional mathematics courses with a second semester of calculus being especially useful. Students seriously considering the finance concentration or graduate work in economics should take MATH 131 and MATH 132 (or APMA 111 or APMA 109 and APMA 110) and not the MATH 121 and MATH 122 sequence. Students seriously considering graduate work in economics should read our advice regarding course selection on the department web page or in the undergraduate program brochure, available in 114, Rouss Hall.

To graduate with a major in economics, students must complete the calculus requirement described above. In addition, students must complete the five core courses listed below plus fifteen credits of additional economics electives and have a cumulative GPA in economics of 2.0 at the time of graduation. Of the fifteen credits of additional economics electives, at least twelve must be earned in courses numbered 300 or greater. The core courses required of all majors are ECON 201, 202, 301 or 311, 302 and an approved statistics course. The approved statistics courses are ECON 371, ECON 372, MATH 312, APMA 312, and STAT 212. All of the core courses except ECON 302 must be completed by the end of the student’s sixth semester. Students are expected to complete ECON 302 prior to the beginning of their eighth semester. Majors who fail to do this will be dropped from the program. For more details on the procedure for calculating the economics GPA at the time of graduation, see the department’s undergraduate web page, http://www.virginia.edu/economics.

Distinguished Majors Program in Economics
The Department of Economics has a Distinguished Majors Program (DMP) for those who seek to graduate with high or highest distinction in economics. Students in the DMP must take ECON 372 no later than the fall of their fourth year, enroll in ECON 411 in the fall of their fourth year, and write a thesis (ECON 496) under the supervision of a faculty member. Third-year economics majors with a cumulative GPA of 3.6 or better may apply.

Concentration in Financial Economics
(Note: the Financial Economics Concentration is suspended for the 2003-2004 academic year.) Economics majors may declare a concentration in financial economics. The requirements for this concentration are the ordinary requirements for the major with ECON 303 Money and Banking, ECON 434 Theory of Financial Markets or ECON 435 Corporate Finance, and ECON 436 Topics in Quantitative Finance as three of the economics electives. In addition, students must complete COMM 201 Financial Accounting, and MATH 310 (or APMA 310) Introduction to Mathematical Probability. (Note: MATH 312 is a prerequisite for MATH 310, and MATH 122 is generally not an adequate substitute.) Economics majors are eligible to declare the concentration after the last day to drop a class in the seventh semester, provided they have completed or are currently enrolled in MATH 310 (or APMA 310).

Requirements for Minor
Students who wish to minor in economics must complete ECON 201, 202, 301 or 311, an approved statistics course (listed above) and nine credits of ECON electives with a cumulative GPA of 2.0. At least six credits in economics elective courses must be earned in courses numbered 300 or above. They must also complete satisfactorily at least one semester of calculus (for example, MATH 121, 131, or APMA 109), which may not be taken on a credit/no-credit basis. Students may declare a minor as soon as they satisfactorily complete the four required courses, the calculus course, and attain a grade point average of at least 2.0 in all economics courses completed at UVA. College rules require that the minor be declared by the end of the ADD period in the semester before graduation, ordinarily the seventh semester. The procedure for declaring a minor in economics is described on the department’s undergraduate program web page.

Prospective Graduate Students
Any student seriously considering graduate work in economics should take ECON 372 and several mathematics courses. MATH 132 and 351, or its equivalent, are essential. Beyond these, the most useful courses for a prospective graduate student of economics are MATH 231, 310, 312, 325, and 331.

Additional Information
For more information, contact the Director of Undergraduate Studies, Department of Economics, P.O. Box 400182, 114 Rouss Hall, Charlottesville, VA 22904-4182; (434) 924-3177; Fax: (434) 982-2904; http://www.virginia.edu/economics/

Course Descriptions
ECON 201, 202 - (3) (Y)
Principles of Economics: Microeconomics
ECON 201; Microeconomics: Studies demand and supply, consumer behavior, the theory of business enterprise, the operation of competitive and monopolistic markets, and the forces determining income distribution.
ECON 202; Macroeconomics: Studies the determinants of aggregate economic activity, the effects of monetary and fiscal policy upon national income, and economic policy toward unemployment and inflation.

A full introduction to economic principles warrants completion of both ECON 201 and 202. Students planning to take both semesters of economic principles are advised to take ECON 201 first, though this is not required. The department recommends ECON 201 to students intending to take only one semester of principles.

ECON 206 - (3) (Y)
American Economic History
Surveys American economic history from colonial origins to the present. Cross-listed as HIUS 206.

ECON 301 - (4) (S)
Intermediate Microeconomics
Prerequisite: ECON 201 and one semester of calculus.
Studies the theory of prices and markets; includes an analysis of the forces determining the allocation of economic resources in a market economy.

ECON 302 - (3) (S)
Intermediate Macroeconomics
Prerequisite: ECON 202 and 301 or 311, or instructor permission.
Studies macroeconomic theory and policy; includes an analysis of the forces determining employment, income, and the price level.

ECON 303 - (3) (S)
Money and Banking
Prerequisite: ECON 202.
Analyzes monetary standards, the role of money in an economic system, and the operation and evolution of central banking systems.

ECON 304 - (3) (IR)
The Economics of Education
Prerequisite: ECON 201.
Analyzes the demand for, and supply of, education in the United States, governmental policies regarding education, and proposed reforms.

ECON 305 - (3) (Y)
The Economics of Welfare Reform
Prerequisite: ECON 201.
Critical evaluation of the arguments used to justify welfare programs such as AFDC, Medicaid, food stamps, and public housing. Includes theoretical analyses and empirical evidence on the intended and unintended effects of these programs, and discusses...
reforms of the welfare system that might lead to better achieving its goals.

ECON 307 - (3) (S)
Economics and Gender
Prerequisite: ECON 201 or instructor permission. This course examines gender differences in the economy, decision-making and the division of labor within the family, and public policies that affect the status of women.

ECON 309 - (3) (Y)
Latin American Economic Issues
Prerequisite: ECON 201, 202. Analyzes issues in the economic development of the Spanish-speaking countries of Latin America and Brazil, including traditional primary product dependence, the post World War II push for industrialization via import substitution, chronic and hyperinflation, foreign capital flows and debt, and recent market reforms and their effects on growth and poverty.

ECON 311 - (4) (Y)
Mathematical Microeconomics
Prerequisite: ECON 201 and two semesters of calculus. Covers the same topics as ECON 301 using differential calculus through constrained maximization of functions of several variables. Credit is not given for both ECON 301 and 311.

ECON 331 - (3) (S)
Economics and Elections
Prerequisite: ECON 202 or instructor permission. Studies interactions between economic conditions and elections. Emphasizes economic policy making, political business cycles, and the impact of economic conditions on voter participation, vote choice, and election outcomes.

ECON 333 - (3) (IR)
Public Choice
Prerequisite: ECON 201. Studies politics using economic analysis. Topics include the theory of voting rules, regulation, taxation, and interest groups; the growth of government; and the design of constitutions.

ECON 355 - (3) (Y)
Economy of China
Prerequisite: ECON 201. The course reviews China's economic growth since the founding of the People's Republic of China, and in particular since the move toward the use of market mechanisms in 1978. The theme of the course is that for China, changing economic institutions partly explain growth performance in these years.

ECON 356 - (3) (Y)
Economy of Japan
Prerequisite: ECON 201 or permission of instructor. This course reviews Japan's economic development from the Tokugawa Era onward, and then explores different sectors and issues of the modern Japanese economy.

ECON 371 - (4) (S)
Introduction to Statistical Analysis
Prerequisite: MATH 121 or equivalent. Introduction to the probability and statistical theory underlying the estimation of parameters and testing of hypotheses in economics. Simple and multiple regression analysis. Students will use computers to analyze economic data. Three hours of lecture, one hour of discussion (Credit is not given for both ECON 371 and STAT 212).

ECON 372 - (3) (S)
Introductory Econometrics
Prerequisite: ECON 201, 202 and 371 (or equivalent) and one semester of calculus. Studies the application of statistical methods to the testing and estimation of economic relationships. Emphasizes applied econometric studies and the problems that arise when analyzing time series and cross section data by means of stochastic linear models.

ECON 401 - (3) (Y)
Game Theory
Prerequisite: ECON 301 or 311, and ECON 371 or equivalent. Analyzes the theory of strategically interdependent decision making, with applications to auctions, bargaining, oligopoly, signaling, and strategic voting.

ECON 408 - (3) (Y)
Law and Economics
Prerequisite: ECON 301 or instructor permission. Applies microeconomic theory to the analysis of legal rules and institutions. Includes the effect of economic forces on the development of law, and the effect of laws on the allocation of resources.

ECON 409 - (3) (Y)
Mathematical Economics
Prerequisite: ECON 301 or instructor permission. Studies industry regulation. Examines the demand for health services and medical care, the market for medical insurance, the behavior of physicians and hospitals, issues pertaining to malpractice, and government policy.

ECON 410 - (3) (Y)
Managerial Economics
Prerequisite: ECON 301 or 311 and a course in statistics. Applies economic analysis to management problems in business and government. Emphasizes solving problems through marginal analysis, decision making under uncertainty, determining and using the value of information, searching and bidding, bargaining and negotiation, and analysis of transaction costs. Examines methods of capital budgeting, linear programming, game theory, and forecasting. Considers strategic decisions in markets.

ECON 411 - (3) (Y)
Topics in Advanced Microeconomics
Prerequisite: ECON 301 or 311; a course in probability or statistics; and instructor permission. Studies the applications of, and further topics, in microeconomic theory. Required for Distinguished Majors but open to any successful advanced student in economics. Topics vary from year to year but may include applications of decision-making to insurance, portfolio choice, and saving by households; applications of game theory to bargaining, contracts, and oligopoly; the economics of information; and welfare economics and applications to public policy.

ECON 412 - (3) (Y)
Evolution of Economic Thought
Prerequisite: ECON 201, 202. Studies the history of the development of economics as a systematic body of thought. Focuses on the period 1750-1900, with readings from leading economists of the time.

ECON 413 - (3) (IR)
Topics in the History of Economic Thought
Prerequisite: ECON 301 or 311, and 302, or instructor permission. Studies the development of modern economic thought. Topics may change from year to year but will usually relate to the post-1870 period (i.e., the marginalist or Keynesian revolutions).

ECON 415 - (3) (Y)
Economics of Labor
Prerequisite: ECON 301 or 311, and 371 or its equivalent, or instructor permission. Studies employment and wages, including the economics of education, unemployment, labor unions, discrimination and income inequality.

ECON 416 - (3) (Y)
Economics of Health
Prerequisite: ECON 301 or ECON 311. Uses microeconomic theory to examine the demand for health services and medical care, the market for medical insurance, the behavior of physicians and hospitals, issues pertaining to malpractice, and government policy.

ECON 417 - (3) (Y)
Economics of Regulation
Prerequisite: ECON 301 or 311. Examines the methods and institutions of industry regulation. Examines electricity, natural gas, transportation, and television. Considers regulation that involves many industries, such as product safety, occupational safety, and environmental protection.

ECON 419 - (3) (S)
Industrial Organization
Prerequisite: ECON 301 or 311. Studies market structure, firm strategy, and market performance. Topics include strategic interactions among firms, as well as business practices such as mergers and acquisitions, price discrimination, advertising, product selection, innovation, vertical restraints, cartels, and exclusionary conduct.
ECON 420 - (3) (Y)  
Antitrust Policy  
Prerequisite: ECON 201.  
Studies government regulation and control of business through public policies designed to promote workable competition.

ECON 421 - (3) (Y)  
International Trade: Theory and Policy  
Prerequisite: ECON 301 or 311.  
Studies the nature and determinants of international trade and factor movements; the effects of international trade on prices of goods and factors; the consequences of tariffs, quotas, customs unions, and other trade policies and agreements, national or international; and international trade and the balance of payments.

ECON 422 - (3) (Y)  
International Finance and Macroeconomics  
Prerequisite: ECON 302.
Studies fixed and floating exchange rate systems. Topics include determinants of a nation's balance of international payments; macroeconomic interdependence of nations under various exchange-rate regimes and its implications for domestic stabilization policies; and the international coordination of monetary and stabilization policies.

ECON 423 - (3) (Y)  
Seminar on Trade and Development  
Prerequisite: ECON 301 or 311 and either ECON 421 or ECON 451.
The course examines various topics related to either international trade, Third World development, or interactions between the two. Examples include the effects of NAFTA, the WTO, multinational firms, child labor, rich country protectionism against Third World imports, volatile primary commodity markets, and how trade liberalization affects workers in rich and poor countries. The course will be structured on student presentations and directed research projects.

ECON 431 - (3) (S)  
Economics of the Public Sector  
Prerequisite: ECON 301 or 311.
Explores the justifications for government activities; includes principles of policy analysis, analyses of major expenditure programs and taxes, and the economic theories of political activities.

ECON 433 - (3) (Y)  
Economics of Taxation  
Prerequisite: ECON 301.
The course introduces the basic principles of taxation from an economic rather than an accounting perspective. The themes of the course are the incidence and efficiency of taxes—who ends up paying a tax and how people change their behavior to avoid a tax. The course will focus directly on the U.S. tax system and how it treats income from work, saving, and production.

ECON 434 - (3) (Y)  
The Theory of Financial Markets  
Prerequisite: ECON 301 or 311, 303, and 371 or its equivalent.
Studies the theory and operation of financial markets and the role of financial assets and institutions in the economic decisions of individuals, firms, and governments.

ECON 435 - (3) (Y)  
Corporate Finance  
Prerequisite: ECON 301 or 311, 303, and 371 or its equivalent.
Analyzes the theory of financing corporate operations and corporate decisions regarding the allocation of capital among alternative projects; includes the nature of financial instruments and the behavior of capital markets.

ECON 436 - (3) (IR)  
Topics in Quantitative Finance  
Prerequisite: ECON 301 or 311, ECON 303, 371 or its equivalent, MATH 310 (or APMA 310) and instructor permission.
Advanced survey of selected topics in financial economics drawn from portfolio theory, the pricing of primary and derivative financial assets, and corporate finance. Emphasizes the development, empirical testing, and application of behavioral and predictive models.

ECON 440 - (3) (Y)  
Topics in Economic History  
Prerequisite: ECON 302, or ECON 201 and 202 and instructor permission.
Comparative study of the historical development of selected advanced economies (e.g., the United States, England, Japan, continental Europe). The nations covered vary with instructor.

ECON 441 - (3) (Y)  
Economics of the European Union  
Prerequisite: ECON 302.
Studies the history, theory, and empirics of European economic integration. Focuses on monetary union, as well as product and factor market integration.

ECON 442 - (3) (IR)  
Macroeconomic Policy  
Prerequisite: ECON 302.  
Integrated analysis of public policies (including: monetary, fiscal, debt-management, foreign exchange, and incomes) designed to cope with fluctuations in national income, employment, and the price level, and to influence the rate of economic growth. Emphasizes policies adopted during specific historical episodes and the theory of macroeconomic policy.

ECON 443 - (3) (IR)  
Environmental Economics  
Prerequisite: ECON 301 or 311.  
Economic analysis of public policy issues in the provision of environmental quality and the use of natural resources. Explores market failure as a justification for environmental regulation, and the efficacy of specific forms of regulation, including mandated technologies, taxes, subsidies, and pollution permit trading programs. Topics include air and water pollution, climate change, the transition from fossil fuels to renewable energy sources, population, and sustainable development.

ECON 445 - (3) (Y)  
Economic Development  
Prerequisite: ECON 202 and 301 or instructor permission.
Studies the peculiar problems of economic growth in underdeveloped countries. Emphasizes public policies for both the countries themselves and the more developed countries and international agencies.

ECON 471 - (3) (Y)  
Economic Forecasting  
Prerequisite: ECON 371 or MATH 312 or APMA 312.  
Analyzes the theory and practice of forecasting economic variables using models for linear stochastic processes, including specifying, estimating, and diagnosing models of economic time series.

ECON 482 - (3) (Y)  
Experimental Economics  
Prerequisite: ECON 301 or 311; a course in statistics; or instructor permission.
Explores the use of laboratory methods to study economic behavior. Topics include experimental design, laboratory technique, financial incentives, and analysis of data. Emphasizes applications: bargaining, auctions, market price competition, market failures, voting, contributions to public goods, lottery choice decisions, and the design of electronic markets for financial assets.

ECON 489 - (1-3) (Y)  
Majors Seminar  
Prerequisite: Instructor permission.
Reading, discussion, and research in selected topics. Topics vary by instructor and course may be taken for credit more than once.

ECON 495, 496 - (1-3) (S)  
Supervised Research  
Prerequisite: GPA of 3.3 in U.Va. ECON courses.  
Research under the direction of a regular faculty member.

ECON 507 - (3) (IR)  
British Economic History Since 1850  
Prerequisite: Instructor permission.
Studies the structure, performance, and policy of the British economy since 1850, focusing on the causes and consequences of Britain's relative economic decline.

ECON 509 - (3) (Y)  
Introduction to Mathematical Economics I  
Prerequisite: One semester of calculus and instructor permission.
Studies topics in univariate and multivariate calculus and linear algebra, and applications to the theories of economic statistics.

ECON 510 - (3) (Y)  
Introduction to Mathematical Economics II  
Prerequisite: ECON 509 or instructor permission.
Studies topics in the theories of difference and differential equations and dynamic optimization, and applications to the theories of economic dynamics.
Students With over 500 majors, English is one of the largest departments at the University. This is in part due to the outstanding reputation the department enjoys around the country and around the world. It is also due to the exceptionally varied offerings of the department.

Students begin their study of English with an introductory seminar (ENLT 201M). These are limited to twenty-two students and they focus on fundamental skills of critical reading and writing. Majors then move on to upper-level survey courses and advanced seminars. The 300-level survey courses tend to be lectures covering broad topics (e.g., American Literature before 1865; Literature of the Renaissance); their enrollments range from under 40 to over 200. Very large lecture courses are supplemented by discussion sections, which are limited to twenty students and led by Ph.D. candidates in the department. Advanced (400-level) seminars are limited to twenty students. All 300- and 400-level courses are taught by faculty.

Students taking courses in the department learn to write effectively and clearly, to think critically and analytically, and to question the works and the world around them. Students are prepared to communicate in a world in which competing discourses proliferate and grow more complex daily.

The skills that majors learn are applicable to virtually any future career choice, although many students use English as preparation for graduate work. Approximately 60 percent of the students who major in English go on to professional or graduate school. Many enter law school, often at top ten programs. Others use English as solid preparation for business school, and an increasingly large number are using it as a humanistic preparation for medicine. A significant number of undergraduate majors go on to study English either in Ph.D. or in M.F.A. programs. Those who do pursue graduate school find that study of English an excellent preparation for government service, business careers, international agencies, and secondary school teaching.

Prerequisites for Entry into the Department To declare a major in English, students must achieve a grade of C or better in ENWR 110 (or the equivalent). In addition, all students must achieve a grade of C or better in an ENLT 201-M course—the prerequisite for the English major.

Requirements for Major Students planning to declare a major in English should first read the booklet Undergraduate Study in English, available online (http://www.engl.virginia.edu/) and in the Undergraduate English Office (236 Bryan Hall). They should then make an appointment to see the Director of Undergraduate Studies in English or one of the two undergraduate advisors.

For a degree in English, a student must take ten upper-division courses (those numbered 300 or above). The prerequisite ENLT 201M course is not included among these ten courses. All majors must take the three-semester survey sequence, ENGL 381, 382, 383 (History of Literatures in English). Majors must also take:

1. Two courses in literature pre-1800 (ENMD, ENRN, or ENEC). Only one of these may be a course in Shakespeare.
2. One 400-level seminar in literature.

Students may offer three credits of course work in either the literature of another language (taught in translation or in the original), CPTL 201/ENLT 215, or CPTL 202/ENLT 216 for credit toward their English major. No more than nine credits offered toward the English major may be in any one of the distribution categories (ENMD, ENRN, ENEC, ENNC, ENMC, ENAM, ENCR, ENGN, ENGL, ENWR, ENSP). However, students participating in the Distinguished Majors Program are allowed to take five courses in the ENGL category, while students enrolled in an area program (e.g., modern studies) may take a fourth course under an appropriate rubric. Students who elect to take more than 30 credits of English may, of course, go over the nine credit limit in any category in choosing their electives. Normally, only courses numbered through the 500-level are open to undergraduates.

Majors must maintain at least a 2.0 GPA in their English courses each semester. Students who fail to maintain this average are put on departmental probation. If the problem continues, they may be invited to declare a different major.

Special Programs in English Enrollment Admission to advanced creative writing undergraduate seminars is by permission of the instructor only. Students should apply to the instructor during registration. Students wishing to take Independent Study (ENGL 493, 494, or ENWR 495, 496) should apply to the director of the English undergraduate program. Students wishing to write an honors thesis (ENGL 491-492) should apply to the director of the Distinguished Majors Program.

Independent Study Only one semester of independent study (in writing or literature) may be counted toward the English major; students should apply to the director of undergraduate studies in the semester before the semester in which they wish to pursue their project.

For students who want to work on an individual critical enterprise under the direction of a faculty member, ENGL 493 or 494 allows considerable flexibility. There are no formal limitations on the project’s nature, as long as a faculty member is willing to direct it and the proposed course of study does not duplicate what is already available in regular courses. The student and faculty member determine the length of the reading list and the nature of the written or oral work required. Students may register for this course only if they have completed four 300-
or 400-level courses and have a GPA in English of at least 3.3. They should have their projects at least roughly defined when they submit their applications to the director of undergraduate studies.

Students who wish to pursue an independent project in creative writing may do so under the rubrics ENWR 495, 496. Once they have found a faculty member who is willing to direct their work, they should apply to the director of undergraduate studies for approval of their plans. Students who wish to enroll in ENWR 495 or 496 must have completed four 300- or 400-level courses and have better than a 3.3 GPA in the major.

Distinguished Majors Program in English Majors who wish to be considered for a degree with distinction, high distinction, or highest distinction in English are expected to complete at least two 400-level seminars and the two-semester distinguished majors tutorial (ENGL 491, 492). In the tutorial, these students pursue a project of their own devising that they would not have the opportunity to develop in the department’s regularly scheduled courses. The reading requirements for the project are determined by the student and the faculty member who has agreed to direct the enterprise, and each student produces a long essay (approximately 50 pages), carefully revised for final submission to the Honors Committee. In awarding honors, the committee considers: two faculty evaluations of the thesis; the quality of the student’s work in any 400-level English seminars taken; and the student’s overall performance in the major. Using these criteria, the committee recommends either no distinction, distinction, high distinction, or highest distinction.

Students who wish to be admitted to the Distinguished Majors Program must have a GPA of 3.6 in the major and 3.4 overall, and must submit a formal application to the director of the Distinguished Majors Program in early April of their third year.

Requirements for Minor Students wishing to minor in English must complete 18 credits of upper-level English courses (numbered 300 and above). The 18 credits must include any two semesters of the three-semester survey sequence ENGL 381, 382 and 383, (History of Literatures in English). No more than six credits may be in any one of the following distribution categories: ENMD, ENRN, ENEC, ENNC, ENAM, ENC, ENGW, and ENSP. However, students may take all three parts of the core survey (ENGL 381, 382, 383) and apply them to the minor.

The American Studies Program See description under AMST, the American Studies Interdisciplinary Major.

Area Programs in English The English department’s area programs are interdisciplinary in focus and offer majors the opportunity to examine the interrelationships between literature and history, religion, philosophy, and the fine arts. Each area program has its own formal requirements, but all of them ask the student to take courses both in the English department and in other departments of the University. All of them include special seminars and colloquia—sometimes limited to students enrolled in the area program—that are expressly designed to help students formulate methods of interdisciplinary study and synthesize material from other areas.

The area programs currently offered are medieval/Renaissance studies and modern studies. These programs are very demanding and may require more credits than the regular English major. Students should apply to them no later than the end of the third year. A full description of each programs requirements and the names of their current directors may be found in the handbook Undergraduate Study in English.

The Area Program in Poetry Writing The Area Program in Poetry Writing allows talented undergraduate writers to pursue serious study of the craft of poetry writing within the contexts of the English major and of an interdisciplinary curriculum individually tailored to nurture and inspire each student’s particular work and developing aesthetic. The program is a two-year course of study; students apply in the spring semester of their second year. Along with declaring an English major, students must take 30 hours of courses in English, including ENGL 383 and either ENGL 381 or 382; 12 hours of upper-level (300 or above) poetry writing courses or independent studies; two poetry writing area program seminars (ENPW 482); and either Shakespeare or one pre-1800 course in English at the 300-level or above. A poetics course is recommended as well, when offered. The student may also (but is not required to) apply to the Distinguished Majors Program in English and submit a thesis for honors.

The Poetry Thesis Program is modeled in the Distinguished Majors Thesis option already in place in the English Department, and will be administered by the Director of Creative Writing in cooperation with the Director of the DM Program. It is a year-long course—a directed poetry writing project for students in the English Department’s Undergraduate Area Program in Poetry Writing, leading to completion of a manuscript of poems and an accompanying essay. Both semesters of the course are required for honors candidates, and the students will be graded on a year-long basis.

Additional Information For more information, contact Pam Marcantel, Undergraduate Secretary, 236 Bryan Hall, Charlottesville, VA 22903; (434) 924-7887; Fax: (434) 924-1478; ppm3a@virginia.edu; www.eng.virginia.edu.

Course Descriptions

Writing
Note With the exception of ENWR 380, all writing courses at or above the 300 level require writing samples and permission of the instructor before registering.

ENWR 105 - (3) (Y)
Academic Writing I
Part I of the two-semester option for meeting the first writing requirement. Covers finding and developing topics, building academic arguments, and organizing essays and reports. Graded A+ to C- or NC. Includes a tutorial at the Writing Center. Followed by ENWR 106.

ENWR 106 - (3) (Y)
Academic Writing II
Prerequisite: ENWR 105.
Part II of the two-semester option for meeting the first writing requirement. Covers elements of audience analysis, cohesion, focus, and style. Graded A+ to C- or NC. Includes a tutorial at the Writing Center. Fulfills the first writing requirement.

ENWR 110 - (3) (S)
Accelerated Academic Writing
A single-semester option for meeting the first writing requirement. Designed for students scoring 490–660 on the SAT II Writing Test. Covers framing and developing effective academic arguments, with an emphasis on essays and reports. Graded A+ to C- or NC. Special topics sections are listed on the English department’s Web site. Students whose social security numbers end in an even digit must take ENWR 110 in the fall; those with social security numbers ending in an odd digit take it in the spring.

ENWR 210 - (3) (S)
Advanced Academic Writing
A single-semester option for meeting the first writing requirement. Designed for transfer students and students scoring 670–710 on the SAT II Writing Test. Covers framing and developing effective academic arguments, with an emphasis on essays and reports. Graded A+ to C- or NC. Special topics sections are listed on the English department’s Web site.

ENWR 220 - (3) (IR)
Special Topics in Writing
Prerequisite: Completion of first writing requirement. Includes courses on writing studies, corporate communications, and digital writing.

ENWR 230 - (3) (S)
Poetry Writing
Prerequisite: First- or second-year student. An introduction to the craft of writing poetry, with relevant readings in the genre.

ENWR 250 - (3) (S)
Fiction Writing
Prerequisite: First- or second-year student. An introduction to the craft of writing fiction, with relevant readings in the genre.
ENWR 270 - (3) (S)
News Writing
Introductory course in news writing, emphasizing editorials, features, and reporting.

ENWR 282 - (Y)
Television Texts; Scripting and Directing
Studies the theory and creative principles of television scripting and directing; includes analysis of form, content, and production values; and composition, writing, lighting, camera work, and performance. Cross-listed as DRAM 282.

ENWR 301, 302 - (3) (IR)
Advanced Writing I, II
Prerequisite: Instructor permission.
Primarily for students having interest and ability in writing. Instruction in prose forms ranging from simple narration, description, and exposition to short stories and essays. Reading assignments.

ENWR 331, 332 - (3) (Y)
Intermediate Poetry Writing I, II
Prerequisite: Instructor permission.
For students advanced beyond the level of ENWR 230. Involves workshop of student work, craft discussion, and relevant reading. May be repeated with different instructor.

ENWR 351, 352 - (3) (Y)
Intermediate Fiction Writing
Prerequisite: Instructor permission.
For students advanced beyond the level of ENWR 250. Involves workshop of student work, craft discussion, and relevant reading. May be repeated with different instructor.

ENWR 370 - (3) (IR)
Intermediate News Writing
Prerequisite: ENWR 270 or instructor permission.
Writing news and feature stories for magazines and newspapers.

ENWR 371 - (3) (IR)
News Magazine Writing
Prerequisite: Instructor permission.
A course in weekly news magazine writing.

ENWR 372 - (3) (S)
Magazine Writing
Prerequisite: Instructor permission.
A course in writing non-fiction articles for general magazines.

ENWR 380 - (3) (S)
Academic and Professional Writing
Prerequisite: Successful completion of at least one 300-level course in the student's major.
Prepares students for professional or advanced academic writing; also prepares students to manage (assign, edit, supervise, and coach) the writing of others. Lectures present general principles of effective writing based on the latest research in writing studies; seminars allow students to master those principles in the context of projects keyed to their specific interests, background, and career plans.

ENWR 481, 482 - (3) (Y)
Advanced Fiction Writing I, II
Prerequisite: Instructor permission.
Devoted to the writing of prose fiction, especially the short story. Student work is discussed in class and individual conferences. Parallel reading in the work of modern novelists and short story writers is required. For advanced students with prior experience in writing fiction. May be repeated with different instructor.

ENWR 483, 484 - (3) (Y)
Advanced Poetry Writing I, II
Prerequisite: Instructor permission.
For advanced students with prior experience in writing poetry. Student work is discussed in class and in individual conferences. Reading in contemporary poetry is also assigned. May be repeated with different instructor.

ENWR 495, 496 - (3) (Y)
Independent Project in Creative Writing
Prerequisite: instructor permission.
For the student who wants to work on a creative writing project under the direction of a faculty member.

ENWR 531, 532 - (3) (Y)
Advanced Poetry Writing
Prerequisite: Instructor permission.
Intensive work in the writing of poetry for students with prior experience. May be repeated with different instructor.

ENWR 541, 542 - (3) (IR)
Playwriting
Prerequisite: Instructor permission.
A course for advanced short story writers. Student manuscripts are discussed in individual conferences and in class. May be repeated with different instructor.

ENWR 561 - (3) (IR)
Scriptwriting
Prerequisite: Instructor permission.
Suitable for graduates and undergraduates, especially those interested in theatrical production and communications. Explains film, television, and radio production values with weekly exercises in the grammar, composition, and writing of screenplays, radio drama, literary adaptation, documentaries, and docudrama. Selected scripts may be produced by the drama department.

Poetry Writing
ENPW 482 - (3) (S)
Poetry Seminar
Prerequisite: Instructor permission.
This seminar class, designed for students in the English Department's Undergraduate Area Program in Poetry Writing, is a close readings course for serious makers and readers of poems. Seminar topics will vary by semester.

ENPW 491, 492 - (3) (Y)
Poetry Thesis
Prerequisite: Instructor permission.
Directed poetry writing project for students in the English Department's Undergraduate Area Program in Poetry Writing, leading to completion of a manuscript of poems. Both courses are required for students in the Distinguished Majors Program. Graded on a year-long basis.

Introductory Seminars in Literature
These courses are designed primarily for first- and second-year students interested in becoming English majors and for non-majors at all levels. The purpose of the ENLT series is to introduce students to the aims, methods, and skills involved in reading literature and in writing about it. All ENLT courses fulfill the second writing requirement. ENLT 201M is the prerequisite for declaring the major and should be taken only by prospective English majors.

ENLT 201 M - (3) (Y)
Introduction to the English Major
Prerequisite for declaring an English major. Introduces students to some fundamental skills in critical thinking and critical writing about literary texts. Readings include various examples of poetry, fiction, and drama. The course is organized along interactive and participatory lines.

ENLT 211 - (3) (Y)
Masterpieces of English Literature I
Surveys selected English writers from the fourteenth through the eighteenth century.

ENLT 212 - (3) (Y)
Masterpieces of English Literature II
Surveys selected English writers from the late eighteenth through the twentieth century.

ENLT 213 - (3) (Y)
Major Authors of American Literature
Studies major works in American literature before 1900.

ENLT 214 - (3) (Y)
Modern American Authors
Studies major American writers of the twentieth century.

ENLT 215, 216 - (3) (Y)
Studies in European Literature
Studies major classical and continental works from antiquity to the present day. Cross-listed as CPLT 201, 202.

ENLT 223 - (3) (Y)
Studies in Poetry
Examines the poetic techniques and conventions of imagery and verse that poets have used across the centuries. Exercises in scan-sion, close reading, and framing arguments about poetry.

ENLT 224 - (3) (Y)
Studies in Drama
Introduces the techniques of the dramatic art, with close analysis of selected plays.
ENLT 226 - (3) (Y)
Studies in Fiction
Studies the techniques of fiction.

ENLT 247 - (3) (Y)
Black Writers in America
Chronological survey in African American literature in the U.S. from its beginning in vernacular culture to the present day.

ENLT 248 - (3) (Y)
Contemporary Literature
Introduces trends in contemporary English, American, and Continental literature, especially in fiction, but with some consideration of poetry and drama.

ENLT 250 - (3) (Y)
Shakespeare
Studies selected sonnets and plays of Shakespeare.

ENLT 252 - (3) (Y)
Women in Literature
Analyzes the representations of women in literature as well as literary texts by women writers.

ENLT 255 - (3) (Y)
Special Topics
Usually an introduction to non-traditional or specialized topics in literary studies, (e.g., native American literature, gay and lesbian studies, technoliteracy, Arthurian romance, Grub Street in eighteenth-century England, and American exceptionalism).

Upper Division Courses in English
The following courses are designed primarily for English majors and for students who have some previous experience or special ability in reading and writing about literature.

Medieval Literature
ENMD 311, 312 - (3) (IR)
Medieval European Literature in Translation
Surveys English, French, German, Italian, Irish, Icelandic, and Spanish literature of the Middle Ages.

ENMD 325, 326 - (3) (IR)
Chaucer I, II
Studies selected Canterbury Tales and other works, read in the original.

ENMD 481, 482 - (3) (IR)
Advanced Studies in Medieval Literature I, II
Limited enrollment.

ENMD 501 - (3) (IR)
Introduction to Old English
Studies the language and literature of Anglo-Saxon England.

ENMD 505, 506 - (3) (IR)
Old Icelandic
Introduces the language and literature of medieval Scandinavia; readings from the Poetic Edda and the sagas.

ENMD 520 - (3) (IR)
Beowulf
Prerequisite: ENMD 501 or equivalent. Reading of the poem, emphasizing critical methods and exploring its relations to the culture of Anglo-Saxon England.

Renaissance Literature
ENRN 311 - (3) (IR)
Literature of the Renaissance
Surveys sixteenth-century English prose and poetry, emphasizing satire, early fiction, love lyrics, epic, and biography.

ENRN 313 - (3) (IR)
The Seventeenth Century I
Surveys the prose and poetry of the earlier seventeenth century.

ENRN 321, 322 - (3) (S)
Shakespeare I, II
First semester emphasizes histories and comedies; second semester tragedies and romances.

ENRN 323 - (3) (IR)
Studies in Shakespeare
Intensive study of selected plays.

ENRN 325 - (3) (IR)
Milton
Study of selected poems and prose, with particular emphasis on Paradise Lost.

ENRN 340 - (3) (IR)
The Drama in English From the Beginning to 1642
Studies non-Shakespearean Elizabethan and Jacobean drama.

ENRN 441, 442 - (3) (IR)
Shakespeare Seminar
Intensive study of plays and/or poems. Limited enrollment.

ENRN 481, 482 - (3) (IR)
Advanced Studies in Renaissance Literature I, II
Limited enrollment. Topics vary from year to year.

ENRN 483, 484 - (3) (IR)
Seminar in Medieval and Renaissance Studies
Interdisciplinary seminar on the interrelationships between literature and history, the classical tradition, philosophy, religion, and art history in the Middle Ages and Renaissance. Topics vary from year to year.

Restoration and Eighteenth Century Literature
ENEC 310 - (3) (IR)
The Seventeenth Century II
Surveys representative writers, themes, and forms of the period 1660-1700.

ENEC 311 - (3) (IR)
English Literature of the Restoration and Early Eighteenth Century
Surveys representative writers, themes, and forms of the period 1660-1740.

ENEC 312 - (3) (IR)
English Literature of the Late Eighteenth Century
Surveys representative writers, themes, and forms of the period 1740-1800.

ENEC 313 - (3) (IR)
English Literature of the Restoration and Eighteenth Century
Surveys representative writers, themes, and forms of the period 1660-1800.

ENEC 351 - (3) (IR)
The English Novel I
Studies the rise and development of the English novel in the 18th century.

ENEC 381, 382 - (3) (IR)
Eighteenth-Century Topics
Topics vary from year to year.

ENEC 481, 482 - (3) (IR)
Advanced Studies in Eighteenth-Century Literature I, II
Limited enrollment. Topics vary from year to year.

ENEC 540 - (3) (IR)
English Drama 1660-1800
Surveys representative plays and dramatic developments from 1660 to 1800.

American Literature
ENAM 311 - (3) (IR)
American Literature to 1865
Surveys American literature from the Colonial Era to the Age of Emerson and Melville.

ENAM 312 - (3) (IR)
American Literature Since 1865
Surveys American literature, both prose and poetry, from the Civil War to the present.

ENAM 313 - (3) (IR)
African-American Survey, I
Analyzes the earliest examples of African-American literature, emphasizing African cultural themes and techniques that were transformed by the experience of slavery as that experience met European cultural and religious practices. Studies essays, speeches, pamphlets, poetry, and songs.

ENAM 314 - (3) (IR)
African-American Survey, II
Continuation of ENAM 313, this course begins with the career of Richard Wright and brings the Afro-American literary and performing tradition up to the present day.

ENAM 315 - (3) (IR)
The American Renaissance
Analyzes the major writings of Poe, Emerson, Hawthorne, Melville, Whitman, Thoreau, and Dickinson.

ENAM 316 - (3) (IR)
Realism and Naturalism in America
Analyzes American literary realism and naturalism, its sociological, philosophical, and literary origins as well as its relation to other contemporaneous literary movements.

ENAM 322 - (3) (IR)
Major American Authors
Studies the work of one or two major authors.

ENAM 330 - (3) (IR)
American Poetry
Studies theme and technique in major American poets.
ENAM 355 - (3) (IR)
American Sentimentalism
Focuses on the rise of sentimental literature between the American Revolution and the Civil War.

ENAM 357 - (3) (IR)
Women in American Art
Analyzes the roles played by women as artists and as the subjects of representation in American art from the colonial period to the present. Some background in either art history or gender studies is desirable.

ENAM 358 - (3) (IR)
Studies in Fiction
Intensive study of selected American writers.

ENAM 381 - (3) (IR)
Studies in African-American Literature and Culture
Intensive study of African-American writers and cultural figures in a diversity of genres. Includes artists from across the African diaspora in comparative American perspective.

ENAM 383 - (3) (IR)
American Introspection (1770-1900)
Analyzes the nature and identity of America, real and imaginary, as perceived by major writers in various genres. Emphasizes the relation of forms to ideas, and recurring myths and motifs.

ENAM 385 - (3) (IR)
Folklore in America
Surveys the traditional expressive culture of various ethnic and religious groups in America, including songs, folk narratives, folk religion, proverbs, riddles. Emphasizes southern Anglo-Americans.

ENAM 387 - (3) (IR)
Literature of the West
Analyzes selected works by writers of the Western United States from the nineteenth and twentieth centuries. Emphasizes the Anglo-American exploration, settlement, and development of the West, as well as readings from other ethnic groups, including Native and Hispanic Americans.

ENAM 388 - (3) (IR)
The Literature of the South
Analyzes selected works of poetry and prose by major Southern writers.

ENAM 389 - (3) (IR)
Mass Media and American Culture
Studies the development and impact of mass forms of communication in America including newspapers, magazines, film, the wireless and the radio, television, and the Internet.

ENAM 481, 482 - (3) (IR)
Advanced Studies in American Literature I, II
Limited enrollment. Topics vary from year to year.

Nineteenth Century British Literature

ENNC 311 - (3) (IR)
English Poetry and Prose of the Nineteenth Century I
Surveys the poetry and non-fictional prose of the Romantic period, including major Romantic poets and essayists.

ENNC 312 - (3) (IR)
English Poetry and Prose of the Nineteenth Century II
Surveys the poetry and non-fictional prose of the Victorian period, including the major Victorian poets and essayists.

ENNC 321 - (3) (IR)
Major British Authors of the Earlier Nineteenth Century
Analyzes the principal works of three or more Romantic authors.

ENNC 322 - (3) (IR)
Major British Writers of the Later Nineteenth Century
Analyzes the principal works of two or more Victorian authors.

ENNC 323 - (3) (IR)
Victorian Prose
Studies major Victorian prose writers with attention to fiction, autobiography, history, and other non-fictional forms.

ENNC 341 - (3) (IR)
The Origins of Modern Drama
Examines experiments in dramatic form in the late nineteenth and early twentieth centuries.

ENNC 351 - (3) (IR)
The English Novel II
Reading of novels by Austen, Dickens, Thackeray, the Brontës, Gaskell, Meredith, Eliot, and Hardy.

ENNC 352 - (3) (IR)
The Lives of the Victorians
Introduces the literature and culture of the Victorian period, focusing on life-narrative in a variety of genres, including poetry, fiction, biography, and autobiography.

ENNC 353 - (3) (IR)
The Continental Novel of the Nineteenth Century
Study of major works of continental fiction in the nineteenth century.

ENNC 381, 382 - (3) (IR)
Nineteenth Century Topics
Examination of particular movements within the period, (e.g., the Aesthetic Movement; the Pre-Raphaelites; and Condition-of-England novels).

ENNC 385 - (3) (IR)
The Fiction of Empire
Studies the representation of the British Empire in nineteenth-century works of fiction.

ENNC 481, 482 - (3) (IR)
Advanced Studies in Nineteenth Century Literature I, II
Limited enrollment. Topics vary from year to year.

ENNC 491, 492 - (3) (IR)
Advanced Topics in Nineteenth Century Literature I, II
Prerequisite: Instructor permission. Limited enrollment. Topics vary from year to year.

Modern and Contemporary Literature

ENMC 311 - (3) (IR)
British Literature of the Twentieth Century
Surveys major trends and figures in British literature from 1890 to the present.

ENMC 312 - (3) (IR)
American Literature of the Twentieth Century
Studies the major poetry and fiction.

ENMC 313 - (3) (IR)
Modern Comparative Literature I
Studies major international movements and figures in the twentieth and twenty-first centuries.

ENMC 315 - (3) (IR)
Literature of the Americas
Comparative study of various major writers of North, Central, and South America.

ENMC 316 - (3) (IR)
Twentieth Century Women Writers
Studies fiction, poetry, and non-fiction written by women in the twentieth and twenty-first centuries.

ENMC 321, 322 - (3) (IR)
Major British and American Writers of the Twentieth Century
Close reading of the works of two or three major British or American authors.

ENMC 330 - (3) (IR)
Contemporary American Poetry
Studies the style and themes of recent and contemporary poets and their influence.

ENMC 331 - (3) (IR)
Major African-American Poets
Examines poems representative of the African American literary traditions.

ENMC 333 - (3) (IR)
Twentieth Century British Poetry
Studies in the twentieth-century sensibility.

ENMC 334 - (3) (IR)
Contemporary British Poetry
Study of identity and style in poetry since 1945.

ENMC 341, 342 - (3) (IR)
Modern Drama I, II
A two-semester survey of European and American modern drama, with some attention to works from other regions. The first half covers the late nineteenth century to World War II; the second focuses on drama from the post-war period to the present.

ENMC 351, 352 - (3) (IR)
Modern and Contemporary Fiction I, II
Introduces British, American, and Continental masterpieces, emphasizing new ideas and the new forms of fiction in the twentieth century.

ENMC 355 - (3) (IR)
Asian-American Fiction
Studies Asian American literature as a cultural phenomenon and literary tradition, presenting a range of twentieth-century fictions by immigrants or their descendants from India, Pakistan, China, Korea, Vietnam, Japan, and the Philippines.
ENMC 356 - (3) (IR)  
**The African Novel**  
Studies the development of the anglophone African novel as a genre, as well as the representation of the post-colonial dilemma of African nations and the revision of gender and ethnic roles.

ENMC 380 - (3) (IR)  
**Concepts of the Modern**  
Studies the modern sensibility through examination of the themes and techniques of aestheticism, psychology, existentialism, and twentieth and twenty-first centuries.

ENMC 381 - (3) (IR)  
**Modern Irish Literature**  
Surveys Irish writing from the late nineteenth century to the present. Focuses on the relationships of Irish literature to Ireland's national identity and political processes.

ENMC 481, 482 - (3) (IR)  
**Advanced Studies in Twentieth Century Literature I, II**  
Limited enrollment. Topics vary from year to year.

ENMC 483, 484 - (3) (Y)  
**Seminar in Modern Studies**  
Prerequisite: Instructor permission. Limited enrollment.  
An interdisciplinary seminar focusing on the interrelationships between literature and history, the social sciences, philosophy, religion, and the fine arts in the Modern period.

**Genre Studies**

ENGN 331 - (3) (IR)  
**The Lyric**  
Studies the major lyrical forms and traditions in Western literature, with particularly close reading of poems written in English.

ENGN 340 - (3) (IR)  
**Drama From the Restoration to the Twentieth Century**  
Surveys English drama (with some attention to one or two European dramatists) from the Restoration to the twentieth century.

ENGN 341 - (3) (IR)  
**Tragedy**  
Studies the development of tragic forms.

ENGN 350 - (3) (IR)  
**Studies in Short Fiction**  
Analyzes form, technique, and ideas in selected short fiction from various periods in the British, American, and Continental traditions.

ENGN 351, 352 - (3) (IR)  
**Forms of the Novel I, II**  
Studies the relation of form, narrative technique, and idea in selected novels from various periods of English, American, and Continental fiction (in translation). First semester to about 1900, second semester to the present.

ENGN 380 - (3) (IR)  
**Romance**  
Investigates the narrative form and cultural uses of Romance.

ENGN 382 - (3) (IR)  
**The Art and Theory of Comedy**  
Studies in comic theory and practice from the classical period to the present.

ENGN 384 - (3) (IR)  
**Satire**  
Reading and discussion of major satirical works from classical times to the present.

ENGN 481, 482 - (3) (IR)  
**Advanced Studies in Literary Genres I, II**  
Limited enrollment. Topics vary from year to year.

**Studies in Criticism**

ENCR 300 - (3) (IR)  
**Contemporary Literary Theory**  
Introduces some of the most influential schools of contemporary literary theory and criticism.

ENCR 361 - (3) (IR)  
**Interpretation**  
Analyzes the theory and practice of interpretation of literary texts.

ENCR 362 - (3) (IR)  
**Introduction to Criticism and Cultural Studies**  
Introduces the various and contested theories and practices of what has come to be called “cultural studies.” Examines various theoretical traditions and histories of mass culture and advertising.

ENCR 363 - (3) (IR)  
**Psychoanalytic Criticism**  
Studies Freudian and post-Freudian psychology and its literary applications.

ENCR 371, 372 - (3) (IR)  
**Intellectual Prose**  
Studies non-fictional discursive prose. Readings drawn from such fields as criticism, aesthetic theory, philosophy, social and political thought, history, economics, and science; from the Renaissance to the present day.

ENCR 381/SWAG 381 - (3) (IR)  
**Feminist Theories and Methods**  
Introduces current feminist scholarship in a variety of areas—literature, history, film, anthropology, and psychoanalysis, among others—pairing feminist texts with more traditional ones. Features guest speakers and culminates in an interdisciplinary project.

ENCR 481 - (3) (IR)  
**Advanced Studies in Literary Criticism**  
Limited enrollment.

ENCR 532 - (3) (IR)  
**Poetic Form**  
Provides necessary background study for other courses in English and American poetry for all periods. Useful for students composing poetry in creative writing classes. Enriches the study of poetry in other languages.

ENCR 562 - (3) (IR)  
**History of Critical Theory**  
Studies representative theories about the nature and function of literature from Plato to the present.

ENCR 565 - (3) (IR)  
**Books as Physical Objects**  
Surveys bookmaking over the past five centuries. Emphasizes analysis and description of physical features and consideration of how a text is affected by the physical conditions of its production.

ENCR 580 - (3) (IR)  
**Queer Theories and Queer Practices**  
Introduces “queer theory” through an examination of key theoretical texts (Foucault, Sedgwick, Butler, and others) which vary from semester to semester.

**Special Topics in Literature**

ENSP 480 - (4) (IR)  
**The Bible**  
Analyzes readings in the English Bible. Designed to familiarize or re-familiarize the literary student with the shape, argument, rhetoric, and purposes of the canon; with the persons, events, and perspectives of the major narratives; and with the conventions, techniques, resources, and peculiarities of the texts.

ENSP 481, 482 - (3) (IR)  
**Advanced Studies in Special Topics in Literature I, II**  
Limited enrollment. Topics vary from year to year.

ENSP 581 - (3) (IR)  
**Film Aesthetics**  
Studies film as a work of art produced by cinematic skills and valued for what it is in itself. Emphasizes major theoretical works and analyzing individual films. Studies films with reference to the techniques and methods that produce the “aesthetic effect” style, and the problems of authorship arising out of considerations of style and aesthetic unity.

ENSP 583 - (3) (Y)  
**Literature and the Film**  
Studies the relationship between the two media, emphasizing the literary origins and backgrounds of film, verbal and visual languages, and the problems of adaptation from novels and short stories to film. Seven to nine novels (or plays) are read and analyzed with regard to film adaptations of these works. Film screenings two to two and one half hours per week outside of class.

ENSP 591/592 - (3) (S)  
**The Bible**  
This course, organized around the literary journal *Meridian* (which is sponsored by the English department’s MFA program) is designed to involve students in every aspect of literary journal production, from selecting and editing manuscripts to layout/design; from grant writing and promotion to final distribution. Along with editing and relevant research, students write book reviews, conduct interviews, and produce articles to be published in connection with the release of each issue of the journal.
Language Study
ENLS 303 - (3) (IR)
History of the English Language
Studies the development of English word forms and vocabulary from Anglo-Saxon to present-day English.
ENLS 359 - (3) (IR)
American English
A historical examination of the peculiar development of the English language, both spoken and written, in the Americas, primarily in the United States, from the time of the first European settlements to the present.

Miscellaneous English
ENGL 381, 382, 383 - (3) (Y)
History of Literatures in English I, II, III
A three-semester, chronological survey of literatures in English from their beginnings to the present day. Studies the formal and thematic features of different genres in relation to the chief literary, social, and cultural influences upon them. ENGL 381 covers the period up to 1660; ENGL 382, the period 1660-1880; and ENGL 383, the period 1880 to the present. Required of all majors.
ENGL 491, 492 - (3) (Y)
Distinguished Majors Program
Directed research leading to completion of an extended essay to be submitted to the Honors Committee. Both courses are required of honors candidates. Graded on a year-long basis.
ENGL 493, 494 - (3) (Y)
Independent Study
Prerequisite: Completion of four 300- or 400-level courses.

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Overview
The interdisciplinary field of environmental sciences is concerned with the interaction of physical and biological processes that shape our natural environment. The Department of Environmental Sciences offers instruction and conducts research in the areas of atmospheric science, hydrology, geoscience, ecology, environmental chemistry, and land and resource analysis. It offers students the opportunity to understand how these processes interact in time and space, and how a change in one may affect others. The research efforts of faculty and students deal largely with understanding the fundamental science of physical and ecological processes, and to a lesser extent with applications of this understanding to environmental problems, management, or policy making. Majors can specialize in one area or diversify across all areas depending on career goals.

The environmental sciences major provides strong preparation for several postgraduate paths. The program's in-depth training in the theory and methods of atmospheric science, hydrology, geoscience, and ecology prepares students for graduate school in either environmental sciences or one of the disciplines it involves. Moreover, with its focus on reasoning and analytical skills that involve natural processes, the program provides a strong foundation for professional schools. It also furnishes students with the liberal arts science training necessary for post-graduate employment in natural resource fields. Many environmental sciences majors concentrate their programs in one or two fields with graduate or professional schools in mind. Others use the breadth and interdisciplinary nature of the curriculum to prepare for careers in science writing, scientific methods, mathematical modeling and computing, teaching, or environmental management.

In 1998, the Department of Environmental Sciences initiated the Environmental Literacy Program at the University of Virginia. The purpose of this program is to bring together studies of the physical, biological, and social environment to provide students and faculty the opportunity to expand their understanding of the environmental issues facing society today and in the future. The program's mission is to identify, facilitate, and develop activities within the University and the community at large that enhance the understanding of the environment. This mission is accomplished by supporting a variety of activities, both in and out of the classroom, including seminars, field trips, and community and educational outreach.

As part of the Environmental Literacy Program, the department's 100- and 200-level courses provide introductions to the geologic, ecologic, atmospheric, and hydrologic processes that are frequently managed, planned, financed, litigated over, and involved in health considerations. For science majors, as well as non-science and pre-professional students, these courses provide solid training in the interactions of biological and physical processes, and the procedures of interdisciplinary research and discovery.

Faculty
There are more than thirty faculty members in the department. Many of these faculty are world-renowned for their research in such areas as forest ecology, atmospheric chemistry, transport of bacteria and other contaminants in groundwater, isotope geochemistry, and coastal processes. All of the faculty are committed to teaching and working with students.

Recognizing that environmental processes and concerns are among the most important issues of our time, the University has enabled the department to link its research with scientists and others worldwide who deal with global environmental change.

Students
There are currently more than 150 students majoring in environmental sciences. After completing the core curriculum, students may specialize in one area or select work from two or more of the four areas of studies. Majors who aim for continued education in graduate and professional schools or specific job paths generally concentrate in one or two areas. Those interested in such careers as science writing, computing, or teaching choose advanced courses from a broader range. Majors are employed in consulting, government agencies, forestry and agricultural firms, lobbying, weather forecasting, and many other exciting and enjoyable careers. Introductory courses are usually conducted in a lecture format; some are large, but faculty members are easily accessible. Advanced courses are quite small, and all are taught by faculty. The department encourages all majors to explore opportunities to work with faculty and graduate students in research projects that provide practice in using the tools and concepts of various disciplines and help to develop career goals and opportunities.

Special Resources
Departmental facilities include field vehicles, boats, electronics shops, greenhouses, environmental chambers, extensive computing facilities, a Geographic Information Systems laboratory, aerial photographic interpretation equipment, the Office of the State Climatologist, Internet access to the McIDAS-X and GEMPAK weather information services, and four environmental research sites, including Virginia's Eastern Shore; two Piedmont sites; the Blandy Farm Experimental Research Station at Front Royal, Virginia; the Pace site near Charlottesville; and the Mountain Lake Biological Research Station in Giles County, Virginia. Majors are encouraged to take advantage of all of these facilities.

Requirements for Major
The Department of Environmental Sciences offers both Bachelor of Arts (B.A.) and Bachelor of Sciences (B.S.) degrees. The B.A. degree is designed for students interested in environmental sciences as a career, including those intending graduate education in environmental sciences or one of its subdivisions. Additionally, this degree can provide a strong base for entry into other areas such as medicine, law, business, or education. The B.S. degree is a more intensive experience designed for students wishing to enter professional-level careers in environmental sciences that are primarily available in the private sector. Distinguished Major's options are available in both degree programs.

For all degree programs, students who score a 4 or a 5 on the Environmental Science Advanced Placement exam will receive 3 credits for EVSC 101. Students who score a 6 or 7 on the higher-level International Baccalaureate Program Environmental Sciences test will receive 3 credits for EVSC 120. Any three hours of non-core, lower division courses, or advanced placement credit on either the Environmental Science or Environmental Systems exam, may be counted toward the major or
minor if taken prior to declaration of the major. (Note that only 3 hours of non-core courses below the 300 level may count toward the major so EVSC 101 and EVSC 120 may not both be used.)

**The Bachelor of Arts degree in Environmental Sciences**

Students must complete 30 graded credits of departmental course work with a 2.0 cumulative grade point average. EVSC 280, 320, 340, and 350 with their laboratories are the required core courses. The interdisciplinary nature of the environmental science’s advanced standing of the program’s great strengths and unique features. To take maximum advantage of these courses, students should complete the four core courses by the beginning of their fourth year. Three credits of non-core 100- or 200-level course work, taken prior to declaring the major, may be counted toward the major. At least 11 credits of non-core courses at the 300 level or higher must be taken.

The department requires one semester of calculus and two semesters of college-level chemistry, biology, or physics with laboratories. Students should begin to fulfill this requirement in their first year by taking MATH 131 and any two of the following: CHEM 141, CHEM 142, BIOL 201, BIOL 202, PHYS 231, or PHYS 232 with their labs. (Note that the laboratories for PHYS 201, 202 are used to fulfill this requirement.) Although not required for the degree, to do serious research and compete effectively in graduate school and employment, additional math and science is generally needed. Work in any environmental sciences area necessitates developing an understanding of related fields. Thus, to encourage each student’s success in research and the competition for top graduate schools and jobs, the department requires students to undertake related work selected on the following basis: Ecology depends on a basic knowledge of chemistry (CHEM 141, 142) and biology (BIOL 201, 202). Geoscience, hydrology, and atmospheric science depend on chemistry and physics (PHYS 231, 232). All of these areas depend on calculus (MATH 131, 132 recommended) and the techniques of statistics (STAT 212 or ECON 371) and computer programming (CS 102 or 120). If the appropriate related work has been accomplished, students can begin the department’s core courses in the first or second year. With college-level chemistry and calculus, most students are prepared for EVSC 280 (Physical Geology) and EVSC 320 (Fundamentals of Ecology). Students are advised to obtain computer skills and an understanding of statistics as early as possible, and to take additional related science as their interests develop.

**The Bachelor of Science degree in Environmental Sciences**

The B.S. degree in Environmental Sciences is similar to the B.A., except that the course requirements are much more extensive. Students must fulfill all of the College Area Requirements in addition to the requirements for the major. Because of the more enhanced and more restrictive structure of the B.S. degree, careful planning of course selection and scheduling is essential early. Interested students should contact the department as soon as possible to get help with establishing a program quickly with appropriate adjustments for AP or transfer credits. AP credits in related science or math are especially helpful, as is a strong performance on the foreign language placement exam to remove some of the obligation for these proficiency requirements to be completed upon arrival at the university.

**Related Math & Science**

One semester each of each of the three basic sciences with their associated labs, viz., Biology 201&203, Chemistry 141&141L, and Physics 151&210L, along with one year of Calculus (Math 131&132). Additionally, 2 more semesters of related sciences or math are required (e.g. BIOL 202 and 204, CHEM 142&142L, PHYS 152&202L, MATH 231, or equivalent courses).

**Majors Requirements**

Each of the core courses EVSC 280, 320, 340 and 350 and their associated laboratories EVSC 280L, 320L, 340L and 350L for a total of 16 core credits. An additional 24 hours of graded EVSC courses are required. Three of these credit hours may be taken below the 300-level (i.e. 100 or 200 level), if they are completed prior to the third year. The remainder must be taken at or above the 300-level, and at least one must be a laboratory course.

**Specialization in Environmental and Biological Conservation**

The Department of Environmental Sciences, in conjunction with the Department of Biology, offers an opportunity for students to obtain the Bachelor of Arts or Science in Environmental Sciences with a Specialization in Environmental and Biological Conservation. Candidates for the Specialization must fulfill all the requirements for the Environmental Sciences major.

The requirements for the Specialization are as follows: 1) Related math and science courses required are calculus (MATH 121 or 131), organismal biology (BIOL 202 or BIOL 301) with lab (BIOL 204), and either chemistry with lab (CHEM 141&141L) or physics with lab (PHYS 151/211L); 2) The four core environmental sciences courses (EVSC 280, 320, 340, 350) with their labs; 3) Two introductory courses in environmental conservation (EVSC 222, BIOL 345), population ecology (EVSC 413) and a 2-credit seminar in environmental conservations (EVSC 493/494); 3) An additional twelve upper-level credits in Environmental Sciences or Biology. The Conservation Specialization requires at least one course in each of the following areas: Biological Diversity - a course focused on a particular group of organisms (e.g. plants, birds, mammals); Environmental Diversity - a course focused on a particular habitat (e.g. wetlands, oceans, forests, grasslands, tundra); Techniques in Conservation - a course focused on policy, related chemical or physical sciences, statistics, modeling, geo-spatial analysis or field methods; Field Experience - this can be fulfilled with an independent study, a field course at a University of Virginia biological or ecological field station (Mount Lakes Biological Station, Blandy Experimental Farm), involvement with the Africa research program in the Environmental Sciences department, or an internship with a conservation agency. The Conservation Specialization can be completed as part of the B.S. degree in Environmental Sciences provided that all of the B.S. requirements are met.

Students who are interested in this specialization should consult with an advisor who is a faculty of the Environmental Conservation Program, preferably when declaring their major.

**Requirements for Minor**

A minor consists of at least 16 credits of environmental sciences course work in a program of study proposed by the student and approved by the department faculty. The program must include at least two core courses (EVSC 280, 320, 340, 350) with laboratories, and one non-core course at the 300 level or higher, with no more than six credits of non-core courses below the 300 level. To take advantage of advanced interdisciplinary courses, the core courses should be completed early.

**The Environmental Sciences Organization**, recognized by Student Council, presents an undergraduate professionalization seminar, field trips, career and job search activities, curriculum review and planning, and many social events. All University students are welcome to join.

**Distinction and Prizes**

The department participates in the College’s Distinguished Majors Program designed for highly qualified students. This program must be started early. Information can be obtained from an advisor.

Each year, the department gives the following awards to members of the graduating class who have distinguished themselves academically during their four years of study at the University:

1. the Wallace-Poole Award to the most outstanding major;
2. the Wilbur A. Nelson Award, the Mahlon G. Kelly Award, and the Michael Garstang Award to students who are outstanding in the areas of environmental geology, ecology, and atmospheric sciences;
3. an award to the outstanding student in the area of hydrology; and
4. the Trout Unlimited Award for excellence in aquatic ecology.

Each year, the department offers the following awards to majors in the program:
1. the Bloomer and Mitchell Awards for geoscience-oriented students; and
2. the Chamberlain Award for departmental majors.

The Blandy Experimental Farm and the Orland E. White Arboretum of the University of Virginia are located in Boyce, Virginia at the northern end of the Shenandoah Valley. At this facility, faculty and students conduct research on the ecology of plants, mammals, and insects. Field classes from the Departments of Environmental Sciences and Biology conduct laboratory exercises at the facility, and each year an extensive summer program of course work is presented. The farm contains a wide array of habitats including forest, successional fields, pasture, cropland, ponds, and marshes. The Orland E. White Arboretum, the State Arboretum of Virginia, contains a beautifully landscaped collection of 1,000 species and varieties of trees and shrubs. The facilities also include greenhouses, laboratories, computer facilities, and housing, laundry and dining facilities. Students may participate in supervised research or independent study at Blandy Farm primarily during the summer.

Research Opportunities Research projects throughout the department provide a number of employment and experience opportunities for undergraduates. Students in their third and fourth years are encouraged to gain research experience by participating in faculty research or initiating their own research projects with faculty supervision. These projects can be conducted for credit by arranging with a faculty member to supervise an independent study (EVSC 493, 494) or research project (EVSC 495, 496).

Additional Information For more information, contact Aaron Mills, Faculty Advisor, Department of Environmental Sciences, Clark Hall, Charlottesville, VA 22904; (434) 924-7761; www.evsc.virginia.edu.

Course Descriptions

Environmental Sciences

EVSC 101 - (3) (Y)
Introduction to Environmental Sciences
Introduces the principles and basic facts of the natural environment. Topics include earth materials, land forms, weather and climate, vegetation and soils, and the processes of environmental change and their implications to economic and human systems.

EVSC 102 - (3) (Y)
Practical Concepts in Environmental Sciences
Prerequisite/corequisite: EVSC 101. Practical concepts and problem solving in environmental sciences through demonstrations, hands-on activities, structured discussions, and problem sets beyond those of traditional lecture and discussion components offered in EVSC 101. Emphasizes experience and critical thinking in the four core areas: geology, hydrology, atmospheric sciences, and ecology.

EVSC 120 - (3) (Y)
Elements of Ecology
Introduces the science of ecology and its application to current environmental issues. A number of topics relating to population growth and regulation, biodiversity, sustainability, and global change are used as a framework to investigate basic ecological principles. Emphasizes the application of basic science to the understanding and mitigation of current environmental problems.

EVSC 140 - (3) (Y)
Water on Earth
Studies the natural history of the Earth's hydrosphere, including its origin, evolution, and importance in Earth processes. Introduces the hydrological cycle and the role of water in a variety of Earth processes. Discusses human influences on the hydrosphere and current topics in hydrological science and water resources, such as contamination and resource allocation, emphasizing the scientific basis for past, present, and future decisions.

EVSC 148 - (3) (Y)
Resources and the Environment
Explores the impact of people on the environment in the past and present with projections for the future. Addresses the phenomena and effects of food and energy production and industrial processes, including such topics as lead pollution, acid rain, the greenhouse effect, and the disposal of radioactive waste. Demonstrates how the environment works in the absence of humans and discusses how human use of resources perturbs the environment.

EVSC 181 - (3) (Y)
Climate Change: Past and Future
Explores past changes of the Earth’s climate system (atmosphere, oceans, vegetation, land surface and ice sheets) caused by changes in atmospheric CO₂, the strength of the sun, the Earth’s orbit around the sun, volcanic eruptions, and plate tectonics. Future climate change is projected based on past changes.

EVSC 201 - (3) (S)
Materials That Shape Civilizations
Reviews the structure, properties, methods of production, uses, and world supply of the materials on which present and past civilizations have been based; including materials used in heavy industry, construction, communications, medicine, as well as textiles and naturally occurring organic materials. Emphasizes the effects of environment on materials and energy relationships. Cross-listed as MSE 201.

EVSC 210 - (3) (Y)
Beaches, Coasts and Rivers
Studies the geologic framework and biophysical processes of the coastal zone, and the role of the major river systems in modifying the coastal environment. Emphasizes human modifications, including case studies along the Atlantic, Gulf, and Pacific coasts.

EVSC 215 - (3) (Y)
Introduction to Oceanography
Analyzes the principles that govern the world's oceans and their integration into an understanding of the major marine environments. Topics include marine pollution, global climate, and marine policy.

EVSC 222 - (3) (Y)
Conservation Ecology—Biodiversity and Beyond
Studies ecological science relevant to sustaining populations, species, ecosystems, and the global biosphere. Includes discussion of genetic inbreeding, critical population size, community structure and organization, maintenance of critical ecosystem function, and global biogeochemistry. Case studies from around the world demonstrate links between human-driven environmental change and the health of the biosphere, at all levels, from the organism to the planet.

EVSC 230/ETP 230 - (3) (Y)
Politics, Science, and Values: An Introduction to Environmental Policy
Introduces a wide variety of domestic and international environmental policy issues. Explores how political processes, scientific evidence, ideas, and values affect environmental policymaking. This class satisfies the social sciences area requirement and not the natural sciences/mathematics area requirement, since EVSC 230 is devoted to the subject of environmental policy.

EVSC 250 - (3) (Y)
Man's Atmospheric Environment
Long-term global climatic controls and short-term severe weather events such as hurricanes and tornadoes are treated in terms of the physical laws governing the motions of the atmosphere and the energy driving the system. Discusses climatic and atmospheric events that severely impact human behavior. Explores responses by early and modern humans to perturbations in the weather and climate. Examines utilization of renewable energy residing in the sun, wind, and water; and inadvertent and inadvertent weather modification.

EVSC 280 - (3) (S)
Physical Geology
Recommended: At least one semester of college chemistry with lab such as CHEM 141, 142. Studies the composition, structure, and internal processes of earth; the classification, origin, and distribution of earth materials; earth’s interior; and the interpretation of geological data for the solution of problems of the natural environment.

EVSC 280L - (1) (S)
Physical Geology Laboratory
Corequisite: EVSC 280. Field and laboratory experimentation into the nature of earth materials and processes, especially as applied to use and human problems.
computing skills is essential. Word processing, file managers, and other software packages. Example applications are from physical and social sciences, often with a focus on the Charlottesville-Albemarle area. For students interested in immediate applications of GIS in their work.

**EVSC 320 - (3) (S) Fundamentals of Ecology**
*Prerequisite:* One semester of calculus; recommended: at least one semester of college-level chemistry and biology with labs such as CHEM 141, 142, and BIOL 202. Studies energy flow, nutrient cycling and allocation in natural ecosystems, organization of species at the population and community levels, and interaction between people and the biosphere.

**EVSC 320L - (1) (S) Fundamentals of Ecology Laboratory**
*Corequisite:* EVSC 320. Field and laboratory experimentation illustrative of ecological systems, and their checks, balances, and cycles.

**EVSC 340 - (3) (Y) Physical Hydrology**
*Prerequisite:* One semester of calculus. Studies the physical principles governing the flow of water on and beneath the earth’s surface, including fundamental concepts of fluid dynamics applied to the description of open channel hydraulics, ground water hydraulics, and dynamics of soil moisture. Introduces elements of surface water and ground water hydrology and explores humanity’s influence on its hydrological environment.

**EVSC 340L - (1) (Y) Physical Hydrology Laboratory**
*Corequisite:* EVSC 340. Field and laboratory experimentation illustrative of the hydrological cycle, including energy and mass transfer in surface and ground water.

**EVSC 350 - (3) (Y) Atmosphere and Weather**
*Prerequisite:* One semester of calculus; recommended: at least one semester of college physics with lab such as PHYS 231, 232. Introduces the physical laws governing atmospheric behavior and examines atmospheric variables and their role in the fluid environment of the earth.

**EVSC 350L - (1) (Y) Atmosphere and Weather Laboratory**
*Corequisite:* EVSC 350. Studies the principles of measurements, instrumentation for measuring atmospheric parameters, and methods of observing and calculating atmospheric variables.

**EVSC 362 - (3) (S) GIS Methods**
*Prerequisite:* The equivalent of the College natural science/mathematics and social science area requirements. Experience with word processing, file managers, and other computing skills is essential. Explores the theory of Geographic Information Systems (GIS) and their applications in a range of disciplines using various GIS software packages. Example applications are from physical and social sciences, often with a focus on the Charlottesville-Albemarle area. For students interested in immediate applications of GIS in their work.

**EVSC 384 - (4) (Y) Earth Surface Processes and Landforms**
*Prerequisite:* EVSC 280 or instructor permission. Examines erosional processes and their role in creating landforms. Explores the influence of processes and landforms on land use and the human environment, including hazards from floods and landslides.

**EVSC 385 - (3) (Y) Geodynamics**
*Prerequisite:* EVSC 280, calculus, and physics. Studies the basic principles of continuum mechanics and their application to problems in the geological sciences, including the behavior of the Earth’s lithosphere, rock mechanics, and flow of water.

**EVSC 386 - (3) (IR) Introduction to Geochemistry**
*Prerequisite:* CHEM 141, 142 and EVSC 280. Studies the principles that govern the distribution and abundance of the elements in the Earth’s lithosphere, hydrosphere, biosphere, and atmosphere.

**EVSC 413 - (3) (Y) Population Ecology and Conservation**
*Prerequisite:* EVSC 320 and one course in calculus. Studies ecological, evolutionary, and behavioral processes that occur within and between populations in natural communities. Emphasizes the mathematics of population dynamics and species interactions and uses models to demonstrate the diversity of life histories in plants and animals. Discusses the application of population ecology to current issues in conversation biology.

**EVSC 415 - (3) (IR) Topics in Oceanography**
*Prerequisite:* One year college-level science. Introduces oceanography together with a survey of marine resources and the scientific bases for their management.

**EVSC 420 - (3) (Y) The Ecology of Coastal Wetlands**
*Prerequisite:* EVSC 320 or equivalent. Investigates the ecology of coastal interface ecosystems, including sea grass, mangrove, and salt marsh emphasizing biogeochemistry, succession, and dynamic processes related to the development and maintenance of these systems. Explores the differences between tropical and temperate coastal systems.

**EVSC 423 - (3) (O) Marine Environments and Organisms**
*Prerequisite:* EVSC 320 or equivalent. Surveys the major habitats of marine and estuarine areas and the organisms which have adapted to life these environments. Emphasizes the organisms and communities which have evolved in response to stress and competition in the sea, and the systematics and natural history of marine organisms.

**EVSC 425 - (3) (Y) Ecosystem Ecology**
*Prerequisite:* EVSC 320 and one semester of chemistry or instructor permission. Study of the flows of energy and the cycling of elements in ecosystems and how these concepts connect the various components of the Earth system.

**EVSC 427 - (4) (Y) Soil Science**
*Prerequisite:* EVSC 280 and 320; one year college chemistry or instructor permission. Introduces the study of soils as a natural system. Topics include the fundamentals of soil chemistry, hydrology, and biology with respect to genesis, classification and utilization.

**EVSC 428 - (4) (Y) Environmental Microbiology**
*Prerequisite:* BIOL 201, CHEM 141, 142, EVSC 320. Analyzes the impact of microbial physiologic reactions on environmental quality: microbes as transformers of chemical pollutants; microbes as transformers of nutrient elements; microbes as agents of energy transfer in ecosystems; and microbes as contaminants. Emphasizes the quantitation of microbial activities.

**EVSC 430 - (3) (O) Management of Forest Ecosystems**
*Prerequisite:* EVSC 320, 340 or 350 recommended. Studies processes in forest ecosystems which effect management decisions. Emphasizes the interactions between the physiological processes of plants and system-level functions such as the cycling of nutrients and the flow of energy and water. Examples of current and projected uses of forest systems are discussed throughout, including harvesting for fire and energy, and the preservation of forests as water purification and air pollution control systems.

**EVSC 431 - (3) (Y) Methods in Aquatic Ecology**
*Prerequisite:* EVSC 320 or equivalent. Trains students in field and laboratory techniques used in aquatic ecological research. Two weekend field trips to the Eastern Shore of Virginia serve as the foundation. Laboratory exercises include the data and samples gathered in the barrier island lagoons and in the Chesapeake Bay. Analyzes water quality and patterns of primary and secondary production in aquatic ecosystems.

**EVSC 432 - (3) (Y) Aquatic Plant Ecology**
*Prerequisite:* EVSC 320 or equivalent. Studies the physiology and ecology of aquatic plants from tropical, temperate, and polar waters. Emphasizes comparisons among major plant groups (phytoplankton, macroalgae, vascular) of fundamental physiological processes, including photosynthesis, nutrient uptake, resource allocation, and growth. Discusses interactions between plant physiology and an ecosystem function and the structure of plant communities for both marine and freshwater environments. Examples of human impacts on aquatic environments, including eutrophication and global climate change, are considered in the context of plant physiology and ecology.
EVSC 444 - (4) (Y)
Applied Hydrology
Prerequisite: EVSC 340.
Introduces hydrology as applied to environmental problems including water resources, systems analysis, and the effects of urbanization and land use on the hydrological cycle. Three hours lecture, two hours laboratory.

EVSC 446 - (3) (Y)
Hydrological Field Methods and Data Analysis
Prerequisite: EVSC 340.
Hydrological instruments are introduced; students employ the instruments to make field measurements and perform a range of data analysis exercises.

EVSC 447 - (3) (Y)
Introduction to Climatological Analysis
Prerequisite: One semester of calculus; recommended: EVSC 350.
Discusses the general circulation of the atmosphere, followed by quantitative analysis of climactic fluctuations and their impact upon ecologic and economic systems.

EVSC 455 - (3) (O)
Synoptic Climatology
Prerequisite: EVSC 350 or equivalent, or instructor permission.
Studies the formation, movements, and meteorological and climatological attributes of synoptic-scale weather systems and the impact on the environment. Explores the relationship of these systems to air quality, atmospheric transport, climate change, and evaporation and precipitation regimes.

EVSC 457 - (3) (Y)
Microclimatology
Prerequisite: EVSC 350 or instructor permission.
Analyzes the principles governing atmospheric processes occurring at small temporal and spatial scales near the earth's surface, including energy, mass, and momentum transfer. Includes features of the atmospheric environment affecting plants and feedback mechanisms between plants and their local microclimates, trace gas exchange between the terrestrial biosphere and the atmosphere, energy budgets, evapotranspiration, and motions near the surface.

EVSC 465 - (3) (O)
Environmental Policymaking in the United States
Prerequisite: Completion of Natural Sciences/Mathematics area requirement and third- or fourth-year standing, or instructor permission.
Exploration of the possibilities for, and constraints on, domestic environmental policymaking. Examination of the roles of Congress, the executive branch, and the courts in environmental policymaking. Critical analysis of the analytical principles and values commonly employed in environmental policymaking.

EVSC 466 - (3) (S)
GIS and Arc/Info
Prerequisite: The equivalent of the College natural science/mathematics and social science area requirements. Experience with word processing, file managers, and other computing skills is essential.
Explores the theory of Geographic Information Systems (GIS) and the use of Arc/Info software for research and other applications in a range of disciplines. Example applications are from physical and social sciences, often with a focus on the Charlottesville-Albemarle area. For students interested in research and longer term applications of GIS.

EVSC 468 - (3) (Y)
Advanced GIS
Prerequisite: An introductory GIS course.
Explores advanced Geographic Information Systems concepts through use of Arc/Info, Erdas Imagine, and other GIS software in individual and group projects. Topics include data management, raster modeling, image manipulation, and 3-D visualization.

EVSC 470 - (3) (Y)
Instrumental Methods for Analysis of Environmental Samples
Prerequisite: CHEM 142 or equivalent.
Studies instrumental methods of chemical analysis in an overall context of sampling and evaluating sources of pollution. Analyzes contaminants in air, water, soil, or plant materials.

EVSC 478 - (3) (O)
Groundwater Geology
Prerequisite: EVSC 280, 340.
Study of the mechanics of groundwater flow, with attendant heat and mass transport; regional geological controls on groundwater occurrence and movement; and the role of groundwater in geological processes.

EVSC 480 - (4) (Y)
Mineralogy
Prerequisite: EVSC 280; prerequisite or corequisite: One year of college chemistry.
Study of crystallography, crystal chemistry and optical mineralogy; mineral symmetry as it relates to chemical bonding; interaction of crystals with polarized light; and the identification of minerals by physical, optical, and X-ray diffraction techniques. Field experience and laboratories are included.

EVSC 481 - (4) (O)
Petrology
Prerequisite: EVSC 280.
Study of the origin and classification of igneous, metamorphic, and sedimentary rocks. Emphasizes rock series and tectonic associations of rock types. Study of thin sections and hand samples in the laboratory. Field experience and laboratories are included.

EVSC 482 - (3) (IR)
Stratigraphy and Sedimentation
Prerequisite: EVSC 280.
Explores the fundamentals of geological chronology including principles of sedimentation and sequences in layered rocks, and stratigraphic classification of sedimentary rocks, emphasizing spatial and temporal relationships; study of lithofacies and biofacies for interpretation of geologic history; and systematic examination of geologic periods.

EVSC 483 - (3) (Y)
Earth's Climatic History
Prerequisite: EVSC 280.
Analyzes changes through geologic time of the Earth's climate system (ice sheets, oceans, atmosphere, vegetation) in response to solar variability, sea-floor spreading, mountain building, atmospheric CO2 levels, volcanic eruptions, and earth-sun orbital changes.

EVSC 484 - (3) (E)
Engineering Geology
Prerequisite: EVSC 280 and 340.
Studies engineering properties of earth materials and their behavior in response to surface processes as they affect land use and natural resource utilization. Two lecture hours and three field or laboratory hours.

EVSC 485 - (3) (Y)
Coastal Processes
Prerequisite: EVSC 280.
Reviews wave generation, wave prediction, wave refraction, transformation, shoaling, and associated inshore currents. Topics include the generation of littoral drift and shallow water surge; beach and barrier island geomorphology and problems of erosion. Includes the historical development of research in coastal processes and a quantitative analysis of spatial patterns along sandy coasts.

EVSC 485L - (1) (Y)
Coastal Processes Laboratory
Corequisite: EVSC 485.
Laboratory analysis of sediment, map, and aerial photo data sets. Lab demonstrations with the wave tank and rapid sediment analyzer. Weekly exercises and research projects required.

EVSC 487 - (3) (Y)
Global Biogeochemical Cycles
Prerequisite: One semester of college chemistry and one or two of the EVSC core classes.
Studies the processes that regulate the cycling of carbon, nitrogen, sulfur, and phosphorus within and between oceans, continents, and atmosphere.

EVSC 488 - (3) (O)
Planetary Geology
Prerequisite: Introductory course in geosciences or astronomy.
Studies the origin and evolution of the solar system, emphasizing the geology of the planets and satellites of the inner solar system and the satellites of the gaseous planets. Compares and contrasts the Earth with Venus and Mars.

EVSC 489 - (4) (E)
Structural Geology
Prerequisite: EVSC 280, or instructor permission.
Studies the origin, development, and classification of microscopic and macroscopic structures in folded and faulted rocks; the response of rocks to stress and strain; brittle and ductile deformation; and the tectonic evolution of mountain belts. Includes field experience and laboratories.
EVSC 493, 494 - (1-3) (IR)
Independent Study
Prerequisite: Instructor permission.
Specialized topics in ecology, atmosphere, hydrology, environmental geology, or environmental systems not normally covered in formal classes under the direction of the faculty.

EVSC 495, 496 - (3) (IR)
Supervised Research
Prerequisite: Instructor permission.
Original research usually involving a field or laboratory problem in the environmental sciences under the direction of one or more faculty members. The results may form the basis of an undergraduate thesis which is required to partially fulfill the Distinguished Majors Program in environmental sciences.

EVSC 503 - (4) (Y)
Applied Statistics for Environmental Scientists
Prerequisite: MATH 111 or STAT 112; corequisite: EVSC 503L.
Provides a firm knowledge of experimental design, hypothesis testing, and the use of statistical methods of data analysis.

EVSC 503L - (0) (Y)
Applied Statistics Laboratory
Corequisite: EVSC 503.
Uses computer laboratories in the analysis of quantitative data.

EVSC 511 - (4) (E)
Systems Analysis in Environmental Sciences
Prerequisite: MATH 132 or equivalent, computer programming experience.
Applies a variety of systems analysis techniques to the environmental sciences, particularly ecology. Examines and uses simulation models of ecosystems, biological populations, and hydrological, atmospheric, and geological systems to address scientific questions in the environmental sciences. Student projects apply techniques to specific problems.

EVSC 544 - (3) (O)
Physical Oceanography
Prerequisite: PHYS 231, 232 or equivalent, two semesters calculus, MATH 131, 132 recommended, or instructor permission.
Studies the physical properties, processes, and structure of the oceans; mass and energy budgets; methods of measurements; and the nature and theory of ocean currents, waves, and tides in the open sea, near shore and in estuaries.

Atmospheric Sciences
EVAT 541 - (4) (Y)
Atmospheric Dynamics
Prerequisite: MATH 131, 132 and PHYS 231, 232.
Introduces theoretical meteorology encompassing dry and moist air thermodynamics, the mechanics of atmospheric motion, and the dynamics of atmospheric weather systems.

EVAT 542 - (3) (Y)
Microclimate
Prerequisite: EVSC 350 or instructor permission.
Examines principles of radiation transfer, soil heat flux, atmospheric heat transfer, atmospheric moisture, evapotranspiration, motions near the Earth’s surface, and surface energy balances to provide a basis for describing the microclimate of various surfaces.

EVAT 550 - (3) (O)
Environmental Climatology
Corequisites: EVSC 350 or the text The Science and Wonders of the Atmosphere.
An advanced survey of the theoretical and experimental research areas in climatology and meteorology, emphasizing environmental problems associated with the atmosphere. Fundamental principles used in these studies are introduced and discussed, along with procedures used to present and analyze atmospheric information.

EVAT 554 - (3) (O)
Ocean-Atmosphere Dynamics
Prerequisite: EVSC 350 or equivalent, or one semester of calculus-based physics, or instructor permission.
Examines the physical and chemical properties of the ocean and atmosphere, including the interactions between the two. Focuses on processes such as ocean currents, atmospheric circulation, and climate change.

EVSC 540 - (3) (E)
Ocean-Atmosphere Interactions
Prerequisite: EVSC 350 or equivalent.
Examination of the physical and chemical interactions between the ocean and atmosphere, with an emphasis on the role of the ocean in the climate system.

EVGE 504 - (3) (O)
Geochronology
Prerequisite: CHEM 141, 142, EVSC 280, 480, two semesters calculus, MATH 131, 132 recommended.
Studies the principles of geochronology and the use of radioactive isotopes for determining the age of geological materials.

EVSC 542 - (3) (Y)
Microbial Ecology
Prerequisite: EVSC 350 or instructor permission.
Examines the role of microorganisms in environmental systems, focusing on microbial communities in aquatic and terrestrial ecosystems. Introduces concepts such as microbial diversity, community structure, and the impact of environmental factors on microbial function.

EVSC 543 - (3) (O)
Aqueous Geochemistry
Prerequisite: EVSC 350 or equivalent.
Studies the chemical processes that occur in aqueous systems, focusing on the chemistry of dissolved substances and the interactions between water and minerals.

EVSC 544 - (3) (O)
Physical Oceanography
Prerequisite: PHYS 231, 232 or equivalent, two semesters calculus, MATH 131, 132 recommended, or instructor permission.
Examines the physical properties, processes, and structure of the oceans; mass and energy budgets; methods of measurements; and the nature and theory of ocean currents, waves, and tides in the open sea, near shore and in estuaries.

Atmospheric Sciences
EVAT 541 - (4) (Y)
Atmospheric Dynamics
Prerequisite: MATH 131, 132 and PHYS 231, 232.
Introduces theoretical meteorology encompassing dry and moist air thermodynamics, the mechanics of atmospheric motion, and the dynamics of atmospheric weather systems.
face and their relationship to human activity.

**EVGE 584 - (3) (Y)**

**Sediment Processes and Environments**

*Prerequisite:* One year of calculus and physics, or instructor permission; corequisite: EVGE 584L.

Studies the erosion, transport, and deposition of sediment; initial motion of sediment, bedload and suspended load transport and bedforms; and important sediment-transporting environments. Applies sediment transport theory to problems of geological and environmental interest.

**EVGE 584L - (1) (Y)**

**Sediment Processes Laboratory**

Corequisite: EVGE 584.

Laboratory investigation of sediment transport phenomena and readings of classic and current research.

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**Hydrosphere**

**EVHY 544 - (3) (Y)**

**Catchment Hydrology: Process and Theory**

*Prerequisite:* EVSC 340.

Introduces current theories of the hydrological response of catchments and takes an integrative approach; illuminates the derivation of theory in light of the time and location of the process studies on which they were based.

**EVHY 545 - (4) (Y)**

**Hydrological Transport Processes**

*Prerequisite:* EVSC 280 and 340.

Studies the physical principles governing the transport of dissolved substances and of sediment and particulate matter in the terrestrial portion of the hydrological cycle.

**EVHY 547 - (4) (Y)**

**Environmental Fluid Mechanics**

*Prerequisite:* One year of calculus and physics or instructor permission.

Studies the mechanics of fluids and fluid-related processes occurring at the earth's surface, including laminar, inviscid, and turbulent flows, drag, boundary layers, diffusion and dispersion of mass, flow through porous media, and effects of the Earth's rotation. Emphasizes topics related to the environmental sciences.

**EVHY 578 - (4) (Y)**

**Groundwater Hydrology**

*Prerequisite:* EVSC 280, 340 or equivalents, two semesters calculus, CHEM 141, 142 or equivalents.

Introduces physical and chemical groundwater hydrology including such topics as the mechanics of groundwater flow, emphasizing geological factors influencing groundwater occurrence and movement; the influence of natural geological heterogeneity on groundwater flow patterns; and mass and heat transport in groundwater flow systems. The accompanying laboratory examines methods of hydrogeological data acquisition and analysis.

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**Overview**

**Program in Environmental Thought and Practice**

**Overview** Environmental Thought and Practice is a new major developed by a diverse group of faculty from across the University who are committed to addressing current environmental issues within a broadly interdisciplinary framework. Environmental problems concern natural phenomena whose dimensions are appropriately described by environmental scientists. However, the “problems” themselves result from changes in public perception that are contingent upon cultural constructs and historical events. Attempts to solve these problems necessarily fall within the political sphere, but policy debates draw in principles and discourses from philosophy, economics, and ethics. In short, understanding and solving environmental problems demands the ability to connect ideas from such diverse disciplines as anthropology, literature, history, ethics, politics, ecology, the earth and atmospheric sciences, economics, and land use planning.

The objective of the Environmental Thought and Practice program is to produce students who can:

1. comprehend and think critically about scientific information, economic analysis, and the various ethical constructs that enter into environmental decisions; and,
2. appreciate how political and social context, historical events, and cultural expectations shape the way we perceive and solve environmental problems.

**Faculty** The co-directors of the program are Vivian Thomson, Assistant Professor of Environmental Sciences and Politics, and Thomas Smith, Associate Professor of Environmental Sciences. The Program’s Advisory Committee includes Timothy Beatley, Associate Professor, Urban and Environmental Planning (School of Architecture); Ruth Gaare Bernheim, Executive Director, Institute for Practical Ethics; Jonathan Z. Cannon, Professor of Law and Director, Center for Environmental Studies (School of Law); James Childress, Edwin B. Kyle Professor of Religious Studies and Professor of Medical Education; Stephen Cushman, Professor, English; Fred Damon, Professor, Anthropology; Cassandra Fraser, Associate Professor, Chemistry; Michael Gorman, Professor, Technology, Culture, and Communication (School of Engineering); Edward Russell, Associate Professor, Technology, Culture, and Communication (School of Engineering); Hank Shugart, W. W. Corcoran Professor of Environmental Sciences and Biology and Director, Global Environmental Change Program; and, Mark White, Associate Professor of Commerce (McIntire School of Commerce).

**Students** The major is designed for students with a strong interest in the theory and practice of environmental issues. Each spring a maximum of 15 students will be selected for the program from a pool of applicants. Students will be chosen on the basis of prior academic performance, faculty recommendation, and an essay explaining the student’s interest in the field. The program will provide students with a background for continued study in graduate and professional schools or careers in business, government, NGOs, or advocacy groups.

**Requirements for the Major** The Environmental Thought and Practice interdisciplinary major requires four prerequisites, three core classes, and seven electives. Before enrolling in the major students must meet the College’s natural sciences and social sciences area requirements.

**Prerequisites** All four prerequisite courses listed below are required for Environmental Thought and Practice majors. In order to apply for the major students must be enrolled in, or have already completed, at least two of the four prerequisite classes:

1. (1) ECON 201 Microeconomics
2. (2) Any Environmental Sciences class other than those that meet the core Natural Science area requirements
3. (3) One of the following Statistics classes: STAT 112, SOC 311, ECON 371 (requires MATH 121 or equivalent), MATH 312 (requires MATH 310), or APMA 312 (requires APMA 310 or equivalent)
4. (4) PLAN 103 Introduction to community and environmental planning

**Core courses** The following core courses are required of all majors.

1. (1) EVSC 230/ETP 230 Politics, Science, and Values: Introduction to Environmental Policy
2. (2) Either EVSC 280/280L1 (Physical Geology) or EVSC 320/320L (Fundamentals of Ecology) or EVSC 340/340L (Physical Hydrology) or EVSC 350/350L (Atmosphere and Weather)
3. (3) ETP 401 Environmental decisions (majors only)

1. (1) EVSC 320, 340, and 350 all require one semester of calculus; EVSC 280 recommends one semester of chemistry; EVSC 320 recommends one semester each of chemistry and biology; EVSC 350 recommends one semester of physics with lab.

**Electives** Each student must also choose seven (7) classes distributed across the three areas indicated below, with the restriction that at least two (2) classes must be taken in Area I (Values, Culture, and History) and at least one (1) class must be taken in each of Areas II and III (two classes are required in...
Area I because there are no such classes in the core curriculum). Once these distribution requirements have been met, an internship approved by the ETP program may be substituted for one elective class. Classes taken to fulfill the prerequisite or core requirements may not be counted as electives.

I. Values, Culture, and History

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIUS 271/</td>
<td>American environmental history</td>
</tr>
<tr>
<td>TCC 206</td>
<td>Environmental ethics and sustainability</td>
</tr>
<tr>
<td>PLAN 554</td>
<td>Ecology and society</td>
</tr>
<tr>
<td>ANTH 334</td>
<td>Advanced studies in American literature: Emerson and Thoreau</td>
</tr>
<tr>
<td>ENAM 482C</td>
<td>History of landscape architecture</td>
</tr>
<tr>
<td>INST 352</td>
<td>Sally Brown Seminar in Environmental Literature</td>
</tr>
<tr>
<td>LAR 512</td>
<td>History of American landscape architecture</td>
</tr>
<tr>
<td>LAR 513</td>
<td>History of American landscape architecture (requires LAR 512)</td>
</tr>
<tr>
<td>LAR 514</td>
<td>Intro to theories of modern landscape (requires LAR 512)</td>
</tr>
</tbody>
</table>

If approved by one of the ETP Program Directors, students may count one (1) related 300-, 400-, or 500-level class in History, Anthropology, Philosophy, English, Religious Studies, Landscape Architecture, or Technology, Culture, and Communication against the two-class requirement for this area.

II. Policy, Planning, and Society

Students may fulfill their one-class requirement for this track by taking any one (1) of the following specific classes (there are no prerequisites for these upper-level Planning classes):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ECON 443</td>
<td>Energy and environment (requires ECON 301)</td>
</tr>
<tr>
<td>EVSC 465</td>
<td>Environmental policymaking in the United States</td>
</tr>
<tr>
<td>PLAP 424A</td>
<td>Special topics in American politics: Politics of the environment</td>
</tr>
<tr>
<td>PLAP 471</td>
<td>Resources and the environment</td>
</tr>
<tr>
<td>PLAN 303</td>
<td>Neighborhoods, community, and regions</td>
</tr>
<tr>
<td>PLAN 306</td>
<td>Land, law, and environment</td>
</tr>
<tr>
<td>PLAN 404</td>
<td>Planning in government: decisions and alternatives</td>
</tr>
<tr>
<td>PLAN 551</td>
<td>Sustainable communities</td>
</tr>
<tr>
<td>PLAN 553</td>
<td>Environmental policy and planning</td>
</tr>
</tbody>
</table>

If approved by one of the ETP Program Directors, students may take one (1) related 300-, 400-, or 500-level course in Economics, Politics, Sociology, the Law School, or Urban and Environmental Planning to meet the overall seven-course elective requirement, but not to meet the basic one-class requirement for this area.

(i) The College allows students to count 18 credits of classes in other schools toward the 120-credit graduation requirement.

III. Natural Science

Any 300- or 400-level EVSC course. If approved by one of the ETP Program Directors, students may take one (1) related 300-, 400-, or 500-level class in Biology, Chemistry, or environmental engineering (e.g., MAE 414, CE 205) to meet the overall seven-class elective requirement, but not to meet the basic one-class requirement for this area. (Upper level EVSC classes build on the classes listed above under "Core Classes." Upper-level biology, chemistry, and environmental engineering classes can have several prerequisites.)

Admission Students interested in becoming ETP majors should submit:

1. a completed ETP application form;
2. a letter of recommendation from a faculty member; and,
3. a 300-400 word essay that addresses why you are interested in becoming a ETP major.

The above materials should be sent to either of the co-directors of the ETP program by March 1. Candidates will hear from the committee by the end of March.

The co-directors of the program are available to answer any questions about admission procedure and program requirements. Students may also obtain this information from the ETP website.

Additional Information For more information contact either: Vivian Thomson, Clark Hall, University of Virginia, Charlottesville, VA 22903, (434) 924-3964, vetay@virginia.edu or Thomas Smith, Clark Hall, University of Virginia, Charlottesville, VA 22903, (434) 924-3107, tms9a@virginia.edu

Course Descriptions

ETP 230/EVSC 230 - (3) (Y)
Politics, Science, and Values: An Introduction to Environmental Policy
Introduces a wide variety of domestic and international environmental policy issues. Explores how political processes, scientific evidence, ideas, and values affect environmental policymaking. This class satisfies the social sciences area requirement and not the natural sciences/mathematics area requirement, since ETP/EVSC 230 is devoted to the subject of environmental policy.

ETP 401 - (3) (Y)
Environmental Decisions (MAJORS ONLY)
This team-taught, capstone seminar for the Environmental Thought and Practice major helps students integrate the broad range of ideas and information employed in environmental decision-making. A case study approach is used to examine the scientific, historical, cultural, ethical and legal dimensions of selected environmental issues.

Department of French Language and Literature
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Fax: (434) 924-7157
http://www.virginia.edu/french/

Overview The French language and literature have been taught at the University since its founding by Thomas Jefferson, who based the design of his Academical Village on French structures he visited while he was the United States minister to France. In keeping with its founder’s international outlook and interest in many disciplines, French is taught here today as both a medium of practical communication and as the foundation for a lifetime of learning, travel, and intellectual and cultural exploration. Courses in French today include the study of the literature, history, and cinema of the many other French-speaking nations.

Faculty The department has attracted a group of highly diverse and internationally-known scholars, whose expertise ranges from medieval romance to African cinema, and whose interdisciplinary interests link them to linguistics, the history of medicine, and political and literary theory. Demonstrating excellence in teaching as well as scholarship and public service, several faculty members have received prestigious awards for their excellence in the classroom.

Students More than half of the French majors have two majors, and the faculty urges students to make French part of a broad liberal arts education. The most popular combinations of majors with French are foreign affairs, economics, comparative literature, anthropology, Spanish and premedical studies. A number of French majors combine a French undergraduate degree with a Master’s degree in education (see below). Although for some students French can be a practical link to their future career, for many the study of French is a way to refine their skills of analysis, interpretation, argument, and speaking. Students in French work closely with faculty members, and class size is kept small so that each student can participate in class discussion and thus their French.
Special Resources
La Maison Française The French House, a restored Victorian mansion, is a student residence in which only French is spoken in the common areas. Students may apply during their first year at the University and may live there during their second, third, and fourth years. Applicants to the Maison need not be French majors. The Robertson Media Center in Clemons Library has an extensive video collection of films in French. Alderman Library is home to the Gordon Collection of rare books in French, with strength primarily in the period from the Renaissance to the Enlightenment. The department participates actively in the establishment of programs of study for undergraduate students in France and other French-speaking countries, including study centers in Lyon, France, and Rabat, Morocco.

Requirements for Major Totaling 30 credits (or ten three-credit courses), the major in French requires FREN 331 followed by 332, and any other eight courses selected by the student in consultation with a department advisor. To count toward the major, each course must be completed with a grade of "C" or better. Of these eight courses, at least three must be at the 400 level or above (language, culture, or literature). 400-level literature courses must be preceded by at least one 300-level literature course unless the student is exempted by the instructor or the major advisor. The following courses carry no credit toward the major or minor: FREN 311, 333 and 335 or any FRTR course.

Distinguished Majors Program in French The DMP is available to French majors presenting an overall GPA of at least 3.4 and departmental GPA of 3.5 in courses at the 300-level or above. The DMP consists of FREN 498 and 499, as well as one advanced major course taken for honors. Students typically apply for admission in the spring of their third year.

Combined B.A.-M.T. Program Anyone interested in teaching French at the secondary level may wish to look into the Bachelor of Arts and Master of Teaching Program, offered jointly with the Curry School of Education. This five-year program involves both a complete major in French following a specified curriculum and a course of study leading to professional teaching licensure. It is a complex program and requires careful planning. This program is described in the Undergraduate Record; both the College of Arts and Sciences section and the Curry School of Education section should be consulted. For details beyond those published in the Curry School’s section of the Record (Teacher Degree Programs), please consult the director of undergraduate studies.

Requirements for Minor Totaling 18 credits (or six three-credit courses), the minor in French is fulfilled by completion of FREN 331 and 332 or the equivalent, plus four electives chosen from among those that carry credit toward the major. At least one of the electives must be on the 400 level.

Credit for Study Abroad With approval by the director of undergraduate studies, up to twelve credits toward the major (or six credits toward the minor) may be earned in an approved program abroad.

Placement of first-year students presenting admissions credit in French is normally based on the SAT French Achievement Test or the corresponding placement test administered by the College during summer orientation. Students with an AP language score of 3 have fulfilled the College language requirement and are placed in FREN 331. Students with an AP language score of 4 or 5 receive three credits for FREN 331 and should see an advisor in the French Department about placement. Students with an AP literature score of 4 receive three credit hours for FREN 332 and should see an advisor for placement.

Additional Information For more information, contact the Director of Undergraduate Studies, Department of French Language and Literature, 302 Cabell Hall, Charlottesville, VA 22903; (434) 924-7158; www.virginia.edu/french.

Course Descriptions Note The following courses may not be taken to fulfill the language requirement, nor as part of the requirements for the major in French.

French in Translation
FRTR 220 - (3) (IR) Topics in French and Francophone Culture Introduces the interdisciplinary study of culture in France or other French-speaking countries. Topics vary from year to year, and may include cuisine and national identity; literature and history; and contemporary sociopolitical and cultural change. Taught by one or several professors in the French department.

FRTR 221 - (3) (IR) Topics in Medieval Literature An introduction to the culture of the High Middle Ages in France. Topics vary and may include love literature, family relations, war, science and religion. May be repeated for credit for different topics.

FRTR 223 - (3) (IR) Topics in French Baroque and Classical Culture An introduction to seventeenth century French literature, both fiction and non-fiction, against the background of the period's political, religious, and philosophical controversies and of its plastic arts.

FRTR 244 - (3) (IR) Topics in French Cinema Studies topics relating to concepts of film structure, history, and criticism in French and within the French tradition. Topics offered include Introduction to French Cinema and Written Text/Film Text.

FRTR 329/790 - (3) (IR) Contemporary Caribbean Culture Comparative examination of contemporary culture in the Caribbean region with an emphasis on literature. Considers historical writing (essays), musical forms, and film as manifestations of the process of creolization in the area. Questions of ethnic diversity and nation-building are central to the course.

Courses Taught in French

FREN 101 - (4) (S-SS) Elementary French Prerequisite: Limited or no previous formal instruction in French. Development of basic oral expression, listening and reading comprehension, and writing. Language laboratory work is required. Followed by FREN 102.

FREN 102 - (4) (S-SS) Elementary French Prerequisite: FREN 101 or one or two years of previous formal instruction in French and appropriate SAT score. Designed for students with an elementary knowledge of French. Further develops the skills of speaking, listening, comprehension, reading, and writing. Language laboratory work is required. Followed by FREN 201.

FREN 105 - (4) (S) Accelerated Elementary French Prerequisite: Previous background in French (more than two years of French in secondary school) and an achievement test score below 540 or a placement score below 378, or permission of the department. Reviews basic oral expression, listening, reading comprehension, and writing. Covers the material in the FREN 101-102 text in one semester at an accelerated pace. Language lab required followed by FREN 201.

FREN 201 - (3) (S-SS) Intermediate French Prerequisite: FREN 102 or one to three years of formal instruction in French and appropriate SAT score. Develops the skills of listening, speaking, reading, and writing. Focuses on reading skill development through readings on contemporary Francophone culture and short stories. Followed by FREN 202.

FREN 202 - (3) (S-SS) Intermediate French Prerequisite: FREN 201 or one to three years of formal instruction in French and appropriate SAT score. Designed for continued development of the four skills at an advanced level. Readings emphasize contemporary Francophone culture and include a modern French play.

FREN 211 - (1) (IR) Intermediate French Conversation Corequisite: FREN 201 and 202, or instructor permission. Supplementary course in conversation and
vocabulary to complement FREN 201 and FREN 202.

FREN 231 - (1) (IR)
Intensive Intermediate French Conversation
Corequisite: FREN 232.
Supplementary course in conversation and vocabulary to complement FREN 232.

FREN 232 - (3) (S)
Intensive Intermediate French
Prerequisite: Appropriate placement score or departmental permission (contact the Language Program Director).
This in-depth, intermediate-level course is recommended for students whose placement scores nearly exempt them from FREN 202, and for any students who wish to refine and expand their mastery of French grammar before taking 300-level courses. Students who have completed FREN 202 may take 232 as an elective to fine-tune their language skills.

FREN 311 - (1) (IR)
French Conversation and Vocabulary
Prerequisite: Completion of the foreign language requirement; corequisite: enrollment in a 300-level French course.
Supplementary course in conversation and vocabulary development. May not be used for major or minor credit or to satisfy the language requirement.

FREN 331 - (3) (S)
Intensive Grammar
Prerequisite: FREN 202, 232, or the equivalent, or appropriate SAT score. Required of majors and strongly recommended to others as preparation for all subsequent courses (except FREN 333 and 339).
Confirms and consolidates the knowledge of basic linguistic patterns. Emphasizes writing and progressive build-up of vocabulary.

FREN 332 - (3) (S)
The Writing and Reading of Texts
Prerequisite: FREN 331.
Develops writing skills and strategies in French, including grammar, vocabulary, organization, and style through the careful reading and analysis of a variety of texts. This course is a prerequisite for all higher-level undergraduate FREN courses, except 333 and 339.

FREN 333 - (3) (S)
Oral and Written Expression in French
Prerequisite: FREN 232 or equivalent; instructor permission for those who completed only FREN 202; students who completed FREN 332 are excluded and must take FREN 334.
Improves student’s command of present-day spoken French. Includes conversation on topics of current interest; advanced vocabulary; some individualized writing practice. Limited enrollment. May not be used for major or minor credit

FREN 334 - (3) (S)
Advanced Oral and Written Expression in French
Prerequisite: FREN 331 and either completion of FREN 332 or concurrent enrollment in FREN 332.
Improves command of present-day spoken French. Conversation on topics of current interest; advanced vocabulary; some individualized writing practice. Enrollment limited.

FREN 335 - (3) (IR)
Writing Workshop in French
Prerequisite: FREN 332.
Improves skills in analytic and expository writing in French. Intensive exercises in composition and rewriting, including peer editing. May not be used for major or minor credit.

FREN 339 - (3) (Y)
Phonetics
Prerequisite: FREN 202 or equivalent.
Reviews pronunciation, phonetics, and phonology for undergraduates.

FREN 341 - (3) (Y)
Literature of the Middle Ages and Sixteenth Century
Prerequisite: FREN 332.
Examines important trends in medieval and Renaissance literature through close reading of representative works.

FREN 342 - (3) (Y)
Literature of the Seventeenth and Eighteenth Centuries
Prerequisite: FREN 332.
Studies representative works of the 17th and 18th centuries, emphasizing certain themes common to the two centuries.

FREN 343 - (3) (S)
Literature of the Nineteenth and Twentieth Centuries
Prerequisite: FREN 332.
Explores representative works of the 19th and 20th centuries.

FREN 344 - (3) (Y)
Topics in French Cinema
Prerequisite: FREN 332.
Studies topics relating to concepts of film structure, history, and criticism in French and within the French tradition. Topics offered include Introduction to Cinema and Texte écrit/texte filmique.

FREN 345 - (3) (Y)
Topics in Cultural Studies
Prerequisite: FREN 332.
Interdisciplinary seminar in French and Francophone culture and society. Topics vary annually and may include literature and history, cinema and society, and cultural anthropology.

FREN 346 - (3) (IR)
African Literatures and Cultures
Prerequisite: FREN 332.

FREN 350 - (3) (IR)
History and Civilization of France: Middle Ages to Revolution
Prerequisite: FREN 332.
The social, political, economic, philosophical, and artistic developments in France from the Middle Ages to the French Revolution.

FREN 351 - (3) (Y)
History and Civilization of France: Revolution to 1945
Prerequisite: FREN 332.
The social, political, economic, philosophical, and artistic developments in France from the Revolution until 1945.

FREN 368 - (3) (IR)
Selected Topics in French Linguistics
Prerequisite: FREN 331 and 339.
This course will include topics such as French outside France; regional French varieties; Romance dialectology; French socio-linguistics.

FREN 401 - (3) (Y)
Topics in Medieval Literature
Prerequisite: FREN 332 and at least one FREN course numbered 341 to 343 (or instructor permission).
Topics may vary and include individual identity, love, war, humor, and their expression through literary techniques. Texts are read in modern French translation. May be repeated for credit with different topics.

FREN 402 - (3) (Y)
Topics in Renaissance Literature
Prerequisite: FREN 332 and at least one FREN course numbered 341 to 343 (or instructor permission).
Examines major works of sixteenth-century French literature situated in the larger historical and cultural context of the Continental Renaissance. Topics vary and may include, for example, humanism and reform, women writers, and urban culture. May be repeated for credit with different topics.

FREN 403 - (3) (Y)
Topics in Eighteenth-Century Literature
Prerequisite: FREN 332 and at least one FREN course numbered 341 to 343 (or instructor permission).
Topics in eighteenth-century French literature. Works of authors such as Beaumarchais, de Charriere, du Deffand, Diderot, Marivaux, Montesquieu, Rousseau, de Stael, Voltaire. May be repeated for credit with different topics.

FREN 405 - (3) (IR)
Topics in Nineteenth-Century Literature
Prerequisite: FREN 332 and at least one FREN course numbered 341 to 343 (or instructor permission).
Topics in nineteenth-century French literature. May be repeated for credit with different topics.

FREN 406 - (3) (Y)
Topics in Twentieth-Century Literature
Study of the various aspects of the nineteenth-century French literature. Topics vary. May be repeated for credit with different topics.
FREN 408 - (3) (Y)
Topics in Seventeenth-Century Literature
Topics vary; may be repeated for credit. Recent topics have included classical theatre; poetics of the lyric; moralists; and fiction. May be repeated for credit with different topics.

FREN 409 - (3) (Y)
Topics in Twentieth-Century Literature
Prerequisite: FREN 332 and at least one FREN course numbered 341 to 343. Readings of significant literary works on the twentieth century. The genre, theme, and specific chronological concentration will vary. May be repeated for credit with different topics.

FREN 410 - (3) (IR)
Aspects of the French Short Story
Studies themes and narrative styles according to various trends, including the witty, erotic, satirical, and didactic; suspense stories; and moral and existential debates. Readings from Perrault, La Fontaine, Voltaire, Diderot, Mau-passant, Mérimée, Gide, Sartre, and Camus.

FREN 411 - (3) (Y)
Francophone Literature of Africa
Surveys the literary tradition in French, emphasizing post-World War II poets, novelists, and playwrights. Examines the role of cultural reviews in the development of this literary tradition.

FREN 428 - (3) (IR)
History of the French Language
Prerequisite: FREN 339 or the equivalent or instructor permission. Surveys the main currents of the French language in its development from the earliest to present times. Taught in French.

FREN 430 - (3) (Y)
Grammaire et Style
Prerequisite: B+ average in FREN 331 and 332. Grammar review through the traditional method of grammatical analysis; includes free composition.

FREN 435 - (3) (Y)
Tools and Techniques of Translation
Prerequisite: B+ average in FREN 331, 332, 430. Written and oral translation exercises to and from the target language.

FREN 436 - (3) (Y)
The Culture of Commerce and Industry in France
Introduces literary forms, habits of style and the economics of language.  Experiences major works of French literature, including the poetry of Rabelais, Marguerite de Navarre, and Montaigne, or literary works, including the prose of Rabelais, Marguerite de Navarre, and Montaigne, or the poetry of Rhetoriqueurs, the Lyon group, and the Pléiade.

FREN 437 - (3) (Y)
The Culture of Renaissance Lyon
Prerequisite: FREN 332. A study of the cultural history of the city of Lyon (France) in the sixteenth century.

FREN 438 - (3) (Y)
French Society and Civilization
Discusses political institutions and social problems based upon readings in recent publications and an analysis of current events.

FREN 439 - (3) (IR)
Africa in Cinema

FREN 443 - (3) (IR)
French Literature and Film
Studies the relation between three or four French films and their sources in French literature and culture.

FREN 444 - (3) (IR)
Aspects of French Poetry. Topics vary and may range from general survey to studies of specific periods or authors; may be repeated for credit for different topics.

FREN 445 - (3) (IR)
Advanced Cultural Studies
Prerequisite: At least one literature or culture course beyond FREN 332. Advanced study in French and Francophone literature and culture. Topics vary. May be repeated for credit for different topics.

FREN 451 - (3) (IR)
French Comedy
Prerequisite: FREN 332 and either FREN 341, 342, or 343. Studies dramatic comedy in France from the Middle Ages to the twentieth century, with comparison between comedy and other dramatic forms such as "tragico-comedy" and "theatre of the absurd." Texts by such authors as Corneille, Molière, Regnard, Marivaux, Muset, Feydeau, Jarry, and Beckett.

FREN 452 - (3) (IR)
Topics in French Poetry
Prerequisite: At least one literature or culture course beyond FREN 332. Aspects of French Poetry. Topics vary and may range from general survey to studies of specific periods or authors; may be repeated for credit for different topics.

FREN 483, 484 - (3) (SI)
Advanced Seminars in Literature
Prerequisite: Completion of a 400-level literature course with a grade of B+ or better. Close study of a specific topic in French literature. Topics vary.

FREN 485 - (3) (IR)
Seminar in French Linguistics
Prerequisite: FREN 331, 339 and one 400-level course in French. Topics of specific interest to faculty and advanced undergraduates.

FREN 493, 494 - (3) (SI)
Independent Study-Selected Topics in French Literature and Civilization
Normally, only French majors may enroll in this course and only by written permission from the department chair prior to the end of the first week of classes.

FREN 498 - (3) (SI)
Pre-Thesis Tutorial
Prerequisite: Admission to the Distinguished Majors Program. Preliminary research for thesis.

FREN 499 - (3) (SI)
Thesis
Prerequisite: FREN 498 and good standing in the Distinguished Majors Program. Composition and defense of thesis.

Note: The prerequisite to all 500-level literature courses is two 400-level literature courses with an average grade of B, or the instructor's permission.

FREN 501 - (3) (IR)
Language Development
Prerequisite: FREN 332. May not be taken by students who have completed FREN 430. Grammar, stylistics, composition, and translation (thème et version).

FREN 508 - (3) (SI)
Introduction to Reading Old French
Readings from several varieties of Old French, including the He-de-France, Picard, and Anglo-Norman dialects. Considers the derivation of French from Latin. Taught in English.

FREN 509 - (3) (SI)
Introduction to Old Provençal Language and Literature
Studies important trends in French Renaissance thought and style as seen in major literary works, including the prose of Rabelais, Marguerite de Navarre, and Montaigne, or the poetry of Rhetoriqueurs, the Lyon group, and the Pléiade.

FREN 510, 511 - (3) (Y)
Medieval Literature in Modern French
Introduces literary forms, habits of style and thought, and conditions of composition from the late eleventh century to the late fifteenth. Includes the Chanson de Roland, Chrétien de Troyes, Roman de la Rose, and Villon.

FREN 520, 521 - (3) (Y)
Literature of the Sixteenth Century
Studies important trends in French Renaissance thought and style as seen in major literary works, including the prose of Rabelais, Marguerite de Navarre, and Montaigne, or the poetry of Rhetoriqueurs, the Lyon group, and the Pléiade.

FREN 530, 531 - (3) (Y)
Literature of the Seventeenth Century
Studies art forms and society during the baroque and classical periods of French literary history. Readings in theater, fiction, rhetoric and poetry.

FREN 540, 541 - (3) (Y)
Literature of the Eighteenth Century
Studies religious, moral, and political thinking as reflected in the works of Bayle, Fontenelle, Montesquieu, Voltaire, Rousseau, Diderot, and Helvetius.

FREN 540: studies developing trends in traditional genres (drama, novel, poetry) as
reflected in the works of Le Sage, Marmontel, Beaumarchais, Diderot, Chénier, Voltaire, Prevost, and Rousseau.

FREN 550, 551 - (3) (Y)
Literature of the Nineteenth Century

FREN 560, 561 - (3) (Y)
Literature of the Twentieth Century
Analyzes principal literary movements and representative authors in the novel, drama, and poetry.

FREN 570 - (3) (IR)
African Literature
Studies the principal movements and representative authors writing in French in Northern, Central, and Western Africa, with special reference to the islands of Madagascar and Mauritius. Explores the literary and social histories of these regions.

FREN 571 - (3) (IR)
New World Literature
Introduces the French-language literatures of Canada and the Caribbean in their historical and esthetic context. Includes drama, fiction and poetry. FREN 571 or 570 are normally a prerequisite to advanced work in Francophone literature at the 800 level.

FREN 580 - (3) (Y)
Literature and Society
Studies French cultural manifestations (literature, arts, education, popular culture) from various socio-historical perspectives.

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www.virginia.edu/german

Overview
The study of Germanic languages and literatures is a human or cultural science that attempts to apply the concept of “criticism,” in the broadest sense of the term to language, literature, culture, film, intellectual history, philosophy, and theory of the German-speaking countries. As this wide range indicates, the field is interdisciplinary in nature. German majors are encouraged, therefore, to take courses in such humanistic disciplines as history, philosophy, other foreign languages, criticism, theory, film studies, feminist theory and criticism, comparative literature, and religious studies.

Although the undergraduate program stresses literary and cultural studies, the department is also actively concerned with assisting students whose interests are non-literary: students who are primarily interested in, for example, the structure and history of the language of film.

Faculty
According to national rankings, the department is one of the nation’s most prestigious. This is in part due to the diverse nature of the interests and expertise of the twelve faculty members who comprise the department. From medieval courtly romance to modern literature and literary theory, the department attempts to provide a range of course work that is both challenging and far reaching. Some of the more nationally prominent faculty have published several influential books. Their scholarship explores a wide expanse: 18th- and 19th-century German literature and literary theory, 20th-century German writers and thinkers, Freud, existentialism, German expressionism, the theory and history of drama, postwar German literature, feminist literary theory, narrative theory, lyric poetry, and film studies. Faculty members have also concentrated their work on the lives, philosophies, and literature of several prominent German writers and thinkers: Kafka, Musil, Rilke, Hofmannsthal, and Brecht.

Students
The department has approximately thirty-five majors and twenty minors. Of the thirty-five majors, approximately one-half are double majors. German and English, German and mathematics, German and history, German and foreign affairs, German and French, and German and economics are most popular double majors. Outstanding undergraduates have undertaken graduate study at other leading German departments. Others have chosen law or medical school, or pursued careers in business, economics, and foreign affairs.

Class size typically ranges from ten to sixty students; the larger courses are German in translation courses, popular because of the nationally ranked faculty who teach them. With the exception of introductory and intermediate level language courses, all classes are taught by faculty.

Special Resources
Study Abroad
The department encourages its students to spend a summer, semester, or a full academic year abroad. The University has a program available to undergraduates at the Friedrich-Schiller-Universität Jena and at the Universität Dortmund.

The German House
The department currently maintains a German House in which twelve students can reside with a native speaker. The house is located near the University Grounds and is a meeting place for undergraduates, graduates, and faculty. It also serves as a site for colloquia and discussion groups.

Requirements for Major
Requirements for the Bachelor of Arts degree in German include ten courses or 30 credits in German at the 300 level or above, including GERM 300, 301, 311 or 312, one 400-level German literature course, and one additional German literature course. Enrollment in any 500-level course requires the instructor’s permission. No more than two GETR courses are accepted.

Distinguished Majors Program in German
This program is available to German majors presenting an overall GPA of 3.4 and a letter of recommendation from a department faculty member. The DMP consists of GERM 460 (Senior Seminar), a graduate course (500-level or above), GERM 490 (Thesis) or GERM 491 (Honors Research and Thesis), in addition to the requirements for the German major. Students may elect a full-year program (GERM 491) or semester program (GERM 496) their senior year. In either case, an honors thesis of approximately 25 pages (one semester program) or 40 pages (full-year program) is to be submitted by April 25.

Requirements for Minor
Six courses or 18 credits in German at the 300-level, including GERM 300 and 301. Only one GETR course may be counted toward the minor.

High School Teaching in German
For students interested in pursuing a high school teaching career, there are two options in conjunction with the Curry School of Education: a five-year program, in which the student may earn two degrees, a Bachelor of Arts and a Master of Teaching, and a 15-month program, the post-baccalaureate Master of Teaching. For more information, contact Alicia Belozerko, Curry School of Education, Ruffner Hall or Janette Hudson, German Department, Cocke Hall.

GERM 111 and 112
These two courses are for beginners. All students with any previous background in German who have not taken the SAT II Subject Test or the Advanced Placement test must take the German placement test if they plan to take German at any time in their college career. This test is administered during summer and fall orientation only. The sequence of courses is GERM 101, 102, 201, 202. Once a student has placed in the required course sequence, she or he must complete each successive course with a passing grade. A student may not skip, for example, from GERM 102 to GERM 202. Students may not take more than one course in the sequence at a time. Those who place higher than course 202 in a language and have successfully taken an advanced placement examination in that language are relieved of the foreign language requirement for the degree of Bachelor of Arts.

Additional Information
For more information, contact the Director of Undergraduate Studies, Department of Germanic Languages and Literatures, 108 Cocke Hall, Charlottesville, VA 22904; (434) 924-3530; www.virginia.edu/german.
Course Descriptions
Note: Unless otherwise stated, GERM courses are conducted in German. GETR courses have readings and discussions in English.

German in Translation
GETR 150 - (3) (IR)
Goethe in Translation
Study of the life and works of Johann Wolfgang von Goethe. Poetry, prose, some plays, and a careful reading of his masterpiece, Faust.

GETR 170 - (3) (IR)
First Year Seminar
Seminar on some aspect of German culture.

GETR 200 - (3) (Y)
Germany Today
Introduces students to the variety of topics, issues, and current events central to an initial understanding of modern Germany in its European context.

GETR 220 - (3) (E)
20th Century German Literature in Translation
Survey of Germany's major writers from the turn of the 20th century (Kafka, Heym) to the end of the century (Schlink, Grass). Works by Rilke, Hesse, Brecht, Bill, and others are included. The course is taught in English, using translations. Regular attendance and participation required.

GETR 250 - (3) (IR)
Faust
Taught in English, this course explores the origins of the Faust myth in the Renaissance and addresses many of its literary, musical, and artistic adaptations to the present. Emphasizes Goethe.

GETR 333 - (3) (IR)
Introduction to German Culture
Studies significant tendencies in major segments of German culture from the enlightenment to the present.

GETR 340 - (3) (O)
German Intellectual History From Leibniz to Hegel
Reading and discussion of central theoretical texts in the German tradition 1700-1810, including works by Leibniz, Herder, Lessing, Kant, Schiller, Fichte, and Hegel.

GETR 341 - (3) (IR)
Nietzsche and Modern Literature
Reading and thorough discussion of the major works of Nietzsche, in English translation, from the Birth of Tragedy to Twilight of the Idols. Emphasizes the impact of Nietzsche on 20th-century literature and thought in such diverse authors as Shaw, Rilke, Thomas Mann, and Kafka. A term paper submitted in two stages and a final examination.

GETR 342 - (3) (IR)
German Intellectual History From Nietzsche to the Present
Readings in philosophical and social history of Germany from the late 19th century onward.

GETR 344 - (3) (IR)
Problems of Identity in Modern German Literature
All classes and reading in English. Explores the themes of self-realization and identity crisis in 20th-century German literature. Includes works by Hesse, Kafka, Mann, Brecht, Boell, and Canetti. Informal lectures, discussion, and videos of several works read.

GETR 345 - (3) (IR)
Children's Literature
Studies the nature and aims of children's literature, primarily European and American, from the 17th century onward.

GETR 346 - (3) (IR)
Topics in German Literature (in Translation)
Examines such myths as Faust and Tristan, along with the modernist parody of them.

GETR 347 - (3) (IR)
Literature of the Holocaust
Introduces the most significant texts of Holocaust literature and surveys important philosophical and historical reflections on the meaning of the Holocaust.

GETR 348 - (3) (IR)
German Literature in Translation
Outstanding works of German literature read and discussed in English.

GETR 349 - (3) (IR)
Ibsen
Discusses Ibsen's major plays, in English translation. No knowledge of a Scandinavian language is needed; does not fulfill the language requirement.

GETR 350 - (3) (E)
German Cinema
Analyzes the aesthetics and semiotics of film, with a focus on German expressionism and New German Cinema.

GETR 370 - (3) (IR)
Feminism and Socialism
Studies feminism in socialist ideology and practice. Focuses on the status of women and feminist literature in the former German Democratic Republic and the former Soviet Union.

GETR 375 - (3) (IR)
Comparative Literature from a German Perspective
Reading and discussion of German texts compared to texts from other literatures (all in English translation), with the aim of illuminating a central theoretical, historical, or social issue that transcends national boundaries.

GETR 393 - (3) (Y)
Nazi Germany
Detailed survey of Hitler's life and its political, social, and cultural consequences. Documentary videos are included. Taught in English.

Courses Taught in German

GERM 101, 102 - (4) (S)
Elementary German
Introduces the essentials of German structure and syntax; emphasizes oral and written proficiency in German. Five class sessions. Language laboratory required. Followed by GERM 201, 202.

GERM 101G, 102G - (3) (SS)
Reading Course in German
For Graduate of Arts and Sciences students who want a reading knowledge of German for the degree of Doctor of Philosophy. Open to undergraduates, but does not count toward fulfillment of the language requirement.

GERM 111, 112 - (4) (S)
Intensive Elementary German
Introductory language course emphasizing the skill of reading, not a traditional reading course. Original German texts are used for practice of all skills. Counts toward fulfillment of the language requirement. Followed by GERM 201, 202.

GERM 201, 202 - (3) (S)
Intermediate German
Prerequisite: GERM 101, 102 or equivalent. Readings in German prose and poetry, and review of German structure and syntax. Language laboratory required.

GERM 300 - (3) (S)
Intensive Grammar
Prerequisite: GERM 202 or equivalent. Systematic review of German grammar, syntax, and vocabulary. May be taken concurrently with GERM 202H.

GERM 301 - (3) (S)
Introduction to Literature
Prerequisite: GERM 300 or instructor permission. Analysis of major literary works for a better understanding of literature in general.

GERM 311 - (3) (Y)
Survey of Literature II
Prerequisite: GERM 301. German literature from 1890 to the present.

GERM 312 - (3) (Y)
Survey of Literature I
Prerequisite: GERM 301. German literature from 1750 to 1890.

GERM 322 - (1-3) (Y)
German Drama: Stage Production
Prerequisite: GERM 202 or comparable language proficiency. Interprets and stages a representative play in German with students as actors and producers. May be taken more than once for credit, but only once for major credit.

GERM 323 - (3) (S)
Composition and Conversation
Prerequisite: GERM 300. Practice in writing and speaking German.

GERM 324 - (3) (IR)
Advanced Composition and Conversation
Prerequisite: GERM 323. Further practice in writing and speaking German.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM 325</td>
<td>Commercial German I</td>
<td>Prerequisite: GERM 323.</td>
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<tr>
<td></td>
<td>Commercial German I</td>
<td>Introduces the specialized language of the business world and German business practices.</td>
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<tr>
<td>GERM 326</td>
<td>Commercial German II</td>
<td>Prerequisite: GERM 325.</td>
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<tr>
<td></td>
<td>Commercial German II</td>
<td>Continuation of GERM 325.</td>
</tr>
<tr>
<td>GERM 329</td>
<td>Conversation</td>
<td>May be taken more than once for credit, but only once for major credit.</td>
</tr>
<tr>
<td>GERM 330</td>
<td>Conversation</td>
<td>May be taken more than once for credit, but only once for major credit.</td>
</tr>
<tr>
<td>GERM 331</td>
<td>Topics in German Culture</td>
<td>Prerequisite: GERM 301 or 323.</td>
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<tr>
<td></td>
<td>Topics in German Culture</td>
<td>Studies selected aspects of German culture, such as opera. May be repeated for credit.</td>
</tr>
<tr>
<td>GERM 334</td>
<td>German and Austrian Culture, ca. 1900</td>
<td>Prerequisite: GERM 301 or 323.</td>
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<tr>
<td></td>
<td>German and Austrian Culture, ca. 1900</td>
<td>Studies literature, the arts, politics, and social developments between 1870 and 1918.</td>
</tr>
<tr>
<td>GERM 335</td>
<td>Weimar Republic and Nazi Germany</td>
<td>Prerequisite: GERM 301 or 323.</td>
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<tr>
<td></td>
<td>Weimar Republic and Nazi Germany</td>
<td>Studies German life between 1918 and 1945.</td>
</tr>
<tr>
<td>GERM 336</td>
<td>Postwar German Culture</td>
<td>Prerequisite: GERM 301 or 323.</td>
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<tr>
<td></td>
<td>Postwar German Culture</td>
<td>Readings in the cultural, social, and political developments since 1945.</td>
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<tr>
<td>GERM 351</td>
<td>Lyric Poetry</td>
<td>Prerequisite: GERM 301.</td>
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<tr>
<td></td>
<td>Lyric Poetry</td>
<td>Major forms and themes in German lyric poetry.</td>
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<tr>
<td>GERM 352</td>
<td>Novelле</td>
<td>Prerequisite: GERM 301.</td>
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<tr>
<td></td>
<td>Novelле</td>
<td>Analyzes and discusses representative German novelle from Kleist to the present.</td>
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<tr>
<td>GERM 353</td>
<td>Drama</td>
<td>Prerequisite: GERM 301.</td>
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<td></td>
<td>Drama</td>
<td>Investigates dramatic theory and practice emphasizing major German authors and movements.</td>
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<tr>
<td>GERM 355</td>
<td>Classicism</td>
<td>Prerequisite: GERM 301.</td>
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<tr>
<td></td>
<td>Classicism</td>
<td>Studies major works by Goethe and Schiller, as well as authors who shared their classical values.</td>
</tr>
<tr>
<td>GERM 356</td>
<td>Romanticism</td>
<td>Prerequisite: GERM 301.</td>
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<tr>
<td></td>
<td>Romanticism</td>
<td>German literature from 1800 to 1830 and its influence.</td>
</tr>
<tr>
<td>GERM 357</td>
<td>Modernism</td>
<td>Prerequisite: GERM 301.</td>
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<tr>
<td></td>
<td>Modernism</td>
<td>Major German authors from 1890 to 1945.</td>
</tr>
<tr>
<td>GERM 358</td>
<td>Postwar Literature</td>
<td>Prerequisite: GERM 301.</td>
</tr>
<tr>
<td></td>
<td>Postwar Literature</td>
<td>Representative German authors since 1945.</td>
</tr>
<tr>
<td>GERM 361</td>
<td>Topics in German Literature</td>
<td>Prerequisite: GERM 301.</td>
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<tr>
<td></td>
<td>Topics in German Literature</td>
<td>Seminar in German literature. May be repeated for credit.</td>
</tr>
<tr>
<td>GERM 370</td>
<td>Bertolt Brecht</td>
<td>Prerequisite: GERM 301.</td>
</tr>
<tr>
<td></td>
<td>Bertolt Brecht</td>
<td>Studies Brecht’s life and works, including plays, poems, and theoretical writings.</td>
</tr>
<tr>
<td>GERM 420</td>
<td>Advanced Translation</td>
<td>Prerequisite: GERM 300.</td>
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<td></td>
<td>Advanced Translation</td>
<td>Focuses on the skills and techniques of literary translation from English to German and German to English. Emphasizes translation as a distinct creative endeavor and works from extended texts to develop accuracy and stylistic competence in the art of translating.</td>
</tr>
<tr>
<td>GERM 450</td>
<td>Stylistics</td>
<td>Prerequisite: GERM 324.</td>
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<td></td>
<td>Stylistics</td>
<td>Refinement of German prose style.</td>
</tr>
<tr>
<td>GERM 460</td>
<td>Fourth-Year Seminar</td>
<td>Prerequisite: GERM 301 and other literature courses.</td>
</tr>
<tr>
<td></td>
<td>Fourth-Year Seminar</td>
<td>Literary analysis for advanced students.</td>
</tr>
<tr>
<td>GERM 470</td>
<td>Independent Study</td>
<td>Prerequisite: Approval by a supervising faculty member.</td>
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<td></td>
<td>Independent Study</td>
<td>Directed research for, and composition of, an extended essay.</td>
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<tr>
<td>GERM 490</td>
<td>Honors Thesis</td>
<td>Prerequisite: Admission to the DMP, permission of undergraduate advisor and a supervising faculty member.</td>
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<tr>
<td></td>
<td>Honors Thesis</td>
<td>Directed research for, and composition of, an extended essay.</td>
</tr>
<tr>
<td>GERM 491</td>
<td>Honors Research and Thesis</td>
<td>Prerequisite: Admission to the DMP, permission of undergraduate advisor and a supervising faculty member.</td>
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<tr>
<td></td>
<td>Honors Research and Thesis</td>
<td>Directed research for, and composition of, an extended essay.</td>
</tr>
<tr>
<td>GERM 500</td>
<td>Critical Writing and Bibliography</td>
<td>Supervised practice in the organization and writing of articles for scholarly journals. Includes introduction to bibliography.</td>
</tr>
<tr>
<td>GERM 505</td>
<td>Special Topics</td>
<td>Major figures, genres, or literary problems serve as the focus for an intensive course within any literary period.</td>
</tr>
<tr>
<td>GERM 510</td>
<td>Middle High German</td>
<td>Introduces Middle High German grammar and includes readings in Middle High German literature.</td>
</tr>
<tr>
<td>GERM 512</td>
<td>Medieval German Lyric Poetry</td>
<td>Prerequisite: Knowledge of Middle High German literature. Selections from the Minnesang in the context of the development of Middle High German poetry.</td>
</tr>
<tr>
<td>GERM 514</td>
<td>Arthurian Romance</td>
<td>Prerequisite: Knowledge of Middle High German literature. Theory and analysis of the chief German Arthurian romances: Erec, Parzival, Iwain, and Tristan.</td>
</tr>
<tr>
<td>GERM 521</td>
<td>Reformation to Baroque, 1700</td>
<td>Prerequisite: GERM 325.</td>
</tr>
<tr>
<td></td>
<td>Reformation to Baroque, 1700</td>
<td>German literature from 1500 to 1680.</td>
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<tr>
<td>GERM 523</td>
<td>Weise to Wieland</td>
<td>Prerequisite: GERM 325.</td>
</tr>
<tr>
<td></td>
<td>Weise to Wieland</td>
<td>German literature from 1680 to 1750.</td>
</tr>
<tr>
<td>GERM 525</td>
<td>Age of Goethe I</td>
<td>Prerequisite: GERM 301 or 323.</td>
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<tr>
<td></td>
<td>Age of Goethe I</td>
<td>Studies German Storm and Stress and Classicism, focusing on Goethe and Schiller.</td>
</tr>
<tr>
<td>GERM 526</td>
<td>Age of Goethe II</td>
<td>Prerequisite: GERM 301 or 323.</td>
</tr>
<tr>
<td></td>
<td>Age of Goethe II</td>
<td>Studies German Storm and Stress and Classicism, focusing on Goethe and Schiller.</td>
</tr>
<tr>
<td>GERM 550</td>
<td>Nineteenth Century</td>
<td>Prerequisite: GERM 301 or 323.</td>
</tr>
<tr>
<td></td>
<td>Nineteenth Century</td>
<td>Studies major writers and works from 1830 to 1890, including Grillparzer, Stifter, Heine, Hebbel, Keller, Storm, Fontane.</td>
</tr>
<tr>
<td>GERM 553</td>
<td>Turn of the Century</td>
<td>Prerequisite: GERM 301 or 323.</td>
</tr>
<tr>
<td></td>
<td>Turn of the Century</td>
<td>Discusses the major literary movements at the turn of the century with analysis of representative works by Hofmannsthal, Schnitzler, George, Rilke, Thomas Mann, Musil, Kafka, and others.</td>
</tr>
<tr>
<td>GERM 558</td>
<td>Twentieth Century</td>
<td>Prerequisite: GERM 301 or 323.</td>
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<tr>
<td></td>
<td>Twentieth Century</td>
<td>Introduces the main currents of German literature since 1920, emphasizing major authors and traditions.</td>
</tr>
<tr>
<td>GERM 559</td>
<td>Studies in Lyric Poetry</td>
<td>Prerequisite: GERM 301 or 323.</td>
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<tr>
<td></td>
<td>Studies in Lyric Poetry</td>
<td>Investigates the theory and practice of lyric poetry in Germany, emphasizing major authors and traditions.</td>
</tr>
<tr>
<td>GERM 560</td>
<td>Studies in Prose Fiction</td>
<td>Prerequisite: GERM 301 or 323.</td>
</tr>
<tr>
<td></td>
<td>Studies in Prose Fiction</td>
<td>Studies representative works of fiction—either novels or shorter forms—with special attention to formal and thematic developments, and representative theories of fiction.</td>
</tr>
<tr>
<td>GERM 565</td>
<td>Studies in Drama</td>
<td>Prerequisite: GERM 301 or 323.</td>
</tr>
<tr>
<td></td>
<td>Studies in Drama</td>
<td>Investigates dramatic theory and practice in Germany, emphasizing major authors and traditions.</td>
</tr>
</tbody>
</table>
GERM 560 - (3) (IR)  
Old Icelandic  
Prerequisite: Graduate Standing or instructor permission.  
An introduction to the language and literature of the Vikings, with exercises in the grammar and basic vocabulary of Icelandic. We use the modern pronunciation and spelling modern of Icelandic to practice reading aloud, and there is frequent practice in translating from Icelandic into English. The course will include readings of passages from the classical literature and the whole of Gisla Saga. Texts: Chapman, Kenneth G. Graded Readings and Exercises in Old Icelandic, revised by Kellogg and Plail, 1997; Kellogg, Readings in Old Icelandic; Adilstein Eythorsson and Bergljot Krisjansdottir, ed. Gisla Saga. Mal og mening, 1999.

GERM 584 - (3) (IR)  
Introduction to Literary Theory  
Examines current theories of literature, including Marxist, psychoanalytic, formalist, structuralist, and hermeneutic approaches.

GERM 588 - (3) (IR)  
Linguistic Approaches to Literature  
Investigates aspects of literary style in the light of modern linguistics.

Scandinavian  
SCAN 350 - (3) (IR)  
Ibsen  
Discusses Ibsen’s major plays, in English translation. No knowledge of a Scandinavian language is needed; does not fulfill the language requirement.

Yiddish in Translation  
YDTR 346 - (3) (IR)  
Topics in Yiddish Literature  
Surveys important developments in Yiddish literature from the eighteenth century to the present. Special attention is paid to the innovations Yiddish writers produced in response to historical and cultural change.

YDTR 353 - (3) (IR)  
Topics in Yiddish Culture  
Studies major trends in Yiddish, East European, and North American Jewish culture, with special focus on the interaction between cultural forms and historical developments in Eastern Europe and North America. Topics vary.

Corcoran Department of History  
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Charlottesville, VA 22904-4180  
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Fax: (434) 924-7891  
www.virginia.edu/~history  

Overview  
The University of Virginia and the study of history are, in some ways, synonymous. Founded by Thomas Jefferson in 1819 as a secular institution, the University represents a historical moment in American education. History, however, is more than the study of historical moments and monuments: it is a vital process that helps people develop the ability to think intelligently about the past. History students also hone their writing skills and learn to assess often radically differing views of the same subject.

With one of the largest faculties in the University, the Department of History is able to offer courses in European and American history, the history of China, Japan, India, Africa, the Middle East, and Latin America. While many of the department’s courses deal with public events of political, diplomatic, and constitutional history, a sizable number of faculty members specialize in social, cultural, or economic history and carry their investigations into such topics as the history of villages, cities, witchcraft, gender, literacy, and work. Regardless of their field, all historians seek to explain whether people in the past acted and thought differently from the way we act and think today, and to describe the forces behind change over time. The study of history provides students with an opportunity to understand different cultures and ultimately to understand their own culture more fully.

Faculty  
The fifty-six faculty members of the department are nationally recognized for outstanding teaching and scholarship, with several having won major national and international prizes in their fields. Because the department is large, the faculty offers more than 100 courses each year. Many of the faculty have been recipients of University-wide teaching awards. All of the faculty teach and all are firmly committed to undergraduate education, making themselves easily accessible to students.

Students  
History is one of the largest departments of the University. Currently there are more than 400 students majoring in history. The department offers courses in eleven general fields of study: African, American, Ancient, East Asian, English, Latin American, Medieval, Middle Eastern, Modern European, Russian, and South Asian. Courses outside these fields, such as comparative and trans-national history, world history, and the histories of science, technology, gender, and war, are also available but do not constitute a specific field within the department. Most students begin the study of history in an introductory survey course or in an introductory seminar. Introductory surveys are usually large and are designed to cover a broad topic or era (e.g., the age of the Renaissance; Colonial Latin America, 1500-1824). 100-level seminars, limited to fifteen first- and second-year students, focus on the development of skills in reading, writing, and thinking through the study of a defined historical topic (e.g., history, politics, and the novel; revolution, rebellion, and protest in Russian history). Virtually every course in the department, with the exception of discussion sections, is taught by a faculty member. Discussion sections, limited to twenty students per section, supplement all of the large lecture classes and are led by advanced graduate students. Advanced courses generally have enrollments of between thirty and fifty students; fourth-year history seminars, a requirement for the major, are limited to twelve students. These seminars focus on historical research and writing; a substantial thesis is required from each student in the class.

Whatever geographical focus or disciplinary emphasis students choose, they learn to focus clearly and to defend interpretations supported solidly in fact and theory. These are the skills demanded by employers in government, law, business, and teaching.

Approximately ten percent of History majors go on to do graduate work in history, often at top programs. Students with this major also go to law school, business school, and to graduate programs in other social sciences and humanities. The majority of history graduates go into business, both domestic and international, government agencies, foreign service, non-governmental agencies, public service organizations, journalism, and writing and editing.

The Major in History  
A major in history informs students about the past. It also stimulates thoughtful reading, provokes clear thinking, enlivens critical capacities, and promotes good writing. Historical study provides an outstanding preparation for informed citizenship in an increasingly complex and interdependent world and a firm foundation for many career objectives. To these ends, the department encourages students to work closely with faculty to construct challenging, coherent, and integrated programs of study.

The major in history consists of eleven courses. These may be of three or four credits, and up to four courses may be taken by transfer from other American institutions or through recognized foreign study programs. The decision of the director of undergraduate studies is final in matters of transfer credit. Students are expected to declare history majors before the end of their fourth semester at the University and after the completion of at least one history course with a grade of C or better.

To develop breadth and perspective, each student must take one course in each of five areas: European history before 1700; Modern European history; United States history; and two courses from the areas of African, Asian, Latin American and/or Middle Eastern history. These courses may be taken at any level and need not be the first five courses that a student takes.

All students must pursue a particular subject in depth through a seminar or colloquium (HIXX 405 or 406) for which they have been adequately prepared. Preparation normally means at least two courses related to the topic of the seminar or colloquium. Preparatory courses may be taken outside the history department but such courses may not be counted toward the major. Students
must attain a grade of C or better in the history seminar or colloquium.

There are a few other basic requirements for the major in history. At least five courses must be numbered 300 or above. No more than six courses (including the seminar or colloquium) may be taken in any single area of history for credit in the major; students may take as many elective courses in history as their schedules and interests permit. History majors must maintain a GPA of 2.0 in their major. The department accepts 1 Advanced Placement course with a score of 4 or 5 toward the eleven courses required for the major. All majors are required to consult with their major advisors at least once per semester.

The Minor in History The minor in history consist of six courses. These must be distributed in at least three areas of history, and at least two courses must be numbered 300 or above. All courses counted for the minor must be taken in residence at the University.

Distinguished Majors Program in History Students who seek independent study and directed research may be admitted to the Distinguished Majors Program (DMP). The program consists of a two-year course of study. In the fall of their third year participants take a special colloquium available only to them, and follow this with a regular major seminar or colloquium in the spring. The fourth year is devoted to the preparation of a substantial thesis and to participation in a year-long seminar. Distinguished majors must meet the other requirements for a history major. Applications for admission to the program are normally accepted in April of each year from second-year students who are otherwise eligible to declare history majors. Information on the program can be secured from its directors or from the undergraduate director. Participants are eligible for degrees with distinction, high distinction, and highest distinction. Levels of distinction, are set by a faculty committee based upon the attainment of a minimum GPA of 3.4 for all courses, the quality of the thesis, and the overall quality of a student’s academic record.

The American Studies Major The American Studies Major offers students the opportunity to study the United States in a multidisciplinary context. History majors focusing on the United States can also major in American Studies readily and efficiently, and this double-major will deepen and enrich their study of United States history in fruitful ways. Students will be admitted to the American Studies Major after a competitive application process that is normally completed at the end of their second year. Those accepted take, in their third year, two seminars that are available only to American Studies students; a fourth-year seminar in a special topic of American Studies; and seven other courses, to be chosen in consultation with the Director of American Studies, from other departments throughout the college and the university. (History majors may count some of their course work in United States history towards the American Studies major.) For more information, please see the Director of American Studies, Department of English, 441 Bryan Hall.

Requirement for Minor in the History of Science and Technology Please refer to section on the Division of Technology, Culture, and Communication in chapter 10.

Additional Information For more information, contact the Director of Undergraduate Studies, Corcoran Department of History, Randall Hall, Charlottesville, VA 22903; (434) 924-7147; Fax: (434) 924-7891; www.virginia.edu/~history.

Course Descriptions

African History
HIAF 100 - (3) (IR)
Introductory Seminar in African History Introduces the study of history intended for first- or second-year students. Seminars involve reading, discussing, and writing about different historical topics and periods, and emphasize the enhancement of critical and communication skills. Several seminars are offered each term. Not more than two Introductory Seminars may be counted toward the major in history.

HIAF 201 - (4) (Y)
Early African History Studies the history of African civilizations from the iron age through the era of the slave trade, ca. 1800. Emphasizes the search for the themes of social, political, economic, and intellectual history which present African civilizations on their own terms.

HIAF 202 - (4) (Y)
Modern African History Studies the history of Africa and its interaction with the western world from the mid-19th century to the present. Emphasizes continuities in African civilization from imperialism to independence that transcend the colonial interlude of the 20th century.

HIAF 203 - (4) (IR)

HIAF 301 - (3) (IR)
North African History From Carthage to the Algerian Revolution Surveys the main outlines of North African political, economic, and cultural history from the rise of Carthage as a Mediterranean power until the conclusion of the Algerian war for independence in 1962, and the creation of a system of nation-states in the region. It places the North African historical experience within the framework of both Mediterranean/European history and African history. Focuses mainly upon the area stretching from Morocco’s Atlantic coast to the Nile Delta; also considered are Andalusia and Sicily, and the ties between Northwest Africa and sub-Saharan regions, particularly West Africa.

HIAF 302 - (3) (IR)
History of Southern Africa Studies the history of Africa generally south of the Zambezi River. Emphasizes African institutions, creation of ethnic and racial identities, industrialization, and rural poverty, from the early formation of historical communities to recent times.

HIAF 401 - (4) (Y)
Seminar in African History The major seminar is a small class (not more than 15 students) intended primarily but not exclusively for history majors who have completed two or more courses relevant to the topic of the seminar. Seminar work results primarily in the preparation of a substantial (ca. 25 pp. in standard format) research paper. Some restrictions and prerequisites apply to enrollment. See a history advisor or the director of undergraduate studies.

HIAF 402 - (4) (Y)
Colloquium in African History The major colloquium is a small class (not more than 15 students) intended primarily but not exclusively for history majors who have completed two or more courses relevant to the topic of the colloquium. Colloquia are most frequently offered in areas of history where access to source materials or linguistic demands make seminars especially difficult. Students in colloquia prepare about 25 pages of written work distributed among various assignments. Some restrictions and prerequisites apply to enrollment. See a history advisor or the director of undergraduate studies.

HIAF 403 - (4) (IR)
Topics in African History Prerequisite: Permission of the instructor. Topics courses are small, discussion-oriented classes available to any student with sufficient background and interest in a particular field of historical study. Offered irregularly. Open to majors or non-majors on an equal basis.

HIAF 404 - (1-3) (Y)
Independent Study in African History In exceptional circumstances and with the permission of a faculty member, any student may undertake a rigorous program of independent study designed to explore a subject not currently being taught or to expand upon regular offerings. Independent study projects may not be used to replace regularly scheduled classes. Open to majors or non-majors.

East Asian History
HIAF 100 - (3) (IR)
Introductory Seminar in East Asian History Introduces the study of history intended for first- or second-year students. Seminars involve reading, discussing, and writing
about different historical topics and periods, and emphasize the enhancement of critical and communication skills. Several seminars are offered each term. Not more than two Introductory Seminars may be counted toward the major in history.

HIEA 201 - (3) (IR)
Chinese Culture and Institutions
Introduces traditional Chinese social, political, economic and military institutions, major literary, artistic and intellectual movements, and developments in the medical and culinary arts.

HIEA 203 - (3) (Y)
Modern China: The Road to Revolution
Studies the transformation of Chinese politics, thought, institutions, and foreign relations since the Opium War. Emphasizes the development of modern nationalism and Communism.

HIEA 205 - (3) (IR)
Korean Culture and Institutions
Introduces traditional Korean social, political and economic institutions, major literary, artistic, and intellectual movements. Emphasizes Korea as a peninsular expression of East Asian civilization.

HIEA 206 - (3) (IR)
Korean Culture and Institutions: 14th-20th Centuries
This course covers the history of Korea from the late 14th century through the end of the 20th century: the rise of the Yi Dynasty, changes wrought by the full-scale Confucianization of Korean society, the unfolding and ultimate collapse of the unique relationship between the Yi court and Ming/Qing China, challenges to the territorial integrity of Korea in the late 19th century, the rise of Korean nationalism, Japanese colonization, post-World War II social, political and economic developments, and the role of Christianity throughout the 20th century.

HIEA 207 - (3) (IR)
Japan, From Susanno to Sony
Comprehensive introduction to Japan from the earliest times to the present, highlighting the key aspects of its social, economic, and political history, and illuminating the evolution of popular culture and the role of the military.

HIEA 311 - (3) (Y)
The Traditional Chinese Order, Antiquity-Sixth Century A.D.
Surveys the social, political and economic organization of traditional Chinese society, traditional Chinese foreign policy, and major literary, artistic, and intellectual movements.

HIEA 312 - (3) (IR)
The Traditional Chinese Order, Seventh Century-Seventeenth Century
Surveys the social, political and economic organization of traditional Chinese society, traditional Chinese foreign policy, and major literary, artistic, and intellectual movements.

HIEA 314 - (3) (IR)
Political and Social Thought in Modern China
Studies political and social thought from the early 20th century to the present, as reflected in written sources (including fiction), art, and films.

HIEA 315 - (3) (Y)
East Asian-American Relations in the 20th Century
A lecture and discussion course focusing on the changing relationship between East Asian Countries—China, Japan, Vietnam and Korea in particular—and the United States in the 20th century.

HIEA 316 - (3) (IR)
China Encounters the World
A lecture and discussion course focusing on how China has encountered the world in the past 400 years, with an emphasis on the late 19th and 20th centuries. In particular, it will analyze the impact of the Chinese "victim mentality" in order to pursue an understanding of why radical revolutions have dominated China's modern history. While the emphasis of this course is China's external relations, foreign policy issues will be examined in the context of China's political, economic and social developments in broader terms.

HIEA 321 - (3) (IR)
Japan's Economic Miracle
Examines the history of Japan since the early 19th century by exploring the causes and consequences of the economic and social changes that have made Japan one of the most important advanced industrial countries in the contemporary world.

HIEA 322 - (3) (IR)
Japan's Political History
Examines Japanese history since the early 19th century, exploring changes in political ideas, institutions, and behavior among both governing elites and the mass of Japanese citizenry.

HIEA 331 - (3) (Y)
Peasants, Students and Women: Social Movement in Twentieth-Century China
Studies rural revolution, student movements, women's liberation, and the transformation of the social order since the late 19th century.

HIEA 401 - (4) (Y)
Seminar in East Asian History
A small class (not more than 15 students) intended primarily but not exclusively for history majors who have completed two or more courses relevant to the topic of the colloquium. Most frequently offered in areas of history where access to source materials or linguistic demands make seminars especially difficult. Students prepare about 25 pages of written work. Some restrictions and prerequisites apply to enrollment. See a history advisor or the director of undergraduate studies.

HIEA 403 - (4) (IR)
Topics in East Asian History
Prerequisite: Instructor permission. Small, discussion-oriented classes available to any student with sufficient background and interest in a particular field of historical study.

HIEA 404 - (1-3) (IR)
Independent Study in East Asia
In exceptional circumstances and with the permission of a faculty member any student may undertake a rigorous program of independent study designed to explore a subject not currently being taught or to expand upon regular offerings. Independent Study projects may not be used to replace regularly scheduled classes. Open to majors or non-majors.

HIEA 515 - (3) (IR)
Mao and the Chinese Revolution
This course, an advanced reading seminar, provides an in-depth investigation of one of the most significant, yet destructive, revolutions in human history—the Chinese Communist revolution, as well as the person who led the revolution—Mao Zedong.

European History

HIEU 100 - (3) (S)
Introductory Seminar in European History
Intended for first- or second-year students. Seminars involve reading, discussing, and writing about historical topics and periods, and emphasize the enhancement of critical and communication skills. Several seminars are offered each term. Not more than two Introductory Seminars may be counted toward the major in history.

HIEU 201 - (4) (Y)
Western Civilization I
Surveys the fundamental institutions and ideas that have shaped the Western world. Topics include great religious and philosophical traditions, political ideas, literary forms, artistic achievements and institutional structures from the world of the ancient Hebrews to the eve of the modern world (ca. 3000 B.C. to 1600 A.D.).

HIEU 202 - (4) (Y)
Western Civilization II
Surveys the political and cultural history of the Western world in modern times. Emphasizes the distinctiveness of Western civilization, on the reasons for the rise of the West to global domination, and the relative decline of the West in recent times.
HIEU 203 - (3) (Y)
Ancient Greece
Studies the political, military, and social history of Ancient Greece from the Homeric age to the death of Alexander the Great, emphasizing the development and interactions of Sparta and Athens.

HIEU 204 - (3) (Y)
Roman Republic and Empire
Surveys the political, social, and institutional growth of the Roman Republic, focusing on its downfall and replacement by an imperial form of government, the subsequent history of that government, and the social and economic life during the Roman Empire, up to its own decline and fall.

HIEU 205 - (3) (IR)
Economic History of Europe
Studies European economic history from the middle ages to the industrial revolution. Emphasizes the emergence of the market and the rise of capitalism in Great Britain. Cross-listed as ECON 205.

HIEU 206 - (3) (Y)
The Birth of Europe
Studies ways of life and thought in the formation of Western Europe from the 4th century A.D. to the 15th. Includes a survey of the development of society and culture in town and countryside, the growth of economic, political, and religious institutions, and the impact of Muslim and Byzantine civilizations.

HIEU 207 - (3) (Y)
Early Modern Europe, 1500-1815
Analyzes the political, social, and economic developments from after the Reformation to the fall of Napoleon.

HIEU 208 - (3) (Y)
Modern European History Since 1815
Analyzes the political, social, and economic developments in Europe from the age of Napoleon to the present.

HIEU 210 - (3) (IR)
Modern Jewish History
Survey of Jewish history from the seventeenth century to the present, primarily in Europe, but with further treatment of Jewish life in the U.S. and Israel. Major topics include Jewish historical consciousness; patterns of emancipation; religious adjustment; the role of women; anti-Semitism; Zionism; the American Jewish experience; the Holocaust; the establishment of Israel; and Jewish life in Europe after the Holocaust.

HIEU 211 - (3) (Y)
History of England to 1688
Studies England and the British Isles from earliest times to the accession of William III.

HIEU 212 - (3) (Y)
The Emergence of Modern Britain, 1688-2000
This lecture course surveys the history of Britain from the Glorious Revolution to our own time. The making and remaking of this nation state over three hundred years will be shown in its connections with the history of Europe, and the wider story of the making of the modern world.

HIEU 215 - (3) (Y)
History of the Russian Empire 1700-1917
Studies the history of Russia from Peter the Great to the Bolshevik Revolution and the establishment of Soviet power.

HIEU 216 - (3) (Y)
History of Russia Since 1917
Explores the collapse of the Russian Empire and the rise of the Communist state. Emphasizes the social revolution, Stalinism and subsequent “de-Stalinization,” national minorities, and the collapse of the Soviet regime.

HIEU 220 - (3) (IR)
Modern Jewish History
Survey of Jewish history from the seventeenth century to the present, primarily in Europe, but with further treatment of Jewish life in the U.S. and Israel. Major topics include Jewish historical consciousness; patterns of emancipation; religious adjustment; the role of women; anti-Semitism; Zionism; the American Jewish experience; the Holocaust; the establishment of Israel; and Jewish life in Europe after the Holocaust.

HIEU 302 - (3) (IR)
Greek and Roman Warfare
Surveys the history of ancient warfare from the Homeric era until the fall of Rome.

HIEU 304 - (3) (IR)
The Fall of the Roman Republic
Studies the history and culture of the last century of the Roman Republic (133-30 B.C.), emphasizing the political and social reasons for the destruction of the Republican form of government and its replacement by a monarchy.

HIEU 309 - (3) (IR)
Ancient Law and Society
Prerequisite: HIEU 203 or HIEU 204, or permission of the instructor. Study of the interconnections between law, politics and society in ancient Greece (chiefly Athenian) culture, the Hellenistic kingdoms and Rome (from the XII Tables to the Justinianic Code). Focuses particularly on the development of the idea of law; on the construction of law’s authority and legitimacy; on the use of law as one method of social control; and on the development, at Rome, of juristic independend and legal codification.

HIEU 311 - (3) (IR)
Early Medieval Civilization
Studies early medieval civilization from late antiquity to the 11th century. Emphasizes selected themes in cultural history.

HIEU 312 - (3) (IR)
Later Medieval Civilization
Discusses intellectual and cultural history, political and social theories, and religious movements from the 11th to the 16th centuries.
the Muscovite state; foundations of the first Russian state, evolution of its institutions, cultural influences from the origin to the decline; and the rise of successor states and particularly the multi-national state of Moscow.

HIEU 327 - (3) (IR)
Age of Russian Absolutism, 1613-1855
Intensive study of Russian history from the reign of the first Romanov tsar to the defeat in the Crimean War. Emphasizes the evolution of absolutism in Russia and the effects of the changes introduced by Peter the Great.

HIEU 328 - (3) (IR)
Tudor England
Studies the history of England (and its foreign relations especially with Scotland, France and Spain) from the reign of King Richard III to the death of Queen Elizabeth I. Topics include the transition from medieval to early modern society and government, the English Reformation and its consequences, the mid-Tudor crisis, social and economic change, and the principal personalities of the period.

HIEU 329 - (3) (IR)
Stuart England
Studies the history of England (and its foreign relations) from 1603 to 1714, with commentary on some major themes of early Hanoverian England to the end of Sir Robert Walpole's ministry. Includes newer interpretations on Stuart monarchy, the background and consequences of the Civil War, restoration ideology and politics in relation to the Cromwellian Intercourse, the Revolution of 1688, social and local history, and the creation of the first British Empire.

HIEU 330 - (3) (IR)
France Under the Old Regime and Revolution
Studies the history of the Old Regime and the revolutionary period, emphasizing political, social, and cultural developments.

HIEU 331 - (3) (IR)
Social History of Early Modern Europe
Surveys social, economic, and demographic structure and change in pre-industrial Europe, focusing on social unrest and rebellions.

HIEU 332 - (3) (IR)
The Scientific Revolution, 1450-1700
Studies the history of modern science in its formative period against the backdrop of classical Greek science and in the context of evolving scientific institutions and changing views of religion, politics, magic, alchemy, and ancient authorities.

HIEU 333 - (3) (IR)
Intellectual History of Early Modern Europe
Analyzes the main currents of European thought in the 17th and 18th centuries. Emphasizes major social movements and cultural changes.

HIEU 334 - (3) (IR)
Society and the Sexes in Europe From Late Antiquity to the Reformation
Explores the changing constructions of gender roles and their concrete consequences for women and men in society; uses primary texts and secondary studies from late antiquity through the Reformation.

HIEU 335 - (3) (IR)
Society and the Sexes in Europe From the Seventeenth Century to the Present
Explores the changing constructions of gender roles and their concrete consequences for women and men in society; uses primary texts and secondary studies from the 17th century to the present.

HIEU 337 - (3) (Y)
The Impact of Printing, 1650-1900
Studies the impact of the printing press on western European culture.

HIEU 338 - (3) (IR)
Revolutionary France, 1770-1815
This course will examine the social, cultural, intellectual and political history of France from the end of the Old Regime through the Napoleonic Empire. The origins, development, and outcome of the French Revolution will be the main focus. Attention will also be paid to the international legacy of various French revolutionary concepts and to the history of the interpretation of this critical period of upheaval.

HIEU 339 - (3) (IR)
Women, Men, and Politics in the Age of Democratic Revolutions, 1760-1848
Prerequisite: A course in history or gender studies.
Surveys the origins, development, and consequences of key revolutionary struggles of the late 18th and early 19th centuries, emphasizing changes in gender relations.

HIEU 340 - (3) (IR)
Nineteenth-Century Europe
Surveys the major social, economic, and political trends between the defeat of the Napoleonic Empire and the First World War. Stresses the developments in Western Europe as industrialization, democracy, nationalism, and representative institutions took root.

HIEU 345 - (3) (IR)
Twentieth-Century Europe
Studies the main developments in European history from the turn of the century to the eve of the Second World War.

HIEU 346 - (3) (IR)
Twentieth-Century Europe
Studies the main developments in European history from the outbreak of the Second World War to the present.

HIEU 350 - (3) (IR)
France Since 1815
Studies French politics and society from the defeat of Napoleon to De Gaulle's republic.

HIEU 351 - (3) (IR)
Modern Italy
Studies the history of Italy from the era of the French Revolution to the present.

HIEU 354 - (3) (Y)
Modern German History
Prerequisite: One completed history course. Introduces the political, social and cultural history of modern Germany from the French Revolution to the present.

HIEU 355 - (3) (Y)
English Legal History to 1776
The development of legal institutions, legal ideas, and legal principles from the medieval period to the 18th century. Emphasizes the impact of transformations in politics, society, and thought on the major categories of English law: property, torts and contracts, corporations, family law, constitutional and administrative law, and crime.

HIEU 356 - (3) (IR)
The Making of Victorian England, 1760-1855
Analyzes England's history from the age of revolutions (American, French, industrial) in the late 18th century to the height of prosperity, power, and influence in the mid-Victorian era.

HIEU 357 - (3) (IR)
The Decline of England, 1855-1945
Analyzes the history of England during one of the most troubled periods in her national experience, from the age of equipoise in the mid-Victorian era to the age of total war in the first half of our own century.

HIEU 361 - (3) (IR)
Age of Reform and Revolution in Russia, 1855-1917
Studies the changes resulting from the wake of reforms following the Crimean War. Explores the social and political effects of efforts to modernize and industrialize Russia, which led to the growth of political and revolutionary opposition and the overthrow of the monarchy.

HIEU 362 - (3) (Y)
Russian Intellectual History in the 19th Century
Studies the background of Westernization, rise of intelligentsia, development of radical and conservative trends, and the impact of intellectual ferment on Russian culture and politics to 1917.

HIEU 363 - (3) (Y)
Russia in the 20th Century
Analyzes the fall of the tsarist regime, the revolutions of 1917, the Leninist-Stalinist tyranny, Khrushchev, Brezhnev, Gorbachev, Yeltsin and the Revolution of 1991. Emphasizes national minorities, diplomatic and social history, and Christianity and Islam.

HIEU 364 - (3) (Y)
National Minorities of Russia
Prerequisite: At least three credits of modern Russian, Chinese, South Asian, or Middle Eastern studies.
Studies the ethno-historical origins and development of Soviet minorities of the USSR from the earliest times to the present. Focuses on the Uzbek, Turkmen, Kirgiz,
Cold War after World War II.

Bismarck to the great convulsions of the Vienna and the systems of Metternich and tics from the post-Napoleonic Congress of Analyzes the evolution of great-power poli-

Evolution of the International System, HIEU 375 - (3) (IR)

material conditions, women's roles, child-

European Social History, 1890-1980 HIEU 374 - (3) (IR)

experience, material conditions, women's roles, childhood, and youth.

European Social History, 1770-1890 HIEU 379 - (3) (IR)

Studies the evolution of private life from the era of early capitalism to the end of the nineteenth century. Focuses on family life, work experience, material conditions, women's roles, childhood, and youth.

European Social History, 1890-1980 HIEU 380 - (3) (IR)

Studies the evolution of private life from the end of the nineteenth century to the present day. Focuses on family life, work experience, material conditions, women's roles, childhood, and youth.

Evolution of the International System, 1815-1950 HIEU 376 - (3) (IR)

Homosexuality and Society in the Modern Western World Offers a unique perspective on the emer-

gence of a distinct subculture (more recently of a reform movement) within Western soci-

ey, and on the response—usually hostile, often savagely repressive—of society at large to that subculture. Emphasizes that tense relationship and the light it throws on many facets of cultural, social, and political history in Europe and the United States.

Science in the Modern World Studies the development of scientific thought and institutions since 1700, empha-
sizing the increasing involvement of science in economic, social, political, and military affairs and its relations with philosophical and religious thought.

Origins of Modern Thought, 1580-1943 Introduces central themes, theorists, and texts in secular European thought since 1580. Surveys the "age of reason," the Enlightenment, romanticism, historicism, positivism, existentialism, and related matters. Works by a variety of thinkers are read, explicated, and discussed.

Intelligence History of Modern Europe Studies the main currents of European thought in the 19th and 20th centuries. Emphasizes major social movements and cultural changes.

Origins of Contemporary Thought Studies selected themes in intellectual his-
tory since the mid-19th century, focusing on Darwin, Nietzsche, Freud, Heidegger, and other thinkers, emphasizing the intellectual contexts out of which they came and to which they contributed.

Marx Introduces the social theory of Karl Marx. What Marx said, why he said it, what he meant in saying it, and the significance thereof. Situates Marx's writing in the con-
text of 19th-century intellectual history. Focuses on the coherence and validity of the theory and its subsequent history.

Seminars in European History The major seminar is a small class (not more than 15 students) intended primarily but not exclusively for history majors who have completed two or more courses relevant to the topic of the colloquium. Colloquia are most frequently offered in areas of history where access to source materials or linguistic demands make seminars especially difficult. Students in colloquia prepare about 25 pages of written work. Some restrictions and pre-

quissites apply to enrollment. See a history advisor or the director of undergraduate studies.

Topics in European History Prerequisite: Instructor permission. Topics courses are small, discussion-oriented classes available to any student with sufficient background and interest in a particular field of historical study. Offered irregularly, they are open to majors or non-majors.

Independent Study in European History In exceptional circumstances and with the permission of a faculty member any student may undertake a rigorous program of inde-
pendent study designed to explore a subject not currently being taught or to expand upon regular offerings. Independent Study proj-

cuts may not be used to replace regularly scheduled classes. Open to majors or non-

majors.

Archaic Greece Prerequisite: HIEU 203 or equivalent. Studies the rise of Greek civilization. Pro-

vides a political and constitutional history of the development of the Greek city-state, emphasizing classic Athens.

Greece in the Fifth Century Prerequisite: HIEU 203 or equivalent. Examines the political, diplomatic, and social history of Greece from the end of the Persian Wars in 479 B.C. to the end of the Pelopon-

nesian War in 404/3 B.C. Investigates the origins, course, and importance of the latter war, a watershed in classical Greek history.

Greece in the Fourth Century Prerequisite: HIEU 204 or equivalent. Advanced course in Greek history that exam-

ines in detail the social and economic history of Greece from the end of the Peloponnesian War in 404 B.C. to the defeat of the Greek city-states at Chaeroneia in 338.

Roman Republic Prerequisite: HIEU 204 or equivalent. Studies the expansion of Rome from city-

state to world empire to the death of Caesar.

Roman Empire Prerequisite: HIEU 204 or equivalent. Studies the founding and institutions of the Principate, the Dominate, and the decline of antiquity.
HIEU 506 - (3) (IR)
Roman Imperialism
Prerequisite: HIEU 204 or equivalent. Examines Roman transmarine expansion to determine how and why it happened and the consequences it had, both in Rome and abroad.

HIEU 507 - (3) (IR)
Modern Theory
Prerequisite: One 300-level course in intellectual history. For students with previous knowledge of philosophy, political, or sociological theory, or religious studies. Discusses three or four major nineteenth- or twentieth-century theorists in depth.

HIEU 510 - (3) (IR)
Early Christian Thought
Prerequisite: RELC 205 or instructor permission. Intensive consideration of a selected issue, movement, or figure in Christian thought of the second through fifth centuries.

HIEU 511 - (3) (IR)
Early Medieval England
Documentary history of English society from the late Saxon period to the reign of King John.

HIEU 512 - (3) (IR)
Later Medieval England
Documentary history of English society from the reign of King John to the death of Richard II.

HIEU 513 - (3) (IR)
Medieval France
Studies societies and governments in medieval Francia from the 11th century to the 14th.

HIEU 516 - (3) (IR)
The Medieval Church
Studies the history of the Western church within the development of medieval society, from the time of Constantine through the 13th century, based on analysis of selected texts.

HIEU 517 - (3) (IR)
Medieval Society: Ways of Life and Thought in Western Europe
Introduces the social and intellectual history from Charlemagne to Dante.

HIEU 518 - (3) (IR)
Historians in the Middle Ages
Discusses how prominent Latin writers of the medieval period looked at the past.

HIEU 519 - (3) (IR)
War and Society in the Middle Ages
Documentary history of warfare in Western Europe from the 9th century to the 16th; discusses its effect on the political, economic, social, and religious development of the emerging nation states.

HIEU 520 - (3) (IR)
The Culture of the Renaissance
Prerequisite: Undergraduates require instructor permission. Surveys the writing of humanists who lived between 1300 and 1600. Includes the contributions of humanists to the history of education, political theory, religion, gender relations, and artistic theory. Studies works by authors such as Petrarch, Machiavelli, Thomas More, and Erasmus.

HIEU 521 - (3) (IR)
Early Modern Germany, 1350-1750
Studies late medieval politics, economy, and culture, including the Reformation, Counter-Reformation, the Wars of Religion, pietism and the baroque.

HIEU 522 - (3) (IR)
English Social History, 1550-1800
Prerequisite: undergraduates by instructor permission. Provides a survey of major themes in English social history, examining agriculture, rural community structures, demography, urban life, religious, political, and legal practices, popular culture, and relations between men and women.

HIEU 526 - (3) (IR)
Russian History to 1700
Prerequisite: Instructor permission. Selected topics in the evolution of the Russian peoples to the reign of Peter the Great.

HIEU 527 - (3) (IR)
The Age of Russian Absolutism, 1613-1885
Intensive study of Russian history from the reign of the first Romanov tsar to the defeat in the Crimean War. Concentrates on the evolution of absolutism in Russia and the effects of the changes introduced by Peter the Great.

HIEU 530 - (3) (IR)
Nationality, Ethnicity, and Race in Modern Europe
Prerequisite: One course in modern European history or instructor permission. Colloquium on how categories of human identity have been conceived, applied, and experienced in Western and Eastern Europe from 1789 to the present. Topics include the construction of identities, national assimilation, inter-confessional conflict, colonialism, immigration, and the human sciences.

HIEU 545 - (3) (IR)
The History of Twentieth Century Europe, 1900-1941
Intensive study of the monograph literature dealing with the first half of the 20th century, concentrating on major problems which have been the subject of scholarly controversy.

HIEU 546 - (3) (IR)
The History of Twentieth-Century Europe Since 1941
Intensive study of the monographic literature dealing with controversial issues in European history since World War II.

HIEU 555 - (3) (IR)
The German World After 1918
Studies the problems in German Politics and society, including those of Austria, Switzerland, and such border areas as Alsace-Lorraine, Luxemburg and the German regions of Czechoslovakia.
HILA 202 - (3) (IR)
Modern Latin America, 1824 to Present
Introduces the history of Latin America from national independence in the early 19th century to the present.

HILA 301 - (3) (IR)
Spanish Frontiers of the American Southwest
Studies the history of the Spanish and Mexican borderlands of the American Southwest (California to Texas) from the 16th century to 1848. Focuses on the timing and differences in exploration, occupation, settlement patterns, role of the church and the military, and Spanish/Indian and Spanish-Mexican/English-American relations in various provinces.

HILA 303 - (3) (IR)
Mexico From Conquest to Nation
Studies Mexican history from 1519 to 1854, emphasizing Spanish/Indian relations, problems of periodization in cultural, economic, and social history, the state and the church in public life, the significance of national independence, and regional variation in all of these subjects.

HILA 304 - (3) (IR)
Mexico, Revolution and Evolution, 1854 to Present
Studies Mexican history since the wars of reform in the 1850s. The Revolution, 1910-1920, its origins and meaning for modern Mexico, is the centerpiece. Topics include political ideas, church and state, the growth of nationalism and the state, economic changes, urbanization, land reform, and the intractable problem of inequality in the 20th century.

HILA 305 - (3) (IR)
Modern Central America
Studies the history of Costa Rica, Guatemala, Honduras, Nicaragua, Panama, and El Salvador from 19th century fragmentation, oligarchic, foreign, and military rule, to the emergence of popular nationalisms.

HILA 306 - (3) (IR)
History of Modern Brazil
explores Brazilian history from Independence to the present day. Through an interdisciplinary and comparative approach, the course examines the legacy of slavery, the importance of popular culture, and debates over national identity in the making of a distinctively ambiguous Brazilian "modernity," broadly understood.

HILA 311 - (3) (IR)
Public Life in Modern Latin America
Introduces the forces shaping the emerging nations of Latin America since independence, emphasizing the dynamic reproduction of hierarchies that correspond to the patrimonial, aristocratic, and populist legitimization of social, cultural, and political relations in city life.

HILA 320 - (3) (Y)
History of the Caribbean, 1500-2000
The Caribbean is a region of the Atlantic world bounded by Central America and the north of South America, and by an arc of islands which runs from Trinidad in the south, to the Bahamas in the north, and Cuba in the west. This course surveys its history from the pre-Columbian era to the present, with special emphasis on the Anglophone territories. It is at the same time an introduction to the intellectual history of the region, since readings are chosen almost exclusively from within its traditions.

HILA 401 - (4) (IR)
Seminar in Latin American History
The major seminar is a small class (not more than 15 students) intended primarily but not exclusively for history majors who have completed two or more courses relevant to the topic of the seminar. Seminar work results primarily in the preparation of substantial (ca. 25 pp. in standard format) research paper. Some restrictions and prerequisites apply to enrollment. See a history advisor or the director of undergraduate studies.

HILA 402 - (4) (IR)
Colloquium in Latin American History
The major colloquium is a small class (not more than 15 students) intended primarily but not exclusively for history majors who have completed two or more courses relevant to the topic of the colloquium. Colloquia are most frequently offered in areas of history where access to source materials or linguistic demands make seminars especially difficult. Students in colloquia prepare about 25 pages of written work distributed among various assignments. Some restrictions and prerequisites apply to enrollment. See a history advisor or the director of undergraduate studies.

HILA 403 - (4) (IR)
Topics in Latin American History
Prerequisite: Instructor permission.
Topics courses are small, discussion-oriented classes available to any student with sufficient background and interest in a particular field of historical study. Offered irregularly. Open to majors or non-majors on an equal basis.

HILA 404 - (1-3) (IR)
Independent Study in Latin American History
In exceptional circumstances and with the permission of a faculty member any student may undertake a rigorous program of independent study designed to explore a subject not currently being taught or to expand upon regular offerings. Independent Study projects may not be used to replace regularly scheduled classes. Open to majors or non-majors.

HILA 501 - (3) (IR)
Colonial Latin American History
Prerequisite: Advanced undergraduates with consent of instructor and graduate students with reading knowledge of Spanish. Intensive reading program in the historiography of major issues of the colonial field, in preparation for graduate-level research.
HILA 502 - (3) (IR)
Modern Latin American History
Prerequisite: Advanced undergraduates with consent of instructor and graduate students with reading knowledge of Spanish.
Intensive reading program in the historiography of major issues of the modern field, in preparation for graduate-level research.

Middle East History

HIME 100 - (3) (IR)
Introductory Seminar in Middle East History
Introduces the study of history intended for first- or second-year students. Seminars involve reading, discussing, and writing about different historical topics and periods, and emphasize the enhancement of critical and communication skills. Not more than two Introductory Seminars may be counted toward the major in history.

HIME 201 - (4) (Y)
History of the Middle East and North Africa, ca. 570-ca. 1500
Explores the historical evolution of the Middle East and North Africa from the birth of Islam to the establishment of the Ottoman state in the early 16th century. Topics include the Fertile Crescent, Egypt, Mesopotamia, Iran/Persia, and the Arabian Peninsula; Andalusia (Muslim Spain); North Africa, Anatolia; Central Asia; Islam as a religious system, way of life, and world civilization; and the historical development of cultural, social, legal, and political Islamic institutions.

HIME 202 - (4) (Y)
History of the Middle East and North Africa, ca. 1500-Present
As a continuation of HIME 201 (which is not a prerequisite), this course surveys the historical evolution of the Middle East and North Africa, i.e., the region stretching from Morocco to Afghanistan and from the Balkans and Anatolia to the Arabian Peninsula. Topics include the main political configurations of the area from the birth of Islam until the Mongol aftermath; the rise of the "gunpowder Empires" of the 16th century; the Ottoman and Safavid (Iran) states; and the modern nation-state systems of the present century, ca. 1980. The dominant political, religious, economic, social, and cultural features of Middle Eastern peoples and societies are examined, as are relationships between the region and other parts of Eurasia, particularly Western Europe.

HIME 319 - (3) (IR)
Christianity and Islam
Studies Christianity in the Middle East in the centuries after the rise of Islam. Cross-listed as RELC 329.

HIME 401 - (4) (Y)
Seminar in Middle East and North Africa History
The major seminar is a small class (not more than 15 students) intended primarily but not exclusively for history majors who have completed two or more courses relevant to the topic of the seminar. The work of the seminar results primarily in the preparation of a substantial (ca. 25 pp. in standard format) research paper. Some restrictions and prerequisites apply to enrollment. See a history advisor or the director of undergraduate studies.

HIME 402 - (4) (Y)
Colloquium in Middle East History
The major colloquium is a small class (not more than 15 students) intended primarily but not exclusively for history majors who have completed two or more courses relevant to the topics of the colloquium. Colloquia are most frequently offered in areas of history where access to source materials or linguistic demands make seminars especially difficult. Students in colloquia prepare about 25 pages of written work distributed among various assignments. Some restrictions and prerequisites apply to enrollment. See a history advisor or the director of undergraduate studies.

HIME 403 - (4) (Y)
Topics in Middle Eastern History
Prerequisite: Instructor permission. Topics courses are small, discussion-oriented classes available to any student with sufficient background and interest in a particular field of historical study. Offered irregularly, they are open to majors or non-majors.

HIME 404 - (1-3) (Y)
Independent Study in Middle Eastern History
In exceptional circumstances and with the permission of a faculty member any student may undertake a rigorous program of independent study designed to explore a subject not currently being taught or to expand upon regular offerings. Independent Study projects may not be used to replace regularly scheduled classes. Open to majors or non-majors.

HIME 502 - (3) (IR)
Revolution, Islam, and Gender in the Middle East
Prerequisite: One course in Middle Eastern history or politics, or instructor permission. Comparative study of revolution in 20th-century Turkey, Egypt, Algeria, and Iran, with particular reference to colonial and post-colonial class, religion, and gender movements.

South Asian History

HISA 100 - (3) (IR)
Introductory Seminar in South Asia
Introduction to the study of history intended for first- or second-year students. Seminars involve reading, discussion, and writing about different historical topics and periods, and emphasize the enhancement of critical and communication skills. Several seminars are offered each term. Not more than two Introductory Seminars may be counted toward the major in history.

HISA 201 - (3) (IR)
History and Civilization of Classical India
Studies the major elements of South Asian civilization, from the Stone Age to 1200, including the Indus Valley, Vedic literatures, Buddhism, Jainism, Epic traditions, the caste system, Mauryan and Gupta Empires, and devotional Hinduism.

HISA 202 - (3) (IR)
History and Civilization of Medieval India
Studies the social, political, economic and cultural history of South Asia from 1200 to 1800, from the Turkic invasions through the major Islamic dynasties, especially the Mughal Empire, to the establishment of English hegemony in the maritime provinces.

HISA 203 - (3) (IR)
History of Modern India
Surveys 200 years of Indian history from the mid-18th century to the present, focusing on the imperial/colonial encounter with the British Raj before Independence, and the social and political permutations of freedom in India, Pakistan, Bangladesh and Sri Lanka since.

HISA 301 - (3) (IR)
History of Muslim India
Studies the nature of Islamic political dominance in a non-Muslim society; Turko-Afghan and Mughal political institutions; art, letters and learning under the Delhi Sultanate, regional rulers and Mughals; and religious and cultural life during the Muslim period in South Asia.

HISA 302 - (3) (IR)
India From Akbar to Victoria
Studies the society and politics in the Mughal Empire, the Empire’s decline and the rise of successor states, the English as a regional power and their expansion, and social, economic and political change under British paramountcy, including the 1857 Revolt.

HISA 303 - (3) (IR)
Twentieth-Century India
Surveys 100 years of Indian history, defining the qualities of the world’s first major anti-colonial movement of nationalism and the changes and cultural continuities of India’s democratic policy in the decades since 1947.

HISA 311 - (3) (IR)
Social and Political Movements in Twentieth-Century India
Considers the relationships between land, people, and politics in modern South Asia.

HISA 312 - (3) (IR)
History of Women in South Asia
Surveys the evolving definitions and roles of women in the major social and cultural traditions of South Asia, i.e., India, Pakistan, Bangladesh, and Sri Lanka.

HISA 401 - (4) (IR)
Seminar in South Asia
The major seminar is a small class (not more than 15 students) intended primarily but not exclusively for history majors who have completed two or more courses relevant to the
Several seminars are offered each term. Not all are intended primarily but not exclusively for history majors who have completed two or more courses relevant to the topic of the seminar. Some restrictions and prerequisites apply to enrollment. See a history advisor or the director of undergraduate studies.

HISA 402 - (4) (Y)
Colloquium in South Asia
The major colloquium is a small class (not more than 15 students) intended primarily for first- and second-year students. Students in colloquia prepare about 25 pages of written work distributed among various assignments. Some restrictions and prerequisites apply to enrollment. See a history advisor or the director of undergraduate studies.

HISA 403 - (4) (Y)
Topics in South Asian History
Prerequisite: Instructor permission.
Topics courses are small, discussion-oriented classes available to any student with sufficient background and interest in a particular field of historical study. Offered irregularly, they are open to majors or non-majors.

HISA 404 - (1-3) (Y)
Independent Study in South Asia
In exceptional circumstances and with the permission of a faculty member any student may undertake a rigorous program of independent study designed to explore a subject not currently being taught or to expand upon regular offerings. Independent Study projects may not be used to replace regularly scheduled classes. Enrollment is open to majors or non-majors.

HISA 502 - (3) (IR)
Historiography of Early Modern South Asia
Analyzed historical sources and historians of political systems in Muslim India until the rise of British power.

HISA 510 - (3) (IR)
Economic History of India
Analyzed regional economic systems prior to European penetration; the establishment and growth of European trading companies in the 17th and 18th centuries; commercialization of agriculture, the emergence of a unified Indian economy in the 19th century, and industrialization and economic development in the 20th century.

General History
HIST 100 - (3) (Y)
Introductory Seminar in History
Introduction to the study of history intended for first- and second-year students. Seminars involve reading, discussion, and writing about different historical topics and periods, and emphasize the enhancement of critical and communication skills. Several seminars are offered each term. Not more than two Introductory Seminars may be counted toward the major in history.

HIST 220 - (3) (IR)
Technology in World History
Studies how cultures have developed technology from the earliest times to the end of the twentieth century. Includes both western and non-western cultures and explores how different cultures have used technology to produce economic abundance, social order, and cultural meaning. No technical or scientific expertise required.

HIST 301 - (3) (IR)
History of Canada
Studies the development of Canada from the early 16th century to the present. Emphasizes Canadian affairs after 1814, particularly the growth of Canadian political institutions, the interplay of the North Atlantic community countries, and the emergence of Anglo-French dualism in Canadian life.

HIST 302 - (3) (IR)
History of British West Indies
Studies development of the British islands in the West Indies from the period of settlement to the present.

HIST 304 - (3) (IR)
The British Empire in the 18th Century
Surveys the history of the First British Empire to 1815, with concentration on the 18th century and on the loss of the American Colonies as a breaking point. Explores problems inherent in the imperial relationship between Mother Country and colonies and is an introduction to studies in colonialism and imperialism as they relate to the histories of England, early America, the West Indies, and South Asia and Africa.

HIST 320 - (3) (Y)
History, Museums, and Interpretation
Overview of the issues and challenges involved in historical interpretation at public history sites, primarily in the United States. Includes a review of general literature on public history, exploration of diverse sources frequently used, and analysis of some recent public history controversies.

HIST 321 - (3) (IR)
History of Sexuality in the West
Surveys changes in sexual behavior and attitudes in Europe and the United States since ancient times, with particular attention to the moment of major breaks. The politics of forming sexual norms and imposing them on society is also examined.

HIST 337 - (3) (IR)
The Impact of Printing, 1450-1900
Studies the impact of the printing press on western European and American culture.

HIST 352 - (3) (Y)
The Second World War
Discusses the causes and course of the Second World War. The importance of the war to modern history and the shadows it still casts over contemporary politics and culture need no elaboration.

HIST 353 - (3) (Y)
Cold War in World History
Presents an international history of the Cold War, concentrating on the period between 1945 and 1990. Emphasizes American, Russian, and Chinese perspectives and choices.

HIST 401 - (4) (Y)
Major Seminar
The major seminar is a small class (not more than 15 students) intended primarily for first- and second-year students. Seminars involve reading, discussion, and writing about different historical topics and periods, and emphasize the enhancement of critical and communication skills. Several seminars are offered each term. Not more than two Introductory Seminars may be counted toward the major in history.

HIST 402 - (4) (Y)
Major Colloquium
The major colloquium is a small class (not more than 15 students) intended primarily but not exclusively for history majors who have completed two or more courses relevant to the topic of the colloquium. Some restrictions and prerequisites apply to enrollment. See a history advisor or the director of undergraduate studies.

HIST 403 - (4) (Y)
Topics in History
Prerequisite: Instructor permission.
Topics courses are small, discussion-oriented classes available to any student with sufficient background and interest in a particular field of historical study. Offered irregularly, they are open to majors or non-majors.

HIST 404 - (1-3) (Y)
Independent Study
In exceptional circumstances and with the permission of a faculty member any student may undertake a rigorous program of independent study designed to explore a subject not currently being taught or to expand upon regular offerings. Independent Study projects may not be used to replace regularly scheduled classes. Enrollment is open to majors or non-majors.

HIST 405 - (4) (Y)
Distinguished Majors Program-Special Colloquium
Prerequisite: Open only to students admitted to the Distinguished Majors Program. Studies historical approaches, techniques, and methodologies introduced through written exercises and intensive class discussion. Normally taken during the third year.

HIST 406 - (3) (Y)
Distinguished Majors Program-Special Seminar
Prerequisite: Open only to students admitted to the Distinguished Majors Program.
Analyzes problems in historical research. Preparation and discussion of fourth-year honors theses. Normally taken during the fourth year.

**HIST 407 - (3) (Y)**
Political and Social Thought Seminar
Seminar introducing the interdisciplinary study of political and social thought, focusing each year on a different topic.

**HIST 501, 502 - (3) (IR)**
Documentary Editing Procedures and Practice
Prerequisite: Instructor permission.
Studies the principles and methods in interpreting and editing historical manuscripts, emphasizing the colonial and early national periods.

**HIST 503 - (3) (IR)**
Quantitative Analysis of Historical Data
Prerequisite: An introductory course in statistics or instructor permission.
Studies the social scientific approach to historical inquiry, the formulation of theories, and their testing with historical data. Extensive directed readings in quantitative history and training in quantitative methods, including sampling, the organization of a data-set and data analysis.

**HIST 504 - (3) (IR)**
Monticello Internship
Prerequisite: Instructor permission. Directed research, largely in primary source materials, on topics relating to Jefferson's estate, life, and times. Directed by senior members of the Monticello staff. The internships are restricted to graduate students in history and to fourth year undergraduate history majors. A maximum of two students each semester are admitted to the course.

**HIST 505 - (3) (IR)**
History, Memory, Subjectivity
Considers a portion of the very extensive, and growing, literature on issues of memory, subjectivity, and historical evidence. "Memory" is taken in a broad sense, to include not only the recall and narrativization of experience but also tradition and commemoration, since in the historical literature these different senses of memory are often mixed together. Students must find their own paper topics, and are encouraged to discuss the course with the instructor in advance.

**HIST 506 - (3) (SI)**
Philosophy of History
Examines the theoretical presuppositions of historical research and writing.

**HIST 507 - (3) (IR)**
Internship in History: Interpreting African-American Life at Thomas Jefferson's Monticello
This internship program, devised and presented by Monticello staff, and offered in conjunction with the University of Virginia's History Department, is designed for students interested in the interpretation of African-American history to the public. The interns are trained as historical interpreters and present Monticello's Plantation Community tour. This walking tour explores Mulberry Row, the center of plantation activity where enslaved African-American families lived and worked, and examines the philosophical issue of Thomas Jefferson and slavery. Lectures, discussions and readings cover the historical content and interpretive techniques that allow interns to develop their individualized Plantation Community tours.

**HIST 509 - (3) (Y)**
Multiculturalism in the Ottoman Empire
Study of how a large empire governed a diverse population, between 1453 and 1918, from the perspective of concerns about recent nationalist, racial and ethnic conflicts in modern nation states. Course first examines how the Ottomans managed relations between ethnic and religious groups to 1750. Course then examines reasons for increased communal conflict after 1750, and Ottoman efforts to re-engineer relations among groups along liberal, constitutional lines.

**HIST 511 - (3) (IR)**
Slave Systems in Africa and the Americas
Historical study of the growth and evolution of the systems of "slavery" in Africa, the American south, and Latin America (including the Caribbean).

**HIST 513 - (3) (IR)**
The Atlantic Slave Trade
Studies the growth and development of the international slave trade from Africa to the New World from the 15th to the 19th centuries. "Memory" is taken in a broad sense, to include not only the recall and narrativization of experience but also tradition and commemoration, since in the historical literature these different senses of memory are often mixed together. Students must find their own paper topics, and are encouraged to discuss the course with the instructor in advance.

**HIUS 100 - (3) (Y)**
Introductory Seminar in U.S. History
Introduces the study of history intended for first- or second-year students. Seminars involve reading, discussing, and writing about different historical topics and periods, and emphasize the enhancement of critical and communication skills. Several seminars are offered each term. Not more than two Introductory Seminars may be counted toward the major in history.

**HIUS 205 - (3) (Y)**
United States Military History 1600-1900
Military events and developments from the colonial period through the war with Spain in 1898. Major topics include the debate over the role of the military in a free society, the interaction between the military and civilian spheres, and the development of a professional army and navy.

**HIUS 206 - (3) (Y)**
American Economic History
Studies American economic history from its colonial origins to the present. Cross-listed as ECON 206.

**HIUS 240 - (3) (Y)**
History of American Catholicism
Historical survey of American Catholicism from its colonial beginnings to the present. Cross-listed as RELC 240.

**HIUS 271 - (3) (IR)**
American Environmental History
Prerequisite: First-year writing course (e.g., TCC 101, ENWR 110).
Examines the historical relationship between people and the environment in North America from colonial times to the present. Topics include the role of culture, economics, politics, and technology in that relationship. Cross-listed as TCC 206.

**HIUS 301 - (3) (Y)**
The Colonial Period of American History
Studies the English background and the development of colonial institutions, political, social, economic and ecclesiastical.

**HIUS 302 - (3) (Y)**
The Era of the American Revolution
Studies the growth of ideas and institutions that led to American independence, the creation of a union, and a distinct culture.

**HIUS 303 - (3) (Y)**
The Age of Jefferson and Jackson, 1789-1845
Studies the history of the United States during the early national and middle periods, including political, constitutional, social and economic developments as well as the westward movement.

**HIUS 307 - (3) (IR)**
The Coming of the Civil War
Examines the period from roughly 1815 to 1861 focusing on the interaction between the developing sectional conflict and the evolving political system, with the view of explaining what caused the Civil War.

**HIUS 309 - (3) (IR)**
The Civil War and Reconstruction
Examines the course of the Civil War and Reconstruction in detail and attempts to assess their impact on 19th century American society, both in the North and in the South.

**HIUS 311 - (3) (IR)**
The United States in the Gilded Age, 1870-1900
Studies the transformation of American society under the impact of industrialization, from 1870 to 1900. Examines how capitalists, workers, farmers, and the middle class attempted to shape the new industrial society to their own purposes and visions. Focuses on social and cultural experience and politics.
tory of the Far West from the Mexican War
Studies economic, social, and cultural his-
relations, cultural traditions, and the ques-
tion, focusing on class structure, race
the present focusing on class structure, race
and class structures.
HIUS 310 - (3) (IR)
The History of Virginia in the Twentieth Century
Studies the local, regional, and national
effects of higher education, relating
these trends specifically to the University of
Virginia. Students are active participants
in recovering the institution’s history through
oral interviews with alumni, faculty, and
administrators and through serious archival
work.
HIUS 309 - (3) (IR)
Development of American Science
Studies the history of the development of
American science from the colonial period to
the present, emphasizing the process of the
professionalization of American science and
on the relationships between the emergent
scientific community and such concerns as
higher education and the government.
HIUS 308 - (3) (IR)
American Business
Surveys the rise of the modern corporate form
of American business and an analysis of the
underlying factors which shaped that develop-
ment.
HIUS 307 - (3) (IR)
The History of Urban America
Studies the evolution of the American city
from colonial times to the end of the nine-
teenth century. Emphasizes both the physical
growth of the system of cities and the develop-
ment of an urban culture, including compar-
isons with European and Asian cities.
HIUS 306 - (3) (IR)
History of Urban America
Studies the evolution of the American city
from the end of the nineteenth century to the
present. Emphasizes both the physical
growth of the system of cities and the develop-
ment of an urban culture, including compar-
isons with European and Asian cities.
HIUS 305 - (3) (IR)
History of American Labor
Surveys American labor in terms of the chang-
ing nature of work and its effect on working
men, women, and children. Emphasizes social
and cultural responses to such changes, as
well as the organized labor movement.
HIUS 304 - (3) (IR)
American Social History to 1870
Topics include demographic change, the
emergence of regional social orders, the
shaping of American religion, the impact of
the industrial revolution, and the develop-
ment of important elites.
HIUS 303 - (3) (IR)
The History of American Architecture
To 1870
Surveys American architecture from the
appearing of the first English settlers through
the mid-19th century. Emphasizes how Ameri-
cans viewed some of the major events and trends in the post-war period.
HIUS 302 - (3) (IR)
United States Society and Politics,
1900-1945
Surveys the evolution of American business
in the 20th century. Includes an analysis of
the growth of the modern corporate form
of American business and an analysis of the
underlying factors which shaped that develop-
ment.
HIUS 301 - (3) (IR)
The History of New England
Studies New England from its founding in
the 17th century through its “Indian Sum-
mer” in the late 19th century. Most attention
is given to social, intellectual, and cultural
development.
HIUS 300 - (3) (IR)
Rise and Fall of the Slave South
A history of the American South from the
arrival of the first English settlers through
the end of Reconstruction in 1877.
HIUS 299 - (3) (IR)
The South in the Twentieth Century
Studies the history of the South from 1900 to
the present focusing on class structure, race
relations, cultural traditions, and the ques-
tion of southern identity.
HIUS 298 - (3) (IR)
The Trans-Mississippi West
Studies economic, social, and cultural his-
tory of the Far West from the Mexican War
to World War II. Focuses on continuity and
change in the region’s history and the social
experience of its peoples from the era of con-
quest, migration, and settlement to the era
of agribusiness, Hollywood, and national
park tourism.
HIUS 297 - (3) (IR)
History of Virginia to 1865
Studies the development of colonial institu-
tions as influenced by frontier conditions and
British policy and culture. A survey of Vir-
ginia history from colonial times to 1865.
HIUS 296 - (3) (IR)
History of Virginia since 1865
Studies the social, economic, and political
development of modern Virginia from the
Civil War to the present. Focuses on Virginia
identity and institutions, race relations, and
class structures.
HIUS 295 - (3) (IR)
The History of UVA in the Twentieth Century
Studies the local, regional, and national
effects of higher education, relating
trends specific to the University of
Virginia. Students are active participants
in recovering the institution’s history through
oral interviews with alumni, faculty, and
administrators and through serious archival
work.
HIUS 294 - (3) (IR)
Development of American Science
Studies the history of the development of
American science from the colonial period to
the present, emphasizing the process of the
professionalization of American science and
on the relationships between the emergent
scientific community and such concerns as
higher education and the government.
HIUS 293 - (3) (IR)
American Business
Surveys the rise of the modern corporate form
of American business and an analysis of the
underlying factors which shaped that develop-
ment.
HIUS 292 - (3) (IR)
The History of Urban America
Studies the evolution of the American city
from colonial times to the end of the nine-
teenth century. Emphasizes both the physical
growth of the system of cities and the develop-
ment of an urban culture, including compar-
isons with European and Asian cities.
HIUS 291 - (3) (IR)
History of Urban America
Studies the evolution of the American city
from the end of the nineteenth century to the
present. Emphasizes both the physical
growth of the system of cities and the develop-
ment of an urban culture, including compar-
isons with European and Asian cities.
HIUS 290 - (3) (IR)
History of American Labor
Surveys American labor in terms of the chang-
ing nature of work and its effect on working
men, women, and children. Emphasizes social
and cultural responses to such changes, as
well as the organized labor movement.
HIUS 289 - (3) (IR)
American Social History to 1870
Topics include demographic change, the
emergence of regional social orders, the
shaping of American religion, the impact of
the industrial revolution, and the develop-
ment of important elites.
HIUS 288 - (3) (IR)
The History of American Architecture
To 1870
Surveys American architecture from the
appearing of the first English settlers through
the mid-19th century. Emphasizes how Ameri-
cans viewed some of the major events and trends in the post-war period.
HIUS 287 - (3) (IR)
United States Society and Politics,
1900-1945
Surveys the evolution of American business
in the 20th century. Includes an analysis of
the growth of the modern corporate form
of American business and an analysis of the
underlying factors which shaped that develop-
ment.
HIUS 286 - (3) (IR)
The History of New England
Studies New England from its founding in
the 17th century through its “Indian Sum-
mer” in the late 19th century. Most attention
is given to social, intellectual, and cultural
development.
HIUS 285 - (3) (IR)
Rise and Fall of the Slave South
A history of the American South from the
arrival of the first English settlers through
the end of Reconstruction in 1877.
HIUS 284 - (3) (IR)
The South in the Twentieth Century
Studies the history of the South from 1900 to
the present focusing on class structure, race
relations, cultural traditions, and the ques-
tion of southern identity.
HIUS 283 - (3) (IR)
The Trans-Mississippi West
Studies economic, social, and cultural his-
tory of the Far West from the Mexican War

American society with particular attention to the experiences of women of different races, classes, and ethnic groups.

**HIUS 362 - (3) (IR)**
History of Women in America, 1865 to Present
Studies the evolution of women’s roles in American society with particular attention to the experiences of women of different races, classes, and ethnic groups.

**HIUS 365 - (3) (IR)**
Afro-American History to 1865
Studies the history of black Americans from the introduction of slavery in America to the end of the Civil War.

**HIUS 366 - (3) (IR)**
Afro-American History Since 1865
Studies the history of black Americans from the Civil War to the present.

**HIUS 367 - (3) (Y)**
History of the Civil Rights Movement
Examines the history of the southern Civil Rights movement. Studies the civil rights movement’s philosophies, tactics, events, personalities, and consequences, beginning in 1900, but concentrating heavily on the activist years between 1955 and 1968.

**HIUS 401 - (4) (Y)**
Seminar in United States History
The major seminar is a small class (not more than 15 students) intended primarily but not exclusively for history majors who have completed two or more courses relevant to the topic of the seminar. The work of the seminar results primarily in the preparation of a substantial (ca. 25 pp. in standard format) research paper. Some restrictions and prerequisites apply to enrollment. See a history advisor or the director of undergraduate studies.

**HIUS 402 - (4) (IR)**
Colloquium in United States History
The major colloquium is a small class (not more than 15 students) intended primarily but not exclusively for history majors who have completed two or more courses relevant to the topic of the colloquium. Colloquia are most frequently offered in areas of history where access to source materials or linguistic demands make seminars especially difficult. Students in colloquia prepare about 25 pages of written work distributed among various assignments. Some restrictions and prerequisites apply to enrollment. See a history advisor or the director of undergraduate studies.

**HIUS 403 - (4) (IR)**
Topics in United States History
Prerequisite: Instructor permission.
Topics courses are small, discussion-oriented classes available to any student with sufficient background and interest in a particular field of historical study. Offered irregularly, they are open to majors or non-majors on an equal basis.

**HIUS 404 - (1-3) (IR)**
Independent Study in United States History
In exceptional circumstances and with permission of a faculty member any student may undertake a rigorous program of independent study designed to explore a subject not currently being taught or to expand upon regular offerings. Independent Study projects may not be used to replace regularly scheduled classes. Enrollment is open to majors or non-majors.

**HIUS 405 - (4) (IR)**
American Studies Colloquium
Introductory colloquium for third-year majors admitted to the American Studies Program. Cross-listed as ENAM 483.

**HIUS 406 - (4) (IR)**
Research Seminar in American Studies
Research seminar for third-year majors admitted to the American Studies Program who have completed HIUS 405.

**HIUS 407 - (4) (IR)**
Fourth Year Seminar in American Studies
Seminar for fourth-year majors in the American Studies Program.

**Interdisciplinary Major in Human Biology**
P.O. Box 400328
University of Virginia
Charlottesville, VA 22904-4328
Phone: (434) 982-5803
http://minerva.acc.virginia.edu/~biology/
HumanBiology/index.htm

**Overview**
Studies and advances in biology have had broad societal implications for as long as this discipline has existed. Over the centuries, debates have raged about when human life begins. The elucidation of evolutionary theory in the nineteenth century focused attention on the seminal questions of the origins of life and the human species, and had a profound influence on the way we view the development of society. Recent breakthroughs in contemporary biology including the human genome project, stem-cell research, and mammalian cloning, raise numerous ethical and regulatory questions. The increased longevity resulting from medical advances poses major challenges as our society must allocate increasing resources for an expanding elderly population. The spread of viruses such as HIV and Ebola, the increasing prevalence of multi-drug resistant bacteria, and the specter of pathogens being utilized as agents of bioterrorism, raise daunting social and scientific questions. Human-generated pollution contributes to many cancers, ironically just at a time when we have made enormous strides in elucidating the molecular causes of this disease and developing new therapies. Addressing such issues, questions, and challenges requires not only an understanding of biology, but an appreciation of its context within the humanities and the social sciences. To allow students to study the extraordinary interplay between modern biology and society, we have developed a new, interdisciplinary, distinguished, major in Human Biology which will encompass virtually every school at the University. This program will prepare a select group of students to address ethical, legal and policy issues raised by developments in the life sciences. The major requires a solid foundation in biology and interdisciplinary, complementary courses in the social sciences and humanities. Students will integrate their studies through participating in a capstone seminar, co-taught by faculty from several schools and departments, and by writing a thesis that encompasses scientific, ethical, legal, and policy issues relevant to the student’s topic of independent study. The human biology major will prepare students for further post-graduate studies or careers in law, medicine, bioethics, public health, national and international health policy, the health evaluation sciences, and the biotechnology and pharmaceutical industries.

**Students**
The major is comprised of outstanding, creative, independent, and enthusiastic students with diverse backgrounds in biology, the social sciences and humanities who wish to pursue an intellectually challenging and genuinely interdisciplinary program. Approximately 20 students will be admitted into the program during the spring semester of their second year. Students are chosen based on their academic record; a statement describing the student’s purpose and goals in pursuing this major and how it will prepare them for their immediate postgraduate academic or career plans; and a faculty recommendation. During their fourth year, students will participate in a one-semester capstone seminar course and a one-semester thesis writing course. These small enrollment courses will facilitate interactions among students and faculty representing diverse interests and areas of expertise.

**Faculty**
Although the major will be administered through the Department of Biology, other departments and centers including: Anthropology, Environmental Science, Politics, Philosophy, Religious Studies, the Institute for Practical Ethics, and the Center for Global Health, will play significant roles. Faculty from several departments will administer and participate in the major. The program co-directors are Robert Grainger and Elizabeth Machunis-Masuoka, Dept. of Biology. Other faculty associated with the program and its advisory committee include: James Childress of Religious Studies; Ruth Gaure of the Institute for Practical Ethics; Richard Guerrant of the Center for Global Health; and Susan McKinnon of Anthropology. The interdisciplinary nature of this program will enable numerous faculty to work outside the University community to participate in courses and to serve as advisors and mentors.

**Requirements for Major**
The major has six basic components:

1. Core courses: 9 hours
2. Biology electives: 6 hours
3. Statistics: 3 hours
4. Independent Research or Study: 3 hours
5. Capstone Seminar Course and Thesis .......................... 6 hours
6. Related courses ........................................... 12 hours

Core Courses Each student must complete the following courses:
RELG 265 Theology, Ethics and Medicine ............... 3 hours
BIOL 300 Core I: Cell and Molecular Biology ........... 3 hours
BIOL 301 Core II: Genetics and Evolution ............... 3 hours

Students considering the human biology major should complete the following prerequisites for BIOL 300 and BIOL 301 during their first two years: BIOL 201, BIOL 202, CHEM 141/141L (or CHEM 181/181L), CHEM 142/142L (or CHEM 182/182L). Advanced placement credit can substitute for one or more of these prerequisites as appropriate.

Biology Electives Each student must complete two additional BIOL courses (6 hours) at the 300 level or higher. Selected topics (BIOL 385 or BIOL 386) or independent research (BIOL 491-498) courses cannot be used to satisfy this requirement. These courses will be chosen based on the student’s interests and in consultation with a faculty advisor.

Statistics Each student must complete a 3 hour course in statistics. Any one of the following courses will satisfy this requirement: STAT 110, STAT 112, SOC 311, PSYC 305, PSYC 306, ECON 371, ANTH 589, EVSC 503.

Independent Research or Study Each student must complete 1 course (3 hours) undertaking an independent research project (e.g., BIOL 491) or independent study (e.g., ANTH 496, PLAP 495, RELS 495) under the direction of two faculty advisors, one of which will be from the Biology department. This research or independent study will provide the basis for the student’s thesis and will be completed during the fourth year.

Capstone Seminar Course and Thesis Students will complete 6 hours consisting of HBIO 481 and HBIO 482 during their fourth year. The thesis will be a substantial, independent year-long project that builds upon the student’s coursework and independent research or study.

Related Courses Each student must complete four upper-level courses (12 hours) that integrate biology with the social sciences and/or humanities. Courses will be chosen by the student in consultation with a faculty advisor and will provide an in-depth exposure to a particular area of concentration. It is assumed that each student will develop a unique focus of study, examining their topic of interest from a variety of disciplines. This coursework and independent research or study will be the basis for the student’s thesis. Examples of area concentrations that students may select, include, but are not limited to the following:

- Research Ethics
  - NUIP 416 Basic Research Concepts in Health Disciplines
  - PHIL 245 Scientific Methods
  - PHIL 359 Research Ethics
  - RELG 578 Human Genetics, Ethics and Theology

- Medical Ethics
  - ANTH 228 Culture, Healing and Health
  - PHIL 252 Bioethics, A Philosophical Perspective
  - PHIL 453 Ethics of Human Reproduction
  - RELJ 334 Jewish Medical Ethics

- Science and Technology
  - ANTH 529 Cultural Studies in Science
  - HIEU 337 Science in the Modern World
  - PHIL 546 Philosophy of Science
  - TCC 313 Scientific and Technological Thinking

- Science and Public Policy
  - EVSC 465 Environmental Policy Making in the United States
  - PLAP 424 AIDS: Politics and Epidemiology
  - PLPC 567 Comparative Science and Technology Policy
  - TMP 352 Science and Technology Public Policy

- Health Care and Public Policy
  - ANTH 535 Folk and Popular Health Systems
  - ECON 416 Economics of Health
  - HES 710 Health Care Policy and Management
  - SWAG 417 Economics, Gender and Family

- Environmental Policy
  - ANTH 334 Ecology & Society: An Introduction to the New Ecological Anthropology
  - ARCH 389 Environmental Choices
  - ECON 443 Energy and the Environment
  - EVSC 222 Conservation Ecology

Admission Interested students currently in their fourth semester in the College of Arts and Sciences are invited to apply for admission to the Human Biology major. As this is a distinguished major, the program will admit only 20 new students a year and all applicants must have attained, and majors must maintain, a 3.40 or higher cumulative grade point average. It is highly recommended, but not mandatory, that prospective applicants complete the prerequisites for BIOL 300 and BIOL 301, and to have completed at least one of the core courses by the end of their second year. Students interested in applying to the major should submit:

1. An official copy of the student’s transcript.
2. A one page statement describing the student’s purpose and goals in pursuing this major and how it will prepare them for their immediate post-graduate academic or career plans.

3. A letter of recommendation from an instructor, faculty advisor or dean.

All application materials should be submitted by March 1, to the Human Biology program coordinator, Dept. of Biology, 229 Gilmer Hall. Applications will be reviewed by the faculty advisory committee. Students accepted into the major will be notified by April 1. This will allow students to declare a major and select courses during the spring semester advising session. The program director holds an informational meeting for prospective majors in early February to answer questions pertaining to the application process and the major.

Additional Information For more information, contact one of the program directors: Robert Grainger, (434)-982-5495; rmgsp@virginia.edu; Elizabeth Machunis-Masuoka, (434)-982-5592; eam4n@virginia.edu; Department of Biology, Gilmer Hall, P.O. Box 400328, Charlottesville, VA 22904-4328 http://www.virginia.edu/humanbiology/

Course Descriptions

Note These courses are open only to Human Biology majors.

HBIO 481 - (3) (Y)
Capstone Seminar in Human Biology A weekly seminar co-organized by participating faculty to integrate student’s independent research and coursework with contemporary issues of relevance in biology, the humanities and social sciences. Students will have the opportunity to present their ongoing research and meet with outside speakers. This course will be taken in the fourth year.

HBIO 482 - (3) (Y)
The Thesis in Human Biology A weekly discussion and workshop co-organized by participating faculty to provide guidance and advice to students on completing their research or independent study and writing their thesis. This course will be taken in the fourth year.

Program in Jewish Studies
P.O. Box 400126
University of Virginia
Charlottesville, VA 22904-4126
Phone: (434) 924-6722
www.virginia.edu/humanbiology/

Overview Jewish Studies allows students to focus on the history, languages, and literature of the Jewish people; the beliefs and practices of Judaism; and the enduring contributions of Jewish wisdom to human civilization. These contributions range from Biblical monotheism and ethics; to Rabbinic traditions of text study and interpretation; to Jewish literary responses to marginality, oppression, and suffering in modern times; and to monuments of the twentieth-century Jewish experience, including the revival of Hebrew as a living language, the establishment of Israel as an independent political state, and
the thriving of diverse forms of Jewish community throughout the world. Students can take courses in Biblical and Modern Hebrew, Yiddish, Bible, Rabbinic literature, Jewish ancient and modern history, Jewish literature and culture, Holocaust studies, Jewish theology, and Jewish communities and cultures worldwide. Jewish Studies students are encouraged to study abroad in Israel or in other centers of Jewry beyond America. The U.Va program in Jewish Studies also reflects the unique strengths and interests of the U.Va faculty, generating such areas of interdisciplinary inquiry as "Jewish Culture ad History in Eastern Europe", "Yiddish Language and Culture", "Politics of the Holocaust," and "Feasting, Fasting and Faith: Food in Jewish and Christian Traditions". Additional information may be found on the web site, www.virginia.edu/jewishstudies/

Faculty

The interdisciplinary program includes faculty members drawn from many academic departments: The ever-growing list of faculty members who offer courses that count for the Jewish Studies major and minor or who serve as advising members of the Jewish Studies faculty include: Alon Confino, Gabriel Finder, Phyllis Leffler (Department of History); Elizabeth Shanks Alexander, Asher Biemann, Harry Gamble, Jennifer Geddes, Judith Kovacs Peter Ochs, Vanessa Ochs, Donald Polasky Robert Wilken (Department of Religious Studies); Jeffrey Grossman (Department of German); Jeffrey Hantman, Daniel Lefkowitz, Rachel Most (Department of Anthropology); Gerard Alexander, William Quaradt (Politics); Allison Booth, Eleanor Kaufman, Victor Luftig, James Nohrnberg Caroline Rody (Department of English); Judith Shatin (Department of Music), Johanna Drucker (New Media), Elissa Rosenberg (Landscape Architecture), and Hanna Maschler (Hebrew).

Students

Students who major and minor in Jewish Studies go on to a variety of careers, becoming educators, writers, community leaders, family-educators, healthcare professionals, chaplains, ethicists, rabbis, cantors, clergy, lawyers; some go into media, non-profit organizations, urban planning, museum work, foreign affairs, publishing and social services.

Additional Information

For more information contact Vanessa L. Ochs, Ida and Nathan Kolodiz Director of Jewish Studies, PO BOX 400126, Charlottesville, VA 22904-4126; (434) 924-6722; vanessa@virginia.edu.

Requirements for the Major

U.Va undergraduates with a cumulative GPA of at least 2.0 are welcome to declare a Jewish Studies major. The major shall consist of 10 courses plus a minimum of two semesters of Modern or Biblical Hebrew.

Hebrew Language Requirement

The two semesters of Hebrew shall be taken as follows:

If the student has fulfilled the College's foreign language requirement with Hebrew or places out of HEBR 202 no additional Hebrew language is needed.

If the above does not hold, the student must take two semesters of Hebrew. Placement will be assessed by the Hebrew Language faculty. The following sequences are possibilities:

- HEBR 101 and 102 OR RELJ 111 and RELJ 112
- HEBR 102 and 201 OR RELJ 112 and RELJ 201
- HEBR 201 and 202 OR RELJ 201 and RELJ 202
- HEBR 202 OR RELJ 202 (only one semester needed if student places into a 202-level course)

Core Courses (2)

- RELJ 203: The Judaic Tradition (3 credits)
- JWST 495: Senior Research Seminar (3 credits)

Distribution Requirements (3)

One (1) course from each of the following three (3) categories as approved by the major advisor:

1. Language and Literature (Departments of English, German, Hebrew) Note: You can count Biblical Hebrew toward your "Language and Literature" requirement if you have completed the Hebrew requirement with Modern Hebrew. If you can count a 300 level Hebrew course toward your "Language and Literature" requirement if you have fulfilled your Hebrew requirement with Modern Hebrew.

2. History and Society (Departments of Anthropology, Government and History)

3. Belief and Thought (Department of Religious Studies)

Electives (5)

Five (5) additional courses selected as electives in conjunction with the major advisor.

Note: No more than 4 courses toward the major at the 200 level; all others at the 300-level or above.

The Minor in Jewish Studies

The minor shall consist of 6 courses totaling 18 credits.

Core Courses (1)

- RELJ 203: The Judaic Tradition (3 credits)

Distribution Requirements (2)

One course from two of the following three categories: as approved by the minor advisor:

- Language and Literature (Departments of English, German, Hebrew)
- History and Society (Departments of Anthropology, Government and History)
- Belief and Thought (Department of Religious Studies)

Electives (3)

Three additional courses selected as electives in conjunction with the major advisor.

No more than 3 courses toward the minor at the 200 level; all others at the 300-level or above.

Distinguished Majors Program in Jewish Studies

The Distinguished Majors Program (DMP) in Jewish Studies affords qualified students the opportunity to do advanced research, and to receive, at graduation, the honor of distinction, high distinction or highest distinction.

Entry Into the Program

Students who meet the following criteria are eligible to participate in the Distinguished Majors Program.

1. Students qualify for the program if they have achieved an average of 3.4 in all university coursework as well as in all major course work prior to application for the program.

2. Application should be made to the Director of the Jewish Studies Distinguished Majors Program

3. Admission into the program will be considered by the program's Committee on Curricular Issues, and the Director of the Distinguished Majors Program.

Requirements for Completion of the Program

1. Completion of the Hebrew language requirement (minimum of two semesters) and all major requirements (30 credits).

2. Students must enroll in JWST 497 (directed reading; 3 credits) in the fall semester and JWST 498 (writing; 3 credits) in the spring semester. These courses are in addition to the 30 required credits and the Hebrew language requirement. Thus you must enroll in a total of 33 credits.

3. Students are responsible for selecting two members from the Jewish Studies faculty to serve as committee members; one member shall serve as the primary reader and chair.

4. The thesis shall be thirty to fifty pages in length.

Courses

The Jewish Studies Program lists the specific courses being offered each semester on the program's website: www.virginia.edu/jewishstudies/

Core Courses

RELJ 203 - (3) Introduction to Judaic Traditions

JWST 495 - (3) Senior Majors Seminar in Jewish Studies

Language and Literature

(Departments of Anthropology, English, German, Hebrew and Religious Studies)

AMTH/AMEL 247 Reflections of Exile: Jewish Languages and their Communities

AMTR 311 - (3) Women and Middle Eastern Literatures
ENMC 481 - (3)
Jewish American Fiction

ENSP 580
The Bible

GETR 347 - (3)
Literary Responses to the Holocaust

GETR 351 - (3)
Topics in Yiddish Literature

RELJ 223 - (3)
Jewish Spiritual Journeys

RELJ 256
Classical Sources in the Jewish Tradition/Judaism in Antiquity

RELJ 308
Israeli Fiction in Translation

RELJ 309 - (3)
The Prophets

RELJ 383 - (3)
Talmud

RELJ 391 - (3)
Women and the Bible

RELJ 513 - (3)
Psalms

RELJ 522
Literary Approaches to Rabbinic Literature

RELJ 595 - (3)
Midrashic Imagination

History and Society
(Departments of Anthropology, Government and History)

ANTH 347/747 - (3)
Language and Culture in the Middle East

ANTH 583 - (3)
Archaeology of the Ancient Near East

JWST 352 - (3)
Southern Jewish History and Culture

PLCP 341 - (3)
Politics of Middle East and North Africa

PLCP 541 - (3)
Islam and Democracy in the Middle East

PLIR 365 - (3)
International Relations of the Middle East

HIEU 210
Modern Jewish History

HIEU 213
The Jews of Poland from 1600 to the Present

HIME 201 - (3)
History of the Middle East & North Africa, ca 570-1500

HIME 202 - (3)
History of the Middle East & North Africa since 1500

MEST 496 - (3)
Middle East Studies Seminar

RELJ 204 - (3)
American Judaism

RELJ 224 - (3)
Jewish Ritual

RELJ 322 - (3)
Jews and the Land of Israel

RELJ 337 - (3)
Contemporary Judaisms

Belief and Thought
(Department of Religious Studies)

RELJ 101 - (3)
Introduction to Western Religions

RELJ 121 - (3)
Old Testament/Hebrew Scriptures

RELJ 122
Early Christianity and the New Testament

RELJ 203 - (3)
Judaic Traditions

RELJ 204 - (3)
American Judaism

RELJ 205 - (3)
History of Christianity I

RELJ 221 - (3)
Special Topics

RELJ 224 - (3)
Jewish Ritual

RELJ 235 - (3)
Jewish Ethics

RELJ 303 - (3)
Historical Jesus

RELJ 307 - (3)
Belief and Ethics after the Holocaust

RELJ 310
Medieval Jewish Theology

RELJ 322 - (3)
Jews and the Land of Israel

RELJ 330 - (3)
Jewish Mysticism and Spirituality

RELJ 331 - (3)
Jewish Law

RELJ 332 - (3)
Judaism: Medicine and Healing

RELJ 333 - (3)
Women and Judaism: Tradition and Change

RELJ 336 - (3)
Judaism and Christianity

RELJ 337 - (3)
Contemporary Judaisms/Jewish Theology after the Holocaust

RELJ 339
Jewish Feminism

RELJ 343
Women in Classical Jewish Sources

RELJ 352
Responses to the Holocaust

RELJ 505 - (3)
Judaism in Antiquity

RELJ 522 - (3)
The Shaping of Rabbinic Tradition

RELJ 523 - (3)
Mod. Jewish Thought: From Phenomenology to Scripture

RELJ 529 - (3)
Seminar in Hebrew Bible

RELG 537
Feasting, Fasting and Faith: Food in Jewish and Christian Traditions

RELJ 530 - (3)
Early Christianity and Classical Judaism

Hebrew

HEBR 101
Introduction to Modern Hebrew I

HEBR 102
Introduction to Modern Hebrew II

HEBR 201
Intermediate Modern Hebrew I

HEBR 202
Intermediate Modern Hebrew II

RELJ 201
Advanced Readings in Biblical Hebrew I

RELJ 202
Advanced Readings in Biblical Hebrew II

Distinguished Majors Thesis

JWST 497 - (3)
Supervised Research

JWST 498 - (3)
Supervised Research

Latin American Studies
P.O. Box 400777
University of Virginia
Charlottesville, VA 22904-4777
Phone: (434) 924-4653
www.virginia.edu/latinamerican/

Requirements for Major
The requirements for a major in Latin American studies are as follows: 1) Either SPAN 202 or PORT 212 and 2) 30 credits of courses in the Latin American field offered by the departments of Anthropology, Economics, English, French, Government and Foreign Affairs, History, Portuguese, Religion, Sociology and Spanish. No more than 15 credits in any one department may be counted toward the major. Students may transfer credits from programs abroad, either Spain or Latin America, up to 12 credits per semester, and 15 per two semesters.

Students can enroll exclusively in the
courses listed in the Course Offering Directory online. Students need their advisor’s permission to enroll in other courses. The major’s thesis is not required but is offered as an option for students interested in specific topics of research. The Latin American Studies Program also offers a Distinguished Major Program. Students must have an overall GPA of 3.4 to be accepted. A Distinguished Majors thesis is required. Details are available at the program office located in Wilson Hall 110.

Requirements for Minor The requirements for a minor in Latin American studies are as follow: 1) Either SPAN 202 or PORT 212; and 2) 18 credits of courses in the Latin American field offered by the departments of Anthropology, Economics, French, English, Government and Foreign Affairs History, Portuguese, Religion, Sociology, and Spanish. No more than 9 credits in any one department may be counted toward the minor. Students must take courses in at least three departments. Students may transfer up to 9 credits per semester or year from programs abroad.

Additional Information For more information, contact Dr. Fernando Operé, 110 Wilson Hall; (434) 924-4653. Web: www.virginia.edu/latinamerican/

Courses Approved for Major

The courses listed below have counted for the Latin American Studies major in the past.

**ANTH 236 - (3) (Y)**
Don Juan and Castaneda

**ANTH 332 - (3) (IR)**
Amazonian Peoples

**ANTH 357 - (3) (E)**
People, Cultures, and Societies of the Caribbean

**ANTH 565 - (3) (Y)**
Creole Narratives

**ECON 309 - (3) (Y)**
Latin-American Economic Issues

**ENTC 315/815 - (3) (Y)**
Literature of the Americas

**FRTR 329 - (3) (Y)**
Contemporary Caribean Culture

**HILA 100 - (3) (IR)**
Introductory Seminar: Public Relationships

**HILA 201 - (3) (Y)**
Colonial Latin America, 1500-1824

**HILA 202 - (3) (Y)**
Modern Latin America, 1824 to Present

**HILA 220 - (3) (O)**
The History of the Caribbean

**HILA 305 - (3) (IR)**
Modern Central America

**HILA 306 - (3) (Y)**
History of Modern Brazil

**HILA 311 - (3) (IR)**
Public Life in Latin America

**HILA 402 - (3) (IR)**
Race-Mixing in Latin American History

**HILA 505 - (3) (IR)**
Hierarchy

**LAST 491, 492 - (3) (S)**
Majors Thesis, Independent Studies

**PLCP 424 - (3) (IR)**
Democratic Transition and Consolidation in Latin America

**PLCP 531 - (3) (E)**
Politics of Latin America

**PLCP 533 - (3) (O)**
Political Parties and Movements in Latin America

**PLIR 424 - (3) (IR)**
Topics in US/Latin American Relation

**PLIR 562 - (3) (Y)**
Latin America in World Affairs

**PORT 212 - (3) (Y)**
Intermediate Portuguese

**PORT 301 - (3) (Y)**
Conversation and Composition

**PORT 402 - (3) (IR)**
Readings in Literature in Portuguese

**PORT 407 - (3) (Y)**
The Civilization of Brazil

**PORT 461, 462 - (3) (SI)**
Studies in Luso-Brazilian Language and Literature

**RELA 276 - (3) (IR)**
Religious Studies in the Americas

**SOC 341 - (3) (S)**
Race and Ethnic Relations

**SOC 487 - (3) (Y)**
Immigration

**SPAN 330 - (3) (Y)**
Literary Analysis

**SPAN 342 - (3) (Y)**
Survey of Latin American Literature to 1900

**SPAN 343 - (3) (Y)**
Survey of Latin American Literature since 1900

**SPAN 423/523 - (3) (O)**
The Inquisition in Spain and Latin America

**SPAN 425/525 - (3) (Y)**
1492 and the Aftermath

**SPA 480 - (3) (Y)**
Latin American Theater

**SPAN 486 - (3) (Y)**
Contemporary Latin American Short Fiction

**SPAN 487 - (3) (Y)**
Contemporary Latin American Novel

**SPAN 490 - (3) (Y)**
Contemporary Poetry

Program in Linguistics
310 Gilmer Hall
(434) 924-0646
Fax: (434) 982-4766
www.virginia.edu/linguistics

Overview Language is central to virtually all human activity. Indeed, many argue that the emergence of language was the single most important factor in the differentiation of the human species from other hominids. Linguists study language as a specialized communicative system with its own distinctive principles of structure and patterning. Apart from the traditional subfields of phonology (the patterning of speech sounds), morphology (word-building processes), and syntax (rules of phrase and sentence formation), there are the interdisciplinary research areas of semantics and discourse analysis, with connections to philosophy, psychology, anthropology, literature, sociolinguistics, psycholinguistics, and linguistic anthropology.

Faculty The linguistics faculty are housed in a handful of University departments, including anthropology, philosophy, psychology, and various language departments. Their research interests span all the subfields mentioned above, and their publications cover a wide number of languages and language families, including Romance, Slavic, Germanic, Sanskrit, Chinese, Arabic, African and Native American languages, and American Sign Language.

Students There are usually fewer than ten linguistics majors in a given year. Many combine linguistics with a major in a related field such as a foreign language, psychology, or anthropology. Linguistics classes are generally small, with an emphasis on class participation and problem-solving. All courses in the program are taught by faculty members.

Graduates with a B.A. in Linguistics pursue a variety of careers. Some conduct graduate work in a related field, such as language and literature, language teaching, or speech pathology; others become involved in nonacademic pursuits, ranging from law to computer programming. Yet even those who do not continue in linguistics find the analytical skills and knowledge acquired in the major to be relevant and useful.

Interdepartmental Major in Linguistics A major in linguistics permits a student to explore both the independent and interdisciplinary aspects of human language. Courses focus on both historical and synchronic analysis, and cover several modern approaches to data.
Requirements for Major

The major program consists of 30 credits. The following courses, yielding 12 credits, are required of all majors: LNGS 325; LNGS 326 or ANTH 348; a course in the structure of a language, which must be a linguistics course (e.g., RUSS 521 or 522, ANTH 504); and a course in theoretical linguistics, (e.g., ANTH 542, PHIL 550). A maximum of three credits of study of an ancient (e.g., Sanskrit, Old Icelandic) or a non-Indo-European (e.g., Japanese, American Sign Language) language may be counted toward the major. The program must be chosen in consultation with an advisor (Bonvillian, Contini-Morava, Elson, Rini, Saunders).

Requirements for Minor

The minor is the same as the major with respect to required courses. Two electives are required in addition, for a total of 18 credits.

Distinguished Majors Program in Linguistics

Students with superior academic performance are encouraged to apply to the Distinguished Majors Program (DMP) in which they write a thesis demonstrating original research. Requirements for admission to the DMP are:

1. an overall GPA of at least 3.4, and a GPA of at least 3.4 in all courses counted toward the major. This GPA must be maintained throughout the fourth year in order for distinction to be awarded;
2. a thesis proposal, signed and approved by the faculty member in Linguistics who has primary responsibility for supervising the thesis, and by a second faculty member who is the second reader.

After admission, DMP students enroll in LING 498 in the first semester of the fourth year. In the second semester of the fourth year, students sign up for LING 499. The thesis may be based on empirical research conducted by the student or a critical review or theoretical analysis of existing findings in linguistics or a related field. Students must submit the first draft to their advisors by March 1, and the final draft by April 15.

Additional Information

For more information, contact John D. Bonvillian, Chair, Program in Linguistics, Department of Psychology, 310 Gilmer Hall, Charlottesville, VA 22904-4400; (434) 924-0646; www.virginia.edu/linguistics.

Courses Approved for Major

The following courses are approved for the major. Consult the Graduate Record for descriptions of courses at the 500 level.

Linguistic Courses

LING 497 - (Credit to be arranged) (SI)

Supervised Research in Linguistics

Conducted by students under the direction of an instructor of their choice.

LING 498 - 499 - (3) (Y)

Distinguished Major Thesis

Prerequisite: Participants in the Distinguished Majors Program in Linguistics.

A two-semester course in which the student prepares a thesis under the supervision of a Linguistics faculty member.

LING 501 - (3) (IR)

Synchronic Linguistics

Prerequisite: LNGS 325 and instructor permission.

Studies the theoretical foundations of major linguistic models with attention to problem solving and descriptive techniques. Emphasizes the American structuralist and transformational-generative models of language.

LING 506 - (3) (IR)

Syntax and Semantics

Prerequisite: LNGS 325 and permission of the instructor.

Analyzes and describes sentence structure and its relationship to meaning.

LING 507 - (3) (SI)

Syntactic Theory

Prerequisite: LNGS 325 and permission of the instructor.

Studies the major schools of syntactic theory.

LING 509 - (3) (Y)

Teaching English as a Second Language

Prerequisite: LNGS 325 and instructor permission.

Studies the theory, problems, and methods in teaching English as a second language, with attention to relevant areas of general linguistics and the structure of English.

LING 525, 526 - (3) (SI)

Romance Linguistics

Studies the vulgar Latin origins and patterns of linguistic change in the principal Romance languages.

ANTH 242 - (3) (O)

Language and Gender

ANTH 243 - (3) (IR)

Languages of the World

ANTH 340 - (3) (IR)

Structure of English

ANTH 341 - (3) (Y)

Introduction to Sociolinguistics

ANTH 345 - (3) (SI)

American Indian Languages

ANTH 347 - (3) (Y)

Language and Culture of the Middle East

ANTH 348 - (3) (E)

Language and Prehistory

ANTH 504 - (3) (Y)

Field Methods

ANTH 540 - (3) (Y)

Linguistic Anthropology

ANTH 542 - (3) (IR)

Modern Structural Linguistics

ANTH 543 - (3) (IR)

African Languages and Folklore

ANTH 549 - (Credit to be arranged) (IR)

Selected Topics in Theoretical Linguistics and Linguistic Anthropology

ENLS 303 - (3) (Y)

History of the English Language

ENCR 333 - (3) (Y)

Ethnopoetics

ENMD 501 - (3) (IR)

Introduction to Old English

ENMD 505, 506 - (3) (IR)

Old Icelandic

FREN 339 - (3) (S)

French Phonetics and Phonology

Conducted in French.

FREN 428 - (3) (Y)

History of the French Language

Conducted in French.

LNGS 200 - (3) (O)

Grammatical Concepts in Foreign Language Learning

Treats the grammatical concepts traditionally considered relevant in the teaching and study of foreign languages, including the study of English as a second language. Some foreign language experience is strongly recommended.

LNGS 222 - (3) (Y)

Black English

Introduces the history and structure of what has been termed Black English Vernacular or Black Street English. Focuses on the sociolinguistic factors that led to its emergence, its present role in the Black community, and its relevance in education and racial stereotypes.

LNGS 325 - (3) (Y)

Introduction to Linguistic Theory and Analysis

Introduces sign systems, language as a sign system, and approaches to linguistics description. Emphasizes the application of descriptive techniques to data.

LNGS 326 - (3) (O)

Introduction to Comparative-Historical Linguistics

Prerequisite: LNGS 325 or instructor permission.

Studies the elements of comparative-historical linguistics.

LNGS 495 - (1-6) (Y)

Independent Study in General Linguistics

LNGS 496 - (1-6) (Y)

Independent Study in General Linguistics

PHIL 350 - (3) (IR)

Philosophy of Language

PSYC 311 - (3) (IR)

Psychology of Language

PSYC 411 - (3) (Y)

Psycholinguistics
Exciting recent advances include the proof of Fermat’s Last Theorem, the classification of the finite simple groups, the proof of the Bieberbach conjecture, and the computer-assisted proof of the four-color theorem. The discipline and creativity required by the study of mathematics can be a formidable preparation for later life. Past students of mathematics have had successful careers in almost every sphere, including all the professions. The scope of mathematics courses offered at the University of Virginia allows majors to tailor their own programs. Students electing to major in mathematics should consult carefully with a faculty advisor to ensure the selection of a program of courses that provides a solid grounding in the fundamentals of higher mathematics and is appropriate to future goals.

Faculty
The faculty of the Department of Mathematics is committed to excellence in teaching and research. Its members carry out high-level research on diverse problems in algebra, analysis, topology, probability, and statistics, mathematical physics, and the history of the discipline. Their research has been widely published in prestigious research journals and is recognized internationally. Members of the department have won Sloan fellowships, Humboldt fellowships, and other scholarly honors, as well as numerous research grants. Many are currently supported by grants from the National Science Foundation and other federal agencies. Most have held visiting professorships abroad. In addition, the department offerings and ambiance are enhanced each year by the presence of several internationally recognized visiting faculty.

Students
There are currently about 75 students majoring in mathematics. Class sizes vary from a few large introductory classes to an average class size of twenty students for upper-level courses. This small class size affords students the opportunity to get individual attention.

Students who graduate with degrees in mathematics successfully pursue a variety of different careers. Many go directly into jobs in industry, insurance (as actuaries), government, finance, and other fields. Employers in the past have included Morgan Stanley, General Motors, MITRE Corp., the Census Bureau, the National Security Agency, and various consulting firms. Many find themselves well equipped to go on to professional schools in law, medicine, and business. Some go directly into teaching. Others have gone on to graduate programs in mathematics, applied mathematics, statistics, engineering, systems engineering, economics, and computer science. Students who have combined the mathematics major with courses in computer programming, economics, and business have done exceptionally well in the job market.

Requirements for Major
Normally, the calculus sequence MATH 131, 132, and 231 or its equivalent must be completed before a student can declare a major in mathematics. At least a 2.2 average in the calculus sequence and a minimum grade of C in MATH 231 or its equivalent are required. However, the department may grant special permission to declare a major to a student who has only completed MATH 131 and 132, and at least one mathematics course (other than MATH 231 or its equivalent) which could be counted toward the major in mathematics, provided the student completes MATH 231 or its equivalent in the semester following the declaration of a mathematics major.

To graduate with a major in mathematics the student must show computer proficiency by completing CS 101 or 120, or an approved equivalent course. This should be done as early as possible.

To help guide the student through the major, the mathematics department offers six concentrations. Completion of one of these concentrations is required. Each concentration contains a set of nine or ten required courses (approximately 28 credit hours). To graduate, a student must obtain minimum grades of C in seven of these courses and C- in the other two.

Certain substitutions are allowed in all options, for example, MATH 351 for MATH 331 and MATH 551 for MATH 354.

A. The Basic Concentration
This traditional program for the mathematics major provides an overview of key areas:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH 351</td>
<td>Elementary Linear Algebra</td>
<td>3</td>
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<tr>
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<td>Survey of Algebra</td>
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<td>3</td>
</tr>
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<td></td>
<td>Applications</td>
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B. The Graduate Preparatory Concentration
This concentration is for the student who plans to attend graduate school in mathematics or an allied field. The program emphasizes the fundamental ideas of mathematics with substantial work in proving and understanding the basic theorems. It consists of:

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College of Arts and Sciences • 159

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Department of Mathematics
P. O. Box 400137
University of Virginia
Charlottesville, VA 22904-4137
Phone: (434) 924-4919
Fax: (434) 982-3084
www.math.virginia.edu

Overview
In a world of increasing technological complexity, knowledge of mathematics is the gateway to the pursuit of many fields. Mathematics has long been the language of choice for expressing complex relationships and describing complicated patterns and processes. It is now true that many fields, in addition to mathematics and the sciences, rely on this in a fundamental way.

What was formerly “abstract” mathematics to many has become the concrete stuff of everyday life. “The unreasonable effectiveness of mathematics” manifests itself today in such familiar things as CAT and MRI scans, compact discs, satellite communications, and computer animation. These were all rendered possible by new discoveries made by mathematicians within the last fifty years. Even the efficient operation of our financial markets is based, in part, on relatively recent theorems of mathematical analysis and probability theory.

Mathematics research today is a vibrant and dynamic enterprise. Thousands of mathematicians worldwide are at work on an unimaginably broad range of questions. Exciting recent advances include the proof of...
Three electives at the 300 level or higher. (You may wish to take MATH 354 in preparation for MATH 531 and MATH 331 in preparation for MATH 532.)

This constitutes the minimum expected of an incoming graduate student in most programs nationwide. The department strongly recommends MATH 532 (Real Analysis in Several Variables), as well as courses in differential geometry and topology (MATH 572 and 577). Many of our graduate school bound students take additional courses, including 700-level graduate courses.

C. The Probability and Statistics Concentration

This concentration is designed to give the student a good theoretical underpinning in probability and statistics, as well as the opportunity to go deeper in these fields. The program can lead to a Master of Science in Statistics with one additional year of coursework, if additional courses in statistics are taken in the fourth year. (Those interested in the M.S. in Statistics should contact the graduate advisor in the Department of Statistics prior to the beginning of their fourth year.)

The requirements for the concentration are the following:

MATH 325 Ordinary Differential Equations . . . . 4
MATH 310 Intro. to Mathematical Analysis . . . . 3
MATH 312 Intro. to Mathematical Statistics . . . . 3
MATH 331 Basic Real Analysis or
MATH 334 Complex Variables with Applications . . 3
MATH 351 Elementary Linear Algebra . . . . 3
MATH 354 Survey of Algebra . . . . 3
MATH 514 Mathematics of Derivative Securities . . 3

Two additional courses chosen from:
MATH 408 Operations Research . . . . . 3
MATH 430 Elementary Numerical Analysis . . . . 3
MATH 511 Stochastic Processes . . . . . 3
STAT 512 Applied Linear Models . . . . . 3
STAT 517 Applied Time Series . . . . . 3

Two courses chosen from(1):
ECON 201 Microeconomics . . . . . 3
ECON 202 Macroeconomics . . . . . 3
COMM 201 Introduction to Financial Accounting . . . . . 3
COMM 202 Intro. to Mgmt. Accounting . . . . . 3

(1) Completing all four courses is recommended.

E. Five-year Teacher Education Program

This option leads to both Bachelor of Arts and Master of Teaching degrees after five years. The program is for both elementary and secondary teachers and is administered by the Curry School of Education. Required courses include:

MATH 325 Ordinary Differential Equations . . . . 4
MATH 310 Intro. to Mathematical Analysis . . . . 3
MATH 312 Intro. to Mathematical Statistics . . . . 3
MATH 331 Basic Real Analysis or
MATH 334 Complex Variables with Applications . . 3
MATH 351 Elementary Linear Algebra . . . . 3
MATH 354 Survey of Algebra . . . . . 3
MATH 501 History of Calculus or
MATH 503 History of Mathematics . . . . 3
MATH 570 Introduction to Geometry . . . . . 3
One elective at the 300 level or higher . . . . . 3

The Curry School has additional requirements for this program.

D. The Financial Mathematics Concentration

This program provides the student with a broad background of basic mathematics, which is essential for an understanding of the mathematical models used in the financial markets. The mathematics of modern finance includes, but is not limited to, probability, statistics, regression, time series, partial differential equations, stochastic processes, stochastic calculus, numerical methods, and analysis. Probability and statistics and some acquaintance with numerical methods are essential as is some knowledge of economics/accounting and some computing experience. Additional background in statistics, optimization, and stochastic processes is also desirable. The program consists of:

MATH 325 Ordinary Differential Equations . . . . 4
MATH 310 Intro. to Mathematical Probability . . . . 3
MATH 312 Intro. to Mathematical Statistics . . . . 3
MATH 331 Basic Real Analysis or
MATH 334 Complex Variables with Applications . . 3
MATH 351 Elementary Linear Algebra . . . . 3
MATH 354 Survey of Algebra . . . . . 3
MATH 514 Mathematics of Derivative Securities . . 3

Two additional courses chosen from:
MATH 408 Operations Research . . . . . 3
MATH 430 Elementary Numerical Analysis . . . . 3
MATH 511 Stochastic Processes . . . . . 3
STAT 512 Applied Linear Models . . . . . 3
STAT 517 Applied Time Series . . . . . 3

Two courses chosen from(1):
ECON 201 Microeconomics . . . . . 3
ECON 202 Macroeconomics . . . . . 3
COMM 201 Introduction to Financial Accounting . . . . . 3
COMM 202 Intro. to Mgmt. Accounting . . . . . 3

(1) Completing all four courses is recommended.

Requirements for Minor in Mathematics

Students who wish to declare a minor in mathematics must complete the calculus sequence through MATH 231 or its equivalent with at least a 2.0 average.

To graduate with a minor in mathematics a student must complete five courses approved by the department of mathematics with minimum grades of C in three of these courses and minimum grades of C- in the other two. An approved course must carry at least three credits. Currently, the approved courses are those from the College department of mathematics with the MATH mnemonic numbered 300 or higher. Courses with the STAT mnemonic or from other departments or institutions can be taken if approved by the undergraduate committee.

Courses that are being counted for a major or another minor cannot also be counted for the minor in mathematics.

Echols Mathematics Club

is an undergraduate club for mathematics students that sponsors lectures, mathematics films, problem solving sessions for the Putnam Mathematical Competition and other similar activities.

Additional Information

For more information, contact Charles Dunkl, Lower Division Advisor, Room 223, 924-4939, or Thomas Kriete, Upper Division Advisor, Room 205, 924-4932, Kerchof Hall, Charlottesville, VA 22904-4137; www.math.virginia.edu.

Course Descriptions

Mathematics

The entering College student has a variety of courses in mathematics from which to choose. Among those that may be counted toward the College area requirement in natural science and mathematics, are several options in calculus, elementary (non-calculus based) courses in probability and in statistics, and courses dealing with computer techniques in mathematics.

MATH 103 (precalculus) is available for students who need to improve basic skills.
that are required in other courses such as calculus, chemistry, psychology, economics, and statistics. However, it may not be counted toward the area requirement in natural science and mathematics. Students planning to major in the social sciences, arts, or humanities who wish to take a mathematics course but omit the study of calculus may choose from MATH 111 (Elementary Probability Theory) and MATH 114 (Financial Mathematics). Even though it is not a prerequisite for STAT 112, MATH 111 is frequently taken prior to STAT 112. MATH 115 and 116 are introductory courses that investigate familiar areas of elementary mathematics at a profound level and are intended for first- and second-year non-majors, especially those preparing to teach in elementary and middle schools.

In MATH 114, the students study the mathematics needed to understand and answer a variety of questions that arise in everyday financial dealings. The emphasis in this course will be on applications, including simple and compound interest, valuation of bonds, rates of return on investments, and more. Although the topics in this course are drawn primarily from business and economics, students of all majors are welcome and should find the applications interesting and relevant.

The study of calculus is the foundation of college mathematics for students planning to major in mathematics or the physical sciences or anticipating a career or graduate study in any of the natural sciences, engineering, or applied social sciences (such as economics). There are essentially two programs of study available in calculus:

1. MATH 121, 122 is a terminal one-year sequence intended for business, biology, and social science majors;
2. MATH 131, 132, 231 is the traditional calculus sequence intended for students of mathematics and the natural sciences, as well as for students intending to pursue graduate work in the applied social sciences;

The MATH 121, 122 sequence is unacceptable as a prerequisite for mathematics courses numbered 231 and above. Students anticipating the need for higher mathematics courses such as MATH 325 (Differential Equations) or MATH 310, 312 (Probability and Statistics) should instead elect the MATH 131, 132, 231 sequence. Credit is not allowed for both MATH 121 and 131 (or its equivalent).

Students who have previously passed a calculus course in high school may elect MATH 122, 131, 132, or 231 as their first course, depending on placement, preparation, and interest. A strong high school calculus course is generally adequate preparation for MATH 132 as a first calculus course, even if advanced placement credit has not been awarded for MATH 131. Students planning to take any advanced course in mathematics should not take MATH 122, because credit for that course must be forfeited if the student takes MATH 132 (or its equivalent).

MATH 133 and 134 is a two-semester calculus workshop sequence taken in conjunction with specific sections of MATH 131 and 132. Participants in the calculus workshop meet for six hours per week to work in small groups on challenging problem sets related to material covered in MATH 131 and 132. They typically enjoy getting to work closely with fellow calculus students, and find that their performance in MATH 131 and 132 is significantly improved. Permission is required to sign up for the calculus workshop. For more information, contact Professor Jeffrey Holt, Calculus Workshop Coordinator; 924-4927; jih2b@virginia.edu.

Exceptionally well-prepared students (who place out of both MATH 131 and 132) may choose either MATH 231 or 325 (Differential Equations) as their first course.

Advanced placement credit in the calculus sequence is granted on the basis of the College Entrance Examination Board Advanced Placement Test (either AB or BC). A score of 4 or 5 on the AB test or on the AB subscore of the BC test gives the student credit for MATH 131. A score of 4 or 5 on the BC test gives the student credit for both MATH 131 and 132. The Department of Mathematics offers short advisory online placement tests during fall orientation.

Pre-commerce students are required to take a statistics course, usually STAT 112, and one other mathematics course, usually MATH 111, 121, 122, or MATH 131.

Equivalent SEAS courses and transfer courses for the Math Major There are numerous instances of equivalent courses offered by the Department of Mathematics as well as by the Department of Applied Mathematics in the School of Engineering and Applied Science. A student may not offer for degree credit two equivalent courses (e.g., MATH 131 and APMA 111, or MATH 131 and MATH 121). Up to two courses, taken from outside of the College and which are equivalent to College Mathematics courses, may be offered for the College Mathematics Major. The following are equivalent courses from the School of Engineering and Applied Sciences:

APMA 213 and MATH 325 Ordinary Differential Equations
APMA 302 and MATH 404 Discrete Mathematics
APMA 308 and MATH 351 Elementary Linear Algebra
APMA 310 and MATH 310 Introduction to Mathematical Probability
APMA 507 and MATH 430 Elementary Numerical Analysis
SYS 321 and MATH 408 Operations Research

MATH 103 - (3) (Y)
Pre-calculus
Prerequisite: High school algebra II and geometry.
Studies computational skills, patterns of quantitative problem solving, and mathematical thought. Includes linear and quadratic equations, polynomials, inverse functions, logarithms, arithmetic and geometric sequences, trigonometric functions, and linear systems. (Does not satisfy the College natural science and mathematics requirement.)

MATH 108 - (3) (IR)
Modes of Mathematical Thinking
Studies logic, number systems, functions, analytic geometry, equations, matrices, enumeration, and computer algebra systems. Intended for liberal arts students and emphasizes the connection between analytic-algebraic and geometric reasoning in the understanding of mathematics. Facilitated by the use of a modern computer algebra system, such as Maple.

MATH 111 - (3) (S)
Probability/Finite Mathematics
Studies finite probability theory including combinatorics, equiprobable models, conditional probability and Bayes' theorem, expectation and variance, and Markov chains.

MATH 114 - (3) (Y)
Financial Mathematics
The study of the mathematics needed to understand and answer a variety of questions that arise in everyday financial dealings. The emphasis is on applications, including simple and compound interest, valuation of bonds, amortization, sinking funds, and rates of return on investments. A solid understanding of algebra is assumed.

MATH 115 - (3) (IR)
The Shape of Space
Provides an activity and project-based exploration of informal geometry in two and three dimensions. Emphasizes visualization skill, fundamental geometric concepts, and the analysis of shapes and patterns. Topics include concepts of measurement, geometric analysis, transformations, similarity, tessellations, flat and curved spaces, and topology.

MATH 116 - (3) (IR)
Algebra, Number Systems, and Number Theory
Studies basic concepts, operations, and structures occurring in number systems, number theory, and algebra. Inquiry-based student investigations explore historical developments and conceptual transitions in the development of number and algebraic systems.

MATH 121 - (3) (S)
Applied Calculus I
Topics include limits and continuity; differentiation and integration of algebraic and elementary transcendental functions; and applications to maximum-minimum problems, curve sketching and exponential growth. Credit is not given for both MATH 121 and 131.
MATH 121S - (4) (IR)  
**Introduction to Calculus**  
Prerequisite: Instructor permission.  
Includes limits and continuity; differentiation and integration of algebraic and elementary transcendental functions; and applications to maximum-minimum problems, curve sketching and exponential growth.

MATH 122 - (3) (S)  
**Applied Calculus II**  
Prerequisite: MATH 121 or equivalent.  
A second calculus course for business, biology, and social science students. Analyzes functions of several variables, their graphs, partial derivatives and optimization; multiple integrals. Reviews basic single variable calculus and introduces differential equations and infinite series. Credit is not given for both MATH 122 and 132.

MATH 131 - (4) (S)  
**Calculus I**  
Prerequisite: Background in algebra, trigonometry, exponentials, logarithms, and analytic geometry.  
Introduces calculus with emphasis on techniques and applications. Recommended for natural science majors and students planning additional work in mathematics. The differential and integral calculus for functions of a single variable is developed through the fundamental theorem of calculus. Credit is not given for both MATH 121 and 131.

MATH 132 - (4) (S)  
**Calculus II**  
Prerequisite: MATH 131 or equivalent, or instructor permission.  
Continuation of 131. Applications of the integral, techniques of integration, infinite series, vectors. Credit is not given for both MATH 122 and 132.

MATH 133 - (2) (Y)  
**Calculus Workshop I**  
Prerequisite: Instructor permission; corequisite: MATH 121.  
Intensive calculus problem-solving workshop with topics drawn from MATH 131.

MATH 134 - (2) (Y)  
**Calculus Workshop II**  
Prerequisite: Instructor permission; corequisite: MATH 132.  
Intensive calculus problem-solving workshop with topics drawn from MATH 132.

MATH 231 - (4) (S)  
**Calculus III**  
Prerequisite: MATH 132 or its equivalent.  
Studies functions of several variables including lines and planes in space, differentiation of functions of several variables, maxima and minima, multiple integration, line integrals, and volume.

MATH 310 - (3) (Y)  
**Introduction to Mathematical Probability**  
Prerequisite: MATH 132. A knowledge of double integrals is recommended.  
Includes sample spaces, combinatorial analysis, discrete and continuous random variables, classical distributions, expectation, Chebyshev theorem, independence, central limit theorem, conditional probability, and generating functions.

MATH 312 - (3) (Y)  
**Introduction to Mathematical Statistics**  
Prerequisite: MATH 310.  
Includes sampling theory, point estimation, interval estimation, testing hypotheses (including the Neyman-Pearson lemma and likelihood ratio tests), and regression and correlation.

MATH 325 - (4) (S)  
**Ordinary Differential Equations**  
Prerequisite: MATH 132 or its equivalent.  
Introduces the methods, theory, and applications of differential equations. Includes first-order, second and higher-order linear equations, series solutions, linear systems of first-order differential equations, and the associated matrix theory. May include numerical methods, non-linear systems, boundary value problems, and additional applications.

MATH 325P - (4) (S)  
**Ordinary Differential Equations**  
Prerequisite: MATH 132 or its equivalent.  
Usually offered in the spring, this course covers the same material as MATH 325 with some additional topics, including an introduction to Sturm-Liouville theory, Fourier series and boundary value problems, and their connection with partial differential equations. Physics majors should enroll in MATH 325P, although no knowledge of physics is assumed.

MATH 331 - (3) (S)  
**Basic Real Analysis**  
Prerequisite: MATH 132.  
Concentrates on proving the basic theorems of calculus, with due attention to the beginner with little or no experience in the techniques of proof. Includes limits, continuity, differentiability, the Bolzano-Weierstrass theorem, Taylor’s theorem, integrability of continuous functions, and uniform convergence.

MATH 334/534 - (3) (Y)  
**Complex Variables With Applications**  
Prerequisite: MATH 231 and graduate standing for MATH 534.  
Topics include analytic functions, Cauchy integral formulas, power series, residue theorem, conformal mapping, and Laplace transforms.

MATH 351 - (3) (S)  
**Elementary Linear Algebra**  
Prerequisite: MATH 132.  
Includes matrices, elementary row operations, inverses, vector spaces and bases, inner products and Gram-Schmidt orthogonalization, orthogonal matrices, linear transformations and change of basis, eigenvalues, eigenvectors, and symmetric matrices.

MATH 354 - (3) (Y)  
**Survey of Algebra**  
Prerequisite: MATH 132 or equivalent.  
Surveys major topics of modern algebra: groups, rings, and fields. Presents applications to areas such as geometry and number theory; explores rational, real, and complex number systems, and the algebra of polynomials.

MATH 404/504 - (3) (E)  
**Discrete Mathematics**  
Prerequisite: MATH 354 or instructor permission, and graduate standing for MATH 504.  
Includes combinatorial principles, the binomial and multinomial theorems, partitions, discrete probability, algebraic structures, trees, graphs, symmetry groups, Polya’s enumeration formula, linear recursions, and generating functions.

MATH 408 - (3) (Y)  
**Operations Research**  
Prerequisite: MATH 132 and 351.  
Development of mathematical models and their solutions, including linear programming, the simplex algorithm, dual programming, parametric programming, integer programming, transportation models, assignment models, and network analysis.

MATH 430 - (3) (IR)  
**Elementary Numerical Analysis**  
Prerequisite: MATH 325 and computer proficiency.  
Includes Taylor’s theorem, solution of non-linear equations, interpolation and approximation by polynomials, numerical quadrature. May also cover numerical solutions of ordinary differential equations, Fourier series, or least-square approximation.

MATH 452 - (3) (IR)  
**Algebraic Coding Theory**  
Prerequisite: MATH 351 and 354, or instructor permission.  
Introduces algebraic techniques for communicating information in the presence of noise. Includes linear codes, bounds for codes, BCH codes and their decoding algorithms. May also include quadratic residue codes, Reed-Muller codes, algebraic geometry codes, and connections with groups, designs, and lattices.

MATH 453 - (3) (O)  
**Number Theory**  
Prerequisite: MATH 354 or instructor permission.  
Includes congruences, quadratic reciprocity, Diophantine equations, and number-theoretic functions, among others.

MATH 475 - (3) (IR)  
**Introduction to Knot Theory**  
Prerequisite: MATH 331, 354, or instructor permission.  
Examines the knotting and linking of curves in space. Studies equivalence of knots via boundaries of surfaces and via algebraic structures arising from knots. Also considers knots as boundaries of surfaces and via algebraic structures arising from knots. Includes congruences, quadratic reciprocity, Diophantine equations, and number-theoretic functions, among others.

MATH 493 - (3) (IR)  
**Independent Study**  
Reading and study programs in areas of interest to individual students. For third- and fourth-year students interested in topics not covered in regular courses. Students must obtain a
faculty advisor to approve and direct the program.

MATH 495 - (3) (IR)
Undergraduate Research Seminar
Prerequisite: Instructor permission.
Emphasizes direct contact with advanced mathematical ideas, communication of these ideas, the discovery of new results and connections among them, and the experience of mathematics as a collaborative venture among researchers at all levels. Students work collaboratively and individually on research projects, and present their results to the class.

MATH 501 - (3) (E)
The History of the Calculus
Prerequisite: MATH 231 and 351 or instructor permission.
Studies the evolution of the various mathematical ideas leading up to the development of calculus in the 17th century, and how those ideas were perfected and extended by succeeding generations of mathematicians. Emphasizes primary source materials when possible.

MATH 503 - (3) (O)
The History of Mathematics
Prerequisite: MATH 231 and 351 or instructor permission.
Studies the development of mathematics from classical antiquity to the end of the 19th century, focusing on critical periods in the evolution of geometry, number theory, algebra, probability, and set theory. Emphasizes primary source materials when possible.

MATH 506 - (3) (IR)
Algorithms
Prerequisite: MATH 132 and computer proficiency.
Studies abstract algorithms to solve mathematical problems and their implementation in a high-level language. Includes sorting problems, recursive algorithms, and dynamic data structures.

MATH 510 - (3) (Y)
Mathematical Probability
Prerequisite: Graduate standing and MATH 132, or equivalent. Those who have received credit for MATH 310 may not take 510 for credit.
Studies the development and analysis of probability models through the basic concepts of sample spaces, random variables, probability distributions, expectations, and conditional probability. Also includes distributions of transformed variables, moment generating functions, and the central limit theorem.

MATH 511 - (3) (Y)
Stochastic Processes
Prerequisite: MATH 310 or instructor permission.
Topics in probability theory selected from Random walks, Markov processes, Brownian motion, Poisson processes, branching processes, stationary time series, linear filtering and prediction, queuing process, and renewal theory.

MATH 512 - (3) (Y)
Mathematical Statistics
Prerequisite: MATH 510 and graduate standing.
Topics include methods of estimation, general concepts of hypothesis testing, linear models and estimation by least squares, categorical data, and nonparametric statistics. Those who have received credit for MATH 312 may not take 512 for credit.

MATH 514 - (3) (Y)
Mathematics of Derivative Securities
Prerequisite: MATH 231 or 122 and a knowledge of probability and statistics. MATH 310 or its equivalent is recommended.
Topics include arbitrage arguments, valuation of futures, forwards and swaps, hedging, option-pricing theory, and sensitivity analysis.

MATH 521 - (3) (Y)
Advanced Calculus with Applied Mathematics
Prerequisite: MATH 231, 325 (351 recommended).
Topics include vector analysis, Green’s, Stokes’, divergence theorems, conservation of energy, potential energy functions. Emphasis on physical interpretation. Also includes Sturm-Liouville problems, Fourier series, special functions, orthogonal polynomials, and Green’s functions.

MATH 522 - (3) (Y)
Partial Differential Equations and Applied Mathematics
Prerequisite: MATH 521.
Introduces complex variables and partial differential equations. Topics include analytic functions, complex integration, power series, residues, conformal mapping; separation of variables, boundary value problems, Laplace’s equation, wave equation, and heat equation.

MATH 525 - (3) (IR)
Dynamical Systems
Prerequisite: MATH 231, 325, 351 or instructor permission.
Studies the qualitative geometrical theory of ordinary differential equations. Topics include basic well-posedness (existence, uniqueness, continuation of solutions, dependence on parameters, comparison theory); linear and periodic systems (Floquet theory); stability theory (Lyapunov’s method and invariance theory, domain of attraction, comparison principle); perturbation of linear systems; center manifold theorem; periodic solutions and Poincare-Bendixson theory; Hopf bifurcation; introduction to chaotic dynamics; control theoretic questions; and differential-geometric methods (Lie theory).

MATH 531, 532 - (3) (Y)
Introduction to Real Analysis I, II
Prerequisite: MATH 231, 351.
Includes the basic topology of Euclidean spaces, continuity, and differentiation of functions on Euclidean spaces; Riemann-Stieltjes integration, convergence of sequences and series of functions; and equicontinuous families of functions, Weierstrass theorem, inverse function theorem and implicit function theorem, integration of differential forms, and Stokes’ Theorem.

MATH 551 - (3) (Y)
Advanced Linear Algebra
Prerequisite: MATH 351 or instructor permission.
This course includes a systematic review of the material usually considered in MATH 351 such as matrices, determinants, systems of linear equations, vector spaces and linear operators. However, these concepts will be developed over general fields and more theoretical aspects will be emphasized. The centerpiece of the course is the theory of canonical forms, including the Jordan canonical form and the rational canonical form. Another important topic is general bilinear forms on vector spaces. Time permitting, some applications of linear algebra in differential equations, probability, etc. are considered.

MATH 552 - (3) (Y)
Introduction to Abstract Algebra
Prerequisite: MATH 351 or instructor permission.
Focuses on structural properties of basic algebraic systems such as groups, rings and fields. A special emphasis is made on polynomials in one and several variables, including irreducible polynomials, unique factorization and symmetric polynomials. Time permitting, such topics as group representations or algebras over a field may be included.

MATH 554 - (3) (Y)
Survey of Algebra
Prerequisite: MATH 132 or equivalent and graduate standing.
Surveys groups, rings, and fields, and presents applications to other areas of mathematics, such as geometry and number theory. Explores the rational, real, and complex number systems, and the algebra of polynomials.

MATH 555 - (3) (IR)
Algebraic Automata Theory
Prerequisite: MATH 351.
Introduces the theory of sequential machines, including an introduction to the theory of finite permutation groups and transformation semigroups. Includes examples from biological and electronic systems as well as computer science, the Krohn-Rhodes decomposition of a state machine, and Mealy machines.

MATH 570 - (3) (O)
Introduction to Geometry
Prerequisite: MATH 231 and 351 or instructor permission.
Topics selected from analytic geometry, affine geometry, projective geometry, and hyperbolic and non-Euclidean geometry.

MATH 572 - (3) (E)
Introduction to Differential Geometry
Prerequisite: MATH 231.
Topics selected by the instructor from the theory of curves and surfaces in Euclidean space and the theory of manifolds.
Media studies considers the transformation of the public sphere and individual imagination through the effects of media upon social practices. It also takes, as a prime topic, the concept of mediation, or the production of social relations, cultural values, and political forces. In doing so, the program provides intellectual tools for understanding the rhetoric and influence of media in their construction of illusion and reality. It draws on methodologies across the humanistic disciplines of sociology, history, critical theory, philosophy, art history and visual studies, the creative arts (video, photography, music, print, film, and digital media), anthropology, technology, political science, computer science, commerce, and law.

Internships and courses in media production provide opportunities for first-hand experience in journalism, video, digital arts, business, and other areas. Media studies is a single, synthetic major constituted by the substantive examination of media in their aesthetic, historical, and cultural dimensions. The program is not a vocational, pre-professional training course in journalism, broadcast, or communications. Rather, the major has a strong commitment to emphasizing the fundamental values and skills of critical thinking, research, writing, and intellectual inquiry essential to a liberal arts education.

Faculty. There are currently three faculty members with a joint appointments in Media Studies and other fields, including the Director. In addition there are numerous faculty from other disciplines (Korte, Horne, Voris, Balogh, Freedman, Sapir, McGann, VanderMeulen, Belanger, Carlson, Jost, Seneviratne, Drame, Herskovitz, Pfaffenberger, Sullivan, Unsworth) whose courses are cross-listed with media studies; these represent a range of scholarly and teaching interests that explore the forms and effects of media from various disciplinary and interdisciplinary perspectives.

Students from across the University are encouraged to explore the offerings in Media Studies as part of their undergraduate experience. Those wishing to focus on production or creative arts, law, commerce, policy, research at an advanced level, or in development and research applications of digital technology, should use media studies as the first step toward a master's or doctorate degree in their fields. Graduates can expect to find work in publishing, radio, television, digital media, and the business environments of traditional and new media.

Special Resources. The University of Virginia has a number of special resources that enrich the Media Studies Program. The newly constructed Robertson Media Center in Clemons Library is equipped with viewing stations, study rooms for group viewing and discussion, and classrooms with film, video, and computer equipment. The Digital Media lab in Clemons Library provides drop-in work stations for image capture and editing, and video cameras are available for student use upon certification. A widely distributed system of labs, workstations, and digital classrooms are also available for student use. The electronic centers of the University library (the E-text center, Special Collections, and the Geospatial and Statistical Data Center) offer considerable resources in digital formats. Moreover, the University has been a leader in digital technology and the humanities at the Institute for Advanced Technology in the Humanities and the Virginia Center for Digital History. Both engage students in their activities on a project by project basis. The University of Virginia Art Museum, the Virginia Foundation for Humanities, the Women's Center, the various on-Grounds publications, and other institutions affiliated with the University or part of the Charlottesville community offer possibilities for internships and work experience in media production.

Requirements for the Major
Prerequisites. Before being accepted into the major, students should take MDST 110 and 201 (exceptions are made only at the discretion of the Media Studies director and only when logistically necessary). In addition, during the first or second year of study, students should take introductory courses in the fields relevant to their broader interests in media (e.g., government, sociology, history of film, anthropology). Students are accepted into the major only upon review of their applications. This is a competitive process that takes into account the applicant's GPA and application essay, as well as other factors.

Application Information. Applications should be completed in the spring semester (normally that which coincides with the student's fourth semester). Deadlines will be posted in the Media Studies program office and on the Website (www.virginia.edu/ mediastudies); the deadline will be on or about March 31. In exceptional cases, students who have not yet taken MDST 110 and 201 may apply for the major by petition to the program director. If admitted, they are required to take MDST 110 and 201. With the director's approval, third-year students who have not yet taken MDST 110 and 201 may transfer into the major on a space available basis. However, the requirements for completion of the major may preclude this approval except in very special cases. Students are expected to have a GPA of 3.4 at the time of application.

The application consists of a description of courses taken, with grades; a one-paragraph statement of purpose delineating career plans and goals; and a plan of study briefly describing the student's objectives for the major. This should not be a list of courses to be taken, but an outline of intellectual goals to be achieved through course work in the field of media studies. A statement such as "I like to watch films" is insufficient; however the following formulations, accompanied by a description of the means to achieve these goals, would be sufficient: "I'm interested in the evolution of the studio system," or "I want to trace the relationship between notions of intellectual property and Internet law."

Requirements. Include a total of 9 courses (approximately 27 credits) comprised of three upper-level core courses (MDST 301, 350, and 401). In addition, five courses must be taken to fulfill breadth requirements. Of these five, at least three must be from the group of primary electives and at least three taken at the 300 level or above (exceptions may be made with the advisor's approval). The balance of courses may be fulfilled with either primary or adjunct electives. A list of these electives (which change each semester) is available through the Media Studies Program office and is meant as a guide only. Finally, students must either take one course in the practice of media (from offerings suggested
below) or a 3-credit internship, which may be completed in the summer by arrangement with the program director. Only in rare instances, and at the discretion of the Director of Media Studies, will more than one course in the practice of media count toward the major.

Core courses include MDST 110 (Information Technology and Digital Media); MDST 201 (Introduction to Media Studies); MDST 301 (Theory and Criticism of Media); MDST 350 (History of Media); and MDST 401 (Fourth-Year Seminar).

Media Studies students are strongly urged to choose electives according to an individual plan of study. Students should consider the broad range of topics relevant to a full understanding of media studies: media aesthetics (rhetoric and the shape of argument in media, formal analysis, media criticism, and theory of a specific medium); the history of media (film, photography, television, digital and print media); the individual experience of media (psychology and sociology); the social experience and effects of media (political science and government, law, or public policy, anthropology, and sociology); and the economics and business of media.

Students may also choose to create a more specialized focus (e.g., the history and theory of film, the study of media as a force in public opinion and policy, or any other focused topic). Specific courses cross-listed with media studies may not always be available on a regular basis. The plan of study should be founded on intellectual goals and be flexible with respect to fulfilling them through course requirements. In all cases, students must develop their program of study in consultation with a faculty advisor. Media Studies’ majors should not plan to be absent for study abroad unless such study is relevant to the major and has been approved in advance by an advisor.

There is no minor in Media Studies.

Course Descriptions

MDST 110 - (4) (S)
Information Technology and Digital Media
The history, theory, practice, and understanding of digital media. Provides a foundation for interrogating the relation of digital media to contemporary culture and understanding the function, design, and use of computers. Introduces students to the fundamentals of quantitative analysis and qualitative use of computing in the humanities, information search, retrieval, and design.

MDST 201 - (3) (S)
Introduction to Media Studies
Introduces students to the topics, themes, and areas of study that are central to an understanding of media in contemporary society. Focuses on the forms, institutions, functions, and impact of media on local, national, and global communities.

MDST 301 - (3) (Y)
Theory and Criticism of Media
Prerequisite: MDST 201 and MDST 110.
This course introduces students at the beginning of the major to theoretical and critical literature in the field. Topics range from the psychological and sociological experience of media, interpretation and analysis of media forms and aesthetics, theories of audience and reception, anthropological approaches to media as a cultural force, and contemporary theories of media from humanities and social sciences perspectives. The goal of the course is to provide a foundation for thinking critically about media and to give them a sense of media studies as a critical and theoretical field.

MDST 350 - (3) (Y)
History of Media
Prerequisite: MDST 201 and MDST 110 or permission of instructor.
This is a survey, lecture-format, course on the history of media forms, institutions, and technology from the origins of writing, invention of print technology, through the development of digital media. Attention to the specific characteristics of individual media, the changing role of media as a force in culture, and the continually transforming institutions and business of media will all be touched on. The role of media forms in the creation of public discourse and the social controls on media through censorship, legal constraints, and economic policies will also be examined, largely from within the context of the United States. Students will create a case study of a media work or artifact from a historical perspective.

MDST 401 - (3) (Y)
Fourth-year seminar in Media Studies
Prerequisite: MDST 301, MDST 201 and MDST 110.
This course serves as a capstone experience for students in the fourth year, final semester, of the major. The course requires synthetic, comparative, and integrative work and will draw on the students’ acquired experience in the electives and core courses they have completed for the major. Students will read some classic works in media theory and history as well as recent publications in the field of media studies from a variety of perspectives (academic and scholarly press, popular work, and mainstream journalism among others). They will be involved in covering an ongoing event and looking critically at its coverage in the media during the semester of the class. Assignments will have a production component and each student will play a crucial role in the creation of team-based work as well as completing individual assignments in writing and editing some form of media.

MDST 361 - (3) (Y)
Film and Television in the 1960s
Prerequisite: MDST 201 or permission of instructor.
This is a course on film and television in the United States in the 1960s meant to introduce students to the specific problems attached to understanding media as force for social change within a particular decade of American life. The course has a strong emphasis on cultural history and theory as well as on the close reading of media artifacts in film and television from the 1960s. The course requires considerable commitment to viewing time as well as readings, writing, and research.

MDST 381 - (3) (IR)
Guided Independent Study in Media Studies
This course is designed to allow students to pursue guided independent study of a topic that is not contained within the course offerings of Media Studies. Students wishing to pursue a guided study must prepare a syllabus and reading list in consultation with a faculty member or the Director of the program. They should be very explicit about the milestones for assessment during the semester’s work. The reading list and assignments should be comparable to those in any other 300-level course for Media Studies and terms for midterm and final grade evaluation on the basis of papers and final projects should be formalized at the time the student begins the course. Intermediate and advanced students have found this a particularly useful way to study an area in depth that cannot be accommodated in the course offerings of the program. In general, the more focused the proposal, the greater the likelihood of approval. Students may not use this course to substitute for core courses in the major, though in some cases this may count as a primary elective for credit towards the major requirements, on approval of the Director of the program.

MDST 496 - (3) (IR)
Advanced Independent Projects in Media Studies
This rubric is intended to provide an opportunity for students to get credit for advanced, independent projects and field work, including extra-ural sponsored projects and internships, in the area of media studies. Students must put a proposal together for the project with a faculty sponsor (or the Director of Media Studies) and the project must be approved before the end of the add/drop period for the semester in which the credit is taken. Application forms and guidelines for MDST 496 may be obtained in the Media Studies office.

Program in Medieval Studies
www.virginia.edu/medievalstudies/

Overview
Every period in history is better illuminated and understood by using evidence from research in different fields rather than studying it solely from the point of view of a single discipline. People of the past, after all, did not live their lives according to the departmental divisions of a modern university. Medieval studies, particularly in the last half century, have benefited enormously from this interdisciplinary approach. Work, for example, in family history, genealogy, gender studies, folklore, anthropology, archaeology, religious and intellectual history, textual criti-
cism, iconography, linguistic analysis, and statistical research has advanced and deepened our knowledge of the highways and byways of the period.

Faculty At the University of Virginia, a strong program in teaching and research is supported by more than thirty-five faculty members who offer upwards of eighty courses on medieval topics in the departments of history, classics, religious studies, philosophy, English, German, French, Spanish, Italian, art history, music, and government. The University libraries have significant holdings of printed works in the primary and secondary sources; and the Medieval Circle at the University, founded in 1968 as a forum for the discussion of current topics and research in medieval studies, is flourishing in its thirtieth year.

Students For the able and interested student, the major provides a way of pursuing medieval studies free of existing departmental requirements, a program of language study within the field, a sound training for graduate work, and a chance to share knowledge and opinions with other scholars on the incunabulum period of Western civilization. Moreover, by its comprehensive structure, it promotes cordiality, collegiality, and an exchange of views across departmental lines.

The major in medieval studies, because it helps to develop and refine powers of criticism and imagination, and because it encourages, through practice, the ability to think and write with clarity and precision, furnishes the skills necessary to succeed in a wide variety of vocational fields. The administrative responsibility of the major rests with an interdisciplinary committee appointed by the dean of the College and chaired by Professor Everett U. Crosby in the Department of History.

Requirements for Major The major is open to all qualified students in the College. Students should be competent in a modern foreign language at the second-year course level or better, and they must complete:

1. 30 credits in courses approved by the student's advisor with passing grades and at least a 2.0 GPA, distributed over the following fields of study:
   - History (9 credits)
   - Language (6 credits, at the 200-level or above, other than Latin 201-202)
   - Literature (9 credits)
   - Art or Music (3 credits)
   - Philosophy, Religious Studies or Political Thought (3 credits);
2. the satisfactory completion of Latin 201-202, or the equivalent.
3. a senior essay on an approved subject and written under the supervision of a member of the faculty to be submitted to the chair of the committee in the spring of the final year (6 credits).

The problems inherent in an interdisciplinary major—sources and methods in different fields and developing a program of study from a vast array of courses—can be dealt with to a large extent by fitting the program to each student’s abilities and needs through individual consultation, seminar work, and careful supervision of the senior essay, which is designed to furnish a measure of coherence in the student’s view of the period.

The major may be combined with another departmental program as a double major, or it may be taken as a minor subject provided at least 18 credits are in medieval courses approved by the student’s advisor.

Additional Information For more information, contact Everett Crosby, Program Chair, Department of History, 220 Randall Hall, Charlottesville, VA 22903; (434) 924-6407.

Courses Approved for Major

MSP 308 - (3) (Y) Colloquium in Medieval Studies
Discussion and criticism of selected works of and on the period. Taught by different members of the medieval faculty.

MSP 480 - (3) (Y) Seminar in Medieval Studies
For advanced students dealing with methods of research in the field. Taught by different members of the medieval faculty.

Basic Courses

AR H 101 - (3) (Y)
Ancient and Medieval Architecture

ARTH 221 - (3) (Y)
Early Christian and Byzantine Art

ARTH 222 - (3) (Y)
Medieval Art in Western Europe

ARTH 231 - (3) (Y)
Italian Renaissance Art

CLAS 202 - (3) (Y)
Roman Civilization

HIEU 206 - (3) (Y)
The Birth of Europe

HIEU 211 - (3) (Y)
England to 1688

HIME 201 - (3) (Y)
History of the Islamic Middle East, 570-1300

HISA 202 - (3) (IR)
History and Civilization of Medieval India

ITTR 226 - (3) (S)
Dante in Translation

ITTR 227 - (3) (IR)
Petrarch in Translation

ITTR 228 - (3) (E)
Boccaccio in Translation

PHIL 111 - (3) (Y)
Ancient and Medieval Philosophy

RELC 205, 206 - (3) (Y)
History of Christianity

RELC 233 - (3) (E)
Christian Social and Political Thought I

RELC 246 - (3) (Y)
Aspects of Catholic Tradition

RELI 207 - (3) (Y)
Classical Islam

Advanced Courses

ARTH 316 - (3) (IR)
Roman Architecture

ARTH 333 - (3) (IR)
Renaissance Art and Literature

ARTH 516 - (3) (IR)
Roman Architecture

ARTH 518 - (3) (IR)
Roman Imperial Art and Architecture I

ARTH 519 - (3) (IR)
Roman Imperial Art and Architecture II

ARTH 522 - (3) (IR)
Byzantine Art

ARTH 533 - (3) (IR)
Italian Fifteenth Century Painting I

ARTH 537 - (3) (IR)
Italian Renaissance Sculpture I

ARTH 541 - (3) (IR)
Northern Art of the Fifteenth Century

CLAS 314 - (3) (E)
Age of Augustine

ENMD 311, 312 - (3) (Y)
Medieval European Literature in Translation

ENMD 325, 326 - (3) (Y)
Chaucer I, II

ENMD 481, 482 - (3) (Y)
Advanced Studies in Medieval Literature I, II

ENMD 501 - (3) (Y)
Introduction to Old English

ENMD 505, 506 - (3) (IR)
Old Icelandic

ENMD 520 - (3) (Y)
Beowulf

FREN 341 - (3) (Y)
Literature of the Middle Ages and 16th Century

FREN 401 - (3) (Y)
Literature of the Middle Ages

FREN 402 - (3) (IR)
Renaissance Literature

FREN 508 - (3) (SI)
Introduction to Reading Old French

FREN 509 - (3) (SI)
Introduction to Old Provencal Language and Literature

FREN 510 - (3) (Y)
Medieval Literature in Modern French

FREN 520, 521 - (3) (Y)
Literature of the 16th Century
GERM 510 - (3) (IR)
Middle High German
GERM 512 - (3) (IR)
Medieval Lyric Poetry
GERM 514 - (3) (IR)
Arthurian Romance
PLT 301 - (3) (Y)
Ancient and Medieval Political Thought
HIEU 311 - (3) (IR)
Early Medieval Civilization
HIEU 312 - (3) (IR)
Later Medieval Civilization
HIEU 313 - (3) (E)
The World of Charlemagne
HIEU 314 - (3) (IR)
Anglo-Saxon England
HIEU 315 - (3) (IR)
Medieval Iberia
HIEU 316 - (3) (IR)
Byzantine Civilization
HIEU 317 - (3) (IR)
Eastern Christianity
HIEU 318 - (3) (IR)
Medieval Christianity
HIEU 321 - (3) (IR)
Medieval Italy
HIEU 322 - (3) (IR)
Renaissance Culture
HIEU 323 - (3) (IR)
Age of Reformation: 1450-1650
HIEU 324 - (3) (IR)
The Religious Reformation
HIEU 328 - (3) (IR)
Tudor England
HIEU 332 - (3) (IR)
Scientific Revolution
HIEU 379 - (3) (IR)
History of Russia to 1700
HIEU 505 - (3) (IR)
History of the Roman Empire
HIEU 506 - (3) (IR)
Roman Imperialism
HIEU 510 - (3) (IR)
Early Christian Thought
HIEU 511 - (3) (O)
Medieval England: 1042-1216
HIEU 512 - (3) (O)
Medieval England: 1216-1399
HIEU 513 - (3) (IR)
Medieval France
HIEU 516 - (3) (E)
The Medieval Church
HIEU 517 - (3) (IR)
Medieval Society
HIEU 518 - (3) (IR)
Historians in the Middle Ages
HIEU 519 - (3) (IR)
War and Society in the Middle Ages
HIEU 521 - (3) (IR)
Early Modern Germany
HIEU 526 - (3) (IR)
Russian History to 1700
HIEU 527 - (3) (IR)
Medieval Society
HIEU 551 - (3) (IR)
Seminar on Early Christian Thought
ITAL 311 - (3) (S)
Renaissance Literature
ITAL 410 - (3) (E)
Medioevo (Italian Culture and Literature in the Middle Ages)
ITAL 420 - (3) (SI)
Umanesimo (Italian Culture and Literature in the Humanistic Period)
LATI 309 - (3) (IR)
Medieval Latin
LATI 310 - (3) (IR)
Vergil
LATI 311 - (3) (IR)
Ovid
LATI 502 - (3) (SI)
Latin Writings of the Roman Empire
LATI 503 - (6) (SI)
History of Medieval Latin Literature
LATI 505 - (6) (SI)
Latin Paleography
LATI 509 - (3) (SI)
Roman Literary Criticism
LATI 516 - (3) (SI)
Vergil's Aeneid
LATI 520 - (3) (SI)
Ovid's Metamorphoses
LATI 522 - (3) (SI)
Tacitus
LATI 528 - (3) (SI)
Christian Latin Writings of the Empire
MUSI 101 - (3) (Y)
History of Music I, 1100-1750
MUSI 400 - (3) (E)
European Music to 1500
MUSI 500 - (3) (E)
Music History to 1700
PHIL 311 - (3) (E)
Plato
PHIL 312 - (3) (O)
Aristotle
PHIL 314 - (3) (IR)
Medieval Philosophy
PHIL 513 - (3) (O)
Topics in Medieval Philosophy
RELC 323 - (3) (IR)
Images of Christianity
RELC 324 - (3) (O)
Medieval Mysticism
RELC 325 - (3) (E)
Medieval Christianity
RELC 326 - (3) (Y)
The Reformation
RELC 538 - (3) (SI)
Counter Reformation and the Council of Trent
RELC 551 - (3) (E)
Seminar in Early Christian Thought
RELG 305 - (3) (E)
Religions of Western Antiquity
RELI 311 - (3) (E)
Muhammad and the Qur'an
RELI 312 - (3) (O)
Sufism
SPAN 340 - (3) (Y)
Spanish Literature to 1700
SPAN 450 - (3) (E-O)
Spanish Literature From Middle Ages to Renaissance

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www.virginia.edu/music

Overview The Department of Music serves students who are interested in many kinds of music. Academic courses and performance instruction are available, from introductory courses, requiring no previous musical study, to advanced work for ambitious majors.

The academic faculty includes historians, ethnomusicologists, theorists, and composers. Academic courses address the historical development of music, relations between music and cultural contexts, and the concepts and materials of music. The department offers opportunities for study in Western European art music, acoustic composition, computer music, jazz, popular music, African music, and other traditions of world music.

The performance faculty includes an orchestral conductor, a choral conductor, the director of the African Drum and Dance Ensemble, and several jazz musicians, along with instructors for strings, brass, winds, percussion, piano, harp, guitar and voice. In addition to private lessons, we offer some small ensembles and often have specialized courses such as jazz improvisation.

The department offers courses for non-majors ranging from an introduction to music, basic music theory, and keyboard skills, to special topics such as the history of jazz, black popular performance, orchestral music, Bach, Beethoven, opera and composition. Courses for majors cover a wide range of topics in ethnomusicology, music history, theory, and composition, including the use of new technologies. We also offer courses in special topics such as performance practice, music of the black Atlantic, women and music, the ethnography of performance,
musical aesthetics and multimedia composition. Many courses have no prerequisites; courses at the 300 level and above require knowledge of music notation or have other prerequisites.

Individual performance instruction for credit is available for many instruments and voice. Students receive academic credit for participation in faculty-directed ensembles, which include the Symphony orchestra, University Singers, African Drum and Dance Ensemble, Wind Ensemble, Jazz Ensemble, Early Music Ensemble, New Music Ensemble, and various other ensembles. In addition there are numerous student-directed and community performance groups, including singing groups such as the Glee Club, Women’s Chorus, and Black Voices.

**Faculty** The department has an exceptionally strong faculty of innovative scholars and composers. The outstanding faculty in music composition, have received numerous commissions and awards, including those from the National Endowment for the Arts. Members of the history, ethnomusicology, and theory faculty have published influential articles in anthologies and in prominent journals such as the *Journal of the American Musicological Society*, *Ethnomusicology*, *Music Theory Spectrum*, and *Cambridge Opera Journal*.

The department’s scholars cover a broad range of approaches, including nineteenth century, Italian opera, jazz, African music and ethnomusicology, recent American music, aesthetics, performance theory, feminist criticism, and gender studies. Composers offer courses in music composition, theory, new technologies, and analysis, while full-time conductors offer conducting as well as other courses.

The department also has over thirty experienced performance instructors. They have made commercial recordings and offer an exciting series of both traditional and new works on the annual McIntire Chamber Series. They also contribute to the vitality of the musical life both at UVA and in the larger community.

**Students** There are about seventy-five music majors. Some continue professionally in music, though many have careers in other areas such as law or medicine. Many students combine a major in music with a major or minor in another department.

Music majors have extensive contact with faculty. Classes for the major are small, ranging from five to thirty-five students, and all are taught by faculty members. Consultation with department faculty is readily available to students.

Although the department has only minimal performance requirements for majors, almost all music majors choose to supplement their academic studies with extensive musical performance in ensembles and/or individual instruction, for which some scholarship assistance is available through audition.

### Special Resources

**The Music Library** The largest in the commonwealth, the Music Library contains over 50,000 books and scores and 32,000 sound recordings. The collection has traditionally focused on classical music, jazz, and folk music; recently it added an excellent collection of opera videos, and has begun to build up its popular music collection. Students may borrow recordings and videos as well as books and scores.

The Virginia Center for Computer Music Founded in 1988, the center serves undergraduates, graduates, and faculty, and offers an exceptionally wide range of musical possibilities. The facilities provide a wide assortment of music software and a rich development environment. It is also one of very few music centers where software developed in-house is used for compositional work. A CD of works produced at the center by faculty and graduate students was released in 1999 on the Centaur CDCM series.

The VCCM operates multiple workstations for music composition and research application. Macintosh computers are used for both digital audio and MIDI-based work. Linux-based workstations support advanced audio processing and direct digital synthesis. Different types of MIDI controllers (e.g., guitar and percussion controllers, and a Disklavier grand piano) are available. A variety of program environments are available. Students interested in combining sound and video may work with video images in the VCCM and at the University’s New Media Center.

### Requirements for Major

**This program presents the study of music as one of the liberal arts. Students develop their understanding of music through critical and comparative studies; theory and analysis; composition; and development of skills in musicianship and performance.**

In order to fulfill the requirements for a major in music, a student must complete at least 31 credits of academic course work. Beginning with courses taken in the spring semester, 2003, no course receiving a grade lower than C- will count toward major requirements.

#### I. Two introductory courses

A. Gateway course - 3 credits. MUSI 305 (Music in the Twentieth Century)

B. Research skills - 1 credit. MUSI 311 (Introduction to Music Research)

#### II. Four core courses

A. Critical and comparative studies in music - 6 credits. Two courses, including one course chosen from MUSI 300 (Studies in Pre-Modern Music [101500]), MUSI 301 (Studies in Early Modern Music [1500-1700]), MUSI 302 (Studies in Eighteenth-Century Music), MUSI 303 (Studies in Nineteenth-Century Music); and another course chosen from MUSI 307 (Worlds of Music), MUSI 308 (American Music), MUSI 309 (Performance in Africa), MUSI 312 (Jazz Studies).

B. Basic Theory - 3 credits. MUSI 331 (Theory I). This course requires fluency in music notation. Students not meeting this prerequisite may improve their skills by taking MUSI 131 (Basic Musicianship) or MUSI 231 (Introduction to Musical Theory), but these courses do not count toward the 29 credits required for the major.

C. Composition - 3 credits. One course chosen from MUSI 336 (Tonal Composition), MUSI 339 (Introduction to Music and Computers), MUSI 431 (Theory III), MUSI 435 (Computer Applications in Music).

#### III. Performance

A. Performance - 2 credits. One course (or more credits) or, in the case of 1-credit lessons or ensembles, two semesters of the same course. Choose from the following categories: (1) curricular ensembles: MUSI 360 (Jazz Ensemble, 2 credits), MUSI 361 (Orchestra, 2 credits), MUSI 362 (Wind Ensemble, 2 credits), MUSI 363 (Chamber Ensemble, 2 credits), MUSI 364 (Coro Virginia, 2 credits), MUSI 365 (University Singers, 2 credits), MUSI 336 (Opera Workshop, 1 credit), MUSI 367 (Early Music Ensemble, 1 credit), MUSI 368 (New Music Ensemble, 1 credit), MUSI 369 (African Drumming and Dance Ensemble, 2 credits); (2) private lessons: MUSI 351-358 (Performance, 1-2 credits); (3) academic courses with performance emphasis: MUSI 230A or B (Keyboard/Fretboard Skills, 2 credits), MUSI 309 (Performance in Africa, 4 credits), MUSI 471 or 472 (Instrumental Conducting, 3 credits), MUSI 474 (Music in Performance, 3 credits), MUSI 475 or 476 (Choral Conducting, 3 credits); or (4) other approved performance activities: MUSI 359 (Supervised Performance, 2 credits).

B. Musicianship - 1 credit. Students take at least 1 credit of musicianship (MUSI 333A, B, or C), as co-requisite (MUSI 332, MUSI 431), but further credits for musicianship do not count toward the minimum 31 credits for the major.

#### IV. Four Electives

A. Electives - 12 credits. Four additional courses (at least 3 credits each) numbered 300 level or above. Students seeking a broad survey of music should include among their electives at least two further more credits in critical and comparative studies numbered 300 or above, or which at least one must be a seminar numbered 400 or above, and should also continue study of music theory at least through MUSI 332. Individual interests and goals may justify departure from this plan, as determined in consultation with the faculty advisor. In every case, the selection of electives must have the approval of the advisor.
Although the major can be completed in two years, students are strongly encouraged to complete MUSI 305, MUSI 311, and at least one course in critical and comparative studies by the end of their second year. Student planning to take MUSI 332 and 431 should normally begin their study of theory in the first or second year.

Students planning careers in music should complete at least 12 hours of advanced departmental course work beyond the minimum major requirements, choosing these courses in careful consultation with the faculty advisor. In addition, advanced performing students should perform a full recital in their fourth year.

Students who major in music and who have had instrumental or vocal training are encouraged to continue their performance study and participate in curricular performing groups, MUSI 360 through MUSI 369. However, no more than eight hours of performance may be counted toward the 120 credits required for graduation from the College.

Distinguished Majors Program in Music Superior students with a GPA of at least 3.4 who seek independent study culminating in a thesis, a composition, or the performance of a full recital should apply for admission to the program no later than April 1 of the sixth semester. At that time the student should be nearing completion of requirements for the major. After a preliminary discussion with the undergraduate advisor, the student must submit a formal proposal to the departmental chair, to the advisor, and to the faculty member who has agreed to supervise the project. The Distinguished Majors Committee will inform the applicant of the decision by April 15. To complete the program, the student must complete all 31 credits required for the music major plus six additional credits of independent study, MUSI 493-494, resulting in an extended essay on some historical or theoretical topic, in a substantial musical composition, or in a recital performance. Three weeks prior to the last day of classes in the semester, the student submits the project for examination. After the committee has evaluated the quality of the project, the student’s work in the program, in the major courses, and his or her overall scholastic accomplishment, it recommends the degree with either no distinction, distinction, high distinction, or highest distinction. Recommendations for all forms of distinction are then passed on to the Committee on Special Programs.

Additional Information For more information, contact Laura Butterbaugh, McIntire Department of Music, 112 Old Cabell Hall, P.O. Box 400176, Charlottesville, VA 22904-4176; (434) 924-3052; www.virginia.edu/music.

**Course Descriptions**

MUSI 101 - (3) (Y)  
Introduction to Musical Literature  
Surveys the musical literatures that make up the common listening experience of contemporary Americans, emphasizing such “classical” repertoires as symphony, opera, “early music,” “new music,” blues, and jazz. Teaches effective ways of listening to and thinking critically about each repertoire. Considers how musical choices reflect or create cultural identities, including attitudes toward gender, ethnicity, social relationships, and ideas of the sacred.

MUSI 131 - (3) (S)  
Basic Musical Skills  
No previous knowledge of music is required. Not open to students already qualified to elect MUSI 231 or 331. Study of the rudiments of music and training in the ability to read music.

MUSI 151-155 - (1) (S)  
Performance

MUSI 193, 194 - (1-3) (SI)  
Independent Study  
Prerequisite: Instructor permission.

MUSI 202 - (3) (IR)  
Opera  
No previous knowledge of music required. Study of musical, literary, and dramatic aspects of representative operatic works.

MUSI 204 - (3) (IR)  
Symphonic Masterworks  
No previous knowledge of music required. Study of symphonic music, including the concerto, from 1700 to the present.

MUSI 207 - (3) (IR)  
Popular Musics  
Scholarly and critical study of music circulated through mass media. Specific topic for the semester (e.g. world popular music, bluegrass, country music, hip-hop, Elvis Presley) announced in advance. No previous knowledge of music required.

MUSI 208 - (3) (IR)  
American Music  
Prerequisite: No previous knowledge of music required. Scholarly and critical study of music of the Americas, with attention to interaction of music, politics, and society. Specific topics announced in advance.

MUSI 210 - (3) (IR)  
Film Music  
Scholarly and critical study of music in cinema. Specific topics for the semester announced in advance. No previous knowledge of music required.

MUSI 212 - (3) (Y)  
History of Jazz Music  
No previous knowledge of music required. Survey of jazz music from before 1900 through the stylistic changes and trends of the twentieth century; important instrumental performers, composers, arrangers, and vocalists.

MUSI 221, 222 - (3) (Y)  
Composers  
Study of the lives and works of individuals (e.g., Bach, Beethoven, Cage, Ellington, Smyth) whose participation in musical culture has led them to focus on the creation of musical “works.” Topics announced in advance.

MUSI 230A - (2) (S)  
Keyboard Skills (Beginning)  
Prerequisite: Instructor permission by audition. Introductory keyboard skills; includes sight-reading, improvisation, and accompaniment at the keyboard in a variety of styles. Preparatory major for their keyboard proficiency requirement.

MUSI 230B - (2) (S)  
Keyboard Skills (Intermediate)  
Prerequisite: Instructor permission by audition. Intermediate keyboard skills for students with some previous musical experience. Includes sight-reading, improvisation, and accompaniment at the keyboard in a variety of styles. Prepares music majors for their keyboard proficiency requirement.

MUSI 231 - (3) (Y)  
Introduction to Musical Theory  
Prerequisite: Ability to read music and instructor permission. Not open to students already qualified to elect MUSI 331. Topics include the material of music: rhythm, melody, timbre, and harmony; the elements of musical composition.

MUSI 293, 294 - (1-3) (IR)  
Independent Study  
Prerequisite: Instructor permission.

MUSI 300 - (3) (E)  
Studies in Pre-Modern Music (to 1500)  
Prerequisite: Ability to read music. MUSI 331 highly recommended. Introduction to the variety of repertories and music cultures known to have thrived in premodern Europe, and the ways such music has been assimilated into 20th-century American ideas about “music history.” Specific topics announced in advance, such as: the music of 12th-century France; music in monastic life, 800 to 1500; music and mystical vision, the common listening experience of contemporary Americans, emphasizing such “classical” repertoires as symphony, opera, “early music,” “new music,” blues, and jazz. Teaches effective ways of listening to and thinking critically about each repertoire. Considers how musical choices reflect or create cultural identities, including attitudes toward gender, ethnicity, social relationships, and ideas of the sacred.

MUSI 301 - (3) (E)  
Studies in Early Modern Music (1500-1700)  
Prerequisite: The ability to read music. MUSI 331 highly recommended. Introduction to the variety of repertories and music cultures known to have thrived in premodern Europe, and the ways such music has been assimilated into 20th-century American ideas about “music history.” Specific topics announced in advance, such as: the music of 12th-century France; music in monastic life, 800 to 1500; music and mystical vision, the common listening experience of contemporary Americans, emphasizing such “classical” repertoires as symphony, opera, oratorio, cantata, sonata, suite, and congregational hymnody. The Distinguished Majors Program in Music Superior students with a GPA of at least 3.4 who seek independent study culminating in a thesis, a composition, or the performance of a full recital should apply for admission to the program no later than April 1 of the sixth semester. At that time the student should be nearing completion of requirements for the major. After a preliminary discussion with the undergraduate advisor, the student must submit a formal proposal to the departmental chair, to the advisor, and to the faculty member who has agreed to supervise the project. The Distinguished Majors Committee will inform the applicant of the decision by April 15. To complete the program, the student must complete all 31 credits required for the music major plus six additional credits of independent study, MUSI 493-494, resulting in an extended essay on some historical or theoretical topic, in a substantial musical composition, or in a recital performance. Three weeks prior to the last day of classes in the semester, the student submits the project for examination. After the committee has evaluated the quality of the project, the student’s work in the program, in the major courses, and his or her overall scholastic accomplishment, it recommends the degree with either no distinction, distinction, high distinction, or highest distinction. Recommendations for all forms of distinction are then passed on to the Committee on Special Programs.

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MUSI 302 - (3) (Y)
Studies in Seventeenth- and Eighteenth-Century Music
Prerequisite: MUSI 331 and 305; or instructor permission.
Encompasses the music of the high Baroque through Bach, Handel, and Vivaldi; classical music from the Gallant through Mozart, Haydn, and Beethoven; and the rise of Romanticism. Music is considered from both a historical and a theoretical point of view, and within the context of 18th-century social, cultural, political, and philosophical life and thought.

MUSI 303 - (3) (Y)
Studies in Nineteenth-Century Music
Prerequisite: MUSI 331; or instructor permission.

MUSI 305 - (3) (S)
Music in the Twentieth Century
Prerequisite: MUSI 302; or instructor permission.

MUSI 307 - (3) (IR)
Worlds of Music
Exploration of world musical cultures through music-making, movement, listening, and case studies. Issues include how musical and social aesthetics are intertwined, the connections between style, community, and identity, and the concept of colonialism as it forms the relatively new category “world music.”

MUSI 308 - (3) (IR)
American Music
Prerequisite: Instructor permission.

MUSI 309 - (3) (IR)
Performance in Africa
Prerequisite: Instructor permission.

MUSI 311 - (1) (Y)
Introduction to Music Research
Prerequisite: Instructor permission.

MUSI 312 - (3) (E)
Jazz Studies
Prerequisite: MUSI 331 or comparable fluency in music notation, and instructor permission.
Introduction to jazz as an advanced field of study, with equal attention given to historical and theoretical approaches.

MUSI 311 - (3) (Y)
Theory I
Prerequisite: Ability to read music, and familiarity with basic concepts of pitch intervals and scales; corequisite: MUSI 333, 334, or 335, except for students who have already passed the exit test for MUSI 335. Studies the pitch and rhythmic aspects of several musical styles, including European art music, blues, African drumming, and popular music. Focuses on concepts and notation related to scales and modes, harmony, meter, form, counterpoint, and style.

MUSI 332 - (3) (Y)
Theory II
Prerequisite: MUSI 331 or instructor permission; corequisite: MUSI 333, 334, or 335, except for students who have already passed the exit test for MUSI 335. Studies pitch and formal organization in European concert music of the 18th and 19th centuries. Includes four-part vocal writing, 18th-century style keyboard accompaniment, key relations, and form. Students compose numerous short passages of music and study significant compositions by period composers.

MUSI 333A, 333B, 333C - (1) (S)
Musicianship I, II, III
Prerequisite: Instructor permission.
Lab course providing practical experience with many aspects of musical perception and performance, such as accurate vocal production of pitch, musical memory, identification of intervals and rhythmic patterns, and use of notation in dictation and sight-singing. Students entering this sequence take a test to determine the appropriate level of their first course. At the end of each course in the sequence, students take a test to determine whether they may enter a higher-level course: enrollment in MUSI 334 requires a passing score on the exit test for 333; enrollment in MUSI 335 requires a passing score on the exit test for 334. Courses may be repeated for credit, but each course may be counted toward the major only once. Students enrolled in MUSI 331, 332, or 431, have priority; course open to other students as space permits.

MUSI 336 - (3) (S)
Tonal Composition
Develops the craft of musical composition through polyphonic writing, canon and imitative counterpoint, and homophonic writing, emphasizing phrase structure and small forms. Compositions are performed and criticized in class, with the aim of making manifest and adding to ideas covered in MUSI 331 (Theory I) through actual writing. This course is essential for those who will pursue creative writing in music.

MUSI 339 - (3) (Y)
Introduction to Music and Computers
Prerequisite: Instructor permission.
Students gain hands-on experience with synthesizers, music notation software, and the control of MIDI instruments via computer.

MUSI 351-358 - (2) (S)
Performance
Prerequisite: Music majors with permission of department chair by auditions; all other students must register for performance through the music department office. Individual instruction in musical performance.

MUSI 351: Voice
MUSI 352: Piano
MUSI 353: Organ, Harpsichord
MUSI 354: Strings
MUSI 355: Woodwinds
MUSI 356: Brass
MUSI 357: Percussion
MUSI 358: Harp, Guitar

Because the subject matter changes each semester, courses numbered MUSI 351-358 may be repeated as often as desired, but no more than eight performance credits may be applied toward the baccalaureate degree in the College.

MUSI 359 - (2) (IR)
Supervised Performance
Prerequisite: Permission of instructor and DUP; restricted to music majors. For majors involved in types of solo or ensemble performance not offered through the department. An academic faculty member serves as mentor, monitors performance activities, and assigns relevant readings and research.

MUSI 360 - (2) (S)
Jazz Ensemble
Prerequisite: Instructor permission by audition.

MUSI 361 - (2) (S)
Orchestra
Prerequisite: Instructor permission by audition.

MUSI 362 - (2) (S)
Wind Ensemble
Prerequisite: Instructor permission by audition.

MUSI 363 - (1-2) (S)
Chamber Ensemble
Prerequisite: Instructor permission by audition.

MUSI 364 - (2) (S)
Coro Virginia
Prerequisite: Instructor permission by audition.

MUSI 365 - (2) (S)
University Singers
Prerequisite: Instructor permission by audition.

MUSI 366 - (1) (S)
Opera Workshop
Prerequisite: Instructor permission by audition.
Students prepare scenes from operas for modest stage presentation. Roles are assigned according to vocal skills and maturity. Scenes
may include solo, ensemble, and chorus singing. Students receive coaching in interpre-
tation and stage actions. Scenes are selected from three centuries of opera reperto-
tory and sung in German, Italian, French, and English.

MUSI 409 - (3) (IR)
Early Music Ensemble
Prerequisite: Instructor permission by audition.
Performance of music written before 1750 on instruments appropriate to the period.

MUSI 367 - (1) (S)
New Music Ensemble
Prerequisite: Instructor permission by audition.
Performance of vocal and instrumental music of the twentieth century.

MUSI 369 - (2) (S)
African Drumming and Dance Ensemble
Prerequisite: Instructor permission by audition.
Practical, hands-on course focusing on several music/dance forms from West Africa (Ghana, Togo) and Central Africa (BaAka pygmies). No previous experience with music or dance is necessary. Special attention is given to developing tight ensemble dynamics, aural musicianship, and a polyrhythmic sensibility.

Note: Because the subject matter changes each semester, courses numbered 360-369 may be repeated as often as desired, but no more than eight performance credits may be applied toward the baccalaureate degree in the College. These courses may not be applied toward the major.

MUSI 393, 394 - (1-3) (SI)
Independent Study
Prerequisite: Instructor permission.

MUSI 405 - (3) (IR)
Vocal Music
Prerequisite: MUSI 332 or the equivalent and instructor permission.
Topics, announced in advance, selected from opera, oratorio, choral music, or song.

MUSI 406 - (3) (IR)
Instrumental Music
Prerequisite: MUSI 332 or the equivalent and instructor permission.
Topics, announced in advance, are selected from the orchestral, chamber music or solo repertories.

MUSI 407 - (3) (IR)
Composers
Prerequisite: MUSI 332 or the equivalent and instructor permission.
Study of the life and works of a composer (or school of composers); topic announced in advance.

MUSI 408 - (3) (IR)
Topics in American Music
Prerequisite: MUSI 308 or instructor permission.
Topics, announced in advance, about folk, popular, jazz or art music traditions in American culture.

MUSI 409, 410 - (3) (IR)
Cultural and Historical Studies of Music
Prerequisite: Instructor permission.
Selected topics, announced in advance, exploring the study of music within cultural and historical frameworks.

MUSI 412 - (3) (SI)
Studies in Jazz Literature
Prerequisite: MUSI 312 or instructor permission.
Topics, announced in advance, exploring the world of jazz music.

MUSI 419, 420 - (3) (IR)
Critical Studies of Music
Prerequisite: Instructor permission.
Selected topics, announced in advance, exploring the study of music within critical frameworks.

MUSI 423 - (3) (IR)
Issues in Ethnomusicology
Prerequisite: MUSI 307 or instructor permission.
An intensive experience with ethnomusicology and performance studies, this seminar explores musical ethnography (descriptive writing), experiential research, sociomusical processes, and other interdisciplinary approaches to musical performance. Addresses issues involving race, class, gender, and identity politics in light of particular topics and areas studies.

MUSI 424 - (3) (IR)
Field Research and Ethnography of Performance
Prerequisite: Instructor permission.
Addresses ideas about ethnography and performance. Students explore epistemological, ethical, and aesthetic issues as they relate to field research and push the envelope of “creative non-fiction” in the ethnographic realm of their writing.

MUSI 425, 426 - (3) (IR)
Topics in Ethnomusicology
Prerequisite: Instructor permission.
Addresses specific issues and cultural areas according to the interests of the students and instructor.

MUSI 431 - (3) (Y)
Theory III
Prerequisite: MUSI 332 or instructor permission.
Studies in 18th-, 19th-, and 20th-century works, and the creation of original compositions that reflect the issues under discussion.

MUSI 445 - (3) (Y)
Computer Applications in Music
Prerequisite: Instructor permission or MUSI 339.
Topics involving the composition, performance, and programming of interactive computer music systems.

MUSI 447 - (3) (Y)
Interactive Media
Prerequisite: MUSI 339 or instructor permission.
The class is designed for composers, performers and all students interested in interactive technology for music, programming real-time computer music systems, and in music for multimedia. Emphasis is placed on gaining both technical and artistic understanding of the possibilities of real time music technology and multimedia.

MUSI 449 - (3) (Y)
Computer Sound Generation and Spatial Processing
Prerequisite: MUSI 339 or instructor permission.
Studies in sound processing, digital synthesis and multichannel audio using RTCMix running under Linux. Students learn techniques of computer music through composition, analysis of representative works, and programming.

MUSI 450 - (3) (Y)
Computer Applications in Music
Prerequisite: Instructor permission or MUSI 339.
Topics involving the composition, performance, and programming of interactive computer music systems.

MUSI 454 - (3) (Y)
Materials of Contemporary Music
Prerequisite: MUSI 332 or instructor permission.
Topics in contemporary music that will focus on different areas in rotation. Each will involve focused readings, analysis of selected works, and the creation of original compositions that reflect the issues under discussion.

MUSI 463, 464 - (1-3) (IR)
Solo and Ensemble Repertory
Prerequisite: Instructor permission.
Analyzes selected scores for instrumental and vocal solo and ensemble; and the practical and aesthetic demands of the performance style of the period. Class demonstrations.

MUSI 471, 472 - (3) (Y)
Instrumental Conducting I, II
Prerequisite: MUSI 332 and instructor permission.
Studies the theory and practice of conducting, score analysis, and rehearsal technique.

MUSI 474 - (3) (IR)
Music in Performance
Prerequisite: Previous musical experience, broadly defined.
Studies how musical performances implicitly or explicitly enact and (re)negotiate their his-
torical, cultural, and ideological circumstances through activities that focus on a range of musical cultures.

MUSI 475, 476 - (3) (S)
Choral Conducting I, II
Prerequisite for 475: basic ear training, sight-reading. Previous experience in a choral or instrumental ensemble is preferred. Interested students should consult with the instructor before registering. Instructor permission is required. Studies in the basic technique and art of conducting, with weekly experience conducting repertoire with a small choral ensemble.

MUSI 481, 482 - (3) (Y)
Composition
Prerequisite: Instructor permission.
MUSI 483, 484 - (1-3) (IR)
Music Seminar
Prerequisite: Instructor permission.
Readings, discussions, and individual projects in the literature and theory of music.

MUSI 493, 494 - (1-3) (SI)
Independent Study
Prerequisite: Instructor permission.
MUSI 533 - (3) (IR)
Modal Counterpoint
Prerequisite: Instructor permission.
Written and aural exercises based on analysis of the contrapuntal style of Palestrina and his contemporaries.

MUSI 534 - (3) (IR)
Tonal Counterpoint
Prerequisite: MUSI 332 or the equivalent. Written and aural exercises based on analysis of the contrapuntal style of J.S. Bach and his successors.

MUSI 535 - (3) (O)
Instrumentation
Prerequisite: Instructor permission.
Study of the characteristics of orchestral instruments.

MUSI 536 - (3) (O)
Orchestration
Prerequisite: MUSI 535.
Composing and arranging music for orchestral instruments in various combinations.

MUSI 538 - (3) (IR)
Canon and Fugue
Prerequisite: MUSI 431 and instructor permission.
Studies the composition and analysis of canons and fugues focusing on works of J.S. Bach.

MUSI 541, 542 - (3) (Y)
Conducting I, II
Prerequisite: MUSI 332 or equivalent and instructor permission.
Studies the theory and practice of conducting rehearsal technique.

MUSI 551-558 - (2) (S)
Graduate Performance
Prerequisite: Graduate students in music with permission of department chair by audition.

MUSI 560-570 - (1-2) (S)
Performing Ensembles
Prerequisite: Graduate student in music with instructor permission by audition.

MUSI 581, 582 - (3) (Y)
Composition
Prerequisite: MUSI 431 and instructor permission.

MUSI 593, 594 - (1-3) (SI)
Independent Study
Prerequisite: Instructor permission.
Independent study dealing with a specific topic. Primary emphasis is not on research.

Interdisciplinary Program in Neuroscience

Overview
Neuroscience is the multidisciplinary study of the nervous system. In addition to focusing on basic scientific problems related to psychology, biology, and chemistry, neuroscience also forms the fundamental basis of many medical specialties, including psychiatry, neurology, and neurosurgery. The basic and applied nature of the field has attracted a large number of scientists during the past 25 years.

Increasingly, neuroscientists must be well trained in a variety of scientific disciplines to keep up with the rapid advances in the field. A successful neuroscientist must be trained in fields spanning from molecular neurobiology to cognitive neuroscience. The program in neuroscience is designed to provide majors with the necessary skills to master this highly-multidisciplinary scientific field.

The objectives of the major are:
1. To provide students with a structure for coursework that assures a solid grounding in natural science and an overall familiarity with neuroscience as a discipline.
2. To sponsor events that communicate neuroscience research and activities on grounds, as well as provide students with information on research careers. Such events include special lectures, symposiums and workshops on graduate school and career options.
3. To foster active participation by undergraduate students in Neuroscience Graduate Program laboratories across the grounds by providing opportunities to conduct research in neuroscience laboratories in the College and in the School of Medicine.

Faculty
The director of the program is David Hill, Professor of Psychology. The Program’s Advisory Committee is composed of four neuroscientists. They are the current director of the Neuroscience Graduate Program and three faculty members appointed by the Chair of Psychology, the Chair of Biology, and the Chair of the Department of Neuroscience in the School of Medicine, respectively. The director and the advisory committee will select students for the major, advise majors and determine the ongoing direction of the program. The faculty primarily responsible for classroom training are neuroscientists in the Biology and Psychology departments, all of whom are also members of the Neuroscience Graduate Program. Faculty from the School of Medicine that are also members of the Neuroscience Graduate Program (in over 15 departments) will also participate in the program through teaching and through mentoring research projects.

Students
The major is designed for students with a strong interest in the biology of the nervous system and a desire to conduct original research in the field with U.Va. neuroscientists. A maximum of 25 students will be selected for the program each year from a pool of applicants. Students will be chosen on the basis of prior academic performance and an essay explaining the student’s interest in neuroscience. The program will provide majors with a background for continued study in graduate and professional schools.

Requirements for the Major
Thirty credits are required for the major in neuroscience with at least a 2.5 GPA in the major. Students are dropped from the major if they fall below a cumulative GPA of 2.5 for all designated neuroscience courses. At least two courses at the 400 or 500 level in neuroscience designated courses with at least one each from the Department of Biology and one from the Department of Psychology are required. The courses of current topics in neuroscience, research, and honors thesis do not count toward this requirement (a list of designated courses follows).

Distinguished Majors Program in Neuroscience
Outstanding majors with an overall GPA of 3.4 may apply at the beginning of their sixth semester. The program includes a thesis (NESC 497 & 498) consisting of empirical research that must be reviewed at least one month prior to graduation. Upon successful completion of the program, students will normally be recommended for a baccalaureate award of Distinction, High Distinction or Highest Distinction.

Additional Information
For more information, contact the director, David Hill, Department of Psychology, PO Box 400400, University of Virginia, Charlottesville, VA 22904; (434) 982-4728; dh2t@virginia.edu.

Courses Related to a Major in Neuroscience
Prerequisites: In order to apply for the major, students must be enrolled in, or have already completed the following courses and have a C+ or better in all courses to declare the major.

- BIOL 201 & 202 Introductory Biology
- PSYC 220 Introduction to Psychobiology
- BIOL 317 Introduction to Neurobiology
- CHEM 141 Introductory College Chemistry
- CHEM 142 Principles of Chemistry
- CHEM 141L Chemistry Laboratory
(6) CHEM 142L Chemistry Laboratory
(7) MATH 121 Applied Calculus 2 or MATH 131 Calculus 1 (MATH 131 is strongly recommended)

Note: Courses listed in (1) and (2) above also count toward the 30 required credits for the major. Course listed in (3), (4), (5) and (6) do not count toward the 30 credits.

Core Courses

In addition to the prerequisites, the following courses are required for the major and count toward the 30 credits requirement.

(1) BIOL 300 Cell and Molecular Biology
(2) PSYC 420 Neural Mechanisms of Behavior or BIOL 408 Neuronal Organization of Behavior
(3) NESC 491 Current Topics in Neuroscience (required of all 4th year majors)
(4) NESC 492 Current Topics in Neuroscience (required of all 4th year majors)

Course Descriptions

NESC 398 - (3) (Y)
Current Topics in Neuroscience I
Prerequisite: major in Neuroscience

Current developments in the interdisciplinary field of neurosciences will be examined, from molecular neurobiology through cognitive neuroscience. Instruction will be based on readings of original literature, presentation of original and new data from Neuroscience faculty and attendance of seminar talks as part of the Neuroscience Graduate Seminar series.

NESC 399 - (3) (Y)
Current Topics in Neuroscience II
Prerequisite: major in Neuroscience

Current developments in the interdisciplinary field of neuroscience will be examined, from molecular neurobiology through cognitive neuroscience. Instruction will be based on readings of original literature, presentation of original and new data from Neuroscience faculty and attendance of seminar talks as part of the Neuroscience Graduate Seminar series.

Electives Approved for the Major

The following is a list of designated courses offered on a regular basis; however, the list is not exhaustive.

Biology

BIOL 203 - (2) (Y)
Biological Laboratory
BIOL 204 - (2) (Y)
Biological Laboratory
BIOL 301 - (3) (Y)
Genetics and Evolution
BIOL 325 - (3) (Y)
Introduction to Animal Behavior
BIOL 344 - (3) (Y)
Endocrinology
BIOL 405 - (3) (Y)
Developmental Biology

BIOL 417 - (3) (Y)
Cellular Neurobiology
BIOL 419 - (3) (Y)
Biological Clocks
BIOL 427 - (3) (Y)
Animal Behavior Laboratory
BIOL 501 - (4) (Y)
Biochemistry
BIOL 517 - (4) (Y)
Molecular Genetics

Psychology

PSYC 321 - (3) (S)
Psychobiology Laboratory
PSYC 521 - (3) (IR)
Developmental Psychobiology
PSYC 525 - (3) (IR)
Hormones and Behavior
PSYC 526 - (3) (IR)
Psychobiology and Memory
PSYC 527 - (3) (IR)
Chemistry of Synaptic Transmission
PSYC 531 - (3) (IR)
Functional Neuroanatomy
PSYC 532 - (3) (IR)
Chemical Senses: Taste and Smell
PSYC 533 - (3) (IR)
Neural Networks Models of Cognition & Brain Computation
PSYC 535 - (3) (IR)
Neurochemical Systems in Learning and Memory

Neuroscience

NESC 395, 396, 495, 496 - (3) (S)
Research in Neuroscience
NESC 497 - 498 - (3) (Y)
Distinguished Majors Thesis
NESC 504 - (3) (Y)
Cognitive Neuroscience
NESC 520 - (3) (Y)
Neurobiology

Personal Skills

http://www.virginia.edu/~career/handouts/Career%20Planning%20Courses.doc

PLSK 101, 102 - (1-3) (S)

Personal Skills

Courses aimed at the communication of practical skills, such as career planning. Students may count no more than two credits in such courses toward the degree. The College of Arts and Sciences is responsible for deciding which courses should use the PLSK designation.

Corcoran Department of Philosophy

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Overview

The main areas of study in philosophy are metaphysics, epistemology, ethics, logic, and the history of philosophy. In addition to these areas of study, the department also offers courses in aesthetics, philosophy of science, philosophy of religion, political philosophy, philosophy of mathematics, philosophy of language, biomedical ethics, and philosophy of law.

Some courses in these areas aim to acquaint the students with the most important intellectual traditions of our civilization, while others emphasize the characteristically philosophical activity of exposing and analyzing the arguments for and against the positions under discussion. Quite often, these two approaches are combined in the presentation of the material. Students of philosophy should have the desire to investigate some of the most fundamental and perplexing problems in the history of thought. The abilities and skills inculcated by a philosophical education are of lasting intellectual and personal value, for the ability to form one’s own views in a reasoned and rigorous manner forms the foundation of our democratic society, and the critical and analytical skills fostered by philosophy are valuable across a wide variety of other subjects. As part of a complete education, every student should take at least one philosophy course.

Faculty

The interests of the faculty members cover all the principal areas of philosophy noted above. The department has a long tradition of commitment to undergraduate teaching, and a number of the faculty have achieved national and international prominence in their fields. All faculty in the department, including its most senior members, regularly teach undergraduate courses and seminars, including the large introductory lecture courses.

Students

More than one hundred students are currently pursuing a major in philosophy. Students can choose from over forty courses in the field. Introductory lecture courses are usually designed as broad surveys of intellectual thought; these survey courses usually have enrollments of between fifty and two hundred students. Introductory seminar courses, on the other hand, are limited to between fifteen and twenty students and focus on much more specific topics. Upper-level courses typically enroll thirty to forty students. Majors seminars and honors seminars are also offered; enrollment in these courses is limited to twenty. Some advanced students may prefer to pursue independent study with a faculty member. Because philosophy is not usually taught in high schools,
students would do well to begin with a 100-level or 200-level course before trying a 300-level or higher course.

Students who graduate with a philosophy major do so with the knowledge that they are well prepared for graduate work (more than 50 percent go on to graduate school) or the job market. Many attend law school. According to a recent study by the University’s Office of Career Planning and Placement, the average LSAT score for a philosophy major was significantly higher than the average score for any other major. It is also worth noting that, according to a study recently completed by the American Medical Association, philosophy majors have the third highest acceptance rate into American medical schools. Those who do not attend graduate school often go into corporate work, with investment banking being the most popular career choice. Students who have studied philosophy are characterized by an independence and rigor of thought which serves them well in a wide variety of careers.

Requirements for Major The major in philosophy is designed to sharpen the student's analytical and creative skills, and to enhance clarity of exposition. It also acquaints the student with some of the most important themes in the history of Western thought. In order to fulfill the requirements for a major in philosophy, a student must complete at least three credits of course work in each of the three areas of metaphysics and epistemology, logic, and ethics, and at least six credits of course work in the history of philosophy, with the courses to be selected from among those listed below.

A. Metaphysics and Epistemology PHIL 331 (Metaphysics), PHIL 334 (Philosophy of Mind), PHIL 332 (Epistemology)
B. Logic PHIL 242 (Symbolic Logic), PHIL 542 (Symbolic Logic), PHIL 141 (Forms of Reasoning)
C. Ethics PHIL 351 (Ethics), PHIL 352 (Contemporary Ethics), PHIL 356 (Classics in Political Philosophy), PHIL 257 (Political Philosophy)
D. History All majors must take either PHIL 211 (History of Philosophy: Ancient and Medieval) or PHIL 212 (History of Philosophy: Modern). Those who take PHIL 211 must also take at least one of the following: PHIL 315 (Descartes, Spinoza, Leibniz), PHIL 316 (Locke, Berkeley, Hume), or PHIL 317 (Kant). Those who take PHIL 212 must also take at least one of the following: PHIL 311 (Plato), PHIL 312 (Aristotle), PHIL 314 (History of Medieval Philosophy), PHIL 513 (Topics in Medieval Philosophy).

A philosophy major requires a total of 30 credits of courses numbered 200 or higher. Students who double-major may, in consultation with their major advisor or the director of undergraduate studies, count up to six credits from their second major towards their philosophy major. If a student elects to satisfy the logic requirement by taking PHIL 141, those credits do not count towards the 30 credit requirement.

Distinguished Majors Program in Philosophy The Distinguished Majors Program (DMP) is designed for students who wish to pursue their studies in philosophy beyond the requirements of the regular major. It requires both the study of a broad range of philosophical areas and a more concentrated examination of a single topic in the form of a senior thesis.

Students may apply to the DMP as early as the fifth semester before graduation and as late as the third semester before graduation. They must have completed at least two philosophy courses, and they must have and maintain a GPA of at least 3.4 in all philosophy courses taken. In addition, they should have an overall GPA close enough to 3.4 to make it likely that they will be able to satisfy the College requirement of a final cumulative GPA of 3.4 for graduation with distinction.

DMP students must complete 36 credits of course work in philosophy, no more than 15 of which are at the 200-level. Courses at the 100-level cannot be counted towards DMP requirements. The 36 credits must include at least 3 credits each of:

1. logic, chosen from PHIL 242, 542 or 543;
2. ethics or social philosophy, chosen from PHIL 351, 352, 356 or 257;
3. metaphysics or epistemology, chosen from PHIL 331, 332 or 334.
4. seminars for majors (PHIL 401, 402 or other designated courses).

DMP students must also take six courses in the history of philosophy, in accordance with the requirements laid out above for ordinary majors. In addition, six of the required 36 credits must be used for the thesis and allocated as follows: PHIL 493 (Directed Readings) to be used as a pre-thesis research course (the student must submit a thesis proposal to the undergraduate committee upon completion of this course); and PHIL 498 (Senior Thesis). The seminar for majors and PHIL 493 will satisfy the general DMP requirement for 6 credits of advanced course work.

Academic Standards Majors must maintain an average GPA of at least 2.0 in all their philosophy courses. Failure to do so will result in the students being placed on probation for the following semester. At the end of a probationary semester, if the students' average is still below 2.0, the student may be asked to declare a different major. Majors are expected to obtain grades of C- or better on all their philosophy courses. More specifically, if majors receive a grade below C- in two philosophy courses, they are placed on probation. If students on probation receive a grade under C- in a third course, they may be asked to declare a different major.

The Philosophy Honors Program In addition to the major programs listed above, the department offers a program of two years of tutorial study leading to the B.A. degree with honors in philosophy. Candidates are required to pass an examination in logic by the end of their first year in the program. At the end of their final year, candidates are required to take written examinations in epistemology, metaphysics and the philosophy of mind, and ethics. In addition, a candidate must either submit a thesis upon a topic of his or her choice, or take a written examination in one of the following: political philosophy, formal logic, philosophy of science, aesthetics, the writings of a major philosopher. An oral examination is held following the written examinations. Students interested in the honors program should approach the department's administrative staff about application procedures. Those accepted into the program should register for PHIL 490: Honors (15).

Requirements for Minor The minor in philosophy consists of 15 credits of which no more than three credits may be below the 200 level. The program of study should be developed in consultation with a departmental advisor.

Additional Information For more information, contact Talbot Brewer, Undergraduate Advisor, 508 Cabell Hall, Charlottesville, VA 22903; (434) 924-7701; www.virginia.edu/~philos.

Requirements for a Minor in Bioethics 21 credits including one course at the introductory level—either RELG 265 (Theology, Ethics, Medicine) or PHIL 252 (Bioethics: A Philosophical Perspective); BIOL 121 (Human Biology) or BIOL 201-202; 6 credits at the 300-level or higher in ethical and/or political theory; 3 credits of which must be in ethics; and 9 credits at the 300-level or higher in bioethics electives or closely related courses, 6 of which must be in regular bioethics courses. In order to fulfill the bioethics electives requirement of 9 credits, students may opt to take one course that, while not specifically focused on bioethics, still relates in a substantial way to the issues or methods of bioethics—e.g., BIOL 425 (Human Genetics), PLAP 471 (Values, Resources, and Public Policy), ANTH 329 (Marriage, Mortality, and Fertility), SOC 426 (Health Care Systems). Students may not take all the electives from the same department. A list of electives is maintained by Professor John Arras, the program director. While most such electives should be at the 300-level or higher, some exceptions are approved (e.g., ANTH 234, Race, Gender, and Medical Science) at the discretion of the program director. Students may take up to 3 credits for an appropriately structured internship in partial fulfillment of the bioethics electives requirement.

No more than 12 credits may be counted toward both the student's major and this
minor. The type and number of courses that are eligible for double counting is handled on an individual basis by the program director in collaboration with the student and her or his academic advisor. The director of the bioethics minor works with closely related departments (e.g., philosophy and religious studies) to ensure that appropriate limits are set on the number of bioethics electives that may count toward the respective majors.

Additional Information For more information contact John Arras, Program Director, 524 Cabell Hall, Charlottesville, VA 22903; (434) 924-7868.

Course Descriptions

PHIL 100 - (3) (Y)
Introduction to Philosophy
Introduces a broad spectrum of philosophical problems and approaches. Topics include basic questions concerning morality, skepticism and the foundations of knowledge, the mind and its relation to the body, and the existence of God. Readings are drawn from classics in the history of philosophy and/or contemporary sources.

PHIL 122 - (3) (IR)
Minds and Bodies
Do we really know what we think we know about our world and the other people in it? Discounting familiar sources of error, which we can obviate, the epistemological skeptic argues that there are other sources of error that may well infect our beliefs however careful we may be. Can he be answered? This aside, if we know anything at all, we would seem to know ourselves; are we essentially physical, or could we exist independently of physical bodies? Through reflecting on these and related questions, the course constitutes an introduction to basic problems in the theory of knowledge and in metaphysics.

PHIL 141 - (3) (S)
Forms of Reasoning
Analyzes the structure of informal arguments and fallacies that are commonly committed in everyday reasoning. The course will not cover symbolic logic in any detail.

PHIL 151 - (3) (Y)
Human Nature
Examines a wide variety of theories of human nature, with the aim of understanding how we can fulfill our nature and thereby live good, satisfying and meaningful lives. Focuses on the questions of whether it is in our nature to be rational, moral and/or social beings. Readings are taken from contemporary and historical sources.

PHIL 153 - (3) (IR)
Introduction to Moral and Political Philosophy
Examines some of the central problems of moral philosophy and their sources in human life and thought.

PHIL 154 - (3) (Y)
Issues of Life and Death
Studies the fundamental principles underlying contemporary and historical discussions of such issues as abortion, euthanasia, suicide, pacifism, and political terror. Examines Utilitarian and anti-Utilitarian modes of thought about human life and the significance of death.

PHIL 161, 169 - (3) (S)
Introductory Philosophy Seminars
Discussion groups devoted to some philosophical writing or topic. Information on the specific topic can be obtained from the philosophy department at course enrollment time.

PHIL 201, 205 - (3) (S)
Seminar in Philosophy
Seminars aimed at showing how philosophical problems arise in connection with subjects of general interest.

PHIL 206 - (3) (Y)
Philosophical Problems in Law
Examines and evaluates some basic practices and principles of Anglo-American law. Discusses the justification of punishment, the death penalty, legal responsibility, strict liability, “Good Samaritan laws,” reverse discrimination, and plea bargaining.

PHIL 211 - (3) (Y)
History of Philosophy: Ancient and Medieval
Survey of the history of philosophy from the Pre-Socratic period through the Middle Ages.

PHIL 212 - (3) (Y)
History of Philosophy: Modern
Surveys the history of modern philosophy, beginning with Descartes and extending up to the nineteenth century.

PHIL 233 - (3) (E)
Computers, Minds and Brains
Do computers think? Can a persuasive case be made for the claim that the human mind is essentially a sophisticated computing device? The more related questions will be examined through readings in computer science, the philosophy of mind, logic, and linguistics.

PHIL 242 - (3) (Y)
Introduction to Symbolic Logic
Introduces the concepts and techniques of modern formal logic, including both sentential and quantifier logic, as well as proof, interpretation, translation, and validity.

PHIL 245 - (3) (E)
Scientific Methods
Introduces the philosophy of science. Topics include experiment, casual inference, models, scientific explanation, theory structure, hypothesis testing, realism and anti-realism, the relations between science and technology, science versus non-science, and the philosophical assumptions of various sciences. Illustrations are drawn from the natural, biological, and social sciences, but no background in any particular science is presupposed.

PHIL 252 - (3) (Y)
Bioethics: A Philosophical Perspective
Surveys biomedical ethics, emphasizing philosophical issues and methods. Includes moral foundations of the physician/patient relation, defining death, forgoing life-sustaining treatments, euthanasia, abortion, prenatal diagnosis, new reproductive technologies, human genetics, human experimentation, and the allocation and rationing of health care resources. Reflects on the various ethical theories and methods of reasoning that might be brought to bear on practical moral problems. Not open to those who have taken RELG 265.

PHIL 257 - (3) (Y)
Political Philosophy
Studies problems involved in understanding the relation between public power and private right.

PHIL 265 - (3) (Y)
Free Will and Responsibility
Examines whether our actions and choices are free and whether or to what extent we can be held responsible for them. Includes the threat to freedom posed by the possibility of scientific explanations of our behavior and by psychoanalysis, the concept of compulsion, moral and legal responsibility, and the nature of human action.

PHIL 266 - (3) (Y)
Philosophy of Religion
Considers the problems raised by arguments for and against the existence of God; discussion of such related topics as evil, evidence for miracles, and the relation between philosophy and theology.

PHIL 311 - (3) (E)
Plato
Introduces the philosophy of Plato, beginning with several pre-Socratic philosophers. Focuses on carefully examining selected Platonic dialogues.

PHIL 312 - (3) (O)
Aristotle and Hellenistic Philosophy
Introduces the philosophy of Aristotle and the major Hellenistic schools (the Stoics, Epicureans and Skeptics). Emphasizes philosophy rather than history, with readings mainly in the fields of metaphysics, philosophy of nature, philosophy of knowledge, and ethics.

PHIL 314 - (3) (IR)
History of Medieval Philosophy
Examines the continued development of philosophy from after Aristotle to the end of the Middle Ages.

PHIL 315 - (3) (O)
Descartes, Spinoza and Leibniz
Studies the central philosophers in the rationalist tradition.

PHIL 316 - (3) (O)
Locke, Berkeley and Hume
Studies the central philosophers in the empiricist tradition.

PHIL 317 - (3) (E)
Kant and Nineteenth-Century German Philosophy
Primarily a study of Kant’s metaphysics and epistemology, followed by a brief look at the views of some of Idealist successors.
PHIL 318 - (3) (IR)
Nietzsche
Prerequisite: instructor permission (previous course in philosophy preferred)
A comprehensive study of the philosophy of Nietzsche, with an examination of his views on
life, truth, philosophy, art, morality, nihilism, values and their creation, will to
power, eternal recurrence, and more.

PHIL 329 - (3) (E)
Contemporary Philosophy
Studies some recent contemporary philosophical movement, writing, or topic.

PHIL 331 - (3) (Y)
Metaphysics
Examines central metaphysical issues such as
time, the existence of God, causality and
determinism, universals, possibility and
necessity, identity, and the nature of meta-
physics.

PHIL 332 - (3) (Y)
Epistemology
Studies problems concerned with the founda-
tions of knowledge, perception, and rational
belief.

PHIL 334 - (3) (E)
Philosophy of Mind
Recommended preparation: PHIL 132.
Studies some basic problems of philosophical
psychology.

PHIL 350 - (3) (Y)
Philosophy of Language
Prerequisite: At least on course in philosophy
at the 100 level or above, or instructor per-
mission.
Examines central conceptual problems raised
by linguistic activity. Among topics consid-
ered are the relation between thought and
language; the possibility of an essentially pri-
ivate discursive realm; the view that one’s lin-
guistic framework somehow “structures” real-
ity; and the method of solving or dissolving
philosophical problems by scrutiny of the lan-
guage in which they are couched.

PHIL 351 - (3) (Y)
Ethics
History of modern ethical theory (Hobbes to
Mill) with especial emphasis on the texts of
Hume, Treatise, Book III, and of Kant,
Grundlegung, which will be studied carefully
and critically. Among the topics to be consid-
ered: Is morality based on reason? Is it neces-
sarily irrational not to act morally? Are moral
standards objective? Are they conventional?
Is it a matter of luck whether we are morally
virtuous? Is the morally responsible will a
free will? Are all reasons for acting dependent
on desires?

PHIL 352 - (3) (Y)
Contemporary Ethics
Studies Anglo-American ethics since 1900.
While there are selected readings from G.E.
Moore, W.D. Ross, A.J. Ayer, C.L. Stevenson
and R.M. Hare, emphasis is on more recent
work. Among the topics to be considered: Are
there moral facts? Are moral values relative?
Are moral judgments universalizable? Are
they prescriptive? Are they cognitive? What is
to be said for utilitarianism as a moral theory?
What against it? And what are the alternatives?

PHIL 356 - (3) (IR)
Classical Political Philosophy
Considers some of the perennial questions in
political philosophy through an examination
of classical works in the field, including some
or all of the following: Aristotle’s Politics,
Hobbes’s Leviathan, Locke’s Second Treatise
of Government, and Rousseau’s Social Con-
tract.

PHIL 359 - (3) (IR)
Research Ethics
Prerequisite: One course in ethics or
bioethics, or instructor permission.
Canvases the history of research scandals
(e.g., Nuremberg, Tuskegee) resulting in fed-
eral regulation of human subjects research.
Critically assesses the randomized clinical
trial (including informed consent, risk/bene-
fit ratio, randomization, placebos). Examines
the ethics of research with special popula-
tions, such as the cognitively impaired, pris-
oners, children, embryos and fetuses, and
animals.

PHIL 361 - (3) (Y)
Aesthetics
Critically investigates central philosophical
issues raised by artistic activity: To count as
an artwork must a thing have a modicum of
aesthetic value, or is it enough that it be
deemed art by the community? Is aesthetic
value entirely in the eye of the beholder or is
there such a thing as being wrong in one’s
djudgment concerning an artwork?

PHIL 363 - (3) (O)
Fried and Philosophy
Philosophical questions arising from Freud’s
work. First studies Freud’s more general writ-
ings and examines some case histories; then
critically reviews writings about Freud by
philosophers, including Wittgenstein, Sartre,
and Pears.

PHIL 365 - (3) (Y)
Justice and Health Care
Prerequisite: PHIL 252 or RELG 265.
Philosophical account of health care practices
and institutions viewed against the backdrop
of leading theories of justice (e.g., utilitarian-
ism, Rawlsian contractualism, communitar-
ianism, libertarianism). Topics include the
nature, justifications, and limits of a right to
health care; the value conflicts posed by cost
containment, implicit and explicit rationing,
and reform of the health care system; the
physician-patient relationship in an era of
managed care; and the procurement and allo-
cation of scarce life-saving resources, such as
expensive drugs and transplatable organs.

PHIL 367 - (3) (IR)
Law and Society
Examines competing theories of law; the role
of law in society; the legitimacy of restrictions
on individual liberties; legal rights and con-
flicts of rights; and the relationships between
law and such social values as freedom, equal-
ity, and justice.

PHIL 368 - (3) (IR)
Crime and Punishment
Critically examines the social force of legally
proscribing certain conduct, and of convicting
and punishing those who engage in it; the
accepted notions of actus reus and mens rea,
of action, intention, fault and responsibility;
the nature and scope of excusing conditions,
such as ignorance and mental incapacity; and
theories of the nature and justification of
criminal punishment.

PHIL 369 - (3) (IR)
Justice, Law, and Morality
Prerequisite: One PHIL course or instructor
permission.
Examines contemporary liberal theories of
justice and of communitarian, Marxist, liber-
tarian, utilitarian, and feminist criticisms of
these theories. Uses landmark Supreme Court
decisions to illuminate central theoretical dis-
putes.

PHIL 401, 402 - (3) (Y)
Seminar for Majors
Prerequisite: enrollment restricted to philos-
ophy majors.
Topic changes from year to year.

PHIL 427 - (3) (IR)
Wittgenstein
Prerequisite: two PHIL courses or instructor
permission; PHIL 242 recommended.
Study of Wittgenstein’s major works.

PHIL 490 - (1-5) (S)
Honors Program
Prerequisite: Enrollment in the departmental
honors program.

PHIL 493, 494 - (1-3) (S)
Directed Reading and Research
Independent study under the direction of a
faculty member.

PHIL 498 - (3) (S)
Senior Thesis

PHIL 504 - (3) (Y)
Bioethics Seminar
Prerequisite: Fourth-year bioethics minor or
interdisciplinary bioethics major.
The topic varies from year to year. Previous
topics include Methods of Practical Ethics
and Reproductive Ethics.

PHIL 505, 506 - (3) (IR)
Seminar on a Philosophical Topic

PHIL 510 - (3) (IR)
The Historiography of Philosophy
Examines the issues arising from the study of
the history of philosophy. Authors include
Aristotle, Hegel, Russell, Collingwood, and
Rorty.

PHIL 513 - (3) (O)
Topics in Medieval Philosophy
Seminar on St. Augustine, St. Bonaventure,
St. Thomas Aquinas, and Duns Scotus. Topics
include the existence of God, accounts of
necessity and possibility, the justification and
acquisition of concepts, and the interaction
between Platonism and Aristotelianism in
Christian thought.
PHIL 542 - (3) (E)
Symbolic Logic
Prerequisite: PHIL 242 or equivalent.
Examines various results in metalogic, including completeness, compactness, and undecidability. Effective computability, theories of truth, and identity may also be covered.

PHIL 543 - (3) (SI)
Advanced Logic
Prerequisite: PHIL 542 or instructor permission.
Continues the study of the metatheory of first order logic, introduced in PHIL 542. Includes the significance of the Lowenheim-Skolem theorem and of Godel’s incompleteness theorems for first order arithmetic; the limitations of higher order logic; and topics from specialized areas in logic: set theory, recursion theory, and model theory.

PHIL 546 - (3) (E)
Philosophy of Science
Logical analysis of the structure of theories, probability, causality, and testing of theories.

PHIL 547 - (3) (IR)
Philosophy of Mathematics
Prerequisite: Some familiarity with quantifier logic or instructor permission.
Comparison of various schools in the philosophy of mathematics (including logicism, formalism, and conceptualism) and their answers to such questions as “Do numbers exist?” and “How is mathematical knowledge possible?”

PHIL 548 - (3) (IR)
Philosophy of the Social Sciences
Prerequisite: Six credits of philosophy or instructor permission.
Problems studied include explanation in the social sciences; the place of theory; objectivity; the relation between social science and natural science, philosophy, and literature.

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Overview
Physics is concerned with the most basic principles that underlie phenomena in the universe. Physicists search for elementary particles, seek understanding of the behavior of collections of particles ranging from quarks in nucleons and electrons in atoms to stars in galaxies, and of the nature of space and time. On a more human scale, physicists explore the behavior of matter and energy including devices of modern electronics, complex biological molecules, the atmosphere, and forms of energy and its uses. The principles of physics are the basis for much of engineering and technology. Studying physics can prepare students to push back the boundaries of knowledge in this most fundamental of the natural sciences; it can provide invaluable training in the concepts and methods of science for application in many professional areas; it can develop one’s capacity for clear analytical thought that is crucial in many fields, or it can simply increase one’s knowledge and appreciation of the wonders of the world around us.

The department has research programs in high energy and nuclear physics, atomic and laser physics, condensed matter physics, biophysics, and gravitational physics. It currently receives approximately $6 million each year in research grants. The state-funded Institute for Nuclear and Particle Physics includes a number of faculty members with research related to the electron accelerator at the Thomas Jefferson National Accelerator Facility in Newport News, Virginia. This accelerator was originally conceived and successfully proposed by physics department faculty members who are now affiliated with this institute.

Faculty
The faculty seeks to offer an outstanding undergraduate program, with opportunities for both majors and non-majors, in the context of a vigorous research department. Students have the opportunity to take a wide variety of courses with many different professors.

Among the many awards and honors the faculty has received in recent years are four Outstanding Scientist in Virginia awards, an Outstanding Faculty Award—the state’s highest honor for teaching faculty, the Davison-Germer Prize of the American Physical Society for research in atomic physics, a Packard Foundation fellowship, six Sloan fellowships and six Young Investigator Awards (four from the National Science Foundation, two from the Office of Naval Research). The faculty has also been recognized for its teaching. One professor has received an award for innovations in continuing education, four are authors of major textbooks in physics, three have earned University Outstanding Teacher awards, and two have received the Pegram Award of the Southeastern Section of the American Physical Society for excellence in teaching.

Students
Physics majors make up a small but outstanding, enthusiastic, and diverse group. Approximately thirty students graduate each year with bachelor’s degrees in physics. Beginning in the first year, there are special courses for physics majors. All of the courses are taught by faculty members. The third and fourth-year classes are small, and students have much interaction with the faculty. Physics majors participate in independent study projects, working on a tutorial basis with faculty members and often working with a research group. Since the department has extensive research activities, there are many opportunities for undergraduates to participate in research on the frontiers of physics.

The department has programs designed to serve students with a wide variety of objectives. More than half of those graduating with bachelor’s degrees in physics go on to graduate or professional school. Many graduates have taken positions in industry or government immediately after graduating with a bachelor’s degree. In addition to those who go to graduate school in physics and physics-related fields, each year several go to professional schools in medicine, education, business, or law. Others graduate with physics as a concentration in a broad liberal arts program without a specific scientific career objective.

Special Resources
Creating new knowledge is a primary role of a university. This process involves undergraduates, graduate students, and faculty working together at a research frontier and it can provide some of the most stimulating and rewarding educational experiences. The extensive research laboratories and computer facilities in the physics department provide opportunities for students to participate in research in nuclear and particle physics, atomic and laser physics, and condensed matter physics. In addition to the facilities in the Jesse Beams Laboratory of Physics and the High Energy Physics Building on the University Grounds, research groups from the department have active programs at various particle accelerator facilities, including the Thomas Jefferson National Accelerator Facility in Newport News, Virginia; the Stanford Linear Accelerator Center in California; the Fermi Laboratory in Batavia, Illinois; and several accelerators in Europe. Undergraduates are involved with research groups through independent study projects, informal affiliations, and working as research assistants during the academic year and in the summer.

One valued privilege for physics majors is having keys that give them access at any time day or night to the departmental library and the departmental computer laboratory as well as conference rooms in which they can meet to work together.

Requirements for Major
The Department of Physics offers both Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees. In addition, there is an Astronomy/Physics B.A. offered jointly by the Astronomy and Physics departments. The basic B.A. is designed for students interested in physics and planning to enter other fields including medicine, education, business, and law, and for liberal arts students seeking a strong background in physics. Students planning graduate study in physics or physics-related areas should elect the B.S., the B.A. with a Distinguished Major course sequence, or the Astronomy/Physics B.A. Two special concentrations can be pursued by students in either the B.A. or the B.S. programs: A Computational Physics Concentration (PHYS 553 & 554 Computational Physics I & II); An Optics Concentration (PHYS 531-533 Optics & Optics Laboratory and PHYS 532-534 Fundamentals of Photonics & Photonics Laboratory). Students are urged to contact a physics undergraduate advisor as early as possible to design a program to fit their specific needs.

There are several course sequences leading to the physics major. For all of them it is highly desirable to complete MATH 131, 132
or equivalent courses in calculus by the end of the first year. However, it is possible to begin calculus in the second year and complete the requirements for the B.A.

Requirements for the B.A. in Physics
There are two options leading to the B.A. in physics, each having three components:

Option I
1. Prerequisites - MATH 131, 132 and PHYS 151, 152.
2. MATH 231 and PHYS 221, 222, 251, 252.
3. Three courses chosen from PHYS 254 and/or 300-level physics courses.

Option II
1. Prerequisites - MATH 131, 132.
2. MATH 231 and PHYS 231, 232, 201L, 202L, 252.
3. Four courses chosen from PHYS 254 and/or 300-level physics courses.

For either of the options, a year of chemistry may be substituted for one of the 300-level physics courses in component (3). MATH 325 is not required for the B.A. degree, however, it is a prerequisite for many of the courses at 300 level and above. Students choosing Option II who want more extensive preparation in basic physics and those planning to take physics courses numbered 315 and higher should replace PHYS 201L, 202L in component (2) with the higher level laboratory sequence, PHYS 221, 222, to be taken after completing PHYS 231, 232. It is also possible to enter the physics sequence through PHYS 142E. Students wishing to use this route should consult one of the physics undergraduate advisors.

Bachelor of Arts with Distinguished Major Course Sequence This sequence may be entered using components (1) and (2) of either option I or II above. Component (3) is replaced by the following requirements: MATH 325, PHYS 254, 254, 317, 321, 331, 342, 355, 356, 393 and one 300-500 level physics elective.

Requirements for the B.S. in Physics
The requirements for the B.S. in Physics are the completion of the Distinguished Major course sequence plus Math 521, 522 (or equivalent APMA courses) and PHYS 343. Except for Echols scholars, the requirements for the B.S. in Physics include completion of the standard College of Arts and Sciences competency and area requirements. A minimum cumulative 2.6 GPA in all required courses must be achieved for graduation as a physics major.

Distinguished Major Program The Distinguished Major Program provides recognition of outstanding academic performance in a challenging sequence of physics courses including an independent study project. Students who complete the distinguished majors course sequence or the B.S. requirements with final grade point averages exceeding 3.4, 3.6, or 3.8, are given departmental recommendation to receive their degrees (B.A. or B.S.) with distinction, high distinction, or highest distinction, respectively.

Requirements for the Bachelor of Arts in Astronomy-Physics This program is offered jointly by the Astronomy and Physics departments and prepares students for graduate study in astronomy, physics, computer science, and related fields. The students take MATH 131, 132, 325, 352, 522; PHYS 151, 152, 251, 252, 254, 221, 222, 321, 331, 342, 343, 355; and ASTR 211, 212, 315, 395, 498 (Senior Thesis), and six additional credits of 300-500 level astronomy courses. Prospective astronomy-physics majors are strongly urged to consult with a physics undergraduate advisor during registration week of their first semester. Students in this program have advisors in both departments.

Requirements for Minor A minor in physics can be earned through one of the following course sequences: (1) PHYS 151, 152, 251, 252 and either 221 or any 300-level physics course; (2) PHYS 231, 232, 201L, 202L, 252 and any 300-level physics course; (3) PHYS 142E, 241E, 241L, 252 and any 300-level physics course.

Additional Information For more information, contact Bescom Deaver, Chair of the Undergraduate Program Committee, Physics Department Office, Jesse W. Beams Laboratory of Physics, 382 McCormick Rd., P.O. Box 400714, Charlottesville, VA 22904-4714, (434) 924-3781; Fax: (434) 924-4576; bsd@virginia.edu; www.phys.virginia.edu. A detailed departmental brochure is available.

Course Descriptions Overview of Courses in Introductory Physics The Physics Department offers a wide range of courses and course sequences in introductory physics available to students with no previous preparation in physics. Some satisfy specific requirements for science, engineering and premedical students, while others are intended primarily for liberal arts students. They should be considered in the following three categories:

Courses for students who are majoring in subjects other than science PHYS 101, 102, 105, 106, 109, 111 and 115 are intended primarily for students desiring an introduction to some important topics in physics but whose primary interests are in areas other than science. All of them satisfy the College science requirement and all use only high school level mathematics.

Introductory Physics without Calculus The two-semester sequence PHYS 201, 202 provides a comprehensive introduction to physics requiring only algebra and trigonometry. Taken together with the associated laboratory courses PHYS 201L, 202L, they satisfy the requirements for medical and dental schools. This sequence is not sufficient preparation for more advanced courses in physics, except for PHYS 304.

Introductory Physics with Calculus There are three course sequences that provide the basis for taking more advanced courses in physics and for entering a physics major or minor.

PHYS 151, 152, 251, 252 - Introductory Physics This four-semester calculus-based sequence is designed to provide a broad background in introductory physics for potential physics and other science majors. This sequence is particularly appropriate for students ready to begin the study of physics during their first semester. Calculus (MATH 131, 132) is taken concurrently with PHYS 151, 152. The associated laboratory courses, PHYS 221, 222 and MATH 231, 325P are normally taken concurrently with PHYS 251, 252 during the second year.

PHYS 231, 232 - Classical and Modern Physics This is a two-semester, calculus-based introductory sequence for science majors. A year of calculus (usually MATH 131, 132) is a prerequisite. These courses taken with the laboratory courses, PHYS 201L, 202L satisfy the physics requirements of medical and dental schools. They are normally taken in the second year. Students desiring more extensive preparation in basic physics, and particularly those planning to take physics courses numbered 315 and higher should replace PHYS 201L, 202L with the higher level laboratory sequence PHYS 221, 222 to be taken after completing PHYS 231, 232.

PHYS 142E, 241E - General Physics This is a two-semester calculus-based introductory sequence primarily for engineering students. One semester of calculus is prerequisite for PHYS 142E, which is offered in the spring semester; the second semester of calculus is usually taken concurrently with PHYS 142E. These courses include workshops, PHYS 142W & 241W respectively, that include experiments and group problem solving. Students completing the PHYS 142E, 241E sequence who need an introduction to modern physics topics (relativity, quantum physics, atomic structure, nuclear and elementary particle physics, solid state physics and cosmology) should enroll in PHYS 252.

Students may offer for degree credit only one of PHYS 142E, 151, and 231; only one of PHYS 232, 241E and 251.

PHYS 101, 102 - (3) (Y)

Concepts of Physics For non-science majors. Topics vary from year to year. 101 covers classical physics, such as Newton’s laws, science fiction, weight room physics, and weather. 102 covers modern physics, such as relativity, atomic structure, quantum physics, and the atomic and hydrogen bomb. Premedical and predental students should take PHYS 201, 202 rather than
101, 102. They may be taken in either order.

PHYS 105, 106 - (3) (Y)
How Things Work
For non-science majors. Introduces physics and science in everyday life, considering objects from our daily environment and focusing on their principles of operation, histories, and relationships to one another. 105 is concerned primarily with mechanical and thermal objects, while 106 emphasizes objects involving electromagnetism, light, special materials, and nuclear energy. They may be taken in either order.

PHYS 109 - (3) (Y)
Galileo and Einstein
For non-science majors. Examines how new understandings of the natural world develop, starting with the ancient world and emphasizing two famous scientists as case studies. Galileo was the first to make subtle use of experiment, while Einstein was the first to realize time is not absolute and that mass can be converted to energy.

PHYS 111 - (3) (Y)
Energy on this World and Elsewhere
Prerequisite: Physics and math at high school level.
The subject of energy will be considered from the perspective of a physicist. Students will learn to use quantitative reasoning and the recognition of simple physics constraints to examine issues related to energy that are of relevance to society and the future evolution of our civilization.

PHYS 115 - (4) (Y)
Powerful Ideas in Physical Science
Covers several main ideas in physical science including matter, sound, heat and energy, force and motion, electricity and magnetism, and light and optics, using a hands-on conceptual learning approach. Students work in cooperative learning groups throughout the course. The course includes experiments and examples suitable for teachers of elementary students.

PHYS 121 - (3) (IR)
The Science of Sound and Music
Studies the basic physical concepts needed to understand sound. Aspects of perception, the human voice, the measurement of sound, and the acoustics of musical instruments are developed and illustrated.

PHYS 142E - (3) (Y)
General Physics
Prerequisite: APMA 109 or MATH 131; corequisite: PHYS 142 W
First semester of introductory physics for engineers. Analyzes classical mechanics, including vector algebra, particle kinematics and dynamics, energy and momentum, conservation laws, rotational dynamics, oscillatory motion, gravitation, thermodynamics, and kinetic theory of gases. Three lecture hours.

PHYS 142W - (1) (Y)
General Physics I Workshop
Corequisite: PHYS 142 E
A required two-hour workshop accompanying PHYS 142E, including laboratory and tutorial activities.

PHYS 151 - (4) (Y)
Introductory Physics I
Corequisite: MATH 131
First semester of a four-semester sequence for prospective physics and other science majors. Topics include kinematics and Newton’s laws with vector calculus; frames of reference; energy and momentum conservation; rotational motion; special relativity. Three lecture hours, one problem hour.

PHYS 152 - (4) (Y)
Introductory Physics II
Prerequisite: PHYS 151; corequisite: MATH 132
Second semester of a four-semester sequence for prospective physics and other science majors. Topics include gravitation and Kepler’s laws; harmonic motion; thermodynamics; wave motion; sound; optics. Three lecture hours, one problem hour.

PHYS 201, 202 - (4) (Y, SS)
Principles of Physics I, II
A terminal course covering the principles of mechanics, heat, electricity and magnetism, optics, atomic, solid state, nuclear, and particle physics. A working knowledge of arithmetic, elementary algebra, and trigonometry is essential. PHYS 201, 202 does not normally serve as prerequisite for the courses numbered 315 and above. Students who plan to take more physics should elect PHYS 151, 152, 251, 252, 221, 222 instead. PHYS 201, 202, in conjunction with the laboratory, PHYS 201L, 202L, satisfies the physics requirement of medical and dental schools. PHYS 201 is prerequisite for 202. Three lecture hours; two hours of recitation and problem work.

PHYS 201L, 202L - (1 1/2, Y, SS)
Basic Physics Laboratory I, II
Corequisite: PHYS 201, 202, or 231, 232. Premedical and predental students should elect this course along with PHYS 201, 202; it is an option for others. PHYS 201L is prerequisite for PHYS 201.

PHYS 202L to satisfy the requirements of medical and dental schools. PHYS 201 is prerequisite for 202.

PHYS 211, 212 - (3) (Y)
Elementary Laboratory I, II
Corequisite: PHYS 151, 152, respectively or prerequisite: PHYS 231, 232; corequisite: PHYS 252 for PHYS 212.

PHYS 221, 222 - (3) (Y)
Elementary Laboratory I, II
Corequisite: PHYS 151, 152; corequisite: PHYS 251 and PHYS 252, respectively or prerequisite: PHYS 231, 232; corequisite: PHYS 252 for PHYS 222.

PHYS 231, 232 - (4) (Y)
Classical and Modern Physics I, II
Corequisite: MATH 132 or instructor permission.

PHYS 241E - (3) (Y)
The Science of Sound and Music
Prerequisite: PHYS 142E and APMA 111 or MATH 132
Second semester of introductory physics for engineers. Analyzes electrostatics, including conductors and insulators; DC circuits; magnetic forces and fields; magnetic effects of moving charges and currents; electromagnetic induction; Maxwell’s equations; electromagnetic oscillations and waves. Introduces geometrical and physical optics. Three lecture hours.

PHYS 242W - (1) (Y)
General Physics II Workshop
Corequisite: PHYS 241 E
A required two-hour workshop accompanying PHYS 241E including laboratory and tutorial activities.

PHYS 251 - (4) (Y)
Introductory Physics III
Prerequisite: PHYS 152, 231 or 142E; corequisite: MATH 231
Third semester of a four-semester sequence for prospective physics and other science majors. Topics include electrostatics, circuits, electric and magnetic fields; electromagnetic waves. Three lecture hours, one problem hour.

PHYS 252 - (4) (Y)
Introductory Physics IV
Prerequisite: PHYS 232, 251 or 241E; corequisite: MATH 325P or permission of instructor
Fourth semester of a four-semester sequence for prospective physics and other science majors. Review of relativity; Introduction to quantum physics, atomic structure, nuclear and elementary particle physics, solid state physics and cosmology. Three lecture hours, one problem hour.

PHYS 254 - (3) (Y)
Fundamentals of Scientific Computing
Prerequisite: One semester of calculus and one semester of introductory physics (PHYS 151, 231, 142E or 201) or permission of instructor
Applications of computers to solving basic problems in physical science. Introduction to programming, use of external libraries, and implementation of basic algorithms with focus on numerical methods, error analysis and data fitting. No previous computer experience is required. One lecture and 2 two-hour lab sessions each week.

PHYS 304 - (3) (IR)
Physics of the Human Body
Prerequisite: PHYS 201, MATH 122; corequi-
Fermi-Dirac distributions.

**Widely Applied Physics I, II**

**Prerequisite:** PHYS 151, 152, 251, 252 or PHYS 231, 232, and MATH 131, 132, 231. Applications of physical principles to a diverse set of phenomena. Topics include materials science and engineering, computers and electronics, nuclear physics and energy, astrophysics, aeronautics and space flight, communications technology, meteorology, and medical physics and imaging. Emphasis on conceptual issues, order of magnitude estimates, and dimensional analysis. PHYS 311 is not a prerequisite for PHYS 312. Three lecture hours and a discussion session each week.

**Theoretical Mechanics**

**Prerequisite:** PHYS 221 or instructor permission. Reviews special relativity and coordinate transformations; action spectroscopy; and rate processes in series and parallel.

**Electricity and Magnetism**

**Prerequisite:** MATH 325 and PHYS 251 or 232 or instructor permission. Systematic treatment of electromagnetic phenomena with extensive use of vector calculus, including Maxwell's equations.

**Electricity and Magnetism II**

**Prerequisite:** PHYS 342. Includes Maxwell's equations; electromagnetic waves and their interaction with matter; interference, diffraction, polarization; waveguides; and antennas.

**Quantum Physics I**

**Prerequisite:** MATH 325; corequisite: PHYS 321 or instructor permission. Includes quantum phenomena and an introduction to wave mechanics; the hydrogen atom and atomic spectra.

**Quantum Physics II**

**Prerequisite:** PHYS 355. Continuation of PHYS 355. Intermediate quantum mechanics including perturbation theory; application to systems of current interest.

**Topics in Physics-Related Research Areas**

Approximately five experiments drawn from the major fields of physics. Introduces precision apparatus, experimental techniques, and methods of evaluating experimental results. Outside report preparation is required. Six laboratory hours.

**Independent Study**

**Prerequisite:** PHYS 321 or instructor permission. For physics majors in their final year of candidacy. A program of independent study carried out under the supervision of a faculty member and culminating in a written report or essay. May be taken more than once.

**Electronics**

**Prerequisite:** Instructor permission. Practical electronics for scientists, from resistors to microprocessors.

**Laboratory**

**Corequisite:** PHYS 331 or CHEM 361, PHYS 355 or CHEM 362, MATH 521, or instructor permission.

**Introduction to the Theory of General Relativity**

**Prerequisite:** Advanced calculus through partial differentiation and multiple integration; vector analysis in three dimensions. Reviews special relativity and coordinate transformations. Includes the principle of equivalence; effects of gravitation on other systems and fields; general tensor analysis in curved spaces and gravitational field equations; Mach's principle; tests of gravitational theories; Perihelion precession, red shift, bending of light, gyroscope precession, radar echo delay; gravitational radiation; relativistic stellar structure and cosmography; and a short survey of cosmological models.
The major in Political Philosophy, Policy and Law (PPL) provides undergraduate students with an opportunity to pursue intensive study of the connections between political philosophy and legal theory, legal thought and historical change, law and public policy. The major is based firmly on the view that the study of law has a rich humanistic tradition and that its pursuit encourages sustained reflection on fundamental values. Because the domain of law, policy and political philosophy is huge, a principal objective of the major is the integration of diverse disciplinary perspectives. But interdisciplinary dialogue on political and legal ideas, processes, doctrine, and policies can be fruitful only if the participants engage one another from a position of disciplinary strength. The requirements for the major in PPL are grounded on this presumption.

Political Philosophy, Policy and Law is a major with four components. Majors must take prerequisite courses, required courses, interdisciplinary-core courses, and related courses in a foundational discipline.

There are three prerequisite courses for majors in PPL. Prospective majors must have completed, or be currently enrolled in, two of them upon applying for admission to the major program. The prerequisite courses are ECON 201 (Microeconomics), one course in the history of political thought, and one course in legal history and public policy. The latter two courses must be selected from the following menus:

**History of Political Thought (one course)**
- PHIL 356 Classical Political Philosophy
- PLPT 301 Ancient and Medieval Political Philosophy
- PLPT 302 Modern Political Thought

**Legal History and Public Policy (one course)**
- HIUS 355 Early American Law
- HIUS 356 Modern American Law
- PLAP 381 Constitutional Interpretation

Courses taken as prerequisites cannot be counted in fulfillment of the interdisciplinary-core requirement for the major (see II below). However, courses taken as prerequisites may be counted in fulfillment of the requirement for related courses in the foundational discipline (see III below).

There are two required courses for PPL majors (See I below). PPL 201 (Morality, Law and the State) must be taken in the spring semester of the third year, and PPL 401 (Research Seminar) must be taken during the fourth year.

Majors in Political Philosophy, Policy and Law must complete eight courses in the interdisciplinary core. (See II below). Four courses shall be selected from a menu of courses in Political Theory and Legal Theory; four courses shall be selected from a menu of courses in Legal History and Public Policy.

Majors in Political Philosophy, Policy and Law must take four related courses to establish a foundational discipline in Economics, History, Philosophy, or Politics upon declaring the major (See III below). Advanced Placement credits may not be used to fulfill this requirement. Two of the four related courses in the foundational discipline may be selected from the PPL prerequisite courses, from the PPL required courses, or from the PPL interdisciplinary-core courses; both will be counted in fulfillment of each requirement for the major. PPL majors are strongly encouraged to complete a minor in their foundational discipline but are not permitted to undertake a second major.

Completion of the major, then, requires 9 credits in prerequisite courses, 30 credits in the major subject (the required and interdisciplinary core courses), and 6 additional credits in related courses. With the advice and consent of the academic advisor, majors having a foundational discipline in Politics or Philosophy will also earn a minor in the related field by completing the PPL major requirements. Majors with a foundational discipline in Economics or History may earn a minor in the related field by taking one course beyond the PPL major requirements.

### I. Required Core (2 courses)

**PPL 201 (Morality, Law and the State)**
This course examines the importance of moral philosophy to the study of the legal and political institutions of the modern state. In addition to exploring the nature of morality and moral reasoning, the course deals with basic questions about the concept of law and the justification of the state. Possible topics include inalienable rights, distributive justice, civil disobedience, secession, and the priority of liberty.

**PPL 401 (Research Seminar)**
This seminar, designed to facilitate the production and collective evaluation of 35-page research papers, is taught annually by the Director of the PPL Program and/or by members of the Committee on Political Philosophy, Policy, and Law. Enrollment in each section is limited to 15 fourth-year majors.

### II. Interdisciplinary Core (8 courses)

#### A. Political and Legal Theory

Select four courses. Two courses must be taken in Political Theory and two in Legal Theory. Courses taken as PPL prerequisites cannot be counted in fulfillment of this requirement.

1. **Political Theory (select 2 courses)**
   - HIEU 381 Marx
   - PHIL 336 Classical Political Philosophy

2. **Political Philosophy (select 2 courses)**
   - PHIL 357 Political Philosophy
   - PLPT 301 Ancient and Medieval Political Theory

3. **Legal Theory (select 2 courses)**
   - PLPT 302 Modern Political Thought
   - PLPT 303 Contemporary Political Thought

4. **Legal History and Public Policy (select 2 courses)**
   - PLPT 305 Survey of American Political Theory
   - PLPT 403 Democracy and its Critics
   - PLPT 407 Liberalism and its Critics
   - PLPT 506 Plato and Aristotle
   - PLPT 515 Continental Political Thought
With the advice and consent of the academic advisor, PPL majors may take topical seminars offered as PLPT 424.

2. Legal Theory (select 2 courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANTH 323</td>
<td>Legal Anthropology</td>
</tr>
<tr>
<td>ECON 401</td>
<td>Game Theory</td>
</tr>
<tr>
<td>ECON 408</td>
<td>Law and Economics</td>
</tr>
<tr>
<td>HIUS 354</td>
<td>American Legal Thought since 1880</td>
</tr>
<tr>
<td>PHIL 206</td>
<td>Philosophical Problems in Law</td>
</tr>
<tr>
<td>PHIL 357</td>
<td>Law and Society</td>
</tr>
<tr>
<td>PHIL 358</td>
<td>Crime and Punishment</td>
</tr>
<tr>
<td>PHIL 359</td>
<td>Justice, Law and Morality</td>
</tr>
<tr>
<td>PLPT 505</td>
<td>Concepts of Law</td>
</tr>
<tr>
<td>SOC 455</td>
<td>Sociology of Law</td>
</tr>
</tbody>
</table>

With the advice and consent of the academic advisor, PPL majors may take topical seminars offered as PLPT 424.

III. Related Courses in a Foundational Discipline (4 courses, 2 of them double counted)

Majors in PPL must establish a foundational discipline by fulfilling the designated requirements in ONE of the following departments:

1. Legal History (select 2 courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COMM 341</td>
<td>Commercial Law I</td>
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<tr>
<td>HIUS 355</td>
<td>English Legal History to 1776</td>
</tr>
<tr>
<td>HIUS 372</td>
<td>Witchcraft</td>
</tr>
<tr>
<td>HIUS 303</td>
<td>Era of the American Revolution</td>
</tr>
<tr>
<td>HIUS 355</td>
<td>Early American Law</td>
</tr>
<tr>
<td>HIUS 356</td>
<td>Modern American Law</td>
</tr>
<tr>
<td>PLAP 382</td>
<td>Constitutional Limitations</td>
</tr>
<tr>
<td>PLAP 483</td>
<td>First Amendment</td>
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<tr>
<td>PLAP 484</td>
<td>Race and the Constitution</td>
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<tr>
<td>RELJ 331</td>
<td>Jewish Law</td>
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<tr>
<td>RELC 320</td>
<td>Medieval Church Law</td>
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<tr>
<td>RELC 510</td>
<td>Natural Law in Judaism and Christianity</td>
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</tbody>
</table>

With the advice and consent of the academic advisor, PPL majors may take topical seminars offered as HIEU 401, HIUS 401, or HIUS 403.

2. Public Policy (select 2 courses)

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>COMM 342</td>
<td>Commercial Law II</td>
</tr>
<tr>
<td>ECON 416</td>
<td>Economics of Health</td>
</tr>
<tr>
<td>ECON 418</td>
<td>Economics of Regulation</td>
</tr>
<tr>
<td>ECON 420</td>
<td>Antitrust Policy</td>
</tr>
<tr>
<td>ECON 421</td>
<td>International Trade</td>
</tr>
<tr>
<td>ECON 431</td>
<td>Economics of the Public Sector</td>
</tr>
<tr>
<td>PHIL 356</td>
<td>Justice and Health Care</td>
</tr>
<tr>
<td>PLAN 306</td>
<td>Land, Law, and the Environment</td>
</tr>
<tr>
<td>PLAP 319</td>
<td>Judicial Processes and Policy Making</td>
</tr>
<tr>
<td>PLIR 311</td>
<td>International Law</td>
</tr>
<tr>
<td>PLPT 480</td>
<td>Political Economy</td>
</tr>
<tr>
<td>PSYC 346</td>
<td>Psychological Study of Children, Families, and the Law</td>
</tr>
</tbody>
</table>

Economics (select one course from each group)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ECON 201</td>
<td>Microeconomics</td>
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<tr>
<td>ECON 202</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>ECON 301</td>
<td>Intermediate Microeconomics</td>
</tr>
<tr>
<td>ECON 311</td>
<td>Mathematical Microeconomics</td>
</tr>
<tr>
<td>ECON 408</td>
<td>Law and Economics</td>
</tr>
<tr>
<td>ECON 431</td>
<td>Economics of the Public Sector</td>
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Politics (select one course from each group)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PLAP 201</td>
<td>American Politics</td>
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<tr>
<td>PLAP 301</td>
<td>Comparative Politics</td>
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<tr>
<td>PLAP 302</td>
<td>International Relations</td>
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<tr>
<td>PLAP 401</td>
<td>Political Theory</td>
</tr>
</tbody>
</table>

Any two PLAP, PLIR or PLPT courses, chosen from different subfields and selected from the interdisciplinary-core menu, will count as PPL related courses in the foundational discipline. PPL majors will count as a PPL interdisciplinary-core course as well as a PPL related course in the foundational discipline. PPL majors may earn a minor by selecting two more Economics courses from the interdisciplinary-core menu, completing an approved statistics course, and maintaining a cumulative GPA of 2.0 in the minor coursework.

Any HIEU course and any HIUS course selected from the interdisciplinary-core menu will count as a PPL related course in the foundational discipline as well as a PPL interdisciplinary-core course in the appropriate category. PPL majors may earn a minor by selecting one more History course from the interdisciplinary-core menu and completing a course in African, East Asian, South Asian, Latin American, or Middle Eastern history.

Philosophy (select one course from each group)

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>PHIL 201</td>
<td>Morality, Law and the State</td>
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<tr>
<td>PHIL 141</td>
<td>Forms of Reasoning</td>
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<td>PHIL 142</td>
<td>Basic Logic</td>
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<td>PHIL 331</td>
<td>Metaphysics</td>
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<tr>
<td>PHIL 332</td>
<td>Epistemology</td>
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<tr>
<td>PHIL 356</td>
<td>Classical Political Philosophy</td>
</tr>
<tr>
<td>PHIL 357</td>
<td>Political Philosophy</td>
</tr>
</tbody>
</table>

PPL 201 will also count as a PPL required course. PHL 356 will count as a PPL prerequisite course or as an interdisciplinary-core course, as well as a related course in the foundational discipline. If PHIL 357 is selected instead, it will count as an interdisciplinary-core course in the appropriate category, as well as a related course in the foundational discipline. PPL majors may earn a minor by selecting two more Philosophy courses from the interdisciplinary-core menu.

Admission Procedures TBA. First class of 30 majors may be admitted in April 2004. Contact James R. Sofka, Department of Politics, for questions and additional information at (434) 982-2952.

Program in Political and Social Thought

P.O. Box 400786
University of Virginia
Charlottesville, VA 22904-0786
Phone: (434) 982-2235
www.virginia.edu/pst/

Overview Now approaching its twenty-fifth year, this well-regarded interdisciplinary program was launched by a small group of University faculty from several departments committed to the idea of broad social inquiry. It offers qualified students the opportunity to pursue the study of society, and the study of politics—conceived both in its broadest and narrowest senses—without being limited by the boundaries, or the methodological preoccupations, of the relevant disciplines. With the advice of associated faculty, independent and capable students can fashion a program of study that reflects their intellectual interests...
and goals. Some students construct a program that emphasizes thought and significant thinkers (e.g., John Locke, Karl Marx, Max Weber, John Dewey, Hannah Arendt) or concepts (justice, property, welfare, human rights). Others place greater emphasis on concrete studies—in the past (nineteenth-century Christian missionaries in Africa; labor unions in the 1930s auto industry), or in the present (the impact of welfare reform; the impact of South Africa’s Truth and Reconciliation Commission). Some students are more theoretically oriented, others more practically inclined; all share a deep curiosity about the content and implications of social and political thought. A key strength of the program is that, within reasonable limits, it can be custom-tailored to the student’s interest. Another is its interdisciplinary character, established during the intensive year-long core seminar offered in the third year. The student can study politics and society wherever they are best examined for his or her purpose.

Among the departments and programs that have played a considerable role in this program are history, politics, sociology, anthropology, studies in women and gender, religious studies, philosophy, and more recently, economics, bioethics, and English.

The program is an outstanding major for a variety of future activities—in many cases better than a major in a single department. Students graduating from this program often pursue further study in graduate and professional schools, gaining admission to the nation’s top programs. Members of recent classes, for example, have been accepted to law schools at Harvard, Yale, N.Y.U. and Virginia; and to Ph.D. programs at the same and similar institutions. Other students have gone on to careers in publishing, investment banking, labor organizing, and positions in NGOs and advocacy groups like Amnesty International. In short, PST majors find themselves well-prepared for careers in a wide variety of fields.

Because of the intensive nature of this two-year program, study abroad during the school year cannot ordinarily be allowed.

Faculty Michael Joseph Smith, the program director, is a Thomas C. Sorenson Professor of Political and Social Thought, and an associate professor of politics. Other faculty associated with the program and its faculty committee include Ellen Contini-Morava and George Mentore of anthropology; James Childress, William Wilson, and Charles Mathewes of religious studies; John Arras and John Simmons of philosophy; George Klosko of politics; Erik Middelfort and Alan Megill of history; Murray Milner and Sharon Hayes of sociology; Ann Lane of history and studies in women and gender; and Rita Felski and Raymond Nelson of English. The program’s high reputation often attracts other faculty from throughout the University to act as thesis advisors.

Students The program attracts able, creative, diverse, and independent students with strong interests, both theoretical and practical, in politics and society. Each spring about 16-18 rising third-year students are selected for the program from a substantial applicant pool. Students are chosen on the basis of strong grades, a writing sample, a faculty recommendation, and a short essay explaining the student’s interest in the field. PST majors share an intensive, full-year core seminar in their third year in which they write short essays virtually every week. In the fourth year, students focus on their individual thesis projects, while sharing a weekly thesis seminar and workshop during the fall term. In this way, they come to know each other and their teachers.

Requirements for Major The major has four basic components:

1. PST Seminars 8 hours
2. Foundation Courses 6 hours
3. Area Studies 18 hours
4. Thesis 6 hours

PST Seminars 8 hours, open to majors only, consisting of PST 485, 487, and 498.

Foundation Courses Each student must complete at least six (6) hours from the following list of courses, or equivalents approved by the director, dealing with political and social thought or its historical foundations:

- ANTH 301 Theory and History of Anthropology
- ECON 412 Evolution of Economic Thought
- HIEU 378 Origins of Modern Thought
- HIEU 379 Intellectual History of Modern Europe
- HIEU 380 Origins of Contemporary Thought
- PHIL 356 Classics in Political Philosophy
- PHIL 357 Political Philosophy
- PLPT 301 Ancient Political Theory
- PLPT 302 Modern Political Theory
- PLPT 303 Contemporary Political Theory
- PLPT 305 American Political Theory
- RELC 233 History of Christian Political and Social Thought
- RELC 234 History of Christian Political and Social Thought
- SOC 302 Introduction to Social Thought
- SOC 503 Classical Sociological Theory

Area Studies Each student is required to define three different area studies. An area is defined as a particular intellectual theme or subfield of interest to be investigated in the course of the student’s studies. These areas can be derived from within, between, or outside traditional disciplines. Some examples of area studies might include ancient (or modern, or contemporary) political thought; 18th-19th century intellectual history; applied ethics; human rights; church-state relations; feminist theory; issues in third-world development; the modern welfare state; or African-American movements in the post-war era.

For each area, the student must complete two relevant courses at the 300 level or above. The total of six courses necessary to fulfill the area requirements must be drawn from at least three different disciplines, programs, or departments. In brief: 3 areas; 2 courses per area; 3 disciplines.

Taken together, the three areas of study should be well thought-out and intellectually coherent, and form the general basis of study for the fourth-year thesis. The three areas of study define the interdisciplinary character of the student’s program and must meet a rigorous standard of coherence. In consultation with their advisors and the program director, students are expected to articulate the rationale of their choices in a brief written statement due by the end of the third year.

Fourth-Year Thesis Six hours consisting of PST 497Y.

Admission Interested students currently in their fourth semester in the College of Arts and Sciences are invited to apply for admission into this interdisciplinary program. As a distinguished major, the program admits only eighteen new students a year. A 3.2 cumulative GPA is generally required for admission. The program assumes the students will be in Charlottesville their third and fourth years. It is highly desirable (but not mandatory) that students applying for the PST program should take at least one of the courses listed under the foundations of political and social thought by the end of their second year.

Students interested in becoming PST majors should submit:

1. a completed PST application form;
2. a letter of recommendation by a faculty member;
3. a 300-500 word essay. This essay should address the following two questions: (1) Why are you interested in becoming a PST major? (2) At this (tentative) point, what three area studies would you select in constructing your PST curriculum? This answer does not obligate students to a particular course of studies if they are accepted into the program;
4. a writing sample. Students may submit a previously completed term paper or essay (preferably with the instructor’s comments on it) or a piece of creative writing.

The above materials should be brought to the PST office in 248-A Cabell Hall by March 1. Candidates should hear from the committee by the end of March.

The director of the PST program holds a meeting for the prospective majors in early February to answer any questions about admission procedures and program requirements. Students may also obtain this information from the PST website or by calling the PST office at (434) 982-2235.
The department studies government, public law, and politics of the national, state and local levels, and among states in international relations. Its course offerings are divided into four fields: American politics, comparative politics, international relations, and political theory. These fields permit two undergraduate majors. The government major emphasizes American politics and political theory, while the foreign affairs major emphasizes comparative politics and international relations. Both degree programs require study in all four of the department's fields; at the same time, they are designed to allow each student latitude in selecting courses that meet specific interests.

Students who major in government or foreign affairs develop a critical understanding of the practical and theoretical dimensions of national and international governmental processes and institutions, as well as essential analytical and methodological skills. Rather than narrow specialization or vocational training, the department's programs are designed to prepare students for teaching and research, public service at all levels of government, and fields such as business, foreign affairs, journalism, and public affairs.

Faculty With more than thirty-five faculty members, the department offers students access to a diverse group of internationally recognized scholars and teachers. This group includes the immediate past president of the American Political Science Association, a recipient of Fulbright, Rockefeller, N.E.H. and American Council of Learned Societies fellowships, and a Rhodes Scholar, who is a frequent political commentator on national news broadcasts. The faculty has published numerous influential books.

Students More than 650 students are currently seeking a degree in one of the two majors available in the department. As a result, introductory lecture courses are large (200-plus students) and designed to give students an overview of a major topic (e.g., national government of the United States). In courses with large enrollments, teaching assistants lead discussion sections, which are limited to twenty students. Upper-level courses and seminars focus on more specific topics, such as Virginia government and politics, Japan in world affairs, or Marxist theories. While upper-level courses average thirty to forty students, seminars are limited to twenty. The department offers approximately 100 courses each year. Advanced students may enroll in graduate course work or pursue independent study topics.

Most students who receive a degree in politics go immediately into the workforce. Corporations from around the country come to the University to recruit students. However, graduate work is being pursued by an increasingly large percentage of students. Law is the most popular option, at Virginia's law school or other top schools, such as Harvard and Stanford. Others choose graduate work in international relations, foreign affairs, or business.

Special Resources Internships Several internship programs are available to students through various research centers located within the University, including the Center for Politics. There are also internships available through state agencies and in Washington, D.C. These must be approved by both the internship coordinator at the Weldon Cooper Center for Public Service and the undergraduate advisor. The Department does not grant credit for internships.

Requirements for Major Students planning to major must see the assistant to the undergraduate director (in Cabell 240) for admission and assignment to a faculty advisor. Completion of at least three credits of work in this department with no grade below C and a cumulative grade-point average (GPA) of 2.0 are prerequisites for majors in government or foreign affairs.

Government The major concentration in government requires 30 credits of course work, as specified below, including the three prerequisite hours. No more than nine credits taken at the 100 level may be counted toward the major. At least fifteen credits of course work in the department must be earned at the 300 level and above. At least six of these must be earned at the 400 and 500 levels.

The government concentration requires the following minimum distribution of courses among the four fields:

I. American Politics - three credits
II. Comparative Politics - three credits
III. International Relations - three credits
IV. Political Theory - three credits; majors should take this distribution requirement by the end of their third year.
V. Choice of PLAP or PLPT track: students choosing the PLAP track must take nine additional credits in PLAP; students choosing the PLPT track must take nine additional credits in PLPT.

The remaining nine credits required for the government major may come from departmental offerings in any of the four fields, depending on student interests and objectives.

In addition to the 30 credits required in the Department of Politics, 12 credits of courses in closely related disciplines, such as history, philosophy, the social sciences and, in appropriate cases, in other related subjects, are required. No more than six of these credits should be taken at the 100 and 200 levels. The other six credits should be in advanced courses. Students should seek to construct their related course “package” in such a way that it contributes to their major subject field in as direct a fashion as possible, and must have this list of courses approved by their major advisor.

Foreign Affairs The major concentration in foreign affairs requires 30 credits of course work, as specified below, including the three prerequisite credits. No more than nine credits taken at the 100 level may be counted toward the major. At least fifteen credits of course work in the department must be earned at the 300 level and above. At least six of these must be earned at the 400 and 500 levels.
The foreign affairs concentration requires the following minimum distribution of courses among the four fields:

I. American Politics - three credits
II. Comparative Politics - three credits
III. International Relations - three credits
IV. Political Theory - three credits; majors should take this distribution requirement by the end of their third year.
V. Area Courses - six credits in a pair of courses that specialize in one area of the world, of which three should be in comparative politics and three in international relations. Area courses may deal with all or part of Latin America, Western Europe, the Middle East, South Asia, East Asia, Africa, or Eastern Europe and Russia.
VI. Six additional credits in either international relations or comparative politics.

The remaining six credits required for the foreign affairs major may come from departmental offerings in any of the four fields, depending on student interests and objectives.

In addition to the 30 credits required in the Department of Politics, 12 credits of courses in closely related disciplines, such as history, philosophy, the social sciences, and in appropriate cases, in other related subjects, are required. No more than six of these credits should be taken at the 100 and 200 levels. Students should seek to construct their related course "package" in such a way that it contributes to their major subject field in as direct a fashion as possible, and must have this list of courses approved by their major advisor.

Both Majors A grade of C or better is necessary in any course counted toward the major. Students who earn a grade of C or lower in three courses in the department or who drop below a 2.0 GPA in the department are not allowed to continue as majors.

The 18 credits offered to fulfill the basic field requirements of the major must be taken in this department. Ordinarily, six of the remaining twelve credits required for the major may be transferred from other institutions, with the approval of the departmental undergraduate director. Such approval is not automatic. In order to be counted toward the major, work done elsewhere must be of a suitable nature and quality and must be offered in compliance with departmental rules available from the undergraduate director. Students who earn a grade of C or lower in three courses in the department or who drop below a 2.0 GPA in the department are not allowed to continue as majors.

The thesis course, PLAD 496, is a year long course, carrying six credit hours, and graded at the end of the second semester. Students are responsible for obtaining a faculty member to serve as their thesis advisor for both semesters of the PLAD 496 course. Complete first drafts of theses must be submitted by April 1; the final deadline for completed theses, reflecting all revisions, is the third week of April, on a date set each year by the director.

Program Evaluations Students who successfully complete the requirements of the DMP will be evaluated according to the following rankings: Distinction, High Distinction, or Highest Distinction. Evaluations will be based on the following: (1) quality of the thesis, (2) overall work in major field of study, (3) overall College record.

Faculty thesis readers will forward evaluations to the Department’s DMP faculty director, who will review the evaluations and students’ records, and forward recommendations to the Committee on Special Programs.

Superior theses will be nominated by faculty advisors for the Emmerich-Wright Prize, which is given annually to the outstanding thesis, as determined by a faculty committee. The prize carries a cash award.

For more information on the Department’s DMP, contact David Waldner 924-6931.

Conferences and Special Activities Students and faculty of the department meet frequently in informal and off-the-record conferences throughout the session at which discussions are led by visiting authorities from government, business, and educational institutions. Speakers of distinction are also brought to the grounds by student organizations, including those consisting primarily of students in the department. When appropriate, field trips are organized to study the operation of government and international relations firsthand in nearby Richmond.
Introduces the discipline of political science.

Only one PLAD seminar per student.

Open to first- and second-year students.

Introductory Seminar in Politics

PLAD 100 - (3) (Y)

American Congress

Prerequisite: Two courses in PLAP, or instructor permission.

Focuses on the contemporary organization and workings of the United States Congress. Emphasizes elections, the committee system, political parties, staff, and the law-making process, as well as the role of Congress in the national policy making system.

PLAP 335 - (3) (Y)

Politics of the Policy Process

Prerequisite: One course in American Politics or permission of the instructor.

Study of the politics of American national policymaking. Course examines the dynamics of agenda-setting and policy implementation; the policymaking role of elected officials, interest groups, and the media; and the substance of current policy debates in areas including welfare and education.

PLAP 341 - (3) (Y)

State and Local Politics

Prerequisite: One course in PLAP or instructor permission.

Investigates the political dynamics of subnational political institutions, parties, and elections. Includes state parties and elections, intergovernmental relations and institutional powers, representation and democracy in federal systems, and subnational policy processes.

PLAP 351 - (3) (Y)

Minority Group Politics

Prerequisite: Any course in PLAP or instructor permission.

Examines the problems and politics of minority groups in the United States. Studies both the theoretical and practical aspects of minority group politics, including their comparative experience in the U.S.

PLAP 355 - (3) (Y)

Gender Politics

Prerequisite: Two social science courses or permission of the instructor.

Examines the legal and political status of women, and the politics of changes in that status. How are gender identities forged, and how do they affect law, public policy, political rhetoric, and political movement? Explores, more generally, the clash between "difference" and "equality" in democratic societies, using gender as a case-study.

PLAP 361 - (3) (S)

Introduction to Public Administration

Prerequisite: PLAP 101, PLCP 101 or instructor permission.

Studies the role of public administration in contemporary government, emphasizing administrative structure, control, and relations with other branches of government.

PLAP 370 - (3) (Y)

Racial Politics

Prerequisite: One course in American Politics or permission of instructor.

Examines how attributions of racial differ-
ence have shaped American Politics. Topics include how race affects American political partisanship, campaigns and elections, public policy, public opinion, and American political science.

PLAP 381 - (3) (Y)
Constitutional Interpretation: Separation of Powers and Federalism
Prerequisite: Two courses in PLAP or instructor permission.
Studies the legislative, executive, and judicial branches and the functional and territorial distribution of powers as reflected by Supreme Court decisions. Includes the nature of the judicial process. (No CR/NC enrollees.)

PLAP 382 - (3) (Y)
Constitutional Limitations: Civil Liberties and Civil Rights
Prerequisite: Two courses in PLAP or instructor permission.
Studies judicial construction and interpretation of civil rights and liberties reflected by Supreme Court decisions. Includes line-drawing between rights and obligations. (No CR/NC enrollees.)

PLAP 412 - (3) (IR)
Electoral Behavior and Political Participation
Prerequisite: PLAP 227.
Surveys current theories and research on electoral behavior, including political participation, partisanship, voting behavior, and the impact of electoral institutions.

PLAP 415 - (3) (Y)
Political Psychology
Prerequisite: One course in American Politics or permission of instructor
A seminar introducing students to the study of political psychology. Topics include authoritarianism, tolerance, altruism, ethnocentrism, the role of affect and cognition in political choice, the role of racial stereotyping in political campaigns, and psychological challenges to rational choice models of political decision-making.

PLAP 424 - (3) (S)
Seminar: Special Topics in American Politics
Prerequisite: One course in PLAP or instructor permission.
Investigates a selected issue in American government or American political development.

PLAP 430 - (3) (Y)
Political Analysis
Prerequisite: One course in PLAP or instructor permission.
Seminar examining basic issues in the design, execution, analysis, and interpretation of political research. Familiarizes students with practical tools, such as quantitative analysis and computing skills, which enable them to carry out an original research project.

PLAP 434 - (3) (IR)
American Political Leadership
Prerequisite: PLAP 101 or instructor permission.
Studies the theory and practice of political leadership at the national level with comparisons to state, local, and foreign government. Includes leadership in different institutional and policy settings, techniques of leadership, types of leaders, bargaining among leaders, experience of specific leaders, and conditions and opportunities of leadership.

PLAP 436 - (3) (Y)
Camps and Elections
Prerequisite: Instructor permission.
Reviews and analyzes the techniques and technologies of modern American election campaigns. Enrollment is limited.

PLAP 438 - (3) (Y)
The Politics of the Policy Process
Prerequisite: PLAP 101 or instructor permission.
Examines the structure and process of judicial policymaking, focusing on agenda-setting, deciding cases and opinion writing, implementation, compliance, and impact. Particular attention is given to the United States Supreme Court and its relationship to lower federal and state courts and the political environment.

PLAP 498 - (3) (S)
Senior Thesis
Prerequisite: Three courses in PLAP and instructor permission.
Supervised work on a thesis in American politics for especially motivated students.

PLAP 514 - (3) (Y)
Sex Differences: Biology, Culture, Politics and Policy
Prerequisite: Instructor permission.
An exploration of sex and gender differences—in traits such as sexuality, cognition, nurturance, and aggression—with a consideration of their causes, significance, and political/policy implications.

PLAP 526 - (3) (IR)
Special Topics in Public Policy or Public Administration
Prerequisite: Any PLA course or instructor permission.
Intensive analysis of selected issues in public policy or public administration.

PLAP 530 - (3) (IR)
Politics of Mental Health
Prerequisite: One course in American Politics or permission of instructor.
A seminar examining the relationships between politics, policy and psychological well-being. Topics include institutionalization, deinstitutionalization, civil rights, mandated treatment, the role of government in service delivery and insurance coverage, social determinants of health, public opinion about mental health and illness.

PLAP 543 - (3) (Y)
Intergovernmental Relations
Prerequisite: Six credits of American Government or fourth-year standing.
Examines the contemporary relations of national, state, and local governments. Examines urban and metropolitan growth problems and their implications for public policy and administration in relation to the federal system.

PLAP 545 - (3) (Y)
Virginia Government and Politics
Prerequisite: Instructor permission.
Examines Virginia government at the state, county, municipal, and special district levels. Considers legislative, executive, judicial organization, intergovernmental relations, and structural and political arrangements in the existing and emerging metropolitan areas. Enrollment is limited.

PLAP 592 - (3) (Y)
Judicial Policymaking
Prerequisite: Nine credits in American Government and instructor permission.
Examines the structure and process of judicial policymaking, focusing on agenda-setting, deciding cases and opinion writing, implementation, compliance, and impact. Particular attention is given to the United States Supreme Court and its relationship to lower federal and state courts and the political environment.

PLAP 595 - (3) (S)
Selected Problems in American Politics
Prerequisite: Instructor permission.
Independent study under faculty supervision, for students who are preparing for intensive research on a specific topic.

Comparative Politics
PLCP 101 - (3) (Y)
Introduction to Comparative Politics
Provides a basis for understanding and explaining similarities and differences in the character of political life as observed in different settings. Issues include the political role of parties and interest groups, management of political conflict, establishment of legitimate political authority, and the conse-
quences of federal and unitary systems of government.

PLCP 201 - (3) (Y)
The Politics of Advanced Industrialized Countries
Surveys politics in industrialized societies including Japan, North America, and Western Europe. Focuses on the rise of social movements in response to industrial and social change, the changing bases of political parties and democratic rule, attempts to manage increasingly international economies, and prospects for political cooperation and integration.

PLCP 212 - (3) (Y)
The Politics of Developing Areas
Surveys patterns of government and politics in non-Western political systems. Topics include political elites, sources of political power, national integration, economic development, and foreign penetration.

PLCP 242 - (3) (Y)
Politics of Modernity
Introduces key analytical concepts used by Karl Marx, Max Weber, and Emile Durkheim in their analysis of how the development of modern society has shaped the nature of modern politics.

PLCP 311 - (3) (Y)
The Politics of Western Europe
Prerequisite: Some background in comparative politics and/or history of Europe. Surveys recent developments in selected political systems of Western Europe, as well as the European Union. Emphasizes the impact of political culture on governmental institutions and political processes.

CFCP 313 - (3) (Y)
Political Economy of Development
Prerequisite: PLIR 205 or instructor permission. Examines the political prerequisites (and impediments) to economic development, focusing on agricultural exporters in the 19th century and manufactured goods exporters in the 20th century. Draws on empirical material from North and South American, Europe, Asia and Africa.

PLCP 321 - (3) (Y)
Russian Politics
Prerequisite: Some background in comparative politics and/or history of Russia. Analyzes the political system of the former USSR and Russia from 1917 to the present. Focuses on evolution of the Soviet state, modernization and social change, efforts to reform the system, the collapse of the USSR, as well as the economic and political transformation taking place in the newly independent states.

PLCP 341 - (3) (Y)
Politics of the Middle East and North Africa
Prerequisite: Some background in comparative politics and/or history of the Middle East. Introduces contemporary political systems of the region stretching from Morocco to Iran.

PLCP 351 - (3) (Y)
Chinese Politics
Prerequisite: Some background in comparative politics and/or the history of China. General introduction to Chinese politics in its societal context. Conveys a concrete appreciation of China’s societal reality and how it interacts with the political system. Covers China’s changing role in Asia and the world.

PLCP 363 - (3) (Y)
Politics in India and Pakistan
Prerequisite: Some background in comparative politics and/or study of history and society in South Asia. Surveys political development in India and Pakistan examining the process of nation-building, the causes of democratization and authoritarian rule, the development of ethnic and religious conflict, environmental politics, the political impact of cultural globalization, and gender-related political issues.

PLCP 401 - (3) (IR)
Theories of Comparative Politics
Prerequisite: One course in PLCP or instructor permission. Critical examination and analysis of basic approaches to the study of political systems.

PLCP 413 - (3) (IR)
Political Economy of Advanced Industrial Economies
Prerequisite: PLIR 205 or instructor permission. Examines how the U.S., Germany, and Japan politically organize their major industries, and the economic consequences of this regulation. Compares financial systems, unionization, and firms' internal organization, looking at relations between firms and labor, labor and the state, and firms and the state.

PLCP 414 - (3) (IR)
Democracy and Dictatorship
Prerequisite: One course in PLCP or instructor permission. Surveys and critically evaluates theories of origins of democratic and authoritarian governments, and the causes of subsequent transitions to, and away from, democratic regimes.

PLCP 415 - (3) (Y)
Comparative Public Policy
Investigates why policies in areas like social welfare, education, and trade differ across time and across countries in advanced industrialized nations.

PLCP 424 - (3) (S)
Seminar: Topics in Comparative Politics
Prerequisite: One course in PLCP or instructor permission. Intensive analysis of selected issues and concepts in comparative government.

PLCP 498 - (3) (S)
Senior Thesis
Prerequisite: Three courses in PLCP and instructor permission. Supervised work on a thesis in comparative politics for especially motivated students.

PLCP 502 - (3) (IR)
Comparative Political Systems of Southern Europe
Prerequisite: PLCP 201, 311 or instructor permission. Surveys selected political systems in Southern Europe, such as France, Italy, Spain, and Portugal.

PLCP 506 - (3) (Y)
Political Development and Developmental Politics
Prerequisite: One course in PLCP or instructor permission. Critical examination and analysis of the basic theories of political development. Emphasizes development of the modern nation state in Europe and the Developing World from 1400-2000.

PLCP 507 - (3) (Y)
Rational Choice in Comparative Politics
Prerequisite: Two courses in PLCP and/or economics, or instructor permission. Introduces rational choice theory, one of the most important recent approaches to studying politics. Addresses the challenge of applying both classic and newer theories to democratic transitions and constitutions, elections and voting, coalitions, social movements, and political reform.

PLCP 511 - (3) (Y)
Government and Politics of Western Europe
Prerequisite: Graduate status or instructor permission. In-depth analysis of the institutional structures and policy processes of selected political systems in Europe today. Focuses on legislatures, political executives, administrative bureaucracies and their interrelationships as they effect policymaking and policy implementation.

PLCP 520 - (3) (IR)
Comparative Political Parties
Examines political parties in a variety of institutional and socioeconomic settings, focusing on parties in the democratic political systems of Europe, the United States, and Japan.

PLCP 521 - (3) (Y)
Soviet and Post-Soviet Politics
Prerequisite: Graduate status or instructor permission. Studies the political institutions and processes in the former Soviet Union and its successor states from 1917 to the present. Focuses on modernization, social change, changing structures and institutions, political mobilization, political cultures, nationality issues, and the problems of reform, system transformation and democratization.

PLCP 523 - (3) (Y)
Politics of Eastern Europe
Prerequisite: Some background in comparative politics and/or history of Eastern Europe. Studies the development of political institutions in Eastern Europe since 1989. Comparative analysis of the differing paths of devel-
opment taken by the East Europe regimes. Includes the history of the region. Examines the transitions, the development of political parties, economic reforms, and institutional development, as well as security issues, including the Yugoslav conflict and the expansion of Western security arrangements into Eastern Europe.

**PLCP 525 - (3) (Y)**
**Politics of Economic Reform**  
*Prerequisite:* Previous course in PLCP, PLIR, or economics is recommended.  
A wave of economic change has swept across countries from Argentina to Zimbabwe over the last 15 years. The unfolding of these changes has been structured by and, in turn, has shaped the politics of the countries in which they have occurred. Formulates an analytical framework for understanding the politics of economic reform. Studies cases in Latin America, Africa, Asia, and Eastern Europe.

**PLCP 531 - (3) (IR)**
**Politics of Latin America**  
*Prerequisite:* Some background in comparative politics and/or history of Latin America.  
Studies the constitutional, political, and administrative system of the major countries of Latin America; the political implications of economic development and social reform; and nationalist theories of socio-political development.

**PLCP 533 - (3) (IR)**
**Political Parties and Movements in Latin America**  
*Prerequisite:* Some background in comparative politics and/or history of Latin America.  
Studies the origins, activities, and contemporary position of the major political parties and movements in Latin America and Spain, and their relationship to economic development, social reform, and the conduct of government in the principal Latin American states.

**PLCP 536 - (3) (IR)**
**Role of the Military in Latin America**  
*Prerequisite:* Some background in comparative politics and/or history of Latin America.  
Studies the impact of the military on government and society, the conditions affecting military intervention against constitutional governments, and the circumstances in which military intervention occurs and is likely to occur in Latin America and Spain.

**PLCP 541 - (3) (Y)**
**Islam and Democracy in the Middle East**  
*Prerequisite:* PLCP 341 or equivalent.  
Studies the prospects for democratic transitions in Middle Eastern states, emphasizing the role of Islamic political movements.

**PLCP 551 - (3) (Y)**
**Politics of China**  
*Prerequisite:* Some background in comparative politics and/or history of China.  
Studies the structure and process of the Chinese political system, emphasizing political culture, socio-economic development and political socialization.

**PLCP 553 - (3) (Y)**
**Politics of Japan**  
*Prerequisite:* Some background in comparative politics and/or history of Japan.  
Surveys contemporary Japanese society and political behavior including such topics as political culture, interest groups, political parties, parliamentary democracy, decision-making, and public policy.

**PLCP 563 - (3) (E)**
**Politics of Vietnam**  
*Prerequisite:* Some background in comparative politics and/or history of Asia.  
Comprehensive introduction to Vietnamese politics, including its domestic political development and its international relations. Focuses on contemporary Vietnam, but also considers the historical development of Vietnamese politics.

**PLCP 581 - (3) (Y)**
**Politics of Sub-Saharan Africa**  
*Prerequisite:* Some background in comparative politics and/or history of Africa; not open to students who have taken PLCP 381.  
Studies the government and politics of sub-Saharan Africa. Includes the colonial experience and the rise of African nationalism; the transition to independence; the rise and fall of African one-party states; the role of the military in African politics; the politics of ethnicity, nation-state-building; patrimonialism and patron-client relations; development problems faced by African regimes, including relations with external actors; and the political future of Southern Africa.

**PLCP 583 - (3) (Y)**
**Politics of South Africa**  
*Prerequisite:* PLCP 212, PLCP 581 or instructor permission.  
Studies the socio-political structures of white supremacy and the political transition to majority rule. Emphasizes the confrontation between African and Afrikaaner nationalism, the consequences of economic growth on the patterns of racial stratification, and the complicated process contributing to the creation of the multi-racial democratic society.

**PLIR 202 - (3) (Y)**
**Foreign Policies of the Powers**  
Comparative analysis of the content and definition of foreign policies of select states in historical and contemporary periods.

**PLIR 203 - (3) (Y)**
**International Relations of East Asia**  
An introduction to leading theories in the field of international relations with reference to major events in the history of diplomacy, war, and economic relations in the East Asian region.

**PLIR 205 - (3) (Y)**
**Introduction to Political Economy**  
Introduces core concepts in political economy, including the institutional bases for states and markets, and the way these interact through the exercise of exit, voice, and collective action. Empirical material drawn from the last five centuries.

**PLIR 301 - (3) (Y)**
**Theories of International Relations**  
*Prerequisite:* One course in International Relations or permission of instructor.  
An introductory survey of the key theoretical perspectives used to analyze foreign policy behavior and international outcomes.

**PLIR 305 - (3) (Y)**
**Philosophy of International Relations**  
*Prerequisite:* PLIR 101 or 201 or instructor permission.  
Analyzes the philosophical foundations of the study of international relations as formulated by classical and contemporary thinkers.

**PLIR 306 - (3) (Y)**
**Military Force in International Relations**  
*Prerequisite:* One course in PLIR or instructor permission.  
Examines the threat and use of military force in international relations. Includes deterrence theory and current critiques, ethical and international legal considerations, domestic constraints, and the postwar U.S. and Soviet experiences with the use of force.

**PLIR 308 - (3) (Y)**
**International Politics in the Nuclear Age**  
*Prerequisite:* One course in PLIR or instructor permission.  
Considers the impact of nuclear weapons on the relations among states.

**PLIR 311 - (3) (Y)**
**International Law: Principles and Politics**  
*Prerequisite:* One course in PLIR or instructor permission.  
Investigates international legal rules, how they originate and evolve, their political consequences, and their relationship to morality. Emphasizes the international legal rules governing territoriality, nationality, human rights, and the recourse to armed force.

**PLIR 321 - (3) (Y)**
**International Organizations**  
*Prerequisite:* One course in PLIR or instructor permission.  
Introduces the nature, functions, and significance of international organizations in inter-

**PLIR 331 - (3) (Y)**
**Ethics and Human Rights in World Politics**
How do issues of human rights and ethical choice operate in the world of states? Do cosmopolitan ideals now hold greater sway among states than traditional ideas of national interests during the Cold War? Considers ideas of philosophers like Thucydides and Kant in addition to concrete cases and dilemmas taken from contemporary international relations. Specific issues include defining human rights, "humanitarian intervention," just war theory, and the moral responsibilities of leaders and citizens.

**PLIR 338 - (3) (Y)**
**Theories of International Political Economy**
Prerequisite: PLIR 205 or instructor permission. Examines international conflict and cooperation over economic issues, using a variety of theoretical perspectives. Includes the domestic sources of foreign economic policy and the relationship between economic and military security in the 19th and 20th centuries.

**PLIR 340 - (3) (Y)**
**Foreign Policy of the United States**
Prerequisite: Some background in international relations or in U.S. history. Analyzes major themes in American foreign policy, emphasizing security issues, from World War I through the Nixon administration.

**PLIR 351 - (3) (Y)**
**Western Europe in World Affairs**
Prerequisite: Some background in international relations or the history of Western Europe. Studies the content and formulation of the foreign policies of the major Western European countries in the twentieth century.

**PLIR 355 - (3) (Y)**
**Russia/USSR in World Affairs**
Prerequisite: Some background in international relations or the history of Russia. Surveys the international relations of the Russian state, looking at Imperial legacies, the Soviet era from 1917-85, the Gorbachev era, and post-Soviet problems of Russian foreign policy.

**PLIR 356 - (3) (Y)**
**Russian-American Relations**
Prerequisite: Some background in international relations or the history of Russia; PLIR 355 or 340 recommended. Analyzes Soviet-U.S. and Russian-U.S. relations, with a focus on the post-1945 period; Cold War and contemporary issues.

**PLIR 365 - (3) (Y)**
**International Relations of the Middle East**
Prerequisite: Some background in international relations or the history of the Middle East. Studies the emergence of the contemporary inter-state system in the Middle East; the important role played by outside powers, especially the United States; the effect of the Cold War on the region; the persistent conflict between Israel and its Arab neighbors and the efforts to reach peace; and the difficulty of constructing a stable order in the Persian Gulf.

**PLIR 375 - (3) (IR)**
**South Asia in World Affairs**
Prerequisite: Some background in the field of international relations or in the history of South Asia. Topics include the international relations of India; factors that condition its foreign policy; relations between internal need for unity, stability, and development, and foreign policy; and India as a regional power and as a global leader of nonalignment.

**PLIR 415 - (3) (Y)**
**Economics and National Security**
Prerequisite: One course in international relations, history or economics. Explores the connections between economics and national security from three angles. First, does economic interdependence between nation-states foster a peaceful world, as liberals argue, or does it increase the likelihood of war, as realists contend? Second, what are the economic causes of the rise and decline of great powers? Third, what are the economic roots of great power imperialism against smaller states?

**PLIR 421 - (3) (Y)**
**World Order**
Prerequisite: Two courses in PLIR or instructor permission. Seminar analyzing the problem of world order and examining various theoretical approaches to its solutions.

**PLIR 424 - (3) (S)**
**Seminar: Topics in International Relations**
Prerequisite: One course in PLIR or instructor permission. Intensive analysis of selected issues and concepts in international relations.

**PLIR 438 - (3) (Y)**
**America in a World Economy**
Prerequisite: PLIR 205 or instructor permission. Seminar focusing on politics of the international trade and monetary systems, emphasizing third world industrialization, trade conflicts between the U.S. and Japan, and the global debt crisis.

**PLIR 498 - (3) (S)**
**Senior Thesis**
Prerequisite: Three courses in PLIR and instructor permission. Allows especially motivated students to receive credit for supervised work on a thesis in the area of international relations.

**PLIR 504 - (3) (Y)**
**Nationalism and World Politics**
Prerequisite: PLIR 101, or PLIR 102, or instructor permission. Explores the effects of the ideology of nationalism on relations among states and the international system in general, particularly as regards war and conflict.

**PLIR 507 - (3) (Y)**
**Norms and Value Systems in International Relations**
Prerequisite: Two courses in PLIR or instructor permission. Analyzes the formation, operation, and effect of norms, values, and "regimes" in international relations. Considers topics such as human rights, the role of religion and ideology, and the relationship of norms to international institutions.

**PLIR 522 - (3) (IR)**
**Political Conflict Management in International Organizations**
Prerequisite: PLIR 321 or 421 or instructor permission. Analyzes the principles and methods involved in the management of political conflicts by international organizations. Includes case studies of peaceful settlement, peacekeeping operations, and sanctions. Emphasizes the political role of the secretary general and the problems of organizing international sanctions.

**PLIR 538 - (3) (IR)**
**International Political Economy**
Prerequisite: Some background in American government or international relations; PLIR 340 and 341 are strongly recommended. Studies the policies of the American foreign policy process as illustrated through comparative analysis of case studies.

**PLIR 555 - (3) (Y)**
**Russian/Soviet Foreign Policy**
Prerequisite: Instructor permission. Thematic analysis of Soviet and Post-Soviet Russian foreign policy.

**PLIR 562 - (3) (Y)**
**Latin America in World Affairs**
Prerequisite: Some background in international relations and/or the history of Latin America. Includes relations of Latin-American states with each other, the United States, Western Europe, and other states; inter-American security; Latin American relations with the Soviet Union and Cuba; and the United States security doctrine.

**PLIR 571 - (3) (Y)**
**China in World Affairs**
Prerequisite: Some background in international relations and/or the history of China. Includes international relations of China; conditioning historical, political, economic, and social forces; and the aims, strategy, and tactics of China's foreign policy.

**PLIR 572 - (3) (Y)**
**Japan in World Affairs**
Prerequisite: Some background in international relations and/or the history of Japan.
Studies the international relations of Japan; domestic and foreign factors and forces that condition its foreign policies; and the political, economic, military, and social problems resulting from contacts with China, the Soviet Union, and the Western powers.

PLIR 582 - (3) (IR)
Africa and the World
Prerequisite: Some background in international relations and/or the history of Africa. Overview of the international politics of sub-Saharan Africa, including inter-African relations as well as Africa's relations with the major powers, and the international dimensions of the Southern African situation. Explores alternative policy options open to African states. Considers a number of case studies which illustrate the policy alternatives.

PLIR 595 - (3) (S)
Selected Problems in International Relations
Prerequisite: Instructor permission. Independent study, under faculty supervision, for intensive research on a specific topic.

Political Theory

PLPT 101 - (3) (Y)
Introduction to Political Theory
Introduces political philosophy as a mode of inquiry, and consideration of selected problems and writers in Western political theory.

PLPT 301 - (3) (Y)
Ancient and Medieval Political Theory
Studies the development of political theory from Greek antiquity through the medieval period.

PLPT 302 - (3) (Y)
Modern Political Thought
Studies the development of political theory from the Renaissance through the nineteenth century.

PLPT 303 - (3) (Y)
Contemporary Political Thought
Prerequisite: One course in political theory or instructor permission.
Studies the course of political theory from the late 19th century through the present. Includes the major critical perspectives on modern politics and culture (existentialism, feminism, post-modernism, "critical theory") and explores the problems that have occupied political theory in this period (alienation, language, individualism and discrimination).

PLPT 305 - (3) (Y)
Survey of American Political Thought
Prerequisite: one course in Political Theory or permission of instructor
This course examines key figures and central concepts in African American political thought from the 19th through the 21st centuries. Issues addressed include the relationship between slavery and American democracy, separation vs. integration, and the promise and limitations of formal equality.

PLPT 403 - (3) (Y)
Democracy and Its Critics
Prerequisite: One course in political theory or instructor permission.
Surveys the major contributors to democratic theory, the central problems that any democratic theory has to answer, and the criticisms leveled at the various philosophical attempts to give a firm ground for democratic practices.

PLPT 407 - (3) (Y)
Liberalism and its Critics
Prerequisite: At least one course in political theory (preferably PLPT 302).
An exploration of the sources and origins of liberal political ideas, of the recent development of Rawlsian liberal theory, and of the most prominent contemporary critical responses to this body of thought.

PLPT 424 - (3) (Y)
Seminar: Topics in Political Theory
Prerequisite: One course in political theory or instructor permission.
Investigates a special problem of political theory such as political corruption, religion and politics, science and politics, or the nature of justice.

PLPT 480 - (3) (Y)
Political Economy
Prerequisite: Previous course work in PLA, economics, or philosophy departments.
Focuses on historical and contemporary theorists who relate politics and economics.

PLPT 498 - (3) (S)
Senior Thesis
Prerequisite: Three courses in political theory and instructor permission.
Supervised work on a thesis in political theory for especially motivated students.

PLPT 501 - (3) (Y)
Nature of Political Inquiry
Prerequisite: Only for undergraduates with instructor permission.
Analyzes important conceptual issues encountered in the scientific study of politics.

PLPT 502 - (3) (Y)
Basic Problems of Political Philosophy
Prerequisite: PLPT 101 or PLPT 302 or instructor permission.
Examines the character of political philosophy and its justification under contemporary circumstances.

PLPT 503 - (3) (Y)
Marxist Theories
Prerequisite: PLPT 101 or PLPT 302 or instructor permission.
Studies the basic political, sociological and philosophical ideas advanced by Marx and Engels, and their historical backgrounds; the later developments and varieties of Marxist thought in the twentieth century; and the principal critic, and chief debates.

PLPT 505 - (3) (Y)
Concepts of Law
Prerequisite: Two courses in PLPT or philosophy or permission of the instructor.
An in-depth exploration of recent and contemporary analytical jurisprudence, covering the work of such writers as Hart, Dworkin, Finnis, Raz, and others.

PLPT 506 - (3) (Y)
Plato and Aristotle
Prerequisite: PLPT 101 or 301.
Studies the political and philosophical ideas of the founders of the tradition of political philosophy.

PLPT 515 - (3) (Y)
Continental Political Thought
Prerequisite: One course in political theory or instructor permission.
Surveys the main currents of Continental political thought from the eighteenth century through the present.

PLPT 595 - (3) (S)
Selected Problems in Theory and Method
Prerequisite: Instructor permission. Independent study, under faculty supervision, for students who are preparing for intensive research on a specific topic.

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Overview
Psychology is the scientific study of behavior. It ranges from studies of human development and complex thought processes to social relations, brain and neural mechanisms, psychopathology and beyond. The requirements for the major are designed to ensure breadth of coverage, but to allow flexibility in selecting courses according to each student’s interests. Opportunities for independent work are available in research and field experience through internship.

In addition to gaining a general liberal arts degree, training in the subject matter and methodology of psychology (including experimental methodology and statistics and an appreciation of the relatively unique ways psychologists view human behavior) is excellent preparation for a variety of careers.

Faculty
The department of psychology has approximately thirty-five active full-time faculty members in seven broad areas of specialization: clinical, cognitive, community, developmental, psychobiology, quantitative, and social. Faculty members are active scholars, with numerous research grants, books, and other scientific publications to their credit. Specific areas of faculty interest include adolescence, aging, behavioral development, behavioral genetics, deception, emotion, family studies, interpersonal processes, language and communication, neurobiology and behavior, perception and
perceptual development, personality and individual differences, psychological intervention, psychology and law, psychopathology, public policy, social cognition, social development, social ecology and development, and women, ethnic, and minority studies.

**Students** Psychology is a popular liberal arts major, with 250-300 students graduating each year with a bachelor's degree. An extensive array of courses is offered throughout the department. Lower-level courses in the major are usually large lectures (one hundred to three hundred students) and are taught exclusively by faculty members. These courses are often supplemented with required or optional discussion sections led by graduate teaching assistants to provide more personalized contact. Upper-level seminars are also taught by faculty and are usually limited to twenty-five students to facilitate active discussion. In the third or fourth year, many majors earn credit by working directly with faculty or graduate students on research projects.

Becoming a professional psychologist, like becoming a doctor or lawyer, requires postgraduate training in one of many areas. Traditional research areas include cognitive, developmental, psychobiology, quantitative and social psychology. Persons interested in these areas usually pursue a doctoral degree. Applied areas include clinical, community, industrial/organizational, counseling, educational psychology and school psychology. Careers in these areas are usually possible at the master's or doctoral level. Students who do not choose to pursue graduate degrees in psychology often enter the job market in human service delivery areas or positions requiring a general liberal arts degree. Psychology is also an entry degree for graduate programs in social work, education, medicine, and law.

**Requirements for Major** Students electing psychology as their major subject are required to take Psychology 101 (before declaring the major), and to have an overall grade of C or better in Psychology 101 and a minimum 2.0 GPA for all courses completed in this department. The 2.0 GPA for department courses must be maintained throughout the major. Students are also required to take at least 30 credits in psychology at the 200-level or higher including PSYC 305, 306. PSYC 305 is a prerequisite to 306; students must obtain a grade of C or better in these two courses. To ensure breadth, the major program must also include at least one 200-level course from each of the following three groups: (1) PSYC 210, 215 and 230; (2) PSYC 220, 221, and 222; and (3) PSYC 240, 250 and 260. In addition to these 6 core courses, the psychology major must include at least six credits of advanced course work in courses with numbers higher than 306. At least three of these six credits must be at the 400- or 500-level. (Research in Psychology, Directed Readings in Psychology, Internship, and PSYC 529 do not count towards the six credits of advanced course work).

**Requirements for Minor** Students electing to minor in psychology are required to take a minimum of 16 credits at the 200 level or higher and must include at least three credits of course work at the 400 or 500 level (excluding internship, directed readings, research in psychology, and PSYC 529). The minor’s program must also include PSYC 305 and 306 with minimum grades of C- each. To declare a minor, a student must have successfully completed PSYC 305 by the end of the sixth semester. In addition, a student must have completed PSYC 101 or any 200-level PSYC course, and have an overall GPA of 2.0 for all courses completed in this department. The student must maintain a minimum GPA of 2.0 for all courses taken in this department.

**Distinguished Majors Program in Psychology** Outstanding majors with an overall GPA of 3.4 may apply at the beginning of the sixth semester. The program includes a thesis (PSYC 497 or 498) and additional course requirements.

**Additional Information** For more information about the major, contact the Director of Undergraduate Studies, Department of Psychology, Gilmer Hall, Charlottesville, VA 22903; (434) 982-4750, Fax: (434) 982-4766; www.virginia.edu/~psych.

**Course Descriptions**

**PSYC 101 - (3) (S)**
**General Psychology**
Overview of psychology from both the natural science and social science perspectives. Topics include biological bases of behavior, sensory and perceptual processes, learning, motivation, thought, maturational and developmental changes, individual differences, personality, social behavior, and abnormal psychology. In some terms an optional one credit discussion section (graded S/U) is offered.

**PSYC 210 - (3) (Y)**
**Introduction to Learning**
Analyzes the concepts, problems, and research methodology in the study of processes basic to learning and motivation.

**PSYC 215 - (3) (Y)**
**Introduction to Cognition**
Cognition is the activity of knowing; the acquisition, organization, and use of knowledge. Emphasizing fundamental issues, this course introduces such basic content areas in cognitive psychology as perception, memory, language, cognitive development, and philosophy of science.

**PSYC 220 - (3) (S)**
**A Survey of the Neural Basis of Behavior**
After an overview of brain organization and function, the course examines what we know about the physiological bases of several behaviors including sensation and perception, learning, memory, sleep development, hunger, thirst, and emotions. (In some terms, there will be an optional 1-credit discussion section.) Credit is not given for both PSYC 220 and PSYC 222.

**PSYC 221 - (3) (IR)**
**Animal Behavior**
Studies animal behavior considered from an evolutionary and ecological perspective. Topics include the mechanistic evolution of social behavior in animals with particular emphasis upon mating systems; ecological constraints on modes of animal communication; and quantitative analysis of social communication.

**PSYC 222 - (4) (IR)**
**Principles of Psychobiology**
An enriched section of PSYC 220 that includes laboratory demonstrations, group discussions and individual projects. Enrollment is limited to 20 first- and second-year students who demonstrate outstanding aptitude and interest in this area. When offered, applications are available from the instructor at times publicized in the list of course offerings distributed by the psychology department. Three lecture hours plus discussion section. Credit is not given for both PSYC 220 and PSYC 222.

**PSYC 230 - (3) (Y)**
**Introduction to Perception**
Recommended courses: Mathematics at least up to trigonometry. Study of selected topics in perception, particularly visual perception; the role of stimulus variables, learning and motivation of perception. (In some terms an optional one-credit discussion section is offered.)

**PSYC 240 - (3) (S)**
**Introduction to Personality Psychology**
Introduces the major approaches, methods, and findings in the field of personality psychology. Topics include sex-typing, identification and observational learning, frustration and aggression, stress, anxiety, defense, self-control, altruism, self-concepts, authoritarianism, accommodation, motivation, and sensation-seeking. (In some terms, an optional 1-credit discussion section is available.)

**PSYC 250 - (4) (S)**
**Introduction to Child Psychology**
Introduces the biological, cognitive and social development of the child. Topics include the child's emotional, perceptual, and intellectual development; and the development of personality and socialization. (In some terms, there is an optional 1-credit discussion section.)

**PSYC 260 - (4) (S)**
**Introduction to Social Psychology**
Surveys major topics in social psychology, including interpersonal, perceptual, and social cognition, attitudes and persuasion, interpersonal influence, interpersonal attraction, and helping relationships. Considers research theory and applications of social psychology. Three lecture hours plus discussion section.

**PSYC 305, 306 - (4) (S)**
**Research Methods and Data Analysis**
Prerequisite: PSYC 101 or any 200-level PSYC course and at least fourth-semester standing for PSYC 305; PSYC 305 with a C- or
better for PSYC 306. Introduces research methods in psychology, including computer-controlled experimentation, integrated with computer-based exploratory data analysis, and elementary statistical analysis. Three lecture hours, two laboratory hours.

PSYC 307 - (3) (IR) History of Psychology Studies the philosophical background of contemporary psychology, with emphasis upon the 20th-century “schools” of psychology.

PSYC 311 - (3) (IR) Psychology of Language Prerequisite: PSYC 101 or 215 or instructor permission. Introduces the cognitive psychology of language focusing on language as a cognitive process.

PSYC 321 - (3) (S) Psychobiology Laboratory Prerequisite/corequisite: PSYC 220 or 420; PSYC 305 recommended. Develops skills necessary for the study of neural bases of behavior, such as brain dissection, implanting electrodes into brain tissues, lesions, behavioral procedures and histology. Four laboratory hours.

PSYC 341 - (3) (Y) Abnormal Psychology Prerequisite: Six credits of psychology or instructor permission. Introduces psychopathology with a focus on specific forms of abnormal behavior: depression, schizophrenia, anxiety disorders, substance use disorders, and personality disorders. (In some terms, an optional 1-credit discussion section is available.)

PSYC 344 - (3) (IR) Child Psychopathology Prerequisite: Six credits of PSYC or instructor permission; PSYC 250 recommended. Overview of the description, cause and treatment of various psychological disorders of childhood.

PSYC 346 - (4) (Y) Psychological Study of Children, Families, and the Law Prerequisite: Nine credits in psychology (including either PSYC 250 or 352 and PSYC 305) or instructor permission. Can psychology research and theory inform the law as it relates to children and families? This course provides an overview of the issues emphasizing psychological knowledge and its present and possible future contributions. Three lecture hours, two laboratory hours.

PSYC 352 - (3) (IR) Adolescence: Theory and Development Overview of theories of development, research areas related to and problems most frequently observed in children beginning in elementary school and extending to adulthood.

PSYC 353 - (3) (IR) Development in Infancy Prerequisite: PSYC 250 or instructor permission. After consideration of the sensory, motor, and homeostatic equipment of the newborn, the following lines of development during the first two years of life is traced in some detail: locomotor, perceptual, cognitive, social, and emotional development. The effects on development of environmental influences, including parental behavior are considered, as well as the effect the infant has on his caregivers.

PSYC 364 - (3) (Y) Nonverbal Communication Overview of theory, research, and application in nonverbal communication. Topics include the role of nonverbal communication in deception, persuasion, impression-management, intimacy, and power. Discussion of the importance of nonverbal communication in psychopathology and psychotherapy, in doctor-patient relationships, in job interviews, in advertising, and in the courtroom.

PSYC 385, 386, 485, 486 - (2) (S) Directed Readings in Psychology Prerequisite: 14 credits in psychology and instructor permission. Critical examination of an important current problem area in psychology. (May be repeated.)

PSYC 387 - (1) (S) Seminar for Distinguished Majors Prerequisite: Open only to students in the Distinguished Majors Program for Psychology. S/U grading. Topics include the design of independent research projects, ethical considerations in research, computer applications, and preparation for a career in psychology.

PSYC 395, 396, 495, 496 - (3) (S) Research in Psychology Prerequisite: 14 credits in psychology and instructor permission. An original experimental project is undertaken in which each student is responsible for the design and operation of the experiment. (This course may be repeated.)

PSYC 401-409 - (3) (S) Topical Seminars Prerequisite: Third- or fourth-year major or instructor permission. Seminars on special and current topics in psychology. May be repeated for credit.

PSYC 411 - (3) (IR) Psycholinguistics Prerequisite: Instructor permission. Topics include psychological and linguistic theory; experimental and empirical studies of linguistic usage; development of language in infants and children; cross-cultural studies of linguistic usage; and the biology of language.

PSYC 412 - (3) (IR) Psychology of Reading Prerequisite: PSYC 101 or 215 or instructor permission. Analyzes the critical psychological experiments which have influenced the way that psychologists consider topics in reading, such as text comprehension, parsing, and sentence processing.

PSYC 414 - (3) (IR) Imagery Studies the nature of mental images and their role in memory, thought, and creativity.

PSYC 415 - (3) (IR) Cognitive Processes Prerequisite: Twelve credits of psychology or instructor permission. Explores, in depth, the life of the mind. Topics may include pattern recognition; observational skills; remembering; language and thought; categorization; the nature of similarity; discovery and invention; problem and puzzle solution; animal cognition; and views of intelligence in humans and machines.

PSYC 416 - (3) (IR) Thinking about Thinking Prerequisite: PSYC 215 and 306, or instructor permission. Examines various abilities that fall under the term “thinking,” including deductive and inductive reasoning, categorization, analogy, decision making, and problem solving. Looks at how these skills are used in everyday life and asks how they can be improved or taught.

PSYC 417 - (3) (IR) The Mind of the Puzzler Prerequisite: Upper-level standing with six credits of PSYC or instructor permission. Explores what is involved in making and solving sophisticated word puzzles, with the aim of coming to understand the nature of expertise and the processes of discovery.

PSYC 418 - (3) (Y) Invention and Design Prerequisite: ENWR 110 or TCC 101 or instructor permission. Collaborative learning environment that enables students to understand the way in which technology is created and improved and to become better designers. Includes readings from psychology, history, computing, ethics, and engineering. Cross-listed as TCC 315.

PSYC 419 - (3) (IR) Scientific and Technological Thinking Prerequisite: Nine credits of psychology including PSYC 305, 306. Explores the ways scientists and inventors think, using concepts, theories, and methods borrowed from several disciplines, but focusing especially on psychology. Topics include experimental simulations of scientific reasoning, a cognitive framework for understanding creativity, and modeling discovery on a computer. Cross-listed as TCC 313.

PSYC 420 - (3) (Y) Neural Mechanisms of Behavior Prerequisite: PSYC 220 or 222, or instructor permission; prerequisite or corequisite: PSYC 321 recommended. Introduces basic concepts in neuroanatomy, neurophysiology and neurochemistry needed for an understanding of brain and behavior.

PSYC 429 - (3) (IR) Psychology of Aging Prerequisite: 9 credit hours of psychology or instructor permission; recommended courses
include PSYC 220, 305, and 321 or 420. Seminar on current topics in gerontology, using multiple levels of analysis to understand developmental changes across late adulthood. Covers issues regarding biological, psychological and sociological aspects of the aging process, emphasizing cognitive changes and their underlying neurobiology.

**PSYC 430 - (3) (IR)**  
**Theories of Perception**  
**Prerequisite:** PSYC 230 or instructor permission. Perception is the means by which we become aware of the world and of ourselves. This seminar presents an overview of theories about perception including the following perspectives: philosophy, physiology, Gestalt psychology, cognitive psychology, ecology, and artificial intelligence.

**PSYC 443 - (3) (IR)**  
**Community Psychology**  
**Prerequisite:** PSYC 101 and one other introductory course in social science (e.g., anthropology, sociology, political science) or instructor permission. Introduces the major issues, methods and findings in the field of community psychology. Topics include the creation of settings, history and action, ecological approaches, institutional change, problems of innovation and implementation, community mental health, and evaluation research.

**PSYC 444 - (3) (Y)**  
**Schizophrenia**  
**Prerequisite:** PSYC 306 and either PSYC 341 or 344 or instructor permission. Provides an understanding and appreciation of the contributions of possible genetic and psychosocial factors to individual differences with respect to developing schizophrenia.

**PSYC 445 - (3) (IR)**  
**Introduction to Clinical Psychology**  
**Prerequisite:** PSYC 341 and PSYC 305. Overview of issues in clinical psychology including the scientific-practitioner model of training, reliability and validity of assessment techniques, validity of clinical judgment, and the effectiveness of psychological treatments.

**PSYC 446 - (3) (Y)**  
**Women's Issues in Clinical Psychology**  
**Prerequisite:** PSYC 341 and PSYC 306 or instructor permission. Studies current research and historical perspectives on clinical psychology issues as they pertain uniquely to women. Topics vary and may include eating disorders, battered women, pregnancy, and aging.

**PSYC 449 - (3) (IR)**  
**Sexual Orientation and Human Development**  
**Prerequisite:** Third- or fourth-year psychology major or instructor permission. Overview of research and theory related to sexual orientation across the lifespan from the standpoint of the social sciences. Topics include conceptualization of sexual identities, origins and development of sexual orientation, sexual identity formation and dislocation. Selected issues such as couple relationships, employment and careers, parenthood, and aging are also explored, since they may be affected by sexual orientation.

**PSYC 450 - (3) (IR)**  
**Children at Risk**  
**Prerequisite:** PSYC 250 or PSYC 344, and PSYC 306, or instructor permission. Explores a developmental approach to behavior disorders that is oriented to early identification. Precursor characteristics are studied that make possible the detection of risk groups for several disorders.

**PSYC 451 - (4) (IR)**  
**The Psychological Study of the Child**  
**Prerequisite:** PSYC 250 and 305 or instructor permission. Introduces the methodological issues and problems involved in studying children is complemented by first-hand experience in both naturalistic and laboratory settings. Emphasizes current issues in developmental psychology. Two class hours, four laboratory hours.

**PSYC 452 - (3) (IR)**  
**Parent-Child Interaction**  
**Prerequisite:** PSYC 250 or 344 and PSYC 305, 306, or instructor permission. Examines theory and research on parent-child relationships across the life-span. Includes the transition to parenthood, parent-child relations in infancy through adolescence, and intervention approaches for high-risk families.

**PSYC 454 - (3) (IR)**  
**Family Relations**  
**Prerequisite:** Upper level major or instructor permission. Strengthens an understanding of family functioning and its impact on human development and the adjustment of family members. Emphasizes understanding family theories, research findings, and learning to apply frequently used strategies and methods in the study of family relations.

**PSYC 456 - (3) (IR)**  
**Friendship Development**  
**Prerequisite:** Twelve credits of psychology or instructor permission. Examines the development of interpersonal relationships across the lifespan. Discusses the importance of friends, acquaintances, and the sorts of friends found in childhood, adolescence, and adulthood.

**PSYC 461 - (3) (IR)**  
**Intimate Relationships**  
**Prerequisite:** PSYC 260 and PSYC 305, 306, or instructor permission. Social psychological study of the formation, maintenance, and breakdown of intimate relationships. Emphasizes the theoretical understanding of relationships in the context of scientific research findings.

**PSYC 462 - (3) (IR)**  
**Group Dynamics: Theory and Research**  
**Prerequisite:** PSYC 260 or instructor permission. Analyzes factors influencing group problem solving, group decision-making, and group performance.

**PSYC 463 - (3) (IR)**  
**Social and Interpersonal Perception: Theory and Research**  
**Prerequisite:** PSYC 260 or instructor permission. Analyzes cultural and group influences on perception, the perception of interpersonal intentions, impression formation, and the contributions of social psychological theory to these and other problems.

**PSYC 465 - (4) (IR)**  
**Psychology of Oppression and Social Change**  
**Prerequisite:** Open to psychology majors who have taken at least one course from each of the following groups: PSYC 210, 215 or 230, and PSYC 240, 250 or 260, and students in the Afro-American and African studies or studies in women and gender programs. Analyzes oppression and its amelioration in modern American society. Three lecture hours, two laboratory hours.

**PSYC 466 - (3) (IR)**  
**Stress and Coping**  
**Prerequisite:** PSYC 305, 306 or instructor permission. Overview of research paradigms and theories in the field of stress and coping, emphasizing a phenomenological, cognitive approach. Not designed to provide stress management skills.

**PSYC 468 - (3) (IR)**  
**Psychology and Law:Cognitive and Social Issues**  
**Prerequisite:** PSYC 215 or 260; PSYC 306. Examines issues for which cognitive and social psychology may be able to inform the legal system. Topics include eyewitness testimony, recovered memories, line-ups, expert testimony, jury selection, trial tactics, jury decision making, jury instructions, and the use of statistics in the courtroom.

**PSYC 469 - (3) (IR)**  
**Industrial and Organizational Psychology**  
**Prerequisite:** PSYC 305, 306. Studies theories and processes in industrial and organizational psychology through a scientist-practitioner approach. Topics include employee selection and training, performance appraisal, motivation, job satisfaction, leadership, human factors, and organizational development and change.

**PSYC 471 - (3) (Y)**  
**Cultural Psychology**  
**Prerequisite:** PSYC 305 and either PSYC 250 or 260, or fourth-year anthropology majors. Studies how cultures build minds, and how minds then vary across cultures. Readings include ethnography and experimental psychology. Topics include childrearing, emotion, morality, and cognition.

**PSYC 475 - (3) (IR)**  
**Emotion**  
**Prerequisite:** PSYC 306. Studies cognitive, physiological, social, per-
sonality, and experiential aspects of emotion. Emphasizes normal emotional processes in humans, but may also include abnormal and animal emotion processes.

PSYC 481 - (3) (IR)
How to Do Things With Numbers
Prerequisite: One 300-level course in statistics. Hands-on introduction to the handling and presentation of data in the social sciences. Uses data collected by the students to teach how to explore data in the hopes of revealing unsuspected patterns, and how to summarize data for public presentation and publication.

PSYC 487 - (3) (IR)
The Minority Family: A Psychological Inquiry
Prerequisite: PSYC 306 and at least one course from each of the following groups: PSYC 210, 215 or 230, and PSYC 420, 250 or 260, and students in the Afro-American and African studies or studies in women and gender programs. Examines the current state of research on minority families, focusing on the black family. Emphasizes comparing "deficit" and "strength" research paradigms.

PSYC 491, 492 - (4) (Y)
Undergraduate Internship
Prerequisite: Fourth-year psychology major with at least 14 credits in psychology, and instructor permission. S/U grading. An internship placement arranged by the supervising faculty. Students work 10 to 20 hours per week in various community agencies, such as health care delivery, social services, or juvenile justice. Requires written reports, as well as regular class meetings with supervising faculty in order to analyze the internship experience, engage in specific skill training, and discuss assigned readings. Apply in February of third year.

PSYC 493, 494 - (2) (Y)
Undergraduate Internship Program Supplement
Corequisite: PSYC 491, 492; and instructor permission. S/U grading. Provides students in certain placements with the opportunity for more in-depth and extensive internship program year. Background: some placements (e.g., with courts) demand more than 20 hours per week of field experience rather than the usual 10 in PSYC 491, 492. Simultaneous enrollment in this course provides appropriate credits for the additional 10 hours of field work.

PSYC 497-498 - (3) (Y)
Distinguished Major Thesis
Prerequisite: Participants in the Distinguished Majors Program in Psychology. A two-semester course in which the student prepares a thesis under the supervision of a departmental faculty member. The thesis may be based on empirical research conducted by the student or a critical review or theoretical analysis of existing findings.

PSYC 520 - (3) (Y)
Seminar in Psychobiology
Prerequisite: PSYC 220, 222, or 420. Examines a major subject in psychobiology.

PSYC 521 - (3) (IR)
Developmental Psychobiology
Prerequisite: PSYC 220, 222 or 420 or instructor permission. Examines behavior and neural development with an emphasis on animal models. Topics include the role of both intrinsic and extrinsic factors in directing maturation, attachment and early learning, theoretical conceptions of development, and regulatory mechanisms.

PSYC 524 - (3) (IR)
Primate Behavior
Prerequisite: Twelve credits in psychology or instructor permission. Examines the variety of nonhuman primates in natural, zoo and laboratory settings. Emphasizes a comparison of nonhuman primates to humans in the areas of sensory-motor, socialization, cognitive, intellectual, language, and social organization development; and in the problem areas of abnormal development (e.g., social isolation, neurosis, incest, drug problems).

PSYC 525 - (3) (IR)
Hormones and Behavior
Prerequisite: Instructor permission. Examines the role of hormones in mediating and modulating complex behaviors such as memory, aggression, sexual behavior, and regulatory actions between hormones and the brain.

PSYC 526 - (3) (IR)
Psychobiology and Memory
Prerequisite: PSYC 220, 222 or 420. Studies the major theories, findings, and conceptual issues important to an analysis of the neural mechanisms that underlie memory storage.

PSYC 527 - (3) (IR)
Chemistry of Synaptic Transmission
Prerequisite: PSYC 420. Studies neurochemistry, physiology and anatomy of neurotransmitter systems. Cross-listed as NESC 727.

PSYC 529 - (3) (Y)
Advanced Psychobiology Laboratory
Prerequisite: PSYC 321 and instructor permission. Each student helps design and carry out an original research project related to neural bases of behavior. Six laboratory hours.

PSYC 531 - (3) (IR)
Functional Neuroanatomy
Prerequisite: Graduate standing or PSYC 420. Overview of the structure of the mammalian central nervous system, organized around the various functional subunits of the brain.

PSYC 532 - (3) (IR)
Chemical Senses: Taste and Smell
Prerequisite: PSYC 220, 222, or 420 or instructor permission. Explores the neurobiology of the chemical senses by examining the biophysical basis of sensory transduction, the anatomical organization of two systems, and the physiological properties of peripheral and central structures along the gustatory and olfactory pathways. Emphasizes new, important findings in taste and smell.

PSYC 533 - (3) (IR)
Neural Network Models of Cognition and Brain Computation
Prerequisite: Must be PC-literate and willing to program. Introduces, from an elementary but somewhat mathematical viewpoint, the newly developing field of neural networks. Examines the basic principles of neural network theory as it relates to biological neural networks.

PSYC 535 - (3) (IR)
Neurochemical Systems in Learning and Memory
Prerequisite: PSYC 220 or 222, or instructor permission. Examines historical and current theories implicating the involvement of specific neurotransmitters, amino-acid, and peptide systems in regulating learning and the encoding of memory. Provides an extensive review of the literature in order to understand mechanisms by which chemical compounds modify learning and the brain sites where neurochemicals exert their effects.

PSYC 540 - (3) (IR)
Personality Theory in Psychotherapy
Prerequisite: Twelve credits of psychology or instructor permission. Overview of personality theories in psychology, especially those found useful in psychotherapy; includes experimental and theoretical problems in the study of personality.

PSYC 541 - (3) (IR)
Special Issues in the Psychological Study of Children, Families, and the Law
Prerequisite: PSYC 346 or instructor permission. Examines two topics that relate to children, families and the law, such as adolescent decision-making in the legal system, domestic violence, and child custody.

PSYC 544 - (3) (IR)
Theories of Cognitive Development
Prerequisite: Instructor permission. Studies current theories of cognitive development from birth through adolescence. Includes the views of Piaget, Werner, Bruner, G. H. Mead, and others; cybernetic approaches covered briefly; with some discussion of the measurement and assessment of cognitive processes.

PSYC 555 - (3) (Y)
Developmental Psycholinguistics
Prerequisite: Upper-level psychology major or linguistics student, or graduate student in Arts and Sciences or Education. Examines current research and theoretical models of children’s language acquisition. Topics include normal children’s acquisition of spoken language skills, and the development of communicative skills in deaf, autis-
tict, and other groups of language-handicapped children.

PSYC 557 - (3) (IR)
The Nature-Nurture Debate
Prerequisite: PSYC 306 or graduate standing.
History of the debate generated by the study of genes and environment in the development of human behavior and consideration of the debate's current status.

PSYC 559 - (3) (IR)
Measurement of Group Differences Across the Lifespan
Prerequisite: PSYC 306.
Studies measurement topics from various domains of developmental psychology which influence interpretations of group differences across the lifespan. Includes major studies of cognitive, social, and clinical psychology from a lifespan developmental perspective as they illustrate critical concerns for understanding group differences.

PSYC 560 - (3) (IR)
Dynamical Systems in Social Behavior
Prerequisite: PSYC 305 and PSYC 230. Completion of PSYC 305, 306 is strongly recommended.
Applies dynamical systems theory to the analysis of action, interaction, and interpersonal relationships. Includes a review of research employing dynamical systems models and analytic techniques, and close consideration of the application of these ideas to psychological contexts.

PSYC 565 - (3) (IR)
Psychology of Morality
Prerequisite: PSYC 305 and 12 additional credits in PSYC, or graduate standing, or instructor permission.
Studies why people care so much about what other people do. Readings include primatology, anthropology, philosophy, and psychology. Topics include evolution, cultural variation, sociopathy, and the moralization of the body.

PSYC 578 - (3) (IR)
Psychometric Advances in the Study of Human Abilities
Prerequisite: PSYC 306.
Studies human abilities across various domains in psychology. Includes major theories of intelligence and their measurement advances in various domains (reasoning, verbal, quantitative, and spatial ability) from biological, developmental, and socio-cultural perspectives.

PSYC 584, 582, 583, 584 - (3) (S)
Current Topics in Psychology
Prerequisite: Instructor permission.
Seminars on special and current topics in psychology. May be repeated for credit.

Department of Religious Studies
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Overview
The Department of Religious Studies is a multidisciplinary department that attempts to define and interpret dimensions of human culture and experience commonly regarded as "religious." Courses in the department stress skills such as critical thinking, clear writing, and persuasive use of evidence to support one's views; these skills are central to the analysis and interpretation of the social and intellectual systems which constitute the data of religious studies.

The department offers a wide range of courses covering different approaches to the study of religion, and provides students with the opportunity to examine the major religious traditions of human history (Buddhism, Christianity, Hinduism, Islam, and Judaism), as well as other traditions that have flourished independently of Asian and European influences. With one of the largest faculties of religious studies in the United States, the department is able to offer courses not only in traditional areas such as the history of Christianity and introductions to the Hebrew Bible and the New Testament, but also in Buddhist meditation, Hindu mythology, Islamic mysticism, Jewish social ethics, and African religions, as well as courses that are multidisciplinary in their emphasis such as theology, ethics and medicine, religion and science, and religion and modern fiction.

Faculty
The thirty-member department is nationally recognized for its outstanding teaching and research. Several of the faculty are scholars of international repute, having recently been awarded fellowships for study and research in England, India, Israel, Jordan and Nigeria. Several have been recipients of University-wide teaching awards. All of the faculty teach undergraduate courses and are firmly committed to undergraduate education, holding office hours during the week in order to talk with students about ideas, paper topics, or future course work.

Students
There are more than 180 students majoring in religious studies, a number of which are double majors. To complete a major in religious studies, students must take at least three courses in one world religion and at least two courses in another. The required majors seminar, taken in the third or fourth year, provides an overview of the different methodologies employed in the study of religion, emphasizing the development of the humanistic and social-scientific skills necessary for the interpretation of religious phenomena. Most students begin their study of religion in an introductory level course, which is generally large (between 100 and 250 students) and covers a broad topic (e.g., introduction to Eastern religions; archaic cult and myth). All large survey courses are supplemented by discussion sections of fewer than twenty students per section, which are led by advanced graduate students. Many of the faculty teaching the survey courses also lead one or two of these discussion sections themselves. Advanced courses generally have enrollments between twenty-five and fifty students and seminar enrollments are limited to twenty students. These courses focus on a more specialized topic (e.g., medieval Christianity; religion and the literature of American immigrants, Islamic fundamentalism). Independent study options are also available in which a student works closely with a faculty advisor.

Requirements for Major
In order to complete a major in religious studies, each student must:

1. Take at least three courses (9 credits) in one of the world's major religious traditions as a primary concentration: African religions (RELA), Buddhism (RELB), Christianity (RELC), Hinduism (RELI), Islam (RELI) or Judaism (RELI).
2. Take at least two courses (6 credits) in another of the world's religious traditions as a secondary concentration. (Both courses must be in the same religion.) RELG 101 and RELG 104 cannot be used to fulfill this requirement.
3. If the first and second concentrations are
   4. Take three courses of the ten required (9 credits) at the 300 level or above. Courses taken to fulfill requirements #1 and #2 may be used to fulfill this requirement.
5. Take RELG 400 (Majors Seminar);

B. Maintain a minimum GPA of 2.0.

Students interested in declaring a major may obtain the major declaration form in the Religious Studies Office, Bio Cocke Hall, or in Garrett Hall. Prospective majors must consult with a faculty member in order to plan their courses and to choose and advisor. The Department HEGIS code is 151510.

Requirements for Minor
In order to complete a minor in Religious Studies, each student must complete a minimum of five
graded courses (15 credits) within the Department of Religious Studies. Two courses (6 credits) must be in one of the world’s major religious traditions as a primary concentration. At least one of the five required courses (3 credits) must be taken at the 300 level, or above.

Distinguished Majors Program The Distinguished Majors Program (DMP) in Religious Studies affords qualified students the opportunity to do advanced research, and to receive, at graduation, the honor of high distinction or highest distinction.

Entry into the program
1. Students qualify for the program if they have achieved an average of 3.4 in all course work prior to application for the program.
2. Students who declare religious studies majors in the spring of their second year will be eligible for entry into the program in the fall of their third year. Applicants cannot be considered earlier than the spring of their second year, but under special circumstances may declare as late as the spring of their third year.
3. Application should be made to the director of the religious studies distinguished majors program or to the chair of the religious studies committee on undergraduate studies.
4. Admission into the program will be considered by the department’s Committee on Undergraduate Studies.

Requirements for completion of the program:
1. Completion of normal major requirements of 30 credits.
2. At least six of these must be at the 500 level, to be completed by the end of the third year.
3. At least three more credits must consist of directed reading with a faculty member in a specific field of study.
4. A thesis, worth three credits, must be written within the directed field of general reading.
5. Normally, the three credits of directed reading and the three credits of thesis may both be taken under RELS 496Y over two semesters. The director of the thesis is the instructor of RELS 496Y.
6. The thesis should be thirty to fifty pages in length. The thesis will be read both by the director and at least one other reader from the department or University faculty.

Additional Information For more information, contact the Undergraduate Program Director, Department of Religious Studies, Cocke Hall, Box 400126 Charlottesville, VA 22904-4126; (434) 924-3741; Fax: (434) 924-1467; http://www.virginia.edu/religious-studies/
and contexts that imply religious questions and issues.

**RELG 364 - (3) (E)**
**Religion, God, and Evil**
Studies the “problem of evil,” using philosophical, literary, and various religious sources.

**RELG 365 - (3) (O)**
**Systems of Theological Ethics**
Examines one or more contemporary systems of Christian ethics, alternating among such figures as Reinhold Niebuhr, C.S. Lewis, Jacques Ellul, and Jacques Maritain.

**RELG 366 - (3) (Y)**
**Issues in Theological Ethics**
Studies a moral problem or set of related problems (e.g., human experimentation, special moral relations, or warfare) in the context of recent work in theological ethics.

**RELG 375 - (3) (Y)**
**Taosism and Confucianism**
Studies classical Chinese and Taoist texts, their use by religious Taoist groups, and how they have influenced folk religion.

**RELG 386 - (3) (E)**
**Human Bodies and Parts as Properties**
Prerequisite: RELG 265.
An analysis and assessment of theological, philosophical, and legal interpretations of rights holders and rights held in living and dead human bodies and their parts, in the context of organ and tissue transplantation, assisted reproduction, and research.

**RELG 395 - (3) (Y)**
**Evil in Modernity: Banal or Demonic**
Prerequisite: Any course in religious studies.
Investigates how modern thinkers have understood the character of evil and the challenge it poses to human existence. Evaluates the proposals made in response to that challenge.

**RELG 400 - (3) (S)**
**Majors Seminar**
Introduces the study of religion as an interdisciplinary subject, utilizing methods in history of religions, theology, sociology, depth psychology, and literary criticism. Limited to twenty religious studies majors.

**RELG 422 - (3) (IR)**
**American Religious Autobiography**
Multidisciplinary examination of religious self-perception in relation to the dominant values of American life. Readings represent a variety of spiritual traditions and autobiographical forms.

**RELG 503 - (3) (SI)**
**Readings in Chinese Religion**
Examines selected readings from a specific text, figure, or theme. Readings emphasize possible structures of religious language and questions of translation.

**RELG 506 - (3) (E)**
**Interpretation of Myth**
Seminar with an interdisciplinary approach to the study of myth, focusing on structuralist, hermeneutical, and history of religions methodologies.

**RELG 507 - (3) (E)**
**Interpretation Theory**
Analyzes existentialist, phenomenological, structuralist, literary, historical, and psychological approaches to the interpretation of texts, especially narrative religious texts; and the interactions of language, history, and understanding.

**RELG 508 - (3) (O)**
**Seminar on Religion and American Culture I**
Prerequisite: A course in either American history or American religious history. Open to upper-level undergraduates. Historical examination of Americans' religious identities in relation to the dominant values of American social and intellectual life, with particular attention to the concept of community. Subjects include Puritanism, the Mennonites, the Shakers, Mormonism, and the growth of Evangelicalism.

**RELG 514 - (3) (SI)**
**Seminar on a Major Religious Thinker**
Studies the relationship between philosophical and religious thought as seen in a selected philosopher and theologian.

**RELG 515 - (3) (Y)**
**Issues in Religious Ethics**
Studies selected issues such as mysticism and morality, conscience, natural law, nonviolence, and methodology in religious ethics.

**RELG 517 - (3) (Y)**
**Seminar in History of Religions**
Introduces the basic thinkers in the field of history of religions and to fundamental problems in the study of religious sociology, mythology, and ritual.

**RELG 518 - (3) (O)**
**Seminar in Philosophical Theology**
Studies ideas of God in Western thought, selected topics, from Plato to the present.

**RELG 524 - (3) (SI)**
**Problems in Philosophy of Religion**
Examines classic and contemporary discussions of selected problems in philosophy of religion.

**RELG 541 - (3) (Y)**
**Seminar in Social and Political Thought**
Examines the social and political thought of selected religious thinkers.

**RELG 563 - (3) (Y)**
**Seminar: Issues in the Study of Religion and Literature**
Analyzes terms of fundamental theory, the purposes, problems, and possibilities of interdisciplinary work in religion and literary criticism.

**RELG 569 - (3) (IR)**
**Contemporary Religious Movements**
Studies the psychological, sociological, and political dimensions of conversion and ideological commitment in selected contemporary religious movements.

**RELG 571 - (3) (E)**
**The Victorian Crisis of Faith: Its Religious and Literary Expressions—A Seminar**
Studies the religious dilemmas at the center of English thought in the 19th century, from the time of Keble's Assize sermon and the advent of the Oxford Movement into the period of Thomas Hardy. The focal figures include Newman, Tennyson, Clough, Arnold, Carlyle, John Stuart Mill, George Eliot, and Thomas Hardy.

**RELG 573 - (3) (E)**
**Theology of Culture**
Explores the relationship between religion and culture, including a theological assessment of the value of culture; the impact of secularization; the critique of religion levied by various disciplines; and the problems of doing theology in a pluralistic context.

**RELG 575 - (3) (SI)**
**Myth and Ritual**
Examines theories of myth and ritual from an interdisciplinary perspective, including selected mythological and ritual texts.

**RELG 578 - (3) (Y)**
**Human Genetics, Ethics, and Theology**
Prerequisite: RELG 265 or instructor permission.
Studies ethical problems in genetic screening, counseling, and prenatal diagnosis. Ideas of biological and theological determinism are explored critically.

**RELG 585 - (3) (SI)**
**Narrative in Ethics and Theology**
Examines the nature of narrative modes of representation and argument. Considers how narrative theory has been employed in contemporary ethics and religious thought.

**RELG 590 - (3) (IR)**
**Ethics, Politics and Rhetoric**
Studies the perennial problems of politics and morals considered primarily by the reading of plays, novels, speeches, and historical documents.

**RELG 592 - (3) (Y)**
**Theology and Politics**
Prerequisite: Instructor permission.
Investigates the relationship between theological reflection and political thought, focusing on how theological positions may have implications for political theory and vice-versa.

**African Religions**

**RELG 275 - (3) (Y)**
**African Religions**
Introduces the mythology, ritual, philosophy, and religious art of the traditional religions of sub-Saharan Africa, also African versions of Christianity and African-American religions in the New World.

**RELG 276 - (3) (Y)**
**African Religions in the Americas**
Studies the African religious heritage of North America, South America, and the Caribbean.
REL 379 - (3) (E)
Christianity in Africa
Prerequisite: A course in African religions or history, Christianity, or instructor permission.
Historical and topical survey of Christianity in Africa from the second century C.E. to the present.

REL 390 - (3) (O)
Islam in Africa
Prerequisite: RELA 275, RELI 207, RELI 208, or instructor permission.
Historical and topical introduction to Islam in Africa. Cross-listed as RELI 390.

REL 410 - (3) (Y)
Yoruba Religion
Studies Yoruba traditional religion, ritual art, independent churches, and religious themes in contemporary literature in Africa and the Americas.

Buddhism

RELB 210 - (3) (Y)
Buddhism
Studies Theravada, Mahayana, and Tantrayana Buddhist developments in India.

RELB 212 - (3) (Y)
Buddhist Literature
Introduces Buddhist literature in translation, from India, Tibet, and East and South East Asia.

RELB 213 - (3) (O)
Taoism and Confucianism
Surveys the major religions of Chinese Confucianism, Taoism, and Buddhism.

RELB 245 - (3) (Y)
Zen
Studies the development and history of the thought, practice, and goals of Zen Buddhism.

RELB 254 - (3) (IR)
Tibetan Buddhist Culture
Examines the Tibetan Buddhist culture, giving equal attention to religio-philosophical and contemplative systems, as well as historical and social contexts.

RELB 300 - (3) (Y)
Buddhist Mysticism and Modernity
Opens a dialogue between modern and post-modern critical inquiries in the twentieth century and classical Tibetan Buddhism by examining intersections between language and experience, as well as the individual and the larger self-constituting fields.

RELB 315 - (3) (Y)
Seminar in Buddhist Studies
Prerequisite: Instructor permission.
Studies selected aspects of Buddhist thought and action.

RELB 316 - (3) (Y)
The Religions of Japan
Surveys the development of Japanese religions from pre-history to modern times.

RELB 317 - (3) (Y)
Buddhist Meditation
Prerequisite: Any course in religious studies or instructor permission.

Studies traditional techniques and methods of Buddhist meditation.

RELB 319 - (3) (Y)
Buddhist Nirvana
Studies the meaning and methods of achieving Nirvana as described in the teachings of Indian and Tibetan adepts.

RELB 500, 501 - (4) (E)
Literary and Spoken Tibetan I, II
Introduces the philosophical and spiritual texts of Tibet: grammar, basic religious terminology, and structure.

RELB 502 - (3) (O)
Tibetan Perspectives on Tantra
Tibetan presentations of the distinctive features of Tantric Buddhism.

RELB 525 - (3) (E)
Seminar in Japanese Buddhism
Prerequisite: RELG 213 or RELG 316 or instructor permission.
Examines selected topics in the major schools of Japanese Buddhism, Tendai, Shingon, Pure Land, Nichiren, and Zen.

RELB 526 - (3) (E)
Seminar in Tibetan Buddhism II
Studies the theory and practice of Tibetan Buddhism.

RELB 527 - (3) (O)
Seminar in Chinese Buddhism
Studies selected doctrinal and historical issues in Chinese Buddhism.

RELB 535, 536 - (4) (E)
Literary and Spoken Tibetan III, IV
Intermediate course in the philosophical and spiritual language of Tibet, past and present.

RELB 539 - (3) (IR)
Tibetan Buddhist Tantra-Dzokchen
Examines the Dzokchen tradition of Tibetan Buddhist Tantra focusing on its philosophical and contemplative systems and its historical and social contexts.

RELB 543, 544 - (3) (SI)
Sanskrit Religious Texts
Prerequisite: SANS 501, 502 or equivalent and instructor permission.
Readings in Sanskrit religious and philosophical texts, their syntax, grammar, and translation.

RELB 546 - (3) (O)
Seminar in Mahayana Buddhism
Studies the Middle Way School of Mahayana—Nagarjuna’s reasoning, its intent and place in the spiritual path.

RELB 547, 548 - (4) (O)
Literary and Spoken Tibetan V, VI
Advanced study in the philosophical and spiritual language of Tibet, past and present.

RELB 549 - (3) (Y)
Religious History of Tibet
Studies political, social, religious and intellectual issues in Tibetan history from the fifth to fifteenth centuries with an emphasis on the formation of the classical categories, practices, and ideals of Tibetan Buddhism.

RELB 555 - (3) (E)
Buddhist Philosophy
Prerequisite: RELB 249 or equivalent.
Advanced study of the stages and contents of insight according to the Pali and Sanskritic Buddhist traditions using such works as the Satipatthanasutta, Visuddhimagga, Vimuttimagga, and Abhidharmakosa (in translation).

RELB 560 - (3) (SI)
Elementary Pali
Prerequisite: SANS 501, 502 or equivalent.
Studies Pali religious and philosophical works, including grammar and translation.

RELB 561 - (1-3) (IR)
Buddhist Hybrid Sanskrit
Prerequisite: SANS 501, 502 or equivalent.
Studies Buddhist Hybrid Sanskrit works, including their grammar and translation.

RELB 566 - (3) (SI)
Approaches to Buddhist Studies
Focuses on the utility of different disciplines such as anthropology, history of religions, philosophy and psychology in the interpretation of Buddhist beliefs and practices.

RELB 591 - (3) (E)
Seminar in Chinese Buddhism
Examines the major schools of Chinese Buddhism: T’ien-t’ai, Hua-yen, Pure Land, and Ch’an.

RELB 599 - (3) (SS)
South and Inner Asian Buddhist Bibliography
Critical survey of Theravada and Mahayana literature including modern secondary and tertiary sources with practical exercises in using the materials for study and research.

Christianity

RELC 121 - (3) (Y)
Old Testament/Hebrew Scriptures
Studies the history, literature, and theology of ancient Israel and early Judaism in light of the religious writings of Israel (Old Testament).

RELC 122 - (3) (Y)
New Testament and Early Christianity
Studies the history, literature, and theology of earliest Christianity in light of the New Testament. Emphasizes the cultural milieu and methods of contemporary biblical criticism.

RELC 200 - (3) (E)
The Bible and Its Interpreters
Surveys Jewish and Christian interpretations of the Torah (the first five books of the Bible). Examines how the Bible becomes sacred scripture for Jews and Christians.

RELC 205 - (3) (Y)
History of Christianity I
Surveys the development of Christianity from the time of Jesus to the 11th century.

RELC 206 - (3) (Y)
History of Christianity II
Survey of Christianity in the Medieval, Reformation, and Modern Periods.
RELC 233 - (3) (E)
History of American Catholicism
Surveys the history of Catholicism in America from its colonial beginnings to the present.

RELC 234 - (3) (O)
Aspects of the Catholic Tradition
Studies the distinctive theological aspects of the Catholic tradition, such as the sacramental system, the nature of the church, and the role of authority.

RELC 236 - (3) (Y)
The Historical Jesus
Topics include the problems of sources and methods; modern development of the issue of the historical Jesus; and the character of Jesus' teaching and activity.

RELC 303 - (3) (Y)
Judaism and Christianity
Studies the relationship between Judaism and Christianity from the origins of Christianity as a Jewish sect through the conflicts of the Middle Ages and modernity; and current views of the interrelationship.

RELC 304 - (3) (O)
Paul: Letters and Theology
Intensive study of the theological ideas and arguments of the Apostle Paul in relation to their historical and epistolary contexts.

RELC 320 - (3) (IR)
Medieval Church Law
Surveys the origins and development of the law of the Christian Church, the canon law, from its origins to its full elaboration in the "classical period", 1140-1348. Readings and exercises from original sources will focus on general principles of the law, using marriage law as the particular case.

RELC 324 - (3) (O)
Medieval Mysticism
Introduces the major mystical traditions of the Middle Ages and the sources in which they are rooted.

RELC 325 - (3) (E)
Medieval Christianity
Studies the development of Christianity in the Middle Ages and how it reflected upon itself in terms of theology, piety, and politics. (Cross-listed as HIEU 318.)

RELC 326 - (3) (Y)
The Reformation
Studies the disintegration of Medieval Catholicism and the rise of Protestant Christianity in the 16th century, emphasizing the interaction of religious, social, and political issues.

RELC 327 - (3) (Y)
Salvation in the Middle Ages
Studies four topics in medieval Christian thought: How can human beings know God? How does Jesus save? How does grace engage free will? How does positing such questions change language? Authors include Athanasius, Irenaeus, Augustine, Pseudo-Dionysius, Anselm, Aquinas, Bernard of Clairvaux, Julian of Norwich, Martin Luther, and some modern commentators.

RELC 328 - (3) (O)
Eastern Christianity
Surveys the history of Christianity in the Byzantine world and the Middle East from late antiquity (age of emperor Justinian) until the fall of Constantinople.

RELC 329 - (3) (Y)
Augustine of Hippo
Prerequisite: Any RELC course or instructor permission.
Examines the life and thinking of Augustine of Hippo, a major figure in Christian history and a formative influence on Christian thought to this day.

RELC 330 - (3) (Y)
Christian Intellectual Tradition
Studies major figures and ideas in the history of Christian thought from the beginning through the early modern period.

RELC 335 - (3) (E)
Faith and Reason
Studies approaches to the relation between reason, faith, doubt, and certainty in selected classical writings (e.g., Aquinas, Pascal, Kant, Kierkegaard, William James).

RELC 337 - (3) (E)
The Legacy of Columbus
Studies Spanish settlement and evangelization of the Americas with emphasis on what is now the United States; comparison with French and English colonization.

RELC 338 - (3) (Y)
Dynamics of Faith
Studies a variety of contrasting contemporary accounts of the character and status of "religious faith."

RELC 346 - (3) (Y)
The Gospel and Letters of John and the Book of Revelation
Explores the five New Testament books associated with the name of John. Emphasizes the various genres and historical settings in which the books were written, key theological themes, and recent interpretations.

RELC 347 - (3) (Y)
Women and the Bible
Prerequisite: Any religious studies course or instructor permission.
Surveys passages in the Old Testament/Hebrew Bible and the New Testament that focus specifically on women or use feminine imagery. Considers various readings of these passages, including traditional Jewish and Christian, historical-critical, and feminist interpretations. Cross-listed as RELJ 391.

RELC 348 - (3) (Y)
Natural Law in Judaism and Christianity
Prerequisite: Courses in religious thought and/or philosophy.
Studies the problem of natural law as a perennial issue in both Judaism and Christianity.

RELC 355 - (3) (E)
Being and God
Constructive treatment of questions related to the possibility of the experience of being and God or the being of God.

RELC 365 - (3) (O)
Systems of Theological Ethics
Examines one or more contemporary systems of Christian ethics, alternating among such figures as Reinhold Niebuhr, C.S. Lewis, Jacques Ellul, and Jacques Maritain.

RELC 369 - (3) (IR)
The Gospel and Letters of John and the Book of Revelation
Explores the five New Testament books associated with the name of John. Emphasizes the various genres and historical settings in which the books were written, key theological themes, and recent interpretations.

RELC 370 - (3) (Y)
Twentieth Century Catholic Liberalism
Analyzes and interprets major currents in liberal-catholic thought in the 19th and 20th centuries.

RELC 391 - (3) (Y)
Women and the Bible
Prerequisite: Any religious studies course or instructor permission.
Surveys passages in the Old Testament/Hebrew Bible and the New Testament that focus specifically on women or use feminine imagery. Considers various readings of these passages, including traditional Jewish and Christian, historical-critical, and feminist interpretations. Cross-listed as RELJ 391.

RELC 392 - (3) (Y)
Natural Law in Judaism and Christianity
Prerequisite: Courses in religious thought and/or philosophy.
Studies the problem of natural law as a perennial issue in both Judaism and Christianity.

RELC 393 - (3) (Y)
Natural Law in Judaism and Christianity
Prerequisite: Courses in religious thought and/or philosophy.
Studies the problem of natural law as a perennial issue in both Judaism and Christianity.

RELC 394 - (3) (Y)
Natural Law in Judaism and Christianity
Prerequisite: Courses in religious thought and/or philosophy.
Studies the problem of natural law as a perennial issue in both Judaism and Christianity.

RELC 395 - (3) (Y)
Natural Law in Judaism and Christianity
Prerequisite: Courses in religious thought and/or philosophy.
Studies the problem of natural law as a perennial issue in both Judaism and Christianity.

RELC 396 - (3) (Y)
Natural Law in Judaism and Christianity
Prerequisite: Courses in religious thought and/or philosophy.
Studies the problem of natural law as a perennial issue in both Judaism and Christianity.

RELC 397 - (3) (Y)
Natural Law in Judaism and Christianity
Prerequisite: Courses in religious thought and/or philosophy.
Studies the problem of natural law as a perennial issue in both Judaism and Christianity.

RELC 398 - (3) (Y)
Natural Law in Judaism and Christianity
Prerequisite: Courses in religious thought and/or philosophy.
Studies the problem of natural law as a perennial issue in both Judaism and Christianity.

RELC 399 - (3) (Y)
Natural Law in Judaism and Christianity
Prerequisite: Courses in religious thought and/or philosophy.
Studies the problem of natural law as a perennial issue in both Judaism and Christianity.
THEOLOGY
theology in the 20th century, beginning with dialectical theology in the 1920s.

RELC 530 - (3) (IR)
Early Christianity and Classical Judaism
Studies early Christian writings directed to Judaism; the role of Judaism in shaping the Christian intellectual tradition; the Christian interpretation of Jewish scripture.

RELC 531 - (3) (IR)
Early Christianity and Graeco-Roman Culture
Studies pagan criticism of Christianity and the response of Christian apologists, and Christianity and the Greek philosophical tradition, especially Stoicism and Platonism.

RELC 551 - (3) (E)
Seminar in Early Christian Thought
Prerequisite: RELC 205 or instructor permission. Intensive consideration of a selected issue, movement or figure in Christian thought of the second through fifth centuries.

RELC 552 - (3) (O)
Seminar in American Catholic History
Prerequisite: Instructor permission. Examines a selected movement, issue, or figure in the history of Catholicism in America.

RELC 564 - (3) (Y)
Seminar in Modern Christian Thought
Examines a major modern Christian thinker or movement, or of a major problem in modern Christian thought.

RELC 567 - (3) (SI)
Early Christian Ethics
Studies the nature of ethical responsibility as seen by several New Testament figures and documents (Jesus, Matthew, Paul, John, James).

RELC 580 - (3) (SI)
Advanced Exegesis of the New Testament I
Prerequisite: Intermediate knowledge of Hel lenistic Greek. Reading and interpretation of the Greek text of one of the Gospels.

RELC 581 - (3) (SI)
Advanced Exegesis of the New Testament II
Prerequisite: Intermediate knowledge of Hellenistic Greek. Reading and interpretation of the Greek text of one or more of the Epistles.

RELC 583 - (3) (O)
Love and Justice in Christian Ethics
Examines the various conceptions of love and justice in selected Protestant and Catholic literature mainly from the last fifty years.

Hinduism

RELC 209 - (3) (Y)
Hinduism
Surveys the Hindu religious heritage from pre-history to the 17th century; includes the Jain and Sikh protestant movements.

RELC 211 - (3) (E)
Popular Hinduism
Introduces Hinduism through the examination of the religious lives, practices, and experiences of ordinary Hindus in the modern world.

RELC 314 - (3) (O)
The Jain Tradition
Prerequisite: RELG 104, RELC 209, 211, or instructor permission. Examines Jain history, belief, and practice.

RELC 371 - (3) (O)
Hindu Traditions of Devotion
Prerequisite: Any course in Asian religions or instructor permission. Examines the history of Hindu devotionalism in three distinct geographical and cultural regions of India, focusing on the rise of vernacular literature and local traditions of worship.

RELC 374 - (3) (E)
Hinduism Through its Narrative Literatures
Prerequisite: RELC 104, RELC 209, RELC 211, or instructor permission. Examines a major genre of Hindu religious narrative. Genre varies but may include the epics; the mythology of the Puranas; the “didactic” Kathasaritsagara and Pancatantra; the hagiographies of the great Hindu saints; and the modern novel.

RELC 553 - (3) (E)
Hindu Philosophical Systems
Prerequisite: RELC 209, RELC 211, or instructor permission. Introduces the classical systems of Hindu philosophical thought through careful examination of primary texts and recent secondary scholarship.

RELC 554 - (3) (O)
Hindu Ethics
Explores the place of ethics and moral reasoning in Hindu thought and practice. Examines materials drawn from a wide range of sources, emphasizing the particularity of different Hindu visions of the ideal human life.

RELC 580 - (3) (IR)
Vedic Hinduism
Taking the Vedic textual tradition and the theories of Jan Heesterman as its dual starting point, this seminar investigates the interplay of myth, ritual, and society in ancient India.

Islam

RELI 207 - (3) (Y)
Classical Islam
Studies the Ira no-Semitic background, Arabia, Muhammad and the Qur'an, the Hadith, law and theology, duties and devotional practices, sectarian developments, and Sufism.

RELI 208 - (3) (Y)
Islam in the Modern Age
Studies the 19th and 20th centuries in the Arab world, Turkey, and the Sub-Continent of India, emphasizing reform movements, secularization, and social and cultural change.

RELI 311 - (3) (E)
Muhammad and the Qur'an
Prerequisite: Instructor permission. Systematic reading of the Qur'an in English, with an examination of the prophet's life and work.

RELI 312 - (3) (O)
Sufism
Prerequisite: RELI 207 or instructor permission. Investigates some major figures, themes, and schools of Islamic mysticism.

RELI 367 - (3) (E)
Religion and Politics in Islam
Historical and topical survey of the roots and genesis of the religion, and political conceptions operating in the Islamic world today.

RELI 390 - (3) (O)
Islam in Africa
Prerequisite: RELA 275, RELI 207, RELI 208, or instructor permission. Historical and topical introduction to Islam in Africa. Cross-listed as RELI 390.

RELI 540 - (3) (Y)
Seminar in Islamic Theology
Prerequisite: RELI 207 or instructor permission. Studies Islamic theology from its origins through the 14th century. The Sunni and Shi'ite traditions are discussed in alternate years.

RELI 541 - (3) (IR)
Islamic Theology: The Shi'ite Creed
Studies the Twelver Shi'ite Religious thought in comparison with other Shi'ite and Sunni sects.

RELI 542 - (3) (IR)
War and Peace in Islam: A Comparative Ethics Approach
Studies Islamic notions of holy war and peace as they relate to statecraft and political authority in Muslim history.

Judaism

RELJ 111, 112 - (4) (O)
Introduction to Biblical Hebrew
Studies the essentials of grammar, syntax, and vocabulary. Includes readings of narrative portions of the Old Testament.

RELJ 121 - (3) (Y)
Old Testament/Hebrew Scriptures
Studies the history, literature, and theology of ancient Israel and early Judaism in the light of the religious writings of Israel (Old Testament).

RELJ 201, 202 - (3) (Y)
Advanced Readings in Biblical Hebrew
Prerequisite: RELJ 111 and RELJ 112. Advanced readings in the prose narratives of the Bible. Emphasizes vocabulary, morphology, and syntax. Some introduction to the problems of interpretation.

RELJ 203 - (3) (Y)
The Judaic Tradition
Introduces the world view and way of life of classical Rabbinic Judaism.
**American Judaism**
Description and explanation of the diverse forms of Jewish religious life in America.

**Beliefs and Ethics After the Holocaust**
Prerequisite: Any religious studies course or instructor permission. Surveys passages in the Old Testament/Hebrew Bible and the New Testament that focus specifically on women or use feminine imagery. Considers various readings of these passages, including traditional Jewish and Christian, historical-critical, and feminist interpretations. Cross-listed as RELC 391.

**Judaism in Antiquity**
Description and analysis of representative systems of Judaic religion which flourished in Palestine, Egypt, and Mesopotamia from 500 B.C. to 200 A.D.

**The Shaping of the Rabbinic Tradition**
Seminar investigating specific aspects of the pre-modern development of Rabbinic Judaism, e.g., “the holy man, mysticism and society, canon and exegesis, and law as theology.”

**Modern Jewish Thought: From Phenomenology to Scripture**
Studies postmodern trajectories in the Jewish philosophies of Rosenzweig and Levinas, with comparative readings in Derrida and Ricoeur. Includes supplementary studies of Descartes, Kant, Husserl, Cohen, Buber, and Lyotard.

**Seminar in Israelite Religion**
Advanced study in a selected aspect of the religion of ancient Israel.

**Seminar in Israelite Prophecy**
Studies the relationship between Judaism—the sacred tradition of the Jews—and Zionism—the modern ideology of Jewish national revival.

**Judaism and Zionism**
Studies the complex relationship between Judaism—the sacred tradition of the Jews—and Zionism—the modern ideology of Jewish national revival.

**Judaism and Peace**
Surveys the role of Jews in peace and conflict resolution.

**Jewish Medical Ethics**
Studies the classical Jewish sources as applied by contemporary Jewish thinkers to some of the issues raised by current advances in medical treatment, such as abortion, euthanasia, medical experimentation, etc.

**Jewish Social Ethics**
Studies major social issues such as war and peace, ecology, crime and punishment, as discussed by ancient, medieval and modern Jewish ethicists.

**Judaism and Christianity**
Studies the relationship between Judaism and Christianity from the origins of Christianity as a Jewish sect through the conflicts of the Middle Ages and modernity, and current views of the interrelationship.

**Modern Movements in Judaism**
Studies the modern religious movements in Judaism including Orthodox, Conservative, Reform, as well as Zionism, both secular and religious, with an emphasis on their theological and philosophical assertions and historical backgrounds.

**Women and the Bible**
Prerequisite: Any religious studies course or instructor permission. Surveys passages in the Old Testament/Hebrew Bible and the New Testament that focus specifically on women or use feminine imagery. Considers various readings of these passages, including traditional Jewish and Christian, historical-critical, and feminist interpretations. Cross-listed as RELC 391.

**Senior Essay**
Prerequisite: Permission of departmental advisor and instructor. Studies selected topic in religious studies under detailed supervision. The writing of an essay constitutes a major portion of the work.

**Special Topics**

**Religious Studies**

**Service Physical Education**
For information pertaining to special fee activities, please see the Service Physical Education website at http://curry.edschool.virginia.edu/phye/.

**Myo Sim Karate**
Emphasizes basic stances, blocks and attacks, hand and foot techniques, and practice in first forms.

**Uechi Ryu Karate**
Traditional Chinese-Okinawan self-defense with an origin in the ancient Chinese tradition of martial arts. Strikes, blocks, and throws are emphasized, and kata (forms) are practiced to master basic techniques.

**Judo**
Judo is a Japanese martial art and Olympic sport. It consists of throwing and pinning techniques, strangleholds, and joint immobilizations. While there is a large amount of physical interplay between participants, mutual respect and cooperation are emphasized resulting in safe play and character development.
PHYE 103 - (1) (S)  
**Wushu (Koaln Kung Fu)**  
Wushu, commonly known as kung-fu, is a general term for Chinese martial arts with origins in the Shaolin Temple dating back to 500 AD.

PHYE 104 - (1) (S)  
**Self-Defense**  
This course strives to develop the mind and body through martial arts. There will be an introduction to basic moves followed by more challenging techniques over the course of the semester. There is equal emphasis on striking and grappling.

PHYE 110 - (1) (S)  
**Tennis**  
Three levels of instruction—Beginner, Intermediate, and Advanced. All courses stress proper use of the basic fundamentals including proper strokes, court positions and strategy for singles and doubles. Rules, terminology, and etiquette are equally stressed.

PHYE 111 - (1) (S)  
**Racquetball**  
Emphasizes the fundamentals of skills and shots, stressing rules and game strategy.

PHYE 112 - (1) (S)  
**Volleyball**  
Two levels of instruction—Beginner/Intermediate and Advanced. Emphasizes the fundamental skills and rules of volleyball, as well as basic team play and strategy.

PHYE 113 - (1) (Y)  
**Soccer**  
This course covers the basic skills of soccer such as dribbling, shooting, passing, heading, and trapping, which will be used in game playing.

PHYE 114 - (1) (S)  
**Rugby**  
The purpose of this course is to give exposure to this fast-paced fun sport. It will focus on the basic ball-handling skills, general team play, rules, and an introduction to various team strategies.

PHYE 115 - (1) (Y)  
**Basketball**  
Beginning, Intermediate, and Advanced levels are offered which emphasize the fundamentals of dribbling, passing, shooting and rebounding. Rules and game strategy are also covered and practiced through participation in games throughout the class.

PHYE 116 - (1) (S)  
**Softball**  
This course focuses on instruction of basic softball skills, along with strategy and rules of the game.

PHYE 117 - (1) (S)  
**Golf**  
Golf instruction is provided on a group basis at a local golf club. Emphasis is placed on grip, stance, and swing in addition to etiquette and rules.

PHYE 130 - (1) (S)  
**Swimming**  
Beginning and intermediate levels of swimming are offered. The Beginner level is designed for students who have little or no prior swimming knowledge and emphasizes basic stroke development and safety skills. The Intermediate level stresses the improvement of strokes, kicking and breathing. Deep water skills are also taught.

PHYE 131 - (1) (S)  
**Swimming for Fitness**  
This course is designed to improve fitness level through cardiovascular endurance, muscular strength, and flexibility training. It also covers stroke mechanics, basic water safety, and components of fitness.

PHYE 132 - (1) (S)  
**Scuba Diving**  
This course emphasizes the basic skills of skin diving and scuba, along with the physiology of diving, first aid, and decompression.

PHYE 140 - (1) (S)  
**Weight Training**  
Beginner and Intermediate/Advanced levels offered. Emphasis will be placed on learning proper lifting technique and designing individualized programs.

PHYE 141 - (1) (S)  
**Yoga**  
Yoga is the practice of uniting the mind and body in a series of postures or a meditation in motion. This class is a Kripalu style yoga, which focuses on a series of postures that strengthen the muscles, increase flexibility, energize the body and cultivate mental and emotional calmness. The class will begin with instruction on basic postures and progress to an intermediate level.

PHYE 142 - (1) (S)  
**Pilates**  
Pilates is a series of controlled movements engaging one's body and mind which focuses on improving flexibility and strength for the total body without building bulk. Emphasis is placed on strengthening the "core" or the "powerhouse" of the body which includes the abdominal muscles, the back, and the butt.

PHYE 143 - (1) (S)  
**Cardio Fitness with Resistance Training**  
Emphasis is placed on increasing cardiovascular endurance through various forms of exercise, including, but not limited to, aerobic dance, circuit training, running, and other aerobic activities. Resistance exercise will also be included such as squats, push-ups, crunches, and weights.

PHYE 144 - (1) (S)  
**Running for Fitness**  
Open to runners of all levels. Instruction may include road, off-road, speedwork, interval training, and hill work. Training to meet individual needs.

PHYE 150 - (1) (S)  
**Jazz Dance**  
This course covers different techniques of jazz dance. Emphasis is placed on progression of skills through across-the-floor. Class includes a warm-up, center work, across-the-floor, and a short combination. Level varies by semester.

PHYE 151 - (1) (S)  
**Tap Dance**  
Taught by a local dance instructor and focuses on the basic steps such as flaps, shuffles, and short combinations.

PHYE 152 - (1) (S)  
**Ballet**  
This course builds on a basic foundation of ballet with an emphasis on technique and endurance. Class includes a floor and barre warm-up, center work, across-the-floor, and a variety of combinations. The level of class varies by semester.

PHYE 160 - (1) (S)  
**Equestrian**  
Classes are offered for beginner, intermediate and advanced riders who wish to learn or refine riding skills.

PHYE 161 - (1) (S)  
**Ice Skating**  
This course introduces the student to basic ice skating skills. With progression, the student will learn basic spins, more advanced blade work, and jumps.

PHYE 162 - (1) (S)  
**Ice Hockey**  
This course covers the basic skills and rules of ice hockey.

PHYE 163 - (1) (Y)  
**Skiing**  
The fundamentals as such skills and techniques, safety and equipment purchase and care are taught.

PHYE 164 - (1) (Y)  
**Snowboarding**  
Fundamentals of snowboarding are emphasized.

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**Note**: Courses are co-educational unless listed otherwise. For additional information contact the departmental office, Memorial Gym, Charlottesville, VA 22903; (434) 924-3548; http://curry.educational.Virginia.EDU/curry/dep/edhs/phye/.

**Department of Slavic Languages and Literatures**  
P.O. Box 400783  
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**Overview**  
Given the current political climate in Russia and Eastern Europe, there is reason to believe that the United States will play an increasing role in trade and cultural exchange with these countries. As a result, there will be a need, in both the private and public sectors, for people familiar with East European languages and cultures. The Department of Slavic Languages and Literatures works to meet this need by offering a
broad spectrum of courses in three areas of study: language, literature, and folklore.

Students find a comprehensive curriculum in language. The program in Russian language offers introductory courses in the fundamentals and more advanced courses in reading, composition, stylistics, and the language of business. In addition to these courses, which develop oral/aural and written proficiency in the language, students may pursue other interests relating to language (linguistics, for example). Instruction is also available in other Slavic languages including Polish, Czech, Serbian, and Croatian. Russian literature is also a major emphasis of the department. Course offerings cover the entire range of Russian literature, from the works of medieval Russia to those of the present. The courses vary from broad surveys read in English translation to seminars on individual writers (e.g., Dostoevsky, Tolstoy, and Nabokov). Emphasis is placed on the forces that have shaped Russian literature, including social concerns as well as the Russian sense of history and national destiny.

Finally, the department offers courses in folklore that deal with Slavic myth, ritual, epic, tale, song, and folklore theory. Theory courses, while often relying on Slavic examples, address issues with relevance beyond the Slavic field, such as the nature of oral literature and the significance of ritual in understanding human behavior.

Faculty The eight faculty members of the department are involved on a daily basis in the education of their students. Since the department is small, access to faculty is easy. Faculty interests range from literary theory, to linguistics, to modern cultural criticism and folklore.

Students There are currently about 35 students majoring in Slavic languages and literatures. Most courses in the department are small, from 15 to 25 students, and are taught by a faculty member. With permission, undergraduates with superior skills may enroll in graduate courses in their fourth year of study. Most courses are taught as discussions or lecture/discussions in order to encourage student input. Thus, students learn to think critically, and develop well-rounded analytic abilities. Students who complete majors in the Slavic department often go on to graduate programs to work toward higher degrees, or to professional programs. Others work in the government (State Department, grant administration, security agencies), the private sector, or the media. Still others choose to travel and work in the NIS; opportunities include teaching, internships, and volunteer work.

Special Resources The Center for Russian and East European Studies (CREES) provides a focal point for students interested in this field. Lectures and colloquia as well as social events are sponsored.

Study Abroad The Slavic Department and the International Studies Office offer programs at St. Petersburg State University which provide students with the opportunity to broaden their knowledge of Russian language and culture. Program offerings include Russian language, literature, and culture. Courses of study are tailored to meet the needs of individual students and are determined in advance in consultation with instructors in the Slavic Department at the University. In addition to the academic component of the program, an integral part of the program is direct experience of the culture.

Russian House Students may live in Russian House, a residential facility near Grounds. Residents are expected and encouraged to speak Russian as much as possible in this setting. Russian House features social and academic events such as lectures, a film series, meals, and informal gatherings. A University instructor who is a native speaker of Russian is in residence at the house as well.

Requirements for Major The department offers two major programs:

1. Russian Language and Literature: twenty-four credits beyond RUSS 202, including RUSS 301, 302, RUTR 335, RUTR 236, and twelve credits planned in consultation with an advisor.

2. Russian and East European Studies: thirty credits beyond RUSS 202, including 6 credits of language study (RUSS 301-302 or 6 credits of another Slavic language, e.g., Polish, Czech, Bulgarian, Ukrainian, Serbian, Croatian); RUTR 246; one course in each of Russian or East European government, history, folklore, and literature; additional courses in one or more of these areas planned in consultation with an advisor. No more than 18 of the 30 credits (i.e., 6 of the 10 courses) may be in one department.

Students in the major must maintain a satisfactory grade point in major-related courses each semester. Satisfactory is defined as an average of C (i.e., 2.0), with no grade below C-. Students not maintaining this grade point are subject to discontinuation from the major.

Requirement for Minor The department offers two minor programs:

1. Russian Language, Literature, and Culture: 21 credits beyond RUSS 102 in Russian language, literature, and folklore; and

2. Russian and East European Studies: 21 credits beyond RUSS 102 in Russian language, literature, folklore, government, history, etc., with no more than 9 credits in any one department. The 9-credit restriction does not include RUSS 201 and 202. Therefore, as many as 15 of the 21 credits may be in Slavic Languages and Literatures should the student choose to take RUSS 201 and 202.

Distinguished Majors Program Students with superior academic performance (GPA 3.5 or above in the major) are encouraged to apply to the department for the Distinguished Majors Program (DMP) in Russian Language, Russian Literature, or Russian and East European Studies. This program offers the exceptional student the opportunity for more rigorous and specialized work, including independent study, participation in upper-level courses, and the preparation of a senior thesis.

Students are normally admitted to the DMP at the end of their third year of study. See undergraduate major advisor for requirements.

College Language Requirement The language requirement in the College of Arts and Sciences may be satisfied in Russian by completing successfully RUSS 202, or by presenting evidence of equivalent preparation. Any incoming student or student returning from study abroad, or study at another institution, who wishes to continue Russian must take a placement test.

Additional Information For more information, contact Mr. Mark J. Elson, Director of Undergraduate Studies, 109 Cabell Hall, Charlottesville, VA 22903; (434) 924-3548; slavic@virginia.edu; www.virginia.edu/slavic.

Course Descriptions

RUSS 101, 102 - (4) (Y)

First-Year Russian Introduces Russian grammar with emphasis on reading and speaking. Class meets five days per week plus work in the language laboratory. To be followed by RUSS 201, 202. A grade of C- or better in RUSS 101 is a prerequisite for 102.

SLAV 170, 171 - (1-2-3) (IR)

Liberal Arts Seminar Seminar on selected topics in the field of Slavic studies designed primarily for first- and second-year students. Recent topics have included “the arts in revolution,” “war and peace,” and “poetry writing: American and Russian perspectives.”

RUSS 201, 202 - (4) (Y)

Second-Year Russian Prerequisite: RUSS 102 (with grade of C- or better), or equivalent

Continuation of Russian grammar. Grade of
C- or better in RUSS 201 is prerequisite for 202. Includes practice in speaking and writing Russian and introduction to Russian prose and poetry. Class meets four days per week, plus work in the language laboratory.

SLFK 201 - (3) (IR)
Introduction to Slavic Folklore
Open to students with no knowledge of Russian. Surveys Russian and Ukrainian oral folklore, including folktales, legends, incantations, laments, epics, and other songs. Discusses theories and functions of oral folklore and compares and contrasts Russian and Ukrainian genres with their American counterparts. Focuses on cultural beliefs and attitudes expressed in oral folklore in Russia, Ukraine, and America.

SLFK 203 - (3) (IR)
Terror and Taboo in Russian Childlore
Children are exposed frequently to sex, violence, and other questionable material in such genres as lullabies, folk tales, jokes, rhymes, and ghost stories. Through application of contemporary folklore and psychological theories, students examine Russian and American children's folklore to determine their functions in socialization. Focuses on comparison of patterns of cultural identity to identity construction.

SLFK 204 - (4) (Y)
Story and Healing
Explores the concept of healing from a variety of different perspectives including healing of the self, community, and nation. Examines how myth, epic, fairy tales, and other genres provide a means to reach such healing, or how they may describe or depict the process of healing. Emphasizes the folklore literature of Russians, Ukrainians, and the indigenous tribes of Siberia, considering oral traditions of other cultures as a point of comparison.

SLFK 211 - (3) (O)
Tale and Legend
Open to students with no knowledge of Russian. Studies the folklore traditions of the Eastern Slavs, primarily the Russians and the Ukrainians. Covers theories of folk prose narrative and discusses the relationship between folktales and society, and folktales and child development. Topics include related prose narrative forms, such as legend, and related forms of child socialization, such as folk children's games.

SLFK 212 - (3) (E)
Ritual and Family Life
Open to students with no knowledge of Russian. Studies the rituals of birth, marriage, and death as practiced in 19th-century peasant Russia and in Russia today and the oral literature associated with these rituals. Topics include family patterns, child socialization and child rearing practices, gender issues, and problems of the elderly in their 19th century and current manifestations.

SLFK 213 - (3) (IR)
Magic Acts
Because associative thinking is often done outside of awareness, this course seeks to make it conscious by looking at magic practices in cultures different from our own. Specifically, students will examine east Slavic (Russian and Ukrainian) magic in its various forms. They will then look at phenomena closer to our own culture. Experimentation is part of this course. Its purpose will not be to ascertain whether magic “works.” It will try to determine, and then describe, how associative thinking works and how people feel when they use this type of thinking.

SLFK 214 - (3) (E)
Ritual and Demonology
Open to students with no knowledge of Russian. Studies Russian and Ukrainian folk belief as it manifests itself in daily life. Examines how Russian and Ukrainian peasants lived in the 19th century, and how this effects both living patterns and attitudes today. Includes farming techniques, house and clothing types, and food beliefs. Covers the agrarian calendar and its rituals such as Christmas and Easter, the manipulation of ritual in the Soviet era, and the resurgence of ritual today.

SLAV 215 - (3) (IR)
Magic and Meaning
Magic is the ineffable between categories. It is what we seek to understand and to control. It is also what we fear. In many senses, it is the essence of folklore. This course will examine the nature and the use of magic, both positive and negative, it will look at magic acts and magic people.

SLAV 236 - (3) (Y)
Dracula
Open to students with no knowledge of any Slavic languages. Surveys Slavic life and thought from the earliest times, with stress on the role played by the languages, religious beliefs, folklore, and social organization of the different Slavic peoples. Emphasis in recent years has been on Slavic primitive religion and belief in vampires.

RUTR 246 - (3) (Y)
Civilization and Culture of Russia
Open to students with no knowledge of Russian. Surveys Russian civilization from the earliest times, with emphasis on literature, thought, and the arts.

RUTR 247 - (3) (IR)
Modern Russian Culture
Open to students with no knowledge of Russian. Explores patterns in Russian literature, music, and art from 1900 to the present. Topics include the decline of the Old Regime, impact of revolution on the arts of Russia, modernism of the 1920s in literature, music, art, and film, and the arts today.

RUTR 256 - (3) (IR)
Russian Masterpieces
Open to students with no knowledge of Russian. Studies selected great works of nineteenth- and twentieth-century prose fiction.

RUTR 273 - (3) (Y)
Dostoevsky and the Modern Novel
Open to students with no knowledge of Russian. Studies the major works of Dostoevsky.

RUTR 274 - (3) (IR)
Tolstoy in Translation
Open to students with no knowledge of Russian. Studies the major works of Tolstoy.

RUSS 301, 302 - (3) (Y)
Third-Year Russian
Prerequisite: RUSS 202, 203 or equivalent with a grade of C or above.
Continuation of Russian grammar. Includes intensive oral practice through reports, dialogues, guided discussions; composition of written reports and essays; readings in literary and non-literary texts. Class meets three hours per week, plus work in the language laboratory.

RUSS 303 - (1) (S)
Intermediate Conversation
Prerequisite: RUSS 202, or equivalent. Two hours of conversation practice per week. May be repeated for credit.

RUSS 304 - (1) (IR)
Applied Russian Phonetics
Prerequisite: RUSS 102. Examines the sound system of the Russian language with special attention to palatalization, vowel reduction, sounds in combination, and the relationship of sound to spelling.

RUSS 305 - (1) (IR)
Phonetics and Russian Word Formation
Prerequisite: RUSS 102. Examines the sound system, lexicon, and word formative processes of the Russian literary language.

RUSS 306 - (3) (Y)
Russian for Business
Prerequisite: RUSS 202. Russian for oral and written communication in business situations.

SLAV 322 - (3) (Y)
The Spy in Eastern Europe
Prerequisite: Knowledge of 20th century European history and permission of the instructor
The course will begin with a look at the root differences between Eastern Europe and the West followed by a brief sketch of their interface during the 20th century. Then, centering on case studies, which will serve as the basis of class discussion, the role of espionage both in reality and in perception in the process of information transfer during the Cold War will be studied. The cases will draw on CIA/KGB archival material, spies’ memoirs, the press, fiction, and film. Group projects will center on technology and techniques of cryptography, covert operation, surveillance, and overt information gathering.

RUTR 335 - (3) (Y)
Nineteenth-Century Russian Literature
Open to students with no knowledge of Russian. Studies the major works of Pushkin, Lermontov, Gogol, Turgenev, Goncharov, Dostoevsky, Tolstoy, and others. Emphasizes prose fiction. This course is a prerequisite for 500-level literature courses.
RUTR 392 - (3) (Y)
Topological and Geometric Methods
Prerequisites: Math 520, 522.
Examines the theory and applications of topological and geometric methods, with a focus on the study of algebraic topology and differential geometry.

RUTR 491 - (3) (S)
Senior Thesis in Russian Studies
For majors in Russian and East European studies, normally taken in the fourth year.

RUTR 402 - (3) (Y)
Fourth-Year Russian
Prerequisite: RUSS 301, 302 with a grade of C or above.
Continuation of Russian grammar. Includes oral practice, extensive reading, and work in Russian stylistics.

RUTR 500 - (3) (SI)
Russian Studies in English Translation
Prerequisites: RUSS 501 or consent of instructor. Focuses on Russian literature and culture through the use of English translations.

RUTR 501 - (3) (Y)
Readings in the Social Sciences
Prerequisite: RUSS 302 and instructor permission.
Based on careful analysis of the scientific texts, students are introduced to advanced topics in Russian morphological and syntactic studies.

RUTR 502 - (3) (IR)
Advanced Proficiency Russian
Prerequisite: RUSS 402.
Develops advanced-level proficiency in the four skills: reading, writing, speaking, and listening. May be repeated for credit.

RUTR 503 - (3) (Y)
Advanced Russian
Prerequisites: RUSS 301, 302, and instructor permission; RUSS 401, 402 strongly recommended. Graduate-level grammar and translation.

RUTR 504 - (3) (IR)
A New Look at the Russian Novel
Prerequisite: RUSS 502.
Two hours of conversation practice per week. May be repeated for credit.

RUTR 505 - (3) (Y)
History of the Russian Literary Marketplace
Prerequisite: RUSS 502.
This course traces the development of the Russian literary marketplace from its formation to the present day. Includes problems of vocabulary, syntax, and stylistics.

RUTR 524 - (3) (IR)
History of the Russian Language
Prerequisite: LING 325, RUSS 202.
Diachronic linguistic analysis of the Russian language.

SLAV 356 - (3) (O)
Russian Folklore and Oral Literature
Prerequisites: RUSS 202 or the equivalent.
Treats the major genres of Russian oral literature and many of the minor genres. Also covers relevant folklore theory.

SLAV 357 - (3) (E)
South Slavic Folklore
Surveys South Slavic ethnography and folklore, emphasizing the Bulgarians and the Serbs.

SLAV 368 - (3) (IR)
Russian Novel in European Perspective
Focuses on the major contributions of Russian literature to the European literary marketplace, influences from Western cultures, etc.

SLAV 512 - (3) (IR)
Slavic Folklore and Oral Literature
Prerequisite: RUSS 202.
Treats the major genres of Russian oral literature and many of the minor genres. Also covers relevant folklore theory.

SLAV 514 - (3) (Y)
Slavic Ritual
Prerequisite: RUSS 202.
This course looks at two types of ritual and at the area of folklore called material culture, which studies objects and typically examines such things as folk housing, folk costume, tools/implements, and foodways.

SLAV 521 - (3) (IR)
The Structure of Modern Russian: Phonology and Morphology
Prerequisites: LING 325, RUSS 202, and instructor permission.
Studies linguistic approaches to the phonology and morphology of standard Russian.

SLAV 522 - (3) (IR)
The Structure of Modern Russian: Syntax and Semantics
Prerequisite: RUSS 202 and instructor permission.
Studies linguistic approaches to the syntax and semantics of contemporary standard Russian.

SLAV 523 - (3) (IR)
History of the Russian Literary Language
Prerequisite: RUSS 202 and instructor permission.
History of literary (standard) Russian from its formation to the present day. Includes Russian symbolism, acmeism, and futurism.

SLAV 551 - (3) (SI)
Russian Drama and Theatre
Prerequisites: RUSS 202 or the equivalent.
Studies works from Fonvizin to Shvarts with emphasis on the major plays of Gogol, Chekhov, and Gorky. Includes production theories of Stanislavsky, Meyerhold, and other prominent Russian directors.

SLAV 552 - (3) (O)
The Rise of the Russian Novel, 1795-1850
Prerequisite: RUSS 202 or the equivalent.
Traces the development of the Russian novel in the first half of the nineteenth century. Focuses on the major contributions of Pushkin, Lermontov, Gogol, Dostoevsky, and Turgenev, and examines the social and literary forces which contributed to the evolution of the Russian novel, including the rise of a literary marketplace, influences from West European literature, etc.

SLAV 553 - (3) (IR)
The Golden Age of Russian Poetry
Studies works by Zhukovsky, Batiushkov, Pushkin, Lermontov, Baratynsky, Tютев, and others.

SLAV 554 - (3) (E)
Age of Realism, 1851-1881
Prerequisites: RUSS 202 or the equivalent.
Examines the accomplishments of Russia’s most celebrated writers during the middle of the nineteenth century. Explores the many forms which the concept of “realism” assumed in Russia at this time, and investigates how Russian writers responded to the calls of their contemporary critics to use literature to promote socially progressive ends.

SLAV 555 - (3) (E)
The Silver Age of Russian Poetry
Studies works by Blok, Akhmatova, Mandelstam, Mayakovsky, Tsvetaeva, and Pasternak; Topics include Russian symbolism, acmeism, and futurism.
RUSS 556 - (3) (E)
Russian Modernism
Examines selected works by the leading writers of the early part of the twentieth century. Explores concepts of symbolism, acmeism, and futurism. Focuses on competing conceptions of literature that evolved in the 1920s until the establishment of the hegemony of socialist realism in the 1930s. Considers works written by Russian writers living in emigration.

RUSS 557 - (3) (IR)
Russian Formalism and Structuralist Poetics
Prerequisite: Reading knowledge of French, German, or Russian suggested. Studies the theory and practice of groups of literary critics.

RUSS 558 - (3) (O)
Contemporary Russian Literature
Traces the evolution of Russian literature from the “Thaw” period until the present. Examines the diverse ways in which Russia’s writers tried to accommodate, evade, or challenge the prevailing norms of Soviet literature during the 1960s, and concludes with an analysis of the conflicting forces shaping the development of Russian literature at the present moment.

RUSS 565 - (3) (SI)
Stylistics
Prerequisite: RUSS 301, 302. Studies syntactic, lexical, and other stylistic features of literary Russian in various contexts.

RUSS 573 - (3) (SI)
Dostoevsky and the Modern Novel
Studies the major works of Dostoevsky. Emphasizes the various critical approaches employed in the study of Dostoevsky. Open to students from other departments with no knowledge of Russian.

RUSS 575 - (3) (IR)
Russian Poetry
Treats Russian poetics and analyzes selected Russian poets from Pushkin to the present.

RUSS 585, 586 - (3) (SI)
Topics in Comparative Literature
Studies various literary themes, movements, genres in an attempt to relate Russian literature to the literatures of other countries. The course is open to students from other departments with no knowledge of Russian, and may be taken more than once for credit.

RUSS 591 - (3) (Y)
Selected Topics in Literature
Typical topics in various years include “Tolstoy,” “Russian literary journalism,” and the “mid-nineteenth century Russian novel.” In some years open to students from other departments with no knowledge of Russian. May be repeated for credit.

SLAV 592 - (3) (SI)
Selected Topics in Russian Linguistics
May be repeated for credit.

Slavic Linguistics and Other Slavic Languages and Literatures
Note: Prerequisites for courses listed below: instructor permission; some knowledge of Russian recommended.

BULG 121, 122 - (3) (IR)
Introduction to Bulgarian Language
Introduces students to the essentials of Bulgarian grammar with emphasis on speaking and reading.

CZ 121, 122 - (3) (IR)
Introduction to Czech Language
Introduces students to the essentials of Czech grammar with emphasis on speaking and reading.

POL 121, 122 - (3) (IR)
Introduction to Polish Language
Introduces students to the essentials of Polish grammar with emphasis on speaking and reading.

SRBC 121, 122 - (3) (IR)
Introduction to Serbian or Croatian Language
Introduces students to the essentials of Serbian or Croatian grammar with emphasis on speaking and reading.

UKR 121, 122 - (3) (IR)
Introduction to Ukrainian Language
Introduces students to the essentials of Ukrainian grammar with emphasis on speaking and reading.

SLAV 525 - (3) (IR)
Introduction to Slavic Linguistics
Prerequisite: LNGS 325, RUSS 202, and instructor permission. Introduces the phonology, morphology, and grammatical structure of Russian and other Slavic languages.

SLAV 533 - (3) (IR)
Topics in East Slavic Literatures
Includes Polish, Czech, or Slovak fiction, poetry, or drama. May be repeated for credit when topics vary.

SLAV 543 - (3) (SI)
Topics in South Slavic Literatures
Includes Serbian, Croatian, Slovenian, Bulgarian, or Macedonian fiction, poetry, or drama. May be repeated for credit when topics vary.

General Linguistics

LNGS 200 - (3) (IR)
Grammatical Concepts in Foreign Language Learning
Prerequisite: Some foreign language experience strongly recommended. Intended for all students interested in language. Treats the grammatical concepts traditionally considered relevant in the teaching and study of foreign languages, including the study of English as a second language.

LNGS 222 - (3) (Y)
Black English
Introduces the history and structure of what has been termed Black English Vernacular or Black Street English. Emphasizes the sociolinguistic factors which led to the emergence of this variety of English, as well as its present role in the black community and its relevance in education, racial stereotypes, etc.

LNGS 324 - (3) (O)
Southern American English
An examination of the structure, history, and sociolinguistics of the English spoken in the southeastern United States.

LNGS 495, 496 - (3) (IR)
Western Literature through Picture and Film
For students who wish to pursue linguistic theory and the application of linguistic methodology to data beyond the introductory level.

SLTR 200 - (1-6) (Y)
Independent Study in General Linguistics
Examines a series of Eastern European literary works and films as insights into cultural responses to major historical and intellectual challenges in Eastern Europe from the outbreak of World War II to the present. Explores the role of cultural media in motivating and mythologizing historical events in Eastern Europe.

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Overview
The major in sociology is designed to provide undergraduates with a broad, systematic understanding of society and to cultivate their own sociological interests. The major also develops general skills of practical value, especially the ability to think critically and to express ideas clearly. Sociology majors are also able to offer employers specific skills in data collection and analysis as well as a sensitive awareness of their social environment.

Students take courses in three areas: social theory; substantive research fields; and research methods, statistics, and computer applications. The department promotes a rigorous grounding in the discipline, while giving students the opportunity to define their own intellectual development with the help of an advisor.

Faculty
The seventeen full-time faculty members ensure that each semester there is a diverse range of courses offered. Currently, there are more than forty courses offered in
sociology, law, social change, sociology of culture, education and gender, political sociology, religion, family, stratification, sociological theory, and demography.

**Students** The department currently has approximately 250 majors. Many of these students choose to double major in other areas. Sociology and psychology, sociology and history, and sociology and economics are a few typical examples. Outstanding students have continued their work in the field at top departments around the country and several have won scholarships for graduate work. Although some majors work in private business or the public sector as managers or professionals, recent graduates have gone directly to work for banks, retail firms, publishers, hospitals, federal agencies, social service organizations, and market research firms. Other students have entered graduate study in law, business, social work, public administration, and health administration.

**Requirements for Major** Thirty credits in a program approved by the student’s advisor are required for the sociology major. These credits may include courses taken before the declaration of the major but may not include courses used to fulfill area requirements in the College of Arts and Sciences.

To declare a major, a student must have completed 2 courses in the department with at least a grade of C in each course. One of these courses must be SOC 101. The department also strongly recommends that prospective majors take either SOC 311 (Introduction to Social Statistics) or SOC 302 (Introduction to Social Theory) before declaring.

The following courses are required of sociology majors and the department recommends that majors complete the four core courses during the two semesters following declaration of the major:

- **SOC 101 - Introductory Sociology**
- **SOC 302 - Introduction to Social Theory**
- **SOC 311 - Introduction to Social Statistics**
- **SOC 312 - Sociology Research Workshop**

In addition to the four core courses, sociology majors are required to take three 400- or 500-level courses, the remaining seven sociology credits can be taken at any level.

A grade of C or better is required in every course counted toward the major. Students receiving grades of C- or lower in three courses in the department or falling below a 2.0 GPA in the department are not allowed to continue as a major. Students receiving a grade lower than a C in a required course must retake it and receive a grade of C or higher.

With approval of the Undergraduate Studies Committee, up to six credits in related fields may be used to fulfill the 30-credit requirement. Courses in fields other than sociology may not be used to satisfy the required number of courses at the 400 or 500 level.

Exceptions to any of these requirements will be made only upon petition to the Undergraduate Studies Committee.

**Requirements for Minor** Students wishing to minor in sociology are required to complete six courses in the department (18 credits) with a minimum grade point average of 2.0. No courses taken outside the Department of Sociology are accepted for the minor. The eighteen credits must include SOC 101 (Introductory Sociology), two courses (6 credits) at the 400 or 500 level, and the remaining 9 credits at any level.

**Distinction and Prizes** The department participates in the college’s Distinguished Majors Program (DMP). To qualify for the DMP a student should have a cumulative GPA of 3.4 or higher. Students who qualify should sign up for the DMP by the end of the first semester of their third year.

Once a student signs up for the DMP they need to complete one designated 400-level DMP course (such courses are required for DMP students but open to all majors). A designated DMP course is offered each semester. Alternatively, DMP students may take a 500-level graduate course in their fourth year.

DMP students in their fourth year are required to take SOC 498, The Distinguished Majors’ Seminar. This course is a one-year course, split as follows. The Fall section meets as a class with a single instructor to develop research ideas and prepare a DM thesis proposal. The Spring section consists of an independent research project conducted under the supervision of a faculty member chosen in the Fall as a thesis advisor in conjunction with students final GPA. Successful completion of the DMP makes a student eligible for graduation with distinction, high distinction or highest distinction. The level of distinction and the course grade are determined by the instructor of SOC 498 and the distinguished major thesis advisor after the review of the required thesis.

The department annually awards the Commonwealth Prize for the best undergraduate paper in sociology.

**Special Programs**

The Undergraduate Internship Program is a joint project of the sociology department and the Center for Public Service which grants course credit for supervised field work in a wide range of local government, voluntary, and business organizations. Regular class meetings in which interns analyze their experiences under faculty supervision, are required.

**Facilities** The department is located on the fifth floor of Cabell Hall.

**Research** In addition to encouraging independent student projects, the department has occasional opportunities for students to work as paid assistants on faculty research projects. Inquiries should be addressed to the Director of Undergraduate Studies.

**Additional Information** For more information, contact a member of the Undergraduate Studies Committee, Department of Sociology, P.O. Box 400766, 339 Cabell Hall, Charlottesville, VA 22904-4766; (434) 924-7293; www.virginia.edu/sociology; soc-undergraduatesudies@virginia.edu.

**Course Descriptions**

**SOC 101 - (3) (S)**

**Introductory Sociology**

Studies the fundamental concepts and principles of sociology with special attention to sociological theory and research methods. Survey of the diverse substantive fields in the discipline with a primary emphasis on the institutions in contemporary American society.

**SOC 195, 196 - (3) (IR)**

**Special Topics in Social Issues**

Topics vary from semester to semester and will be announced.

**SOC 202 - (3) (IR)**

**Introduction to Women’s Studies**

Studies women from the perspectives of the social sciences and the humanities. Examines the past and present position of women in the family, the work place, and social and political groups, in both Western and non-Western societies.

**SOC 222 - (3) (IR)**

**Contemporary Social Problems**

Analyzes the causes and consequences of current social problems in the United States: race and ethnic relations, poverty, crime and delinquency, the environment, drugs, and problems of educational institutions.

**SOC 223 - (3) (S)**

**Criminology**

Studies socio-cultural conditions effecting the definition, recording, and treatment of delinquency and crime. Examines theories of deviant behavior, the role of the police, judicial and corrective systems, and the victim in criminal behavior.

**SOC 247 - (3) (Y)**

**American Society and Popular Culture**

This course is an early level course, which aims to introduce students to a sociological perspective on popular culture, and to examine the working of selected sociological concepts in several examples of popular culture. A familiarity with introductory level sociology is suggested, but not required. The course has two parts. In the first we will become acquainted with sociological perspectives and theories on culture; in the second we will look at several popular novels and movies and discuss how they might be interpreted sociologically.

**SOC 252 - (3) (Y)**

**Sociology of the Family**

Comparison of family organizations in relation to other social institutions in various societies; an introduction to the theory of kinship and marriage systems.
SOC 255 - (3) (S)
Law and Society
Studies the relationship between society and criminal and civil law. Focuses on the relationship between socio-economic status and access to the legal system, including the areas of education, employment, consumer protection, and environmental concerns.

SOC 273 - (3) (Y)
Computers and Society
Studies the impact of electronic data processing technologies on social structure, and the social constraints on the development and application of these technologies. Review of how computers are changing—and failing to change—fundamental institutions. Provides an understanding of computers in the context of societal needs, organizational imperatives, and human values.

SOC 279 - (3) (S)
Sociology of American Business
Studies the internal workings of business institutions, especially the modern American corporation, and their relationships to other social institutions. Topics include managerial control over corporate decisions; the determinants of individual success within business; the effect of business policies on family life; the political power of the business sector; and a comparison of Japanese and American business organizations.

SOC 302 - (3) (S)
Introduction to Social Theory
Introduces the major theoretical issues and traditions in sociology, especially as developed in the writings of Marx, Weber, and Durkheim. Sociology majors are expected to take this course in their third year.

SOC 310 - (3) (SI)
Sociology of Art
Prerequisite: SOC 101 or instructor permission. Studies the relationship between art and society, including the social role of the artist, the nature and extent of the audience for different forms of art, the commercialization of art and the rise of mass culture, the structure and function of the museum, the impact of state support, the use of art as propaganda, and the causes and consequences of censorship. Emphasizes painting, but other forms of art such as music, dance, and theatre, are also examined, depending on the background and interest of the students.

SOC 311 - (4) (S)
Introduction to Social Statistics
Studies elementary statistical methods for social science applications. Topics include summarizing data with graphs and descriptive measures, generalizing from a sample to a population as in opinion polls, and determining the relationship between two variables. No special mathematical background is required, and students will be taught basic computer techniques. Three hours of lecture, two hours of laboratory work. Majors are expected to take this course in their third year.

SOC 312 - (4) (S)
Sociology Research Workshop
Prerequisite: SOC 311. Introduces data analysis and data processing, as well as the conceptualization of sociological problems. Emphasizes individual student projects.

SOC 322 - (3) (IR)
Juvenile Delinquency
Analyzes the social sources and consequences of juvenile delinquency. Sociological theories and trends will be considered, as will proposals for dealing with delinquency.

SOC 328 - (3) (SI)
India and South Asia
Introduces the culture of South Asia from a sociological perspective. Focuses on the caste system and its relationship to the various religions of the area.

SOC 341 - (3) (Y)
Race and Ethnic Relations
Introduces the study of race and ethnic relations, including the social and economic conditions promoting prejudice, racism, discrimination, and segregation. Examines contemporary American conditions, and historical and international materials.

SOC 343 - (3) (Y)
The Sociology of Sex Roles
Analyzes the physiological, psychological, and achievement differences between the sexes; theoretical explanations for sex differences and sex role differentiation; psychological and structural barriers to achievement by women; interpersonal power and sexual relationships between the sexes; and changing sex roles in contemporary society.

SOC 380 - (3) (IR)
Social Change
Analyzes social change in whole societies with a focus on contemporary America. Emphasizes the major theories of social change from Marx and Spencer through contemporary analyses.

SOC 382 - (3) (IR)
Social Movements
Prerequisite: SOC 101 or instructor permission. Social movements are an historical and global phenomenon of great complexity and variety. Because the topic can be so broad, the course is organized around case studies of civil rights, the industrial workers’ movement, environmentalism, religious fundamentalism, and the counter movements to globalization. These cases will be used to illustrate variety of themes and principles, and you’ll learn about specific events, personalities, organizations, and dynamics that shaped these movements. By this method, you will gain specific knowledge about important social movements, as well as an overview and general orientation to the sociology of this dynamic area of social life.

SOC 395, 396 - (3) (IR)
Special Topics in Sociology
Topics vary from semester to semester and will be announced.

SOC 403 - (3) (IR)
Cultural Systems
Prerequisite: Six credits of sociology or instructor permission. The course introduces students to the sociology of culture. It combines theories of culture with empirical studies of individual cultures.

SOC 409 - (3) (Y)
Sociology of Literature
Prerequisite: Six credits of sociology or instructor permission. An upper-level seminar in the sociology of literature. Students should be familiar with general sociological concepts and theory. Covers material from a wide range of perspectives in an attempt to understand the social context of written language and of literature. Student groups will be responsible for leading general class discussion on one or more occasions.

SOC 410 - (3) (Y)
Sociology of the African-American Community
Study of a comprehensive contemporary understanding of the history, struggle and diversity of the African-American community.

SOC 423 - (3) (Y)
Deviance and Social Control
Prerequisite: Six credits of sociology or instructor permission. Examines a variety of deviant behaviors in American society and the sociological theories explaining societal reactions and attempts at social control. Focuses on enduring conditions such as drug addiction, alcoholism, and mental illness.

SOC 426 - (3) (IR)
Health Care Systems
Prerequisite: Six credits of sociology or instructor permission. Studies the formal and informal organizational framework within which health care services are delivered. Examines the process of social change and alternative systems of health care delivery.

SOC 442 - (3) (Y)
Sociology of Inequality
Prerequisite: Six credits of sociology or instructor permission. Surveys basic theories and methods used to analyze structures of social inequality. Includes comparative analysis of the inequalities of power and privilege, and their causes and consequences for social conflict and social change.

SOC 443 - (3) (Y)
Women and Society
Prerequisite: Six credits of sociology or instructor permission. Studies the changing legal and socio-economic relationships between women and men in Western and non-Western societies. Includes class, ethnic, and religious differences in sex role socialization; biological, psychological, and social institutional factors affecting gender roles; gender discrimination; and movements for gender equality.
SOC 446 - (3) (Y)
Post-Communist Societies
Prerequisite: Six credits of sociology or instructor permission.
The course explores the problems of post-communist transition in the countries of the former Soviet Union and Eastern Europe. It examines how new post-Soviet social forms build upon past practices and transforms them in the process. The topics for discussion will include social stratification, civil society, ethnic and national conflict, family and friendship, changing gender relations, religion and ritual.

SOC 450 - (3) (Y)
American Society
Prerequisite: Six credits of sociology or instructor permission.
Studies present and anticipated trends in American institutions and values. Emphasizes contemporary dilemmas such as race relations, poverty, community life, and technological transformations.

SOC 451 - (3) (IR)
Sociology of Work
Prerequisite: Six credits of sociology or instructor permission.
Studies the division of labor, occupational classification, labor force trends, career patterns and mobility, occupational cultures and life-styles, and the sociology of the labor market.

SOC 452 - (3) (Y)
Sociology of Religious Behavior
Prerequisite: Six credits of sociology or instructor permission.
Course will focus on established traditions in the United States including evangelical and mainline Protestantism, Roman Catholicism, black Protestantism, and Orthodox Judaism.

SOC 453 - (3) (Y)
Sociology of Education
Prerequisite: Six credits of sociology or instructor permission.
Analyzes education as a social institution and its relationship to other institutions (e.g., the economy, the stratification system, the family). Emphasizes the role of education in the status attainment process.

SOC 454 - (3) (Y)
Political Sociology
Prerequisite: Six credits of sociology or instructor permission.
This course studies the relationship between social structure and political institutions. Competing theories about such topics as power structures, political participation, ideology, party affiliation, voting behavior, and social movements are discussed in the context of recent research on national and local politics in the U.S.

SOC 455 - (3) (Y)
Sociology of Law
Prerequisite: Six credits of sociology or instructor permission.
After a brief history of legal sociology during the past century, this course pursues a highly theoretical approach to the prediction and explanation of legal behavior. The primary focus is the legal case – a specific conflict between the parties. What is the social status of each, and the cultural distance that separates them? What is the social location of the third parties, such as the judge or jury members? How to these variables predict and explain the way a case is handled, such as the judge or jury members? How do these variables predict and explain the way a case is handled, such as whether it goes to court and, if so, who wins and what happens to the loser? Although the scope of course is cross-cultural and historical, law in modern America receives disproportionate attention.

SOC 457 - (3) (IR)
Family Policy
Prerequisite: Six credits of sociology or instructor permission.
Studies the relationship between family and society as expressed in policy and law. Emphasizes the role of formal policy on the structure of families and the interactions within families. The American family system is examined as it has responded to laws and policies of government and private industry and to changes in society.

SOC 459 - (3) (Y)
Conflict Management
Prerequisite: Six credits of sociology or instructor permission.
Theoretical exploration of the handling of grievances in diverse social settings. Analysis of social conditions associated with phenomena such as revenge, honor, discipline, rebellion, avoidance, negotiation, mediation, and adjudication.

SOC 460 - (3) (Y)
Gender and Culture
Prerequisite: Six credits of sociology or instructor permission.
Studies how the social definition of gender affects and is affected by cultural artifacts such as literature, movies, music, and television. Students are expected to be familiar with general sociological concepts and theory and be regularly prepared for participation in a demanding seminar.

SOC 470 - (3) (Y)
Medical Sociology
Prerequisite: Six credits of sociology or instructor permission.
Sociological orientation to understanding how and why the issues of health and disease have come to occupy such an important role in contemporary American society. Health issues are presented as a consequence of social change with an emphasis on population characteristics, working conditions, education, and mass communication in the United States.

SOC 471 - (3) (IR)
Sociology of Organizations
Prerequisite: Six credits of sociology or instructor permission.
Studies the formal organizations in government, industry, education, health care, religion, the arts, and voluntary associations. Considers such topics as power and authority, communication, “informal” relations, commitment, and alienation.

SOC 480, 481, 482 - (4) (S)
Undergraduate Internship Program
Prerequisite: Fourth-year sociology major with substantial completion of major requirements.
Internship placement to be arranged by the supervising faculty. Students work in various agencies in the Charlottesville community such as health care delivery, social services, juvenile justice, etc. Regular class meetings with the supervising faculty to analyze the intern experience and discuss assigned reading. Only three credits can be counted toward sociology major.

SOC 485 - (3) (Y)
Media, Culture and Society
Prerequisite: Six credits of sociology courses or instructor permission.
Studies the linkage between mass communications and social life. Particular emphasis will be placed upon how electronic media affect public discourse and how electronic media affect behavior by rearranging social situations.

SOC 486 - (3) (Y)
Sociology of Religion
Prerequisite: Six credits of sociology or instructor permission.
This course explores the role of religion in modern societies. It provides a broad comparative cultural and historical perspective, drawing on examples from America, Western Europe, and former communist countries of Eastern Europe. Topics include classic sociological theories of religion, church-state relations, civil religion, and religion and nationalism.

SOC 497 - (1-6) (S)
Special Studies in Sociology
Prerequisite: Fourth-year students with a minimum GPA of 3.2 in sociology (or overall GPA of 3.2 for non-majors) and instructor permission.
An independent study project conducted by students under the supervision of an instructor of their choice.

SOC 503 - (3) (Y)
Classical Sociological Theory
Prerequisite: Six credits of sociology or instructor permission; open to advanced undergraduates.
Seminar focusing on the writings of Marx, Weber, Durkheim, and other social theorists. Open to students in related disciplines.

SOC 506 - (3) (Y)
Contemporary Sociological Theory
Prerequisite: SOC 503, six credits of sociology or instructor permission; open to advanced undergraduates.
Considers the nature and purpose of sociological theory, and a survey of the most important contemporary theories and theorists.

SOC 507 - (3) (IR)
Max Weber: Theoretical Considerations
Prerequisite: Six credits of sociology or instructor permission; open to advanced undergraduates.
Examines Weber’s writings and his influence on social science.
Developing societies, and the way in which different methods – or the relations between history and sociology, and of the uses of history in sociological analysis – will inevitably arise, they will be considered within the context of the discussion of particular topics where history and sociology most naturally meet. The topics are selected for their intrinsic interest as much as for their usefulness in revealing the interplay of history and sociology. Among the topics covered will be: the state, power, revolution, nationalism and class formation.

**SOC 508 - (3) (IR)**
*Comparative Historical Sociology*

**Prerequisite:** Six credits of sociology or instructor permission.

This course will focus not so much on methodological as on substantive issues of macro sociological inquiry. Although issues of method – or the relations between history and sociology, and of the uses of history in sociological analysis – will inevitably arise, they will be considered within the context of the discussion of particular topics where history and sociology most naturally meet. The topics are selected for their intrinsic interest as much as for their usefulness in revealing the interplay of history and sociology. Among the topics covered will be: the state, power, revolution, nationalism and class formation.

**SOC 510 - (3) (SI)**
*Research Design and Methods*

**Prerequisite:** SOC 312, or graduate standing, six credits of sociology; or instructor permission.

Studies the steps necessary to design a research project including searching the literature, formulating a problem, deriving propositions, operationalizing concepts, constructing explanations, and testing hypotheses.

**SOC 511 - (3) (Y)**
*Survey Research Methods*

**Prerequisite:** SOC 312, or graduate standing, six credits of sociology; or instructor permission.

Studies the theory and practice of survey research. Topics include the survey as a cultural form; sampling theory; the construction, testing, and improvement of survey instruments; interviewer training; the organization of field work; coding and tabulating; and the preparation of survey reports. Students collectively design and carry out one major survey during the semester.

**SOC 512 - (3) (Y)**
*Intermediate Statistics*

**Prerequisite:** SOC 311, graduate standing, six credits of sociology or instructor permission.

Studies social science applications of analysis of variance, correlation and regression; consideration of causal models.

**SOC 514 – (3) (E)**
*Qualitative Methods*

**Prerequisite:** Six credits of sociology or instructor permission; open to advanced undergraduates.

Studies the theory and practice of qualitative, non-statistical methods of sociological inquiry including field work, interviewing, textual analysis, and historical document work. Students practice each method and design larger projects.

**SOC 562 - (3) (SI)**
*Social Demography*

**Prerequisite:** Six credits of sociology or instructor permission; open to advanced undergraduates.

International study of population structures, emphasizing comparison of developed and developing societies, and the way in which differing rates of population growth effect the patterns of social and economic change in these societies.

**SOC 566 - (3) (SI)**
*Urban Ecology*

**Prerequisite:** Six credits of sociology or instructor permission; open to advanced undergraduates.

Studies the interaction between human populations and their urban environments. Emphasizes the processes of development and change in America’s urban communities, and the linkages among their demographic, economic, and social structures.

**SOC 572 - (3) (IR)**
*Organizations and Social Structure*

**Prerequisite:** Six credits of sociology or instructor permission; open to advanced undergraduates.

Examines the effects of social structure on the creation, persistence, and performance of organizations. Topics include organizations as the units of stratification systems in modern societies; and the implications of organizations for both social integration and social revolution.

**SOC 595, 596 - (3) (IR)**
*Special Topics in Sociology*

**Prerequisite:** Six credits of sociology or instructor permission; open to advanced undergraduates.

The topics vary from semester to semester and are announced.

**Department of Spanish, Italian and Portuguese Languages and Literatures**

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**Italian**

**Overview** The University of Virginia is recognized as a leading national center for the study of languages and literature. Thomas Jefferson, in his original plan for the University, established a School of Modern Languages for the study of the language, literature, and culture of each five areas: Anglo-Saxon, French, German, Italian, and Spanish. It should come as no surprise that Italian has been taught at the University without interruption since its founding. Students studying in Italian can choose to concentrate on language and linguistics or literature and culture, or some combination of the two. Through systematic analysis, students learn the way language works as well as a means of promoting the successful exchange between people, businesses, and governments.

**Faculty** The faculty of the Italian department has a wide range of interests as well as a desire to work closely with students. Since the number of students actually majoring in Italian is relatively small, advanced classes are small, and there is a close-knit environment in which to learn.

The current faculty includes Deborah Parker, Cristina Della Coletta, Adrienne Ward, and Enrico Cesaretti.

**Students** Enrollment in Italian classes has increased threefold during the past five years to reach the current number of 300 per academic term. Many of the students who major in Italian are double majors; combinations include Italian and classics, Spanish, English, government/foreign affairs, art history, and music.

Students who concentrate on Italian studies have many options leading to vocational choices: teaching in secondary schools; applying for a great variety of vocational positions; continuing studies in professional schools or graduate programs; translating texts; or working in film or media relations.

Numerous Italian graduates find employment in school systems. The teaching of Italian in high schools has vastly increased over the past decade. The trend is likely to continue, considering the recent upward turn in college enrollments in Italian. College employers look for the specialist in Italian language and literature are outstanding. A majority of Italian majors find employment outside the field of education. Prospective employers include the federal government, international businesses, multinational corporations, press agencies, and the World Bank.

**Special Resources**

**Tavola Italiana** The Tavola Italiana is a weekly informal get-together of students and faculty for conversation and conviviality.

**Circolo Italiano** This student-run club has organized film screenings, field trips to museum exhibitions in Washington, and volunteer tutoring.

**Study Abroad** While the department does not sponsor a program of study in Italy, many students spend at least part of their junior year abroad. The faculty aid in the choice of a program and arrange for the transfer of credit.

**Requirements for Minor in Italian**
18 credits, exclusive of ITAL 101-202, and including: one ITTR course from the range 226-263; ITAL 301 and 302; ITAL 311 and 312; and one 300- or 400-level course. Substitutions: by agreement with the Italian undergraduate advisor. (change to be effective Fall 2001)

**Requirements for Major in Italian**
Pre-requisite for enrolling in the Program: ITAL 202 or equivalent. Course requirements for the B.A. degree in Italian language and literature: 27 credits (beyond ITAL 202), including: ITAL 301, 302, 311 and 312; one ITTR course from the range 226-263; two ITAL 300-level courses (of which may be substituted with ARTH 231 or HIEU 321), and...
Distinguished Major in Italian  Prerequisites and curricular requirements are the same as for the major. In addition, students must have, at graduation, a GPA of 3.5 in all major courses, and must take 3 credits (thus reaching a total of 30) in connection with the senior thesis, to be written in Italian, of a length and nature accepted by the sponsor (selected by the student), and evaluated by a committee of three faculty.

Distinctions The Italian program recognizes outstanding students of Italian through its chapter of Gamma Kappa Alpha, the National Italian Honor Society. Each spring (in April), the program awards the Lola Pelliccia Prize, the Sonia Kaiziss Prize, and the Guiliano Prize.

Additional Information For more information, contact Christina della Coletta, Associate Professor of Italian, 115 Wilson Hall, Charlottesville, VA 22903; (434) 924-7159; www.virginia.edu/span-ital-port/

Course Descriptions

Note: ITTR courses are given in English and may not be taken to fulfill the language requirement in Italian.

**ITAL 215 - (3) (E)**
Italian Phonetics

**ITAL 216 - (3) (O)**
History of the Italian Language

**ITAL 226 - (3) (Y)**
Dante in Translation
Close reading of Dante's masterpiece, the Inferno. Lectures focus on Dante's social, political, and cultural world. Incorporates The World of Dante: A Hypermedia Archive for the Study of the Inferno, and a pedagogical and research website (http://www.iath.virginia.edu/dante/), that offers a wide range of visual material related to the Inferno.

**ITAL 227 - (3) (IR)**
Petrarch in Translation

**ITAL 228 - (3) (E)**
Boccaccio in Translation

**ITAL 230 - (3) (E)**
Machiavelli in Translation

**ITAL 231 - (3) (IR)**
Ariosto in Translation

**ITAL 236 - (3) (IR)**
Tasso in Translation

**ITAL 242 - (3) (IR)**
Goldoni and Alfieri in Translation

**ITAL 252 - (3) (IR)**
Foscolo and Leopardi in Translation

**ITAL 255 - (3) (E)**
Manzoni in Translation

**ITAL 258 - (3) (IR)**
Verga in Translation

**ITAL 262 - (3) (SI)**
The Modern Italian Novel in Translation

**ITAL 525 - (3) (SI)**
Dante's Purgatory in Translation
Prerequisite: ITTR 226 or permission of instructor.
A close reading of Dante's Purgatory in translation. This course explores canto by canto Dante's second realm of the Afterlife. Particular attention will be paid to how various themes and motifs (the phenomenology of love, the relationship between church and state, status of classical antiquity in a Christian universe, Dante's representation of the saved), differ from those explored in the Inferno.

Note: ITTR courses are given in Italian.

**ITAL 101 - (4) (S)**
Elementary Conversation
Introduction to speaking, understanding, reading, and writing Italian. Five class hours and one language laboratory hour. Followed by ITAL 102.

**ITAL 102 - (4) (S)**
Intermediate Conversation
Continuation of ITAL 101.

**ITAL 201, 202 - (3) (S)**
Intermediate Conversation
Prerequisite: ITAL 102 or the equivalent. Continued grammar, conversation, composition, readings, and an introduction to Italian literature.

In Italian, the sequence satisfying the language requirement is: ITAL 101, 102, 201, 202. Advanced standing is determined by an interview with the Italian undergraduate advisor.

Note: The following courses have the prerequisite ITAL 201, 202 or permission of the department.

**ITAL 263 - (3) (Y)**
Italian History and Culture Through Film: 1860's - 1960's
This course uses the medium of film to discuss the developments in Italian culture and history over a period of one hundred years, from 1860 to 1960.

**ITAL 301 - (3) (Y)**
Advanced Conversation and Composition I
Prerequisite: ITAL 202.
Includes idiomatic Italian conversation and composition, anthological readings of literary texts in Italian, plus a variety of oral exercises including presentations, skits, and debates. Italian composition is emphasized through writing assignments and selective review of the fine points of grammar and syntax.

**ITAL 302 - (3) (Y)**
Advanced Conversation and Composition II
Topics include idiomatic Italian conversation and composition, anthological readings and discussions in Italian of literary texts from the past four centuries of Italian literature (from Tasso to the present), selective review of the fine points of grammar and syntax, the elements of essay writing to Italian.

**ITAL 311 - (3) (S)**
Renaissance Literature
Prerequisite: ITAL 202 or equivalent.
Study of selected masterpieces from the 13th to the 16th century. Readings and discussions in Italian. Exercises in essay writing.

**ITAL 312 - (3) (S)**
Contemporary Literature
Prerequisite: ITAL 202 or equivalent.
Study of selected masterpieces from the modern period of Italian literature. Readings and discussions in Italian. Exercises in essay writing.

**ITAL 370 - (3) (SI)**
Lirica (Italian Lyric Poetry)

**ITAL 371 - (3) (SI)**
Epica (Italian Epic Poetry)

**ITAL 372 - (3) (SI)**
Novella (Italian Short Narrative)

**ITAL 373 - (3) (E)**
Romanzo (Italian Novel)
Surveys the major developments in Italian fiction during the nineteenth and twentieth centuries. Introduces textual analysis and critical interpretation of literary texts.

**ITAL 374 - (3) (E)**
Teatro (Italian Theater)
Studies the major dramatic works from the Renaissance to the present, including productions by Niccolo Machiavelli, Carlo Goldoni, Luigi Pirandello, and Dario Fo.

**ITAL 375 - (3) (SI)**
Critica (Italian Literary Criticism)

**ITAL 376 - (3) (SI)**
Italian Travel Literature
Prerequisites: Italian language course 101 through 202, or demonstrated Italian language proficiency per consent of instructor.
Study of major Italian travel writers from medieval to modern times, within a discussion of the definition and history of the literary genre, and the critical perspectives relating to it. In Italian.

**ITAL 400 - (3) (E)**
Methodologia (Stylistics and Methods)

**ITAL 410 - (3) (E)**
Medioevo (Italian Culture and Literature in the Middle Ages)

**ITAL 420 - (3) (SI)**
Umännesimo (Italian Culture and Literature in the Humanistic Period)

**ITAL 430 - (3) (SI)**
Rinascimento (Italian Culture and Literature During the Renaissance)

**ITAL 440 - (3) (SI)**
Barocco (Italian Culture and Literature During the Baroque Age)

**ITAL 445 - (3) (SI)**
Illuminismo (Italian Culture and Literature During the Enlightenment)
ITAL 450 - (3) (O)
Romanticismo (Italian Culture and Literature in the Age of Romanticism)

ITAL 460 - (3) (SI)
Novecentismo (Italian Culture and Literature in the Twentieth Century)

ITAL 461 - (3) (SI)
Italian Pop Culture: 1960's - 1990's
Prerequisites: Students who have completed ITAL 202. Other students admitted with instructor permission. An interdisciplinary approach to the last thirty years of Italian cultural history, from a theoretical and practical perspective. In Italian.

ITAL 499 - (1-3) (S)
Independent Study

Portuguese
Requirements for Minor in Portuguese
The Portuguese minor consists of eighteen credits beyond PORT 212.

Course Descriptions

PORT 427 - (3) (Y)
The Civilization of Brazil
Introduces the development of Brazilian culture from 1500 to the present. This course is taught in English and does not fulfill the language requirement.

Note: PORT courses are given in Portuguese.

PORT 111 - (4) (Y-SS)
Beginning Intensive Portuguese
Prerequisite: Some previous knowledge of Portuguese or a working knowledge of another modern foreign language. Introduces speaking, understanding, reading and writing Portuguese, especially as used in Brazil. Five class hours and one laboratory hour. Followed by PORT 212.

PORT 212 - (4) (Y-SS)
Intermediate Intensive Portuguese
Prerequisite: PORT 111 or equivalent. Continued study of Portuguese through readings, vocabulary exercises, oral and written compositions, and grammar review.

PORT 301 - (3) (Y)
Advanced Grammar, Conversation and Composition
Prerequisite: PORT 212 or by permission. Studies advanced grammar through analysis of texts; includes extensive practice in composition and topical conversation.

PORT 402 - (3) (E)
Readings in Literature in Portuguese
Prerequisite: PORT 212 or by permission. Studies readings from the chief periods of Brazilian and Portuguese literature.

PORT 441 - (3) (IR)
Brazilian Literature
Studies leading figures and movements from Colonial times to 1900.

PORT 442 - (3) (IR)
Brazilian Literature
Studies leading figures and movements from 1900 to present.

PORT 461, 462 - (3) (SI)
Studies in Luso-Brazilian Language and Literature
Prerequisite: One course at the 300 level or higher, or instructor permission. Studies topics in Portuguese or Brazilian literature or in Portuguese linguistics according to the interests and preparation of the students.

Spanish
Overview
In 1787 Thomas Jefferson wrote: “Spanish. Bestow great attention on this and endeavor to acquire an accurate knowledge of it. Our future connection with Spain and Spanish American will render that language a valuable acquisition.” Jefferson’s words have never rung more true than they do in today’s shrinking world. The major in Spanish is designed to develop a student’s proficiency in the language while assuring that he or she receives a strong background in linguistics, literature, culture or a combination of these areas. All courses are taught in Spanish.

Faculty
Spanish majors have access to a nationally-ranked group of faculty members whose expertise ranges across a wide range of areas: peninsular literature from the medieval to the modern periods; Latin American literature from Colonial times to the present; Portuguese and Brazilian literature; Spanish cinema; Hispanic women’s writing; Spanish and Latin-American culture; and Hispanic linguistics. In addition to these specialists, the department regularly invites a distinguished visiting professor or Hispanic author for a semester (recent visitors have included Isabel Allende, Mempo Giardinielli, Rosa Montero, Lou Charnon-Deutsch, Antonio Munoz Molina, and Antonio Cisneros.

Students
There are currently more than 150 students majoring in Spanish. More than half of these are double majors. The most popular combinations with the Spanish major include Latin American studies, Politics, or other languages such as French or Italian. Many Spanish majors go on to graduate or professional school to become lawyers, doctors and educators. Others go directly into the working world, finding their Spanish major useful for careers in business, the government, and international agencies.

Prerequisites for Majoring in Spanish
In order to major in Spanish, a student must have completed SPAN 202, or the equivalent, with a grade of C or better. Native speakers of Spanish are encouraged to consult with the Director of Undergraduate Studies before taking any Spanish courses in order to determine how best to proceed.

Requirements for the Major in Spanish
A Spanish major consists of thirty graded credits taken above the 301 level. At the moment of declaring a Spanish major, the student is required to choose one of the three tracks described below- the general track, the literature and culture track, and the linguistics and philology track - to give structure to his or her Spanish studies. All three tracks require the student to complete certain core courses meant to provide basic skills and knowledge: SPAN 311 Grammar Review; SPAN 330 Literary Analysis, and a survey of literature (SPAN 340-43). A grade of C or better is required in all subsequent courses. Native speakers of Spanish may not enroll in conversation courses. Students are strongly encouraged to fulfill part of the requirement for their major in the department’s study abroad program in Valencia, Spain (see below), but they are welcome to substitute other programs in consultation with their advisor.

General Spanish Major

1. SPAN 311, Grammar Review
2. SPAN 330, Literary Analysis
3. One survey of Spanish literature
   A. EITHER SPAN 340, Survey of Spanish Literature I: Medieval to 1700
   B. OR SPAN 341, Survey of Spanish Literature II: 1700 to present
4. One survey of Latin American literature:
   A. EITHER SPAN 342, Survey of Latin American Literature I: Colonial to 1900
   B. OR SPAN 343, Survey of Latin American Literature II: 1900 to present
5. One Culture and Civilization course from following options:
   A. SPAN 423, 1492 and the Aftermath
   B. SPAN 425, The Inquisition in Spain and Latin America
   C. SPAN 426, Spanish-Arabic Civilization
   D. SPAN 427, Spanish Culture and Civilization
   E. SPAN 428, Latin American Culture and Civilization
6. Two language courses with a number higher than 300
7. Three courses at the 400 level or above in either language, literature, or culture and civilization

Major in Literature and Culture

A. SPAN 311, Grammar Review
B. SPAN 330, Literary Analysis
C. One survey of Spanish literature:
   • EITHER SPAN 340, Survey of Spanish Literature I: Medieval to 1700
   • OR SPAN 341, Survey of Spanish Literature II: 1700 to present
D. One Survey of Latin American literature:
   • EITHER SPAN 342, Survey of Latin American Literature I: Colonial to 1900
   • OR SPAN 343, Survey of Latin American Literature II: 1900 to present
E. One Culture and Civilization Course
from the following options:
• SPAN 423, 1492 and the Aftermath
• SPAN 425, The Inquisition in Spain and Latin America
• SPAN 426, Spanish-Arabic Civilization
• SPAN 427, Spanish Culture and Civilization
• SPAN 428, Latin American Culture and Civilization
F. Five literature and culture courses from SPAN 423 or above

Major in Spanish Linguistics and Philosophy

1. SPAN 309, Introduction to Spanish Linguistics
2. SPAN 310, Phonetics
3. SPAN 311, Grammar Review
4. SPAN 330, Literary Analysis
5. SPAN 340, Survey of Spanish Literature I: Medieval to 1700
6. SPAN 411, Advanced Conversation and Grammar
7. SPAN 420, History of the Spanish Language
8. SPAN 421, Spanish Philology
9. SPAN 431, Sociolinguistics
10. One seminar (SPAN 492, SPAN 493), whose topics can include:
    • Peninsular Spanish Dialectology
    • Latin American Spanish
    • Spanish in the United States
    • Modern Spanish Syntax
    • Sociolinguistics II
    • Comparative Oral Discourse
    • Contrastive Analysis
    • Second Language Acquisition
    • External History of Spanish
    • Semantic Change
    • Problems in Historical Phonology
    • Problems in Historical Morphology
    • Problems in Historical Syntax
    • Problems in Spanish Etymology

Study Abroad
A study abroad program in Valencia, Spain is available through the Spanish department and participation is strongly encouraged. Students may spend a summer term, a semester, or an entire year with a Spanish family, becoming totally immersed in the language and culture. The department also grants credit for foreign study done through programs sponsored by other institutions. Students may apply up to 12 study-abroad credits from a semester abroad, or 15 credits from a year abroad, toward their Spanish major. Up to 9 credits may be applied toward the Spanish minor.

Independent Study
Independent study with a faculty advisor is available to advanced students who wish to pursue specific areas in depth that are not included in the regular curriculum. All of these courses are taught in Spanish.

Distinguished Majors Program
The department has a Distinguished Majors Program (DMP) in Spanish for those students who excel and wish to be considered for a degree with a title of distinction, high distinction, or highest distinction. Participants in the Distinguished Majors Program are required to complete 9 hours of coursework at the 500-level or above as part of the 30 hours required for their Spanish major. They are also required to complete a 6-credit thesis during their final semester of study.

Major in Latin-American Studies
For major and minor requirements see the section on Latin American Studies.

Requirements for the Minor in Spanish
The Spanish minor consists of 18 credits beyond the 202 level. Only grades of C or better count for the minor program.

Five-year Teacher Education Program
Students wishing to enroll in the five-year B.A. - M.T. Teacher Education Program should contact Professor Alicia Belozerco in the Curry School of Education or the program advisor in Spanish (Professor David T. Gies). The five-year program leads toward teaching certification and has special requirements, including a mandatory study abroad and diagnostic and evaluative proficiency exams in Spanish.

Language Requirement
The SPAN 101, 102 courses in this department are reserved for students who present no entrance credits in the language. Students who enter with two or more entrance credits and who wish to continue that language will be placed according to scores obtained on College Entrance Examination Board SAT II tests in the language or the AP Exam's scores. Students may also take the Spanish placement exam at U.Va. The sequence of courses, depending on the level at which the student begins, is as follows: SPAN 101, 102, 201, 202; or SPAN 102, 201, 202; or SPAN 106, 202; or SPAN 201, 202; or SPAN 202. The sequence must be followed to complete the language requirement. Students who place themselves incorrectly will not receive credit. Students must present proof of placement to their instructor on the first day of classes.

Additional Information
For more information, contact the Department of Spanish, 115 Wilson Hall, Charlottesville, VA 22904; (434) 924-7159; www.virginia.edu/span-ital/port/

Course Descriptions

Note: The following courses are given in Spanish.

SPAN 101, 102 - (4) (S)
Elementary Spanish
For students who have not previously studied Spanish. Develops listening, speaking, reading and writing skills. SPAN 101 and 102 enable students to successfully perform linguistic tasks that allow them to communicate in everyday situations (e.g., greeting, narrating, describing, ordering, comparing and contrasting, and apologizing). Five class hours and one laboratory hour. Followed by SPAN 201.

SPAN 201 - (3) (S)
Intermediate Spanish
Prerequisite: Passing grade in SPAN 102, a score of 520-540 on the SAT II test; 326-409 in the placement test; or permission of the department.

Further develops the listening, speaking, reading and writing skills. SPAN 201 enables students to successfully perform linguistic tasks that allow them to communicate in everyday situations (e.g., narrating present, past and future activities, and expressing hopes, desires, and requests). Students also read journalistic and literary selections designed for Spanish-speaking audiences. Three class hours. Laboratory work is required. Followed by SPAN 202.

SPAN 202 - (3) (S)
Advanced Intermediate Spanish
Prerequisite: Passing grade in SPAN 201, SAT II test scores of 600-640; placement test scores of 410-535, 4 in the AP Test or permission of the department.

Enables students to successfully perform linguistic tasks that allow them to communicate in everyday situations and handle complications (e.g., asking for, understanding and giving directions, expressing happiness and affection, and persuading). Students may choose either SPAN 202A, which includes reading literary and cultural selections or SPAN 202C, which includes selected medical readings. Three class hours. Laboratory work is required.

Note: Prerequisite for the following courses: SPAN 202 or the equivalent.

SPAN 309 - (3) (Y)
Introduction to Hispanic Linguistics

SPAN 310 - (3) (Y)
Phonetics

SPAN 311 - (3) (S)
Grammar Review

SPAN 312 - (3) (S)
Composition

SPAN 314 - (3) (S)
Business Spanish

SPAN 330 - (3) (S)
Literary Analysis

Note: SPAN 330 or instructor permission is prerequisite for any course in Spanish literature or culture with a number above SPAN 330.

SPAN 340 - (3) (Y)
Survey of Spanish Literature I (Middle Ages to 1700)

SPAN 341 - (3) (Y)
Survey of Spanish Literature II (1700 to Present)

SPAN 342 - (3) (Y)
Survey of Latin American Literature I (Colonial to 1900)
Sample Programs

The following are examples of programs for a student intending to pursue the minor in statistics and data analysis:

A general program in applied statistics:
STAT 300, 512, 513, 516, 313.

A general program in biostatistics:
STAT 500, 512, 531, 514, 301.

An actuarial preparatory program:
MATH 312; STAT 512, 519, 540, 541.

A program for graduate study in statistics:
MATH 312, 511; STAT 512, 513, 519. MATH 351 and 531 are also recommended.

Students should be aware that, except for MATH 312, 511; STAT 500, 512, 513, and 519, all courses for the minor in statistics and data analysis are offered in alternate years. Please consult the department’s Web site for the offering schedule.

Additional Information

For more information contact the Department of Statistics, 103 Halsey Hall, Charlottesville, Virginia 22903; (434) 924-3222; Fax: (434) 924-3076; www.stat.virginia.edu.

Course Descriptions

Note

The entering College student is encouraged to take the introductory course, STAT 110. This course, entitled Chance, is intended to make students aware of the ubiquity and importance of basic statistics in public policy and everyday life. The course uses a case-study approach based on current chance events reported in daily newspapers and current scientific journals. Credits earned in this course may be counted towards the College’s natural science area requirements. Students are also encouraged to take mathematics courses which serve as prerequisites for higher-level statistics courses.

STAT 110 - (3) (Y)

Chance: An Introduction to Statistics
See STAT 112. Studies introductory statistics and probability, visual methods for summarizing quantitative information, basic experimental design and sampling methods, ethics and experimentation, causation, and interpretation of statistical analyzes. Applications use data drawn from current scientific and medical journals, newspaper articles, and the Internet. Students will not receive credit for both STAT 110 and STAT 112.

STAT 112 - (3) (S)

Introduction to Statistics
Includes graphical displays of data, relationships in data, design of experiments, causation, random sampling, probability distributions, inference, confidence intervals, tests of hypotheses, and regression and correlation. Students will not receive credit for both STAT 110 and STAT 112.

STAT 212 - (4) (S)

Introduction to Statistical Analysis
Prerequisite: MATH 121 or equivalent.
Co-requisite: Concurrent enrollment in a discussion section of STAT 212.
Introduction to the probability and statistical theory underlying the estimation of parameters and testing of statistical hypotheses, including those arising in the context of simple and multiple regression models. Students will use computers and statistical programs to analyze data. Examples and applications are drawn from economics, business, and other fields. Students will not receive credit for both STAT 212 and ECON 371.

STAT 301 - (3) (Y)

Statistical Computing and Graphics
Prerequisite: STAT 110 or 112 or instructor permission.
Introduces statistical computing using S-PLUS. Topics include descriptive statistics for continuous and categorical variables, methods for handling missing data, basics of graphical perception, graphical displays, exploratory data analysis, and the simultaneous display of multiple variables. Students should be experienced with basic text-editing and file manipulation on either a PC or a UNIX system, and with either a programming language (e.g. BASIC) or a spreadsheet program (e.g. MINITAB or EXCEL). Credit earned in this course cannot be applied toward a graduate degree in statistics.

STAT 313 - (3) (O)

Design and Analysis of Sample Surveys
Prerequisite: STAT 110 or 112 or MATH 312, or instructor permission.
Discusses the main designs and estimation techniques used in sample surveys; including simple random sampling, stratification, cluster sampling, double sampling, post-stratification, and ratio estimation. Non-response problems and measurement errors are also discussed. Many properties of sample surveys are developed through simulation procedures. The SUDAAN software package for analyzing sample surveys is used.

STAT 500 - (3) (Y)

Introduction to Applied Statistics
Prerequisite: Instructor permission.
Introduces estimation and hypothesis testing techniques used in applied statistics, especially the medical sciences. Measurement issues, measures of central tendency and dispersion, probability, discrete probability distributions (binomial and Poisson), continuous probability distributions (normal, t, chi-square, and F), and one- and two-sample inference, power and sample size calculations, introduction to non-parametric methods, one-way ANOVA and multiple comparisons. Students must also enroll in STAT 598 for 1 credit.

STAT 501 - (3) (Y)

Statistical Computing and Graphics
Prerequisite: STAT 110 or 112, and graduate standing or instructor permission. Students who have received credit for STAT 301 may not take STAT 501 for credit.
Introduces statistical computing using S-PLUS. Topics include descriptive statistics for continuous and categorical variables, methods for handling missing data, basics of graphical perception, graphical displays, exploratory data analysis, the simultaneous display of multiple variables. Students should be experienced with basic text-editing and file manipulation on either a PC or a UNIX system, and with either a programming language (e.g. BASIC) or a spreadsheet program (e.g. MINITAB or EXCEL). Credit earned in this course cannot be applied toward a graduate degree in statistics.

STAT 512 - (3) (Y)

Applied Linear Models
Prerequisite: MATH 312 or 510 or instructor permission; corequisite: STAT 598.
Topics include linear regression models, inferences in regression analysis, model validation, selection of independent variables, multicollinearity, influential observations, auto correlation in time series data, polynomial regression, nonlinear regression, and other topics in regression analysis.

STAT 513 - (3) (O)

Applied Multivariate Statistics
Prerequisite: MATH 351 and 312 or 510 or instructor permission; corequisite: STAT 598.
Topics include matrix algebra, random sampling, multivariate normal distributions, multivariate regression, MANOVA, principal components, factor analysis, discriminant analysis. Statistical software is used.

STAT 514 - (3) (Y)

Survival Analysis and Reliability Theory
Prerequisite: MATH 312 or 510, or instructor permission; corequisite: STAT 598.
Topics include lifetime distributions, hazard functions, competing-risks, proportional hazards, censored data, accelerated-life models, Kaplan-Meier estimator, stochastic models, renewal processes, and Bayesian methods for lifetime and reliability data analysis.

STAT 515 - (3) (SI)

Actuarial Statistics
Prerequisite: MATH 312 or 510, or instructor permission.
Covers the main topics required by students preparing for the examinations in Actuarial Statistics, set by the American Society of Actuaries. Topics include life tables, life insurance and annuities, survival distributions, net premiums and premium reserves, multiple life functions and decrement models, valuation of pension plans, insurance models, and benefits and dividends.

STAT 516 - (3) (E)

Experimental Design
Prerequisite: MATH 312 or 510, or instructor permission; corequisite: STAT 598.
Introduces the basic concepts in experimental design. Topics include analysis of variance, multiple comparison tests, completely randomized design, general linear model approach to analysis of variance, randomized block designs, Latin square and related designs, completely randomized factorial
design with two or more treatments, hierarchical designs, split-plot and confounded factorial designs, and analysis of covariance.  

STAT 517 - (3) (O)

**Applied Time Series**  
**Prerequisite:** MATH 312 or 510, or instructor permission.  
Studies the basic time series models in both the time domain (ARMA models) and the frequency domain (spectral models). Emphasizes application to real data sets.  

STAT 518 - (3) (SI)

**Numerical Methods in Statistics**  
**Prerequisite:** MATH 351 and knowledge of a programming language suitable for scientific computation, or instructor permission.  
Studies selected topics in linear algebra and related numerical algorithms of special importance in statistics, including linear least-squares, eigenvalues and eigenvectors, QR decomposition, singular value decomposition, and generalized matrix inverses.  

STAT 519 - (3) (Y)

**Introduction to Mathematical Statistics**  
**Prerequisite:** MATH 312 or 510, or instructor permission.  
Studies the fundamentals of statistical distribution theory, moments, transformations of random variables, point estimation, hypothesis testing, confidence regions.  

STAT 520 - (3) (O)

**Design and Analysis of Sample Surveys**  
**Prerequisite:** STAT 112 or MATH 312, and graduate standing or instructor permission.  
Discusses the main designs and estimation techniques used in sample surveys, including simple random sampling, stratification, cluster sampling, double sampling, post-stratification, ratio estimation. Non-response problems and measurement errors are also discussed. Many properties of sample surveys are developed through simulation procedures. The SUDAAN computer package for analyzing sample surveys is used. Students who have received credit for STAT 313 may not take STAT 520 for credit.  

STAT 531 - (3) (Y)

**Clinical Trials Methodology**  
**Prerequisite:** A basic statistics course (MATH 312/510), or instructor permission.  
Studies experimental designs for randomized clinical trials, sources of bias in clinical studies, informed consent, logistics, and interim monitoring procedures (group sequential and Bayesian methods).  

STAT 598 - (1) (Y)

**Applied Statistics Laboratory**  
**Corequisite:** A 500-level STAT applied statistics course.  
This course, the laboratory component of the department’s applied statistics program, deals with the use of computer packages in data analysis. Enrollment in STAT 598 is required for all students in the department’s 500-level applied statistics courses (STAT 501, 512, 513, 514, 516, 517, 520). STAT 598 may be taken repeatedly provided that a student is enrolled in at least one of these 500-level applied courses. However, no more than one unit of STAT 598 may be taken in any semester.  

STAT 599 - (3) (IR)

**Topics in Statistics**  
**Prerequisite:** Instructor permission.  
Studies topics in statistics that are not part of the regular course offerings.  

**Studies in Women and Gender Program**  
**P.O. Box 400172**  
**University of Virginia**  
**Charlottesville, VA 22904-4172**  
**Phone:** (434) 982-2961  
**Fax:** (434) 924-6969  
www.virginia.edu/~womenst/home.htm  

**Overview**  
Studies in Women and Gender is an interdisciplinary program that seeks to analyze history and culture from women’s perspectives and to deepen the methods of academic pursuit by acknowledging the critical place of gender. By examining issues raised in the program, students develop a fuller sense of their options as human beings, living as we do in a culture divided by gender stereotyping that defines and limits both women and men. Offering a critical perspective, this program encourages a reexamination of traditional methods and concepts, supports new kinds of research, and allows students to better understand the changing roles and behavior of women and men in the contemporary world.  

The program seeks to continue integrating the categories “gender” and “woman” into the curriculum by offering an ever-widening range of courses in all disciplines with a specific goal of broadening representation in traditionally under-represented fields of science and in new scholarly endeavors of modern media and film studies.  

Currently, the program is offering thirty-five primary courses and twenty adjunct courses through a total of seventeen departments and programs, including: African American Studies, Anthropology, Art History, Asian And Middle Eastern Languages and Cultures, Drama, English, French, German, Government and Foreign Affairs, History, Music, Nursing, Philosophy, Psychology, Religious Studies, Slavic, and Sociology.  

**Faculty**  
The Studies in Women and Gender Program has three joint appointments: the Director, Ann J. Lane, with the Department of History; Farzaneh Milani, with the Division of Asian and Middle Eastern Languages and Literatures; and Sharon Hays, with the Department of Sociology. Together with the many other faculty whose courses are cross-listed, they represent a range of scholarly and teaching interests that explore gender and women’s issues from various disciplinary and interdisciplinary perspectives.  
Aside from regular advising activities, faculty members meet with majors and minors at formal programs, as well as at frequent informal luncheons and discussions.  

**Students**  
There are currently twenty-nine studies in women and gender majors and nineteen minors. Many students choose a second major, and English, anthropology, and religious studies are among the most preferred. Non-majors and minors are also encouraged to explore the program’s courses to enrich their other academic interests.  

**Requirements for Major**  
Three interdisciplinary courses: SWAG 210, the introductory course; SWAG 381, a course in feminist theory and methods; and SWAG 405, a senior seminar. A total of eleven courses, which include the three required courses, from at least three departments. Of the total, three must be from the humanities, three in the social sciences. Of the total, 9 courses must be at the 300 or 400 level. One Studies in Women and Gender course must focus on non-Western cultures. A graduating major must have 6 courses in a single department, though they need not all be Studies in Women and Gender. Two independent reading courses and two adjunct courses can be counted toward the major.  

**Distinguished Majors Program**  
Majors in Studies in Women and Gender with a strong academic record are encouraged to become Distinguished Majors. Distinguished Majors complete a two-semester written thesis (approximately 40 60 in length) in their fourth year under the supervision of a faculty member. The thesis allows students to pursue their own interests in depth and have the intellectual satisfaction of defining and completing a sustained project. To be eligible, students must have a 3.45 overall GPA at the start of their fourth year. Students pursuing the Senior Thesis will sign up for a 6 credit course, SWAG 491 and 492, under the supervision of a chosen faculty member. The thesis must also be approved by a second faculty member who the student will choose in consultation with the thesis advisor.  

**Requirements for Minor**  
Three interdisciplinary courses: SWAG 210, the introductory course; SWAG 381, a course in feminist theory and methods, and SWAG 405, the senior seminar. A total of seven courses from at least three departments. Four of the required courses at or above the 300 level. One independent readings course and one adjunct course may be counted toward the minor.  

**Additional Information**  
For more information, contact Ann J. Lane, Studies in Women and Gender Program, University of Virginia P.O. Box 400172, Charlottesville, VA 22904-4127; (434) 982-2961; Fax: (434) 924-6969; ajl3u@virginia.edu; www.virginia.edu/~womenst/home.htm  

**Approved Studies in Women and Gender Courses**  
The program produces a list of approved studies in women and gender courses each semester.
University Seminars

University Seminars (USEM) are designed to give first-year students the opportunity to develop critical thinking skills and explore new ideas in an environment that encourages interactive learning and intensive discussion. The seminars are based on ideas that have changed the way we think about our relation to the world around us. The seminars are given by prominent faculty in departments and schools across the University, carry two hours of credit, and are restricted to first-year students during initial course enrollment. USEM courses are considered non-College and thus do not count among the 102 College credits required for the degree. If space is available, second-, third- and fourth-year students may enroll using a Course Action Form. College students are limited to no more than one USEM course per semester. Refer to the Course Offering Directory for a list of specific offerings each semester.

Course Prerequisites:

- AMEL 211 - (3) (Y)
- Women and Middle Eastern Literature
- ANTH 329 - (3) (Y)
- Marriage, Morality, and Fertility
- ANTH 363 - (3) (Y)
- Chinese Family and Religion
- ANTH 369 - (3) (Y)
- Sex, Gender, and Culture
- ANTH 379 - (3) (Y)
- Gender, Science and Culture
- CHTR 301 - (3) (Y)
- Legendary Women of Early Chinese
- CHTR 322 - (3) (Y)
- Gender, Family, and Sexuality in Chinese Fiction
- DRAM 331 - (3) (Y)
- History of Dress
- ECON 307 - (3) (Y)
- Economics and Gender
- ENEC 320 - (3) (Y)
- Eighteenth-Century Women Writers
- ENEC 481 - (3) (Y)
- Women and Morality in Restoration Comedy
- ENAM 481B - (3) (Y)
- Afro-American Women Authors
- ENAM 484 - (3) (Y)
- Black Women Writers
- ENCR 481 - (3) (Y)
- Politics of/and Cultural Aesthetics
- ENCR 576 - (3) (Y)
- Theory and Feminism
- ENLT 252 - (3) (Y)
- Women in Literature
- ENNC 481 - (3) (Y)
- Women Novelists of the Nineteenth Century
- ENNC 482 - (3) (IR)
- Nineteenth Century Women Authors
- ENSP 352 - (3) (Y)
- Modern Women Authors
- ENSP 355 - (3) (Y)
- Images of Women in 19th and 20th Century Fiction
- ENMC 354 - (3) (Y)
- Twentieth-Century Women Writers
- ENMC 481 - (3) (Y)
- Twentieth Century Women Writers: Seminars
- GERM 584 - (3) (IR)
- Women and Fiction
- HIST 321 - (3) (Y)
- History of Sexuality
- HIUS 333 - (3) (IR)
- History of Women in America to 1865
- HIUS 334 - (3) (IR)
- History of Women in America After 1865
- HIUS 367 - (3) (Y)
- History of the Civil Rights Movements
- JPTR 322 - (3) (Y)
- Women, Nature and Society in Modern Japanese Fiction
- JPTR 382 - (3) (Y)
- Modern Japanese Women Writers
- PHIL 164 - (3) (Y)
- Ethics and Gender
- PLAP 355 - (3) (Y)
- Gender Politics
- PSYC 360 - (3) (Y)
- Psychology of Gender
- PSYC 362 - (3) (Y)
- Psychology of Sex Roles
- PSYC 446 - (3) (Y)
- Women's Issues in Clinical Psychology
- PSYC 449 - (3) (Y)
- Sexual Orientation & Human Development
- PSYC 487 - (3) (Y)
- The Minority Family
- RELG 265 - (3) (Y)
- Theology, Ethics, and Medicine
- RELG 340 - (3) (Y)
- Women and Religion
- RELG 372 - (3) (Y)
- Witchcraft
- SOC 252 - (3) (S)
- Sociology of the Family
- SOC 343 - (3) (Y)
- Sociology of Sex Roles
- SOC 411 - (3) (IR)
- Black Women: Current Issues
- SOC 442 - (3) (Y)
- Sociology of Inequality
- SOC 443 - (3) (Y)
- Women and Society
- SWAG 207 - (3) (S)
- Dance/Movement Composition as Art
- SWAG 210 - (3) (Y)
- Women's Lives in Myth and Reality
- SWAG 309 - (2-4) (Y)
- Independent Study
- SWAG 312 - (3) (Y)
- Women and Islam
- SWAG 381 - (3) (Y)
- Feminist Theories and Methods
- SWAG 405 - (3) (Y)
- Senior Seminar in Women's Studies
- SWAG 491 - (3) (Y)
- Women's Studies Senior Thesis
- SWAG 492 - (3) (Y)
- Women's Studies Senior Thesis
- SWAG 498 - (3) (Y)
- Independent Reading
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Visiting Professor
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