General Information
The College of Arts and Sciences offers an education in the liberal arts leading to the degrees of Bachelor of Arts and Bachelor of Science. 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. The College’s website, http://artsandsciences.virginia.edu/undergrad, contains a wealth of current information pertinent to the topics covered in this chapter.

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 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 to 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 60 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 2.000 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
http://artsandsciences.virginia.edu/undergrad

2005-2006 College of Arts and Sciences Calendar

Fall Semester
August 17-29 – Final Registration via ISIS
August 24 – Classes begin
September 7 – Last day to drop a course
September 9 – Last day to add a course; last day to change to or from credit/no credit (CR/NC) or audit (AU) grading options
September 30 – Last day to submit degree application for January 2006 graduation
October 3 – Reading day
October 19 – Last day to withdraw from an individual course
October 24-November 4 - Advising, selection of spring courses
November 15 – Last day to withdraw from the University and return for spring 2006 semester
November 19-27 – Thanksgiving recess
December 1 – Last day to request change in examination schedule
December 2 – last day to submit degree applications for May 2006 graduation
December 6 – Classes end; last day for fourth-semester students to declare a major
December 8-16 – Final examinations
January 17 – Deadline for completing authorized incompletes from fall 2005 semester
Spring Semester
January 11-20 – Final Registration via ISIS
January 18 – Classes begin
February 1 – Last day to drop a course
February 3 – Last day to add a course; last
day to change to or from credit/no credit
(CR/NC) or audit (AU) grading options
March 22 – Last day to withdraw from an
individual course
March 27-April 7 – Advising; selection of fall
2005 courses
April 18 – Last day to withdraw from the Uni-
versity and return for fall 2006 semester
April 27 – Last day to request change in
examination schedule
May 2 – Classes end; last day for fourth-
semester students to declare a major
May 4-12 – Final examinations
May 21 – Final Exercises
June 9 – Deadline for completing authorized
incompletes from spring 2006 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 Hand-
bok, 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 stu-
dents 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 vari-
ous penalties as determined by the dean.
Changes to the transcript are permitted only
during the current and immediately subse-
quent semesters. Upon payment of a nominal
fee, transcripts may be requested from the
Office of the University Registrar in Car-
ruthers Hall. VISTAA reports and final
semester grades are available through ISIS.
Errors must be reported to the dean’s office
within the stated deadlines; after one semi-
er has lapsed, a student’s record is consid-
ered 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 UVa 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:
www.itc.virginia.edu/helpdesk. Students who
object to the use of email for the transfer of
information regarding their academic stand-
ing 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 matricu-
lated or the current one. The dean of the Col-
lege determines the year level of all new
transfer students and informs them before
matriculation.

Transfers to the College
Intra-University Transfers
Intra-University transfer into the College is not assured. With
space in the College very limited, students seek-
ing to transfer into the College compete for open-
ings by applying during the spring semester for
the following academic year. IUT applications
are not accepted after the first Friday in June.
Thus, all students must complete at least two
semesters at the University in the school in
which they initially enroll. Information and
application forms are available at http://artsand-
sciences.virginia.edu/forundergrads.html.

Prospective transfers are encouraged to visit
the College’s website for current and accurate
information about academic policies: http://art-
sand-sciences.virginia.edu/forundergrads/iut.

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 stu-
dent 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 demon-
strate academic excellence while taking a
minimum of 12 credits of graded course
work are eligible for the Dean’s List of Distin-
guished 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
3.400 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 the top
ten percent of those students in the Col-
lege of Arts and Sciences who entered the Uni-
versity directly from high school or prepara-
tory school and earn at least 60 credits of
course work in their first four regular semes-
ters. The computation is based upon the
cumulative grade point average at the end of
the fourth semester. No more than twelve of
the 60 required credits may be earned on a
CR/NC or S/U basis. 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 3.400 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 depart-
ments for more information. The committee
also awards distinction (but not high or high-
est 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 3.600.

Phi Beta Kappa
To be eligible for election to Phi Beta Kappa, students must have com-
pleted distinguished work in advanced
courses in several Arts and Sciences depart-
ments. While no set grade point average is
established for election, successful nominees
have usually earned a cumulative grade point
average of at least 3.700, taken upper-level
work in several departments in the College,
and carried a course load greater than 15
credits in each semester.

Graduate-Level Courses
Undergraduates may not enroll in courses
numbered 600 and higher without the prior
written approval of the Department, the
Graduate School of Arts and Sciences, and the
College of Arts and Sciences. Students use the
“600 Form”, available in the lobby of Garrett
Hall, to make a request for enrollment in
these upper-level courses.

Simultaneous Counting of
Courses and Cross-listed
Courses
One course (including cross-listed courses
such as AAS 101 and HIAF 203) may simulta-
neously meet no more than two area require-
ments; it may also satisfy the second writing
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 recentered 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 A1) 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 their work. For more information on portfolio exemption, see the placement guide at www.engl.virginia.edu/writing.

**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 exemptions 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 credits of natural science and/or mathematics courses from at least two departments. Exclusions are: BIOL 005, CHEM 005, PHYS 005, ASTR 005, EVSC 005 and EVSC 230, MATH 005 and MATH 103. The courses designated as 005's are equivalents 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, the Division of Statistics, and Materials Science and Engineering (201 only).

**Social Sciences:** 6 credits

Students must pass a minimum of one course (three or more credits) from two of the following departments or programs: American and African studies, anthropology (except ANTH 237), economics (except ECON 371), politics (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, 323/523, 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, 180, 203, 321, 323, and 381; 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), Philosphy, 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 (LAS)**, 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 Languages and Literatures
- Asian and Middle Eastern Studies
- Astronomy
- Astronomy-Physics
- Biology (B.A. or B.S.)
- Chemistry (B.A. or B.S.)
- Chinese
- Classics
- Cognitive Science
- Comparative Literature
- Drama
- East Asian Studies
- Economics
- English
- Environmental Sciences (B.A. or B.S.)
- Environmental Thought and Practice
- Foreign Affairs
- French
- German
- Government
- History
- Human Biology
- Interdisciplinary Major
- Italian
- Japanese
- Jewish Studies
- Latin American Studies
- Linguistics
- Literacy and Cultural Studies
- Mathematics
- Media Studies
- Medieval Studies
- Middle Eastern Studies
- Music
- Neuroscience
- Philosophy
- Physics (B.A. or B.S.)
- Political and Social Thought
- Political Philosophy, Policy, and Law
- Psychology
- Religious Studies
- Slavic Languages and Literatures
- Sociology
- South Asian Studies
- Spanish
- Statistics
- 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, and 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 3.400 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 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 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 certificate (not degree) program in computer science. The courses will be selected, with the assistance of a faculty adviser, from a 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 College and Engineering faculty committee. For information and an application, consult with either Professor Charles Grisham (Chemistry) or Professor Worthy Martin (Computer Sciences) or 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 applied 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 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 through 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).

College students may also minor in any of the other areas offered by the School of Engineering (in addition to Computer Science), but must keep in mind that these minors have not been approved as college-equivalent hours, so the courses taken for the minor will remain as outside of the College hours for graduation purposes (with the same 18-credit limit applying).

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 (PLSK—no more than 2 credits); physical education (PHYE—not 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, and 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 102 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 credit maximum per semester; with a 2-credit maximum limit in the 120-credit total required for graduation.

Bachelor of Science
The requirements for the Bachelor of Science in Biology, the Bachelor of Science in Chemistry, the Bachelor of Science in Environmental Sciences, 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
Students are subject to the course enrollment deadlines of the School in which they are registered, not the School in which the course is being offered. As such, College students taking courses in other schools of the University must follow the College’s deadlines for dropping, adding, and withdrawing from a class. Unless College instructors specify otherwise on their syllabi, non-College students will follow the enrollment deadlines that are applicable to their School of enrollment.

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/fine arts: AR H 100, 101, 102, 180, 203, 381, 321, 323, ARCH 101. By faculty approval, MSE 201 is considered College-equivalent and may be applied to the Natural Science and Mathematics area requirement.

The following courses may not count as area requirements, but are considered College-equivalent: AR H courses (other than those noted above); ARCH 102, 232, 268; COMM 320; CS courses; EDLF 545, 546, 564; EDHS 450; ENGR 207; L AR 512, 513; MSE 201; PLAN courses under 500 only if the minor in planning is completed; and STS 300 and 310.

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, 511, 512, or 515.

The following are considered non-College courses: EDHS (other than 341, 344, 350, 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; total of three credits maximum; only offered on a CR/NC grading option), 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 undergradu-
Eligibility  Students must enroll for their first semester and at least one additional semester at the University in Charlottesville and complete here no fewer than thirty credits. Thus new students, either first-year or transfer, may apply for study abroad only after they have matriculated in a regular fall or spring semester at UVa. A maximum of 60 non-UVa credits from other universities, foreign study (the University’s direct-study programs exempted), advanced placement, or dual enrollment may count toward the 120 credits needed for the B.A. or B.S. degree in the College.

To study abroad, students must be in academic good standing. Further, to earn degree credit students must have a cumulative GPA at UVa of no less than 2.500 at the point of application or a 2.500 cumulative GPA (again, at UVa) at the end of the term prior to the commencement of study abroad. Students on Academic Warning are not eligible to apply for study abroad; students who incur academic warning in the semester prior to the start of study abroad may not earn degree credit abroad. These standards apply both to direct-study programs and the traditional study abroad programs under auspices of another institution or organization. Participation in the University’s direct-study programs is on a competitive basis; Program Directors may establish additional criteria beyond minimum cumulative GPA for admission. With approval of the student’s Association Dean and the major advisor, students may study abroad in their seventh or even eighth semester. In doing so students accept the risk of not graduating on time if their grades, for any reason, are not received by the deadline set by the College Registrar.

Satisfactory Academic Progress  Students enrolled in UVa direct-credit programs are expected to meet the College’s longstanding criteria for good standing. Failure to do so will result in the academic sanctions of Academic Warning or Suspension. Students participating in semester- or year-long UVa direct-credit Study Abroad programs (not summer programs) are, like their full time counterparts in Charlottesville, expected to complete at least 12 credits each semester in some combination of program and host-institution course work. At least 9 credits must be from the direct-credit program. The remainder of the credits may be transfer credits from the affiliated foreign institution. Whether on direct-study programs or other approved programs, students who enroll in 12 or more credits in a semester use one of the eight full-time semesters of full time study they are allotted (transfer students proportionally fewer than eight, as determined upon matriculation).

Transfer Credit  The College grants transfer credit based on an analysis of the content, level, and comparability of the courses taken, the applicability of the courses to the student’s intended major and degree program, the quality of the student’s performance in the courses, and the accreditation of the institution at which the work was completed. Transfer credit taken before matriculation may be used for fulfilling area requirements, or for fulfilling major requirements with special permission of the department. Dual enrollment credit, however, may not be used to fulfill competency requirements. Students in the College must take the second writing requirement in the College and earn a grade of at least C-.

Students must submit a request for transfer of credit form prior to enrolling in courses for transfer. 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’s Northern Virginia Center and UVa direct-credit study abroad programs: grades from these courses are figured into the student’s cumulative grade point average.

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.

International College-Level Examinations  The College of Arts and Sciences offers advanced standing credit and/or advanced placement for many international college-level examinations. What follows describes the College’s policy regarding these examinations. We encourage students to contact us and the appropriate Departmental Undergraduate Director if they have questions about receiving advanced standing credit or advanced placement for any of these examinations. A list of the names of the Directors of Undergraduate Programs and their telephone numbers is located on the College of Arts and Sciences web site.

The College of Arts and Sciences grants advanced standing credit and advanced placement for qualifying examination scores in the Higher-Level International Baccalaureate, the French Baccalaureate, the British A-Level, the German Abitur, and select other examinations. We award advanced standing credit or placement based upon qualifying examination scores (and, where applicable, subject coefficients) and the recommendation of the appropriate Arts and Sciences department(s).

Credit and advanced placement are generally determined on a case-by-case basis, on the student’s initiative, by the Dean’s Office in the College of Arts and Sciences and by the
Director of Undergraduate Programs in the appropriate department(s). We do not award credit based upon the length of study of a particular program. Since approved credit is advanced standing credit, not transfer credit, we base the award of credit solely upon examination results and not upon completed courses.

Advanced standing credit is included among non-UVa credits on the student’s transcript and, along with transfer credit, is limited to a total of 60 credits. The College of Arts and Sciences and individual departments may limit the number of advanced standing credits awarded to an individual. Students may receive at least one, and not more than two, semesters of introductory-level credit per qualifying examination score. Departments have their own policies on the use of advanced standing credit for their major or minor requirements.

The College does not award credit for foreign language subject examinations of English language or literature.

The College does not automatically award credit for international college-level examinations. To receive credit, students must provide an official copy of their examination certificate, including an official English translation if requested. The certificate should be sent directly to the College of Arts and Sciences, P.O. Box 400133, Charlottesville, VA 22904-4133, or delivered in-person in a sealed envelope. Students must be prepared to provide to the departmental undergraduate directors official course descriptions, syllabi, and copies of your examinations. No special form is required from the department to verify the award of credit. Recommendations, however, should be made on departmental letterhead stationery. Undergraduate directors may call Dean Frank Papovich at 924-3350 with any questions.

We are pleased to assist students with the review of international college-level examinations. Questions may be directed to Mr. Papovich or to Elicia Gates at (434) 924-8860. Readers are referred to the credits awarded for scores on the IB and British Advanced Levels printed at the end of Chapter II.

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, along with links to Departmental homepages is available at http://artsandsciences.virginia.edu/undergrads.

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. Mid-way 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 Bryant 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. The pre-law advisor 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 University Career Services in Bryant Hall at Scott Stadium.

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, minor, 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; it is 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 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 imped 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 accommodation within the structure of required courses in foreign language as in the view of the department concerned is feasible and appropriate. If an accommodation proves unworkable, the dean of the College, on the department’s recommendation, may authorize the substitution of other courses dealing (in English) with the culture or literature of a non-English speaking people or with the history or description of language. For every semester of required foreign language not taken the student will be required to pass an authorized substitute course.”

Therefore a student experiencing exceptional difficulty in a foreign language class should:
1. 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 and 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 purposes 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 Association 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 3.000 or higher cumulative grade point average have priority registration for courses and the option of declaring an Echols major. Richard handler is the 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** Students may not enroll in two courses that meet at the same time. In the rare case where this is necessary, students must obtain the written approval of both instructors and the Dean of the College. 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 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 credit may not be used to fulfill competency requirements.

**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 cutoff, 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 June. 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 chal-
lenges 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 on the fourth floor of the Harrison Institute/Small Library. 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 rubric 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 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 Frank Papovich, Garrett Hall, University of Virginia, P.O. Box 400133, Charlottesville, VA 22904-4133, and should be submitted by August 1 for admission for the fall semester. Such requests should include a letter of endorsement from the appropriate UVa departmental graduate program director. 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 their status changed from regular to 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 record 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 endorsed 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 outside the College of Arts and Sciences 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 After every semester, the Office of the Dean of the College reviews each student’s academic standing and progress toward the degree. If a problem arises, a student’s Association Dean notifies the student by e-mail of important information to be accessed at a secure website. Students are responsible for obtaining this information and are subject to the imposition of academic sanctions in any event. A duplicate notice is sent by U.S. mail in the event of academic suspension.

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 1.800 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 fall 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 1.800 GPA,” “few 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. Students who repeat a course must carry 12.0 additional credits or incur Academic Warning for taking fewer than the minimum course load.

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
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 W's 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 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.

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 may appeal to the associate dean 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.
Departments and Programs

Program in African-American and African Studies

Minor Hall
University of Virginia
P.O. Box 400162
Charlottesville, VA 22904-4162
(434) 924-3109 Fax: (434) 924-8820
www.virginia.edu/woodson

Overview 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 Vickers, 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.

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. Students must have an average of 2.000 in the major for it to be considered complete.

The major requires a distribution of courses in the following areas and levels, all to be selected from the AAS Course Offering Directory:

1. AAS 101 and 102;
2. one course concerning race and politics in the U.S.;
3. one course in the humanities (art history, drama, English, French, music, philosophy, religious studies);
4. one course in the social sciences or history, in addition to AAS 101, 102 (anthropology, economics, history, linguistics, politics, psychology, Slavic, sociology);
5. one course about Africa, which may fulfill requirements (3) or (4) above;
6. four courses above the 300 level, which may fulfill requirements (2-5);
7. one 400-level seminar requiring a research paper, which may count toward requirement (6) above.

Each semester the Carter G. Woodson Institute publishes a list of courses that satisfy the above requirements. Students should speak with an advisor if they have any questions about how to distribute these courses.

Students frequently find that African-American and African studies works well as a double-major with another discipline in the humanities and social sciences. Up to 11 credits in another departmental major may count toward an AAS major, if the courses are among those listed in the AAS Course Offering Directory. Up to 6 transfer credits from relevant study abroad may be counted toward the major, with the advance written permission of the director of the major. Up to 3 credits of an appropriate language course may be counted toward the major.

Exceptions to any of these requirements is made only upon written petition to the director of the AAS major. No petitions are accepted after a student completes the seventh semester.

Requirements for Minor A minor in African-American and African Studies consists of completion of AAS 101 and 102 with 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 2.000 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 3.400 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 Minn 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
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 250 - (3) (SI) The Health of Black Folks
An interdisciplinary course analyzing the relationship between black bodies and biomedicine both historically and in the present. The course is co-taught by Norm Oliver, M.D. (UVA Department of Family Medicine), and offers political, economic, and post-structuralist lenses with which to interpret the individual and socio/cultural health and disease of African-Americans. Readings range across several disciplines including anthropology, epidemiology/public health, folklore, history, science studies, political science, sociology and literary criticism. Topics will vary and may include: HIV/AIDS; reproductive issues; prison, crime and drugs; and body size/image and obesity; the legacy of the Tuskegee Syphilis Trials. Cross listed as ANTH 250.

AAS 305 - (3) (Y) 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
Allows students to work on an individual research project. Students must propose a topic to an appropriate faculty member, submit a written proposal for approval, put together 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.

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 culminating in the composition of a research paper. Topics change from term to term, and vary with the instructor. Primarily for fourth-year students but open to others.

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.

AAS 528 - (3) (Y) Topics in Race Theory
Prerequisite: ANTH 101, 301, or other introductory or middle-level social science or humanities course. This course examines theories and practices of race and otherness, in order to analyze and interpret constructions, deconstructions and reconstructions of race from the late 18th to the 21st centuries. The focus varies from year to year, and may include “race, progress and the West,” “gender, race and power,” and “white supremacy.” The consistent theme is that race is neither a biological nor a cultural category, but a method and theory of social organization, an alibi for inequality, and a strategy for resistance. Cross listed as ANTH 528.

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

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

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 290 - (3) (Y) Culture of Underdevelopment

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

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

ANTH 358 - (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
Program in American Sign Language

University of Virginia
P.O. Box 400808
Charlottesville, VA 22902-4808
(434) 924-6739 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 video or DVD. Currently, the American Sign Language Program offers a four-semester sequence in ASL from the beginning through the intermediate level. We have recently expanded our offerings to include more sections and occasional advanced classes. Due to limited space and funding, we can only accept about 80 students per semester.

Faculty

The American Sign Language Program consists of two full-time faculty members 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 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 limited 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, consult the program website or contact Christopher Krentz, Director of the ASL Program, at ck9m@Virginia.edu.

Course Descriptions

ASL 101, 102 - (4) (Y)
Elementary American Sign Language
Prerequisite: for 102, ASL 101 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, 202 - (3) (Y)
Intermediate American Sign Language
Prerequisites: for 201, ASL 102 or successful completion of placement exam; for 202, ASL 201 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.

ASL 301 - (3) (SI)
Conversational ASL
Prerequisite: ASL 202 or successful completion of placement interview. Continues language and cultural instruction with emphasis on everyday conversation. Topics include common idioms and slang, explaining rules, discussing finances and major decisions, and storytelling techniques such as role-shifting and narrative structure. Students will be required to interact with deaf signers.

ASL 355 - (3) (SI)
Comparative Linguistics: ASL and English
Prerequisite: None, but ASL 101 is recommended. Describes spoken English and ASL on five levels: phonological, morphological, lexical, syntactic, and discourse. Compares and contrasts the two languages on all five levels using real-world examples. Describes the major linguistic components and processes of English and ASL. Introduces basic theories regarding ASL structure.

ASL 475 - (3) (SI)
Topics in Deaf Studies
Examines such topics as American deaf history; ASL linguistics; deaf education; cultural versus pathological views of deaf people; controversies over efforts to eliminate sign language and cure deafness; ASL poetry and storytelling; deafness in mainstream literature, film, and drama; deafness and other minority identities; and the international deaf community.

ASL 481 - (3) (SI)
Deafness in Literature and Film
Studies representations of deaf people in literature and film over the last three centuries. Takes a contrapuntal approach, juxtaposing canonical literature and mainstream films with works (in either English or American Sign Language) by relatively unknown deaf artists.

Program in American Studies

219 Bryan Hall
University of Virginia
P.O. Box 400121
Charlottesville, VA 22904-4121
(434) 924-6616
www.virginia.edu/americanstudies

The University of 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 integral role of diverse disciplines in shaping 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, please consult the American Studies web page at www.virginia.edu/americanstudies.

Requirements for a Major in American Studies

1. 30 credits
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 courses in a single department and courses in at least three departments. Students enrolled in the Distinguished Majors Program should include among their seven courses AMST 493 and 494.

7. Attendance at special events and lectures.

Sample program:

Second year: AMST 201

Third year: AMST 301-302
Fall: AMST 258 American Art, ECON 206 American Economic History
Spring: AMST 315 American Renaissance, DRAM 360 Modern American Theatre and Drama

Fourth year: AMST 401
Fall: GFAP 331 American Presidency, ARTH 280 Art since 1945
Spring: HIUS 317 United States Society and Politics 1945-1990, ARTH 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.)

Distinguished Majors Program Students with a 3.400 GPA in the College of Arts and Sciences and a 3.600 GPA in the major are eligible to pursue Distinction. Students interested in participating in the Distinguished Majors Program in American Studies should meet with the Director of the American Studies major early in the second semester of the third year in order to discuss their projects.

Requirements for a Minor in Asian Pacific American Studies Students are required to complete a minimum of six courses (18 credits) for the Asian Pacific American Studies minor. Students must complete three required courses and three electives. No more than three courses (9 credits) can come from the same department. No courses taken for the minor may be double-counted towards another major. No more than one course taken outside of UVa (study abroad or transfer credits) can be counted towards the minor.

Required courses:

1. AMST (or ASAM) 200- or 300-level Asian Pacific American general survey course: AMST 201: Asian American Multi-Media Cultural History
2. AMST 315 Asian America: From Yellow Peril to Bhangra Blowout
3. AMST 471 Asian American Survey will count towards the major
4. AMST 300-level American Studies theory survey course (first offering in Fall 2005)
5. One course on Asian transnational or Asian Diasporic experiences; eligible courses include (Note: this is not an exhaustive list): ANTH 365: Chinese Family and Religion
HIEA 315: 20th Century East Asian American Relations
PLCP 252: Introduction to Chinese Politics
PLCP 363: Politics of India & Pakistan

Elective courses: Three additional courses from a pre-approved list adjusted per semester depending upon availability. One of the three courses must be a 400-level seminar course in AMST or related discipline.

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, artificial, 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.

AMST 493, 494 - (3) (SI)
Independent Study
Prerequisite: AMST 301, 302.
An elective course for American Studies majors who have completed AMST 301-302. Students will work with an American Studies faculty member to support the student's own research. Topics vary, and must be approved by the Program Director.

AMST 493, 494 - (3) (SI)
Independent Study
Prerequisite: AMST 301, 302.
Topics vary, and must be approved by the program director. Student and faculty will meet weekly to discuss methodology, subject matter, and research methods.

Department of Anthropology

Brooks Hall
University of Virginia
P.O. Box 400120
Charlottesville, VA 22904-4120
(434) 924-7044 Fax: (434) 924-3530
www.virginia.edu/anthropology

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 28 anthropology faculty members. Six of the faculty are archaeologists who specialize in North American prehistoric and historic archaeology, the ancient Middle East, and Africa. Five are linguists, with particular expertise in African, Native American, Middle 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 sociocultural 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 about 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 many 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 ten 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, usually limited to six credits), 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 completed two courses in the anthropology department. No course for the major may be taken on a CR/NC basis. 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 301 in the second or third year;
3. ANTH 401 during the third or fourth year;
4. at least two courses at or above the 300 level, in addition to 301 and 401;
5. at least one course in anthropology that fulfills the major’s non-Western perspectives requirement.

Each semester, the department publishes a list of the current courses that satisfy the above requirements on its website.

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. 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 major’s non-Western perspectives requirement. There are no requirements as to level.

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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 3.400 in all university courses;
2. a GPA of at least 3.400 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 help in setting up their program should contact a major advisor.

Minor in Global Culture and Commerce
The minor in Global Culture and Commerce (GCC) focuses on the intersection of two sets of issues: (1) cultural translation and cross-cultural knowledge, and (2) local and global economic and cultural development. The minor consists of six courses in Anthropology and other departments, plus one co-requisite language course, to be chosen in consultation with the minor Directors. Admission to the minor is competitive, with applications submitted by April 1 of the student’s second or third year. For more information, see Richard Handler or Rachel Most (Garrett Hall).

Additional Information
For more information, contact Adria LaViolette, Director of Undergraduate Studies, Department of Anthropology, Brooks Hall, P.O. Box 400120, Charlottesville, VA 22904-4120; (434) 924-7044; Fax: (434) 924-1350; www.virginia.edu/anthropology; laviolette@virginia.edu.

Course Descriptions
Courses at the 100 and 200 levels 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.

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

ANTH 109 - (3) (IR)
Colloquia 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 301 - (4) (S)
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 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 childrearing, causes and effects of divorce, and the changing relations between the family and society.

ANTH 223 - (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 224 - (3) (Y)
Progress
An ideal of progress has motivated Westerners since the Enlightenment, and is confirmed by rapid technological innovation. Theories of social evolution also foresaw, however, the extinction of those left behind. This course addresses the ideological roots of our notion of progress, the relation between technological and social progress, and what currently threatens our confidence in the inevitability of progress.

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 contour 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 228 - (3) (Y)
Introduction to Medical Anthropology
The course introduces medical anthropology, and contextualizes bodies, suffering, healing and health. It is organized thematically around a critical humanist approach, along with perspectives from political economy and social constructionism. The aim of the course is to provide a broad understanding of the relationship between culture, healing (including and especially the Western form of healing known as biomedicine), health and political power.

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)
Anthropology of Religion
Explores anthropological approaches to religion, in the context of this discipline’s century-old project to understand peoples’ conceptions of the world in which they live.
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 250 - (3) (SI)
The Health of Black Folks
An interdisciplinary course analyzing the relationship between black bodies and biomedicine both historically and in the present. The course is co-taught by Norm Oliver, M.D. (UVA Department of Family Medicine), and offers political, economic, and post-structuralist lenses with which to interpret the individual and socio-cultural health and disease of African-Americans. Readings range across several disciplines including anthropology, epidemiology/public health, folklore, history, science studies, political science, sociology and literary criticism. Topics will vary and may include: HIV/AIDS; reproductive issues; prison, crime and drugs; and body size/image and obesity; the legacy of the Tuskegee Syphilis Trials. Cross listed as AAS 250.

ANTH 267 - (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 268 - (3) (IR)
Reading the New York Times
An introduction to anthropological perspectives, using a major American newspaper as a window on contemporary culture. Articles from the daily paper will be supplemented by relevant readings by anthropologists and other culture critics.

ANTH 289 - (3) (J)
Unearthing the Past
The study of past cultures through their material remains. Students gain an understanding of how archaeologists study ancient civilizations as well as the everyday lives of people who lived in these societies. Archaeological methods are reviewed to demystify the process of reconstructing the past. The course also covers some of the major developments in prehistory such as the origins of modern humans, the rise of the first villages and cities, and the emergence of ancient civilizations in North America.

ANTH 290 - (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 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) (IR)
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 326 - (3) (Y)
Globalization and Development
Prerequisite: one course in Anthropology or instructor permission.
Explores how globalization and development affect the lives of people in different parts of the world. Topics include poverty, inequality, and the role of governments and international agencies.

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 politics work.

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 non-medical 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.
Forges 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
anthropology. 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. Studying 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 how these ideas give shape to other social phenomena, relationships, and practices.

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 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 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 528 - (3) (Y)
Topics in Race Theory
Prerequisite: ANTH 101, 301, or other introductory or middle-level social science or humanities course. This course examines theories and practices of race and otherness, in order to analyze and interpret constructions, deconstructions and reconstructions of race from the late 18th to the 21st centuries. The focus varies from year to year, and may include “race, ‘progress’ and the West,” “gender, race and power,” and “white supremacy.” The consistent theme is that race is neither a biological nor a cultural category, but a method and theory of social organization, an alibi for inequality, and a strategy for resistance. Cross listed as AAS 528.

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) (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. Application to ethnographic data.

ANTH 533 - (3) (E)
Folklore and Ethnographical Research Methodology
Prerequisite: Graduate student standing or permission of the instructor. Introduction to folklore, and to folklore and ethnographical 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) (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 anthropology of experience in the light of recent work in healing and spirit possession.

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 interrelation-
ships 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 333 - (3) (IR)**

*Ethnopoetics*

*Prerequisite: ANTH 101 or instructor permission.*

An exploration of the form and meaning of traditional art, poetry, and song in various ethnographic contexts.

**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 542 - (3) (IR)**

*Theories of Language*

Survey of modern schools of linguistics, both American and European, discussing each approach in terms of historical and intellectual context, analytical goals, assumptions about the nature of language, and relation between theory and methodology.

**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-syntagm interface (e.g., lexical phonology, prosodic morphology, optimality theory), and approaches to issues arising at the morphology-syntactic interface (e.g., inflection, agreement, incorporation, compounding).

**ANTH 545 - (3) (IR)**

*African Languages and Folktale*

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 anthropological course, or instructor permission.*

Explores the view that language is central to 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) (IR)**

*Peoples and Cultures 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 305 - (3) (Y)**

*Travel Accounts of Africa*

*Prerequisite: ANTH 101 or instructor permission.*

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

**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 353 - (3) (Y)**

*Anthropology of Eastern Europe*

*Prerequisite: one course in anthropology or permission of the instructor.*

This course explores Eastern European societies through an examination of the practices of everyday social life. Topics include the changing cultural meanings of work and consumption, the nature of property rights and relations, family and gender, ethnicity and nationalism, religion and ritual.

**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, sociocultural 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. Trace 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 362 - (3) (IR)**

**Cinema in India**
Prerequisite: 200-level ANTH course or instructor permission.
An explanation of film culture in India.

**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 pre-historic 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 365 - (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 366 - (3) (Y)**

**China: Empire and Nationalities**
Prerequisite: One course in Anthropology or permission of instructor.
A study of selected interrelated major cultural, religious and political changes for comprehending China after independence. The course will focus on major urban centers for explicating changing family, marriage and caste relationships; middle class Chinese; status of women and Dalits; and rising religious/ethnic violence, including Hindu religious politics and religious nationalism.

**ANTH 370 - (3) (E)**

**Contemporary India**
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 535 - (3) (IR)**

**Topics in Ethnology of North America**
Seminars on topics announced prior to each semester.

**ANTH 536 - (3) (IR)**

**Topics in Ethnology of Latin America**
Seminars on topics announced prior to each semester.

**ANTH 537 - (3) (IR)**

**Topics in Ethnology of Europe**
Seminars on topics announced prior to each semester.

**ANTH 538 - (3) (IR)**

**Topics in Ethnology of Africa**
Seminars on topics announced prior to each semester.

**ANTH 554 - (3) (IR)**

**Topics in Ethnology of South Asia**
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 Southeast Asia**
Seminars on topics announced prior to each semester.

**ANTH 559 - (3) (IR)**

**Topics in Ethnology of Melanesia**
Seminars on topics announced prior to each semester.

**ANTH 560 - (3) (IR)**

**Topics in Ethnology of Australia**
Seminars on topics announced prior to each semester.

**ANTH 561 - (3) (IR)**

**Topics in Ethnology of Oceania**
Seminars on topics announced prior to each semester.

**ANTH 565 - (3) (Y)**

**Creole Narratives**
Prerequisite: ANTH 357 strongly recommended.
Studies eighteenth-, nineteenth-, and twentieth-century Caribbean intellectual life, Imperialism, Island nationalism, slavery, colonized values, race, class, and religion.

**ANTH 566 - (3) (IR)**

**Conquest of the Americas**
Explores the power and personhood specifically related to the Americas. Topics include cultural frontiers; culture contact; society against the state; shamanism and colonialism; violence; and resistance.
ANTH 569 - (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 Incas of Peru, the Maya, the Aztec of Mexico, and the ancient Middle 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 287 - (3) (Y)
Cities in History
An introduction to the history of cities around the world, from the beginnings of cities to the present, locating urban forms in their social, cultural, and symbolic contexts, with each class meeting examining a single city in depth. Cross-listed with AR H 371.

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 prehistoric/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 ethnohistoric research in Virginia. Emphasizes the history and culture of Native Americans in Virginia from the earliest paleoindian cultures to the period of European colonization.

ANTH 388 - (3) (Y)
African Archaeology
Prerequisite: ANTH 280 or instructor permission.
Surveys transformations in Africa from four million years ago to the present, known chiefly through archaeology, and focusing on Stone and Iron Age societies in the last 150,000 years.

ANTH 389 - (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 ethnohistoric 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. Because 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 Middle East
Reviews and analyzes archaeological data used in the reconstruction of ancient Middle 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 ceramic. 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 zoological 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 correlation, 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. Archaeological databases often violate many of the assumptions made in the application of parametric statistics. Reviews the unique characteristics of those databases and explores alternative analytical methods. Emphasizes case studies.

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, expansions 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.

Swahili
SWAH 101, 102 - (3) (S)
Introductory Swahili
Prerequisite: limited or no previous knowledge of Swahili.

SWAH 102 - (3) (S)
Introductory Swahili
Prerequisite: SWAH 101.

Program in Archaeology
Brooks Hall
University of Virginia
P.O. Box 400120
Charlottesville, VA 22904-4120
(434) 924-7044; Fax: (434) 924-1350
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 members are selected in consultation with the 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. admission to the DMP, which is open to students currently majoring in archaeology.
2. a GPA of at least 3.400 in all courses taken as part of the archaeology major.
3. approval of a thesis proposal that is reviewed by a committee of at least three faculty members that is composed of the student's advisor and at least two other archaeologists.
4. permission of the 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 student has already demonstrated their ability in a specialized course at the 500 level.

Additional Information
For more information, contact Rachel Most, Department of Anthropology, 101 Brooks Hall, P.O. Box 400120 Charlottesville, VA 22904; (434) 924-7044; rm5f@virginia.edu.

Course Descriptions
Core Courses
ANTH 215 - (3) (O)
Introduction to Classical Archaeology
Introduces the history, theory, and field techniques of classical archaeology.

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.

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.)

Supporting 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, Inka, 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 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 315 - (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

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)
Historical Archaeology

**McIntire Department of Art**

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www.virginia.edu/art

**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 2.000 in major courses. (A student who does not maintain an average of 2.000 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 2.000 in the minor courses. The minor must include at least one course in four of the five areas: Ancient, Medieval, Renaissance, Modern, and Asian. 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).

**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 3.400 in major courses and a cumulative GPA of near 3.400 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.

**Studio Art**

**Overview** Studio 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 eight 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 Tatschek 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, Virginia Museum of Fine Arts Professional Fellowship, and an Artist's Fellowship Grant from the National Endowment for the Arts. 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, cinematography, or sculpture which culminates in an exhibition. Majors must have a minimum GPA of 2.000 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, McIntire Department of Art, Dell 1 & 2, P.O. Box 400872, Charlottesville, VA 22904-4130; (434) 924-6123; Fax: (434) 982-4699; www.virginia.edu/art.

**Course Descriptions**

**History of Art**

**ARTH 101 - (4) (Y)**

**History of Art I**

A survey of the great monuments of art and architecture from their beginnings in caves through the arts of Egypt, Mesopotamia, Greece and Rome, Byzantium, the Islamic world, and medieval western Europe. The course attempts to make art accessible to students with no background in the subject, and it explains the ways in which painting, sculpture, and architecture are related to mythology, religion, politics, literature, and daily life. The course serves as a visual introduction to the history of the West.

**ARTH 102 - (4) (S)**

**History of Art II**

Studies the history and interpretation of architecture, sculpture and painting from 1400 to the present.

**ARTH 200 - (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**

The painting, sculpture, and architecture of the Greeks, from the Dark Ages through the Hellenistic period. Works are studied in their social, political, and religious contexts.

**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, Dürrer, 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 251 - (3) (IR)
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, Boucher, Rubens, Hogaarth, Gainsborough, and Reynolds.

ARTH 252 - (3) (Y)
Art of Revolutionary Europe
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 Thorvaldsen are examined in their political, economic, social, spiritual, and aesthetic contexts.

ARTH 255 - (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 256 - (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 257 - (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 261 - (3) (Y)
American Art
Studies the development of American art in its cultural context from the seventeenth century to World War II.

ARTH 267 - (3) (O)
American Modernism
American Modernism is a survey of American art in the first half of the twentieth century. The course will address the arrival of modern art in America, the situation of the American artist in relation to European art, and an American public, and the question of the American art.

ARTH 268 - (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 270 - (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 271 - (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 275 - (3) (O)
The Arts of India
The course 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 281 - (3) (IR)
Arts of the Islamic World
The course 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 312 - (3) (E)
Greek Vase Painting
Prerequisite: any course in Art History, Anthropology, Classics or History. Survey of the major styles, techniques, and painters of Greek vases produced in the Archaic and Classical periods (c. 700-350 B.C.). Emphasizes themes of myth and daily life, the relationship of vases to other ancient arts, the legacy of form and decoration in the arts of later periods, such as 18th century England, and comparisons with other cultures, such as the Native American southwest.

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, banquetting, and athletics. In order to view these themes in the context of classical Greek culture, the course seeks out shared structures of response and feeling in contemporary poetry; including readings in translation in Anakreon, Pindar, Aischylos, Sophokles, and Euripides.

ARTH 315 - (3) (IR)
The Greek City
Study of the Greek city from the Archaic to the Hellenistic period. The course focuses on such themes as city planning, public buildings and houses, gender distinctions, the relationship between city and territory, and the nature of the polis.

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 catastrophic eruption of Mt. Vesuvius in A.D. 79.

ARTH 322 - (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 334 - (3) (IR)
Leonardo da Vinci
Prerequisite: One course in the humanities. An analysis of Leonardo da Vinci’s paintings, drawings, and notes, giving special attention to his writings and drawings on human anatomy, the theory of light and shade, color theory, and pictorial composition. His work is
considered in relation to the works of fellow artists such as Bramante, Raphael, and Michelangelo as well as within the context of Renaissance investigation of the natural world.

ARTH 335Z - (3) (J)
Renaissance Art on Site
Prerequisite: Instructor permission. Firsthand, direct knowledge of Renaissance art and architecture through an intensive program of on-site visits in Florence and Rome. The course aims to provide a deeper understanding of the specificity of images and sites—that is, their materials, texture, scale, size, proportions, colors, and volumes. It also aims to instill a full sense of the importance of the original location for the understanding and interpretation of Renaissance art.

ARTH 337 - (3) (IR)
Michelangelo and His Time
Prerequisite: One course in the history of art 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 333 - (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, Mytns, Rubens, van Dyck, Lely, Kneller, Hogarth, Rysbrack, Roubillac, 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 362 - (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 367 - (4) (E)
New York School
The New York School focuses on the background, development, and dissemination of abstract expressionism, beginning with an examination of the place and politics of the artist in America in the depression era. The slide lectures and required readings examine the social and intellectual groundings of the subjects of abstract painting in the 1940s and the development of an international art scene in New York in the 1950s.

ARTH 371 - (3) (IR)
Chinese Art
The course is a survey of the major epochs of Chinese art from pre-historic to the modern period. The course intends to familiarize students with the important artistic traditions developed in China: ceramics, bronzes, funerary art and ritual, Buddhist art, painting, and garden architecture. It seeks to understand artistic form in relation to technology, political and religious beliefs, and social and historical contexts, with focus on the role of the state or individuals as patrons of the arts. It also introduces the major philosophic and religious traditions—Confucianism, Daoism, and Buddhism—that have shaped cultural and aesthetic ideals, Chinese art theories, and the writings of leading scholars.

ARTH 372 - (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 383 - (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 semester 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
Required for all entering graduate students. Introduces the bibliography of the visual arts including architecture, archaeology, painting, sculpture, and the graphic arts. Specific research and reference publications are analyzed in terms of their scope, special features, and applications to meeting research and information needs.

ARTH 516 - (3) (IR)
Roman Architecture
Prerequisite: Instructor permission. Surveys Roman architecture in Italy and the Roman Empire from the Republic to Constantine, 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 dependencies from its roots in the late Antique period to the last flowering under the Palaeologan 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 561 - (3) (IR)
Approaches to American Art
Introduces historiography and methodology of
American art history from earliest discus-
sions to the present, through an analysis of
one particular mode (e.g., portraiture, land-
scape, genre) over time.

ARTh 562 - (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 iden-
tify and describe some of the ways in which
visual images have functioned in the con-
struction and reinforcement of racial
mythologies.

ARTh 583 - (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 col-
collecting art for museums.

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

Studio Art

ARTh 161 - (3) (S)
Introduction to Drawing I
Introduces the materials and techniques of
drawing, provides training in the coordina-
tion of hand and eye, and encourages develop-
ment of visual analysis. Emphasizes under-
standing form, space, light and composition.

ARTh 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.

ARTh 222, 223 - (4) (Y)
Introduction to Digital Art I, II
Prerequisite: ARTS 161, 162.
Project-based introduction to tools and meth-
ods of digital media. Serves as a design class
examining how the new tools can contribute to
the activity of the artist.

ARTh 251, 252 - (4) (Y)
Introduction to Photography I, II
Prerequisite: ARTS 161, 162.
Independent and group exercises exploring
still photography as a means of communica-
tion and expression. Lab sessions cover nec-
essary technical aspects of the medium, lect-
ures 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.

ARTh 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.

ARTh 265, 266 - (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 litho-
graphy. Printmaking professors and course con-
tent vary from semester to semester.

ARTh 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.

ARTh 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 con-
cerns of sculpture by analyzing historical
examples and work done in class.

ARTh 291, 292 - (4) (Y)
Installation and Performance Art I, II
Prerequisite: For ARTS 291: 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 includ-
ing installation, performance, and video doc-
umentation to the student's art practice.
Includes contemporary Art History, theory,
and the creation of art made with non-tradition-
al materials, methods and formats.

ARTh 297, 298 - (4) (Y)
Introduction to Cinematography I, II
Prerequisite: For ARTS 297: ARTS 161, 162,
or permission of the instructor. For ARTS
298: ARTS 161, 162, 297, 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 cine-
matography and its relationship to the tradi-
tional visual arts.

ARTh 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.

ARTh 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.

ARTh 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 pro-
fessors and course content vary from semes-
ter to semester.

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

ARTh 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.

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

ARTh 407 - (1-4) (Y)
Advanced Project in Art
Prerequisite: Instructor permission.
Investigation and development of a consist-
tent 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 stu-
dio work. This course is not intended to be
used for major credit.

ARTh 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.
ARTS 451, 452 - (3) (Y)
Distinguished Major Project
Prerequisite: Admission to the Distinguished Major Program.
Intensive independent work using either sculpture, photography, printmaking, cinematography, 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 mold-making, 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, 498 - (3) (Y)
Advanced Cinematography I, II
Prerequisite: ARTS 407 or 408.
Course continues the practice of 16mm film or digital video experimental production with an emphasis on a completed piece for public screenings or exhibitions.

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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 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 rounded 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 possible concentration courses are in this Record 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:
- Grade of C or better in AMELC 101;
- Proficiency at the 202/206 level or above in Arabic, Chinese, Hebrew, Hindi, Japanese, Persian, Sanskrit, Tibetan, or Urdu.

Requirements:
- 10 credits in AMELC and related courses, including courses in selected regional concentration, with the following distribution:
  - 9 credits, not necessarily in the regional concentration, from related courses or from AMELC courses at the 300 level or higher; 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 AMELC 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 18 credits in each major must come from courses unique to that major;
  - 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 Ellen Fuller (East Asia), Daniel Leffkowitz (Middle East), and Griffith Chassée (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, HIME, or HISA, 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.

Requirements:
- 30 credits in AMELC and related courses, of which
- 18 credits must be in one AMELC language, or, at the discretion of the student’s advisor, 12 in one and at least 6 in a second language in the same region; Tibetan may be used as a second language in the East Asian or South Asian region. Biblical Hebrew may be used as a second language in the Middle East region. The 12 credits for the first language must be beyond the 202/206 level. The 6 credits for the second language may come from 100-level courses.
- 12 credits of the 30 must be in AMELC and related courses, of which
- 6 credits must be in regional concentration courses from 2 of the following 6 areas: AMELC (at the 300 level or higher), Anthropology, Art History, Politics, History, and Religious Studies (see the AMELC website for current listings); and
- 6 credits are to be determined in consultation with the student’s advisor. These courses may be further AMELC language study or non-language, regional concentration courses in AMELC.
- a maximum of 15 study abroad credits and domestic transfer credits are allowed at the discretion of the Undergraduate Committee.

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 - Miao-fen Tseng
- Japanese - Michiko Wilson
- Arabic - Mohammed Sawaie
- Hebrew - Daniel Lefkowitz
- Persian - Zjaleh Hajibashi
- Hindi - Griffith Chaussee
- Sanskrit - Robert A. Hueckstedt
- Urdu - Griffith Chaussee

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 credits of concentration courses at the 400 level or above, including AMEL 497, a six-credit 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 3.400. Applications must be submitted by the second Monday after spring break 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 by early April.

Commencement honors of Distinction, High Distinction and Highest Distinction require a minimum GPA of 3.400 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 fewer. 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 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 student’s 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: kcs.stanford.edu.

UVA China Gateway Program is specially designed by UVA faculty to complement the University curriculum. This program will allow students to earn UVA credit and grades, not simply transfer credit. Participants will take an interdisciplinary study of Chinese language, history/society, and culture that will utilize local guest speakers and field trips. A member of the UVA faculty will accompany the group and will integrate resources from the community and country into the course syllabi with three elements—language, history/society, and culture—followed by twelve days of travel to Beijing, Xi’an and Chengdu. The program is ideal for students who have never before traveled to China.

Scheduled in this program is a trip to Shanghai, one of the most cosmopolitan and exciting cities in Asia, for six weeks of classroom study at East China Normal University and field trips in and around Shanghai. This is followed with 12 days of travel, first to the capital Beijing, to visit, among other sites, the Forbidden City and the Great Wall. Then we travel to the ancient city of Xi’an, home of Emperor Huang Di’s terracotta army and the tomb of Empress Wu. Interested students should contact the East Asia Center.

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 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 Minor 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 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 an interdisciplinary center that coordinates 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 Robert A. Hueckstedt, AMELC Chair, Cabell Hall, P.O. Box 400781, Charlottesville, VA 22904-4781; (434) 982-2304; amelc@virginia.edu; http://www.virginia.edu/amelc.

Course Descriptions

Asian and Middle Eastern Languages and Culture

Note: AMEL 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, middle east studies, or linguistics, or permission of the 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 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.
AMEL 497 - (3) (S)
Asian and Middle Eastern Studies
Senior Thesis
Prerequisite: DMP major 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.
Note: AMTR courses are taught in English

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-based, and translation 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; 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
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. Taught in English; no knowledge of Arabic is required.

ARAB 301, 302, 501, 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
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
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 331, 531 - (3) (SS)
Introduction to the Arab World and Its Languages
A general survey of the linguistic, geographical, historical, social, religious, cultural, and artistic aspects of the modern Arab world. Attention given to the Arabic language, family, gender relations, the Arab experience in the U.S., Arab American relations, the role of the past and of social change, and Arab art and music.

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
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. Taught in English.

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 instructor permission.
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 and 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.

ARTR 529 - (3) (Y)
Modern Arabic Literature in Translation
Introduces the development and themes of modern Arabic literature (poetry, short stories, novels and plays). No knowledge of Arabic is required. Taught in English.

Chinese

CHIN 101, 102 - (4) (Y)
Elementary Chinese
Prerequisite: for CHIN 102: 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
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).

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, 302 - (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, 402 - (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 literature 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 and the changes in Chinese thought during the past 90 years in CHIN 402. 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 501, 502 - (3) (Y)
Readings in Modern Chinese Literature
Prerequisite: CHIN 202 or equivalent, or instructor permission.
Studies modern Chinese at the advanced level. Includes listening comprehension, reading and discussion in Chinese of various aspects of Chinese culture, society, and literature, using radio broadcasts and selections from newspapers, recent essays, short stories, etc.

CHIN 523 - (3) (Y)
Chinese Conversation and Composition (in Chinese)
Prerequisite: CHIN 502 or equivalent, or instructor permission.
Development of writing and speaking skills at a higher level than CHIN 502.

CHIN 524 - (3) (Y)
Advanced Chinese Conversation and Composition (in Chinese)
Prerequisite: CHIN 523 or equivalent, or instructor permission.
Further develops writing and speaking skills to an advanced level.

CHIN 528 - (3) (Y)
History of the Chinese Language
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 550 - (1-3) (SS)
Introduction to Chinese History, Culture and Society
An integral part of the UVa summer Chinese language program in Shanghai, this course combines lectures and guest presentations with field trips, using the resources specifically available in Shanghai and other parts of China to offer an introduction to China's long history, splendid culture, and dynamic and changing society. Taught in English.

CHIN 581 - (3) (Y)
Media Chinese I
Prerequisite: CHIN 502 or equivalent, or instructor permission.
Studies electronic and print media in Chinese, emphasizing current events as reported in the Chinese speaking world, to further develop oral and written proficiency.

CHIN 582 - (3) (Y)
Media Chinese II
Prerequisite: CHIN 581 or equivalent, or instructor permission.
A continuation of CHIN 581. Studies the electronic and print media in Chinese with special emphasis on current events as reported in the Chinese speaking world.

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.
Note: CHTR courses are taught in English.

CHTR 280 - (1-3) (SI)
Chinese Calligraphy
Introduction to the history, masters, styles and techniques of Chinese brush calligraphy. Enhances familiarity with use of brush and ink; active and passive differentiation of styles and techniques; and appreciation of Chinese Calligraphy as an art form.

CHTR 301 - (3) (Y)
Legendary Women in Early China
Examines the biographies of female heroines and villains as found in the early Chinese text *Tradition of Exemplary Women* (ca. 18 B.C.). Students gain a familiarity with (a) the history of women in early China, (b) the evolving codes of behavior that shaped women's culture for two millennia, and (c) the way in which the Chinese understand gender. Enhances an understanding of the function of role models in both ancient China and their own lives. Fulfills the non-Western perspectives requirement.

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.
Hebrew

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.

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

Hindi

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; 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, 302 - (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.

HIND 323, 324 - (3) (IR)
Readings in Hindi
Prerequisite: HIND 302/502 or equivalent, or instructor permission.
Advanced readings in modern standard Hindi and possibly in medieval Hindi, depending on the interests of the students.

HIND 493, 494 - (1-3) (Y)
Independent Study in Hindi

Japanese

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 reading. 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, 302 - (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 493, 494 - (1-3) (SI)
Independent Study in Japanese

JAPN 593, 594 - (3) (SI)
Language Seminar I and II
Prerequisite: JAPN 481, 482, 483, or instructor permission.
These seminars are the highest level of instruction in modern Japanese language. Literary texts, including poetry and critical essays, are read, interpreted and discussed in Japanese.

JAPN 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.

JAPN 322 - (3) (Y)
The Modern Japanese Canon
Introduction to the modern Japanese canon (1890's to the present). Writers studied include Natsume Soseki, the first modern writer to delve into the human psyche; Mori Ogai, the surgeon-turned writer; Rynosuke Akutagawa, the consummate writer of short stories; Shiga Naoya, the "goddess" of "I-Novel" Japanese fiction; Yukio Mishima, whose seppuku suicide caused a sensation world-wide; Endo Shosaku, the Christian writer; two Nobel laureates, Yasunari Kawabata, the pure aesthetician, and Kenzaburo Oe, the political gadfly.

JAPN 331 - (3) (SI)
A Cultural Understanding of U.S.-Japan Relations
Prerequisite: At least one course in Japan-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)**

**Literature of Medieval and Early Modern Japan, 1200-1868**

*Prerequisite: AMEL 101, any 200-level literature course, or permission of the instructor.*

An introduction in English translation to the literary arts of the warriors, aristocrats, monks and nuns, courtesans, 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 - (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 - (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 is and shaped by Japanese culture and society.

**JPTR 382 - (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 is and shaped by Japanese culture and society.

**JPTR 521 - (3) (Y)**

**The Tale of Genji, the World’s First Psychological Novel: Court Romance**

Introduction to the elegant world of classical Japanese literary tradition represented by one of the world’s masterpieces, The Tale of Genji (1010 A.D.) written by Lady Murasaki, examines the courtship ritual, the marriage institution, the gendering of sexuality and desire, and the aesthetics of mono no aware.

**JPTR 522 - (3) (Y)**

**The Modern Japanese Canon**

Introduction to the modern Japanese canon (1890’s to the present). Writers studied include Natsume Sōseki, the first modern writer to delve into the human psyche; Mori Ōgai, the surgeon-turned-writer; Ryūnosuke 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; Endō Shōsaku, the Christian writer; two Nobel laureates, Yasunari Kawabata, the pure aesthetician, and Kenzaburo Ŭe, the political gadfly.

**JPTR 535 - (3) (IR)**

**Spirits, Romance, and Political Intrigue: An Introduction to Classical Japanese Literature**

This course introduces the literary arts of Japan’s classical period (Nara period 710-794 and Heian period 794-1185). The main goals of this course are to read, interpret, become conversant in, and enjoy this body of literature. A wide range of topics and issues, including the supernatural, jealousy, birth, fashion, marriage, death, poetry vs. prose, history vs. literature, gender, exile, politics, Buddhism, war, and innumerable others, will be encountered.

**JPTR 536 - (3) (IR)**

**Warriors, Merchants, & Courtesans: An Introduction to Japan’s Medieval and Early Modern Literary and Popular Arts**

This course introduces, in English translation, the literary arts of Japan’s medieval (1200-1600) and early modern (1600-1868) periods.

**JPTR 581 - (3) (IR)**

**Classical Japanese Women Writers**

*Prerequisite: JPTR 321/321 or instructor permission.*

Introduces the most celebrated period in Japanese literary history in which women of the Heian court (797-1190) produced the flowing of vernacular literature, nikki bunqaku (a mixture of prose and poetry called a poetic diary).

**JPTR 582 - (3) (Y)**

**Modern Japanese Women Writers**

*Prerequisite: JPTR 522 or equivalent, or instructor permission.*

Introduces the resurgence of the female literary tradition from 1904 to the present. Focuses on how literary women in Japan express their subversive voice through the autobiographical fiction. Taught in English. Restricted to area studies majors and minors.

**Persian**

**PERS 101, 102 - (4) (Y)**

**Elementary Persian**

*Prerequisite: for PERS 102: PERS 101 or equivalent, or instructor permission.*

Introductory language course 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 502 - (3) (S)
Readings in Modern Persian Prose Fiction
Prerequisite: PERS 202 or equivalent, or instructor permission.
Examines the works of this century's major writers, focusing on the development of modern Persian fiction as it reflects a changing society. Improves Persian reading ability and familiarity with Iran, its people, and its culture.

PETR 321 - (3) (IR)
Persian Literature in Translation
Reading from the works of major figures in classical Persian literature, especially Rudaki, Ferdowski, Khayyam, Attar, Mowlavi, Sa'adi, and Hafez, as well as the most important minor writers of each period. Emphasizes the role of the Ma’shuq (the beloved), Mamduh (the praised one), and Ma’bud (the worshiped one) in classical verse, as well as the use of allegory and similar devices in both prose and verse. Taught in English.

PETR 322 - (3) (IR)
Twentieth-Century Persian Literature in Translation
Introduces modern Persian literature in the context of Iranian society and civilization. Lectures and discussions follow the development of modern Persian poetry and prose, and trace the influence of Western and other literature, as well as Iranian literary and cultural heritage, on the works of contemporary Iranian writers. Facilitates understanding of contemporary Iran, especially its people, both individually and collectively, with their particular problems and aspirations in the twentieth-century world. Taught in English.

PETR 521 - (3) (IR)
Persian Literature in Translation
Reading from the works of major figures in classical Persian literature, especially Rudaki, Ferdowski, Khayyam, Attar, Mowlavi, Sa'adi, and Hafez, as well as the most important minor writers of each period. Emphasizes the role of the Ma’shuq (the beloved), Mamduh (the praised one), and Ma’bud (the worshiped one) in classical verse, as well as the use of allegory and similar devices in both prose and verse. Taught in English.

PETR 522 - (3) (IR)
Twentieth-Century Persian Literature in Translation
Introduces modern Persian literature in the context of Iranian society and civilization. Lectures and discussions follow the development of modern Persian poetry and prose, and trace the influence of Western and other literature, as well as Iranian literary and cultural heritage, on the works of contemporary Iranian writers. Facilitates understanding of contemporary Iran, especially its people, both individually and collectively, with their particular problems and aspirations in the twentieth-century world. Taught in English.
SANS 508 - (3) (IR)
Selections from the Puranas
Prerequisite: 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.

South Asia

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 355 - (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. No knowledge of a South Asian language or linguistics is required.

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)
Colors of Loneliness: Literature of Diasporic Imagination
An upper-level undergraduate seminar on South Asian literature translated into or written in English that focuses on dislocation both metaphorical and temporal and how the filters of time and memory operate on imagination creating "fictions."

Sanskrit

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.

Language House Conversation

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

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

HIND 301H, 302H - (1) (Y)
Language House Conversation
Prerequisite: instructor permission.
For students residing in the Hindi group in Shea House.

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

JAPN 301H, 302H - (1) (Y)
Language House Conversation
Prerequisite: instructor permission.
For students residing in the Japanese group in Shea 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 the UVa summer 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.

Supporting Courses

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.

East Asia

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

ANTH 232 - (3) (Y)
Anthropology of Religion

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

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

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

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

ANTH 363 - (3) (E)
Chinese Family and Religion

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)
Political Systems

ANTH 524 - (3) (IR)
Religious Organizations

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

ANTH 558 - (3) (IR)
Topics in Ethnology of Southeast Asia

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

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

ARTH 362 - (3) (IR)
Japanese Art

ARTH 364 - (3) (IR)
Chinese Art

ECON 355 - (3) (Y)
Economy of China

ECON 356 - (3) (Y)
Economy of Japan

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 Susanno to Sony

HIEA 311 - (3) (Y)
The Traditional Chinese Order, Antiquity-6th Century A.D.

HIEA 312 - (3) (IR)
The Traditional Chinese Order, 7th Century-17th 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 316 - (3) (Y)
China Encounters the World

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

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

HIST 322 - (3) (Y)
Zionism and the Creation of the State of Israel
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<td>RELJ 121</td>
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<td>PLIR 505</td>
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</table>
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 post-graduate careers. A total of 25 astronomy courses are open to undergraduates, and the department sponsors two majors programs. 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.

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 and a 24-node Beowulf cluster. 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 131, 132); 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, 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-physics 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 3.400 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 Road, P.O. Box 400325, Charlottesville, VA 22904-4325; (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 through Newton. 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 are 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
Prerequisite: 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 prescientific 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. Studies controversial topics in science and pseudoscience 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
Prerequisite: Calculus or permission of instructor. Primarily for science majors. 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) (O)
Astronomical Techniques
Prerequisite: ASTR 211-212; PHYS 342, 343 or instructor permission. Surveys modern techniques of radiation measurement, data analysis, and image processing, and their application to astrophysical problems, especially the physical properties of stars and galaxies. Relevant laboratory experiments and observations with the department’s telescopes are included. Students are expected to develop a familiarity with programming and other basic computer skills if they do not already possess them.

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 quasar 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. Studies observed properties and physics of stars including radiative transfer; stellar thermodynamics; convection; formation of spectra in atmospheres; equations of stellar structure; nuclear reactions; stellar evolution; and nucleosynthesis. Includes applicable numerical techniques.

ASTR 545 - (3) (E)
High Energy Astrophysics
Prerequisite: Instructor permission. Introduces the physics of basic radiation mechanisms and particle acceleration processes that are important in high energy phenomena and space science. Discusses applications to pulsars, active galactic nuclei, radio galaxies, quasars, and supernovae.

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.

ASTR 548 - (3) (O)
Evolution of the Universe
Prerequisite: Instructor permission. Studies the origin and evolution of structure in the universe. Topics include the formation and evolution of galaxies, and tests of the theory based on observations of large-scale structure 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. Explores the structure and evolution of star clusters and galaxies, with emphasis on the kinematics, chemistry, ages, and spectral energy distributions of stellar populations. The course introduces fundamental tools of Galactic astronomy, 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 sections.
Faculty appreciation for living things and the delicate bring close to a complete understanding of the period" of biological research, we have been惊奇ing migration? Questions such as these define know when and where to make its astonish-

another? How does the monarch butterfly do some cells age while others continue to develop into a multicellular organism? Why living systems. How does the fertilized egg are questions and answers about us and all 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 34 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 thirty-two 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 research laboratories, 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 for biochemical, biophysical, cellular, molecular, and behavioral research, creates an intellectual environment that fosters scientific creativity. 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 interconnects mainframe and micro-computers and provides access to the Internet. These resources in turn give ready access to scientific software, such as DNA and protein sequence analysis programs and sequence databases.

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.

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Mountain Lake Biological Station (www.mlbs.org) Information about undergraduate and graduate level summer courses may be obtained from the Director, Mountain Lake Biological Station, Department of Biology, 258 Gilmer Hall, PO Box 4002, University of Virginia, Charlottesville, VA 22904-4327.

Requirements for 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 in sequence and by the end of the third year) and 16 additional credits in biology at or above the 300 level, including at least three credits of laboratory work. The required laboratory course may be satisfied by a three-credit departmental course, a course taught at Mountain Lake Biological Station, 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 credits 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 credits for the major. Biology major courses taken elsewhere must be approved and only one-half of the credits, up to a maximum of 6, transferred to the University may be used toward the biology major. The required core courses (BIOL 300 and 301) and lab course may not be taken elsewhere (transfer students exempted). While transfer and Environmental Sciences courses may be combined, the total applied towards the major may not exceed 6 credits since a minimum of 16 of the 22 credits of upper-level courses (which include BIOL 300 and 301) must be chosen from courses offered by the Biology Department at the University of Virginia.

Related courses that are required include two semesters of general chemistry with lab, CHEM 141, 142, plus 141L, 142L, or CHEM 181, 182, plus 181L, 182L meet this requirement. Students with AP chemistry credit for 141 and 142 must still complete the laboratory courses. The laboratory requirement can be met with 141L plus 142L, 181L plus 182L, two higher level lab courses, or the one-semester CHEM 222 course (Solutions Chemistry). Additionally students must take one course in either calculus or statistics (STAT 202, 212, or an equivalent or higher level course in another department).

The overall grade point average for courses at the 300 level and above presented in the major must be 2.000 (C) or better. Students anticipating a career in the biological sciences are strongly advised to take two semesters of organic chemistry with lab (CHEM 241, 242, 241L, 242L), two semesters of physics with lab (PHYS 201, 202, 201L, 202L), and at least one additional math course.

Requirements for 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 credits of upper-level biology courses (300 and above). These additional 11 credits must include BIOL 302 and a second 3-credit 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 (STAT 202, 212, or an equivalent or higher level course in another department). It is recommended that students interested in a career in the biological sciences take PHYS 202, as well as labs in organic chemistry and 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 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 2.000 (C) or better.
Academic Information  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, 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 credits.

Students who score a 4 or a 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 Department of Environmental Sciences may be applied towards the biology major. These include EVSC 320/320L (Fundamentals of Ecology) and upper level (400+) courses that have EVSC 320 as a prerequisite. 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.

Specialization in Environmental and Biological Conservation The Biology Department, in conjunction with the Department of Environmental Sciences, offers an opportunity for students to obtain the Bachelor of Arts or Science in Biology with a Specialization in Environmental and Biological Conservation. Candidates for the Specialization must fulfill all the requirements for the biology major. Many of the courses in this Specialization also count towards the major.

The requirements for the Specialization are as follows: two introductory courses in conservation biology (EVSC 222, BIOL 345), a 2 credit seminar in conservation, and an upper level course (BIOL 415). In addition the Specialization requires at least one course in each of the following areas: 1. Biological diversity: a course focused on a particular group of organisms. 2. Environmental diversity: a course focused on a particular habitat. 3. Techniques in conservation: a course focused on policy, statistics modeling, field methods or geo-spatial analysis. 4. Experience in field studies: this can be fulfilled by independent study, or a summer field course at one of the University’s biological stations (Mountain Lake Biological Station, Blandy Experimental Farm), by involvement with the Africa research program in the Environmental Sciences Department, or by an internship with a conservation agency.

Students who are interested in this Specialization should consult with an advisor who is a faculty of the Program in Environmental and Biological Conservation, preferably when declaring their major.

Distinguished Majors Program in Biology

Eligibility Students with a cumulative grade point average of 3.400 or higher after five semesters may apply to enter the Distinguished Majors Program (DMP). Application for the DMP must be made prior to the beginning of the seventh semester. Provisional admission to students with cumulative grade point averages below 3.400 but above 3.200 will be granted in exceptional cases. Administration of the DMP is the responsibility of the undergraduate committee.

Course Requirements

1. Completion of 27 credits in upper-level courses approved for the biology major, beyond BIOL 201, 202. (Requirements 2 and 3 are counted toward this requirement.)

2. Two semesters of BIOL 481, 482 (Seminar in Biological Research).

3. A full year’s study in BIOL 491-498 (Independent Research for Distinguished Majors).

4. A minimum GPA of 3.400 in all biology courses and overall in the University.

Research Requirements The research work done under BIOL 491-498 must be described in written form. The faculty research supervisor, the director of the distinguished majors program, and the undergraduate committee judge the work and the report. This research project is intended to foster independent thought and develop the student’s critical ability to formulate and conduct scientific research. The written report must be submitted to the director of the distinguished majors program during the student’s last semester in residence.

In addition to a written report, the student is required to give an oral presentation of the research project at the Richard D. Katz Biology Undergraduate Research Symposium held by the Department of Biology and the Undergraduate Biology Association in late April of each year.

Certification The undergraduate committee assumes the responsibility for evaluation of both the written report of the research project and the oral presentation. On the basis of their evaluation, the undergraduate committee recommends to the chair and faculty of the biology department that the degree be awarded:

a. with no distinction
b. with distinction
c. with high distinction
d. with highest distinction

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, 229 Gilmer Hall, P.O. Box 400328, Charlottesville, VA 22904-4328; (434) 982-5474; www.virginia.edu/biology.

Course Descriptions

Note: 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 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 inherent 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. BIOL 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.

Note: Biology courses numbered from 201-204 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 201, 203, 204, 206, 206L, 207, and 207L, have no prerequisites.

BIOL 201, 202 - (4) (Y)
Introduction to Biology
Prerequisite: for BIOL 202, BIOL 201. 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 (labs are not sequenced), 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.
Biology of Aging

This introductory course will explore the 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.

Biology of Infectious Disease

Emphasis is on the principles that govern disease biology, using examples from humans, plants and animals. Topics include: diversity and types of pathogens; mechanisms of transmission, pathogenicity, and resistance; epidemiology, population regulation, and extinction; disease origins; intracellular pathogens; disease and the evolution of genetic systems; and disease in biological control and conservation.

Fundamentals of Microbiology

Examines molecular and evolutionary aspects of the structure and function of microbes. 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.

Cell and Molecular Biology

Prerequisite: BIOL 201, 202, 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.

Genetics and Evolution

Prerequisite: BIOL 300. 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.

Integrative Biology

Prerequisite: BIOL 301. 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 metabolisms, 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.

Virology

Prerequisite: BIOL 201, 202, CHEM 141, 142. First semester organic chemistry suggested, but not required. Presents 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.

Biology of Infectious Disease

Prerequisite: BIOL 201, 202. Emphasis is on the principles that govern disease biology, using examples from humans, plants and animals. Topics include: diversity and types of pathogens; mechanisms of transmission, pathogenicity, and resistance; epidemiology, population regulation, and extinction; disease origins; intracellular pathogens; disease and the evolution of genetic systems; and disease in biological control and conservation.

Fundamentals of Microbiology

Examines molecular and evolutionary aspects of the structure and function of microbes. 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.

Biology of Aging

Prerequisite: BIOL 201, 202. This interdisciplinary course will explore the 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.

Microbiology Laboratory

Prerequisite: BIOL 203. 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.
tory, genetics, anatomy and physiology, behavior and communication, reproduction and development, and ecology and conservation. Through the study of birds, the most diverse lineage of terrestrial vertebrates, students learn broadly applicable concepts of organismal biology and gain insight to the scientific investigation of integrated biological systems.

**Biol 329 - (3) Y**
**Ecology and Conservation of Fishes**
*Prerequisite: BIOL 201, 202, 204.*
A laboratory course with a significant field component, an expanded version of a similar course taught at Mt. Lake Biological Station by the same instructor. Major topics of investigation center on the composition of freshwater fish assemblages and on the factors that influence distribution of fishes on multiple scales, from within stream reaches to among basins, including: physical habitat, water quality, and water flow; drainage histories and other zoogeographic processes; morphological, physiological, and life history characters of fishes; competition, predation and other biotic interactions; natural disturbance regimes; and anthropogenic impacts. The first portion of the semester provides an introduction to fish biology and systematics.

**Biol 340 - (3) Y**
**Vertebrate Functional Morphology**
*Prerequisite: BIOL 201, 202, 204.*
Comparative investigations of functional anatomical traits across major vertebrate lineages. A systems approach is taken in both lab and lecture, with organ systems treated in three units organized by function—protection, support and movement; neural and endocrine integration; metabolism and reproduction. Functional interpretations focus on biomechanical and physiological performance of structures within organisms, across levels of biological organization. Lectures, discussion topics, and lab exercises are designed to elucidate how form-function complexes work in living vertebrates and how those complexes evolved. Approaches to evolutionary interpretation include the mapping of functional anatomical traits on vertebrate phylogenies. Exercises include dissections, observation of prepared specimens and other material, modeling/simulation of biomechanical systems, kinematic analysis of locomotion; and 1-2 field trips.

**Biol 345 - (3) Y**
**Biodiversity and Conservation**
*Prerequisite: BIOL 201, 202.*
Introduction to the fundamental principles of conservation biology (e.g., global species numbers, value of biodiversity, causes of extinction, genetic diversity, island biogeography, priority setting) and current topics of debate (including zoo versus field conservation, effects of global change on species extinction). Conservation case studies will allow students to judge the relevance of biological theory to practical problems in conservation.

**Biol 350 - (1-2) (SS)**
**Field Biology**
*Prerequisite: BIOL 204 or 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 intensive study of the literature in a particular area of biology under the guidance of a Biology faculty 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.

*Note: 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 a 300-level lab; unless a specific prerequisite lab is specified, any 300-level lab will satisfy this prerequisite.*

**Biol 400 - (3) Y**
**Laboratory in Molecular Biology**
*Prerequisite: BIOL 320.*
Laboratory introduction to fundamental molecular techniques used in many biological research laboratories. Includes basic aseptic 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.*
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 systematics 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 specialization, natural selection, and the processes influencing the evolution of genes and genomes at the molecular level.

**Biol 403 - (3) O**
**Evolutionary Biology Laboratory**
*Prerequisite: BIOL 301, MATH 131.*
Analyzes important concepts in evolution, and experimental techniques used in evolutionary ecology and population genetics—field research, experimental populations, molecular 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.*
Introduces the theory and practice of important laboratory techniques used in cell biology research. Studies techniques such as microscopy, electrophoresis, and cell culture. One laboratory lecture and one afternoon laboratory 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. Lectures and occasional evening discussions.

**Biol 407 - (3) Y**
**Developmental Biology Laboratory**
*Prerequisite: BIOL 320.*
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 microscopy 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**
*Prerequisite: BIOL 301, 320.*
A research experience in developmental genetics that uses Drosophila melanogaster as a model system.

**Biol 413 - (3) Y**
**Population Ecology and Conservation Biology**
*Prerequisite: BIOL 301 or EVSC 320, and a course in calculus.*
The mathematical foundations of population dynamics and species interactions as applied to population and community ecology and problems in conservation biology.

**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 con-
duction of nerve impulses; and synaptic transmissions. Three lecture and demonstration/discussion credits. Class meetings include lectures, discussion, student presentations, and computer simulations of neurophysiology with NeuroDynamiX.

**Biol 419 - (3) (O)**
**Biological Clocks**
**Prerequisite:** Biol 300, 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, 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 485 - (2) (Y)**
**Seminar in Environmental and Conservation Biology**
**Prerequisite:** Biol 301 or EVSC 320, and a course in conservation biology (e.g., Biol 345, Biol 413, or EVSC 222).
In-depth investigation of current research and practice in environmental and biological conservation. Format will include the discussion of fundamental and recent readings in conservation and guest speakers from the local scientific and conservation communities.

**Biol 491, 492 - (3) (S)**
**Independent Research**
**Prerequisite:** Instructor permission.
Independent research for qualified undergraduates under the direction of a faculty member.

**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.

**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.

**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.

**Biol 501 - (4) (Y)**
**Biochemistry**
**Prerequisite:** Biol 300; organic chemistry.
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) (O)**
**Molecular Biology and Genetics**
**Prerequisite:** Biol 300, 301.
A survey of contemporary issues in molecular biology and genetics. The course will be a combination of text based lectures and discussions of the current literature emphasizing the development of critical reading techniques.

**Biol 546 - (4) (IR)**
**Molecular Neuroscience**
**Prerequisite:** Biol 300, 301.
Covers contributions 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**
Chemistry Building
University of Virginia
P.O. Box 400319
Charlottesville, VA 22904-4319
(434) 924-3344 Fax: (434) 924-3710
www.virginia.edu/chemistry

**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 intensely 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 30 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 Award; 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 research in biological, bioanalytical, 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 $10.5 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 to 100 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 those who specialize in biological chemistry) has been extremely high, while some graduates’ areas of expertise have prepared them for jobs in government agencies, laboratories, and chemical firms.

Special Resources Modern research is dependent on advanced instrumentation, and the department is exceedingly well endowed in this area. Eight mass spectrometers are currently housed in the department. These include a general purpose gas chromatography/quadrupole instrument equipped for both electron impact and chemical ionization, two ion trap mass spectrometers, a tandem quadrupole Fourier transform instrument equipped for ionization by fast atom bombardment, a time-of-flight instrument for surface analysis, a matrix assisted, laser desorption/time-of-flight instrument for determining the molecular mass of proteins and oligonucleotides, and two triple quadrupole instruments employed for protein sequence analysis at the low picomole level.

The nuclear magnetic resonance (NMR) facility includes two 7 T spectrometers, one 8.4 T spectrometer, and two 11.7 T spectrometers, which operate at 300, 450, and 500 MHz for proton resonances, respectively.

The Molecular Structure Laboratory has a Bruker SMART APEX CCD diffractometer with low temperature capacities currently available for structure determination. The laboratory also hosts several PCs and three SGI computers—Octane, Origin 2200, and Personal Iris 4D35—used for computational and quantum chemistry calculations for a variety of systems, including proteins and nucleic acids. The modeling software includes the Insight/Discover, MacroModel, Spartan and Gaussian03 packages. The Cambridge Crystallographic Data Base is also available. Undergraduates are offered training on these facilities.

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. The departmental has six FTIR spectrometers, several having far IR and high resolution <0.25 cm⁻¹ capabilities and two spectrofluorometers. In addition, 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 a 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 kW IR 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 MATH 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, 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 2.000, a minimum of 120 credits composed of required courses and approved electives.

**Recommended ACS Certified B.S. in Chemistry**

**First Year**

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<td>CHEM 371 Intermediate Chemical Experimentation</td>
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**Fourth Year**

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**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.

**Recommended ACS Certified B.S. in Chemistry with Specialization in Biochemistry**

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**Specialization in Environmental Chemistry**

The Specialization in Environmental Chemistry 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.

**B.S. in Chemistry with Specialization in Environmental Chemistry**

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
<th>Credits</th>
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</table>
It is possible to major in chemistry after taking CHEM 181, 182L. 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

**Specialization in Materials** The department offers an opportunity for a student to obtain a Bachelor of Science in Chemistry with a Specialization in Materials. 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 Materials**

**First Year**

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<th>Course</th>
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</thead>
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<td>CHEM 181</td>
<td>Chemical Structure</td>
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<td>ENWR 110</td>
<td>Composition</td>
</tr>
<tr>
<td>MATH 131</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 132</td>
<td>Calculus II</td>
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<tr>
<td>MSE 102</td>
<td>Intro to Science Materials</td>
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<tr>
<td>Language</td>
<td>3-6</td>
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<tr>
<td>MSE 109</td>
<td>Chemistry Experiments</td>
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**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CHEM 281</td>
<td>Chemical Reactions II</td>
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<tr>
<td>CHEM 281L</td>
<td>Chemical Reactions II Lab</td>
</tr>
<tr>
<td>CHEM 282</td>
<td>Chemical Thermodynamics and Kinetics</td>
</tr>
<tr>
<td>CHEM 282L</td>
<td>Chem. Thermodynam. Lab II</td>
</tr>
<tr>
<td>PHYS 231</td>
<td>Classical and Modern Physics I</td>
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<tr>
<td>PHYS 232</td>
<td>Classical and Modern Physics II</td>
</tr>
<tr>
<td>PHYS 201L</td>
<td>Basic Physics Lab I</td>
</tr>
<tr>
<td>PHYS 202L</td>
<td>Basic Physics Lab II</td>
</tr>
<tr>
<td>MATH 221</td>
<td>Calculus III or</td>
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<td>MATH 325</td>
<td>Ordinary Differential Eq.</td>
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<tr>
<td>Language</td>
<td>3-6</td>
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<tr>
<td>MSE 209</td>
<td>Introduction to Material Science</td>
</tr>
<tr>
<td>MSE 305</td>
<td>Phase Diagrams and Kinetics of Materials</td>
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<td>Approved electives</td>
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**Third Year**

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<tr>
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<tbody>
<tr>
<td>CHEM 341</td>
<td>Physical Chemistry</td>
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<tr>
<td>CHEM 342</td>
<td>or 362 Physical Chemistry</td>
</tr>
<tr>
<td>CHEM 371</td>
<td>Intermediate Techniques in Chemistry Experiments</td>
</tr>
<tr>
<td>CHEM 551</td>
<td>Instrumental Methods of Analysis</td>
</tr>
<tr>
<td>MSE 209</td>
<td>Introduction to Material Science</td>
</tr>
<tr>
<td>MSE 305</td>
<td>Phase Diagrams and Kinetics of Materials</td>
</tr>
<tr>
<td>Approved electives</td>
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<tr>
<td>MSE 306</td>
<td>or 307 Advanced Materials</td>
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**Fourth Year**

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<tr>
<td>CHEM 342</td>
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<tr>
<td>MSE ___</td>
<td>Elective</td>
</tr>
<tr>
<td>CHEM ___</td>
<td>Approved electives</td>
</tr>
<tr>
<td>MSE ___</td>
<td>or</td>
</tr>
</tbody>
</table>

(1) This table shows the normal sequence of required courses. Students who have taken CHEM 141, 142, 141L, 142L and wish to obtain a 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 202. 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. 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 additional EVSC core courses. By taking EVSC 485 and two upper-level EVSC courses as electives, a student qualifies for a minor in environmental sciences.

(10) Students are required to take one 400-level elective in CHEM or an approved elective in material science (e.g., MSE 301, MSE 304, ENGR 497).

**Distinguished Majors Program** Students with a cumulative grade point average of 3.50 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.

**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, thermochernistry, 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 experimen
tal science, the development of skills in laborato
ry manipulation, and laboratory safety. Topics in
clude observation, measurement and data analy
sis, separation and purification techniques, and qua
litative and quantitative analysis. Three and one-hal
laboratory hours, and an optional one-hour labo
ratory 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
tailed to engineering students. Topics in
clude stoichiometry, chemical equations and reac
tions, chemical bonding, states of matter, thermodynamics, chemical kinet
ics, equilibrium, acids and bases, electrochem
istry, nuclear chemistry, and descriptive che
mistry 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.
Surveys the practice of chemistry as an experimen
tal science, the development of skills in laborato
ry manipulation, and laboratory safety. Topics in
clude observation, measurement and data analy
sis, separation and purification techniques, and qua
litative and quantitative analysis. Three and one-half laborato
ry 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
Prerequisite: 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 compara
tible to the 140/240 sequence but is more rig
orous). Establishes a foundation of funda
mental 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 bond
ing, spectroscopy, and elementary molecular reactivity.

CHEM 181L - (3) (Y)
Principles of Chemical Structure Laboratory
Prerequisite/corequisite: CHEM 181, or CHEM 141 with instructor recommendation. Four laboratory hours plus weekly lecture.

CHEM 182 - (3) (Y)
Principles of Chemical Reactions I
Prerequisite: 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, stereo
chemistry, aromaticity, and molecular spec
troscopy.

CHEM 182L - (3) (Y)
Principles of Chemical Reactions I Laboratory
Prerequisite/corequisite: CHEM 182.
Four laboratory hours plus weekly lecture.

CHEM 191 - (3) (IR)
Archaeological Chemistry
Prerequisite: High school chemistry or physics.
Studies the methods for the discovery, scienti
tific characterization, and preservation of archaeological artifacts; intended for students of archaeology, anthropology, art history, and other disciplines dealing with ancient civiliza
tions.

CHEM 210 - (3) (Y)
Introductory Survey of Organic Chemistry
Prerequisite: CHEM 121, 122 or CHEM 141, 142, or CHEM 181, 182.
Surveys organic chemistry and acquaints the student with the scope of carbon chemistry, its basic principles, and some of its applica
tions. Not intended for chemistry majors; not a suitable organic chemistry course for pre
medical students. (Three hours lecture, no laborato
ry).

CHEM 212 - (3) (Y)
Introduction to Organic Chemistry
Prerequisite: One semester of general chem
istry; corequisite: CHEM 212L.
Introduces the nomenclature, structure, reac
tivity, and applications of organic com
pounds, including those which are of impor
tance 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 equilib
rium to solutions. The laboratory applies classical and instrumen
tal methods to systems involving solubility, ionization, com
plexion 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 241 or 241L 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 reac
tions. 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 metho
ds of preparation, purification and identifi
cation 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, nucleo
philic aromatic substitution, nucleophilic addition, nucleophile 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.
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 equilibrium, chemical equilib
ria, thermodynamic relationships, kinetic theo
ry, and electrochemistry.

CHEM 282L - (3) (Y)
Principles of Chemical Thermodynamics and Kinetics Laboratory
Prerequisite/corequisite: CHEM 282.
Four laboratory hours plus weekly lecture.

CHEM 341 - (3) (Y)
Physical Chemistry I
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: properties of gases, liquids, and solids; thermodynamics; chemi
cal and biochemical equilibrium; solutions; electrochemistry; and structure and stability of biological macromolecules.

CHEM 342 - (3) (Y)
Physical Chemistry II
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: chemical kinetics; introductory quantum theory; chemical bonding; spectroscopy and molecular struc-
ure; biochemical transport; and statistical mechanics.

CHEM 331, 332 - (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 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 381 - (3) (Y)
Physical Chemistry I
Prerequisite: CHEM 141, 142 or CHEM 181, 182. CHEM 282 highly recommended. MATH 122 or 132, and PHYS 201, 202 or PHYS 231, 232.
Introduces physical chemistry with numerous biological applications: chemical kinetics; introductory quantum theory; chemical bonding; spectroscopy and molecular structure; and statistical mechanics.

CHEM 382 - (3) (Y)
Physical Chemistry II
Prerequisite: CHEM 141, 142 or CHEM 181, 182, MATH 122 or 132, and PHYS 201, 202 or PHYS 231, 232.
Introduces physical chemistry: properties of gases, liquids, and solids; thermodynamics; chemical and biochemical equilibrium; solutions; electrochemistry; and structure and stability of biological macromolecules.

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
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.

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.

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.

CHEM 535 - (3) (Y)
Advanced Inorganic Chemistry I
Prerequisite: CHEM 342 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.

**Department of Classics**
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**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 nineteenth 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 “interdisciplinary” 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. All courses for the major must receive a minimum grade of C-.

**Requirements for Minor in Greek**
12 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 201or 202, HIEU 204, totaling at least twelve credits in related subjects approved by the faculty advisor. All courses for the major must receive a minimum grade of C-.

**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 3.400 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.
### 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 olympian 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 *Ilid* 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, person, 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.

- **CLAS 501 - (3) (SI)**
  Proseminar
  Introduction to Classical philology and its methods.

- **CLAS 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.

### Greek

- **GREE 101, 102 - (8) (Y)**
  Elementary Greek
  Attic Greek: beginning grammar, composition, and selected readings.

- **GREE 201 - (3) (Y)**
  Intermediate Greek I
  *Prerequisite:* GREE 101-102. Xenophon and Plato.

- **GREE 202 - (3) (Y)**
  Intermediate Greek II
  *Prerequisite:* GREE 201. Herodotus and Euripides.

- **GREE 223 - (3) (Y)**
  The New Testament I
  *Prerequisite:* GREE 101, 102. Introduces New Testament Greek; selections from the Gospels.

- **GREE 224 - (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 501 - (3) (SI)**
  Survey of Greek Literature to the end of the Fifth Century
  Lectures with readings from Homer through Thucydides.

- **GREE 502 - (3) (SI)**
  Survey of Later Greek Literature
  Lectures with readings from the end of the fifth century to the Second Sophistic.

- **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) (Y)**
  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.

LATI 202 - (3) (Y)
Intermediate Latin II
Prerequisite: LATI 201.

LATI 301 - (3) (IR)
Plautus
Reading of two plays of Plautus with attention to style and dramaturgy.

LATI 302 - (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 from the beginning to the end of the Republic.

LATI 502 - (3) (SI)
History of Latin Literature of the Empire
Lectures with readings from Vergil through Juvenal.

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 Sermones; the origins of Roman Satire.

LATI 509 - (3) (SI)
Roman Literary Criticism
Studies Roman literary theory, with readings from the Rhetorica ad Herennium, Cicero's works on the principles of oratory, Horace's Ars Poetica, and Quintilian.

LATI 510 - (3) (SI)
Lucretius
Selections from Lucretius' De Rerum Natura and 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 Jurgurtha 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 Georgics

LATI 518 - (3) (SI)
Sallust
Studies the historical monographs Catilina and Jurgurtha in their literary and historical setting, with attention to the remains of the Histories and other contemporary documents.
Overview

Cognitive science is the study of cognition—the structure, acquisition, and use of knowledge. Knowledge-based systems 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 outputs. The scientific study of information processing systems has developed in a number of different systems. Cognitive psychology 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, the competencies a computer scientist wishes to model are often within the human repertoire of skills. Thus, the logic of these skills 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 an advanced degree in 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 knowledge of human information processing capacities is of concern. These applications 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. Before declaring, prospective majors must have completed and obtained a grade of C+ or better in two designated cognitive science courses. These courses must come from two different core areas: cognitive psychology, computer science, linguistics, neuroscience, and philosophy. Refer to the program website for a list of approved courses.

Prospective majors must also have a GPA of 2.00 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.

Distinguished Majors Program in Cognitive Science

General Information Outstanding cognitive science majors who have completed 18 credits towards their major and who have a cumulative GPA of 3.400 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 supervised research. Upon successful completion of the program, students will normally be recommended for a baccalaureate award of Distinction, High Distinction or Highest Distinction.
Overview

An enrichment program for exceptional students overseen by the chairs of the departments of Astronomy, Biology, Chemistry, Environmental Sciences, Mathematics, Physics, and Psychology. There is no application form; students are selected based on information contained in their applications for admission.

Unless the situation found at most large research universities, the program is designed to give each student individual attention and close interaction with research faculty. Scholars have a senior faculty member serving as their advisor-mentor from the very beginning of their program of study. All participants have the opportunity to become a member of a research lab or group as early as the first semester so that advanced research experience can begin quickly. During the first and second years, all scholars enroll in the CSS seminar (both fall and spring semesters), where they meet internationally-renowned science faculty from each of the participating departments, hear talks on issues in the forefront of science, and visit research laboratories, etc.

College Science Scholars usually choose a traditional major in a department. However, the program also encourages multidisciplinary education. For example, students may follow interdisciplinary tracks, majoring in topics such as Biophysics, Biochemistry, Astrophysics, and Neuroscience.

Scholars in good standing (e.g., GPA 3.400 or higher) within their host department are guaranteed admission into a 5th-year Masters degree program in those disciplines where the degree is available, including Masters in Engineering or Education.

Course Descriptions

HSCI 101, 102 - (2) (Y)
College Science Scholar Seminar
Prerequisite: Member of the College Science Scholar Program.
The seminar will introduce students to research in each of the seven UVA science departments (Astronomy, Biology, Chemistry, Environmental Science, Mathematics, Physics, and Psychology). The course will consist of weekly two-hour seminars held by science faculty members, and occasional field trips.

HSCI 201, 202 - (2) (Y)
College Science Scholar Seminar
Prerequisite: Member of the College Science Scholar Program.
The seminar will introduce students to research in each of the seven UVA science departments (Astronomy, Biology, Chemistry, Environmental Science, Mathematics, Physics, and Psychology). The course will consist of weekly two-hour seminars held by science faculty members, and occasional field trips.

Program in Comparative Literature

232 Bryan Hall
University of Virginia
P.O. Box 400121
Charlottesville, VA 22904-4121
(434) 924-7105
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. Comparatists believe that we arrive at a deeper understanding of literary forms, genres, and movements by situating them in international contexts and by exploring the ways in which works allude to each other and connect across national boundaries. Students in the Comparative Literature Program study the literatures of several cultures and national traditions, as well as the concepts underlying an understanding of comparative literature itself. Comparative Literature offers a flexible program of study that leaves the student considerable freedom to pursue his or her own interests while also promoting a broad-based, international, and interdisciplinary approach to the study of literature and culture. Faculty associated with the program currently include many distinguished scholars with national or international reputations.

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 relatively small size of the program, 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. Given the immeasurable gains in linguistic proficiency and cultural knowledge that can accrue from an extended stay overseas, students are encouraged to explore the various possibilities offered at the University of Virginia for study abroad.

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 program in comparative literature allows students to combine courses from several literature departments into a coherent program not limited to one language or national tradition. The pre-requisite for the major is a two-semester survey of European literature, CPLT 201-202. Comparative literature majors must take a minimum of two upper division courses in each of two different literature departments. At least two of these courses must include readings in one original language other than English. The remaining literature courses must include at least one seminar at 400-level or above and a course in literary theory (CPLT 351 or approved equivalent). The total number of credits required for the major, beyond the pre-requisites, is 27.

Distinguished Majors Program

During the spring of their third year, students may apply to the Distinguished Majors Program in Comparative Literature. Students accepted to the program will participate in CPLT 493, a seminar dealing with an advanced topic in comparative literature. They will also enroll in CPLT 497/498, a two-semester program of
reading and writing that concludes in the production of an honors thesis. The total number of credits required for the distinguished major, beyond the pre-requisites, is 30.

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 Rita Felski, Department of English, 232 Bryan Hall, P.O. Box 400121, Charlottesville, VA 22904-4121; (434) 924-7105; rfeld@virginia.edu; www.virginia.edu/complit.

Course Descriptions
CPLT 201, 202 - (4) (Y)
History of European Literature from Antiquity to the Renaissance and from the Enlightenment to the Present
Surveys 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 for fourth-year distinguished 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. After being accepted to the distinguished majors program, the student should decide on a thesis topic and find an advisor by the end of the third year. In the fall semester (497), the student engages in an extended course of reading and produces at least 20 pages of written text; in the spring (498), the student completes and submits the thesis.

Department of Drama
Drama Building, 109 Culbreth Road
University of Virginia
P.O. Box 400128
Charlottesville, VA 22904-4128
(434) 924-3326 Fax: (434) 924-1447
www.virginia.edu/drama

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. Also, the department 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 stage 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.

Faculty
The department boasts a nationally renowned 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
DRAM 202 Acting I (Prerequisite).............3
DRAM 223 Production Lab: Performance ...........3

History, Literature, Criticism

DRAM 305 History of Theatre................3
DRAM 360 Modern American Drama........3

Elect one course from the following:

DRAM 361 Modern European Drama........3
DRAM 307 African American Theatre ....3
DRAM 309 Script Analysis .....................3
or another Dramatic Literature course by
approval of advisor .................3

Design/Technology

Elect 4 credits from two of three areas:......8

DRAM 211 Lighting Technology or
DRAM 411 Lighting Design..................3

DRAM 213 Production Lab:
Lighting and Sound........................1

DRAM 221 Scenic Technology or
DRAM 421 Scenic Design ..................3

DRAM 223 Production Lab:
Scenery and Properties...................1

DRAM 231 Costume Technology or
DRAM 431 Costume Design ................3

DRAM 233 Production Lab:
Costume and Makeup .....................1

Total....................................................................33
(includes prerequisite)

Requirements for Minor

Performance

DRAM 202 Acting I (prerequisite)................3

Subtotal...........................................3

History, Literature, Criticism

DRAM 305 History of Theatre................3

Subtotal...........................................6

Design/Technology

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 or

DRAM 421 Scenic Design ..................3

DRAM 223 Production Lab: Scenery and Properties...................1

DRAM 231 Costume Technology or

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 Credits (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, 109 Culbreth Rd., P.O. Box 400128, 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 211. 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)
Digital Design: Re-making and Re-imagining
Digital projects that explore the dramatic tension existing between word (drama) and art (picture). Examines bias that is embedded in narrative and visual expressions. Visual work is based upon narrative responses developed by each student. Utilizes a number of digital applications (Adobe Photoshop, RealViz Stitcher, Apple Final Cut Pro) as the palettes that allow the class to explore visual tensions and biases inherent in art, architecture, and scenic design.

DRAM 225 - (3) (Y)
Scene Painting
Fundamental techniques of scenic painting. A studio class during which students learn to paint faux finishes of marble, wood grain, brick and other common finishes for theatrical application.

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 263 - (1) (S)
Production Laboratory: Sound
Prerequisite: permission of instructor. Application of sound technology in laboratory production projects. May be repeated up to four credits.

DRAM 264 - (3) (S)
The Art of Designing Sound
Creative application of digital sound editing for media. Techniques investigated include editing pre-recorded music, creating realistic sound environments, representing visual art with sound, three-dimensional sound, and sound creation for video.

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, camcorder work 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 - (1-2) (S)  
Production Management  
Corequisite: DRAM 353.  
This course will examine aspects of theatrical management including: production, stage, company, and house. Students will study current management principles and the application of those principles in practical management projects.

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 371 - (3) (Y)  
Playwriting I  
Prerequisite: Instructor permission.  
Introduces the art and craft of playwriting, focusing on short exercises and in-class writing assignments.

DRAM 372 - (3) (Y)  
Playwriting II  
Prerequisite: DRAM 371.  
Continuation of Playwriting I, focusing on specific craft exercises and the development of individual style.

DRAM 381 - (3) (SS)  
Film Criticism  
Extends the work of DRAM 281 by concentrating on the development of a critical perspective in the study of films and film-makers.

DRAM 383 - (3) (Y)  
History of Film I  
Analyzes the development of the silent film, 1895 to 1928; emphasizes the technical and thematic links between national schools of cinema art and the contributions of individual directors. Includes weekly film screenings.

DRAM 384 - (3) (Y)  
History of Film II  
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 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 408 - (3) (IR)  
Performance: From the Modern to the Post Modern  
Prerequisite: Instructor permission.  
Traces the development of the modern theatre from its inception to its reputed decline and absorption into post modern performance. Special attention is paid to those individuals or theatre companies that shaped the modern/post-modern theatre worlds.

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 421 - (3) (Y)  
Scenic Design  
Prerequisite: DRAM 201, or instructor permission; corequisite: DRAM 223.  
Studies the development of the scenic design as theatrical environment, from script analysis through research to completed scenic design.

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 role: 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 in theatre design 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 507 - (3) (IR)
History of American Popular Entertainment: From Minstrelsy to Madonna
This course traces the development of popular entertainment forms from British and European roots through late modern and post-modern examples like Elvis, Madonna and Disneyland. Particular attention will be paid to popular culture and broad cultural trends.

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; or 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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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 750 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—all 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 Declaration of Major
To declare the economics major:
1. Prospective majors must have completed at least two economics courses at the University and have achieved a grade point average of at least 2.300 in all economics courses completed at the University at the time of declaration. For purposes of this requirement, an approved statistics course counts as an economics course. The approved statistics courses are ECON 371, ECON 472 (previously numbered 372), MATH 312, APMA 312, and STAT 212. (APMA 311 may be substituted by engineering students.)
2. Prospective majors must have received a minimum grade of C+ in either ECON 201 or ECON 301.
3. All prospective majors must have received credit for at least one semester of calculus with a minimum grade of C. This requirement may be satisfied with transfer or AP credit but not with a course taken on a pass/fail basis. Prospective majors declaring after January 1, 2006, must have completed an approved statistics course. An
exception will be made for students who have received permission from the Director of Undergraduate Studies to complete the MATH/APMA 310–312 sequence in their third year.

4. Entering third-year transfer students may declare a major in economics before completing any economics courses at UVa. However, they must have completed the calculus requirement.

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 2.000 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. In addition, for students graduating after May 2006, at least six of the fifteen credits of economics electives must be numbered 400 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 472 (previously numbered 372), MATH 312, APMA 312, and STAT 212. Students in the School of Engineering may use APMA 311. All of the core courses except ECON 302 must be completed by the end of the student’s sixth semester. Majors who fail to do this will be dropped from the program. Students are expected to complete ECON 302 prior to the beginning of their eighth semester. For more details on the procedure for calculating the economics GPA at the time of graduation, see the department’s undergraduate web page, www.virginia.edu/economics.

Transfer Credit Toward the Major or Minor No courses taken away from the University’s campus in Charlottesville after matriculation may be counted towards the major in place of ECON 301, 302, or 371, or STAT 212 (transfer students who took these courses before matriculation should consult with the Director of Undergraduate Studies). In some cases, up to six credits of courses taken away from the Charlottesville campus may be counted among the 15 credits of economics electives toward the major. No courses taken away from Charlottesville may be counted toward the minor in economics, except ECON 201 and 202. To request permission to transfer a course, a student must confer with the Director of Undergraduate Studies in advance. Majors who plan to study abroad also must consult the Director of Undergraduate Studies in advance.

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 472 (previously numbered 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 3.600 or better may apply.

Concentration in Financial Economics 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, 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. Math 310 must be completed on a graded basis before taking ECON 436. (Note that MATH 310 has MATH 122 as a prerequisite.) Economics majors may declare the finance concentration as soon as they have completed MATH 310 (or APMA 310) or 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).

For Economics majors who will graduate between May 2006 and January 2007 and who want to complete the concentration in financial economics, the department will permit the substitution of MATH 514 and a fifth economics elective for ECON 436. In addition, students using this option must complete both ECON 434 and ECON 435. (Note that MATH 514 will not count as one of the ten courses in economics required for the major.) This arrangement is offered on a temporary basis and assumes that the department will not be able to staff ECON 436 in the spring of 2006. The arrangement will not be an accepted alternative in years when ECON 436 is offered. Further details about this option are given in the “What’s New” section of the department’s home page.

Concentration in Public Policy Economics majors may declare a concentration in public policy no later than October 1 of their seventh semester. To declare it, students must have already completed ECON 301 or 311 with a grade of B or better, passed ECON 472 (previously numbered 372) or, if declaring in their seventh semester, be enrolled in it, and passed ECON 431 or, if declaring in their seventh semester, be enrolled in it. In addition to the 5 core courses required for the major, students with this concentration must pass ECON 372 and ECON 421 by the end of their seventh semester. In addition, by graduation they must complete ECON 488 and at least two courses from the list below:

ECON 304, ECON 305, ECON 331, ECON 333, ECON 408, ECON 415, ECON 416, ECON 418, ECON 420, ECON 421, ECON 422, ECON 423, ECON 433, ECON 442, ECON 443, ECON 451.

Students who concentrate in public policy are encouraged to take courses in the Department of Politics. Some of these courses deal with important aspects of policy development that are not covered in economics courses. PLAP 266, 338, 424, 471, and 513; PLCP 413 and 525; and PLFT 480 are especially relevant.

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 2.000. At least six credits in economics elective courses must be earned in courses numbered 300 or above. None of the nine credits of economics electives offered for the minor may be taken via transfer credit or study abroad. They must also pass at least one seminar 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 pass the four required courses, the calculus course, and attain a grade point average of at least 2.000 in all economics courses (including an approved statistics course) 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 472 and several mathematics courses. MATH 123 and 231 are essential. Beyond these, the most useful courses for a prospective graduate student of economics are MATH 310, 312, 325, and 331, and 351.

Additional Information For more information, contact the Director of Undergraduate Studies, Department of Economics, 114 Rouss Hall, P.O. Box 400182, Charlottesville, VA 22904-4182; (434) 924-3177; Fax: (434) 982-2904; www.virginia.edu/economics.

Course Descriptions

ECON 201 - (3) (S)
Principles of Economics: 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. 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 202 - (3) (S)
Principles of Economics: 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 HU 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 institutions.

ECON 352 - (3) (SS)
Economics of the Middle East
Prerequisite: ECON 201 and 202.
This course surveys major economic issues in the development of countries in the Middle East/North Africa region since World War II. The approach is to integrate concepts in development economics with the experience of countries of the Middle East and North Africa (MNA) region. Issues covered include patterns of growth, economic reform strategies, the role of OPEC and oil in development, water scarcity and agricultural policies, population, education strategies, labor markets and unemployment, trade, regional integration and migration, the investment climate, financial market development, gender, poverty issues, and the impact of conflict.

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 371 - (4) (S)
Topics in Advanced Microeconomics
Prerequisite: ECON 301 or 311; MATH 121 and 122 or equivalent.
Emphasizes solving problems through mathematical techniques, 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 371 - (4) (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 406 - (3) (SS)
Economics of Sports
Prerequisite: ECON 301 and STAT 212 or equivalent.
Through a study of the extensive literature on the economics of college and professional sports, various topics in microeconomic theory, such as monopoly and cartels, racial discrimination, and the relationship between earnings and productivity, are examined. The class emphasizes the mastery of the tools of economic analysis as well as the historical and institutional factors peculiar to sports.

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 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, and determining 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 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, and determining the value of information, searching and bidding, bargaining and negotiation, and analysis of transaction costs. 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.  
Analyzes 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 418 - (3) (IR)
Economics of Regulation  
Prerequisite: ECON 301 or 311.  
Analyzes 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 ECON 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 439 - (3) (Y)
Economics of Advertising  
Prerequisite: ECON 301 or 311, ECON 371 or equivalent, calculus.  
The course examines the economic theory of advertising. In particular, it explores why and what firms advertise as well as market failure in the transmission of information or in “persuading” potential customers. The course also considers the bundling of entertainment with advertising in assessing the performance of media industries.

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 451 - (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 456 - (3) (Y)
Economy of Japan
Prerequisite: ECON 302 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 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 472 - (3) (S)
Introductory Econometrics
Prerequisite: ECON 201, 202, and 371 (or equivalent).
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 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 488 - (3) (Y)
Seminar in Policy Analysis
Prerequisite: ECON 301 or 311, 372, and 431.
Introduces the methods used to estimate the effects of existing and proposed government programs. Methods will be illustrated with applications to several areas of government policy. Students will complete an empirical policy analysis under faculty supervision.

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 3.300 in UVa 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 in the British economy since 1850, focusing on the causes and consequences of Britain’s relative economic decline.

ECON 509 - (2) (Y)
Introduction to Mathematical Economics I
Prerequisite: One semester of calculus plus one additional semester of college mathematics or instructor permission.
Studies topics in univariate and multivariate calculus and linear algebra. Includes applications to the theory of economic statics.

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. Includes applications to the theory of economic dynamics.

ECON 520 - (3) (IR)
Special Topics in Economics
Prerequisite: Graduate standing and instructor permission.
Graduate students combine course work in an upper-level undergraduate economics course with additional special assignments. Because topics vary with instructor, this course may be repeated for credit.

ECON 572 - (3) (Y)
Introductory Econometrics
Prerequisite: ECON 371 or the equivalent and one semester of calculus.
Meets concurrently with ECON 372. The application of statistical methods to the testing and estimation of economic relations; the development of the linear regression model including hypothesis testing, specification, instrumental variables, generalized least squares; and introduces identification and estimation of simultaneous equation models.

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Overview From Geoffrey Chaucer’s bawdy Wife of Bath to James Joyce’s stately, plump Buck Mulligan, from Elizabeth Bishop’s “manmoth” to Toni Morrison’s Milkman, the study of imaginative literature is justified not only by the greatness of individual works but also by the insights such works give into the origins of cultures, individuals, and modes of perception. Students study literary achievement both in its own terms and in the context of the many cultural traditions that co-exist under the word English (African-American, feminist, Irish, Anglo-Saxon, for example). With one of the most distinguished faculties in the country, the department provides a great multiplicity of approaches to English and American literature, offering courses not only in the major literary periods, but in particular genres (novel, lyric, epic, comedy), in individual authors, in comparative literature, in literary theory, and in such specialized areas as linguistics, film, and folklore. The writing program includes courses in poetry and fiction writing, as well as writing studies, academic and professional writing, and journalism.

Faculty English majors have access to a large and varied group of internationally renowned experts engaged in exploring different aspects of literature. The number of publications, grants, and fellowships of the faculty constitutes one of the most impressive compilations of any department in the country. The department has never tried to concentrate on any one area of literature or on a single critical orientation. Rather, the department has gathered a lively diversity of professors with strengths in every facet of literary endeavor. In addition to those who concentrate their study in historical periods from medieval to modern, the faculty also contains folklore specialists, linguistic specialists, film critics, psychoanalytic critics, biographers, philosophers of the theory of criticism, and specialists in the relation of literature to culture. For those who wish to develop special skills in writing, the faculty includes practicing journalists, fiction writers, and poets, some of whose awards include the Pulitzer Prize, the National Book Award, and membership in the Academy of Arts and Letters.

Since there is a large faculty, the student-faculty ratio in the department is low, at approximately 8:1. In many cases, students who demonstrate initiative and potential may work on an independent study basis with a faculty member. This mentor relationship can prove to be invaluable in developing research skills.

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 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
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 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 wish 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 3.00. 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 3.00 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 either ENGL 381 or 382; 12 credits of English major, students must take 30 credits total 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), and 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, ENMC, ENAM, ENCR, ENGN, ENWR, 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 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 their second 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 credits of courses in English, including ENGL 383 and either ENGL 381 or 382; 12 credits 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, P.O. Box 400121, Charlottesville, VA 22904-4121; (434) 924-7887; Fax: (434) 924-1478; mpm3a@virginia.edu; www.engl.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.

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 - (3) (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; limited enrollment. Students should submit a sample of their writing well in advance of the first class meeting. Intensive work in poetry writing, for students with prior experience. May be repeated with different instructor.

ENWR 541, 542 - (3) (IR)
Playwriting
Prerequisite: Instructor permission; limited enrollment. 541 is prerequisite for 542. Intensive study of one-act plays by such masters as Chekhov, Pirandello, and Synge, with particular attention to character and context and to scene construction. Each student writes two one-act plays.

ENWR 551, 552 - (3) (Y)
Advanced Fiction Writing
Prerequisite: Instructor permission; limited enrollment. A course for advanced short story writers. Student manuscripts are discussed in individ-
ual conference and in class. May be repeated with different instructor.

ENWR 561 - (3) (IR)
Scriptwriting
Prerequisite: Instructor permission.
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 core readings course for serious writers and reading 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 201M - (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
Surveys 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, techno-literacy, 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.
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 352 - (3) (IR)
The English Novel II
Reading of novels by Austen, Dickens, Thackeray, the Brontës, Gaskell, Meredith, Eliot, and Hardy.

ENEC 353 - (3) (IR)
The Continental Novel of the Nineteenth Century
Study of major works of continental fiction in the nineteenth century.

ENEC 354 - (3) (IR)
English Drama 1660-1800
Surveys representative plays and dramatic developments from 1660 to 1800. Potential authors include Etherege, Dryden, Behn, Wycherley, Congreve, Centlivre, Gay, Fielding, Goldsmith, and Sheridan.

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
Surveys representative literature and culture of the Victorian period, focusing on life-narrative in a variety of genres, including poetry, fiction, biography, and autobiography.

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
Topics vary from year to year.

ENNC 481, 482 - (3) (IR)
Advanced Studies in Eighteenth-Century Literature I, II
Limited enrollment. Topics vary from year to year.

ENNC 491, 492 - (3) (IR)
Advanced Studies in Nineteenth Century Literature I, II
Limited enrollment. Topics vary from year to year.

ENNC 300 - (3) (IR)
Survey of Nineteenth Century America
Surveys the major themes and issues of the Nineteenth Century America.

ENNC 311 - (3) (IR)
American Literature to 1865
Surveys American literature from the Colonial Era to the Age of Emerson and Melville.

ENNC 312 - (3) (IR)
American Literature Since 1865
Surveys American literature, both prose and poetry, from the Civil War to the present.

ENNC 313 - (3) (IR)
American African 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.

ENNC 314 - (3) (IR)
African-American Survey, II
Continuation of ENNC 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 312 - (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 345 - (3) (IR)
American Short Novel
Examines American short novels since 1840 by such authors as Poe, Melville, James, Jewett, Crane, Larssen, Faulkner, Reed, MacLean, Auster, and Chang.

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)
Science and Identity in American Literature
Studies literary representations of science, pseudo-science and technology in nineteenth century America, particularly works that explore the possible effects of science on personal, civic, and social identity.

ENAM 381 - (3) (IR)
Studies in African-American Literature
Intensive study of African-American literature, cultural and historical factors in a variety of genres. Includes artists from across the African diaspora in comparative American perspective.

ENAM 383 - (3) (IR)
American Introspection (1770-1990)
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 southeastern 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.

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 an 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.

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.
The environmental sciences major provides strong preparation for several post-graduate 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 about 150 students majoring in environmental sciences. In addition to 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 computer 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 the Anheuser-Busch Coastal Research Center at Virginia’s Eastern Shore; a site in the northern Shenandoah Valley, the Blandy Farm Experimental Research Station at Front Royal, Virginia; a site in the Piedmont, 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 sub-disciplines. 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. Any three credits of non-core, lower division courses, or advanced placement credit on the Environmental Science exam, may be counted toward the major or minor if taken prior to declaration of the major. (Note that only 3 credits of non-core courses below the 300 level may count toward the major, so EVSC 101 and EVSC 120 may not both be used.)

Requirements for Bachelor of Arts in Environmental Sciences Students must complete 30 graded credits of departmental course work with a 2.000 cumulative grade point average. EVSC 280, 320, 340, and 350 with their laboratories are the required core courses; the lectures and labs for any specific core class must be taken together unless a waiver is granted by the instructor. See the department web page for details. The interdisciplinary nature of the environmental science’s advanced courses is one 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. Once a student is enrolled at the University, transfer credits that count toward the major must be approved prior to taking the course and must be consistent with the curricular goals of the department. The department’s Director of Undergraduate Studies is responsible for overseeing the pre-approval of transfer credits.

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 331 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 (Fundamentals of 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.

Requirements for Bachelor of Science 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 very 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 and Science One semester each of each of the three basic sciences with their associated labs, viz., Biology 201/203, Chemistry 141/141L, and Physics 151/201L, along with one year of Calculus (Math 131/132). Additionally, 2 more semesters of related sciences or math are required (e.g. BIOL 202/204, CHEM 142/142L, PHYS 152/202L, MATH 231, or equivalent courses).

Majors Requirements The lectures and labs for any specific core course—EVSC 280, 320, 340, and 350 and their associated labs EVSC 280L, 320L, 340L, and 350L respectively, for a total of 16 core credits—must be taken together unless a waiver is granted by the instructor; see the department web page for details. An additional 24 credits of graded EVSC courses are required. Three of these credits may be taken below the 300-level (i.e. 100- or 200-level), if they are completed prior to declaring the major. The remainder must be taken at or above the 300-level, and at least one must be a laboratory course. Once a student is enrolled at the University, transfer
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 495, 496).
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 410 - (3) (E)**
Introduction to Remote Sensing
Prerequisite: at least one year of college-level chemistry or physics, or instructor permission.
Introduction to the physics and techniques of remote sensing.

**EVSC 415 - (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 conservation biology.

**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 in 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 quantification 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 fiber 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 iterations between plant physiology and 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; EVSC 350 recommended.
Discusses the general circulation of the atmosphere, followed by quantitative analysis of climatic 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-Albermarle 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 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 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; corequisite: EVSC 485L. 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 486 - (3) (O) Geology of Virginia
**Prerequisite:** EVSC 280 or equivalent (including high school) in geology, Earth sciences, or environmental sciences, or instructor permission. The course examines the geological evolution of the state and mid-Atlantic region in the context of plate tectonics, including stratigraphy, mountain building, metamorphism and deformation, and geomorphic processes. The human impact on this landscape through the exploitation of mineral resources is examined. Field trips to the various provinces of the state will help provide fundamental understanding of the state’s foundation.

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 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, STAT 112, or equivalent; 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.

EVSC 546 - (4) (Y) Forest Hydrology
**Prerequisite:** Introductory hydrology or instructor permission. Study of hydrologic processes characteristic of forested regions.

EVAT 541 - (4) (Y) Atmospheric Sciences

EVAT 542 - (3) (Y) Microclimate
**Prerequisite:** EVSC 350 or equivalent, or instructor permission. Introduces the theoretical meteorology encompassing dry and moist air thermodynamics, the mechanics of atmospheric motion, and the dynamics of atmospheric weather systems.

EVAT 545 - (3) (Y) Environmental Climatology
**Corequisites:** EVSC 350 or the text *The Science and Wonders of the Atmosphere*, or equivalent. 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. Begins with the equations of motion governing the atmosphere and generalizations necessary for application to ocean dynamics. Topics include influence of atmospheric thermal- and wind-forcing on the ocean, oceanic feedback on the atmosphere, and intrinsically coupled ocean-atmosphere processes. Exam-
ines the behavior of the coupled ocean-atmosphere and climate system on seasonal, interannual, and longer time scales (e.g., El Niño/Southern Oscillation phenomenon).

**Ecology**

**EVEC 521 - (4) (Y)**

**Aquatic Ecology**

*Prerequisite:* EVSC 320, 340, 420 or equivalent; integral calculus; or instructor permission.

Reviews the physics and chemistry of freshwater and marine environments, functional classification of organisms in aquatic communities, and the energy and nutrient dynamics of aquatic communities. Three hours lecture, three laboratory hours.

**EVEC 522 - (4) (O)**

**Terrestrial Ecology**

*Prerequisite:* EVSC 320 or equivalent, and instructor permission.

Analyzes the patterns and processes in terrestrial ecosystems. Topic include macro- and micro-meteorological factors such as producer, consumer, and decomposer processes; hydrologic and biogeochemical pathways; and changes through space and time. Three lecture and four field or laboratory hours.

**EVEC 523 - (3) (Y)**

**Microbial Ecology**

*Prerequisite:* EVSC 280, 320, 340, 350 or equivalent; or instructor permission.

Explores relationships of microorganisms to similar organisms, dissimilar (macro) organisms, and the physical-chemical environment to demonstrate basic ecological theory and indicate the importance of microbes in maintaining our world. Includes the organisms, microbial habitats, community formation and structure, interspecific relationships, nutrient cycling, and anthropocentric ecology.

**EVEC 523L - (1) (Y)**

**Microbial Ecology Laboratory**

*Prerequisite:* Instructor permission; corequisite: EVEC 523.

Provides an opportunity to learn and experience the techniques used in microbial ecological research. Utilizes both classic techniques and state-of-the-art methods to determine microbial biomass in nature. Covers various methods of determining microbiological activity. Several exercises involve field sampling and analysis.

**EVEC 525 - (3) (Y)**

**Ecological Issues in Global Change**

*Prerequisite:* EVSC 320 or equivalent, one year of college calculus, or instructor permission; corequisite: EVEC 525L.

Introduces development and application of theoretical constructs and mathematical models for projecting the dynamics of terrestrial ecosystems to large scale changes in the environment.

**EVEC 525L - (1) (Y)**

**Ecological Issues in Global Change Laboratory**

*Corequisite:* EVEC 525.

Computer-based laboratory in the application of ecological models to problems in evaluating the responses of terrestrial ecosystems to large scale environmental change.

**Geoscience**

**EVEC 381 - (3) (O)**

**Geology of Virginia**

*Prerequisite:* Minimum of EVSC 280 or an equivalent course (including high school) in geology, Earth sciences, environmental sciences, or instructor permission.

An examination of the geological evolution of Virginia and the mid-Atlantic region in the context of plate tectonics, including stratigraphy, mountain building, metamorphism and deformation, and geomorphic processes. The human impact on this landscape through exploitation of mineral resources is considered.

**EVEC 504 - (3) (O)**

**Geochemistry**

*Prerequisite:* CHEM 141, 142, EVSC 280, 480, two semesters calculus, MATH 131, 132 recommended; or equivalent.

Studies the principles that govern the distribution and abundance of the elements in the earth's lithosphere, hydrosphere, biosphere, and atmosphere.

**EVEC 507 - (4) (Y)**

**Aqueous Geochemistry**

*Prerequisite:* One year of college chemistry and calculus, and one mineralogy or petrology course.

Studies the principals of thermodynamics as applied to mineral-water systems. Treatment includes mineral stability, phase diagrams, solution thermodynamics, electrolyte theory, aqueous complex and hydrolysis equilibria, and electrochemical equilibria.

**EVEC 582 - (4) (Y)**

**Geomorphology**

*Prerequisite:* EVSC 280 or 340.

Studies the processes that shape the land surface and their relationship to human activity.

**EVEC 584 - (3) (Y)**

**Sediment Processes and Environments**

*Prerequisite:* one year of calculus and physics, or instructor permission; corequisite: EVEC 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.

**EVEC 584L - (1) (Y)**

**Sediment Processes Laboratory**

*Corequisite:* EVEC 584.

Laboratory and field investigations of sediment transport phenomena and readings of classic and current research.

**Hydrosphere**

**EVHY 544 - (3) (Y)**

**Catchment Hydrology: Process and Theory**

*Prerequisite:* EVSC 340 or equivalent.

Introduces current theories of the hydrological response of catchments. Using an integrative approach, the course 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 or equivalent.

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:* Integral calculus and calculus-based 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.

**Program in Environmental Thought and Practice**

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Charlottesville, VA 22904-4123
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**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); Ed 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. ECON 201 Microeconomics
2. Any Environmental Sciences class other than those taken to meet the core or Natural Science area requirements
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. PLAN 103 Introduction to community and environmental planning

**Core courses** The following core courses are required of all majors.
1. EVSC 230/ETP 230 Politics, Science, and Values: Introduction to Environmental Policy
2. Either EVSC 280/280L(1) (Physical Geology) or EVSC 320/320L (Fundamentals of Ecology) or EVSC 340/340L (Physical Hydrology) or EVSC 350/350L (Atmosphere and Weather). 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.
3. ETP 401 Environmental decisions (majors only)
   Electives Each student must also choose seven classes distributed across the three areas indicated below, with the restriction that at least two classes must be taken in Area I (Values, Culture, and History) and at least one 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**

**II. Policy, Planning, and Society(1)**

**III. Natural Science** Any 300- or 400-level EVSC course. If approved by one of the ETP Program Directors, students may take one related 300-, 400-, or 500-level class in Economics, Politics, Sociology, the Law School, Darden, 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.

(1) The College allows students to count 18 credits of classes in other schools toward the 120-credit graduation requirement.

**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, P.O. Box 400123, Charlottesville, VA 22904-4123, (434) 924-3964, vet4y@virginia.edu or Thomas Smith, P.O. Box 400123, Charlottesville, VA 22904-4123, (434) 924-3107, tms9a@virginia.edu.

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(1) The College allows students to count 18 credits of classes in other schools toward the 120-credit graduation requirement.
Course Descriptions

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 ETP 230 is devoted to the subject of environmental policy. Cross listed as EVSC 230.

ETP 387 · (3) (Y)
Framing the Environment: Literary, Critical, and Philosophical Responses to Nature
Prerequisite: Instructor permission.
Close reading of literary, critical, and philosophical responses to nature and the place of the human therein; emphasis varies each semester.

ETP 401 · (3) (Y)
Environmental Decisions
Prerequisite: Declaration of ETP major.
This team-taught, capstone seminar for the ETP program, designed to be a capstone or culminating course for the major. The seminar will involve the close reading and critical engagement with a 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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University of Virginia
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Charlottesville, VA 22904-4770
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Overview
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 francophone nations as well as of France.

Faculty
The department has attracted a group of highly diverse and internationally-respected scholars, whose expertise ranges from medieval hagiography to African cinema, and whose interdisciplinary interests link them to linguistics, the visual arts, popular culture, and literary theory. The Department has a long-standing reputation for outstanding teaching; several faculty members have received prestigious awards for their excellence in the classroom.

Students
Although for some students French has an obvious practical link to their future career, many the study of French is a way to refine their skills of analysis, interpretation, critical thinking, and speaking. By studying French, they broaden their cultural horizons and reach a more objective understanding of their culture. Students in French work closely with faculty members, and class size is kept small so that students can participate in class discussion and thus improve their French. More than half of the approximately one hundred 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, English, Comparative Literature, Anthropology, Spanish and pre-medical studies. A number of French majors combine a French undergraduate degree with a Master’s degree in Education (see below).

Special Resources
La Maison Francaise, 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 3.400 and departmental GPA of 3.500 in courses at the 300-level or above. Students typically apply for admission in the spring of their third year. They take one advanced major course for honors credit, and they pursue an independent project and write an honors thesis under the direction of a faculty advisor (FREN 498 and 499). The faculty advisor and the Director of Undergraduate Programs determine the degree of distinction earned by the DMP student.

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. 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
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 credits 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, P.O. Box 400770, Charlottesville, VA 22904-4770; (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 society 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, and 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 - (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 to 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 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 Textes 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 347 - (3) (IR)
Littérature et Culture Francophone au Maroc
Prerequisite: FREN 332.
Explores representative works of major Moroccan francophone authors in their cultural context.

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 352 - (3) (IR)
The History of Paris from 1850 to 1900
Prerequisite: FREN 332.
An examination of the complex and changing urban landscape and its relationship to society as revealed in the literary and artistic output of the time.

FREN 353 - (3) (Y)
L'immigration en France
Prerequisite: FREN 332.
An introduction to the variety of topics, issues and current events related to the phenomenon of immigration in France.

FREN 355 - (3) (O)
Victor Hugo: Poète, dramaturge, romancier, critique social, artiste
Prerequisite: FREN 332.
Explores Hugo’s work and universality in all the contexts in which he worked, to appreciate Hugo’s genius, find personally-compelling perspectives, and improve French and research skills. Taught in French.

FREN 356 - (3) (O)
Le cas Simenon
Prerequisite: FREN 332.
Studies representative works of Belgian mystery novelist Georges Simenon, emphasizing the uniqueness of his genre.

FREN 357 - (3) (IR)
Le Rire: A Study of Laughter in French Literature
Prerequisite: FREN 332.
An analysis of the universals of the comic tradition, the role of stock characters, and recurrent techniques and themes in texts drawn from the Middle Ages to the present. These texts are considered within a changing social context.

FREN 358 - (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 410 - (3) (IR)
Aspects of the French Short Story
Prerequisite: FREN 339 or the equivalent or instructor permission.
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, Maupassant, Mérimée, Gide, Sartre, and Camus.

FREN 411 - (3) (Y)
Francophone Literature of Africa
Prerequisite: FREN 332.
Explores representative works of major African, Western European and African films. Economic issues in African cinema. Discusses political institutions and social problems based upon readings in recent publications and an analysis of current events.

FREN 412 - (3) (Y)
The Culture of Commerce and Industry in France
Prerequisite: FREN 332.
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 413 - (3) (Y)
Topics in Medieval 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 outside France, such as Beaumarchais, de Charette, du Deffand, Diderot, Marivaux, Montesquieu, Rousseau, de Stael, Voltaire. May be repeated for credit with different topics.

FREN 414 - (3) (Y)
Topics in Renaissance 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 415 - (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 Charette, du Deffand, Diderot, Marivaux, Montesquieu, Rousseau, de Stael, Voltaire. May be repeated for credit with different topics.

FREN 416 - (3) (Y)
Topics in Nineteenth-Century Literature
Prerequisite: FREN 332 and at least one FREN course named 341 to 343 (or instructor permission).
Topics in nineteenth-century French literature. Works of authors such as Beaumarchais, de Charette, du Deffand, Diderot, Marivaux, Montesquieu, Rousseau, de Stael, Voltaire. May be repeated for credit with different topics.

FREN 417 - (3) (Y)
Topics in Twentieth-Century Literature
Prerequisite: FREN 332 and at least one FREN course numbered 341 to 343 (or instructor permission).
May be repeated for credit with different topics.

FREN 418 - (3) (Y)
Topics in Medieval 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 419 - (3) (Y)
Topics in Renaissance 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 Charette, du Deffand, Diderot, Marivaux, Montesquieu, Rousseau, de Stael, Voltaire. May be repeated for credit with different topics.

FREN 420 - (3) (Y)
Topics in Eighteenth-Century 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 421 - (3) (Y)
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. Works of authors such as Beaumarchais, de Charette, du Deffand, Diderot, Marivaux, Montesquieu, Rousseau, de Stael, Voltaire. May be repeated for credit with different topics.

FREN 422 - (3) (Y)
Topics in Twentieth-Century 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 423 - (3) (Y)
Aspects of the French Short Story
Prerequisite: FREN 339 or the equivalent or instructor permission.
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, Maupassant, Mérimée, Gide, Sartre, and Camus.

FREN 444 - (3) (IR)
French Literature and Film
Studies the relation between three or four French films and their sources in French literature and culture.

FREN 445 - (3) (IR)
Advanced Cultural Studies
Prerequisite: At least one literature or culture course beyond FREN 332.
Advanced seminar 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 “tragi-comedy” and “theatre of the absurd.” Texts by such authors as Corneille, Molière, Regnard, Marivaux, Musset, 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 undergraduate students.

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)
Development of French Language Skills
Prerequisite: at least two courses at the 400 level with an average grade of B+.
Grammar, stylistics, composition, and translation (thème et version).

FREN 508 - (3) (SI)
Introduction to Reading Old French
Prerequisite: Good reading knowledge of modern French.
Readings from several varieties of Old French, including the Île-de-France, Picard, and Anglo-Norman dialects. Considers the derivation of French from Latin. Taught in English.

FREN 509 - (3) (SI)
Introduction to Old Provencal Language and Literature
Prerequisite: FREN 508 or instructor permission.
Old Provencal (alias Old Occitan) as a grammatical system with some attention to its derivation from Latin. Readings of simple prose texts followed by poetic selections of the troubadours. Taught in English.

FREN 510 - (3) (E)
Medieval Literature in Modern French I
Introduces literary forms, habits of style and thought, and conditions of composition from the late eleventh century to the late thirteenth. Chanson de Roland, Chrétien de Troyes, Marie de France, lyric poetry, etc.

FREN 511 - (3) (O)
Medieval Literature in Modern French II
An inquiry into the literary culture of the period from the late thirteenth century to the late fifteenth. Topics include the Roman de la Rose, Joinville, and Froissart; the development of drama; new lyric forms, early humanism; Villon; and problems of literary history and hermeneutics for a neglected period in French culture.

FREN 520 - (3) (O)
Literature of the Sixteenth Century: Poetry
Studies the developments in theory and practice of French Renaissance poetry and poetics as seen in works by the Rhétoriqueurs, including Marot, Senebier, Sceve, Labe, Du Bellay, Ronsard, and d’Aubigne.

FREN 521 - (3) (E)
Literature of the Sixteenth Century: Prose
Studies important trends in Renaissance thought and style as seen in the works of major prose writers including Erasmus, Rabelais, Marguerite de Navarre, and Montaigne.

FREN 527 - (3) (Y)
French Phonetics and Phonology
Prerequisite: Not open to undergraduates who have taken FREN 427 or the equivalent.
Studies the French sound system, both in theory and practice. Provides essential articulatory phonetics, distinctive features, morphophonemics, prosodies and contrastive analysis. Practice in the production, recognition, and transcription of speech sounds. Opportunity for the correction and improvement of individual problems in French pronunciation. Involves classroom and laboratory instruction.

FREN 529 - (3) (SI)
Applied Linguistics: French
A synchronic study of the structure of French to be made through a contrastive analysis of French as a target language and English as a source language. Analysis considers syntax primarily; some elements of semantics also are considered. The theoretical assumptions lead to practical procedures applicable in a teaching situation.

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 - (3) (Y)
Literature of the Eighteenth Century I
Religious, moral, and political thinking as reflected in the works of Bayle, Fontenelle, Montesquieu, Voltaire, Rousseau, Diderot, Helvetius, and others.

FREN 541 - (3) (Y)
Literature of the Eighteenth Century II
Developing trends in traditional genres (drama, novel, poetry), as reflected in the works of Le Sage, Marivaux, Beaumarchais, Diderot, Chénier, Voltaire, Prevost, Rousseau, and others.

FREN 545 - (3) (IR)
Topics in Cultural Studies
Interdisciplinary seminar in French and Francophone culture. Topics vary.

FREN 550, 551 - (3) (Y)
Literature of the Nineteenth Century

FREN 560 - (3) (Y)
Literature of the Twentieth Century
Principal literary movements and representative authors in the novel.

FREN 561 - (3) (Y)
Literature of the Twentieth Century
Principal literary movements and representative authors in drama and poetry.

FREN 570 - (3) (IR)
African Literature
Studies the principal movements and representative authors writing in French in North, 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
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 postmodern 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/YITR courses are accepted.

Distinguished Majors Program in German

This program is available to German majors presenting an overall GPA of 3.400 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 490) 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 GERM/YITR 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 Belozerco, Curry School of Education, or Janette Hudson, German Department.

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, P.O. Box 400125, Charlottesville, VA 22904-4125; (434) 924-3530; www.virginia.edu/german.

Course Descriptions

Note: Unless otherwise stated, GERM 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
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 353 - (3) (IR)
Jewish Culture and History in Eastern Europe
This course is a comprehensive examination of the culture and history of East European Jewry from 1750 to 1935. Course cross-listed with HIEU 353.

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) (Y)
Intensive Grammar
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 300 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.
Further practice in writing and speaking German.

GERM 324 - (3) (IR)
Advanced Composition and Conversation
Prerequisite: GERM 323.

GERM 325 - (3) (IR)
Commercial German I
Prerequisite: GERM 323.
Introduces the specialized language of the business world and German business practices.

GERM 326 - (3) (IR)
Commercial German II
Prerequisite: GERM 325.
Continuation of GERM 325.

GERM 329 - (1) (Y)
Conversation
May be taken more than once for credit, but only once for major credit.

GERM 330 - (1) (Y)
Conversation
May be taken more than once for credit, but only once for major credit.

GERM 331 - (3) (IR)
Topics in German Culture
Prerequisite: GERM 301 or 323.
Studies selected aspects of German culture, such as opera. May be repeated for credit.

GERM 334 - (3) (IR)
German and Austrian Culture, ca. 1900
Prerequisite: GERM 301 or 323.
Studies literature, the arts, politics, and social developments between 1870 and 1918.


**GERM 335 - (3) (IR)**  
Weimar Republic and Nazi Germany  
*Prerequisite:* GERM 301 or 323.  
Studies German life between 1918 and 1945.

**GERM 336 - (3) (IR)**  
Postwar German Culture  
*Prerequisite:* GERM 301 or 323.  
Readings in the cultural, social, and political histories of the German-speaking countries since 1945.

**GERM 351 - (3) (IR)**  
Lyric Poetry  
*Prerequisite:* GERM 301.  
Major forms and themes in German lyric poetry.

**GERM 352 - (3) (IR)**  
Novelle  
*Prerequisite:* GERM 301.  
Analyzes and discusses representative German novelle from Kleist to the present.

**GERM 353 - (3) (IR)**  
Drama  
*Prerequisite:* GERM 301.  
Investigates dramatic theory and practice emphasizing major German authors and movements.

**GERM 355 - (3) (IR)**  
Age of Goethe I  
*Prerequisite:* GERM 301.  
Studies German ‘Storm and Stress’ and classicism, focusing on Goethe and Schiller.

**GERM 356 - (3) (IR)**  
Romanticism  
*Prerequisite:* GERM 301.  
German literature from 1680 to 1750.

**GERM 357 - (3) (IR)**  
Nineteenth Century  
*Prerequisite:* GERM 301.  
Major writers and works from 1830 to 1890, including Grillparzer, Stifter, Heine, Hebbel, Keller, Storm, Fontane.

**GERM 358 - (3) (IR)**  
Postwar Literature  
*Prerequisite:* GERM 301.  
Representative German authors since 1945.

**GERM 361 - (3) (IR)**  
Topics in German Literature  
*Prerequisite:* GERM 301.  
Seminar in German literature. May be repeated for credit.

**GERM 370 - (3) (IR)**  
Bertolt Brecht  
Studies Brecht’s life and works, including plays, poems, and theoretical writings.

**GERM 420 - (3) (IR)**  
Advanced Translation  
*Prerequisite:* GERM 300.  
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.

**GERM 450 - (3) (Y)**  
Stylistics  
*Prerequisite:* GERM 324.  
Refinement of German prose style.

**GERM 460 - (3) (Y)**  
Fourth-Year Seminar  
*Prerequisite:* GERM 301 and other literature courses.  
Literary analysis for advanced students.

**GERM 470 - (1-3) (S)**  
Independent Study  
*Prerequisite:* Approval by a supervising faculty member.

**GERM 490 - (3) (S)**  
Honors Thesis  
*Prerequisite:* Admission to the DMP, permission of undergraduate advisor and a supervising faculty member.

**GERM 500 - (3) (IR)**  
Critical Writing and Bibliography  
Supervised practice in the organization and writing of articles for scholarly journals. Includes introduction to bibliography.

**GERM 512 - (3) (IR)**  
Medieval German Lyric Poetry  
*Prerequisite:* Knowledge of Middle High German.  
Selections from the Minnesang in the context of the development of Middle High German poetry.

**GERM 514 - (3) (IR)**  
Arthurian Romance  
*Prerequisite:* Knowledge of Middle High German.  
Theory and analysis of the chief German Arthurian romances: Erec, Parzival, Iwain, and Tristan.

**GERM 521 - (3) (IR)**  
Reformation to Baroque, 1700  
German literature from 1500 to 1680.

**GERM 523 - (3) (IR)**  
Weise to Wieland  
German literature from 1680 to 1750.

**GERM 525 - (3) (IR)**  
Age of Goethe I  
Studies German ‘Storm and Stress’ and classicism, focusing on Goethe and Schiller.

**GERM 526 - (3) (IR)**  
Age of Goethe II  
Studies representative romantic works against the background of German intellectual history, 1795-1830.

**GERM 530 - (3) (IR)**  
Romanticism  
German literature and intellectual history from 1795 to 1830.

**GERM 537 - (3) (IR)**  
Twentieth Century  
Major writers and works from 1918 to 1945, including Grillparzer, Stifter, Heine, Hebbel, Keller, Storm, Fontane.

**GERM 548 - (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. Includes readings of passages from the classical literature and the whole of Gísla saga.
Yiddish in Translation

YITR 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.

YITR 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 American. Topics vary.

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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 either 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 (HHist 401 or 402) 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 2.000 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 3.400 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, 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 Science, Technology, and Society in chapter 10.

Additional Information For more information, contact the Director of Undergraduate Studies, Corcoran Department of History, Randall Hall, P.O. Box 400180, Charlottesville, VA 22904-4180; (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)
The African Diaspora
Studies the history of African peoples and their interaction with the wider world. Emphasizes historical and cultural ties between African diasporic communities and the homeland to the mid-19th century. Cross-listed as AAS 101.

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

HIEA 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)
Japanese 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)
Japanese 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.
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 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  
Surveys 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 interrelationships 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 independence 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.

HIEU 313 - (3) (IR)  
The World of Charlemagne  
Explores the Byzantine, Muslim, and European worlds in the 8th and 9th centuries. Compares political, institutional, and social history, and the Catholic, Orthodox, and Islamic faiths.

HIEU 314 - (3) (IR)  
Anglo-Saxon England  
Surveys England and its Celtic neighbors in Wales, Scotland, and Ireland from the departure of the Romans in the early 5th century to the Scandinavian conquest in 1016. Emphasizes the human diversity and cultural and institutional creativity of the Anglo-Saxons.

HIEU 317 - (3) (IR)  
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. Emphasizes developments in theology, spirituality and art, and the relation of Christianity to Islam. Considers Eastern Christianity in modern times.

HIEU 318 - (3) (IR)  
Medieval Christianity  
Detailed study of the development of Christianity in the Middle Ages and of how it reflected upon itself in terms of theology, piety, and politics. Cross-listed as RELC 325.

HIEU 321 - (3) (IR)  
Medieval and Renaissance Italy  
Surveys the development of the Italian city-state between 1050 and 1550, emphasizing the social and political context of Italian culture.

HIEU 322 - (3) (IR)  
The Culture of the Renaissance  
Surveys the growth and diffusion of educational, literary, and artistic innovations in Europe between 1300 and 1600.

HIEU 323 - (3) (IR)  
Reformation Europe  
Surveys the development of religious reform movements in continental Europe from c. 1450 to c. 1650 and their impact on politics, social life, science, and conceptions of the self. Cross-listed as RELC 326.

HIEU 325 - (3) (IR)  
Imperial Spain and Portugal, 1469-1808  
General survey of the Iberian peninsula from Ferdinand and Isabella to Napoleon, including the development of absolutism, the enforcement of religious orthodoxy, the conquest of the New World and the Iberian imperial systems, the price revolution, the “decline” of Spain and the Bourbon reforms, and the arts and literature of the Golden Age.

HIEU 326 - (3) (IR)  
History of Russia to 1700  
Topics include the history of the formation of the Kievan State, the Appanage period, Mongol domination and the emergence of 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 Interregnum, 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 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 348 - (3) (IR)
The Holocaust
This course aims to clarify basic facts and explore competing explanations for the origins and unfolding of the Holocaust—the encounter between the Third Reich and Europe’s Jews between 1933 and 1945 that resulted in the deaths of almost six million Jews.

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 353 - (3) (IR)
Jewish Culture and History in Eastern Europe
This course is a comprehensive examination of the culture and history of East European Jewry from 1750 to 1935. Course cross-listed with GETR 353.

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, Khruschev, 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, Kazakh, Uigur, and Azeri peoples. Three hours of lectures and discussion per week.

HIEU 365 - (3) (Y)
Russian and Soviet Diplomatic History, 1850-Present
Studies the foreign policy legacy of the Russian Empire to the present. Emphasizes World War I, foreign intervention in Russia, the Comintern, the Second World War and after, the Cold War, the expansion and decline of world communism, the collapse of the Soviet empire, and current Russian prospects.

HIEU 366 - (3) (Y)
Europe from the Atlantic to the Urals Since 1945
Analyzes relations between European states and the movement toward European unity from 1945 to the present; the realignment of nations and ideologies in Eastern Europe and the USSR since 1985; reintegration of Eastern Europe and USSR successor states into Europe; and challenges to and opportunities for free-market democracies, particularly the USA and Japan, arising from European unification.

HIEU 369 - (3) (IR)
Revolutionary Russia
Detailed study of the social, cultural, and political history of the revolutionary movement: the 1905 Revolution, the February Revolution, and the Bolshevik Revolution from Lenin to Stalin.

HIEU 372 - (3) (Y)
Witchcraft
Prerequisite: First-year students not admitted except by instructor permission.
Surveys Western attitudes toward magic and witchcraft from ancient times to the present, with emphasis on the European age of witch hunting, 1450-1750. Cross-listed as RELG 372.

HIEU 373 - (3) (IR)
European Social History, 1770-1890
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.

HIEU 374 - (3) (IR)
European Social History, 1890-1980
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.

HIEU 375 - (3) (IR)
Evolution of the International System, 1815-1950
Analyzes the evolution of great-power politics from the post-Napoleonic Congress of Vienna and the systems of Metternich and Bismarck to the great convulsions of the twentieth century and the Russo-American Cold War after World War II.

HIEU 376 - (3) (IR)
Homosexuality and Society in the Modern Western World
Offers a unique perspective on the emergence of a distinct subculture (more recently of a reform movement) within Western society, 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 the United States.
**HIEU 377 - (3) (IR)**

*Science in the Modern World*

Studies the development of scientific thought and institutions since 1700, emphasizing the increasing involvement of science in economic, social, political, and military affairs and its relations with philosophical and religious thought.

**HIEU 378 - (3) (SI)**

*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, explained, and discussed.

**HIEU 379 - (3) (IR)**

*Intellectual History of Modern Europe*

Studies the main currents of European thought in the 19th and 20th centuries. Emphasizes major social movements and cultural changes.

**HIEU 380 - (3) (IR)**

*Origins of Contemporary Thought*

Studies selected themes in intellectual history 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.

**HIEU 381 - (3) (IR)**

*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 context of 19th-century intellectual history. Focuses on coherence and validity of the theory and its subsequent history.

**HIEU 401 - (4) (Y)**

*Seminar 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 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.

**HIEU 402 - (4) (Y)**

*Colloquium in European 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. Some restrictions and prerequisites apply to enrollment. See a history advisor or the director of undergraduate studies.

**HIEU 403 - (4) (IR)**

*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.

**HIEU 404 - (1-3) (IR)**

*Independent Study in European 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.

**HIEU 501 - (3) (IR)**

*Archaic Greece*

Prerequisite: HIEU 203 or equivalent. Study of the rise of Greek civilization. Provides a political and constitutional history of the development of the Greek city-state, emphasizing classic Athens.

**HIEU 502 - (3) (IR)**

*Greece in the Fifth Century*

Prerequisite: HIEU 203 or equivalent. Examination of the political, diplomatic, and social history of Greece from the end of the Persian Wars in 479 B.C. to the end of the Peloponnesian War in 404/3 B.C. Investigates the origins, course, and importance of the latter war, the major watershed in classical Greek history.

**HIEU 503 - (3) (IR)**

*Greece in the Fourth Century*

Prerequisite: HIEU 204 or equivalent. Advanced course in Greek history that examines 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 Chaeronea in 338.

**HIEU 504 - (3) (IR)**

*Roman Republic*

Prerequisite: HIEU 204 or equivalent. Studies the expansion of Rome from city-state to world empire to the death of Caesar.

**HIEU 505 - (3) (IR)**

*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*

Societies and governments in medieval France 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 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*

A documentary history of warfare in Western Europe from the 9th century to the 16th with a discussion of 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. Topics include the contributions of humanists to the history of education, political theory, religion, gender relations, and artistic theory. Authors include 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 524 (3) (IR)
The Carolingian World
Prerequisite: minimum of one course in premodern European history, preferably in medieval history, or instruction permission. Addresses the political, social and cultural history of continental Western Europe in the period c. 700 to 850.

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, 1613-1855
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 544 (3) (IR)
Modernity, Postmodernity, and History
Prerequisite: Instructor permission. An examination of modernity and postmodernist theory in relation to issues of time and historical change. Such writers as Baudrillard, Danto, Deleuze, Derrida, Foucault, Habermas, Heidegger, Kolakowski, Lyotard, and Vattimo, as well as other authors critically commenting on them, will be considered.

HIEU 545 (3) (IR)
The History of Twentieth Century Europe, 1900-1941
An intensive study of the monographic 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.

HIEU 556, 557 (3) (IR)
British History Since 1760
Prerequisite: Instructor permission. Readings and discussion on selected topics in British history since the reign of George III.

HIEU 558 (3) (Y)
The British Empire
The history of British expansion over four centuries, moving between the history of the imperial center, and the stories of encounter, settlement, violence, resistance, and of the transformation of lifeways and identity, at the American, Asian, African, and Pacific peripheries of British influence.

HIEU 559 (3) (IR)
The British Economy Since 1850
Studies the structure, performance and policy in the British economy since 1850, focusing on the causes and consequences of Britain’s relative economic decline. Cross listed as ECON 507.

HIEU 561 (3) (IR)
The Age of Reform and Revolution in Russia, 1855-1917
Addresses 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 562 (3) (IR)
Russia Since 1917
Prerequisite: Instructor permission. Readings and discussion of the causes for the collapse of the Tsarist regime and the triumph of the Bolsheviks. Examines the development of the Soviet state.

HIEU 564 (3) (IR)
Russian and Soviet Diplomatic History
Prerequisite: Instructor permission. An examination, through readings and discussion, of aspects of Soviet diplomatic history between the wars; attempts by the revolutionary regime to overthrow the capitalist states and to coexist with them; and the road to World War II.

HIEU 566 (3) (IR)
Nineteenth-Century Russian Intellectual History
Prerequisite: Instructor permission. Readings and discussion of seminal Russian intellectuals and their ideas under the later Romanov Tsars.

HIEU 567 (3) (IR)
Russian Social History
Prerequisite: Instructor permission. Readings and discussion on selected topics in Russian social history during the 19th and early 20th centuries.

HIEU 572 (3) (IR)
Germany 1500-2000
Prerequisite: Advanced undergraduates with prior coursework in European History or graduate status.

A comparison of topics from early modern German history with their modern manifestations. Topics such as the history of warfare, death, religion, politics, intellectual life, and the economy are considered.

HIEU 573 (3) (IR)
European Social History
Prerequisite: Instructor permission. Reading and discussion of the evolution of private life, emphasizing methodology and the interpretation of sources in social history.

HIEU 575 (3) (IR)
Evolution of the International System, 1815-1950
Prerequisite: Graduate status or instructor permission. Studies the evolution of great-power politics from the post-Napoleonic Congress of Vienna and the systems of Metternich and Bismarck to the great convulsions of the twentieth century and the Russo-American Cold War after World War II. Covers same thematic material as HIEU 375 on a more intensive level.

HIEU 577 (3) (IR)
History of Modern Science
Reading and discussion on selected topics in the history of the natural and social science since 1600.

HIEU 578, 579 (3) (IR)
European Intellectual History
Prerequisite: Instructor permission. Reading, discussion, and papers on selected topics in European intellectual history since the 17th century.

HIEU 580 (3) (IR)
Postmodernism: Contexts and Anticipations
Prerequisite: Some modest prior background in intellectual history, philosophy, literature, art, architecture, or music. Explores the notions of postmodernism and postmodernity. The names are recent and are much in dispute, but the various phenomena that they designate seem interesting and important. Plays postmodernism off against modernism in its several senses (aesthetic, sociological, philosophical), and to examine earlier anticipations of the recent intellectual conflict.

Latin American History
HILA 100 (3) (IR)
Introductory Seminar in Latin American History
Intended for first- or second-year students, this course introduces the study of history. 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 history.

HILA 201 (3) (Y)
Colonial Latin America, 1500-1824
Introduces major developments and issues in the study of Latin American history from Native American societies on the eve of the...
Spanish Conquest to the wars of national independence in the early 19th century.

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. An 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. An intensive reading program in the historiography of major issues of the modern field, in preparation for graduate-level research.

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 pages 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 Guptan 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 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 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 topic of the colloquium. The work of the seminar results primarily in the preparation of a substantial (ca. 25 pages in standard format) research paper. 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 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.

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 502 - (3) (IR)
Historiography of Early Modern South Asia
Analyzes historical sources and historians of political systems in Muslim India until the rise of British power.

HISA 510 - (3) (IR)
Economic History of India
Studies 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.

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 200 - (3) (IR)
Technology in World History
Surveys 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 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 322 - (3) (IR)
Zionism and the Creation of the State of Israel
This course seeks to comprehend Israel’s origins, development, and conflicts from the rise of Zionism to creation of the State of Israel in 1948. Major topics of discussion include the Jewish national movement and its ideological origins; the development of Jewish settlement in Palestine (the Yishuv); the origins of the conflict between Jews and Arabs in Palestine; the emergence of a Hebrew culture in Palestine; the struggle for statehood; and the war of 1948.

HIST 330 - (3) (IR)
South Atlantic Migration
An exploration of migrations and other related human movements as they have shaped the societies of the South Atlantic region of what is now the United States—FL-GA-SC-NC-VA on the mainland, and Puerto Rico-Virgin Islands in the Caribbean.

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 361 - (3) (IR)
Espionage and Intelligence in the 20th Century
The course examines the role of intelligence and espionage in the 20th century. It compares and contrasts the U.S. effort with British and Soviet operations. It looks at the impact of technology on intelligence activities and its influence on policy decisions.

HIST 401 - (4) (Y)
Major Seminar
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 pages in standard format) research paper. Some restrictions and prerequisites apply to enrollment. See a history advisor or the director of undergraduate studies.

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. Colloquia are most frequently offered in areas of history where access to source materials or linguistic demands make seminars especially difficult. Students in colloquial 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.

HIST 404 - (1-3) (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 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.
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: Introductory course in statistics or instructor permission.
The social scientific approach to historical inquiry, the formulation of theories, and their testing with historical data. Includes extensive directed readings in quantitative history and training in quantitative methods, sampling, the organization of a data-set, and data analysis.

HIST 504 - (3) (IR)
Monticello Internship
Prerequisite: Instructor permission; graduate status or fourth-year undergraduate history majors.
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. A maximum of two students each semester are admitted to the course.

HIST 505 - (3) (IR)
History, Memory, Subjectivity
Consider 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.
HIUS 206 - (4) (SI)
Philosophy of History
Examines the theoretical presuppositions of historical research and writing.

HIUS 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 UVa, is designed for students interested in the interpretation of African-American history to the public. The interns are trained as historical interpreters and to 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.

HIUS 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.

HIUS 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).

HIUS 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.

United States History
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 201 - (4) (Y)
American History to 1865
Studies the development of the colonies and their institutions, the Revolution, the formation and organization of the Republic, and the coming of the Civil War.

HIUS 202 - (4) (Y)
American History Since 1865
Studies the evolution of political, social, and cultural history of the United States from 1865 to the present.

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., STS 101, ENWR 110). Explores 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 STS 271.

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 303 - (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 305 - (3) (IR)
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 political 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.

HIUS 313 - (3) (IR)
The Emergence of Modern America, 1870-1930
Analyzes the distinct characteristics of American modernity as they emerge in the period from the end of reconstruction to the Great Depression. Explores the creation of big business and large-scale bureaucratic organizations. Includes the first military-industrial complex of World War I, the invention of R & D, the growth of research universities, and the modern organization of knowledge. Describes the landscape of new large urban hinterlands; analyzes the difficult encounters of class, ethnicity, race, and gender both at home and at work; and studies the changing leisure patterns of a consumer culture.

HIUS 315 - (3) (IR)
United States Society and Politics, 1900-1945
The development of modern America is explored by considering the growing interdependence between its politics, economy, culture, and social structure in the first half of the 20th century.

HIUS 316 - (3) (IR)
Viewing America, 1940 to the Present
Built around news reels, photographs, television, films, and reviews, this course explores how Americans viewed some of the major events and trends in the post-war period.

HIUS 317 - (3) (IR)
United States Society and Politics, 1943-1990
Surveys post War World II U.S. politics uncovering the links between long range social and economic phenomenon (suburbanization, decline of agricultural employment, the rise and fall of the labor movement, black urbanization and proletarianization, economic society and insecurity within the middle class, the changing structure of multinational business) and the more obvious political movements, election results, and state policies of the last half century.

HIUS 321 - (3) (IR)
The History of New England
Studies New England from its founding in the 17th century through its “Indian Summer” in the late 19th century. Most attention is given to social, intellectual, and cultural development.

HIUS 323 - (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 324 - (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 question of southern identity.

HIUS 326 - (3) (IR)
The Trans-Mississippi West
Studies economic, social, and cultural history 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 conquest, migration, and settlement to the era of agribusiness, Hollywood, and national park tourism.

HIUS 328 - (3) (IR)
History of Virginia to 1865
Studies the development of colonial institutions as influenced by frontier conditions and British policy and culture. A survey of Virginia history from colonial times to 1865.

HIUS 329 - (3) (IR)
History of Virginia since 1865
Studies the social, economic, and political development of modern Virginia from the Civil War to present. Focuses on Virginia identity and institutions, race relations, and class structures.

HIUS 330 - (3) (IR)
The History of UVa in the Twentieth Century
Studies the local, regional, and national trends effecting 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 340 - (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 341 - (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 development.

HIUS 345 - (3) (IR)
History of Urban America
Studies the evolution of the American city from colonial times to the end of the nineteenth century. Emphasizes both the physical growth of the system of cities and the development of an urban culture, including comparisons with European and Asian cities.

HIUS 346 - (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 development of an urban culture, including comparisons with European and Asian cities.

HIUS 347 - (3) (IR)
History of American Labor
Surveys American labor in terms of the changing 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 348 - (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 development of important elites.

HIUS 349 - (3) (IR)
United States Social History Since 1870
Topics include the development of a predominantly urban society, with particular emphasis on sources of stability, class and stratification, ethnic patterns, religious identities, social elites, and education.

HIUS 351 - (3) (IR)
History of U.S. Foreign Relations to 1914
Studies American foreign relations from colonial times to 1914.

HIUS 352 - (3) (IR)
History of U.S. Foreign Relations Since 1914
Studies American foreign relations from 1914 to the present.

HIUS 354 - (3) (Y)
American Legal Thought since 1880

HIUS 355 - (3) (IR)
The History of Early American Law
Studies the major developments in American law, politics, and society from the colonial settlements to the Civil War. Focuses on legal change, constitutional law, legislation, and the common law from 1776 to 1860.

HIUS 356 - (3) (IR)
The History of Modern American Law
Studies the major developments in American law, politics, and society from the era of Reconstruction to the recent past. Focuses on legal change as well as constitutional law, legislation, and the common law.

HIUS 357 - (3) (Y)
Intellectual and Cultural History of the United States to 1865
Analyzes the traditions of thought and belief in relation to significant historical events and cultural changes from the 17th century to the Civil War.

HIUS 358 - (3) (Y)
Intellectual and Cultural History of the United States since 1865
Analyzes the main traditions of thought and belief in the relationship to significant historical events and cultural changes from the Civil War to the present.

HIUS 361 - (3) (Y)
History of Women in America, 1600-1865
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 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.

Program in Human Biology

University of Virginia
P.O. Box 400328
Charlottesville, VA 22904-4328
(434) 982-5803
www.virginia.edu/humanbiology

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 medical 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 medical 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 medical 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 medical research, and mammalian cloning, raise numerous ethical and regulatory questions.

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, Department of Biology. Other faculty associated with the program and its advisory committee include: James Childress of Religious Studies, Ruth Gaare Bernheim of the Institute for Practical Ethics and the Public Health Program, John Arras of Philosophy, and Susan McKinnon of Anthropology. The interdisciplinary nature of this program will enable numerous faculty to participate in courses and serve as advisors and mentors.

Requirements for Major

The major has six basic components:

1. Core courses 9 credits
2. Biology electives 6 credits
3. Statistics 3 credits
4. Independent Research or Study 3 credits
5. Capstone Seminar Course and Thesis 6 credits
6. Related courses 12 credits

Core Courses

Each student must complete the following courses:

RELG 265 Theology, Ethics, and Medicine ..........3 credits
BIOL 300 Core I: Cell and Molecular Biology ......3 credits
BIOL 301 Core II: Genetics and Evolution ..........3 credits

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.

GPA Requirement for Distinction

All students must maintain an overall GPA of at least a 3.400, and a cumulative GPA of at least a 3.400 in all courses counted toward the major, throughout the fourth year in order for distinction to be awarded with the degree.

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-credit course in statistics. Any one of the following courses will satisfy this requirement:

STAT 110, STAT 212, SOC 311, PSYC 305, PSYC 306, ECON 371, ANTH 589, EVSC 503.

Independent Research or Study

Each student must complete two semesters of independent research (HBIO 497 and HBIO 498) for a total of 3 credits applied toward the major. Projects may be pursued in any department of the College of Arts and Sciences, and must be completed under the direction of two faculty advisors, one of whom will be from the Biology department. Projects proposed for outside the College will be reviewed on a case-by-case basis. This research will provide the foundation for the student’s thesis and will be completed during the fourth year. Students are encouraged, however, to begin research in their third year. All students must submit a Thesis Declaration Form, approved by both faculty advisors, to the co-directors of the program by the beginning of the first semester, fourth year.

Capstone Seminar Course and Thesis

Students will complete 6 credits 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 (300 level or higher; 200-level courses may be submitted for the area requirements in certain cases with prior approval from the major advisor) courses (12 credits) that integrate biology with the social sciences and/or humanities. While all courses applied to the major must be relevant to
human biology, students are encouraged to take a wide range of courses to round out their studies. 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 students could develop include, but are not limited to:

**Area Concentration in Bioethics** This area concentration might focus on an ethical and philosophical discourse of biomedical research and practice with respect to all participants in the medical/society partnership. Examples of courses that could be taken include PHIL 359 Research Ethics, RELG 386 Human Bodies and Parts as Property, and PHIL 453 Ethics in Human Reproduction.

**Area Concentration in Science, Technology and Public Policy** This area concentration could be designed to examine historical and contemporary issues in the process, conduct and applications of science and technology, in terms of both general societal implications and policy issues. Courses that could be taken include HIEU 332 The Scientific Revolution, EVSC 465 Environmental Policy making in the United States, and PHIL 546 Philosophy of Science.

**Area Concentration in Health Care Policy/Global Health** This area concentration could be developed in many ways; for example, it could focus on different health care policy and resource allocation systems or issues of justice and global responsibility. Potential courses include ECON 416 Economics of Health Care, PHIL 365 Justice and Health Care, or SOC 426 Health Care Systems.

**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 3.400 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 complete 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, Department 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; rmg9p@virginia.edu; or Elizabeth Machinist-Masukawa, (434) 982-5592; eamja@virginia.edu; Department of Biology, Gilmer Hall, P.O. Box 400328, Charlottesville, VA 22904-4328, www.virginia.edu/humanbiology.

**Course Descriptions**

**Note:** These courses are open only to Human Biology majors.

**HBIO 495, 496 - (3) (Y)**

**Independent Research for Human Biology**

*Prerequisite:* DMP in Human Biology. Independent research/independent study under the guidance of a primary mentor within the College of Arts and Sciences. HBIO 495 and/or HBIO 496 may be taken as a preliminary year of research prior to the required fourth-year courses HBIO 497 and HBIO 498.

**HBIO 481 - (3) (Y)**

**Capstone Seminar in Human Biology**

*Prerequisite:* DMP in Human Biology. A weekly seminar co-organized by participating faculty to integrate students’ independent research and coursework with contemporary issues at the intersection of 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)**

**Seminar and Thesis in Human Biology**

*Prerequisite:* DMP 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. Occasional seminars and opportunities to meet outside speakers will continue in this semester. This course will be taken in the fourth year.

**HBIO 497 - (3) (Y)**

**Thesis Research in Human Biology**

*Prerequisite:* First-semester fourth-year DMP in Human Biology. Independent research/independent study under the guidance of a primary mentor within the College of Arts and Sciences. Research/study forms the basis for the DMP thesis to be submitted at the end of the fourth year. This course must be taken in the first semester of the fourth year and should encompass the majority of the research for the thesis.

**HBIO 498 - (3) (Y)**

**Thesis Research in Human Biology**

*Prerequisite:* HBIO 497. Independent research/independent study under the guidance of a primary mentor within the College of Arts and Sciences. Research/study forms the basis for the DMP thesis to be submitted at the end of the fourth year. This course must be taken following completion of HBIO 497 and represents completion of all aspects of the research project.

**Interdisciplinary Major Program**

c/o College of Arts and Sciences
Garrett Hall
University of Virginia
P.O. Box 401133
Charlottesville, VA 22904-4130
(434) 924-3672
http://artsandsciences.virginia.edu/undergrad/special_programs

**Overview** The Interdisciplinary Major Program offers students with unusual interests, superior ability, and exceptional self-discipline the opportunity to design an individual program of study instead of pursuing a regular department major. The program hopes to attract proposals that show creativity, novel approaches to learning, and experimentation, but it does insist that the applicant be able to designate clearly a definite field of study which falls within the liberal arts and sciences. Medical Ethics, Psychobiology, Irish Studies, Physical Anthropology, Post-Modern Studies, and Philosophical Psychology are examples of the kinds of programs that are acceptable. There are, of course, many others. The program is a Distinguished Majors Program and as such requires a cumulative grade-point average of at least 3.400. Students generally make application in their third or fourth semester; proposals made after the fifth semester cannot be considered. Students whose projects can be completed through regular departmental or interdepartmental majors will be asked to apply to those programs.

Successful applicants must demonstrate that the College has sufficient resources to support the proposal. Toward this end, applicants are asked to list thirty credits of course work (normally 300-level and above), drawn from three different departments of the College that will form a curriculum. Also, applicants must secure the sponsorship of your proposal from a (full-time) faculty member from each department as well as their agreement to serve as mentors. Finally, all IMP students must agree to write a year-long thesis, worth six credit hours, in their fourth year. At least two of the sponsors must agree to direct, read, and grade this work.

**Additional Information** If you are interested in applying, you should discuss the project with several member of the faculty in your field of interest, and once your plans are firm make an appointment to meet with William Wilson (924-3572), the program Chair in Garrett Hall. Application to the pro-
gram requires a written proposal outlining your project, a list of courses related to your field with a total of 30 credit hours, and a current transcript.

Course Description
IMP 201 - (3) (Y)
The Arts and Sciences in Theory and Practice
This course is an inquiry into the nature and purpose of the historic set of disciplines comprising liberal learning with the goal of determining the intellectual passions they share, the methods and canons unique to them, and the prospects for articulating a unity among them. The course seeks to attain this goal by looking at theoretical issues such as the nature of verification and meaning, and by examining critically the actual conversations among the scholars of the arts and sciences fields over points of agreement and points of divergence.

Interdisciplinary Studies

c/o College of Arts and Sciences
Garrett Hall
University of Virginia
P.O. Box 40133
Charlottesville, VA 22904-4130
(434) 924-3672

Overview
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 count among the 18 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.

Course Description
INST 220 - (2) (S)
Contemporary Social Issues and the Media
Explores contemporary issues including consumption and abuse of alcohol and tobacco, treatment of women, images of masculinity and femininity in our society, violence, and rampant consumerism. Classes will consist of seminar discussions, informed by video presentations on different topics.

Program in Jewish Studies
University of Virginia
P.O. Box 400126
Charlottesville, VA 22904-4126
(434) 924-6722
www.virginia.edu/jewishstudies

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 UVa program in Jewish Studies also reflects the unique strengths and interests of the UVa 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 at www.virginia.edu/jewish-studies.

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 Quandt (Department of Politics); Allison Booth, Eleanor Kaufman, Victor Luftig, James Nohrberg Caroline Rody (Department of English); Judith Shatin (Department of Music), Johanna Drucker (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.

Requirements for Major
Undergraduates with a cumulative GPA of at least 2.000 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
- RELJ 203: The Judaic Tradition (3 credits)
- JWST 495: Senior Research Seminar (3 credits)

Distribution Requirements
One course from each of the following three categories as approved by the major advisor:
1. Language and Literature (Departments of English, German, Hebrew) Note: Biblical Hebrew can be counted toward the “Language and Literature” requirement if the Hebrew requirement has been fulfilled with Modern Hebrew. A 300-level Hebrew course can be counted toward the “Language and Literature” requirement if the Hebrew requirement has been fulfilled with Biblical Hebrew.
2. History and Society (Departments of Anthropology, Government and History)
3. Belief and Thought (Department of Religious Studies)

Electives
Five 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.

Requirements for Minor
The minor shall consist of 6 courses totaling 18 credits.

Core Courses
- RELJ 203: The Judaic Tradition (3 credits)

Distribution Requirements
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
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 3.400 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. 
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. 

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. 

Courses  
The Jewish Studies Program lists the specific courses being offered each semester on the web at www.virginia.edu/jewishstudies.
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 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 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, P.O. Box 400777, Charlottesville, VA 22904-4777; (434) 924-4653; 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 352 - (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
Latin-American Economic Issues

FRTR 329 - (3) Y
Contemporary Caribbean 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 427 - (3) Y
The Civilization of Brazil

PORT 461, 462 - (3) SI
Studies in Luso-Brazilian Language and Literature

RELJ 276 - (3) IR
African Religion 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

SPAN 428/528 - (3) Y
Latin American Culture and Civilization

SPAN 480 - (3) Y
Latin American Literature from Colonial Period to 1900

SPAN 481 - (3) IR
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
Students There are usually fewer than twenty 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 non-academic 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, Scida).

Requirements for Minor The minor is the same as the major with respect to required courses. Two elective courses are required in addition, for a total of at least 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 3.400, and a GPA of at least 3.400 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 Emily E. Scida, Chair, Program in Linguistics, Department of Spanish, Italian, & Portuguese, P.O. Box 400777, Charlottesville, VA 22904-4777; (434) 924-7159; www.virginia.edu/linguistics.

Course Descriptions
LING 496 - (Credit to be arranged) (SI) Independent Study in Linguistics Conducted by students under the supervision of an instructor of their choice.
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 510 - (1-3) (S) Teaching Practicum - ESL
LING 525, 526 - (3) (SI) Romance Linguistics Studies the vulgar Latin origins and patterns of linguistic change in the principal Romance languages.
LING 545 - (3) (IR) Language Learning and Teaching
LING 591 - (3) (O)
Grammatical Concepts in Foreign Language Learning
Explores tense, mode, voice, subject, object, and predicate, and their applications in various languages.

Note: The following courses are approved for the major. Refer to the appropriate department for course descriptions.

Anthropology
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 545 - (3) (IR)
African Languages and Folklore
ANTH 549 - (Credit to be arranged) (IR)
Selected Topics in Theoretical Linguistics and Linguistic Anthropology
American Sign Language
ASL 355 - (3) (IR)
Comparative Linguistics: ASL and English

English Language and Literature
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

French Language and Literature
FREN 339 - (3) (S)
French Phonetics and Phonology Conducted in French.
FREN 428 - (3) (Y)
History of the French Language Conducted in French.

General Linguistics
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 235 - (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.
Surveys 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

Philosophy
PHIL 350 - (3) (IR)
Philosophy of Language

Psychology
PSYC 311 - (3) (IR)
Psychology of Language
PSYC 411 - (3) (Y)
Psycholinguistics
PSYC 555 - (3) (IR)
Developmental Psycholinguistics

Slavic Languages and Literatures
RUSS 521 - (3) (SI)
The Structure of Modern Russian: Phonology and Morphology
RUSS 522 - (3) (SI)
The Structure of Modern Russian: Syntax and Semantics

Spanish, Italian, and Portuguese Languages and Literatures
SPAN 309 - (3) (S)
Introduction to Hispanic Linguistics Conducted in Spanish.

SPAN 310 - (3) (S)
Phonetics Conducted in Spanish.

SPAN 420 - (3) (Y)
History of the Language
SPAN 430 - (3) (IR)
Hispanic Dialectology and Bilingualism
SPAN 432 - (3) (Y)
Sociolinguistics Conducted in Spanish.

SPAN 514 - (3) (E)
Applied Linguistics

Department of Mathematics
215 Kerchof Hall
University of Virginia
P.O. Box 400137
Charlottesville, VA 22904-4137
(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 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 100 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 2.200 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, CS 120 or PHY 254, or an approved equivalent course with a grade of C- or higher. This should be done as early as possible.

To help guide the student through the major, the mathematics department offers five concentrations. Completion of one of these concentrations is required. Each concentration contains a set of nine required mathematics courses (approximately 28 credits). To graduate, a student must obtain minimum grades of C in seven of these courses and C- in the other two.

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To help guide the student through the major, the mathematics department offers five concentrations. Completion of one of these concentrations is required. Each concentration contains a set of nine required mathematics courses (approximately 28 credits). To graduate, a student must obtain minimum grades of C in seven of these courses and C- in the other two.

Up to two courses that are being counted for another College major or another College minor can also be counted for the major in mathematics.

Up to two courses that are taken from outside the University and which are equivalent to College mathematics courses may be offered for the College mathematics major.

Certain substitutions are allowed in all options, for example, MATH 521 for MATH 331, MATH 551 for MATH 351, MATH 552 for MATH 354, and PHYS 553 for MATH 430.

PHIL 542 Symbolic Logic is an approved elective for both the major and minor in mathematics.

A. The Basic Concentration

This traditional program for the mathematics major provides an overview of key areas:

MATH 325 Ordinary Differential Equations ......................4
MATH 351 Elementary Linear Algebra ..................3
MATH 354 Survey of Algebra ..................3
Two from the following three:

MATH 310 Introduction to Mathematical Probability ..........3
MATH 331 Basic Real Analysis ..................3
MATH 334 Complex Variables with Applications ..................3
Four electives at the 300 level or higher, of which at least two are MATH courses ........................................12

Students fulfilling the requirements for this option have a wide range of career opportunities, from law to business to any field that requires deductive, logical reasoning skills.

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:

MATH 325 Ordinary Differential Equations ......................4
MATH 334 Complex Variables with Applications ..................3
MATH 351 Intro. to Real Analysis I ..................3
MATH 551 Advanced Linear Algebra ..................3
MATH 552 Intro. to Abstract Algebra ..................3
Four electives at the 300 level or higher, of which at least two are MATH courses. (Students may wish to take MATH 331 in preparation for MATH 351, MATH 351 in preparation for MATH 551, and MATH 354 in preparation for MATH 552.)

This constitutes the minimum expected of an incoming graduate student in most programs nationwide. The department strongly recommends MATH 533 (Advanced Multivariate Calculus), as well as courses in differential geometry (MATH 572) or topology (MATH 577). The Department may recommend access to its 700-level graduate courses for undergraduates with particularly strong capabilities.

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 course work, 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 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 511 Stochastic Processes ..................3
STAT 512 Applied Linear Models ..................3
One additional course chosen from:

MATH 430 Elementary Numerical Analysis ..................3
STAT 531 Intro. to Real Analysis I ..................3
STAT 533 Design and Analysis of Sample Surveys ..................3
STAT 534 Applied Multivariate Statistics ..................3
STAT 516 Experimental Design ..................3
STAT 517 Applied Time Series ..................3
STAT 519 Intro. to Mathematical Statistics ..................3

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 probability, statistics, regression, time series, partial differential equations, stochastic processes, stochastic calculus, numerical methods, and analysis. 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
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 the 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. Either MATH 331 or MATH 354 should be one of the five approved courses. Courses with the STAT mnemonic or from other departments or institutions can be taken if approved by the undergraduate committee.

Up to two courses that are being counted for another College major or another College minor can also be counted for the minor in mathematics.

To two courses that are taken from outside the University and which are equivalent to College mathematics courses may be offered for the College mathematics minor.

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 John Faulkner, Lower Division Advisor, Room 325, 924-4942, or Thomas Kriete, Upper Division Advisor, Room 325, 924-4927; jjh2b@virginia.edu. For additional information, contact Professor Jeffrey Holt, Mathematics and the natural sciences, are as well as for students intending to pursue graduate work in the applied social sciences.

Advanced Placement 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). 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.

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.

Calculus Sequence 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 awarded for both MATH 121 and 131 (or its equivalent). MATH 231 is the prerequisite for many advanced mathematics courses.

Advanced Placement 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). 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.

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, Room 325, 924-4927; jjh2b@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.

Substitutions 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 121 and MATH 131). Up to two courses, taken from outside of the University and which are equivalent to College mathematics courses, may be offered for the College mathematics major or for the College mathematics minor. The following are equivalent courses from the School of Engineering and Applied Sciences:

- APMA 213 and MATH 325 Ordinary Differential Equations
- APMA 302/C S 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

MATH 103 - (3) (Y) Precalculus
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 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 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) (IR) Calculus Workshop I
Prerequisite: Instructor permission; corequisite: MATH 131.
Intensive calculus problem-solving workshop with topics drawn from MATH 131.

MATH 134 - (2) (IR) 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) (Y) 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 - (3) (S)
Complex Variables with Applications
Prerequisite: MATH 231.
Topics include analytic functions, Cauchy 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 - (3) (Y)
Discrete Mathematics
Prerequisite: MATH 354 or instructor permission.
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) (IR)
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 475 - (3) (IR)
Introduction to Knot Theory
Prerequisite: MATH 354 or instructor permission.
Examines the knotting and linking of curves in space. Studies equivalence of knots via knot diagrams and Reidemeister moves in order to define certain invariants for distinguishing among knots. Also considers knots as boundaries of surfaces and via algebraic structures arising from knots.

MATH 493 - (3) (IR)
Independent Study
Prerequisite: instructor permission.
May also cover numerical solutions of ordinary differential equations, Fourier series, special functions, orthogonal polynomials, and Green’s functions.

MATH 495 - (3) (IR)
Reading and study programs in areas of interest.
Prerequisite: advisor to approve and direct the program.

MATH 503 - (3) (O)
The History of the Calculus
Prerequisite: MATH 231 and 351, or instructor permission.
Studies the evolution of calculus in the 17th century, and how those ideas were perfected and extended by succeeding generations of mathematicians. Emphasizes primary source materials.

MATH 509 - (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.

MATH 521 - (3) (O)
Mathematics of Derivative Securities
Prerequisite: MATH 231, 325, 351 or instructor permission.
Topics include arbitrage arguments, valuation of futures, forwards and swaps, hedging, option-pricing theory, and sensitivity analysis.

MATH 522 - (3) (Y)
Partial Differential Equations and Applied Mathematics
Prerequisite: MATH 231, 325, 351 recommended.

MATH 525 - (3) (IR)
Advanced Ordinary Differential Equations
Prerequisite: MATH 231, 325, 351 or instructor permission.
Studies the qualitative geometrical theory of ordinary differential equations. Includes basic well posedness; linear systems and periodic systems; stability theory; perturbation of linear systems; center manifold theorem; periodic solutions and Poincaré-Bendixson theory; Hopf bifurcation; introduction to chaotic dynamics; control theoretic questions; differential geometric methods.

MATH 531 - (3) (Y)
Introduction to Real Analysis
Prerequisite: MATH 231, 351.
The basic topology of Euclidean spaces; continuity, and differentiation of functions of a single variable; Riemann-Stieltjes integration; and convergence of sequences and series.

MATH 532 - (3) (Y)
Advanced Multivariate Calculus
Prerequisite: MATH 531.
Differential and Integral Calculus in Euclidean spaces; implicit and inverse function theorems, differential forms and Stokes’ Theorem.

MATH 534 - (3) (Y)
Complex Variables with Applications
Prerequisite: graduate standing.
Analytic functions, Cauchy formulas, power series, residue theorem, conformal mapping, and Laplace transforms.

MATH 551 - (3) (Y)
Advanced Linear Algebra
Prerequisite: MATH 351 or instructor permission.
Introduction to algebraic systems, including groups, rings, fields, vector spaces, and their general properties, including subsystems, quotient systems, and homomorphisms. Study of basic examples such as permutation groups, polynomial rings, groups, and rings of matrices. Additional topics may include applications to linear algebra and number theory.

**MATH 522 - (3) (Y)**
**Introduction to Abstract Algebra**
Prerequisite: MATH 351 or 551, or instructor permission.
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 552 - (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 570 - (3) (O)**
**Introduction to Geometry**
Prerequisite: MATH 231 or 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 and 351, or instructor permission.
Topics selected from the theory of curves and surfaces in Euclidean space and the theory of manifolds.

**MATH 577 - (3) (Y)**
**General Topology**
Prerequisite: MATH 231 and 351, with 331 recommended.
Topological spaces and continuous functions, connectedness, compactness, countability and separation axioms, and function spaces. Time permitting, more advanced examples of topological spaces, such as projective spaces, as well as an introduction to the fundamental group will be covered.

**MATH 583 - (3) (IR)**
**Seminar**
Prerequisite: MATH 531; corequisite: MATH 552 or instructor permission.
Presentation of selected topics in mathematics.

**MATH 596 - (3) (S)**
**Supervised Study in Mathematics**
Prerequisite: Instructor permission and graduate standing.
A rigorous program of supervised study designed to expose the student to a particular area of mathematics.

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**Program in Media Studies**

142 Cabell Hall
University of Virginia
P.O. Box 40066
Charlottesville, VA 22904-4866
(434) 243-8555 Fax: (434) 243-8869
www.virginia.edu/mediastudies

**Overview** Media Studies is an interdisciplinary program focused on the forms and effects of media (radio, film, television, photography, print, digital, and electronic media), including the study of aesthetics and form, individual perception, and the history of media (primarily mass-circulation prints, journals, and newspapers, recorded media, communications, and broadcast media, and electronic modes). Also of concern are the ethics and effects of media in the arena of policy studies, the social impact of media on public opinion, and the relations between media and the law with regard to free speech issues, as well as the commerce and regulation of media in the public sphere. The program is critically engaged with creative analysis, production, and research into traditional and emerging forms of media. The Program explores digital media through approaches to its history, theory, and technology, and their impact upon contemporary life.

Media studies considers the transformation of the public sphere and individual imagination through the effects of media upon social practices. It also focuses on 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 humanities 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 several faculty members with joint appointments in Media Studies and other fields, including the Director. In addition, there are numerous faculty from other disciplines 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 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 center also houses a significant and expanding collection of video recordings including classic cinema, television programs, and other video materials regularly used in Media Studies classes and research projects. 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 logarithically 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 web (www.virginia.edu/mediastudies).
studies); the deadline will be on or about March 15. In exceptional cases, students who have not 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 3.400 at the time of application.

The application consists of a description of courses taken, with grades; a one-paragraph statement of the student’s objectives for the major 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 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 MDST110 (Information Technology and Digital Media); MDST 201 (Introduction to Media Studies); MDST 301 (Theory and Criticism of Media); MDST 350 (History of Media or approved equivalent); 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 declare a concentration in a particular area of Media Studies by taking at least four electives in that area (e.g., film studies, media policy, or any other focused topic approved by the Director). 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 are encouraged to study abroad, however, all majors must be present in the Fall of their junior year and the Spring of their senior year to take required courses for the major.

Distinguished Majors Program in Media Studies Students with superior academic performance are encouraged to apply for the program’s Distinguished Majors Program in which they write a thesis or complete a substantial project with appropriate documentation 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 3.400 in all university courses;
2. a GPA of at least 3.400 in all courses taken as part of the Media Studies major;
3. completion of at least 12 units of advanced work in the major (300 level and above, with at least one 400- or 500-level course);
4. approval of the faculty committee in Media Studies, and willingness by one of the faculty to take on the responsibility of supervising the thesis or project.

Students must apply for the DMP with a proposal for their thesis or project. After obtaining approval of the faculty committee in Media Studies (generally proposals will be reviewed at the beginning of the Fall semester for students graduating at the end of the academic year, but in exceptional cases, a thesis could be undertaken with approval at the start of the Spring semester in which the student will graduate) students can register for three credits of Media Studies 497. Students will produce either a thesis of approximately 10,000 words, which must be approved by two members of the faculty (one may be outside the Media Studies core faculty), or a project (film, digital work, or other media project) with appropriate intellectual accompaniment (an essay or research statement of 3000-5000 words). Copies of all theses and projects will be deposited in the Media Studies office and students will be expected to make a presentation of their thesis or project in a DMP symposium at the end of the spring semester. In awarding honors, the Media Studies faculty considers the quality of the student’s overall performance in the major as well as the work done on the thesis or project.

Students may receive distinction (but not honors or higher distinction) if they have not enrolled in or have discontinued enrollment in the DMP but have completed their degree with a grade point average of at least 3.600.

Minor There is no minor in Media Studies.

Additional Information For more information, contact the Media Studies Program, 422 Cabell Hall, P.O. Box 400866, Charlottesville, VA 22904-4866; (434) 243-8855.

Course Descriptions

MDST 110 - (4) (Y)
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) (Y)
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 285 - (3) (Y)
Media, Culture and Society
Explores the relationships among various forms of mass communication, social institutions and other dimensions of social life from a sociological perspective.

MDST 301 - (3) (Y)
Theory and Criticism of Media
Prerequisite: MDST 201 and 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 331 - (3) (IR)
Women and Television
Prerequisite: MDST 201 or instructor permission.
Examines how television addresses women, how it represents women, and how women respond to the medium. Explores the relationship between the female audience and television by focusing on both contemporary and historical issues. Areas of particular concern include: how women have responded to television as technology; how specific genres have targeted women; how female-focused specialty channels have addressed women; and how specific programming and genres have mediated the changing status of women from the 1950s to the present.
MDST 341 - (3) (Y)
Media Ethics
Prerequisite: MDST 201 or instructor permission.
This course provides students a familiarity with the terrain of moral philosophy, improves students’ awareness of the complex ethical issues and dilemmas in journalism and other areas of mass media, and engages students in the process of critical thinking, moral reasoning and problem solving in media communications.

MDST 350 - (3) (Y)
History of Media
Prerequisite: MDST 201 and 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 continuously 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 355 - (3) (Y)
Topics in the History of Media
Prerequisite: MDST 201 or instructor permission.
This course serves to fulfill the History of Media requirement in Media Studies. Topics have historical breadth and cover the historical development of media institutions, technology, or forms in areas of television, journalism, graphic media, film, print and publication history, digital media or other relevant areas. These courses may be repeated for credit if course content is sufficiently distinct to merit. Decision about repeated credit is at the discretion of the Director of Media Studies.

MDST 361 - (3) (IR)
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, upon approval of the Director of the program.

MDST 401 - (3) (Y)
Fourth-year seminar in Media Studies
Prerequisite: MDST 301, 201, and 110.
This course serves as a capstone experience for students in the fourth year, final semester, of the major. The course requires synthetic, collaborative 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, popular and mainsteam 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 411 - (3) (IR)
Theory of Digital Media
Prerequisite: MDST 110 or instructor permission.
Addresses key points of contact between contemporary digital media and cultural studies/critical theory. Examines the Internet, with some attention to related phenomena including the computing environment, PC operating systems, and computer games. Other cultural concepts explored with regard to digital media include race, gender, globalization, alternative media, language, art and writing.

MDST 420 - (3) (IR)
Global Media
Prerequisite: MDST 201 or instructor permission.
Examines the dynamic global transformations in print, broadcast, and digital media in an international and comparative context. Considers historical, institutional, and textual factors that impact media in local and global contexts. Examines the critical role of media in the long history of globalization and focuses on a number of cultural, technological, and economic issues addressed by media and globalization at the turn of the twenty-first century.

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-mural 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.

MDST 497 - (3) (Y)
Distinguished Majors Thesis Writing or Research Project
Prerequisite: Acceptance to the Media Studies DMP.
Independent research, writing or production under the supervision of the faculty DMP thesis readers, toward the DMP thesis or project.

MDST 498 - (3) (Y)
Distinguished Majors Thesis Writing or Research Project
Prerequisite: MDST 497.
Writing of a thesis or production of a project with appropriately researched documentation, under the supervision of the faculty DMP thesis readers or project supervisor.

Program in Medieval Studies
220 Randall Hall
University of Virginia
P.O. Box 400180
Charlottesville, VA 22904-4180
(434) 924-6407
www.virginia.edu/medievalstudies

Overview
Every period in history is better illuminated and understood by using evidence from research in different fields rather than by 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 in, for example, family history, genealogy, archaeology, folklore, iconography, textual criticism, 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, there has been a strong and active program for many years in teaching and research based on significant holdings of printed works in the primary and secondary sources in the university libraries. There are now more than thirty faculty members who offer upwards of sixty courses on medieval topics in the depart-
mments of history, classics, religious studies, philosophy, English, French, German, Italian, Spanish, Middle Eastern studies, art history, architecture, music and government.

Students For the interested and able 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 incunabular period of western civilization. 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 to write with clarity and precision, furnishes the skills useful in a wide variety of vocational fields.

Requirements for Major The major is open to all qualified students in the College of Arts and Sciences who have demonstrated competence in a foreign language through the 202 level, or its equivalent, which is appropriate to their work in the program. Requirements for graduation from the major:

1. 30 hours of credit in courses approved by the student's advisor with passing grades, and with at least a 2.000 average, distributed over the following fields of study: History (9 credits) Literature (9 credits) Art or Music (3 credits) Philosophy, Religious Studies, or Political Thought (3 credits)

MSP 308 Colloquium in Medieval Studies in the fall of the junior year (3 credits)

MSP 480 Seminar in Medieval Studies in the spring of the senior year (3 credits)

2. A senior thesis written under the supervision of a member of the faculty and approved by the student's advisor and the chairman of the Medieval Studies Program

The major may be combined with another departmental program as a double major. Students may also complete a minor in Medieval Studies by taking at least 18 credits in medieval courses approved by the student's advisor. At least one course must be taken in each of three of the contributing fields of study (History; Literature; Art or Music; or Philosophy, Religious Studies, or Political Thought).

The problems inherent in an interdisciplinary major which relate to the sources and methods in different fields, and to the development of a program from a vast array of courses, can be dealt with to large extent by fitting the program to each student's abilities and needs. This is done through individual consultation, work in small classes, and careful supervision of the senior essay.

Additional Information For more information, contact Everett Crosby, Medieval Studies Program Chair, Department of History, 220 Randall Hall, University of Virginia, P.O. Box 400180, Charlottesville, VA 22904-4180; (434) 924-6407; euc@virginia.edu.

Course Descriptions

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.

McIntire Department of Music
122 Old Cabell Hall
University of Virginia
P.O. Box 400176
Charlottesville, VA 22904-4176
(434) 924-3052 Fax: (434) 924-6033
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 undergraduate, graduates, and faculty, and offers an exceptionally wide range of musical possibilities. The facilities provide a wide assort-
ment 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 offers multiple workstations for music composition and research applications. 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 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 [to 1500]), 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 (2 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 364 (Coro Virginia, 2 credits), MUSI 365 (University Singers, 2 credits), MUSI 366 (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 290A or B (Keyboard/Foretbody Skills, 2 credits), MUSI 300 (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 courses 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.

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 credits 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 studies and participate in curricular performing groups, MUSI 360 through MUSI 369. However, no more than eight credits 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 3.400 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 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" repertories as symphony, opera, “early music,” “new music,” 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
Prerequisite: No previous knowledge of music 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, 152, 153, 154, 155, 156, 157, 158 - (1) (S)

Performance

MUSI 193, 194 - (1-3) (SI)
Independent Study
Prerequisite: Instructor permission.

MUSI 202 - (3) (IR)

Opera
Prerequisite: No previous knowledge of music required.
Study of musical, literary, and dramatic aspects of representative operatic works.

MUSI 204 - (3) (IR)

Symphonic Masterworks
Prerequisite: 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 211 - (3) (IR)

Music in Everyday Life
Explores the implicit cultural messages which circulate within our ever-changing daily soundtracks. This course focuses our attention on music that we usually take for granted, getting us thinking about the depths of quotidian aesthetic experience.

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) (Y)

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. No previous knowledge of music required. Satisfies the performance requirement for music majors.

MUSI 230B - (2) (Y)

Keyboard Skills (Intermediate)
Prerequisite: Instructor permission by audition.
Intermediate keyboard skills for students with some previous musical experience.

MUSI 230C - (2) (IR)

Fretboard Harmony
Prerequisite: instructor permission by audition.
Fretboard skills for students with some previous musical experience. Satisfies the performance requirement for music majors.

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 261 - (3) (Y)

Marching Band
Prerequisite: Students are selected by audition.
An ensemble that performs at all home football games and selected away games each season, also traveling to Bowl games and performing at special events. This course counts as performance, and thus subject to the limit of eight credits of the 120 required for the B.A.

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 cosmology of Hildegard von Bingen; music, cultural exchange, and power, Burgundy and Italy in the 15th century.

MUSI 301 - (3) (E)

Studies in Early Modern Music (1500-1700)
Prerequisite: The ability to read music. MUSI 331 highly recommended.
Introduction to crucial shifts in musical culture that signaled the emergence of a self-consciously “modern,” self-consciously “European” musicality over the period 1500-1700; and to the ways such early modern genres as the polyphonic Mass, the madrigal, opera, oratorio, cantata, sonata, suite, and congregational hymnody have been assimilated into 20th-century American ideas about “musicality.” Specific topics announced in advance.

MUSI 302 - (3) (Y)

Studies in Seventeenth- and Eighteenth-Century Music
Prerequisite: MUSI 331 or instructor permission.
Study of selected repertories from the 17th and 18th centuries, emphasizing compositional style, performance practice, and the role of music within social, political, philosophical, and religious cultures of the time. Composers studied may include Lully, Corelli, Handel, J. S. Bach, Vivaldi, Haydn, and Mozart.

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: The ability to read music, or any three-credit course in music, or instructor permission.
Studies the range of music that has flourished in the twentieth century, including modernist and post-modern art music, popular music, and world music, through historical, critical, and ethnographic approaches.

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.
Historical and/or ethnomusicological perspectives on folk, popular, and “art” music in the Americas, with a particular emphasis on 19th- and 20th-century African-American traditions including spirituals, work songs, minstrelsy, blues, R&B, soul, and hip-hop.

MUSI 309 - (4) (IR)

Performance in Africa
Prerequisite: Instructor permission.
Explores music/dance performance in Africa through reading, hands-on workshops, discussion, and audio and video examples. The course covers both “traditional” and “popular” styles, through discussion and a performance lab.

MUSI 311 - (1) (Y)

Introduction to Music Research
Prerequisite: Instructor permission.
Studies the print and electronic resources available for the study of music and the principles for evaluating music research materials.
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 331 - (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 prior credit, but each course may be counted toward the baccalaureate degree in the College.

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 338 - (3) (IR)
Introduction to Post-Tonal Composition
Prerequisite: MUSI 331 or permission of instructor.
This class focuses on post-tonal compositional techniques in American and European concert music, including the music of various composers and the composition of new 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 - Voice
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. 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 352: Piano
MUSI 353: Organ, Harpsichord
MUSI 354: Strings
MUSI 355: Woodwinds
MUSI 356: Brass
MUSI 357: Percussion
MUSI 358: Harp, Guitar

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 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 interpretation and stage actions. Scenes are selected from three centuries of opera repertoire and sung in German, Italian, French, and English.

MUSI 367 - (1) (S)
Early Music Ensemble
Prerequisite: Instructor permission by audition.
Performance of music written before 1750 on instruments appropriate to the period.

MUSI 368 - (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.

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.
Various approaches to musical analysis; readings from theoretical literature; and practical exercises in analysis of music from all periods.

MUSI 433 - (2) (IR)
Advanced Musicianship
Prerequisite: Passing score on the exit test for MUSI 335.
Includes advanced ear-training, sight-singing and keyboard harmony.

MUSI 434 - (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 435 - (3) (Y)
Interactive Media
Prerequisite: MUSI 339 or MUSI 443 or MUSI 447 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 440 - (3) (Y)
Computer Sound Generation and Spatial Processing
Prerequisite: MUSI 339 or instructor permission.
Studies in sound processing, digital synthesis and multichannel audio using RTCMixer running under Linux. Students learn techniques of computer music through composition, analysis of representative works, and programming.

MUSI 443 - (3) (Y)
Sound Studio
Prerequisite: MUSI 339 or instructor permission.
Studies in computer music studio techniques, sound synthesis using a variety of software packages based on the Macintosh platform, and the creation of original music using new technologies.

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)
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 historical, 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.
Composition and analysis of canons and fugues, focusing on the 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 and rehearsal technique.

MUSI 551, 552, 553, 554, 555, 556, 557, 558 - (2) (S)
Graduate Performance
Prerequisite: Graduate standing in music with instructor permission by audition.

MUSI 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570 - (1-2) (S)
Performance Ensembles
Prerequisite: Graduate standing 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.

Program in Neuroscience

c/o Department of Psychology
P.O. Box 400400
Charlottesville, VA 22904-0400
(434) 982-4728
http://faculty.virginia.edu/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, symposia, 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 UVa neuroscientists. A minimum 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 2.900 GPA in the major. Students are dropped from the program if they fall below a cumulative GPA of 2.900 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
Students with superior academic performance are encouraged to apply for the Distinguished Major Program (DMP) during their sixth semester. The Program culminates in writing a thesis of empirical research done under the mentorship of a faculty member in the Neuroscience Graduate Program (NGP). The requirements for admission to the DMP are:
1. Satisfaction of all College requirements as stated in this record with a cumulative GPA of at least 3.400 in the student’s College and university courses;
2. A GPA of at least 3.400 in all courses taken as part of the Neuroscience major;
3. A brief (1-2 page) proposal of the project along with a written endorsement of the work by a faculty member of the Neuroscience Graduate Program.

To gain admission to the DMP, the student submits his/her cumulative and Neuroscience GPA (with transcripts) and a proposal to the Director of the DMP. The names of the primary (i.e., mentor) and secondary faculty readers and the declared graduation date must also be included. Once admitted, the student registers for three credits of NESC 497 in the first semester of their fourth year.
In this course, students conduct their research under the supervision of a NGP faculty member. In the second semester, the student registers for NESC 498 to finalize his/her thesis, ending with a journal manuscript. The research project is intended to foster independent thought and develop the student’s critical ability to formulate and conduct scientific research. The date of the student’s final submission of the DMP thesis to the committee is two weeks before the last day of classes that semester. The two-member faculty committee (mentor and second reader) reports its evaluation of Distinction, High Distinction, or Highest Distinction of the thesis to the DMP Director by the first day of the exam period. The executive committee of the major then considers the thesis evaluation along with the student’s academic record to submit a final level of distinction to the College Registrar. Students also receive a letter grade for both NESC 497 and NESC 498.

For further information on entering the Distinguished Major Program in Neuroscience, contact the current DMP director, David L. Hill, 982-4728 or 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.
1. BIOL 201 & 202 Introductory Biology
2. PSYC 220 Introduction to Psychobiology or BIOL 317 Introduction to Neurobiology
3. CHEM 141 Introductory College Chemistry
4. CHEM 142 Principles of Chemistry
5. 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. CHEM 181, 182, 181L and 182L also satisfy the requirements listed in (3) through (6).

Additional Information
For more information, contact the director, David L. Hill, Department of Psychology, P.O. Box 400400, University of Virginia, Charlottesville, VA 22904-0400; (434) 982-4728; dh2t@virginia.edu.

Course Descriptions

NESC 395 - (3) (S)
Research in Neuroscience
Prerequisite: Major in Neuroscience.
An original experimental project is undertaken in which each student is responsible for the design and operation of the experiment under the direction of a Neuroscience Graduate Program faculty member.
NESC 396 - (3) (S)
Research in Neuroscience
Prerequisite: Major in Neuroscience.
An original experimental project is undertaken in which each student is responsible for the design and operation of the experiment under the direction of a Neuroscience Graduate Program faculty member.

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.

NESC 497, 498 - (3) (Y)
Distinguished Majors Thesis
Prerequisite: Participant in Neuroscience DMP.
A two-semester course in which the student prepares a thesis under the supervision of a Neuroscience Graduate Program faculty member. The thesis must be based on empirical research conducted by the student.

Electives Approved for the Major
The following is a list of designated courses offered on a regular basis; however, the list is not exhaustive.

Biography
BIOI 203 - (2) (Y)
Biology Laboratory
BIOI 204 - (2) (Y)
Biology Laboratory
BIOI 301 - (3) (Y)
Genetics and Evolution
BIOI 325 - (3) (Y)
Introduction to Animal Behavior
BIOI 344 - (3) (Y)
Endocrinology
BIOI 405 - (3) (Y)
Developmental Biology
BIOI 417 - (3) (Y)
Cellular Neurobiology
BIOI 419 - (3) (Y)
Biological Clocks
BIOI 427 - (3) (Y)
Animal Behavior Laboratory
BIOI 501 - (4) (Y)

Biochemistry

BIOI 517 - (4) (Y)
Molecular Genetics

Psychology
PSYC 211 - (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 - (5) (Y)
Neurobiology

Personal Skills Courses

Course Description
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

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 Approximately 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 work) 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 256 (Classics of 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 3.400 in all philosophy courses taken. In addition, they should have an overall GPA close enough to 3.400 to make it likely that they will be able to satisfy the College requirement of a final cumulative GPA of 3.400 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 2.000 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 2.000, 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.

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 a written examination 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, P.O. Box 400780, Charlottesville, VA 22904-4780; (434) 924-7701; www.virginia.edu/philosophy.

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, 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, P.O. Box 400780, Charlottesville, VA 22904-4780; (434) 924-7868; www.virginia.edu/bioethics.

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 132 - (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? These and 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, causal 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, pre-natal 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 255 - (3) (IR)
Democracy
Examines competing conceptions of the democratic ideal, both in the work of historic figures such as Locke, Rousseau, Madison and Mill, and in the work of a variety of contemporary political philosophers. Focuses in particular on the relation to the democratic ideal of majority voting, civic association, public deliberation and basic liberal rights.

PHIL 256 - (3) (IR)
Classics of Political Philosophy
Considers some of the perennial questions in political thought including 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 On the Social Contract.

PHIL 257 - (3) (Y)
Political Philosophy
Studies problems involved in understanding the relation between public power and private rights.

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, and 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 269 - (3) (IR)
Justice, Law, and Morality
Examines contemporary liberal theories of justice and of communitarian, Marxist, libertarian, utilitarian, and feminist criticisms of these theories. Uses landmark Supreme Court decisions to illuminate central theoretical disputes.

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 metaphysics.

PHIL 332 - (3) (Y)
Epistemology
Studies problems concerned with the foundations of knowledge, perception, and rational belief.

PHIL 334 - (3) (E)
Philosophy of Mind
Prerequisite: PHIL 132 recommended.
Studies some basic problems of philosophical psychology.

PHIL 335 - (3) (Y)
Philosophy of Language
Prerequisite: At least one course in philosophy at the 100 level or above, or instructor permission.
Examines central conceptual problems raised by linguistic activity. Among topics considered are the relation between thought and language; the possibility of an essentially private discursive realm; the view that one's linguistic framework somehow "structures" reality; and the method of solving or dissolving philosophical problems by scrutiny of the language in which they are couched.

PHIL 337 - (3) (Y)
Ethics
History of modern ethical theory (Hobbes to Mill) with special emphasis on the texts of Hume (Treatise, Book III) and Kant, (Grundlegung), which will be studied carefully and critically. Among the topics to be considered: Is morality based on reason? Is it necessarily 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 340, 402 - (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 cognitively? What is to be said for utilitarianism as a moral theory? What against it? And what are the alternatives?

PHIL 359 - (3) (IR)
Research Ethics
Prerequisite: One course in ethics or bioethics, or instructor permission.
Examines the history of research scandals (e.g., Nuremberg, Tuskegee) resulting in federal regulation of human subjects research. Critically assesses the randomized clinical trial (including informed consent, risk/benefit ratio, randomization, placebo). Examines the ethics of research with special populations, such as the cognitively impaired, prisoners, 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 judgment concerning an artwork? including Wittgenstein, Sartre, and Pears.

PHIL 365 - (3) (Y)
Justice and Health Care
Prerequisite: course in ethics of political philosophy from any department, such as RELG 265, PHIL 154, PLPT 301, etc.
Philosophical account of health care practices and institutions viewed against the backdrop of leading theories of justice (e.g., utilitarianism, Rawlsian contractualism, communitarianism, 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 allocation of scarce life-saving resources, such as expensive drugs and transplantable 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 conflicts of rights; and the relationships between law and such social values as freedom, equality, and justice.

PHIL 401, 402 - (3) (Y)
Seminar for Majors
Prerequisite: Philosophy 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 - (15) (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.
Topics vary annually and 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-Skoolem 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.
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 Davision-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); or 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 255 is not required for the B.A. degree, but 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, 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 2.000 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 3.400, 3.600, or 3.800, 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. Prospective students for graduate study in astronomy, physics, computer science, and related fields. The students take MATH 131, 132, 231, 232, 521, 522; PHYS 151, 152, 251, 252, 254, 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-physics major 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 and 142W, 241E and 241W, 252, and any 300-level physics course.

**Additional Information**

For more information, contact Bascom Deaver, Chair of the Undergraduate Program Committee, Physics Department Office, Jesse W. Beams Laboratory of Physics, P.O. Box 400714, Char-ottesville, VA 22904-4714, (434) 924-3781; 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 Non-Science Majors**

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 and 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 Physics 151, 152. The associated laboratory courses, PHYS 221, 222 and MATH 231, 232P 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 and 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 bombs. Premedical and pre-dental 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 restraints 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 I*
*Prerequisite:* APMA 109 or MATH 131; corequisite: PHYS 142W.
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 142E.
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) SS**
*Principles of Physics I, II*
*Prerequisite:* PHYS 201, 202 or 231, 232. A terminal course covering the principles of mechanics, heat, electricity and magnetism, physical optics, elementary quantum theory, and atomic and nuclear physics. This course can be used by prospective physics majors and by other students planning to take physics courses numbered 300 and higher; however, the four-semester sequence PHYS 151, 152, 251, 252 is recommended. PHYS 231, 232 in conjunction with the laboratory, PHYS 201L, 202L satisfies the requirements for the B.S. in Chemistry, and can be used in place of PHYS 201, 202, 201L, 202L to satisfy the requirements of medical and dental schools. PHYS 231 is prerequisite for 232. Three lecture hours and one problem session per week.

**PHYS 201L, 202L - (1.5) (Y, SS)**
*Basic Physics Laboratory I, II*
*Prerequisite:* for 201L: 201L corequisite: PHYS 201, 202 or 231, 232. Premedical and pre-dental students should elect this course along with PHYS 201, 202; it is an option for others. Selected experiments in the different branches of physics are carried out and written up by the student. One three-hour exercise per week.

**PHYS 221, 222 - (3) (Y)**
*Elementary Laboratory I, II*
*Prerequisite:* PHYS 151, 152; corequisite: PHYS 225 and PHYS 252, respectively or prerequisite: PHYS 231, 232; corequisite: PHYS 252 for PHYS 222.
Selected experiments in mechanics, heat, electricity and magnetism, optics, and modern physics. One lecture hour and four laboratory hours per week.

**PHYS 231, 232 - (4) (Y)**
*Classical and Modern Physics I, II*
*Prerequisite:* MATH 132 or instructor permission.
A two-semester introduction to classical and modern physics for science majors. A calculus-based treatment of the principles of mechanics, electricity and magnetism, physical optics, elementary quantum theory, and atomic and nuclear physics. This course can be used by prospective physics majors and by other students planning to take physics courses numbered 300 and higher; however, the four-semester sequence PHYS 151, 152, 251, 252 is recommended. PHYS 231, 232 in conjunction with the laboratory, PHYS 201L, 202L satisfies the requirements for the B.S. in Chemistry, and can be used in place of PHYS 201, 202, 201L, 202L to satisfy the requirements of medical and dental schools. PHYS 231 is prerequisite for 232. Three lecture hours and one problem session per week.

**PHYS 241E - (3) (Y)**
*General Physics II*
*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 241W - (1) (Y)**
*General Physics II Workshop*
Corequisite: PHYS 241E.
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 instructor permission. 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 instructor permission. 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) (Y)**
*Physics of the Human Body*
*Prerequisite:* PHYS 201, 231, or PHYS 151 & 152, or PHYS 142E; corequisite: PHYS 202 or 232 or instructor permission. Application of basic physical principles to functions of the human body; studies selected aspects of hearing, vision, cardiovascular system, biomechanics, urinary system, and information handling.

**PHYS 311, 312 - (4) (Y)**
*Widely Applied Physics I, II*
*Prerequisite:* PHYS 151, 152, 231, 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.

**PHYS 315 - (3) (Y)**
*Electronics Laboratory*
*Prerequisite:* PHYS 222 or 201L. Analogue and digital electronics for scientific applications, including the use of transistors, FET's, operational amplifiers, TTL, and CMOS integrated circuits. Six laboratory hours.

**PHYS 317 - (3) (Y)**
*Intermediate Laboratory I*
*Prerequisite:* PHYS 222 or instructor permission.
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.
PHYS 310 - (3) (Y)
Advanced Laboratory
Prerequisite: Instructor permission.
Normally a single, semester-long experiment chosen in consultation with the instructor.

PHYS 321 - (3) (Y)
Classical Mechanics
Prerequisite: MATH 325 and PHYS 252 or 231 or instructor permission.
Statics and dynamics of particles and rigid bodies treated with extensive use of vector calculus; includes the Lagrangian formulation of mechanics.

PHYS 331 - (3) (Y)
Statistical Physics
Prerequisite: PHYS 252 and MATH 325, or instructor permission.
Includes temperature and the laws of thermodynamics; introductory treatments of kinetic theory and statistical mechanics; and applications of Boltzmann, Bose-Einstein, and Fermi-Dirac distributions.

PHYS 342 - (3) (Y)
Electricity and Magnetism I
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.

PHYS 343 - (3) (Y)
Electricity and Magnetism II
Prerequisite: PHYS 342.
Includes Maxwell's equations; electromagnetic waves and their interaction with matter; interference, diffraction, polarization; waveguides; and antennas.

PHYS 355 - (3) (Y)
Quantum Physics I
Prerequisite: MATH 325, PHYS 252; corequisite: PHYS 321 or instructor permission.
Includes quantum phenomena and an introduction to wave mechanics; the hydrogen atom and atomic spectra.

PHYS 356 - (3) (Y)
Quantum Physics II
Prerequisite: PHYS 355.
Continuation of PHYS 355. Intermediate quantum mechanics including perturbation theory; application to systems of current interest.

PHYS 381, 382 - (3) (IR)
Topics in Physics-Related Research Areas
Applies the principles and techniques of physics to related areas of physical or life science or technology with an emphasis on current research problems. (PHYS 381 is not prerequisite to PHYS 382.)

PHYS 393 - (3) (S-SS)
Independent Study
Prerequisite: PHYS 342 and 355, 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.

PHYS 519 - (3) (Y)
Electronics
Prerequisite: Instructor permission.
Practical electronics for scientists, from resistors to microprocessors.

PHYS 521 - (3) (Y)
Theoretical Mechanics
Prerequisite: PHYS 321 and MATH 522, or instructor permission.
The study of dynamics of particles and rigid bodies. Discusses the methods of generalized coordinates, the Lagrangian, Hamilton-Jacobi equations, action-angle variables, and the relation to quantum theory.

PHYS 524 - (3) (SI)
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, gyroscopic precession, radar echo delay; gravitational radiation; relativistic stellar structure and cosmography; and a short survey of cosmological models.

PHYS 531 - (3) (Y)
Optics
Prerequisite: PHYS 232, 241E, 251, or an equivalent college-level electromagnetism course; knowledge of vector calculus and previous exposure to Maxwell's equations.
Includes reflection and refraction at interfaces, geometrical optics, interference phenomena, diffraction, Gaussian optics, and polarization.

PHYS 532 - (3) (Y)
Fundamentals of Photonics
Prerequisite: PHYS 531 or instructor permission.
This course is designed to provide an understanding of the physics that underlies technologies such as lasers, optical time-frequency standards, laser gyro, and optical telecommunication. Covers the basic physics of lasers and laser beams, nonlinear optics, optical fibers, modulators, and optical signal processing, detectors, and measurements systems, and optical networks.

PHYS 547 - (3) (IR)
Introduction to Molecular Biophysics
Prerequisite: PHYS 331 or CHEM 361, PHYS 355 or CHEM 362, MATH 521, or instructor permission.
Introduction to the physics of molecular structures and processes in living systems. Includes molecular structure analysis by X-ray (and neutron) diffraction; electronic configuration of atoms, groups, and small molecules of critical importance in biology; physical methods of macromolecular structure determination, in solution and in the solid state; thermodynamic and electronic factors underlying group interactions, proton dissociation, and charge distribution in macromolecule; solvent-macromolecule interactions; action spectroscopy; and rate processes in series and parallel.

PHYS 551, 552 - (3) (IR)
Special Topics in Classical and Modern Physics
Prerequisite: PHYS 342, or instructor permission.
Lectures on current interest in physics research and pedagogy. May be repeated for credit.

PHYS 553 - (3) (Y)
Computational Physics I
Prerequisite: PHYS 254, pre- or corequisite: PHYS 321 and PHYS 355, or instructor permission.
A review of computational methods for differentiation, integration, interpolation, finding zeroes, extrema, etc., proceeding to a concentration on numerical solutions of differential equations, basic spectral analysis, numerical methods for matrices and Monte Carlo simulation applied to problems in classical and modern physics.

PHYS 554 - (3) (Y)
Computational Physics II
Prerequisite: PHYS 553, or instructor permission.
Advanced topics in computational physics including numerical methods for partial differential equations, Monte Carlo modeling, advanced methods for linear systems, and special topics in computational physics.

PHYS 562 - (3) (Y)
Introduction to Solid State Physics
Studies crystal structures, lattice vibrations and electronic properties of insulators, metals, and semiconductors; and superconductivity.

PHYS 572 - (3) (Y)
Introduction to Nuclear and Particle Physics
Studies subatomic structure; basic constituents and their mutual interactions.

PHYS 582 - (3) (Y)
Introduction to Nanophysics
Prerequisite: One course each in undergraduate-level quantum mechanics and statistical physics or instructor permission; knowledge of introductory-level wave mechanics and statistical mechanics; applications of Schroedinger equation, Bose-Einstein and Fermi-Dirac distributions. An introduction to rapidly-evolving ideas in nanophysics. Covers the principles involved in the fabrication of nanosystems and in the measurement of phenomena on the nanoscale. Concepts necessary to appreciate applications in such areas as non-electronics,
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 256 Classics of Political Philosophy
- PLPT 301 Ancient and Medieval Political Theory
- 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. PPL 201 (Morality, Law and the State) must be taken by 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 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)**
1. PPL 201 (Morality, Law and the State)
2. PPL 401 (Research Seminar)

**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):
   - HIUS 381 Marx
   - PHIL 256 Classics of Political Philosophy
   - PHIL 357 Political Philosophy
   - PLPT 301 Ancient and Medieval Political Theory
   - PLPT 302 Modern Political Thought
   - PLPT 303 Contemporary Political Thought
   - PLPT 305 Survey of American Political Theory
   - PLPT 403 Democracy and its Critics
   - PLPT 407 Liberalism and its Critics
   - PLPT 506 Plato and Aristotle

   2. Legal Theory (select 2 courses):
   - ANTH 323 Legal Anthropology
   - ECON 401 Game Theory
   - ECON 408 Law and Economics
   - HIUS 354 American Legal Thought since 1880
   - PHIL 206 Philosophical Problems in Law
   - PHIL 367 Law and Society
   - PHIL 368 Crime and Punishment
   - PHIL 369 Justice, Law and Morality
   - PLPT 305 Concepts of Law
   - SOC 455 Sociology of Law

**B. Legal History and Public Policy** Select four courses from at least three different departments. Two courses must be taken in Legal History and two in Public Policy.

Courses taken as PPL prerequisites cannot be counted in fulfillment of this requirement.

1. Legal History (select 2 courses):
   - COMM 341 Commercial Law I
   - HIUS 309 Ancient Law and Society
   - HIUS 355 Early American Law
   - HIUS 372 Witchcraft
   - HIUS 383 Era of the American Revolution

2. Public Policy (select 2 courses):
   - COMM 342 Commercial Law II
   - ECON 416 Economics of Health
   - ECON 418 Economics of Regulation
   - ECON 420 Antitrust Policy
   - ECON 421 International Trade
   - ECON 431 Economics of the Public Sector
   - PHIL 365 Justice and Health Care
   - PLAN 306 Land, Law, and the Environment
   - PLAP 381 Constitutional Interpretation
   - PLIR 311 International Law
   - PLPT 480 Political Economy
   - PSYC 346 Psychological Study of Children, Families, and the Law
   - PSYC 468 Psychology and Law: Cognitive and Social Issues
   - SOC 255 Law and Society
   - SWAG 381 Feminist Theories and Methods

With the advice and consent of the academic advisor, PPL majors may take topical seminars as HIEU 401, HIUS 401, or HIUS 403.
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:

**Economics** (select one course from each group):
1. ECON 201 Microeconomics
2. ECON 202 Macroeconomics
3. ECON 301 Intermediate Microeconomics
4. ECON 408 Law and Economics
5. ECON 431 Economics of the Public Sector;

ECON 201 will also count as a PPL prerequisite course; ECON 306 or ECON 431 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 2.000 in the minor coursework.

**Politics** (select one course from each group):
1. Any PLAP (American Politics)
2. Any PLCP (Comparative Politics)
3. Any PLIR (International Relations)
4. Any PLPT (Political Theory)

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 as well as PPL interdisciplinary-core courses in the appropriate category. PPL majors may earn a minor by selecting two more Politics courses in the same subfield, one of them at the 400 or 500 level, from the interdisciplinary-core menu and by earning a grade of C or better in all minor coursework.

**History** (select one course from each group):
1. HIEU 204 Roman Republic and Empire
2. HIEU 207 Early Modern Europe
3. RELC 233 History of Christian Social & Political Thought I
4. RELU 331 The Judaic Tradition

Any HIEU (History of Europe) at the 300 level
4. Any HIUS (History of the United States) at the 300 level

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):
1. PPL 201 Morality, Law and the State
2. PHIL 141 Forms of Reasoning
3. PHIL 142 Basic Logic
4. PHIL 331 Metaphysics
5. PHIL 332 Epistemology
6. PHIL 256 Classics of Political Philosophy
7. PHIL 357 Political Philosophy

PPL 201 will also count as a PPL required course. PHIL 256 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** Contact Loren E. Lomasky, Department of Philosophy, for questions and additional information at (434) 924-6925; lel3f@virginia.edu.

**Course Descriptions**

**PPL 201 - (3) (Y) Morality, Law and the State**

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 - (3) (Y) Research Seminar**

**Prerequisite:** Fourth-year PPL major. 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 members of the Committee on Political Philosophy, Policy, and Law.

**Program in Political and Social Thought**

248-A Cabell Hall
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(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 preconceptions, 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 1930's 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 Middlefort and Alan Megill of history; Murray Milner and Alan Megill of history; Murray Milner and Alan Megill of history; Murray Milner and Alan Megill of history.

**Students** The program attracts able, creative, diverse, and independent students with strong interests, both theoretical and practi-
cal, 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 credits)
2. Foundation Courses (6 credits)
3. Area Studies (18 credits)
4. Thesis (6 credits)

PST Seminars 8 credits, open to majors only, consisting of PST 485, 487, and 498.

Foundation Courses

Each student must complete at least six credits 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 3
- ECON 412 Evolution of Economic Thought 3
- HIEU 378 Origins of Modern Thought 3
- HIEU 379 Intellectual History of Modern Europe 3
- HIEU 380 Origins of Contemporary Thought 3
- PHIL 256 Classics of Political Philosophy 3
- PHIL 357 Political Philosophy 3
- PLPT 301 Ancient Political Theory 3
- PLPT 302 Modern Political Theory 3
- PLPT 303 Contemporary Political Theory 3
- PLPT 305 American Political Theory 3
- RELC 233 History of Christian Political and Social Thought I 3
- RELC 234 History of Christian Political and Social Thought II 3
- SOC 302 Introduction to Social Thought 3
- SOC 503 Classical Sociological Theory 3

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 credits 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 3.600 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 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) or a piece of creative writing.

The above materials should be brought to the PST office 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.

Course Descriptions

PST 485 - (3) Y
Core Seminar in Political and Social Thought I
Prerequisite: PST major.
Study of great political and social thinkers and movements studied from a variety of disciplinary and genre viewpoints. Readings include classic texts, plays, novels, literature, current works of advocacy. Led by the program director, with occasional guest faculty; weekly response essays required.

PST 487 - (3) Y
Core Seminar in Political and Social Thought II
Prerequisite: PST major.
Continuation of PST 485, with greater emphasis on contemporary works.

PST 497Y - (6) Y
Thesis in Political and Social Thought
Prerequisite: PST major.
Prepared with the advice of two faculty members, the fourth-year PST thesis is a substantial, independent, year-long project built upon the student’s prior study in the program.

PST 498Y - (2) Y
Workshop in Thesis Research
Prerequisite: PST major.
Taken in the fourth year, this workshop offers discussion with PST faculty on their current research and continuing presentation of students’ developing projects.

Woodrow Wilson Department of Politics

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Overview

It should come as no surprise that, at the University of Virginia, Politics is one of the most popular and prestigious departments. After all, Thomas Jefferson, author of the Declaration of Independence, founded this University to educate and prepare citizens for participation in the governance of this country.

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 suit 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 vocation 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.

**Internships** Several internship programs are available to students through various research centers located within the University, including the Center for Politics. There also are 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 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 or 500 level.

The government concentration requires the following minimum distribution of courses among the four fields:
1. American Politics - three credits
2. Comparative Politics - three credits
3. International Relations - three credits
4. Political Theory - three credits; majors should take this distribution requirement by the end of their third year
5. 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. 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:
1. American Politics - three credits
2. Comparative Politics - three credits
3. International Relations - three credits
4. Political Theory - three credits; majors should take this distribution requirement by the end of their third year
5. 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.
6. 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 2.000 GPA in the department are not allowed to continue as majors.

In most cases, up to six Politics credits and up to six related-course credits from another institution may count toward the major, subject to the approval of the Undergraduate Director. Such approval is not automatic. 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 already enrolled at the University who wish to take courses at other institutions must obtain advance approval from the Dean of the College. In the case of courses transferred to the University from other U.S. institutions, the transferred Politics credits may only count toward the elective requirement within the major. In the case of courses transferred from non-U.S. institutions, the transferred Politics credits may count toward any requirement within the major, so long as the student’s advisor approves. Students who study abroad for the equivalent of two complete semesters may count up to nine transferred Politics credits, and up to nine related-course credits, toward the major, subject to their advisor’s approval.

Under no circumstance may advanced placement credit count toward fulfilling the major.

**Requirements for Minor** A minor program in politics consists of at least 15 credits of course work taken at the University in at least two of the four fields of the department, with a grade of C or better in at least nine credits must be in one field. Of the 15 credits, no more than six may be taken at the introductory (100) level. At least three credits must be taken at the 400 or 500 level. No advanced placement credit is allowed for a minor.

Students taking the minor in government or foreign affairs should fill out a minor application in the department’s academic office (Cabell 240). The department’s rules for satisfactory standing apply.

**Honors Program** The Honors Program of the Department of Politics is for students with a deep and abiding interest in the study of politics. Students apply for the program
during in February of their second year. Successful applicants usually maintain a 3.700 GPA or above and have a record of sustained interest and promise in political studies. Students enter the program at the start of their third year and begin a special, ungraded curriculum that integrates small seminars in different fields of political analysis with a limited number of courses taken outside the department. Honors students explore their special interests by working with a faculty member on a one-to-one basis in writing an honors thesis. The John White Stevenson Prize is awarded annually to the best honors thesis. Students can graduate with honors, high honors, or highest honors depending on their evaluations and performance on written and oral examinations taken at the end of their fourth year. For further information access the Honors Program webpage www.virginia.edu/politics/undergrad/honors1.html or contact the program director.

The Distinguished Majors Program Students of high academic achievement are eligible for the department’s Distinguished Majors Program (DMP). Students completing the program graduate with distinction, high distinction, or highest distinction. A prerequisite of three credits of course work in the department and departmental and University GPA’s of 3.400 or above are required for admission. Students wishing to apply should submit an application form, a statement of interest in the DMP, a copy of their current transcript, and two sealed letters of recommendation from faculty members. Students may apply in the second semester of their third year. The application deadline is April 1.

Requirements of the DMP Students in the DMP must maintain grade point averages of 3.400 or better, both cumulatively and in the department.

The DMP Seminar In the fall semester, members of the DMP will meet regularly (but not weekly) to discuss issues related to conceptualizing, researching, and writing social-sciences theses. A small amount of readings will be assigned to inform that discussion. In the spring semester, members of the DMP will present their preliminary hypotheses and findings to the seminar.

The DMP Thesis Students in the DMP are required to write a thesis of high quality, earning six credits, during the fourth year. The thesis course, PLAD 496, is a year-long course, carrying six credits, 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 College 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 Paul Freedman, 924-1372.

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, Washington, and the United Nations.

The Quincy Wright Library (Cabell Hall 211) is the department’s special reference collection. It is available to undergraduates as a supplement to their explorations in Alderman and Clemons Libraries.

Additional Information For more information, contact John Owen, Director of Undergraduate Programs, Department of Politics, Bo11 Cabell Hall, P.O. Box 400787, Charlottesville, VA 22904-4787; (434) 243-8474. Students may apply in the second semester of their third year. The application deadline is April 1.

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Weldon Cooper Center for Public Service

The Weldon Cooper Center for Public Service was created in 1987 by the merger of the former Institute of Government and portion of the former Taylor Murphy Institute. With research programs in government, public policy, business and economics, and demographics, the center brings multiple perspectives to the study of Virginia. It assists both state and local governments in the Commonwealth with research into specific issues, management expertise, planning, and social and economic data. The center also sponsors professional education programs for government managers and elected officials, through the Virginia Institute of Government, and it hosts the Virginia Institute of Political Leadership. In all its work, the center aims to apply the University’s resources to improving the public life of Virginia.

The center employs both work-study students, who serve as office staff, and graduate research assistants, who gain firsthand experience in research and government by participating in center projects. The center’s publications program provides a wealth of data on Virginia to supplement course work in political science, economics, history, and sociology. Besides its central offices in Charlottesville, the center maintains a Southwest Virginia office in Wise County and a Richmond office.

Center for Politics

The Center for Politics, founded in 1998 by government professor Larry J. Sabato, maintains a close tie with the department. The center is dedicated to the non-partisan study and development of practical solutions to the problems facing our political system. The center is currently sponsoring a dozen projects and seminars, including the annual National Post Election Conference, the Youth Leadership Initiative, the Governors Project, and studies of the referendum process and non-voting. For more information, contact Larry Sabato or Ken Stroupe at (434) 243-8474.

Course Descriptions

Departmental Seminars

PLAD 100 - (3) (Y)
Introductory Seminar in Politics
Prerequisite: open to first- and second-year students; only one PLAD seminar per student. Introduces the discipline of political science through intensive study of the political dimensions of a selected topic.

PLAD 496 - (6) (Y)
Thesis for Distinguished Majors Program
Prerequisite: Admission into the department’s Distinguished Majors Program.

American Politics

PLAP 101 - (3) (S)
Introduction to American Politics
Surveys the fundamentals of American government and politics, systematically covering the major institutions of our system (the presidency, the Congress, the courts) as well as the system’s essential processes.

PLAP 227 - (3) (Y)
Public Opinion and Political Behavior
Study of the nature of public opinion and its relationship to politics and public policy.

PLAP 266 - (3) (Y)
Ideas, Institutions, and Public Policy
Examines and critically assesses the ideas, institutions, and public policies that constitute the foundation and have influenced the development of liberal democracy in the United States.

PLAP 314 - (3) (Y)
Mass Media and American Politics
Examines the role of mass media in the political process including such topics as print and broadcast news, media and election campaigns, political advertising, and media effects on public opinion and political participation.
PLAP 315 - (3) (Y)
Political Psychology of Citizen Politics
Examines the role of individual and collective psychology in political processes and behavior, with a particular emphasis on citizen psychology, including political information processing and reasoning, stereotyping and prejudice, and group identity, conflict and violence.

PLAP 319 - (3) (Y)
Judicial Process and Policy-Making
Prerequisite: PLAP 101 or permission of instructor.
Survey of empirical and, to a lesser extent, normative questions concerning actors and institutions in American judicial politics. Topics include the selection of judges, judicial decision making, the legal profession, the impact of court decisions, and the role of judges in a democracy.

PLAP 321 - (3) (Y)
Political Parties and Group Politics
Introduces the roles of parties, interest groups, public opinion, and elections in democratic government.

PLAP 322 - (3) (Y)
President and Congress
Studies the political bases, structures, and functions of Congress and the institutionalized presidency, and their interaction in political leadership and policy making.

PLAP 331 - (3) (IR)
American Presidency
Prerequisite: Two courses in PLAP, or instructor permission.
Examines the power, purposes, and problematic of the presidency as a role of national leadership in the American and political constitutional system. While the emphasis is on the modern presidency (1933-present), attention is given to its historical development.

PLAP 335 - (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 338 - (3) (Y)
Politics of the Policy Process
Prerequisite: One course in PLAP or instructor permission.
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 instructor permission.
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 PLAP or instructor permission.
Examines how attributions of racial difference 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
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
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 413 - (3) (Y)
Citizen Competence in American Democracy
Prerequisite: One course in PLAP or permission of instructor.
Considers what democracy asks of citizens, the extent to which citizens achieve various normative ideals, and the role that key mediating institutions play in promoting or inhibiting citizen competence.

PLAP 415 - (3) (Y)
Political Psychology
Prerequisite: One course in PLAP or instructor permission.
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)
Special Topics in Politics/Center for 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)
Campaigns 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.
Analyzes cross-institutional and inter-level (federal/state/local) public policy processes. Emphasizes how domestic policy issues are defined and treated by executive and legislative units, as well as interest group involvement.
PLAP 450 - (3) (Y)
Voting Rights and Representation
Prerequisite: Two courses in Politics or permission of instructor.
Studies empirical and normative issues of representative government, with special attention to what is meant by representation, what constitutes fair representation, and what institutions can best promote fair representation.

PLAP 471 - (3) (Y)
Values, Resources, and Public Policy
Prerequisite: Any course in PLA, economics, or philosophy, or instructor permission.
Examines the political, economic, and ethical content of enduring domestic policy issues.

PLAP 483 - (3) (Y)
First Amendment
Prerequisite: PLAP 382 or fourth-year government major.
Examines the constitutional law of the first amendment from the founding of the United States to the present. Considers and analyzes Supreme Court decisions and scholarly works.

PLAP 484 - (3) (S)
Race and Constitution
Prerequisite: PLAP 381 or 382, or instructor permission.
Examines the constitutional law of racial discrimination in the United States from the founding to the present. Considers Supreme Court decisions and congressional civil rights acts. (No CR/NC enrollees.)

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 PLAP or instructor permission.
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 PLAP or fourth-year standing.
Analyzes 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.
Analyzes 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. Limited enrollment.

PLAP 565 - (3) (Y)
Economics, Values, and Public Policy
Prerequisite: Nine credits in PLAP and instructor permission.
Introduces economic concepts of special relevance to administrative and political decision making. Some attention is also given to critiques of economic perspectives on public policy.

PLAP 585 - (3) (Y)
Seminar on Constitutional Law and Theory
An examination of classic and contemporary theories, partial theories, and perspectives on constitutional interpretation.

PLAP 592 - (3) (Y)
Judicial Policymaking
Prerequisite: 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 consequences 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
Examines 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.
Examines 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.

PLCP 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 America, 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)
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 418 - (3) (Y)
Politics of the Holocaust
An introduction of major competing explanations for the Nazi genocide of Europe's Jews, and critical consideration of those theories. Also examines other major genocides of the 20th century.

PLCP 420 - (3) (E)
Comparative Legislatures
Prerequisite: At least two courses at the 300 level in American politics and/or comparative politics.
Examines how and why legislators and legislative parties make the decisions they do. Compares legislative decision-making processes and outcomes in a variety of institutional settings.

PLCP 421 - (3) (SS)
Post-Soviet Political Challenges: Nationalism, Ethnic Conflict, Chechnya
Focuses on the origins of nationalism, separatism, secessions, and irredentist claims in the Russian Federation and other former Soviet republics.

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.
Comprehensive survey of 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 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 development 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 policies 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 nationalistic 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 their relationship to economic development, social reform, and the conduct of government in the principal Latin American states.

PLCP 535 - (3) (Y)
Democratic Theory and Democratization in Latin America
Investigates the various democratic theories and the democratization process in Latin America. Evaluates these theories and the democratization process in the contemporary global environment.

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 effecting 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.
Focuses on contemporary 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- and 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)
Modern South African Politics
Prerequisite: HI AF 302 or at least one course in economics, African history, political economy/development, or African literature.
Examines twentieth-century South African politics with a focus on the rise and fall of apartheid, in the context of the historical circumstances that produced it, the personal experiences of South Africans under apartheid, the local and international networks and movements of opposition it generated, and its enduring legacies.

PLCP 595 - (3) (S)
Selected Problems in Comparative Politics
Prerequisite: Instructor permission.
Independent study, under faculty supervision, for intensive research on a specific topic.

International Relations

PLIR 101 - (3) (Y)
International Relations
Studies the geographic, demographic, economic, and ideological factors conditioning the policies of states, and the methods and institutions of conflict and adjustment among states, including the functions of power, diplomacy, international law and organization.

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 PLIR or instructor permission.
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 recent 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 international relations. Focuses on the United Nations.

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 the field of 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; relation 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 431 - (3) (Y)
Contemporary Debates in Human Rights
Prerequisite: PLIR 331 or 421, or equivalent with instructor permission.
Considers the evolution of the idea of human rights and examines contemporary debates on its meaning and impact.

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 480 - (3) (Y)
International Political Economy of Africa
Prerequisite: At least one course in economics, African history, political economy/development, African literature.
Addresses such topics as colonial legacies and postcolonial dynamics, the nature of the African state, regime change and democratization, regional wars and complex humanitarian crises, the politics of debt and structural adjustment, and the AIDS 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; or graduate status.
Combines theory and practice to teach the tactics of China’s foreign policy.

PLIR 538 - (3) (IR)
International Political Economy
Prerequisite: PLIR 205 or instructor permission.
Intensive analysis of concepts and selected issues, both historical and contemporary, found in the interfacing of politics and economics in international relations.

PLIR 542 - (3) (Y)
Patterns and Processes of United States Foreign Policy
Prerequisite: Some background in American government or international relations; PLIR 340 and 341 strongly recommended.
Studies the politics 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.
The 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 563 - (3) (Y)
International Relations Theory, Globalization, and the American States
An investigation of various international relations theories, the global economy, and the development and policies of the American States, with an emphasis on issues related to drug trafficking.

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 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 preoccupied political theory in this period (alienation, language, individualism and discrimination).

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 preoccupied political theory in this period (alienation, language, individualism and discrimination).

PLPT 320 - (3) (Y)
African-American Political Thought
Prerequisite: One course in PLPT or instructor permission.
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 PLPT 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 PLPT (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 PLPT 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.
Focuses on historical and contemporary theorists who relate politics and economics.

PLPT 498 - (3) (S)
Senior Thesis
Prerequisite: Three courses in PLPT and instructor permission.
Supervised work on a thesis in political theory for especially motivated students.

PLPT 501 - (3) (Y)
Nature of Political Inquiry
Prerequisite: Instructor permission or graduate status.
Important conceptual issues encountered in the scientific study of politics, including an introduction to the philosophy of science; classic contributions to the scientific study of politics; and the problems of “value free” science, and studying “meaningful” behavior.

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 critics, 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 PLPT 301 or instructor permission.
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 PLPT 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 of humans and other animals. 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. Special 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 liberal arts major, with 300-350 students graduating each year with a bachelor’s degree. An extensive array of courses is offered throughout the department. Courses below the 400 level in the major are usually large lectures of 65 to 350 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 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, similar to becoming a doctor or lawyer, requires post-graduate 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 2.000 GPA for all courses completed in this department. The 2.000 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- in 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 2.000 for all courses completed in this department. The student must maintain a minimum GPA of 2.000 for all courses taken in this department.

Distinguished Majors Program in Psychology Outstanding majors with an overall GPA of 3.400 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, P.O. Box 400406, Charlottesville, VA 22904-4406; (434) 982-4755; www.virginia.edu/psychology.

Course Descriptions

PSYC 101 - (3) (S)
Introductory 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. An optional weekly review session is offered for those who wish to attend.

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. An optional weekly review session is offered for those who wish to attend.

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. An optional weekly review session is offered for those who wish to attend. 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 basic mechanisms of 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
Prerequisite: Mathematics at least up to trigonometry recommended. 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, achievement motivation, and sensation-seeking. An optional weekly review session is offered for those who wish to attend.

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 addition to the lecture, each student participates in a required discussion section. An optional weekly review session is offered for those who wish to attend.

PSYC 260 - (4) (S)
Introduction to Social Psychology
Surveys major topics in social psychology, including personal perception 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 - (4) (S)
Research Methods and Data Analysis I
Prerequisite: PSYC 101 or any 200-level PSYC course; may not be taken concurrently with 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 306 - (4) (S)
Research Methods and Data Analysis II
Prerequisite: PSYC 305 with a grade of C- or higher; may not be taken concurrently with PSYC 305. A continuation of discussion of 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 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.
Develops skills necessary for the study of neural bases of behavior, such as brain dissection, aseptic surgical technique, lesions, behavioral analysis, and histology. Emphasis is on mastering contemporary techniques used in neuroscience research and effective, professional written presentation of research findings. 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 342 - (3) (S)
Psychobiology Laboratory
Prerequisite: PSYC 220 or 420; PSYC 305 recommended.

PSYC 343 - (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 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 385, 386, 485, 486 - (2) (S)
Directed Readings in Psychology
Prerequisite: Six credits in psychology and instructor permission.
Critical examination of an important current problem area in psychology. May be repeated for credit.

PSYC 387 - (1) (S)
Seminar for Distinguished Majors
Prerequisite: Acceptance in Psychology Distinguished Majors Program.
Topics include the design of independent research projects, ethical considerations in research, computer applications, and preparation for a career in psychology. S/U grading.

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. S/U grading. May be repeated for credit.

PSYC 401, 402, 403, 404, 405, 406, 407, 408, 409 - (3) (S)
Topical Seminars
Prerequisite: Third- or fourth-year psychology 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 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 418 - (3) (Y)
Invention and Design
Prerequisite: ENWR 110 or STS 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 STS 315.

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 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 444 - (3) (IR)
Introduction to Clinical Psychology
Prerequisite: PSYC 342 and 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 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 disclosure. Selected issues such as couple relationships, employment and careers, parenthood, and aging are also explored, since they may be affected by sexual orientation.

PSYC 454 - (3) (IR)
Family Relations
Prerequisite: Upper level major or instructor permission.
Furthers 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 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 240, 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 a more in-depth and extensive internship program year. Background: some placements (e.g., with courts) demand 20 hours per week of field experience rather than the 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 515 - (3) (Y)
Advanced Cognition
Prerequisite: PSYC 215.
Focuses on advanced topics in cognitive psychology. Begins with basic questions regarding the nature of cognitive psychology’s goals and methods, then moves on to core findings regarding representation, and in the fields of attention, memory, motor control, and higher thought.

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 525 - (3) (IR)
Hormones and Behavior
Prerequisite: Instructor permission.
Examines the role of hormones in mediating and modulating many 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 neuronal mechanisms that underlie memory storage.

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 neurotransmitter, 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 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 554 - (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 communication skills in deaf, autistic, and other groups of language-handicapped children.

PSYC 560 - (3) (IR)
Dynamical Systems in Social Behavior
Prerequisite: PSYC 260 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, 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 581, 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.
The thirty-member department is interdisciplinary in their emphasis such as theology, religions, as well as courses that are multidisciplinary in their approach 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:
A. complete a minimum of ten graded courses (30 credits) within the Department of Religious Studies
1. Take at least three courses (9 credits) in one of the world’s major religious traditions as a primary concentration: African religions (REL 101), Buddhism (REL 102), Christianity (REL 103), Hinduism (REL 104), Islam (REL 105) or Judaism (REL 106). At least one of these courses (3 credits) must be at the 300-level or above. Cross-listed courses must be counted toward the first concentration. RELG 101 and RELG 104 cannot be used to fulfill this requirement.
2. Take at least two courses (6 credits) in another of the world’s religious traditions as a second concentration. (Both courses must be in the same religion.) RELG 101 and RELG 104 cannot be used to fulfill this requirement. If the first and second concentrations are in Buddhism and Hinduism, then one course must be taken in African religions, Christianity, Islam, or Judaism. RELG 101 can be used to fulfill this requirement. If the first and second concentrations are in Christianity and Islam, or Christianity and Judaism, or Islam and Judaism, then one course must be taken in African Religious, Buddhism, or Hinduism. RELG 104 can be used to fulfill this requirement.
3. Take three courses of the ten required (9 credits)
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.
4. Take RELG 400 (Majors Seminar).
5. Maintain a minimum GPA of 2.000.

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 3.400 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 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, 120 Halsey Hall, P.O. Box 400126 Charlottesville, VA 22904-4126; (434) 924-3741; www.virginia.edu/religiousstudies.
Course Descriptions

**African Religions**

**RELA 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.

**RELA 276 - (3) (Y)**
African Religions in the Americas
Studies the African religious heritage of North America, South America, and the Caribbean.

**RELA 389 - (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. Cross listed with RELC 389.

**RELA 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.

**RELA 410 - (3) (IR)**
Yoruba Religion
Studies Yoruba traditional religion, ritual art, and religious thought in contemporary literature in Africa and the Americas.

**Buddhism**

**RELB 210 - (3) (Y)**
Buddhism
Theravada, Mahayana, and Tantrayana Buddhist developments in India.

**RELB 212 - (3) (IR)**
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 315 - (3) (Y)**
Seminar in Buddhist Studies
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 500, 501 - (4) (E)**
Literary and Spoken Tibetan I, II
Introduces the philosophical and spiritual texts of Tibet. Includes 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 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
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 Buddhism, 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) (IR)**
Seminar in Mahayana Buddhism
Studies the Middle Way School of Madhyamika, including Nagarjuna’s reasoning and its intent and place in the spiritual path.

**RELB 547, 548 - (4) (O)**
Literary and Spoken Tibetan V, VI
Prerequisite: RELB 500, 501, 535, 536, or equivalent.
Advanced study in the philosophical and spiritual language of Tibet, past and present.

**RELB 549 - (3) (IR)**
Religious History of Tibet
Surveys political, social, religious, and intellectual issues in Tibetan history from the fifth to fifteenth centuries, emphasizing 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 Sati-pathanahusatta, Visuddhimagga, Vimuttimagga, and Abhidharmakosha (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 and their grammar and translation.

**RELB 566 - (3) (E)**
Seminar on Indian Buddhism
Investigates the techniques and presuppositions involved in the methods used to study Buddhism, including textual, historical, philosophical, and social scientific methods.

**RELB 580, 581 - (3) (Y)**
Literary and Spoken Tibetan VII, VIII
Prerequisite: RELB 500, 501, 535, 536, 547, 548 or equivalent.
Examines the Yogachara-Svatantrika system as presented in Jang-kyo’s Presentation of Tanets, oral debate, and exercises in spoken Tibetan.

**RELB 587, 588 - (2) (Y)**
Colloquial Tibetan VII, VIII
Prerequisite: RELB 547, RELB 587.
Advanced-level study of colloquial Tibetan.

**RELB 591 - (3) (E)**
Seminar in Chinese Buddhism
Examines the major schools of Chinese Buddhism: Tien-tai, Hua-yen, Pure Land, and Chan.

**Christianity**

**RELC 121 - (3) (Y)**
Hebrew Bible/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) (IR)**
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 Christian Social and Political Thought I  
Surveys the history of Christian social and political thought from the New Testament to  
1850 including the relation of theological ideas to conceptions of state, family, and  
economic life.

RELC 234 - (3) (IR)  
History of Christian Social and Political Thought II  
Surveys the history of Christian social and political thought from the rise of Social  
Gospel to the contemporary scene. Considers “love” and “justice” as central categories for  
analyzing different conceptions of what social existence is and ought to be.

RELC 236 - (3) (Y)  
Elements of Christian Thought  
Examines the theological substance of Christian symbols, discourse, and action.

RELC 240 - (3) (Y)  
History of American Catholicism  
Historical survey of American Catholicism from its colonial beginnings to the present.

RELC 246 - (3) (Y)  
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 303 - (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 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)  
Reformation Europe  
Surveys the development of religious reform movements in continental Europe from c.  
1450 to c. 1650 and their impact on politics, social life, science, and conceptions of the  
self. Cross-listed as HIEU 326.

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 posing 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 336 - (3) (Y)  
Judaism and Christianity  
Studies the relationship between Judaism and Christianity from the origins of Chris-  
tianity as a Jewish sect through the conflicts of the Middle Ages and modernity; and cur-  
rent views of the interrelationship.

RELC 348 - (3) (IR)  
Dynamics of Faith  
Studies a variety of contrasting contemporary accounts of the character and status of “rel-  
igious faith.”

RELC 350 - (3) (IR)  
American Feminist Theology  
Prerequisite: introductory religious studies and SWAG courses recommended.  
Contemporary theological models for American Christian feminists. The primary goal is  
to understand the various types of Christian feminism that exist in America today and how  
these theologies contribute to or challenge American feminism.

RELC 355 - (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 358 - (3) (E)  
The Christian Vision in Literature  
Studies selected classics of the Christian imaginative traditions; examines ways in  
which the Christian vision of time, space, self, and society emerges and changes as an order-  
ing principle in literature and art up to the beginning of the modern era.

RELC 361 - (3) (Y)  
Female Saints in the Western Tradition  
Prerequisite: one religious studies course. This course is a study of the lives of female saints  
from the early Christianity through the present. The course focuses on the theological writings  
of female saints as well as exploring the cultural/historical importance of canonization.

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 368 - (3) (SI)  
Social Problems of American Catholicism  
Studies the history of Catholicism in America from the viewpoint of the rise of cities, urban-  
izing immigrant groups, and tension between ethnic groups in the cities and between  
Catholics and Protestants.

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 379 - (3) (IR)  
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 381 - (3) (Y)  
Cultural Catholicism  
Exploration of Roman Catholic experience outside structure of the Holy See (for exam- 
ple, devotions, pilgrimages, shrines, art, fiction, cinema, television), particularly as com- 
mitted Catholics argue over how to honor their spiritual tradition in day-to-day life.  
Study of current challenges brought by women, Jews, and gays. Special attention paid to  
contemporary intellectuals and artists who criticize John Paul II while fiercely  
guarding their own Catholic identities. Can we reduce Catholicism to a set of rules? If  
instead Catholicism asserts itself as a way of living, how does this mindset take shape and  
from where does it take its spiritual cues?

RELC 389 - (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. Cross listed with RELA 389.

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 394 - (3) (SI)  
The Apocalyptic Tradition  
The tradition of apocalyptic thought, as expressed in ancient Jewish and Christian litera- 
ture and in selected contemporary literature. Emphasizes literary forms and features,  
historical and theological presuppositions, and primary themes.
RELC 510 - (3) (Y)
Natural Law in Judaism and Christianity
Prerequisite: Courses in religious thought and/or philosophy.
Studies the concept of natural law in Jewish and Christian theology and how these respective religious traditions dealt with a concept that claims that all morality is not the direct result of specific religious prescription.

RELC 511 - (3) (SI)
Phenomenology and Christology
A systematic exposition of the phenomenon of selfhood on the basis of traditional materials from Christology and recent investigations in phenomenology.

RELC 512 - (3) (IR)
Development of Nineteenth and Twentieth-Century Catholic Liberalism
Analyzes and interprets major currents in liberal catholic thought in the 19th and 20th centuries, through the condemnation of Modernism (1907), to the emergency of the "New Theology" with such theologians as Karl Rahner, Yves Congar, and Henri deLubac.

RELC 513 - (3) (IR)
Being and God
A constructive treatment of questions related to the possibility of the experience of being and God or the being of God.

RELC 519 - (3) (E)
Theology in the Nineteenth Century
Analysis and interpretation of the theology of major thinkers in the 19th century, with special attention to Kant, Hegel, and Schleiermacher.

RELC 520 - (3) (E)
Contemporary Theology
A survey, analysis, and interpretation of major developments in philosophical 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 Greco-Roman Culture
Pagan criticism of Christianity and the response of Christian apologists; and Christianity and the Greek philosophical traditions, especially Stoicism and Platonism.

RELC 532 - (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 535 - (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 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 Hellenistic 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.

RELG 214 - (3) (Y)
Religion in American Life and Thought
Examines religious means in modern literature, emphasizing faith and doubt, evil and absurdity, and wholeness and transcendence in both secular fiction and fiction written from traditional religious perspectives.

RELG 229 - (3) (IR)
Business Ethics
Studies contemporary issues in business from a moral perspective, including philosophical and religious, as well as traditional and contemporary, views of business. Topics include international business, whistleblowing, discrimination, the environment, and marketing.

RELG 230 - (3) (Y)
Religious Ethics and Moral Problems
Examines several contemporary moral problems from the perspective of ethical thought in the Protestant, Catholic, and Jewish traditions.

RELG 238 - (3) (Y)
Faith and Doubt in the Modern Age
Examines religious skepticism in the modern world.

RELG 239 - (3) (O)
Theism and Humanism
Studies contemporary understandings of religious faith in response to the challenge of humanism.

RELG 244 - (3) (Y)
Human Nature and Its Possibilities
Examines psychological, literary, philosophical, and theological perspectives on human existence with a view to seeing what possibilities are contained in the linguistic, theoretical, practical, poetic, and ecstatic capacities of human beings.

RELG 265 - (3) (O)
Theology, Ethics, and Medicine
Analyzes various moral problems in science, medicine, and health care (e.g., abortion and euthanasia) as viewed by religious and philosophical traditions.

RELG 305 - (3) (IR)
Religions of Western Antiquity
Studies Greco-Roman religions and religious philosophies of the Hellenistic period, including official cults, mystery religions, gnosticism, astrology, stoicism; emphasizes religious syncretism and interactions with Judaism and Christianity.

RELG 321 - (3) (IR)
Major Themes in American Religious History
Examines a major religious movement or tradition in American history.

RELG 340 - (3) (IR)
Women and Religion
Introduces the images of women in the major religious traditions, the past and present roles of women in these traditions, and women’s accounts of their own religious experiences.

RELG 347 - (3) (Y)
Christianity and Science
Christian Europe gave rise to modern science, yet Christianity and science have long
appeared mutual enemies. Does science undermine religious belief? Can human life and striving really be explained in terms of physics and chemistry? In this course we explore the encounter between two powerful cultural forces and study the intellectual struggle to anchor God in the modern world.

RELG 351 - (3) (IR)
Religion and Society
Critical appraisal of classical and contemporary approaches to the sociological study of religion and society.

RELG 353 - (3) (O)
Religion and Psychology
Major religious concepts studied from the perspective of various theories of psychology, including the psychoanalytic tradition and social psychology.

RELG 357 - (3) (Y)
Existentialism: Its Literary, Philosophical and Religious Expressions
Studies Existentialist thought, its Hebraic-Christian sources, and 19th and 20th century representatives of the movement (Kierkegaard, Nietzsche, Sartre, Camus, Buber, and Tillich).

RELG 360 - (3) (Y)
Religion and Modern Theatre
Examines the works of several playwrights, some of whom dramatize explicitly religious themes or subjects, and others who are predominantly concerned with secular situations and contexts that imply religious questions and issues.

RELG 364 - (3) (IR)
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 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) (Y)
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 461 - (3) (Y)
Sex and Mortality
An advanced, reading-intensive survey of what Western moralists have argued for on a variety of sexual topics.

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 their translation.

RELG 506 - (3) (E)
Interpretation of Myth
An interdisciplinary study of myth, focusing on structuralist, hermeneutical, and history of religion 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) (IR)
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 from Plato through Descartes.

RELG 524 - (3) (SI)
Problems of Philosophy of Religion
Examines classic and contemporary discussions of problems in the philosophy of religion.

RELG 541 - (3) (Y)
Seminar in Social and Political Thought
An examination of the social and political thought of selected religious thinkers.

RELG 563 - (3) (Y)
Seminar: Issues in the Study of Religion and Literature
Examines, in 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) (IR)
The Victorian Crisis of Faith: Its Religious and Literary Expressions
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
Studies 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 myths of ritual 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, and 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.
RELJ 592 - (3) (IR)
Theology and Politics
Prerequisite: Graduate status or 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.

Hinduism
RELH 209 - (3) (Y)
Hinduism
Surveys the Hindu religious heritage from pre-history to the 17th century; includes the Jain and Sikh protestant movements.

RELH 211 - (3) (E)
Popular Hinduism
Introduces Hinduism through the examination of the religious lives, practices, and experiences of ordinary Hindus in the modern world.

RELH 314 - (3) (O)
The Jain Tradition
Prerequisite: RELG 104, RELH 209, 211, or instructor permission.
Examines Jain history, belief, and practice.

RELH 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.

RELH 374 - (3) (E)
Hinduism Through its Narrative Literatures
Prerequisite: RELG 104, RELH 209, RELH 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.

RELH 553 - (3) (E)
Hindu Philosophical Systems
Prerequisite: RELH 209, RELH 211, or instructor permission.
Introduces the classical systems of Hindu philosophical thought through careful examination of primary texts and recent secondary scholarship.

RELH 554 - (3) (IR)
Hindu Ethics
Explores the place of ethics and moral reasoning in Hindu thought and practice. Selected materials emphasize the particularity of different Hindu visions of the ideal human life.

RELH 589 - (3) (IR)
Vedic Hinduism
Investigates the interplay of myth, ritual, and society in ancient India, taking the Vedic textual tradition and the theories of Jan Heesterman as its dual starting point.

Islam
RELI 207 - (3) (Y)
Classical Islam
Studies the Irano-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 211 - (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 212 - (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 389 - (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 RELA 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 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
Prerequisite: For RELJ 112, RELJ 111 or instructor permission.
Studies the essentials of grammar, syntax, and vocabulary. Includes readings of narrative portions of the Old Testament.

RELJ 121 - (3) (Y)
Hebrew Bible/Old Testament

RELJ 201, 202 - (3) (Y)
Advanced Readings in Biblical Hebrew
Prerequisite: RELJ 111 and 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.

RELJ 204 - (3) (IR)
American Judaism
Description and explanation of the diverse forms of Jewish religious life in America.

RELJ 307 - (3) (O)
Beliefs and Ethics after the Holocaust
Prerequisite: Any religious studies, history, or philosophy course, or instructor permission.
Examines how theologians and ethicists have responded to the human catastrophe of the Nazi Holocaust, 1933-45. Readings include twentieth-century reflections on the Holocaust, and previous Jewish and Christian responses to catastrophe from Biblical times through the nineteenth- and twentieth-century pogroms in eastern Europe.

RELJ 309 - (3) (E)
Israelite Prophecy
Surveys Israelite prophecy based on the prophetic books of the Old Testament.

RELJ 322 - (3) (Y)
Judaism and Zionism
Studies the complex relationship between Judaism—the sacred tradition of the Jews—and Zionism—the modern ideology of Jewish national revival.

RELJ 330 - (3) (Y)
The Jewish Mystical Tradition
Historical study of the Jewish mystical tradition, emphasizing the persistent themes of the tradition as represented in selected mystical texts.

RELJ 331 - (3) (IR)
Jewish Law
Studies the structure and content of Jewish law in terms of its normative function, its historical background, its theological and philosophical principles, and its role in contemporary society both Jewish and general.

RELJ 336 - (3) (IR)
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.
RELJ 337 - (3) (IR)
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.

RELJ 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 RELC 391.

RELJ 505 - (3) (SI)
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.

RELJ 522 - (3) (SI)
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.”

RELJ 523 - (3) (O)
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.

RELJ 528 - (3) (SI)
Seminar in Israelite Religion
Advanced study in a selected aspect of the religion of ancient Israel.

RELJ 529 - (3) (SI)
Seminar in Hebrew Bible
In-depth study of a selected corpus of literature, specific book of the Hebrew Bible, or pervasive theme.

RELJ 594 - (3) (SI)
Judaism and Kantian Philosophy
Prerequisite: Courses in philosophy or Jewish thought, or instructor permission; reading knowledge of German helpful.
The interaction of the philosophy of Immanuel Kant and Jewish theology in the 19th century and early 20th century, primarily concentrating on the thought of the German-Jewish thinker Hermann Cohen (1842-1918).

RELJ 496 - (3-6) (Y)
Distinguished Major Thesis
Prerequisite: Selection by faculty for Distinguished Major Program.
Thesis, directed by a member of the department, focusing on a specific problem in the theoretical, historical or philosophical study of religion or a specific religious tradition. The thesis is based in part on at least three hours of directed reading in the field of the thesis.

RELJ 498 - (3) (Y)
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.

Service Physical Education Courses
203 Memorial Gymnasium
University of Virginia
P.O. Box 400407
Charlottesville, VA 22904-4407
(434) 924-3167
http://curry.edschool.virginia.edu/kinesiology/phye

Consult the Service Physical Education website for information about courses that have an additional activities fee.

A student in the College of Arts and Sciences may present a maximum of two credits of service physical education to satisfy requirements for a degree, provided that:
1. such credits are counted against the degree credits students may earn for courses taken outside the College;
2. only courses numbered 320 or higher in the Department of Health and Physical Education of the Curry School of Education are accepted for College credit. Such credits are counted against degree credits students may earn for courses taken outside the College;
3. neither participation in varsity athletics nor the completion of any other course in physical education is accepted as the equivalent of a course in service physical education;
4. no grade other than credit or no credit is recorded for courses in physical education taken for degree credit;
5. service physical education is under the supervision of the Dean of the College.

Course Descriptions
Note: Courses are co-educational unless listed otherwise.

PHYE 103 - (1) (S)
Wushu (Kaolin 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 A.D. Basic stances and hand and foot techniques are covered.

PHYE 104 - (1) (S)
Women’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 an 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
The basic fundamentals of skills and shots, including serves, forehand, and backhand are stressed, along with rules and game strategy.

PHYE 112 - (1) (S)
Volleyball
Two levels of instruction—beginner and intermediate/advanced. Emphasizes the fundamental skills and rules of volleyball, as well as basic team play and strategy.

PHYE 113 - (1) (Y)
Soccer
Two levels of instruction—beginner and intermediate/advanced. 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/advanced and women’s basketball are offered. Emphasis is on 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.
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 skill. Class includes a warm-up, center work, across-the-floor, and short combinations. 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 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**
Fundamentals of snowboarding such as basic skills and techniques, safety, and equipment purchase and care are emphasized.

**PHYE 164 - (1) (Y)**
**Snowboarding**
Fundamentals of snowboarding are emphasized.

**Department of Slavic Languages and Literatures**
109 Cabell Hall
University of Virginia
P.O. Box 400783
Charlottesville, VA 22904-4783
(434) 924-3548 Fax: (434) 982-2744
www.virginia.edu/slavic

**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 and, when staffing permits, Serbian/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 include literary theory, linguistics, 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 Russia and Eastern Europe, where opportunities include teaching, internships, and volunteer work.
Special Resources
The Center for Russian and East European Studies (CRES) provides a focal point for students interested in this field. Lectures and colloquia as well as social events are sponsored.

Study Abroad Students are encouraged to study abroad under the auspices of any accredited program.

Russian House Students may apply to 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 336, 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); 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., 2.000), with no grade below C-. Students not maintaining this grade point are subject to discontinuation from the major.

Requirements for Minor The department offers two minor programs:
1. Russian Language, Literature, and Culture: seven courses of at least three credits each beyond RUSS 102 in Russian language, literature, and folklore; and
2. Russian and East European Studies: seven courses of at least three credits each beyond RUSS 102 in Russian language, literature, folklore, government, history, etc., with no more than three courses in any one department. The three-course restriction does not include RUSS 201 and 202; therefore, as many as 5 of the 7 courses may be taken in Slavic Languages and Literatures should the student choose to take RUSS 201 and 202.

Distinguished Majors Program Students with superior academic performance (GPA 3.500 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 honors thesis.

Students are normally admitted to the DMP at the end of their third year of study. See the undergraduate major advisor for requirements.

College Language Requirement The language requirement of the College of Arts and Sciences may be satisfied in Russian by successfully completing 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, P.O. Box 400783, Charlottesville, VA 22904-4783; (434) 924-3548; slavic@virginia.edu; www.virginia.edu/slavic.

Course Descriptions

Note Enrollment in 500-level courses is normally restricted to graduate students in degree programs. Undergraduates wishing to enroll in such courses must have permission of the instructor. Graduate students should consult the Graduate Record for further information. Enrollment in all language courses (including RUSS 304 and 305) is subject to confirmation by placement exam at the discretion of the instructor, normally during the first week of the semester.

Russian

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.

RUSS 201, 202 - (4) (Y)
Second-Year Russian
Prerequisite: RUSS 102 (with grade of C- or better) or equivalent; for RUSS 202: grade of C- or better in RUSS 201. Continuation of Russian grammar. 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.

RUSS 301, 302 - (3) (Y)
Third-Year Russian
Prerequisite: RUSS 202, 203 or equivalent with a grade of C or better. 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) (IR)
Russian for Business
Prerequisite: RUSS 202.
Russian for oral and written communication in business situations.

RUSS 401, 402 - (3) (SI)
Fourth-Year Russian
Prerequisite: RUSS 301, 302 with a grade of C or better.
Continuation of Russian grammar. Includes oral practice, extensive reading, and work in Russian stylistics.

RUSS 491, 492 - (3) (SI)
Senior Thesis in Russian Studies
For majors in Russian and East European studies, normally taken in the fourth year.

RUSS 493 - (3) (SI)
Independent Study
May be repeated for credit.

RUSS 498 - (3) (SI)
Senior Honors Thesis
Required of honors majors in Russian language and literature and Russian and East European studies.

RUSS 500 - (3) (IR)
Reading Techniques for Russian Newspapers and Periodicals
Prerequisite: RUSS 202 or the equivalent. Training in the translation of Russian newspapers and journal articles.

RUSS 501 - (3) (Y)
Readings in the Social Sciences
Prerequisite: RUSS 302 and instructor permission.
Based on a careful analysis of the social science texts, students are introduced to advanced topics in Russian morphology and syntax. Successful completion of the course enables students to read nineteenth- and twentieth-century Russian non-fiction with minimal difficulty.

RUSS 502 - (3) (IR)
Advanced Proficiency Russian
Prerequisite: RUSS 402.
Graduate-level translation, composition, and discussion. May be repeated for credit.

RUSS 503 - (3) (Y)
Advanced Russian
Prerequisite: RUSS 201, 202, and instructor permission.
A thorough review of Russian grammar.

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RUSS 504 - (3) (E)
The Rise of the Russian Novel

Prerequisite: RUSS 503 strongly recommended.
Development of advanced proficiency in the four skills: reading, writing, speaking and listening.

RUSS 505 - (1) (S)
Advanced Conversation

Prerequisite: RUSS 302.
Two hours of conversation practice per week. May be repeated for credit.

Note: The following courses all require a reading knowledge of Russian, unless otherwise stated.

RUSS 521 - (3) (O)
The Structure of Modern Russian: Phonology and Morphology

Prerequisite: LNGS 325, RUSS 202, and instructor permission.
Study of linguistic approaches to the phonology and morphology of standard Russian.

RUSS 522 - (3) (IR)
The Structure of Modern Russian: Syntax and Semantics

Prerequisite: RUSS 202 and instructor permission, LNGS 325 strongly recommended.
Studies linguistic approaches to the syntax and semantics of contemporary standard Russian.

RUSS 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 problems of vocabulary, syntax, and stylistics.

RUSS 524 - (3) (IR)
History of the Russian Language

Prerequisite: LNGS 325, RUSS 202.
Diachronic linguistic analysis of the Russian language.

RUSS 550 - (3) (IR)
Russian Satire

Studies the theory and praxis of Russian literary satire. Examines some examples of Russian satire from the 17th, 18th, and 19th centuries; course focuses on 20th-century works. Students become familiar with the forms and functions of satire in Russian, Soviet, and émigré literary culture.

RUSS 551 - (3) (SI)
Russian Drama and Theatre

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.

RUSS 552 - (3) (O)
The Golden Age of Russian Poetry

Studies works by Zhukovsky, Batiushkov, Pushkin, Lermontov, Baratynsky, Tютчев, and others.

RUSS 553 - (3) (IR)
Age of Realism, 1851-1881

Studies the works of Russia’s most celebrated writers during the middle of the 19th century. Explores the many forms that “realism” assumed in Russia at this time, and investigates how Russian writers responded to the realist calls of their contemporary critics to use literature to promote socially progressive ends.

RUSS 554 - (3) (E)
The Silver Age of Russian Poetry

Studies works by Blok, Akhmatova, Mandelstam, Mayakovsky, Tsvetaev, and Pasternak; Topics include Russian symbolism, acmeism, and futurism.

RUSS 556 - (3) (E)
Russian Formalism and Structuralist Poetics

Prerequisite: Reading knowledge of French, German, or Russian suggested.
Studies the theory and practice of literary critics. Focuses on the Russian Formalists and the relationship between formalist poets to those of later critics in America (New Criticism) and the current European Structuralists.

RUSS 557 - (3) (IR)
Contemporary Russian Literature

Traces the evolution of Russian literature from the “Thaw” period until the present. Examines how Russia’s writers tried to accommodate, evade, or challenge the prevailing norms of Soviet literature during the 1960s and 1970s. Analyzes the forces shaping the development of contemporary Russian literature.

RUSS 558 - (3) (O)
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 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) (E)
Russian Poetry

Studies Russian poetry and selected 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 repeated 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.

Russian in Translation

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 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) (O)
Tolstoy in Translation

Open to students with no knowledge of Russian. Studies the major works of Tolstoy.

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 336 - (3) (Y)
Russian Culture of the Twentieth Century

Open to students with no knowledge of Russian. Explores the literature and film of Russia and the Soviet Union in the twentieth century. Examines the relationships of modern Russian culture to earlier Russian culture and to Western cultures. Movements treated include symbolism, futurism, acmeism, socialist realism, and postmodernism.

RUTR 358 - (3) (IR)
Russian Prose From 1881-1917

Open to students with no knowledge of Russian. Studies late nineteenth-century and early

RUTR 368 - (3) (IR)
The Russian Novel in European Perspective
Open to students with no knowledge of Russian. Studies the evolution of the Russian novel, its thematic and structural features, from the early nineteenth century to the present.

RUTR 391, 392 - (3) (IR)
Topics in Russian Literature
Studies in English translation of selected authors, works, or themes in Russian literature. Topics in recent years were Solzhenitsyn, Nabokov. Students offering this course for major credit will be required to do assigned readings in Russian. May be repeated for credit under different topics.

RUTR 393 - (3) (IR)
Case Studies in Russian Literature
Open to students with no knowledge of Russian. One great novel such as War and Peace or The Brothers Karamazov is studied in detail along with related works and a considerable sampling of critical studies.

RUTR 395 - (3) (IR)
Nabokov
Open to students with no knowledge of Russian. Studies the evolution of Nabokov's art, from his early Russian language tales to the major novels written in English.

Slavic

SLAV 170, 171 - (1-3) (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."

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.

SLAV 322 - (3) (IR)
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. 

Note: The following courses all require a reading knowledge of Russian, unless otherwise stated.

SLAV 512 - (3) (IR)
Slavic Folklore and Oral Literature
Treats the major genres of Russian oral literature and many of the minor genres. Also covers relevant folklore theory.

SLAV 514 - (3) (IR)
Slavic Ritual
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/impliments, and foodways.

SLAV 533 - (3) (IR)
Topics in West Slavic Literatures
Includes Polish, Czech, or Slovak fiction, poetry, or drama. May be repeated for credit when topics vary.

SLAV 536 - (3) (IR)
Slavic Mythology
Survey of Slavic pre-Christian and Christian beliefs and customs, emphasizing their role in folklore.

SLAV 537 - (3) (IR)
South Slavic Folklore
Survey of South Slavic ethnography and folklore, emphasizing the Bulgarians and the Serbs.

SLAV 543 - (3) (IR)
Topics in South Slavic Literatures
Includes Serbian, Croatian, Slovenian, Bulgarian, or Macedonian fiction, poetry, or drama. May be repeated for credit when topics vary.

SLAV 592 - (3) (IR)
Selected Topics in Slavic Linguistics
Prerequisite: LNGS 325 and instructor permission. May be repeated for credit.

Slavic Folklore and Literature

SLFK 200 - (1-6) (IRY)
Independent Study in East European Literature in Translation
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.

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 folk literature of Russians, Ukrainians, and the indigenous tribes of Siberia, considering oral traditions of other cultures as a point of comparison.

SLFK 211 - (3) (IR)
Tale and Legend
Open to students with no knowledge of Russian. Studies the folktale 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) (IR)
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) (IR)
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.

SLFK 493 - (1-3) (SI)
Independent Study in Slavic Folklore
Prerequisite: Instructor permission.
For students wishing to pursue independent reading and research in Russian folklore or the folklore of other Slavic cultures.

Other Slavic Languages and Literatures
BULG 121, 122 - (3) (IR)
Introduction to Bulgarian Language
Prerequisite: Instructor permission; some knowledge of Russian recommended.
Introduces students to the essentials of Bulgarian grammar with emphasis on speaking and reading.

CZ 121, 122 - (3) (IR)
Introduction to Czech Language
Prerequisite: Instructor permission; some knowledge of Russian recommended.
Introduces students to the essentials of Czech grammar with emphasis on speaking and reading.

POL 121, 122 - (3) (Y)
Introduction to Polish Language
Prerequisite: Instructor permission; some knowledge of Russian recommended.
Introduces students to the essentials of Polish grammar with emphasis on speaking and reading.

POL 221, 222 - (3) (IR)
Intermediate Polish Language
Prerequisite: POL 121, 122 and instructor permission.
Second-year continuation of POL 121, 122.

SRBC 121, 122 - (3) (IR)
Introduction to Serbian or Croatian Language
Prerequisite: Instructor permission; some knowledge of Russian recommended.
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
Prerequisite: Instructor permission; some knowledge of Russian recommended.
Introduces students to the essentials of Ukrainian grammar with emphasis on speaking and reading.

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) (E)
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 224 - (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)
Eastern 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.

Department of Sociology
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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 imagination. 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 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 200 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 use their undergraduate degree as the first step toward the Ph.D., many 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
Sociology majors are required to complete thirty credits in the program approved by a member of the Undergraduate Studies Committee. These thirty credits may include courses taken before declaration but may not include courses used to fulfill area requirements in the College of Arts & Sciences.

Before declaring a sociology major students must complete SOC 101-Introductory Sociology and one other sociology course for a total of six credits with at least a “C” or better in each course. Prospective majors are also urged to take SOC 302-Introduction to Social Theory and/or SOC 311-Introduction to Social Statistics before declaring.

Four core courses are required of all sociology majors as part of the thirty credit program and should be completed within two semesters. They are:
SOC 101-Introductory Sociology
SOC 302-Introduction to Social Theory
SOC 311-Introduction to Social Statistics
SOC 312-Sociology Research Workshop

All majors must also complete nine credits (3 courses) at the 400 or 500 level. The remaining minimum seven credits (normally 3 courses) can be taken at any level; however, only 3 credits of SOC 497-Special Studies in Sociology and only 3 credits of SOC 480, 481, 482 Undergraduate Internship Program may be included in the thirty-hour major requirements.

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, or falling below a 2.000 GPA in the department will not be permitted to continue as a major. Students receiving less than a “C” in a required course must retake the course and receive a grade of “C” or better.

With approval of the Undergraduate Studies Committee, up to six credits (2 courses) of course work in related fields may be used to fulfill the thirty credit requirement as elective credit (any level). These two courses should fulfill a concentration or study objective and should be completed with a “C” or better. Only sociology courses can be used to satisfy the course requirements at the 400 or 500 levels.
Exceptions to any of these requirements will be made only upon a written petition to the Undergraduate Studies Committee.

**Requirements for Minor** Students wishing to minor in sociology are required to complete eighteen credits (6 courses) in the program. No more than three credits of SOC 497 (Special Studies in Sociology) and three credits of SOC 480, 481, 482 (Undergraduate Internship Program) may be included in the eighteen credits requirement for the sociology minor. No courses taken outside of the Department of Sociology are accepted toward the sociology minor. As a part of the eighteen credits for the minor students should complete SOC 101 (Introductory Sociology) and six credits (2 courses) at the 400 or 500 level. The remaining nine credits (3 courses) can be taken at any level.

**Distinction and Prizes** In order to provide an enriched academic experience for highly motivated students, the Department of Sociology participates in the college’s Distinguished Majors Program (DMP). To qualify sociology majors should be highly motivated and have a cumulative GPA of 3.400 or higher. Students who qualify should sign up for the DMP by the end of their second year but no later than the first semester of their third year.

All DMP students in Sociology are to complete regular major requirements as well as the following. DMP students should be sure to take at least one 400-level sociology course designated DM. There is one offered each semester. DMP students are urged to take at least one 500-level sociology course during their fourth year. All DMP are to complete the yearlong course (SOC 496-Distinguished Majors) in their fourth year, in which they will research and write their DMP thesis. Successful completion of the DMP requirements makes a student eligible for graduation with distinction, high distinction or highest distinction. The instructor of SOC 496 and the distinguished majors thesis advisor determines the level of distinction and the course grade after the review of the required thesis.

The department annually awards the Commonwealth Prize for the best undergraduate paper in sociology.

**The Undergraduate Internship Program** is a joint project of the sociology department and the Center for Public Service, which grants course credit for supervised fieldwork 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, 539 Cabell Hall, P.O. Box 400766, Charlottesville, VA 22904-4766; (434) 924-7293; soc-undergraduates@virginia.edu; www.virginia.edu/sociology.

**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 credits of lecture, two credits 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 347 - (3) (IR)
Sociology of Development
This study of the development of human societies explores the five major “techo-economic bases” that have characterized our species’ history (hunting-gathering, horticultural, agrarian, industrial and information/biotech) and examines how contemporary macrolevel trends affect our lives at the microlevel.

SOC 355 - (3) (Y)
Women’s Social Movements in Modern East Asia
Examines the nature of women’s collective action in China, Japan, and Korea from the latter part of the 19th century to the present. Introduces key concepts of Social Movement Theory (both classical and new), and the applicability of this theory to the historical evidence presented.

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)
Sociology of Mind
An introduction to the philosophy and sociology of mind. Reviews Classical Idealism, Phenomenology, existenentialism, and the current sociological theories of mind, with an eye toward cognitive science as well.

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)
Community
Prerequisite: Sociology Research Workshop.
Examines the nature of women’s collective action in 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 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 processes of social change and alternative systems of health care delivery.

SOC 427 - (3) (IR)
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 lifestyles, 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 do these variables predominate 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 effects 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 vengeance, 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 500 - (3) (Y)**
**Classical Sociological Theory**
*Prerequisite:* Six credits of sociology or instructor permission; open to advanced undergraduates.

A seminar focusing on the writings of Marx, Weber, Durkheim and other social theorists. Open to students in related disciplines.

**SOC 502 - (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.

A critical examination of Weber’s writings and his influence on social science.

**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. 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 the 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 health evaluation sciences, or instructor permission.

Covers the theory and practice of survey research. Topics include surveys as a scientific method; applied sampling of survey populations; the construction, testing, and improvement of survey instruments; interviewer training; the organization of field work; coding and data quality control; data analysis; and the preparation of survey reports.

**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.
Department of Spanish, Italian, and Portuguese

Languages and Literatures

115 Wilson Hall
University of Virginia
P.O. Box 400777
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(434) 924-7159 Fax: (434) 924-7160
www.virginia.edu/span-ital-port

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 employment prospects 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 showings, 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.

Requirements for Major in Italian
Prerequisite 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 (one of which may be substituted with ARTH 231 or HIEU 321), and two ITAL 400-level courses. Substitutions by agreement with the Italian undergraduate advisor.

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 3.500 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 Sonata Kaiziss Prize, and the Guillian Prize.

Additional Information
For more information, contact Christina della Coletta, Associate Professor of Italian, 115 Wilson Hall, P.O. Box 400777, Charlottesville, VA 22904-4777; (434) 924-7159; www.virginia.edu/span-ital-port.
Portuguese
The Portuguese program functions primarily as a service to other programs, including Spanish, Latin American Studies, the Latin American program in the department of Government and Foreign Affairs, Anthropology, and others. Students interested in beginning Portuguese at the University should have considerable prior experience with Spanish or French. Students interested in the minor are strongly encouraged to spend a semester studying abroad in Brazil or in Portugal.

Requirements for Minor in Portuguese
The Portuguese minor consists of eighteen credits beyond PORT 212.

Additional Information
For more information, contact the department, 115 Wilson Hall, P.O. Box 40077, Charlottesville, VA 22904-4777; (434) 924-7159; www.virginia.edu/span-ital-port.

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 Giardinelli, Rosa Montero, Lou Charmont-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 declare a major in Spanish, a student must have completed SPAN 202 or the equivalent, with a grade of C or better. Native speakers of Spanish must consult the Director of Undergraduate Studies before taking any Spanish courses in order to determine how best to proceed.

Requirements for the Major in Spanish
The Spanish major consists of thirty credits completed above the 200 level with a grade of C or better. When declaring the Spanish major, all students are 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 their Spanish studies. All three tracks require students to complete three core courses that provide basic skills and knowledge: SPAN 311 Grammar Review or 411 Advanced Grammar and Composition; SPAN 330 Literary Analysis; and one of SPAN 340/341/342/343 Spanish and Spanish American literature surveys. Students must fulfill these core courses (311/341, 330 and a literary survey) at the University of Virginia or through a UVa-direct-study abroad program such as the Valencia Program.

SPAN 311 must be completed before students take 330. These prerequisites for subsequent coursework may not be taken concurrently, and both must be completed before students can proceed in the major. Students who have completed 202 or who have scored 4 on the Spanish Language AP exam will begin the major in SPAN 311. Students who have scored 5 on the same exam may not take SPAN 311 for credit; they must substitute SPAN 411, Advanced Grammar and Composition, for SPAN 311, they may do so either before or after they take SPAN 330. Students with a score of 4 or 5 on the Spanish Literature AP exam may not take SPAN 330 for credit; they must substitute a 300- or 400-level literature or culture course for SPAN 330. All students who incorrectly place themselves, may lose credit for the courses in which they enroll without departmental permission. Native speakers of Spanish may not enroll in conversation courses.

General Spanish Major
1. SPAN 311, Grammar Review or SPAN 411, Advanced Grammar and Composition
2. SPAN 330, Literary Analysis
3. One survey of Spanish literature
   • SPAN 340, Survey of Spanish Literature I: Medieval to 1700 or
   • SPAN 341, Survey of Spanish Literature II: 1700 to present
4. One survey of Latin American literature:
   • SPAN 342, Survey of Latin American Literature I: Colonial to 1900 or
   • SPAN 343, Survey of Latin American Literature II: 1900 to present
5. One Culture and Civilization course from 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
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
1. SPAN 311, Grammar Review or SPAN 411, Advanced Grammar and Composition
2. SPAN 330, Literary Analysis
3. One survey of Spanish literature:
   • SPAN 340, Survey of Spanish Literature I: Medieval to 1700 or
   • SPAN 341, Survey of Spanish Literature II: 1700 to present
4. One Survey of Latin American literature:
   • SPAN 342, Survey of Latin American Literature I: Colonial to 1900 or
   • SPAN 343, Survey of Latin American Literature II: 1900 to present
5. 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
6. Five literature and culture courses from SPAN 423 or above

Major in Spanish Linguistics and Philology
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 Grammar and Composition
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 Dialectology
    • 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
The three core courses of the major must be completed at UVa or through a UVa-direct-study abroad program such as Valencia, and all courses taken abroad for major or minor credit must be taken in Spanish. Students seeking elective credit should consult the appropriate departments. Students wishing to study in Spain for major or minor credit must enroll in the UVa Valencia Program, which offers UVa credit,
not transfer credit, or in a program approved by the Department, the College and the International Studies Office. Up to 15 UVa credits per semester and up to 24 UVa credits per year of study in the UVa Valencian program may be applied to the Spanish major. Up to 9 UVa credits per year or semester of study in a UVa direct study program may be applied to the Spanish minor (see below).

Students who enroll in other approved study abroad programs in Spain may transfer up to 9 credits per semester and 15 credits per year of foreign study to the Spanish major, and up to 9 credits to the Spanish minor.

Students wishing to study in Latin America for major or minor credit must enroll in a study abroad program approved by the Department, the College, and the International Studies Office. Up to 15 UVa credits per semester and up to 24 UVa credits per year of study in a UVa Program such as UVa in Lima may be applied to the Spanish major. Up to 9 credits may be applied to the Spanish minor. Students who participate in other approved study abroad programs in Latin America may transfer up to 9 credits per semester and 15 credits per year of foreign study to the Spanish major. Up to 9 credits may be applied to 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 credits of coursework at the 500-level or above as part of the 30 credits 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 6 Spanish courses beyond the 202 level completed with a grade of C or better. SPAN 311 is a requirement for the minor, and it must be completed before students can take a course with a number higher than 311.

**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 Professor David T. Gies, the program advisor in Spanish. 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** SPAN 101 and 102 are courses reserved exclusively for students who present no entrance credits in the language. Students who enter with two or more entrance credits and who wish to continue in Spanish will be placed according to scores obtained on the College Entrance Examination Board SAT II tests, the AP Exam, or the UVa Spanish placement exam. The sequence of courses, depending on the level at which the student begins, is as follows: SPAN 101, 102, 201, 202; or SPAN 106, 201, 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 for the courses in which they enroll without permission.

**Additional Information** For more information, contact the Department of Spanish, 115 Wilson Hall, P.O. Box 400777, Charlottesville, VA 22904-4777; (434) 924-7159; www.virginia.edu/span-ital-port.

**Course Descriptions**

**Italian in Translation**

**Note:** ITR courses are given in English and may not be taken to fulfill the language requirement in Italian.

**ITTR 215 - (3) (E)** Italian Phonetics

**ITTR 216 - (3) (O)** History of the Italian Language

**ITTR 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 (www.iath.virginia/dante), that offers a wide range of visual material related to the *Inferno*.

**ITTR 227 - (3) (IR)** Petrarch in Translation

**ITTR 228 - (3) (E)** Boccaccio in Translation

**ITTR 230 - (3) (E)** Machiavelli in Translation

**ITTR 231 - (3) (IR)** Ariosto in Translation

**ITTR 236 - (3) (IR)** Tasso in Translation

**ITTR 242 - (3) (IR)** Goldoni and Alfieri in Translation

**ITTR 252 - (3) (IR)** Foscolo and Leopardi in Translation

**ITTR 255 - (3) (E)** Manzoni in Translation

**ITTR 258 - (3) (IR)** Verga in Translation

**ITTR 262 - (3) (SI)** The Modern Italian Novel in Translation

**ITTR 525 - (3) (SI)** Dante’s Purgatory in Translation

**Prerequisite:** ITTR 226 or permission of instructor.

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*.

**Italian**

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.

**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.

**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)
Umanesimo (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)
Romantiscismo (Italian Culture and Literature in the Age of Romanticism)

ITAL 460 - (3) (SI)
Noventecentismo (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.

ITAL 499 - (1-3) (S)
Independent Study

ITAL 525, 526 - (3) (SI)
Dante: The Divine Comedy
A close reading of the Purgatorio.

ITAL 550 - (3) (SI)
Medieval Italian Literature

ITAL 555 - (3) (SI)
Renaissance Italian Literature

ITAL 560 - (3) (SI)
Baroque Italian Literature

ITAL 565 - (3) (SI)
Italian Literature of the Enlightenment

ITAL 570 - (3) (SI)
Italian Literature of the Modern Period

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.

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
*Prerequisites:* 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

SPAN 101, 102 - (4) (S)
Elementary Spanish
*Prerequisite:* 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 106 - (4) (Y)
Accelerated Elementary Spanish
*Prerequisite:* Previous background in Spanish (1-2 years of high school Spanish) and Spanish placement exam score of 0-325, or SAT II score of 420-510. Develops listening, speaking, reading and writing skills. Five class hours. Covers the material in SPAN 101-102 in an accelerated one semester format. Followed by SPAN 201.

SPAN 201 - (3) (S)
Intermediate Spanish
*Prerequisites:* Passing grade in SPAN 102 or 106; a score of 520-590 on the SAT II test; 326-409 on the UVa 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
*Prerequisites:* Passing grade in SPAN 201; SAT II test scores of 600-640; UVa placement test score of 410-535; IB exam score of 5 or 6; 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

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
*Prerequisites:* 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

SPAN 101, 102 - (4) (S)
Elementary Spanish
*Prerequisite:* 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 106 - (4) (Y)
Accelerated Elementary Spanish
*Prerequisite:* Previous background in Spanish (1-2 years of high school Spanish) and Spanish placement exam score of 0-325, or SAT II score of 420-510. Develops listening, speaking, reading and writing skills. Five class hours. Covers the material in SPAN 101-102 in an accelerated one semester format. Followed by SPAN 201.

SPAN 201 - (3) (S)
Intermediate Spanish
*Prerequisites:* Passing grade in SPAN 102 or 106; a score of 520-590 on the SAT II test; 326-409 on the UVa 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
*Prerequisites:* Passing grade in SPAN 201; SAT II test scores of 600-640; UVa placement test score of 410-535; IB exam score of 5 or 6; 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) (IR)**
Composition

**SPAN 313 - (3) (IR)**
Cultural Conversations

**SPAN 314 - (3) (S)**
Business Spanish

**SPAN 315 - (3) (IR)**
Conversation Cinema: Latin America

**SPAN 316 - (3) (S)**
Literary Analysis

**SPAN 330 - (3) (S)**
Survey of Spanish Literature I (Middle Ages to 1700)

**SPAN 340 - (3) (Y)**
Survey of Latin American Literature I (Colonial to 1900)

**SPAN 341 - (3) (IR)**
Advanced Grammar and Composition

**SPAN 413 - (3) (S)**
Advanced Conversation/Cinema

**SPAN 422 - (3) (S)**
Translation from Spanish to English

**SPAN 425 - (3) (O)**
The Inquisition in Spain and Latin America

**SPAN 426 - (3) (Y)**
1492 and the Aftermath

**SPAN 427 - (3) (Y)**
Spanish Culture and Civilization

**SPAN 430 - (3) (Y)**
Hispanic Dialectology and Bilingualism

**SPAN 430Z, 530Z - (3) (J)**
Islam in Europe: Muslim Iberia

**SPAN 440 - (3) (SI)**
Hispanic Intellectual History

**SPAN 450 - (3) (IR)**
Spanish Literature from the Middle Ages to the Renaissance

**SPAN 455 - (3) (IR)**
Spanish Literature of the Golden Age

**SPAN 456 - (3) (IR)**
Don Quixote

**SPAN 460 - (3) (IR)**
Spanish Literature from the Enlightenment to Romanticism

**SPAN 465 - (3) (IR)**
Spanish Literature from Realism to the Generation of 1898

**SPAN 470 - (3) (IR)**
Modern Spanish Literature

**SPAN 473 - (3) (IR)**
Literature and Cinema

**SPAN 474 - (3) (IR)**
Women Between Cultures: U.S. Latinas in Their Writing

**SPAN 475 - (3) (IR)**
Hispanic Women Writers

**SPAN 480 - (3) (IR)**
Latin-American Literature from Colonial Period to 1900

**SPAN 481 - (3) (IR)**
Latin American Women Writers from 1900 to the Present

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**SPAN 311 and 330, or departmental placement.**
Study of major Latin American women writers from 1900 to the present, including poets, essayists, playwrights, and fiction writers. Discussion will focus on the literary representation of issues related to gender and culture.

SPAN 485 - (3) (IR)
Latin-American Literature After 1900
Prerequisite: SPAN 311 and 330, or departmental placement.

SPAN 486 - (3) (IR)
Contemporary Latin-American Short Fiction
Prerequisite: SPAN 311 and 330, or departmental placement.

SPAN 487 - (3) (IR)
Contemporary Latin-American Novel
Prerequisite: SPAN 311 and 330, or departmental placement.

SPAN 488 - (3) (Y)
Spanish Contemporary Poetry
Prerequisite: SPAN 311 and 330, or departmental placement.

SPAN 489 - (3) (IR)
Contemporary Latin American Novella
Prerequisite: SPAN 311 and 330, or departmental placement.

SPAN 490, 491 - (3-6) (Y)
Special Topics Seminar: Literature
Prerequisite: SPAN 311 and 330, or departmental placement.

SPAN 492, 493 - (3-6) (Y)
Special Topics Seminar: Language
Prerequisite: SPAN 311 and 330, or departmental placement; instructor permission.

SPAN 499 - (1-3) (Y)
Independent Study
Prerequisite: instructor permission.

SPAN 514 - (3) (E)
Applied Linguistics in Spanish
Studies the basic linguistic components of Spanish, focusing on how language forms reflect the Spanish view of reality and how they differ from English.

SPAN 527 - (3) (Y)
Spanish Civilization and Culture
Studies the non-literary achievements of Spain from pre-Roman times to the present. Includes a survey of the socio-political history, the art, architecture, music, philosophy, and folklore of Spain, defining the essential characteristics of Spanish civilization.

SPAN 528 - (3) (Y)
Latin American Civilization and Culture
Studies the non-literary cultural achievements of Latin America. Surveys the socio-political history, the art, architecture, music, philosophy, social structure and "popular culture" of Latin America, defining the essential characteristics of Latin-American civilization.

SPAN 530 - (3) (SI)
Hispanic Dialectology and Bilingualism
Studies the history and theory of Spanish-English bilingualism in the U.S. and its application in the field. Topics include bilingualism in Spanish America and Spain, and social, political, and educational issues raised by theories of bilingualism.

SPAN 531 - (3) (SI)
Hispanic Sociolinguistics
Studies the theoretical aspects of conversational analysis, incorporating it into the analysis of natural talk. Emphasizes the organization of conversations, the role of sociocultural background knowledge and preferred rules of politeness, and cross-cultural and cross-gender differences.

SPAN 550 - (3) (E)
Middle Ages and Early Renaissance
Studies the major texts, authors, and literary trends of the Spanish Middle Ages and early Renaissance.

SPAN 555 - (3) (E)
Golden Age
Studies the major texts, authors, and literary trends of the Spanish Golden Age.

SPAN 560 - (3) (O)
Enlightenment to Romanticism
Studies the major texts, authors, and literary trends of the Spanish eighteenth and early nineteenth centuries.

SPAN 565 - (3) (O)
Realism and Generation of 1898
Studies the major texts, authors, and literary trends of the second half of the Spanish nineteenth and the early twentieth centuries.

SPAN 570 - (3) (E)
Contemporary Spanish Literature
Studies the major texts, authors, and literary trends of the Spanish twentieth century.

SPAN 580 - (3) (O)
Spanish America: Colonial Period to 1800
Studies the major texts, authors, and literary trends of Spanish America up to 1800.

SPAN 582 - (3) (O)
Spanish America: From Romanticism to Modernism
Studies the major texts, authors, and literary trends of Spanish America in the nineteenth century.

SPAN 585 - (3) (E)
Spanish America: Modern Period
Studies the major texts, authors, and literary trends of Spanish America in the twentieth century.
Students completing this major will be well prepared to design experimental studies and analyze data, in both their emphasis field and other areas. They will also be well prepared for graduate study in statistics, and with a modest amount of advance planning will be able to complete an MS in Statistics at UVa with one additional year of study. Students interested in the 5-year B.A./M.S. program should contact the Department's major advisor.

The major program has four tracks: Biostatistics, Econometrics, Engineering Statistics, and Mathematical Statistics. The prerequisite for all tracks: Single variable calculus through the second semester, fulfilled by one of Math 122, Math 132, APMA 111.

**Track 1: Biostatistics**
The Biostatistics track is suitable for students using it as a primary major or a second major in conjunction with a major in Biology. Courses required for this track are:
- BIOL 201-202 Introduction to Biology
- One 300-level or higher course in Biology
- One of the following:
  - STAT 311 Applied Statistics and Probability
  - MATH 310-312 Probability-Statistics
  - APMA 311 Applied Statistics and Probability
- APMA 310-312 Probability-Statistics
- Four additional courses (plus associated one-credit STAT 598 labs) from among the following:
  - STAT 512 Applied Linear Models
  - STAT 513 Applied Multivariate Statistics
  - STAT 514 Survival Analysis and Reliability Theory
  - STAT 516 Experimental Design
  - STAT 517 Applied Time Series
  - STAT 518 Numerical Methods in Statistics
  - STAT 519 Introduction to Mathematical Statistics
  - STAT 525 Longitudinal Data Analysis
  - STAT 526 Categorical Data Analysis
  - STAT 531 Clinical Trials

**Track 2: Econometrics**
The Econometrics track is suitable for students using it as a primary major, or will serve well as a second major for students in Economics or Commerce. Courses required for this track are:
- ECON 201-202 Principles of Economics: Microeconomics-Macroeconomics
- One of the following:
  - STAT 311 Applied Statistics and Probability
  - MATH 310-312 Probability-Statistics
  - APMA 311 Applied Statistics and Probability
  - APMA 310-312 Probability-Statistics
- Five additional courses (plus associated one-credit STAT 598 labs) from among the following:
  - ECON 372 Introductory Econometrics
  - ECON 471 Economic Forecasting
  - STAT 512 Applied Linear Models
  - STAT 513 Applied Multivariate Statistics
  - STAT 514 Survival Analysis and Reliability Theory
  - STAT 516 Experimental Design
  - STAT 517 Applied Time Series
  - STAT 518 Numerical Methods in Statistics
  - STAT 519 Introduction to Mathematical Statistics
  - STAT 525 Longitudinal Data Analysis
  - STAT 526 Categorical Data Analysis

**Track 3: Engineering Statistics**
The engineering statistics track is designed for SEAS students who want to have a second major in the College. However, it is also possible for a College student to opt for this track. Courses required for this track are:
- One of the following:
  - APMA 310-312 Probability-Statistics
  - APMA 311 Applied Statistics and Probability
  - STAT 311 Applied Statistics and Probability
- MATH 310-312 Probability-Statistics
- Two of the following:
  - APMA 308 Linear Algebra or MATH 351 Linear Algebra
  - ECON 372 Introductory Econometrics
  - STAT 512 Applied Linear Models
  - STAT 513 Applied Multivariate Statistics
  - STAT 514 Survival Analysis and Reliability Theory
  - STAT 516 Experimental Design
  - STAT 517 Applied Time Series
  - STAT 518 Numerical Methods in Statistics
  - STAT 519 Introduction to Mathematical Statistics
  - STAT 525 Longitudinal Data Analysis
  - STAT 526 Categorical Data Analysis
- Courses to bring the total to eight (not including associated one-credit STAT 598 labs) from among the following:
  - ECON 372 Introductory Econometrics
  - STAT 512 Applied Linear Models
  - STAT 513 Applied Multivariate Statistics
  - STAT 514 Survival Analysis and Reliability Theory
  - STAT 516 Experimental Design
  - STAT 517 Applied Time Series
  - STAT 518 Numerical Methods in Statistics
  - STAT 519 Introduction to Mathematical Statistics
  - STAT 525 Longitudinal Data Analysis
  - STAT 526 Categorical Data Analysis
  - SYS 421 Data Analysis
  - SYS 422 Data Analysis
  - SYS 423 Data Analysis
  - SYS 424 Data Analysis

**Track 4: Mathematical Statistics**
The target audience for this track are College students who would like an applied quantitative major. Courses required for this track are:
- Math 310 Introduction to Mathematical Probability
- One of the following:
  - STAT 311 Applied Statistics and Probability
  - MATH 312 Statistics
  - APMA 311 Applied Statistics and Probability
  - APMA 312 Statistics
  - MATH 351 Linear Algebra
  - APMA 308 Linear Algebra
  - At least five additional courses (plus associated one-credit STAT 598 labs) from among the following:
    - STAT 511 Stochastic Processes
    - STAT 512 Applied Linear Models
    - STAT 513 Applied Multivariate Statistics
    - STAT 514 Survival Analysis and Reliability Theory
    - STAT 516 Experimental Design
    - STAT 517 Applied Time Series
    - STAT 518 Numerical Methods in Statistics
    - STAT 519 Introduction to Mathematical Statistics
    - STAT 525 Longitudinal Data Analysis
    - STAT 526 Categorical Data Analysis
    - STAT 527 Applied Time Series
    - STAT 528 Numerical Methods in Statistics
    - STAT 529 Survival Analysis and Reliability Theory
    - STAT 530 Nonparametric Statistics
    - STAT 531 Clinical Trials
    - STAT 532 Bayesian Statistics
    - STAT 533 Time Series Analysis
    - STAT 534 Bayesian Theory
    - STAT 535 Nonparametric Statistics

**Minor in Statistics and Data Analysis**
The minor in statistics and data analysis is designed to meet the needs of several types of students: the student interested in applying statistics to some other field, the student interested in exploring a future career in biostatistics or applied statistics, the student interested in a career in actuarial statistics, or the mathematically minded student interested in graduate study in statistics.

**Requirements for Minor in Statistics and Data Analysis**
Five (5) courses selected from:
- all STAT courses numbered 300 or above, MATH 312 and 511. These five courses must include STAT 512 and, at most, one of MATH 312 or STAT 500.

With consent of the department faculty, a student who has had an appropriate introductory statistics course in another department may be exempted from the MATH 312/STAT 500 requirement. Such a student still needs to take five courses from among MATH 511 and all STAT courses numbered 300 or above.

Courses used to satisfy the minor in statistics and data analysis cannot be used to satisfy the requirements of another major. For example, a student who takes MATH 310/312 to satisfy the requirements of the major in mathematics, must take five additional courses from MATH 511 and the STAT courses numbered 300 or above (excluding STAT 500).

**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 500, 512, 513, 516, 513
- A general program in biostatistics:
  - STAT 500, 512, 513, 514, 510
- 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 531 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, 131 Kerchof Hall, P.O. Box 400135, Charlottesville, Virginia 22904-4135; (434) 924-3222; 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
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 analyses. 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; corequisite: 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 310 - (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, 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; corequisite: STAT 598.
Introduces estimation and hypothesis testing 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.

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.
Linear regression models, inference in regression analysis, model validation, selection of independent variables, multicollinearity, influential observations, autocorrelation in time series data, polynomial regression, and nonlinear regression.

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, such as SAS or S-PLUS, will be utilized.

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 premium 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.
Introduction to the basic concepts in experimental design, analysis of variance, multiple comparison tests, completely randomized design, general linear model approach to ANOVA, 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; corequisite: STAT 598.
Studies the basic time series models in both the time domain (ARMA models) and the frequency domain (spectral models), emphasizing 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 linear algebra and related numerical algorithms important to 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 statistical distribution theory, moments, transformations of random variables, point estimation, hypothesis testing, and confidence regions.
STATA 520 - (3) (O)
Design and Analysis of Sample Surveys
Prerequisite: STAT 112 or MATH 312, and graduate standing or instructor permission.
Discussion of the main designs and estimation techniques used in sample surveys: simple random sampling, stratification, cluster sampling, double sampling, post-stratification, ratio estimation. Non-response problems and measurement errors will also be discussed. Many properties of sample surveys will be developed through simulation procedures. The SUDAAN software package for analyzing sample surveys will be used. This course may not be used for graduate degrees in the Department of Statistics. Students who have received credit for STAT 313 may not take STAT 520 for credit; this course may not be used for graduate degrees in the Department of Statistics.

STATA 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).

STATA 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 STATA 598 is required for all students in the department's 500-level applied statistics courses (STAT 501, 512, 513, 514, 516, 517, 520). STATA 598 may be repeated for credit provided that a student is enrolled in at least one of these 500-level applied courses; however, no more than one unit of STATA 598 may be taken in any semester.

STATA 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
227 Minor Hall
University of Virginia
P.O. Box 400172
Charlottesville, VA 22904-4172
(434) 982-2961 Fax: (434) 924-6969
www.virginia.edu/womenstudies

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 fifty primary courses and twenty-seven 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, History, Music, Nursing, Philosophy, Politics, Psychology, Religious Studies, Slavic, and Sociology.

Faculty
The Studies in Women and Gender Program has four joint appointments: the Director, Farzaneh Milani (with Department of Asian and Middle Eastern Languages and Cultures); Ann J. Lane (with Department of History); Ellen Fuller (with Department of Asian and Middle Eastern Languages and Cultures); and Denise Walsh (with Department of Politics). 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 as well as informal gatherings.

Students
There are currently fifty studies in women and gender majors and seven 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
A Major in Studies in Women and Gender (SWAG) requires that you complete 11 courses or 33 credits from at least three departments. At least nine courses must be at the 300 or 400 level; two courses may be at the 100 or 200 level (including SWAG 210). These courses must include the following:

1. SWAG 210 Women's Lives in Myth and Reality: Introduction to Studies in Women and Gender
2. SWAG 381 Feminist Theory and Methods
3. SWAG 405 or 406 Senior Seminar
4. One SWAG course concentrating on cultural diversity, including: non-Western cultures.
5. At least 3 SWAG courses (9 credits) drawn from the Humanities (Philosophy, English, Religious Studies, Art, Music, Drama, Architecture, Foreign Languages, Media Studies).


7. Completion of 6 courses concentrated in a single department. These courses may include SWAG courses as well as non-SWAG courses. SWAG courses fulfilling this requirement may also count towards the 11 courses required for the major.

Courses counting toward the SWAG major may include two adjunct courses and two independent readings courses. An adjunct course is one whose central focus is not on women or gender, but is listed as an SWAG course because gender is a significant focus. To turn an adjunct course into a primary course, a student, with the permission of and in dialogue with the instructor, focuses on women or gender in written work and/or additional reading.

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 pages in length) in their fourth year under the supervision of a SWAG 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 3.450 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 SWAG faculty member. The thesis must also be approved by a second faculty member who the student will choose in consultation with the thesis advisor.

The 6-credit senior thesis course will count toward the 33 credits required for the major. Successful completion of the thesis qualifies the student for graduation with Distinction, High Distinction, or Highest Distinction, depending upon the recommendation of the two faculty advisors, and subject to approval of the College's Committee on Special Programs.

An early start is important to the successful completion of a Senior Thesis. While not required, it is recommended that students make the decision to pursue the Distinguished Majors Program during their third year. This will give them the opportunity to discuss the project with various faculty members, determine suitable advisors, and have the summer between the third and fourth years to further define their project and begin some preliminary reading and planning.

Students choosing to pursue the thesis should complete a DMP enrollment form in the first semester of their final year.

Requirements for Minor
A minor in Studies in Women and Gender requires the completion of seven courses taken from at least three departments; at least four of these courses must be at the 300 level or above. These courses must include SWAG 210,
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. Cross listed as ENCR 381.

SWAG 405, 406 - (3) (Y)
Senior Seminar in Women's Studies

SWAG 491 - (3) (Y)
Women's Studies Senior Thesis

SWAG 498 - (3) (Y)
Independent Reading

Supporting Courses
The program produces a list of cross-listed courses each semester.

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

CLAS 304 - (3) (Y)
Women and Gender in Greece

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 567 - (3) (Y)
Theory and Feminism

ENLT 253 - (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

HIEU 372 - (3) (Y)
Witchcraft

HIME 201 - (3) (Y)
History of the Middle East and North Africa, 500-1500

HIME 202 - (3) (Y)
History of the Modern Middle East

HIST 321 - (3) (Y)
History of Sexuality

HIST 361 - (3) (Y)
History of Women in America from the Colonial Period to 1869

HIST 362 - (3) (Y)
History of Women in America from 1869 to the Present

HIST 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
Course Descriptions

USEM 170 - (2) (Y)
University Seminar
Offered in the fall semester; consult the University Seminars web page at www.virginia.edu/provost/usems.htm for specific descriptions.

USEM 171 - (2) (Y)
University Seminar
Offered in the spring semester; consult the University Seminars web page at www.virginia.edu/provost/usems.htm for specific descriptions.

University Seminars

c/o Office of the Vice President and Provost
University of Virginia
P.O. Box 400226
Charlottesville, VA 22904-4266
www.virginia.edu/provost/usems.htm

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 credits, and are restricted during the initial course enrollment period to first-year students; if space is available, second-, third-, and fourth-year students may enroll using a Course Action Form. USEM courses are considered non-College and thus do not count among the 102 College credits required for the degree. 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.
Faculty

Office of the Dean of the College and Graduate School of Arts and Sciences

Beverly C. Adams, B.A., M.A., Ph.D., Assistant Dean
Edward L. Ayers, B.A., M.Phil., Ph.D., Dean
Nancy Bertram, B.A., M.A., M.B.A., Associate Dean for Management and Budget
Peter Brunjes, B.A., M.A., Ph.D., Associate Dean for Graduate Programs and Research
Adam Daniel, B.A., M.A., Associate Dean for Administration and Planning
Carol Gutman, B.A., M.Ed., Ed.D., Assistant Dean
Richard Handler, B.A., M.A., Ph.D., Associate Dean for Academic Programs
George Hornberger, B.S., M.A., Ph.D., Associate Dean for the Sciences
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Sarah Meacham, B.A., M.A., Ph.D., Assistant Dean
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Department of Anthropology

Professors
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Richard Handler, B.A., M.A., Ph.D.
Ravindra S. Khare, B.Sc., M.A., Ph.D.
Peter A. Metcalf, B.A., M.A., Ph.D.
Charles L. Perdue, A.B., M.A., Ph.D.
Michael F. Skrutskie, B.A., M.A., Ph.D.
Dorothy C. Wong, B.A., M.Phil., Ph.D.

Associate Professors
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Gertrude Fraser, B.A., M.A., Ph.D.
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Daniel Lefkowitz, B.A., M.A., Ph.D.
Susan M. McKinnon, B.A., M.A., Ph.D.
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John Shepherd, B.A., M.A., Ph.D., J.D.
Patricia Wattenmaker, A.B., M.A., Ph.D.

Assistant Professors
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Pensri Ho, B.A., M.A., Ph.D.
Wende E. Marshall, B.A., M.A., Ph.D.
Rachel Most, B.A., M.A., Ph.D.
Hanan Sabea, B.A., M.A., Ph.D.
Nicolas Sihlé, B.Sc., M.A., D.E.A., Ph.D.

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