6 • College of Arts and Sciences

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

A degree program must be completed in four academic years and, under certain conditions, can be completed in three. The first two years are intended to be spent in developing the knowledge and skills associated with a broad range of basic academic disciplines, including natural science, history and social science, the humanities, foreign language, English composition, mathematics and fine arts. In the third and fourth years, students are expected to continue at a more advanced level in several of these fields and to concentrate in one of them (the major subject).

Twelve or more credits attempted in a single semester for work at another institution will constitute one of the eight semesters allotted for full-time registration in the College.

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

For graduation from the College the candidate must have satisfied the area requirements given below and a plan of major study. In addition, the candidate must have passed and offer for a degree a minimum of 120 credits of approved courses, of which at least 96 must be passed on a graded (A-B-C-D) basis. Around 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
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University of Virginia
P.O. Box 400133
Charlottesville, VA 22904-4133
(434) 924-8864
http://artsandsciences.virginia.edu/undergrad

2004-2005 College of Arts and Sciences Calendar

Fall Semester
August 25-September 7 – Final Registration via ISIS
September 1 – Classes begin
September 15 – Last day to drop a course
September 17 – 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 2005 graduation
October 9-12 – Reading days
October 27 – Last day to withdraw from an individual course
November 1-12 – Advising, selection of spring courses
November 12 – Last day to withdraw from the University and return for spring 2005 semester
November 24-28 – Thanksgiving recess
December 3 – last day to submit degree applications for May 2005 graduation
December 6 – Last day to request change in examination schedule
December 10 – Classes end; last day for fourth-quarter students to declare a major
December 13-21 – Final examinations
January 21 – Deadline for completing authorized incompletes from fall 2004 semester
Spring Semester
January 12-21 – Final Registration via ISIS
January 19 – Classes begin
February 4 – Last day to drop a course
February 6 – Last day to add a course; last day to change to or from credit/no credit (CR/NC) or audit (AU) grading options
March 16 – Last day to withdraw from an individual course
March 28-April 8 – Advising; selection of fall 2005 courses
April 19 – Last day to withdraw from the University and return for fall 2005 semester
April 29 – Last day to request change in examination schedule
May 3 – Classes end; last day for fourth-semester students to declare a major
May 6-14 – Course examinations
May 22 – Final Exercises
June 10 – Deadline for completing authorized incompletes from spring 2005 semester

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

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

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

The College of Arts and Sciences sends much of its official correspondence via e-mail. Students are expected to open and maintain an active 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 standing should notify their association deans in writing and anticipate that the processing of information about them is likely to be slower.

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

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

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

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

Awards and Honors
Dean’s List Full-time students who demonstrate academic excellence while taking a minimum of 12 credits of graded course work are eligible for the Dean’s List of Distinguished Students at the end of each semester. Courses taken on a CR/NC basis are not counted toward the 12-credit minimum. A current minimum grade point average of 3.400 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 twenty percent of those students in the College of Arts and Sciences who enter the University directly from high school or preparatory school and earn at least 60 credits of course work in their first four regular semesters. 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 departments for more information. The committee also awards distinction (but not high or highest distinction) to students who have not enrolled in, or who have discontinued, a DMP but who complete their degree with a grade point average of at least 3.600.

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

Course Numbering
100-299 Lower level undergraduate: introductory and survey courses.
300-499 Upper level undergraduate: advanced courses that may have prerequisites or require instructor permission.
500-599 Introductory graduate level: courses for beginning graduate students and advanced undergraduates.

Undergraduates may not enroll in courses above 599 without the prior, written approval of their Association Dean.

Where possible, odd numbers signify fall semester courses, and even numbers spring semester courses. The Committee on Educational Policy and the Curriculum (CEPC) is responsible for approving course content and determining course level.
Simultaneous Counting of Courses and Cross-listed Courses

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

Competency Requirements

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

First Writing Requirement: ENWR 105/106 (6 credits) or ENWR 110 (3 credits), ENWR 210 (3 credits), or exemption.

1. Students must meet the first writing requirement during their first year at the University of Virginia. Students may meet this requirement by successfully completing the ENWR 105/106 sequence, by passing either ENWR 110 or 210, or by exemption. Students may earn exemption in one of three ways:
   1. Single-measure exemption: Students are automatically exempt from the first writing requirement if at least one of the following statements is true:
      • The student is an Echols Scholar
      • The student scored 720 or above on the SAT II writing exam
      • The student scored a 5 on the AP English language subject test
   2. Composite exemption: Students are automatically exempt from the first writing requirement if at least one of the following statements is true:
      • The student scored 680-710 on the SAT II writing exam AND scored a 5 or above on the IB (higher level A 1) exam
      • The student scored 680-710 on the SAT II writing exam AND scored a 4 on the AP English language subject test
      • The student scored 700-710 on the SAT II writing exam AND scored a 4 or 5 on the AP English literature exam
   3. Portfolio exemption: Students who feel that their test scores do not fairly represent their ability to write academic arguments may ask the Academic Writing Program to review a portfolio of your work. 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 exceptions to the second writing requirement. Courses elected under this heading may also be counted toward completion of other segments of the area requirements, as well as toward a major or minor. A course offered for the second writing requirement must carry a grade of C- or better and must be taken in the College. All students must satisfy this requirement at the University of Virginia by the end of the sixth semester, with the necessary form filed by the same deadline in the dean's office.

Foreign Language: 0-14 credits, (through the 202 level; 212 in Portuguese; 201 for B.S. in Chemistry) or exemption, depending on previous work.

Placement in a language sequence is by SAT II Subject Test score and departmental recommendation. Students who achieve the following SAT II Subject Test scores are exempt from this requirement: 660 or above in French; 650 or above in German, Italian, Latin, or Spanish; 640 or above in Chinese or Japanese; or 560 or above in Hebrew. Students must follow the department's recommendations in the completion of the foreign language requirement. Once placement occurs, the foreign language requirement is fulfilled by the completion of each course in sequence (no skipping). Credit for introductory language courses is disallowed if it duplicates foreign language credits offered for admission to the College.

Students may be exempt from a foreign language 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. Exceptions are: BIOL 100, CHEM 100, PHYS 100, ASTR 100, EVSC 100 and EVSC 230, MATH 100 and MATH 103. The courses designated as 100's are equivalencies determined by the College of Arts and Sciences. These courses were taken prior to matriculation and are considered to be elective credit.

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

Social Sciences: 6 credits

Students must pass a minimum of one course (three or more credits) from two of the following departments or programs: African-American and African studies, anthropology (except ANTH 237), economics (except ECON 371), 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, 232, 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 360); 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), Philosophy, and Religious Studies, as well as MDST 401 from the Media Studies department.

Historical Studies: 3 credits

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

Non-Western Perspectives

Students must pass a minimum of one course (of at least three credits), from any department among those recognized by the CEPC as dealing substantively with a culture other than the Western cultural heritage, including minority sub-cultures in the West. Courses taken for this requirement may also count toward one other area requirement.

Liberal Arts Seminars (LASE), University Seminars (USEM 170, 171), and other courses numbered 170 and 171 count as non-College credit and may not be counted toward the area requirements.
Major Subject
Students must enroll in either a major program offered by one of the departments or an interdisciplinary 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 interdisciplinary 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 interdisciplinary program concerned. Courses applied toward the major may not be transferred from another institution to the University except with special permission of the department. Courses (other than foreign language through 202) may count simultaneously toward fulfillment of a second major.

Students beyond the second year must remain in good standing as a major or have their enrollment in the College cancelled.

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

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

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

Interdisciplinary Major Students wishing to focus on an area for which there is no departmental or interdisciplinary 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 computation-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 interdisciplinary 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—no more than 2 credits); interdisciplinary studies (INST—limited to two courses; total of 3 credits maximum) or the Departments of Naval, Air, and Military Science (NASC, AIRS, 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

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. 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; COMM 320; CS courses; EDLF 545, 546, 546; EDHS 450; ENGR 207; LAR 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 undergraduate advisor or chair of the department that offers corresponding work at the University. Permission is not granted unless students have at least a 2.000 cumulative grade point average (2.500 for courses taken abroad). After matriculation at the University, students may not fulfill College area requirements with transfer course work, the only exceptions being a foreign language course taught at the target country and courses taught at the University of Virginia extension in Northern Virginia and the UVa direct credit study abroad programs.

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

**Study Abroad**

**General** In accordance with the Report of the 2020 Commission on International Activities, the University is expanding the number and kinds of its study abroad programs. Students participate in study abroad according to the guidelines below; students interested in study abroad should consult the information available in the International Studies Office in Minor Hall and posted on its website: www.virginia.edu/iso. Students may also consult with their Association Dean and with the Director of Undergraduate Programs in the appropriate department.

Study abroad happens either in UVa direct-credit programs in which students enroll in UVa courses, receive grades, and meet area requirements (and to a limited degree, major requirements) or in the usual non-graded transfer credit programs sponsored by other institutions. Courses in UVa direct-credit programs are recorded on the UVa transcript with a specific identifier in the course’s mnemonic. Other credits may transfer only from accredited degree-granting colleges and universities. Any exceptions require special endorsement by the Committee on Educational Policy and the Curriculum. Students are encouraged to enroll in the University’s direct credit programs because of the collaboration between the University and the host institution; students may also choose from a select list of accredited programs, approved by the Office of the International Studies, the Dean’s Office, and the department. Students in the College may transfer elective credits from these select programs without the need to seek approval for each course from departments. Students may transfer specific courses from other programs, however, only with the prior consent of the corresponding UVa department, the Office of International Studies, and the Dean’s Office.

**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 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 Baccalaureate**

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 you to contact us and the appropriate Departmental Undergraduate Director if you 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 your transcript and, along with your 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. You may receive...
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 the 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 hear 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 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-dead-
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, 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 diagnosed with a specific foreign language learning disability are referred to the policy outlined below.

Foreign Language Learning Disability

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

“Students who are diagnosed by approved services, either before or after their admission to the University, as having specific learning disabilities may petition the dean of the College to receive such 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 that these accommodations are to be. Ideally, accommodations should be in place prior to the student’s enrolling in the course.

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

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

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

Echols Scholars Program

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

Repeated Courses

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

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

Transfer Credit

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

AP Credit

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

Dual Enrollment

If a course for which dual enrollment credits have been awarded is repeated, the dual enrollment credits are disallowed. The repeated course is posted, with its credits counting toward graduation and its grade included in the computation of the grade point average. 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 December before Christmas break. The application deadline for August graduation falls in June, and for January graduation the deadline falls in September. Students who miss a deadline may apply for the subsequent graduation and must register for the semester in which it occurs.

Center for Undergraduate Excellence

The Center for Undergraduate Excellence’s mission is to assist College students in finding an interconnected course of study that challenges preconceptions, builds intellectual curiosity, hones analytical thinking, and prepares students for lives of leadership and service. To this end, we advise students regarding national and College fellowship competitions, undergraduate research opportunities, and the creation of interdisciplinary majors. Students are encouraged to visit the center throughout their undergraduate careers. The Center is located 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 mnemonic must be approved by the Committee on Educational Policy and the Faculty of Arts and Sciences in order to
count toward the B.A. and B.S. degrees in the College. Once approved, they count among the 18 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. Special students are not accepted for the spring semester.

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

Changing Registration Type from Full-Time to Continuing Education
College students registered full time at the University have until the drop deadline (two weeks) to request conversion of their registration status to enrollment in the School of Continuing and Professional Studies, thereby qualifying for a full refund of their tuition. These students do not withdraw, but have their status changed from 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 records and computation of grade point average. Similarly, grades for courses taken through the continuing and professional studies prior to matriculation in an undergraduate degree program are included in the student’s cumulative grade point average.

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

Students enrolling in the School of Continuing and Professional Studies do not pay the required fees (which include such items as athletic tickets, intramural access, Student Health, University Transit, Student Legal Services and University Union tickets) expected of full time students. As such, they are not eligible to use the services of the Department of Student Health or purchase the University 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 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 Warning
Students who fail to remain in good standing are placed on academic warning. The notations “less than 1.800 GPA,” “low grades below C -,” and “reduced course load” are placed for the students’ permanent academic records following the term in which they were placed on warning. A student on warning is expected to meet with his or her Association Dean no later than the add period of the ensuing semester. These students are strongly urged to devote more time to their academic work and are referred to academic support service. Students on academic warning who withdraw or take a leave of absence are eligible to return upon application, but do so on academic warning and are subject to suspension if they do not attain good standing.

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

Leaves of Absence and Withdrawals
Voluntary Leaves of Absence
Absent notice to the contrary, the College expects students to register each semester and proceed to the completion of their degree programs. Students may request to take a leave of absence to pursue educational interests at other institutions; information on the necessary fee and conditions by which they return is available under “Leaves of Absence and Withdrawals” in chapter 5. Students who pay the $125 leave of absence fee have “on academic leave” entered on their permanent academic record and do not apply for readmission. All others must apply for readmission at least 30 days prior to final registration for the semester in which they intend to enroll. Students who enter a degree program at another institution, however, must reapply to the University as transfer students and are not guaranteed acceptance.

Voluntary Withdrawal
Students may withdraw from the University before the conclusion of a semester if they meet the conditions stated in chapter 5. Students in the College of Arts and Sciences who withdraw within 10 class days immediately preceding the final examination period are not permitted, except for providential reasons, to re-enter the College for the
succeeding semester nor to present transfer credit earned during the same time.

In very unusual medical circumstances, documented by professional certification, a College student has one semester in which to petition for a retroactive medical withdrawal. If approved, all grades convert to 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.

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

Grading and Classroom Issues
Students who wish to appeal a grade must first attempt to resolve the issue with the instructor of the course. Absent a satisfactory outcome, the student consults with the chair of the department. If this path proves unsuccessful in the resolution of the matter, the student 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 Vickerman, psychology; Corey D. B. Walker, religious studies; Melvin Wilson, psychology. These faculty are available as advisors to AAS majors and minors.

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

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

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 as 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 Minor Hall, P.O. Box 400162, Charlottesville, VA 22904-4162; (434) 924-3109; www.virginia.edu/woodson.

Course Descriptions

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

Core Courses

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

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

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

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

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

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

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 anthropological, 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: AAS 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, 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.

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

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

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

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

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

ANTH 281 - (3) (Y)
Human Origins

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

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

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

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

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

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

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

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

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

FREN 570 - (3) (IR)
Francophone Literature of Africa

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

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

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

PLCP 581 - (3) (Y)
Government and Politics of Sub-Saharan Africa

PLCP 583 - (3) (Y)
Government and Politics of Southern Africa

HIAF 202 - (3) (Y)
Africa Since the 1800s

HIAF 203 - (4) (Y)
Africa Diaspora to 1850

HIAF 302 - (3) (Y)
History of the Southern Africa

HIAF 401 - (3) (Y)
Seminar in African History

HILA 306 - (3) (Y)
Modern Brazil

HIME 201 - (3) (Y)
History of the Middle East and North Africa, ca. 570-1500

HIME 202 - (3) (Y)
History of the Middle East and North Africa, ca. 1500 to 1980

HIST 507 - (3) (IR)
Internship: African-American Interpretation at Monticello

HIUS 201 - (4) (Y)
American History 1607-1865

HIUS 202 - (4) (Y)
American History since 1865

HIUS 323 - (3) (IR)
The American South in the 19th Century

HIUS 324 - (3) (IR)
The American South in the 20th Century

HIUS 346 - (3) (IR)
History of Urban America

HIUS 365 - (3) (IR)
African-American History Through Reconstruction

HIUS 366 - (3) (IR)
African-American History, 1865 to Present

HIUS 367 - (3) (S)
History of the Civil Rights Movement

LNGS 222 - (3) (IR)
Black English

MUSI 208 - (3) (IR)
Contemporary African American Music

MUSI 212 - (3) (Y)
History of Jazz Music

MUSI 260 - (3) (Y)
Jazz Improvisation

MUSI 369 - (3) (Y)
African Drumming and Dance Ensemble

PSYC 311 - (3) (Y)
Psychology of Language

PSYC 465 - (4) (Y)
Oppression and Social Change

PSYC 467 - (3) (Y)
Psychology of the African-American Athlete

PSYC 487 - (3) (Y)
The Minority Family: A Psychological Inquiry

RELA 275 - (3) (IR)
African Religions

RELA 410 - (3) (Y)
Yoruba Religion

SOCI 341 - (3) (Y)
Race and Ethnic Relations

SOCI 368 (3) (Y)
Problems of Urban Life

SOC 410 - (3) (Y)
African-American Communities

SOC 453 - (3) (Y)
Sociology of Education

SWAH 101 - (3) (S)
Introductory Swahili

SWAH 102 - (3) (Y)
Introductory Swahili II
Major Since we offer only a basic sequence of courses, no major or minor in ASL is currently available at the University.

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

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

Course Descriptions

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

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

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

ASL 202 - (3) (Y)
Intermediate American Sign Language II
Prerequisite: 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.

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

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

Requirements for a Major in American Studies

1. 30 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)
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.
7. Attendance at special events/lectures and participation in an American Studies reading group.

Sample program:

Second year: AMST 201

Third year: AMST 301-302
Fall: ARTH 258 American Art, ECON 206 American Economic History
Spring: ENAM 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.

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.

Department of Anthropology

Brooks Hall
University of Virginia
P.O. Box 400120
Charlottesville, VA 22904-4120
(434) 924-7044 Fax: (434) 924-1350
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 26 anthropology faculty members. Five of the faculty are archaeologists, who specialize in North American prehistoric and historic archaeology, the ancient Near East, and Africa. Five are linguists, with particular expertise in African,
Native American, 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 over 200 students majoring in anthropology. While this number represents a diverse group of students with a wide range of interests, it is small enough to maintain a high rate of faculty-student interaction. Students are encouraged to participate in faculty research, and many have worked with faculty conducting archaeological field and laboratory work.

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

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

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

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

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

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

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

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

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

Independent Study in Anthropology 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

General and Theoretical Anthropology 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.

**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 relativism, and cultural approaches to current crises.

**ANTH 109 - (3) (Y)**
**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 300 - (1) (Y)**
**Anthropological Perspectives for Majors**
A course for departmental majors and minors designed to introduce a number of topics of concern to current anthropology. Majors and minors are expected to take this course at the first opportunity after joining the program.

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

**ANTH 401 - (3) (S)**
**Senior Seminar in Anthropology**
Integrates the major subdivisions of anthropology, emphasizing selected theoretical topics and primary sources. Primarily for majors in their final year.

**Principles of Sociocultural Analysis**

**ANTH 220 - (3) (Y)**
**Dynamics of Social Organization**
Emphasizes the social relations of kinship, marriage, formation of intrasocietal groups, and the cultural construction of the self. Explores an underlying but correlative theme: how anthropologists interpret the various social phenomena of different societies.

**ANTH 221 - (3) (Y)**
**Marriage and the Family**
Compares domestic groups in Western and non-Western societies. Considers the kinds of sexual unions legitimized in different cultures, patterns of 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 structured 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 especially the Western form of healing known as biomedicine), health and political power.

**ANTH 229 - (3) (IR)**
**Symbol and Myth**
Studies the foundations of symbolism from the perspective of anthropology. Topics include signs and symbols, and the symbolism of categorical orders as expressed in cosmology, totemism, and myth.

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

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

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

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

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

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

**ANTH 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 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 305 - (3) (Y)
Travel Accounts of Africa
Prerequisite: ANTH 101 or instructor permission.
Analysis of how travel accounts of Africa during the 18-19th century influence anthropological practices and contemporary representations of the Continent.

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

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

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

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

ANTH 322 - (3) (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 325 - (3) (Y)
Anthropological Perspectives on the Third World
Prerequisite: ANTH 101 or instructor permission.
Analyzes Western impact on third world societies during the colonial epoch. Topics include the nature of colonial regimes, the responses of the subject societies, and their legacy in the modern world.

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

ANTH 327 - (3) (Y)
Political Anthropology
Prerequisite: ANTH 101 or instructor permission.
Reviews the variety of political systems found outside the Western world. Examines the major approaches and results of anthropological theory in trying to understand how radically different 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 the 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 arts museums; and the museum as a bureaucratic organization, as an educational institution, and as a nonprofit corporation.

ANTH 336 - (3) (Y)
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 the ways in which these ideas give shape to specific cultural understandings about the nature of the world and of social relations and practices.

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

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

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

ANTH 392 - (3) (Y)
Transnational Kinship
Prerequisite: ANTH 290 or permission of instructor.
This course focuses on the shifting nature of kinship relations in the context of the global economic restructuring, increased labor migration, and the political, religious, racial, and gender hierarchies that are characteristic of the emerging global political economy.
ANTH 493 - (3) (Y)  
Kinship and the New Reproductive Technologies  
Prerequisite: ANTH 290 or permission of instructor.

The course explores the manner in which cultural understandings of kinship relations both give shape to and are transformed by the new reproductive technologies—including surrogacy, in vitro fertilization, pre-implantation diagnosis, cloning and amniocentesis.

ANTH 519 - (3) (Y)  
Science and Culture  
Prerequisite: Previous anthropological course work or consent of instructor.

This course explores the cultural context of science and science as a cultural production. It investigates the cultural history of science as well as its national and transnational manifestations; the relation between scientific authority and social hierarchy; and the relation between cultural and scientific categories and practices.

ANTH 520 - (3) (O)  
History of Kinship Studies  
Prerequisite: ANTH 520 or instructor permission.

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  
Prerequisite: ANTH 240 or instructor permission.

Considers Western economic theories and their relevance to non-Western societies. Includes a comparative analysis of different forms of production, consumption, and circulation.

ANTH 523 - (3) (IR)  
Political Systems  
Prerequisite: ANTH 520 or instructor permission.

Comparative study of decision-making processes and authority structures in selected small- and larger-scale societies. Focuses on the relationship of political processes to social organization and social change.

ANTH 524 - (3) (IR)  
Religious Organization  
Prerequisite: ANTH 520 or instructor permission.

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  
Prerequisite: ANTH 520 or instructor permission.

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 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  
Prerequisite: ANTH 520 or instructor permission.

Seminars and classes in topics of specific interest to faculty and advanced students will be announced prior to each semester.

ANTH 530 - (3) (Y)  
Foundations of Symbolism  
Prerequisite: ANTH 520 or instructor permission.

Interdisciplinary course on selected topics in the study of symbolism. Emphasizes symbolic anthropology.

ANTH 531 - (3) (E)  
Feminist Theory in Anthropology  
Prerequisite: ANTH 520 or instructor permission.

Critical overview of the historical development of the issues central to feminist theory in anthropology and their relation both to specific ethnographic problems, and to other theoretical perspectives within and outside anthropology.

ANTH 532 - (3) (E)  
Structural Anthropology  
Prerequisite: ANTH 520 or instructor permission.

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

ANTH 533 - (3) (E)  
Folklore and Ethnohistorical Research Methodology  
Prerequisite: ANTH 520 or instructor permission.

Introduction to folklore, and to folklore and ethnohistorical research methods and analysis.

ANTH 535 - (3) (E)  
Folk and Popular Health Systems  
Prerequisite: ANTH 520 or instructor permission.

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  
Prerequisite: ANTH 520 or instructor permission.

Seminars and classes in topics of specific interest to faculty and advanced students will be announced prior to each semester.

ANTH 537 - (3) (O)  
Psychological Anthropology  
Prerequisite: ANTH 520 or instructor permission.

Introduces and surveys the epistemology and methodology of personality theory as they relate to the study of other cultures.

ANTH 539 - (3) (SI)  
Topics in Symbolic Anthropology  
Prerequisite: ANTH 520 or instructor permission.

Topics of specific interest to faculty and advanced students are announced prior to each semester.

ANTH 571 - (3) (IR)  
The Interpretation of Ritual  
Prerequisite: Instructor permission.

Begins with an overview of anthropology's approach to ritual during a century of diverse speculation on the nature and origins of religious, 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  
Prerequisite: ANTH 520 or instructor permission.

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.

ANTH 577 - (3) (IR)  
Critiques of Symbolism  
Prerequisite: Instructor permission.

Selected topics in the theories and heuristic bases of cultural meaning or signification, including but not limited to semiotic, psychological, structural or "formal," pragmatic, and religious or "spiritual" approaches.

Linguistic Anthropology  
ANTH 240 - (3) (Y)  
Language and Culture  
Prerequisite: ANTH 240 or instructor permission.

Introduces the interrelationships of linguistic, cultural, and social phenomena with emphasis on the importance of these interrelationships in interpreting human behavior. No prior knowledge of linguistics is required.

ANTH 242 - (3) (O)  
Language and Gender  
Prerequisite: ANTH 240 or instructor permission.

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 cul-
tures. Includes critical analysis of theory and methodology of social science research on gender and language.

**ANTH 243 - (3) (IR)**

**Languages of the World**

*Prerequisite:* One year of a foreign language or permission of instructor.

An introduction to the study of linguistic structure and relationships. Topics covered: (1) basic units of grammatical description, (2) genetic, areal, and typological relationships among languages, (3) a survey of the world’s major language groupings and the notable structures and grammatical categories they exhibit, and (4) the issue of language death.

**ANTH 247 - (3) (Y)**

**Reflections of Exile: Jewish Languages and their Communities**

Covers Jewish languages Yiddish, Judeo-Arabic, Ladino, and Hebrew from historical, linguistic, and literary perspectives. Explores the relations between communities and languages, the nature of diaspora, and the death and revival of languages. No prior knowledge of these languages is required. This course is cross-listed with AMEL 247.

**ANTH 340 - (3) (IR)**

**Structure of English**

An introduction to the English grammatical system. Covers phonology and morphology, lexical categories, basic sentence types, common phrase and clause patterns, and syntactic transformations.

**ANTH 341 - (3) (Y)**

**Sociolinguistics**

*Prerequisite:* ANTH 101 or instructor permission.

Reviews and findings of sociolinguists and others concerning the way language is used to express identity and relations of social superiority and inferiority.

**ANTH 345 - (3) (Y)**

**Native American Languages**

Introduces the native languages of North America and the methods that linguists and anthropologists use to record and analyze them. Examines the use of grammars, texts and dictionaries of individual languages and affords insight into the diversity among the languages.

**ANTH 347 - (3) (Y)**

**Language and Culture in the Middle East**

*Prerequisite:* Previous course in anthropology, linguistics, Middle East Studies or permission of instructor.

Introduction to peoples, languages, cultures and histories of the Middle East. Focuses on Israel/Palestine as a microcosm of important social processes—such as colonialism, nationalism, religious fundamentalism, and modernization—that affect the region as a whole. This course is cross-listed with AMEL 347.

**ANTH 348 - (3) (E)**

**Language and Prehistory**

This course covers the basic principles of diachronic linguistics and discusses the uses of linguistic data in the reconstruction of prehistory.

**ANTH 504 - (3) (Y)**

**Linguistic Field Methods**

Investigates the grammatical structure of non-European language on the basis of data collected in class from a native speaker. A different language is the focus of study each year.

**ANTH 518 - (3) (SI)**

**Labor, Capital and States in Contemporary Africa**

*Prerequisite:* Permission of instructor.

This course examines the interface between Africa and the world by focusing on the relationships between international capital, different systems of governance, and laboring people through a close reading of ethnographic case studies.

**ANTH 526 - (3) (SI)**

**History Production and Collective Memory**

*Prerequisite:* Permission of instructor.

This course is an examination of the meanings and relationships between the past and present, memory, and history writing in anthropological practices and debates.

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

**Twentieth-Century Linguistics**

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

**ANTH 543 - (3) (IR)**

**African Language Structures**

*Prerequisite:* One course in linguistics, or instructor permission.

Introduces the major phonological and grammatical features of the languages of sub-Saharan Africa, with attention to issues in language classification, the use of linguistic evidence for prehistoric reconstruction, and sociolinguistic issues of relevance to Africa.

**ANTH 544 - (3) (E)**

**Morphology**

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

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

**African Languages and Folklore**

Analyzes the expressive use of language in Africa with emphasis on such traditional genres as folktale, epics, proverbs, riddles, etc.

**ANTH 547 - (3) (E)**

**Language and Identity**

*Prerequisite:* At least one other 200-level linguistics course, 300-level cultural anthropology course, or instructor permission.

Explores the view that language is central in the construction, negotiation, and expression of social identities by juxtaposing and critically appraising social, theoretic, and linguistic treatments of identity.

**ANTH 549 - (Credit to be arranged) (IR)**

**Topics in Theoretical Linguistics and Linguistic Anthropology**

Seminars in topics of specific interest to faculty and advanced students will be announced prior to each semester.

**Ethnography**

**ANTH 253 - (3) (Y)**

**North American Indians**

Ethnological treatment of the aboriginal populations of the New World based on the findings of archaeology, ethnography, linguistics, biological anthropology, and social anthropology.

**ANTH 256 - (3) (Y)**

**Peoples 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 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, Pimans, 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. Traces the development of individualism through American historical and institutional development, using as primary sources of data religious movements, mythology as conveyed in historical writings, novels, and the cinema, and the creation of modern American urban life.

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

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

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

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

ANTH 365 - (3) (Y)
Asian American Ethnicity
Problems in ethnicity are posed through study of the experiences of the Chinese, Japanese, Filipinos, Koreans, and Vietnamese in the United States. Topics include the history of immigration, early communities in the U.S., race relations, recent changes in immigration and communities, family values, and questions of identity.

ANTH 366 - (3) (Y)
China: Empire and Nationalities
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 predomiance and the bases of Chinese rule and cultural hegemony.

ANTH 369 - (3) (Y)
Historical Ethnography
Prerequisite: At least one 300-level anthropology 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: ANTH 244 and 360, SOC 428; instructor permission for graduate students.
It is often at moments of intense ruptures in the normalcy of the body’s functioning that individuals/societies reflect on the taken-for-granted assumptions about self, family, community, social and political institutions, the relation between normal and pathological, the roles of healers and patients, life, and death. Writing about illness and the body is a form of therapeutic action. Examines such claims and writings done by those facing bodily distress.

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

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

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

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

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

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

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

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

ANTH 559 - (3) (IR)
Topics in Ethnology 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 Inca of Peru, the Maya, the Aztec of Mexico, and the ancient Near East.
ANTH 285 - (3) (Y)
American Material Culture
Analysis of patterns of change in American material culture from the seventeenth through the nineteenth centuries. Consideration of how these changes reflect shifts in perception, cognition, and worldview.

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

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

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

ANTH 387 - (3) (IR)
Archaeology of Virginia
Reviews the current state of archaeological and 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 ethnographic studies of the desert (Hohokam), mountain (Mogollon), and plateau (Anasazi/Pueblo) cultures.

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

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

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

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

ANTH 582 - (3) (SI)
Archaeology of the Southwestern United States
Studies the prehistory of the American southwest, emphasizing cultural development, field techniques, and particular sites.

ANTH 583 - (3) (SI)
Archaeology of the Ancient Near East
Reviews and analyzes archaeological data used in the reconstruction of ancient Near Eastern societies.

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

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

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

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

ANTH 588 - (3) (SI)
Analytical Methods in Archaeology
Prerequisite: Introductory statistics. Examines the quantitative analytical techniques used in archaeology. Includes sampling, 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: 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 I
Prerequisite: limited or no previous knowledge of Swahili.

SWAH 102 - (3) (S)
Introductory Swahili I
Prerequisite: SWAH 101.
Program in Archaeology

Brooks Hall
University of Virginia
P.O. Box 40120
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 sponsored field research in archaeology is currently being conducted in the Southwestern United States, Virginia, the Near East, Africa, and Italy.

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

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

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

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

Distinguished Majors Program in Archaeology
Students with superior academic performance are encouraged to apply to the Distinguished Majors Program (DMP) in which they write a thesis demonstrating independent study of high quality. The requirements for admission to the DMP are:
1. satisfaction of all College requirements as stated in the Record with a GPA of at least 3.400 in all University courses;
2. a GPA of at least 3.400 in all courses taken as part of the archaeology major;
3. permission of an advisor, who may be any member of the program's faculty that is willing to take on the responsibility of supervising the thesis and is normally someone to whom the students have already demonstrated their ability in a specialized course at the 500 level.

Additional Information
For more information, contact Rachel Most, Department of Anthropology, 101 Brooks Hall, P.O. Box 40120 Charlottesville, VA 22904; (434) 924-7044; rm5f@virginia.edu.

Course Descriptions

Core Courses

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

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

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

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, Inca, and Maya: Civilization of the New World

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

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

ANTH 327 - (3) (Y)
Political Anthropology

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

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

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

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

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

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

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

ANTH 580 - (3) (Y)
Selected Topics in Archaeology

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

ARTH 213 - (3) (Y)
Greek Art

ARTH 241 - (3) (Y)
Etruscan and Roman Art

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

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

ARTH 316 - (3) (IR)
Roman Architecture

ARTH 491 - (3) (S)
Undergraduate Seminar in the History of Art
Greek or Roman only.
ARTH 518 - (3) (IR)
Roman Imperial Art and Architecture I

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

CHEM 191 - (3) (IR)
Archaeological Chemistry

HIEU 203 - (3) (Y)
Ancient Greece

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

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

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

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

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

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

ARTH 515P - (3) (Y)
Architectural Archaeology

McIntire Department of Art

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University of Virginia
P.O. Box 400130
Charlottesville, VA 22904-4130
(434) 924-6123 Fax: (434) 924-3647
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.

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

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

Additional Information For more information, contact the Undergraduate Advisor, McIntire Department of Art, Farleyweather Hall, P.O. Box 400130, Charlottesville, VA 22904-4130; (434) 924-6123; Fax: (434) 924-3647; www.virginia.edu/art.

Course Descriptions

History of Art

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

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

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

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

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

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

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

ARTH 221 - (3) (IR)
Early Christian and Byzantine Art
Studies the art of the early Church in East and West and its subsequent development in the

East under the aegis of Byzantium. Includes the influence of theological, liturgical and political factors on the artistic expression of Eastern Christian spirituality.

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

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

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

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

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

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

ARTH 251 - (3) (Y)
Neoclassicism and Romanticism
Surveys European painting and sculpture from the last decades of the Ancien Régime 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 253 - (3) (Y)
Impressionism and Post Impressionism
Surveys modernist movements in European art during the second half of the nineteenth century. Major themes include the establishment of modernity as a cultural ideal, the development of the avant-garde, and the genesis of the concept of abstraction.

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

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

ARTH 259 - (3) (O)
American Modernism
American Modernism is a survey of American art in the first half of the 20th 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 261 - (3) (IR)
Buddhist Art From India to Japan
Surveys the Buddhist sculpture, architecture and painting of India, China and Japan. Considers aspects of history and religious doctrine.

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

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

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

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

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

ARTH 313 - (3) (IR)
Art and Poetry in Classical Greece
Study of the major themes in Greek sculpture and painting of the fifth century, including mythological narrative, cult practices, 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, with an emphasis on developing concepts of city planning, public buildings and houses, and the inclusion within the city of works of sculpture and painting.

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

ARTH 317 - (3) (IR)
Pompeii
Explores the life, art, architecture, urban development, religion, economy, and daily life of the famous Roman city destroyed in the 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 337 - (3) (IR)
Michelangelo and His Time
Prerequisite: One course in the history of art beyond the level of ARTH 101 and 102. Prerequisite: one course in art history beyond the level of ARTH 101 and 102. Analyzes the work of Michelangelo in sculpture, painting and architecture in relation to his contemporaries in Italy and the North. The class focuses on the close investigation of his preparatory drawings, letters, poems and documents.

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

ARTH 346 - (3) (IR)
British Art: Tudors through Victoria
At least one post-medieval art history course is recommended. Surveys English (British) painting, sculpture, and printmaking from the reign of Henry VII Tudor (1485) to the death of Queen Victoria (1901). Major artists such as Holbein, Mor, Mytens, Rubens, van Dyck, Lely, Kneller, Hogarth, Rysbrack, Roulliac, Gainsborough, Reynolds, Rowlandson, Flaxman, Lawrence, Constable, Turner, Landseer, the Pre-Raphaelites and Alma-Tadema are examined in their political, social, economic, spiritual, and aesthetic contexts.

ARTH 358 - (3) (Y)
Material Life in Early America
At least one course in either American art or early American history or literature is recommended. Studies American domestic environments (architecture, landscapes, rural and urban settings) and decorative arts (furniture, silver, ceramics, and glass) in relation to their social, cultural, and historical contexts from European settlement to 1825.

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

ARTH 364 - (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 his-
torical 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 380 - (3) (IR)**
**African Art**
Studies Africa’s chief forms of visual art from prehistoric times to the present.

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

**ARTH 390 - (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 401 - (4) (Y)**
**Art History: Theory and Practice**
*Prerequisite:* Major or minor in art history. This course introduces art history majors to the basic tools and methods of art historical research, and to the theoretical and historical questions of art historical interpretation. The course will survey a number of current approaches to the explanation and interpretation of works of art, and briefly address the history of art history.

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

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

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

**ARTH 516 - (3) (IR)**
**Roman Architecture**
*Prerequisite:* Instructor permission. Surveys Roman architecture in Italy and the Roman Empire from the Republic to 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 558 - (3) (IR)**
**Approaches to American Art**
Introduces historiography and methodology of American art history from earliest discussions to the present, through an analysis of one particular mode (e.g., portraiture, landscape, genre) over time.

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

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

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

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

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

**ARTS 161 - (3) (S)**
**Introduction to Drawing I**
Introduces the materials and techniques of drawing, provides training in the coordination of hand and eye, and encourages development of visual analysis. Emphasizes understanding form, space, light and composition.

**ARTS 162 - (3) (S)**
**Introduction to Drawing II**
*Prerequisite:* ARTS 161. Continuation of ARTS 161 with projects emphasizing on drawing skills and analytical thinking. The majority of assignments will be concept-based to encourage students to develop individual visual language.

**ARTS 207 - (3) (S)**
**Dance/Movement Composition as Art**
*Prerequisite:* Permission of instructor. Analysis of aesthetic valuing and choreographic approaches as they relate and intersect with art, gender, and feminism. The course will investigate staged performances that illuminate women's political issues and male issues through a lens of cultural and historical contexts, and function as an introduction to the fundamentals of movement and dance. It is designed to engage students to
inquire about what is art and define how choreography is a statement in a cultural, political, and feminist sense. Cross-listed with SWAG 207.

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

ARTS 251, 252 - (4) (Y)  
Introduction to Photography I, II  
Prerequisite: ARTS 161, 162. Independent and group exercises exploring still photography as a means of communication and expression. Lab sessions cover necessary technical aspects of the medium, lectures introduce the photographic tradition, and discussions focus on student work. Course content varies from semester to semester. May not be taken on a pass/fail basis.

ARTS 263, 264 - (3) (S)  
Life Drawing I, II  
Prerequisite: ARTS 161, 162. Creations of drawings of a living model in various media. Topics include artistic anatomy, figure and portrait drawing.

ARTS 267, 268 - (4) (Y)  
Introduction to Printmaking I, II  
Prerequisite: ARTS 161, 162. Introduction to basic black and white etching techniques, basic black and white plate lithography, and techniques of stone lithography. Printmaking professors and course content vary from semester to semester.

ARTS 271, 272 - (4) (Y)  
Introduction to Painting I, II  
Prerequisite: ARTS 161, 162. Introduction to basic oil painting techniques and materials emphasizing perception and color. Assignments are designed to assist the student in understanding the creative process and interpreting the environment through a variety of subject matter expressed in painted images. Encourages individual stylistic development.

ARTS 281, 282 - (4) (Y)  
Introduction to Sculpture I, II  
Prerequisite: ARTS 161, 162. Investigates the sculptural process through modeling, carving, fabricating and casting. Examines traditional and contemporary concerns of sculpture by analyzing historical examples and work done in class.

ARTS 291, 292 - (4) (Y)  
Installation and Performance Art I, II  
Prerequisite: For ARTS 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 including installation, performance, and video documentation to the student’s art practice. Includes contemporary Art History, theory, and the creation of art made with non-traditional materials, methods and formats.

ARTS 296, 297 - (4) (Y)  
Introduction to Cinematography I, II  
Prerequisite: For ARTS 296: ARTS 161,162 or permission of the instructor. For ARTS 297: ARTS 161,162,296 or permission of the instructor. The course introduces experimental 16mm film production as a practice of visual art. These courses include technical, historical, and theoretical issues that apply to cinematography and its relationship to the traditional visual arts.

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

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

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

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

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

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

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

ARTS 422, 423 - (3) (S)  
Advanced Digital Art I, II  
Prerequisite: ARTS 261, 262 or permission of the instructor. 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 studio study in painting. Continues the investigation of oil painting as an expressive medium and stresses the development of students' ability to conceive and execute a series of thematically related paintings over the course of the semester. Painting professors and course content vary from semester to semester.

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

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

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

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

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

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

The Major in Asian and Middle Eastern Studies

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

Requirements for the Major in Asian and Middle Eastern Studies

Prerequisites:

- Grade of C or better in AMEL 101; Proficiency at the 202/206 level or above in Arabic, Chinese, Hebrew, Hindi, Japanese, Persian, Sanskrit, Tibetan, or Urdu.

Requirements:

- 30 credits in AMELC and related courses, including courses in selected regional concentration, with the following distribution:
  - 9 credits at 300 level or higher of AMELC and related courses: students whose regional concentration is East Asia must take EAST 492; students whose regional concentration is the Middle East must take MEST 496; students whose regional concentration is South Asia must take AMEL 493 or 494;
  - 21 credits in one of three regional concentrations: East Asia, Middle East, or South Asia; see the AMELC website for current listings; 9 of those 21 credits must be in regional concentration courses from 3 of the following 6 departments: AMELC (at the 300 level or higher), Anthropology, Art History, Government and Foreign Affairs, History, Religious Studies. (It is strongly recommended that History be one of the three.)
  - double majoring is encouraged, but students are reminded that 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 Hsin-hsin Liang (East Asia, fall semester), Anne Kinney (East Asia, spring semester), Daniel Lefkowitz (Middle East), and Griffith ChausseEge (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 HIS, 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, and, 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, Government and Foreign Affairs, 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 - Hsin-hsin Liang
- Japanese - Michiko Wilson
- Arabic - Mohammed Sawaie
- Hebrew - Daniel Lefkowitz
- Persian - Zjahel 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 March 15th of the student’s third year, and should include the following: (1) a statement of interest explaining the student’s desire to enter the program and his or her general area of research interest; (2) a letter of recommendation from a faculty member in the student’s concentration, either sent directly to the AMELC Chair or sealed and submitted by the student with other materials; and (3) a copy of the student’s most recent transcript. Decisions concerning admission to the DMP are made in by early April.

Commencement honors of Distinction, High Distinction and Highest Distinction require a minimum GPA of 3.400 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/iso/studyabroad/summer/shanghai.html.

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

At the discretion of the Departmental Council, a maximum of 12 study abroad and domestic transfer credits is allowed for the Studies 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 pro-
grams 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 one of nine federally-funded National Resource Centers for the study of South Asia-Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka and Tibet. It sponsors a regular weekly seminar program as well as other activities.

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

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

Additional Information For more information, contact Jian Chen, AMELC Chair, Cabell Hall, P.O. Box 400781, Charlottesville, VA 22904-4781; (434) 982-2304; amelc@virginia.edu; http://www.virginia.edu/amelc.

Course Descriptions

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

ARAB 323, 523 - (3) (SI)
Arabic Conversation and Composition
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 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 330 - (3) (Y)
Love, Alienation, and Politics in the Contemporary Arabic Novel
Introduction to the Arabic Novel with emphasis on a medium for expounding political issues of the Arab World.

Chinese

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

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 402/702. By the end of the course the students should be able to read authentic materials with the help of a dictionary and be able to write essays of 500 words in length on assigned topics.

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

CHIN 501, 502 - (3) (Y)
Readings in Modern Chinese
These courses 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 Chinese. The class is conducted mainly in Mandarin Chinese.

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

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

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

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

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 471 - (3) (SI)**
Classical Japanese Language
*Prerequisite:* JAPN 301 or equivalent.
An introduction to classical Japanese; selections from classical narratives and poetry.

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

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

**JAPN 483 - (3) (IR)**
Media Japanese
*Prerequisite:* JAPN 302 or equivalent.
Reading and discussion in Japanese. Develops comprehension and verbal expression skills at the Fourth-Year level. Reading selections include works on Japan's bestselling and award-winning writers, Seicho Matsumoto, Miyuki Miyabe, and Ikke Shimizu.

**JAPN 493, 494 - (1-3) (SI)**
Independent Study in Japanese

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

**JAPN 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.

**Note:** JPTR courses are taught in English.
Prerequisite: PERS 323 - (3) (Y) reflections of Iranian society. Emphasizes the themes of modern poetry as contrast with those of classical Persian poetry. Features of twentieth-century Persian poetry in study of works by major and some minor poets.

PERS 202 or equivalent, or PERS 301 - (3) (IR) Language and literature. For advanced studies in Indo-Persian language and literature.

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

PERS 302 - (3) (Y) Introduction to Classical Persian Literature Prerequisite: PERS 202 or equivalent, or instructor permission. A comprehensive, historical introduction to Persian poetry and prose from the 10th to the 18th centuries. Emphasizing the history and development of Persian poetry and prose, this advanced-level language course introduces various formal elements of Persian literary tradition. It analyzes literary texts and explores the linguistic structure, fine grammatical points, and syntactic intricacies of classical Persian.

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

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

PERS 493, 494 - (1-3) (Y) Independent Study in Persian PERS 501 - (3) (S) Readings in Modern Persian Poetry Prerequisite: PERS 202 or equivalent, or instructor permission. Studies the works of major and some minor poets of the 20th century. The form and content of “New Poetry” is discussed as distinguishing features of 20th-century Persian poetry in contrast with those of classical Persian poetry. Emphasizes the themes of modern poetry as reflections of Iranian society.

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, Ferdowsi, 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 Reading from the works of major figures in classical Persian literature, especially Rudaki, Ferdowsi, 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.

Sanskrit

SANS 101 - (3) (Y) Elementary Sanskrit I Studies Sanskrit sounds, the Devanagari script, and basic grammar.

SANS 102 - (3) (Y) Elementary Sanskrit II Prerequisite: SANS 101. A continuation of SANS 101. Note: The following six courses are all intermediate level Sanskrit courses. They are offered two-by-two in a three-year rotation.

SANS 201A - (3) (IR) Selections from the Mahabharata Prerequisite: SANS 102. A second-year course focusing on developing reading fluency in Sanskrit. Selections are chosen to reinforce students’ knowledge of grammar from SANS 102, to expand vocabulary and to introduce the Mahabharata, one of ancient India’s major epics.

SANS 202A - (3) (IR) The Bhagavadgita Prerequisite: SANS 102. A second-year course focusing on developing reading fluency in Sanskrit. Selections are chosen to reinforce students’ knowledge of grammar from SANS 102, to expand vocabulary and to introduce the Bhagavadgita, a major religious text of ancient India.

SANS 201B - (3) (IR) Selections from the Ramayana of Valmiki Prerequisite: SANS 102. A second-year course focusing on developing reading fluency in Sanskrit. Selections are chosen to reinforce students’ knowledge of grammar from SANS 102, to expand vocabulary and to introduce the Ramayana of Valmiki, one of two major epics of ancient India, and the “first poem” in Sanskrit.

SANS 202B - (3) (IR) Selections from the Upanisads Prerequisite: SANS 102. A second-year course focusing on developing reading fluency in Sanskrit. Selections are chosen to reinforce students’ knowledge of grammar from SANS 102/502, to expand vocabulary, and to introduce the Upanisads, a major spiritual text of ancient India.
SANS 201C - (3) (IR)
Selections from the Kathasaratagaras of Somadeva
Prerequisite: SANS 102.
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 Kathasaratagaras of Somadeva, the most important collection of story literature in Sanskrit.

SANS 202C - (3) (IR)
Selections from the Puranas
Prerequisite: SANS 102.
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.

SANS 501 - (3) (Y)
Elementary Sanskrit I
Prerequisite: graduate standing.
A study of sounds of Sanskrit, the Devanagari script and the basic grammar.

SANS 502 - (3) (Y)
Elementary Sanskrit II
Prerequisite: SANS 501 and graduate standing.
A continuation of SANS 501.
Note: The following six courses are all intermediate level Sanskrit courses. They are offered two-by-two in a three-year rotation.

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

SANS 504 - (3) (IR)
The Bhagavadgita
Prerequisite: SANS 502 and graduate standing.
A second-year course focusing on developing reading fluency in Sanskrit. Selections are chosen to reinforce students’ knowledge of grammar from SANS 502, to expand vocabulary and to introduce the Bhagavadgita, a major religious text of ancient India.

SANS 505 - (3) (IR)
Selections from the Ramayana of Valmiki
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 Ramayana of Valmiki, one of two major epics of ancient India, and the “first poem” in Sanskrit.

SANS 506 - (3) (IR)
Selections from the Upanisads
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 Upanisads, a major spiritual text of ancient India.

SANS 507 - (3) (IR)
Selections from the Kathasaratagaras of Somadeva
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 Kathasaratagaras of Somadeva, the most important collection of story literature in Sanskrit.

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

SATR 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.”

Urdu

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

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

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

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 Hindu 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.

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

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

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

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

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

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

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

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

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

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

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

- ANTH 523 - (3) (IR)
  Political Systems

- ANTH 524 - (3) (IR)
  Religious Organizations

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

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

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

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

- ARTH 362 - (3) (IR)
  Japanese Art

- ARTH 507 - (3) (IR)
  Text and Image in Chinese Art

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

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

- 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 211 - (3) (Y)
  Japan's Economic Miracle

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

- HIEA 316 - (3) (Y)
  The Religions of Japan

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

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

- HIEA 323 - (3) (Y)
  Peasants, Students, and Women: Social Movements in 20th-Century China

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

- HIEA 402 - (4) (IR)
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- HIEA 403 - (4) (IR)
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- HIEA 404 - (1-3) (IR)
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- HIEA 411 - (3) (Y)
  Mao and the Chinese Revolution

- MUSI 307 - (3) (Y)
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- PLCP 351 - (3) (Y)
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- PLCP 551 - (3) (Y)
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- PLIR 360 - (3) (Y)
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- PLIR 570 - (3) (Y)
  China in World Affairs

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

- RELG 104 - (3) (S)
  Introductions to Eastern Religious Traditions

- RELG 375 - (3) (Y)
  Taoism and Confucianism

- RELG 377 - (3) (Y)
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- RELG 378 - (3) (Y)
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- RELG 379 - (3) (Y)
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- RELG 381 - (3) (Y)
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- RELG 476 - (3) (Y)
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- RELG 477 - (3) (Y)
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- RELG 500,501 - (4) (E)
  Literary and Spoken Tibetan I, II

- RELG 502 - (3) (O)
  Tibetan Perspectives on Tantra

- RELG 525 - (3) (E)
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- RELG 527 - (3) (O)
  Seminar in Chinese Buddhism

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  Literary and Spoken Tibetan V, VI

- RELG 549 - (3) (Y)
  Religious History of Tibet

- RELG 555 - (3) (E)
  Buddhist Philosophy
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The Jain Tradition
RELH 371 - (3) (O)
Hindu Traditions of Devotion
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RELI 208 - (3) (Y)
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SOCI 338 - (3) (O)
India and South Asia

Department of Astronomy

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

The astronomy department offers students the opportunity to explore these frontier discoveries, whether or not they are science majors. For non-science majors, courses are offered on both general astronomy and more specialized topics of current interest (e.g. cosmology). For students with more serious interests in the field, the department provides intensive coverage of the subject, fostering the development of fundamental analytical and quantitative skills that are useful in many different 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.

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

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

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

**Special Resources** The department is very well equipped to support its students. There are excellent general and research collections in our library. A wide variety of telescopes are available on Grounds: 6-, 8-, and 10-inch aperture instruments, some equipped with digital CCD cameras. The historic 26-inch Clark refractor resides at McCormick Observatory, which is located on Grounds at Mount Jefferson and is the main instrument used in the ASTR 931 laboratory class. Thirty- and forty-inch reflecting telescopes with CCD cameras and spectrographs are available to more advanced students at Fan Mountain Observatory, located 15 miles south of Charlottesville on an isolated peak at the foot of the Blue Ridge Mountains. In 2002 the University joined a consortium of institutions which is building the world’s largest telescope—the Large Binocular Telescope on Mt. Graham, Arizona.

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

**Requirements for the Astronomy Major** The Bachelor of Arts degree in Astronomy, not intended as preparation for graduate study in science, provides a firm grounding in basic astronomy, mathematics, physics, and computer science. Students take ASTR 121, 124 (or 211, 212), 313, 498 (Senior Thesis), and twelve additional credits of 300-500 level astronomy courses. Students are also required to take MATH 121, 122 (or 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, 232, 521, 522; PHYS 254 or CS 101; PHYS 151, 152, 251, 252, 221, 222, 321, 331, 342, 343, 355; and ASTR 211, 212, 313, 395, 498 (Senior Thesis), and six additional credits of 300-500 level astronomy courses.

Prospective astronomy-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-Physics** The Minor Program in Astronomy is offered jointly by the astronomy and physics departments. 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.

**Additional Information** For more information, contact the Undergraduate Advisor, Department of Astronomy, 530 McCormick Rd., P.O. Box 400325, Charlottesville, VA 22904-4325; (434) 924-7494; Fax: (434) 924-3104; ugradadv@astsun.astronomy.virginia.edu; www.astronomy.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 190 - (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- to 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 341 - (3) (Y)
Introduction to Observational Radio Astronomy
Prerequisites: ASTR 211, 212.
An introduction to the tools, techniques, and science of radio astronomy. Discussion includes fundamentals of measuring radio signals, radiometers, antennas, and interferometers; supplemented by illustrative labs; radio emission mechanisms and simple radiative transfer; radio emission from the Sun and planets, stars, galactic and extragalactic sources, and the cosmic microwave background.

ASTR 341 - (3) (Y)
Archaeo-Astronomy
Prerequisite/corequisite: A 100- or 200-level ASTR course, or instructor permission.
Open to non-science students. Discussion of 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. Investigates controversial topics in science and pseudo-science 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 quasars.

ASTR 535 - (3) (O)
Radio Astronomy Instrumentation
Prerequisite: ASTR 534 or instructor permission.
An introduction to the instrumentation of radio astronomy. Discussion includes fundamentals of measuring radio signals, noise theory, basic radiometry, antennas, low noise electronics, coherent receivers, signal processing for continuum and spectral line studies, and arrays. Lecture material is supplemented by illustrative labs.

ASTR 539, 540 - (3) (IR)
Topical Seminar
Prerequisite: Instructor permission.
Detailed study of a current topic. Topic to be covered appears in the Course Offering Directory for the semester in which it is given.

ASTR 542 - (3) (E)
The Interstellar Medium
Prerequisite: Instructor permission.
Topics include the physics of interstellar gas and grains, the distribution and dynamics of the gas, and cosmic radiation and interstellar magnetic fields.

ASTR 543, 544 - (3) (O)
 Stellar Astrophysics
Prerequisite: Instructor permission.
Observation of the properties and physics of stars. Study of radiative transfer; stellar thermodynamics; convection; formation of spectra in atmospheres; equations of stellar structure; nuclear reactions; stellar evolution, and nucleosynthesis. Analysis of applicable numerical techniques.

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

ASTR 546 - (3) (SI)
Binary Stars
Prerequisite: Instructor permission.
Topics include the determination of orbital elements, the mass-luminosity-radius relation, formation of binary systems, the Roche model, mass loss, mass transfer, circumstellar material, accretion disks, evolution of close interacting binaries, and some special classes of binaries such as cataclysmic variables, RS CVn binaries, Algol-type binaries, and X-ray binaries.
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.
This course explores the structure and evolution of star clusters and galaxies, with particular emphasis on objects in the local universe. Topics explored include the evolution of individual stars and their kinematics, chemistry, and spectral energy distributions, the effects of such evolution on populations of stars with both simple and complex star formation histories, and galaxies as collections of stellar populations. The course introduces fundamental tools of galactic astronomy, with topics including methods for assessing the size, shape, age, and dynamics of the Milky Way and other stellar systems, galaxy formation, interstellar gas and dust, dark matter, and the distance scale.

ASTR 553 - (3) (O)
Extragalactic Astronomy
Prerequisite: Physics and Math through PHYS 251, MATH 325 (or equivalent); ASTR 211, 212 (or equivalent).
This course provides an overview of extragalactic astronomy. Topics include both qualitative and quantitative discussion of various types of galaxy (ellipticals, spirals, dwarf, starburst); results from theory of stellar dynamics; groups and clusters of galaxies; active galaxies; high-redshift galaxies; galaxy evolution; the intergalactic medium; and dark matter. The course is intended for advanced undergraduate astrophysics majors and first and second year graduate students.

ASTR 571, 572 - (3) (S)
Fundamental Concepts in Astronomy
Prerequisite: Curry School students; instructor permission.
Subject matter is the same as ASTR 121, 124, with special reading assignments and consultation on topics in astronomical education. Offered concurrently with undergraduate section.

ASTR 573 - (3) (S)
Laboratory Concepts in Astronomy
Prerequisite: Curry School students; instructor permission.
Subject matter is the same as ASTR 130, with special reading assignments and consultation on topics in astronomical education. Offered concurrently with undergraduate section.

ASTR 575, 576, 577, 578 - (3) (S)
General Topics in Astronomy
Prerequisite: Curry School students; instructor permission.
The subject matter of these courses is the same as ASTR 341, 342, 347, 348, respectively. Students are offered special reading assignments and consultation on topics in astronomical education. Offered concurrently with undergraduate section.

Department of Biology
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Charlottesville, VA 22904-4328
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www.virginia.edu/biology

Overview The Department of Biology offers a diversified program that serves students with a breadth of interests and provides an education that ultimately enables them to pursue careers in many areas of the biological sciences, including teaching, medicine, and research. Biology is the study of life itself, at its many levels of organization: ecosystem, population, organism, cell, and molecule. Our universal fascination with life drives our exploration of this discipline, for in it there are questions and answers about 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 forty investigator-initiated research grants totaling more than $7 million awarded annually from the National Institutes of Health, the National Science Foundation, and other government agencies or private foundations. Our commitment to excellence in research complements and enhances our dedication to outstanding teaching, and resources are provided 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 360 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.

The Center for Biological Timing (www.cbt.virginia.edu) Graduate and undergraduate summer fellowships at the center are available on a competitive basis.

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, 238 Gilmer Hall, PO Box 400327, 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, including at least three credits of laboratory work, at or above the 300 level. The required laboratory course may be satisfied by a three-credit departmental course in field biology or by two consecutive semesters of independent research (BIOL 491, 492) completed in one laboratory. (Summer research applies if the student has enrolled in BIOL 491, 492.) No more than 6 semester 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 212 or an equivalent 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 212 or an equivalent 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 labs in physics.

Requirements for Minor Students selecting biology as their minor subject are required to complete the lower-level introductory courses, BIOL 201, 202, 203 and 204, unless exempted by examination or placement, and three upper-level biology courses (300 and above) of 3 or 4 credits each. The following courses, either singly or in combination, may be used to fulfill no more than one of the three required upper-level courses: BIOL 385, 386 (Selected Topics in Biology), BIOL 395 (Recent Advances in Biology), or BIOL 491-498. Exemption from BIOL 201 and 202 does not imply exemption from BIOL 203 and 204. These laboratory courses, or equivalent experiences, are required. The grade point average for all courses presented for the minor must be 2.000 (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 491/492/493/494) and six credits are granted for four semesters of independent research. Maximum research credit for either the B.A. or B.S. major is six 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.

Research 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, in conjunction with the Department of Biology, 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 toward 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 413). In addition the Specialization has 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

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 inherited or acquired.

BIOL 149 - (3) (Y) Survival Biology for the New Millennium
Biological/Biomedical research has advanced to the extent that everyone’s lives are likely to be deeply affected. 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.

Biology courses number 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 206, 206L, 207, and 207L have no prerequisites.

BIOL 201, 202 - (4) (Y) Introduction to Biology
Intensive introduction to modern biology designed for natural science majors. Biolog-
cal structure and function at various levels of organization, cell biology, genetics, development and evolution are covered. These courses are required for all biology majors and are prerequisites for most upper-level biology courses. Lectures and recitation/review.

BIOL 203, 204 - (2) (Y) Introduction to Biology Laboratory
Corequisite: May be taken independently, or in conjunction with BIOL 201, 202.
BIOL 203: Laboratory exercises in introductory biology to illustrate experimental techniques and strategies used to elucidate biological concepts.
BIOL 204: Studies life forms, from simple to complex organization, demonstrating the unique properties of living organisms.

BIOL 206 - (3) (Y) Human Physiology and Anatomy I
Includes basic information regarding the chemistry and organization of living matter needed to understand cellular, tissue, and organ function. The morphology and physiological functions of the integumentary, skeletal, muscular, and neurosensory organ systems will also be covered. Designed as a basic course for students in the allied health sciences.

BIOL 206L - (1) (Y) Human Physiology and Anatomy I Laboratory
Optional laboratory class to accompany BIOL 206. Includes simple anatomical, physiological and chemical exercises, clinical exercises, dissections, and microscopic examination of tissues that demonstrate and supplement topics covered in the lecture.

BIOL 207 - (3) (Y) Human Physiology and Anatomy II
Covers the morphology and physiology for the cardiovascular, lymphatic, immune, endocrine, digestive, respiratory, excretory and reproductive organ systems. Designed as a basic course for students in the allied health sciences.

BIOL 207L - (1) (Y) Human Physiology and Anatomy II Laboratory
Optional laboratory class to accompany BIOL 207. Includes simple anatomical, physiological and chemical exercises, clinical exercises, dissections, and microscopic examination of tissues that demonstrate and supplement topics covered in the lecture.

Introduction to Biology (BIOL 201/202) or equivalent AP credit is required for all courses at the 300 and above levels. Additional prerequisites are listed with each course; the instructor may waive these if a student demonstrates an adequate level of preparedness.

BIOL 300 - (3) (S) Cell and Molecular Biology
Prerequisite: CHEM 141, 142.
Examines the cellular and molecular basis of life, with an emphasis on basic principles needed to understand what cells are and how they work. Major topics include the molecular nature of genes and gene function, as well as the consideration of protein localization, structure, assembly and function of the plasma membrane and organelles, signal transduction pathways, cell-cell interactions, and the perturbations of these processes in disease such as cancer. Required for all Biology majors.

BIOL 301 - (3) (S) Genetics and Evolution
Prerequisite: BIOL 300; CHEM 141, 142.
Examines the inheritance of genes, the genetic basis of traits, and mechanisms of evolutionary change, with an emphasis on the genetic and evolutionary principles needed to understand the diversification of life on earth. Major topics include the Mendelian inheritance, mutation, linkage and recombination, as well as the genetics of natural populations, adaptation in various forms, molecular evolution and macroevolution. Required for all Biology majors.

BIOL 302 - (3) (S) Integrative Biology
Prerequisite: BIOL 300; BIOL 301; CHEM 141, 142.
Students explore patterns and underlying processes of integrated biological systems, from cell-signaling pathways to organisms to communities. Major topics vary among years, but will focus on areas such as functional genomics, proteomics, cell metabolism, physiology, biomechanics, functional morphology, neuroendocrinology, development, neurobiology, animal behavior, phylogenetics, human disease, ecology, and conservation biology. This course is required for the BS in Biology.

BIOL 308 - (3) (Y) Virology
Prerequisite: CHEM 141, 142. first semester organic chemistry suggested, but not required.
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.

BIOL 309 - (4) (Y) 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.

BIOL 312 - (3) (Y) Fundamentals of Microbiology
Prerequisite: CHEM 141, 142.
Explores molecular and evolutionary aspects of the structure and function of microbes. Equal emphasis is given to environmental...
and medical microbiology. Topics include microbial structure, diversity, metabolism, genetics, biogeochemical cycling, microbial ecology, epidemiology, medically important organisms and evolutionary adaptation. Important current event topics such as biofilms, genetically engineered microbes and ethics are also presented.

**BIOL 314 - (3) (E)**  
**Biology of Aging**  
This interdisciplinary course will explore our current knowledge of the biology of aging in populations of plants and animals, including humans. Topics include demographic trends across species; analysis of why organisms age in the context of evolutionary theories; analysis of how organisms age in the context of cellular and physiological theories; and the genetic basis of longevity.

**BIOL 315 - (3) (Y)**  
**Microbiology Laboratory**  
An introduction to microorganisms and to basic microbiological principles through laboratory experimentation. Emphasis is on the structure, physiology and genetics of bacteria and bacterial viruses.

**BIOL 317 - (3) (Y)**  
**Introduction to Neurobiology**  
Analyzes the concepts of general neurobiology, including basic electrophysiology and electrochemistry, origin of bioelectric potentials, sensory, motor, integrative and developmental neurobiology, and conceptual models of simple learning.

**BIOL 318 - (3) (Y)**  
**Introductory Botany**  
Examines basic principles of plant structure, development, classification, and physiology. Laboratory exercises demonstrate these concepts, emphasizing cells and cellular function, structure and organization of higher plants, and a survey of plant and related organisms.

**BIOL 320, 321 - (3) (S)**  
**Basic Laboratory Investigations**  
Prerequisite: BIOL 203 or comparable laboratory training; CHEM 141, 142. Students complete three of six 4-week laboratory modules offered; cell biology, molecular biology, genetics, development, behavior and evolution. Two of the six modules are offered concurrently in the first four weeks of the semester; two in the second four weeks, and two in the third; students complete one module in each four-week session. The learning objectives of each module are (1) to teach students the basic principles of problem solving through scientific investigation, and the written and oral skills needed to communicate results, and (2) to provide students with basic training in laboratory methodologies, techniques and protocols, and the use of laboratory instrumentation.

**BIOL 323 - (3) (Y)**  
**Animal Physiology**  
Focuses on selected vertebrate organ systems; considers other systems where relevant.

**BIOL 324 - (3) (Y)**  
**Introduction to Immunology**  
Studies the genetics and cell biology of the vertebrate immune system, with a focus on adaptive immunity. Classic and current experimental systems are emphasized.

**BIOL 325 - (3) (Y)**  
**Introduction to Animal Behavior**  
Studies the comparative aspects of animal behavior from a neuro-ethological approach; and the mechanisms employed in generating and guiding behavior.

**BIOL 328 - (3) (Y)**  
**Ornithology**  
This course is an introduction to avian biology. Major topics include evolutionary history, 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**  
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**  
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, modelling/simulation of biomechanical systems, kinematic analysis of locomotion; and 1-2 field trips.

**BIOL 345 - (3) (Y)**  
**Biodiversity and Conservation**  
Introduction to the fundamental principles of conservation biology (e.g., global species numbers, value of biodiversity, causes of extinction, genetic diversity, island 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 - (1-3) (SI)**  
**Field Biology**  
**Prerequisite:** BIOL 204 or similar lab; instructor permission. Application of field techniques for biological studies.

**BIOL 385, 386 - (1-3) (SI)**  
**Selected Topics in Biology**  
**Prerequisite:** Instructor permission. Tutorial or seminar course that allows 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.

All lecture courses at the 400 level and above, have the prerequisite of at least one of the three core courses (300-302). All laboratory courses have a prerequisite of some 300-level lab; unless a specific prerequisite lab is 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 speciation, natural selection, and the processes influencing the evolution of genes and genomes at the molecular level.
BIOL 403 - (3) (O)
Evolutionary Biology Laboratory
Prerequisite: MATH 131.
Analyze 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. Lecture and occasional evening discussions.

BIOL 407 - (3) (Y)
Developmental Biology Laboratory
This course offers laboratory experience illustrating a number of principles and processes in the early development of both plants and animals. Laboratory work includes the use of basic 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
A research experience in developmental genetics that uses Drosophila melanogaster as a model system.

BIOL 413 - (3) (O)
Population Ecology and Conservation Biology
Prerequisite: Calculus, BIOL 301, or EVSC 320.
The natural history and mathematical theory of population dynamics, species interactions and life history evolution. Lectures emphasize theory and experimental tests; class discussions focuses on applications to conservation of plant and animal populations.

BIOL 417 - (3) (Y)
Cellular Neurobiology
Prerequisite: BIOL 317 or equivalent; BIOL 300.
Explores a cellular approach to the study of the nervous system. Topics include the structure and function of ionic channels in cell membranes; the electrochemical basis of the cell resting potential; the generation and conduction of nerve impulses; and synaptic transmissions. Three lecture and demonstration/discussion credits. Class meetings include lectures, discussion, student presentations, and computer simulations of neurophysiology with NeuroDynamix.

BIOL 419 - (3) (O)
Biological Clocks
Prerequisite: BIOL 300 and BIOL 301.
Introduces biological timekeeping as used by organisms for controlling diverse processes, including sleep-wakefulness cycles, photoperiodic induction and regression, locomotor rhythmicity, eclosion rhythmicity, and the use of the biological clock in orientation and navigation.

BIOL 425 - (3) (Y)
Human Genetics
Prerequisite: BIOL 301.
Focuses on the fundamental knowledge about organization, expression, and inheritance of the human genome. Reviews classical Mendelian genetics and human genetic (pedigree) analysis. Emphasizes understanding human genetics in molecular terms. Includes gene mapping procedures, methodologies for identifying genes responsible for inherited diseases, the molecular basis of several mutant (diseased) states, the human genome project, and discussions about genetic screening and gene therapy.

BIOL 426 - (3) (Y)
Cellular Mechanisms
Prerequisite: BIOL 301.
Includes basic information about important issues in cell biology coupled with critical analysis of pertinent scientific literature. Integrates basic scientific findings with clinical situations, emphasizing the importance of basic research in understanding and combating disease.

BIOL 427 - (3) (Y)
Animal Behavior Laboratory
Prerequisite: BIOL 325 recommended.
Provides direct experience in approaches used to study animal behavior. Each lab concentrates on a particular aspect of behavior. Student experiments relate to central nervous systems; sensory perception; sign stimuli, feeding behavior; social behavior; reproductive behavior; biological timing; and animal observation in the laboratory and field.

BIOL 428 - (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 491, 492 - (3) (S)
Independent Research
Prerequisite: Instructor permission.
Independent research for qualified undergraduates under the direction of a faculty member. Nine laboratory credits.

BIOL 493, 494 - (3) (S)
Independent Research
Prerequisite: BIOL 491 and BIOL 492.
Independent research under the guidance of a departmental faculty member. Students who have completed BIOL 491, 492 may enroll in BIOL 493, 494 as a "second year" of independent research. Nine laboratory credits.

BIOL 495, 496 - (3) (S)
Independent Research for Distinguished Majors
Prerequisite: DMP students and instructor permission.
Independent research for qualified undergraduates under the direction of a faculty member. Nine laboratory credits.

BIOL 497, 498 - (3) (S)
Independent Research for Distinguished Majors
Prerequisite: BIOL 495, 496; DMP students.
Independent research under the guidance of a departmental faculty member. Students who have completed BIOL 495, 496 may enroll for BIOL 497, 498 as a "second year" of independent research. Nine laboratory credits.

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. This course is meant for advanced undergraduate and graduate students.

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 27 members of the faculty include professors who are nationally and internationally recognized in their fields. The list of recent honors received by faculty members includes the American Chemical Society’s Award for Creative Work in Synthetic Organic Chemistry; a 1993 and 1998 Dreyfus Teacher-Scholar Award for excellence in both teaching and research; a 1992 and 1996 Virginia Scientist of the Year award; a 1994 Sloan Foundation Award; a 1997 Cavalier Distinguished Chair; a 1997 and 1999 Alexander von Humboldt Research Prize; an Analytical Chemistry Award in Chemical Instrumentation; a 1999 Presidential Early Career Award for Scientists and Engineers; and a 1999 Coblenz Award; Frank H. Field and and Joe L. Franklin Award; American Chemical Society Thompson 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 and biophysical chemistry. These programs, along with ongoing research in analytical methods, spectroscopy, and synthetic inorganic and organic chemistry, provide the student with a choice of strong research areas over a broad range of the chemical sciences. The faculty attracts approximately $8.5 million yearly in outside funding to support these programs, an indicator of the vigor of the research being carried out in the department.

Students Each year approximately 85 students graduate with a degree in chemistry, which makes the program one of the largest in the nation. Students have significant opportunities to conduct research and independent study projects with professors. Advanced students may receive money from research grants or enroll in graduate courses. The class size of chemistry courses varies widely. The introductory chemistry courses are quite large, but upper level courses are usually small, with no more than thirty students per class. All lab sections are small, in order to provide 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/quadropole 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, 360, 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 molecular modeling facility of the laboratory hosts 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, Macro model, Spartan and Gaussian 98 packages. The Cambridge Crystallographic Data Base is also available. Undergraduates are offered training on these facilities. In addition, the laboratory is very actively involved in undergraduate research.

Research in molecular spectroscopy is a major focus of a number of research groups and is supported by a variety of instrumentation. Routine apparatus for ultraviolet (UV), visible, and infrared (IR) studies are available, as is CW laser Raman equipment. The departmental has six FTIR spectrometers, several having far IR and high resolution (<0.25 cm⁻¹) capabilities and two spectrofluorimeters. Specialized research in the area of molecular spectroscopy has resulted in the acquisition and in-house construction of instrumentation for circular dichroism (CD), and circularly polarized luminescence spectroscopy. The department has two electron spin resonance (ESR) spectrometers with variable temperature capabilities.

The Center for Atomic Molecular and Optical Sciences (CAMOS) Laser Facility within the department houses ultrastable 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 kWIR FEL. Lasers are employed to interrogate and to control matter of all kinds and are often used as initiators and probes of molecular kinetics and dynamics.

Requirements for Major Bachelor of Arts in Chemistry The normal program for a conventional B.A. in Chemistry includes: CHEM 141, 142, 141L, 142L (or
CHEM 181, 182, 181L, 182L; CHEM 241, 242, 241L, 242L (or CHEM 281, 282, 281L, 282L); 341, 342; 371, 372; and one other three-credit chemistry elective at the 400 level or higher. A year of physics with laboratory and 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(1)

First Year

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<td>CHEM 182L</td>
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Second Year

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<td>CHEM 282</td>
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<td>CHEM 371</td>
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B.S. in Chemistry with Specialization in Chemical Physics(2)

First Year

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Specialization in Chemical Physics The department offers an opportunity for the student to obtain a Bachelor of Science in Chemistry with a Specialization in Chemical Physics. Candidates for the degree must complete, with a grade point average of at least 2.000, a minimum of 120 credits composed of required courses and approved electives.

Specialization in Chemical Education The Specialization in Chemical Education is for students who intend to teach chemistry/science K-12; it is taken in conjunction with the Curry School’s five-year Master of Teaching program, to which students must seek admission. This option is available only to students in the five-year Teachers Education Degree Program, and students must complete all requirements and comply with all regulations of the Curry School of Education as applicable to its Teachers Education Degree Program.
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**Distinguished Majors Program** Students with a cumulative grade point average of 3.400 or higher after five semesters may apply for the Distinguished Majors Program.
(DMP). Applications and inquiries must be made to the Undergraduate Programs Committee prior to the beginning of the seventh semester. The DMP consists of specified course requirements within the B.A. or B.S. programs and two semesters (six credits) of study or research under the supervision of a faculty member. The results of the research will be submitted in written form and presented to a public audience and to a faculty committee. Additional information can be obtained from the Undergraduate Programs Committee of the Department of Chemistry.

Requirements for Minor A minor in chemistry requires the satisfactory completion of CHEM 141, 142, 141L, 142L, 241, 242, 241L, 242L or CHEM 181, 182, 181L, 182L, 281, 282, 281L, 282L; CHEM 341 and one other chemistry course at the 300-level or higher (except chemistry research courses). CHEM 222 may be presented as the elective course if CHEM 142 is included in the program.

Students who receive advanced standing credit for CHEM 141, 142 and who take CHEM 181, 282 may count both CHEM 141, 142 and CHEM 181, 282 toward the degree. Students are responsible for breakage charges.

Additional Information For more information, contact the head of Undergraduate Advising, Department of Chemistry, Chemistry Building, P.O. Box 400319, Charlottesville, VA 22904-4319; (434) 924-3344; www.virginia.edu/chemistry (Undergraduate Information).

Course Descriptions

CHEM 121 - (3) (Y)
Concepts of Chemistry
Studies the unifying ideas of the structure of matter and energy, including topics such as the ozone layer and radioactivity, and the nature of scientific investigation. Primarily for non-science majors. Three class hours; no laboratory.

CHEM 122 - (3) (Y)
Contemporary Chemistry
By examining what science teaches us about relevant topics such as energy, synthetics, and food, the student develops a sense of the tone, vocabulary, and demarcation of scientific discourse. Independent of, and complementary to, CHEM 121. Primarily for non-science majors. Three class hours; no laboratory.

CHEM 141, 142 - (3) (Y)
Introductory College Chemistry
Corequisite: CHEM 141L, 142L or CHEM 181L, 182L.
Introduces the principles and applications of chemistry. Topics include stoichiometry, chemical equations and reactions, chemical bonding, states of matter, thermochemistry, chemical kinetics, equilibrium, acids and bases, electrochemistry, nuclear chemistry, and descriptive chemistry of the elements. For students planning to elect further courses in chemistry, physics, and biology. Three class hours.

CHEM 141L, 142L - (2) (Y)
Introductory College Chemistry Laboratory
Corequisite: CHEM 141, 142, or CHEM 181, 182.
Surveys the practice of chemistry as an experimental science, the development of skills in laboratory manipulation, and laboratory safety. Topics include observation, measurement and data analysis, separation and purification techniques, and qualitative and quantitative analysis. Three and one-half laboratory hours, and an optional one-hour laboratory lecture.

CHEM 151, 152 - (3) (Y)
Introductory Chemistry for Engineers
Corequisite: CHEM 141L, 142L, CHEM 151L, 152L, or CHEM 181L, 182L.
The principles and applications of chemistry are tailored to engineering students. Topics include stoichiometry, chemical equations and reactions, chemical bonding, states of matter, thermochemistry, chemical kinetics, equilibrium, acids and bases, electrochemistry, nuclear chemistry, and descriptive chemistry of the elements. For engineering students, but may be used as a prerequisite for further courses in chemistry. Three class hours.

CHEM 151L, 152L - (1) (Y)
Introductory Chemistry for Engineers Laboratory
Corequisite: CHEM 151, 152.
Surveys the practice of chemistry as an experimental science, the development of skills in laboratory manipulation, and laboratory safety. Topics include observation, measurement and data analysis, separation and purification techniques, and qualitative and quantitative analysis. Three and one-half laboratory hours. Meets every other week.

CHEM 170, 171 - (1-3) (Y)
Liberal Arts Seminar
Seminar assigned primarily for first and second-year students taught on a voluntary basis by a faculty member. Topics vary.

CHEM 181 - (3) (Y)
Principles of Chemical Structure
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 comparable to the 140/240 sequence but is more rigorous). Establishes a foundation of fundamental particles and the nature of the atom, develops a rationale for molecular structure, and explores the basis of chemical reactivity. Topics include introductory quantum mechanics, atomic structure, chemical bonding, spectroscopy, and elementary molecular reactivity.

CHEM 181L - (3) (Y)
Principles of Chemical Structure Laboratory
Prerequisite/corequisite: CHEM 181.
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, stereochemistry, aromaticity, and molecular spectroscopy.

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, scientific characterization, and preservation of archaeological artifacts; intended for students of archaeology, anthropology, art history, and other disciplines dealing with ancient civilizations.

CHEM 210 - (3) (Y)
Introductory Survey of Organic Chemistry
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 applications. Not intended for chemistry majors; not a suitable organic chemistry course for pre-medical students. (Three hours lecture, no laboratory).

CHEM 212 - (3) (Y)
Introduction to Organic Chemistry
Prerequisite: One semester of general chemistry; corequisite: CHEM 212L.
Introduces the nomenclature, structure, reactivity, and applications of organic compounds, including those which are of importance in the chemical industry. Three lecture hours.

CHEM 212L - (1) (Y)
Introduction to Organic Chemistry Laboratory
Corequisite: CHEM 212.
Six-to-seven four-hour laboratory sessions and an equal number of one-hour laboratory lectures to accompany CHEM 212.

CHEM 222 - (4) (Y)
Solution Chemistry
Prerequisite/corequisite: CHEM 141, 142 or 181, 182 and 141L with an A grade in 141.
Application of the principles of chemical equilibrium to solutions. The laboratory applies classical and instrumental methods to systems involving solubility, ionization, complexation formation, and oxidation-reduction equilibria. Two class hours, four laboratory hours. No credit may be received for CHEM 222 if CHEM 181L and 282L have been taken.
CHEM 241, 242 - (3) (Y)
Organic Chemistry
Prerequisite: CHEM 141, 142 or equivalent.
CHEM 241 or 242 is a prerequisite for CHEM 242; corequisites: CHEM 241L, 242L, or 281L, 282L.
Surveys the compounds of carbon in relation to their structure, identification, synthesis, natural occurrence, and mechanisms of reactions. Three class hours; optional discussions.

CHEM 241L, 242L - (3) (Y)
Organic Chemistry Laboratory
Corequisite: CHEM 281, 282 or CHEM 241, 242.
Focuses on the development of skills in methods of preparation, purification and identification of organic compounds. One discussion hour; four laboratory hours.

CHEM 281 - (3) (Y)
Principles of Chemical Reactions II
Prerequisite: CHEM 182.
Continued exploration of organic reactions and structures initiated in CHEM 182. Includes electrophilic aromatic substitution, nucleophile 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 equilibria, thermodynamic relationships, kinetic theory, 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; chemical 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 222 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; biochemical transport; and statistical mechanics.

CHEM 351, 352 - (1) (Y)
Research Seminar in Biological Chemistry
Students and faculty discuss current topics of interest in biological chemistry. Intended for students who are participants in the undergraduate research program. Credit/no credit basis.

CHEM 351 - (3) (Y)
Physical Chemistry
Prerequisite: CHEM 151, 152, PHYS 241E, and APMA 205, 206.
Introduces physical chemistry designated specifically for undergraduate chemical engineers. Survey of the basic principles of equilibrium thermodynamics, the kinetic theory of gases, quantum mechanics of atoms and molecules, molecular spectroscopy, statistical mechanics, and reaction dynamics. Emphasizes the fundamental theories, models, and laws used in describing, representing, and explaining physical processes and properties characteristic of chemical systems.

CHEM 362 - (3) (Y)
Physical Chemistry
Prerequisite: CHEM 341 or CHEM 361.
The second semester of physical chemistry for B.S. majors. Topics include quantum chemistry, atomic and molecular structure, molecular spectroscopy, statistical thermodynamics, and kinetics.

CHEM 371, 372 - (3) (Y)
Intermediate Techniques in Chemical Experimentation
Prerequisite: CHEM 141, 142 or equivalent; corequisite: CHEM 341, 342.
Execution of laboratory experiments that illustrate important laws and demonstrate quantitative methods of measuring the chemical and physical properties of matter. Four laboratory hours, one class hour.

CHEM 391, 392 - (1) (Y)
Introductory Research Seminar
Introduces research approaches and tools in chemistry including examples of formulation of approaches, literature searches, research methods, and reporting of results. Oral presentations by students, faculty, and visiting lecturers.

CHEM 393, 394 - (1-3) (Y)
Independent Study
Prerequisite: Instructor permission.
Covers specialized topics in chemistry not normally covered in formal lecture or laboratory courses. Under the direction of the faculty.

CHEM 395, 396 - (1-3) (Y)
Introduction to Research
Prerequisite: Instructor permission.
Introduces the methods of research in chemistry that include use of the research literature and instruction in basic experimental and theoretical procedures and techniques. Under the direct supervision of faculty.

CHEM 432 - (3) (Y)
Inorganic Chemistry
Prerequisite/corequisite: CHEM 341, 342.
Unified treatment of the chemistry of the important classes of inorganic compounds and their reactions, with emphasis on underlying principles of molecular structure, symmetry, and bonding theory, including molecular orbital descriptions and reactivity. Three class hours.

CHEM 441 - (3) (Y)
Biological Chemistry I
Prerequisite: One year of organic chemistry. Introduces the components of biological macromolecules and the principles behind their observed structures. Examines the means by which enzymes catalyze transformations of other molecules, emphasizing the chemical principles involved. Topics include a description of the key metabolic cycles and pathways, the enzymes that catalyze these reactions, and the ways in which these pathways are regulated. Three class hours.

CHEM 442 - (3) (Y)
Biological Chemistry II
Prerequisite: CHEM 441 or instructor permission.
Covers three main areas: structure and function of biological membranes; complex biochemical systems and processes, including photosynthesis, oxidative phosphorylation, vision, neurotransmission, hormonal regulation, muscle contraction, and microtubules; and molecular biology, including DNA and RNA metabolism, protein synthesis, regulation of gene expression, and recombinant DNA methodology. Three class hours.

CHEM 451 - (3) (Y)
Biological Chemistry Laboratory I
Prerequisite: CHEM 182L or CHEM 222; prerequisite/corequisite: CHEM 441 or instructor permission.
Studies the isolation and purification of biological materials. Topics include the chemical properties of proteins, nucleic acids, carbohydrates, and lipids; and the chemical and physical methods used in the characterization and quantitative determination of proteins. One class hour, four laboratory hours.

CHEM 452 - (3) (Y)
Biological Chemistry Laboratory II
Prerequisite/corequisite: CHEM 442 and 451.
Analyses the physical methods used in studying macromolecules. Experiments include spectroscopic, hydrodynamic, and kinetic methods. Topics include enzyme kinetics and the statistical analysis of data. One class hour, four laboratory hours.

CHEM 491, 492 - (1) (Y)
Undergraduate Research Seminar
Corequisite: CHEM 495, 496.
Discussion of research approaches, methods and results for students registered in CHEM 495, 496. Oral presentations by students, faculty and visiting lecturers.
CHEM 495, 496 - (3) (Y)
Supervised and Original Research in Chemistry
Prerequisite: Instructor permission.
Original research involving experimental or theoretical chemistry carried out under the direct supervision of faculty. A minimum of nine hours per week, including conferences with research supervisor.

CHEM 511 - (3) (Y)
Organic Chemistry III
Prerequisite: One year of organic chemistry. One year of physical chemistry is recommended. Systematic review and extension of the facts and theory of organic chemistry; including the mechanism of reactions, structure and stereochemistry. Three class hours.

CHEM 516 - (3) (Y)
Organic Chemistry of Selected Biological Compounds
Prerequisite: CHEM 241, 242 or 281, 282.
Traces the biosynthesis of naturally occurring substances from their photosynthetic beginnings to their eventual end as complex natural products. Topics include the major metabolic pathways, important enzyme systems, fatty acids, prostaglandins, terpenes, steroids, vitamins, hormones, alkaloids, pheromones, neuro-transmitters, drug development, vision and brain chemistry, insect-plant-herbivore interactions, and the basis of various human illnesses such as inborn errors of metabolism.

CHEM 521 - (3) (Y)
Advanced Physical Chemistry I
Prerequisite: CHEM 341, 342.
Studies introductory quantum mechanics. Topics include the application of group theory to molecular orbital theory; and rotational, vibrational and electronic spectra. Three class hours.

CHEM 522 - (3) (Y)
Advanced Physical Chemistry II
Prerequisite: Instructor permission.
Studies the laws of thermodynamics and extra-thermodynamic principles; statistical mechanics; theory of reaction rates; and the interpretation of experimental kinetic data. Three class hours.

CHEM 535 - (3) (Y)
Advanced Inorganic Chemistry I
Prerequisite: CHEM 432 or instructor permission.
Introduces the electronic structure of atoms and simple molecules, including basic concepts and applications of symmetry and group theory. The chemistry of the main group elements is described using energetics, structure, and reaction pathways to provide a theoretical background. Emphasizes applying these concepts to predicting the stability and developing synthetic routes to individual compounds or classes.

CHEM 536 - (3) (Y)
Advanced Inorganic Chemistry II
Prerequisite: CHEM 432 or instructor permission.
Introduces the electronic structure of compounds of the transition metals using ligand field theory and molecular orbital theory. Describes the chemistry of coordination and organometallic compounds, emphasizing structure, reactivity, and synthesis. Examines applications to transformations in organic chemistry and to catalysis.

CHEM 551 - (3) (Y)
Instrumental Methods of Analysis
Corequisite: CHEM 341 or CHEM 361 or instructor permission.
Study of the utilization of modern analytical instrumentation for chemical analysis. Includes emission and mass spectrometry, ultraviolet, visible, and infrared absorption spectroscopy, atomic absorption, electrical methods of analysis, chromatography, neutron activation analysis, and X-ray methods. Three class hours.

Department of Classics
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Charlottesville, VA 22904-4788
(434) 924-3068 Fax: (434) 924-3062
www.virginia.edu/classics

Overview
In 1800, Thomas Jefferson wrote to the renowned scientist Joseph Priestly, “To read the Latin and Greek authors in their original is a sublime luxury. . . . I thank on my knees him who directed my early education for having in my possession this rich source of delight.” Accordingly, in his plan for the University of Virginia, Jefferson established the School of Ancient Languages as one of its ten divisions. The Department of Classics carries on the same mission today.

Mr. Jefferson, who valued the useful no less than the sublime, knew that the classics provide both. Greek and Latin languages, literature, and culture formed the core of education until the middle of the 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,
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 201 or 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; 6 credits in related subjects approved by the faculty advisor. All courses for the major must receive a minimum grade of C-.

High School Teaching in Latin Anyone interested in teaching Latin at the secondary level may wish to pursue the combined Bachelor of Arts and Master of Teaching, offered jointly with the Curry School of Education. This five-year program involves both a complete major in Classics and a course of study leading to professional teaching licensure.

Foreign Language Requirement The foreign language requirement may be completed in Latin by passing GREE 202 or GREE 224, except that persons offering CEEB Achievement Test scores of 650 or above in either language are exempt entirely from further study to complete their language requirement. A grade of 4 or 5 on the Advanced Placement Vergil exam earns credit for LATI 202 and exemption from the language requirement. A grade of 4 or 5 on the Advanced Placement Latin Literature exam earns credit for a 300-level course and exemption from the language requirement.

Note: Courses in Latin and Greek cannot be taken Pass/Fail.

Additional Information For more information, contact John Dillery, Director of Undergraduate Studies, Department of Classics, 401 Cabell Hall, P.O. Box 400788, Charlottesville, VA 22904-4788; (434) 924-3008; www.virginia.edu/classics.

Course Descriptions

Classics
The following courses have no prerequisite, require no knowledge of Greek or Latin, and may not be taken to fulfill language requirements.

CLAS 201 - (3) (Y)
Greek Civilization
Studies Greek history, literature, and art.

CLAS 202 - (3) (Y)
Roman Civilization
Studies Roman history, literature, and art.

CLAS 204 - (3) (Y)
Greek Mythology
Introduces major themes of Greek mythological thought; surveys myths about the olympic pantheon and the heroes.

CLAS 304 - (3) (E)
Women and Gender in Ancient Greece and Rome
This course focuses on women’s roles and lives in Ancient Greece and Rome. Students are introduced to the primary material (textual and material) on women in antiquity and to current debates about it. Subjects addressed will include sexual stereotypes and ideals, power-relations of gender, familial roles, social and economic status, social and political history, visual art, medical theory, and religion.

CLAS 310 - (3) (E)
Age of Odysseus
Studies the literature, culture, history, art, and religion of the times of the Homeric epics (Bronze Age to circa 700 B.C.). Readings include Homer’s Iliad and Odyssey, The Homeric Hymns, and Hesiod’s Theogony and Works and Days. Some emphasis on the archaeology of Mycenaean sites.

CLAS 311 - (3) (E)
Age of Pericles
Studies the literature, art, architecture, history, and politics of the Periclean Age of Athens, with special emphasis on Pericles (circa 495-429 B.C.) and his accomplish-

ments. 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, and 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.

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

CLAS 312 - (3) (Y)
Intermediate Greek I
Prerequisite: GREE 101-102. Xenophon and Plato.

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

CLAS 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 309 - (3) (E)  
Advanced Reading in Greek  
Prerequisite: GREE 302.  
Reading of a comedy and a related prose work.  
Weekly exercises in writing Greek.

GREE 304 - (3) (E)  
Advanced Reading in Greek  
Prerequisite: GREE 301 or 303.  
Readings in Greek from Homer’s Odyssey.  
Offered in alternate years.

GREE 503 - (3) (SI)  
Classical Greek Prose  
Selections illustrating the development of prose style in the fifth and fourth centuries, B.C.

GREE 504 - (3) (SI)  
Later Greek Prose  
Selections from Greek authors, illustrating the development of prose style from the third century, B.C., to the second century, A.D.

GREE 508 - (3) (SI)  
Greek Epigraphy  
Studies the inscriptions of the ancient Greeks.

GREE 509 - (3) (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.

GREE 524 - (3) (SI)  
Latin  
LATTI 101, 102 - (4) (Y)  
Elementary Latin  
Beginning grammar, prose composition, and simple Latin readings.

LATTI 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.

LATTI 201 - (3) (Y)  
Intermediate Latin I  
Prerequisite: LATTI 102, 103, or appropriate CEEB score.  
Introductory readings from Caesar and Ovid.

LATTI 202 - (3) (Y)  
Intermediate Latin II  
Prerequisite: LATTI 201.  
Introductory readings from Cicero and Catullus.

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

LATTI 302 - (3) (IR)  
Catullus  
Selections from Carmina.  
Note: The prerequisite for LATTI 303 through LATTI 311 is LATTI 202, four years of high school Latin, or appropriate SAT score.

LATTI 303 - (3) (IR)  
Cicero  
Selections from Cicero’s speeches, philosophical works, and letters.

LATTI 304 - (3) (IR)  
Prose Composition  
Graded exercises in translation from English into Latin, with some attention to the reverse process.

LATTI 305 - (3) (IR)  
The Satirical Writing of Petronius and Seneca  
Petronius’ Cena Trimalchionis, and Seneca’s Apocolocyntosis.

LATTI 307 - (3) (IR)  
Livy  
Selections from Livy’s History.

LATTI 308 - (3) (IR)  
Horace  
Selections from Horace’s Satires, Epodes, Odes, and Epistles.

LATTI 309 - (3) (IR)  
Introduction to Mediaeval Latin  
Selections of Mediaeval Latin prose and verse.

LATTI 310 - (3) (IR)  
Vergil  
Selections from Vergil’s Aeneid.

LATTI 311 - (3) (IR)  
Ovid  
Selections from either the narrative poems (Metamorphoses, Fasti) or from the amatory poems.

LATTI 501 - (3) (SI)  
History of Republican Latin Literature  
Lectures with readings of important works of the period.

LATTI 502 - (3) (SI)  
History of Latin Literature of the Empire  
Lectures with readings of important works of the period.

LATTI 503 - (3) (SI)  
History of Medieval Latin Literature  
Study of medieval Latin literature from Boethius to Dante.

LATTI 504 - (3) (SI)  
Prose Composition  
LATTI 505 - (3) (SI)  
Latin Paleography  
Studies scripts and book production from antiquity to the Renaissance.

LATTI 506 - (3) (SI)  
Roman Comedy  
Selected plays of Plautus and Terence.

LATTI 507 - (3) (SI)  
Latin Elegy  
Studies selections from Tibullus, Propertius, and Ovid.

LATTI 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
Studies selections from Lucretius’ De Rerum Natura; the development of Roman Epicureanism.

LATI 511 - (3) (SI)
Catullus
Studies the surviving poems of Catullus, with particular attention to questions of genre, structure, and literary history.

LATI 512 - (3) (SI)
Julius Caesar
Studies either the Bellum Gallicum or the Bellum Civile, both as literary monuments and as first-hand accounts of major events in the last years of the Roman Republic.

LATI 513 - (3) (SI)
Cicero’s Philosophical Works
Focuses on either the ethical and epistemological or the theological or political treatises.

LATI 514 - (3) (SI)
Cicero’s Rhetorical Works
Readings from the orations and the rhetorical treatises.

LATI 515 - (3) (SI)
Sallust
Studies the historical monographs Catilina and Jugurtha in their literary and historical setting, with attention to the remains of the Histories and other contemporary documents.

LATI 516 - (3) (SI)
Vergil’s Aeneid
LATI 517 - (3) (SI)
Vergil’s Eclogues and Georgies
LATI 518 - (3) (SI)
Horace’s Odes
LATI 519 - (3) (SI)
Livy
Selected readings from the Ab urbe condita.

LATI 520 - (3) (SI)
Ovid’s Metamorphoses
LATI 521 - (3) (SI)
Ovid’s Love Poetry
Readings from the Amores, Heroides, Ars Amatoria, and Remedia Amoris.

LATI 522 - (3) (SI)
Tacitus
Selections fromTacitus.

LATI 523 - (3) (SI)
Petronius
Studies Petronius’ Satyricon and the development of fiction-writing in classical antiquity.

LATI 524 - (3) (SI)
Juvenal
Studies the satires of Juvenal and the development of satire among the Romans.

LATI 525 - (6) (SI)
Seneca’s Philosophical Works
Studies selected philosophical texts of Seneca, chiefly the Epistulae Morales and the nature and development of Roman Stoicism.

LATI 526 - (3) (SI)
Latin Epic After Vergil
Readings from Lucan, Statius, and Silius Italicus.

LATI 527 - (3) (SI)
Apuleius’ Metamorphoses
Reading of the text; the influence of the work on subsequent literature and art.

LATI 528 - (3) (SI)
Christian Latin Writings of the Roman Empire

Program in Cognitive Science
Bo07 Gilmer Hall
University of Virginia
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Charlottesville, VA 22904-4400
(434) 982-3019
www.virginia.edu/cognitivescience

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 interrelated yet distinct disciplines, especially cognitive psychology, computer science, linguistics, and neuroscience. While these disciplines are all concerned with the processing of information, they each focus on somewhat different systems. Cognitive psychology is concerned with human information processing faculties. Computer science deals with modeling or automation of intelligent functions on digital hardware. Linguistics examines the particular cognitive faculty of language, sometimes studied from the perspective of its use by people, but often modeled without concern for human performance limitations. Finally, neuroscience seeks to explain how information processing functions are performed within the constraints of the neuroanatomical structure of biological systems.

Increasingly, these distinct disciplines are developing overlapping domains of inquiry. For example, 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 2.000 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 empirical or theoretical research. Upon successful completion of the program, students will normally be recommended for a baccalaureate award of Distinction, High Distinction or Highest Distinction.

Requirements Students applying to the DMP must have a minimum cumulative GPA of 3.400 and have completed 18 credits towards their Cognitive Science major by the end of the semester in which they apply. In addition to the normal requirements for the cognitive science major, they must register for two semesters of supervised research (Cognitive Science 497 and 498). Based on their independent research, students must complete a thesis or review at least one month prior to graduation.

Additional Information For more information contact the Program Coordinator, Bo07 Gilmer Hall, P.O. Box 400400, Charlottesville, VA 22904-4400; (434) 982-3019; www.virginia.edu/cognitivescience.

Courses Approved for Major

Particular courses within relevant departments are designated as being cognitive sci-
ence courses. Courses from other departments, such as mathematics or systems engineering, may be designated as cognitive science courses if their content is judged to be appropriate by the undergraduate committee that oversees the curriculum. The following is a list of designated courses offered on a regular basis. There are also numerous cognitive science courses that are offered more infrequently; thus, the following list is not exhaustive.

**Cognitive Psychology**

PSYC 215 - (3) (Y)
Introduction to Cognition

PSYC 230 - (3) (Y)
Introduction to Perception

PSYC 305, 306 - (4) (S)
Research Methods and Analysis

PSYC 416 - (3) (IR)
Thinking About thinking

PSYC 418 - (3) (Y)
Invention and Design

PSYC 430 - (3) (IR)
Theories of Perception

PSYC 468 - (3) (IR)
Psychology and Law

PSYC 555 - (3) (Y)
Developmental Psycholinguistics

**Computer Science**

All courses except CS 110 and 120

**Linguistics**

LING 325 - (3) (Y)
Introduction to Linguistic Theory and Analysis

ANTH 349 - (3) (IR)
Language and Thought

ANTH 504 - (3) (Y)
Linguistic Field Methods

LING 501 - (3) (IR)
Synchronic Linguistics

LING 506 - (3) (IR)
Syntax and Semantics

ANTH 542 - (3) (IR)
20th Century Linguistic Theory

**Neuroscience**

PSYC 220 - (3) (S)
Psychobiology

PSYC 321 - (3) (S)
Psychobiology Lab

PSYC 420 - (3) (Y)
Neural Mechanisms of Behavior

PSYC 520 - (3) (Y)
Seminars in Psychobiology

PSYC 521 - (3) (IR)
Developmental Psychobiology

PSYC 523 - (3) (IR)
Neuroendocrinology

PSYC 526 - (3) (IR)
Psychobiology of Memory

**Psychology**

PSYC 527 - (3) (IR)
Neurotransmitters and Behavior

PSYC 531 - (3) (IR)
Functional Neuroanatomy

PSYC 533 - (3) (IR)
Neural Networks

**Philosophy**

PHIL 233 - (3) (E)
Computers, Minds, and Brains

PHIL 242 - (3) (Y)
Introduction to Symbolic Logic

PHIL 332 - (3) (Y)
Epistemology

PHIL 333 - (3) (IR)
Materialism and the Mind-Body Problem

PHIL 334 - (3) (E)
Philosophy of Mind

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

PHIL 542 - (3) (E)
Symbolic Logic

**College Science Scholars Program**

c/o College of Arts and Sciences

Garrett Hall

University of Virginia

P.O. Box 400133

Charlottesville, VA 22904-4130

(434) 924-3351

http://artsandsciences.virginia.edu/undergrad/special_programs

**Overview**

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

Unlike 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 year, 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**

317 Cabell Hall

University of Virginia

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(434) 924-7738

www.virginia.edu/complit

**Overview**

How is the character of Ulysses portrayed in Homer, Dante, Tennyson, and Joyce, and what do the different characterizations say about the civilizations and the authors who created them? Questions of this sort are fundamental to the study of comparative literature. The program is designed for the student whose literary interests lie beyond the confines of any one canon of literature. As the word comparative implies, the program permits students to combine courses from several literature departments into a coherent program, which is neither restricted to one national tradition nor to one language. Students will study the literatures of several cultures and national traditions, as well as the concepts underlying an understanding of comparative literature itself.

**Faculty**

As might be expected with an interdepartmental program, the faculty represent a wide range of departments. Once a student has been accepted into the program, he or she is assigned a faculty mentor who works in an area of the student’s interest. Because of the small size of the program and the competitive nature of acceptance, students and faculty work closely together. There are frequent gath-
erings—such as guest lectures and informal thesis presentations by fourth year students—where faculty and students can interact.

Students

In order to permit majors to develop a sense of participation in a common endeavor and ensure adequate advising, the Program in Comparative Literature is held to fifteen students per class. This means that all courses specific to the program are quite small and intensive.

There are three formal prerequisites for admission to the program. First, students must complete a two-semester survey of Western literature from antiquity to the Renaissance and from the Enlightenment to the present (CPLT 201, 202). These two classes cover Western literature from antiquity to the early twentieth century and emphasize learning through the study of recurring themes, as well as the texts themselves and the personal and social aspects of literature. Second, students must submit a brief writing sample that highlights their skills in literary analysis. Third, prospective majors must demonstrate sufficient interest in the goals of the program through an interview with a member of the comparative literature faculty.

Students who have graduated with a major in this program have been accepted to top graduate programs in comparative literature, English, Spanish, German, French, and classics, as well as top law and business schools. Moreover, the program is also an excellent foundation for a career in international relations.

Requirements for Major

The major in comparative literature permits a student to combine courses from several literature departments into a coherent program not restricted to one national tradition or to one language. Students selecting this major take at least two advanced courses in a national literature other than English or American, with readings in the original language, and three additional major literature courses, one of which focuses on some other national literature(s). In the fall semester of the third and fourth year, all majors take a required seminar (or an authorized equivalent) that prepares them for conceiving and writing a thesis in their final year. A reading course is required in both semesters of the fourth year to ensure progress on the thesis. The total requirement, including the two program seminars and the year of thesis writing, is 27 credits beyond the prerequisites.

Requirements for Minor

The minor consists of 12 credits beyond the prerequisite, including CPLT 351. Each student’s program must embrace at least two national literatures and must be approved by the director.

For more information, contact Elisabeth Ladenson, Department of French, 317 Cabell Hall, P.O. Box 400770, Charlottesville, VA 23904-4770; (434) 924-7738; el3@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 primarily for fourth-year majors. The seminar topic normally changes from year to year.

CPLT 497-498 - (6) (S)
Fourth Year Thesis
Two-semester course in which the student prepares and writes a thesis with the guidance of a faculty member. In the fall semester (497), the student develops a proposal and works out methodological problems in the form of a preliminary essay; in the spring (498), the student writes and submits the thesis in two drafts.

Department of Drama

Drama Building, 109 Culbreth Road
University of Virginia
P.O. Box 400128
Charlottesville, VA 22904-4128
(434) 924-3266 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 staging work for classes in other departments. In some cases, students also work as designers on one or more of the main season productions. The B.A. program provides its students with intellectual stimulation and a healthy creative challenge.

The Department of Drama has modern facilities that accommodate all classroom, studio, and production activities. The complex includes two theatres: the 595 seat Culbreth, with its large, well-equipped prosce- nium 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 .........................3
(Prerequisite)

DRAM 351 Directing I .....................3

DRAM 353 Production Lab: Stage Management ..................1

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 367 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 .............3

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

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

DRAM 231 Costume Technology or

DRAM 431 Costume Design ..................3
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 companies, guest artists, and ballet troupes. In addition, each summer the department sponsors

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 211 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: Scenery and Properties
Prerequisite: DRAM 211. Application of acting and directing skills in production laboratory. May be repeated up to four credits.

DRAM 221 - (3) (S)
Scenic Technology
Prerequisite: DRAM 221 and 202, or instructor permission; corequisite: DRAM 223 or instructor permission. Studies technical aspects of scenery design and scenery 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 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, camera 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)
American-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 concept a valid performance. Prerequisite: DRAM 201, or instructor permission.

DRAM 311 - (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 312 - (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 322 - (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 rehearsals 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)
Stage Management
Prerequisite: DRAM 201, 202, 211, 221, and 231, or instructor permission; corequisite: DRAM 353.
Examines stage management principles of theatre production in a variety of settings, from academic to regional to Broadway. Includes techniques of organization, rehearsal process, and human relations skills. Include safety and emergency procedures for both performers and audience.

DRAM 353 - (1-2) (S)
Production Laboratory: Stage Management
Prerequisite: DRAM 201, 202, 211, 221, and 231, or instructor permission; corequisite: DRAM 352.
One credit is required; may be repeated up to four credits. Application of stage management skills to production and performance.

DRAM 360 - (3) (Y)
Modern American Drama
Studies representative twentieth-century American dramas in the context of theatre history.

DRAM 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 roles: scripted scenes, exercises, and ensemble work to expand the actor’s approach to characterization and interpretation within various dramatic genres.

DRAM 444 - (3) (Y)
Dance for Theatre
Prerequisite: Instructor permission.
Examines the history of social and theatrical dance, its function in a particular society, and its dramatic purpose within a play. Requires demonstrated proficiency in traditional ballet, jazz, and tap technique. Choreography common to musical theatre performance is taught within each style.

DRAM 449 - (3) (Y)
Stage Combat
Prerequisite: Instructor permission.
Examines the history of human violence and various forms of personal and military combat frequently used on stage, as well as “comedic violence,” such as slapstick, clowning, and commedia. Students safely perform physical aggression that is appropriate and dramatically effective, following the safety guidelines and techniques recommended by the Society of American Fight Directors.

DRAM 451 - (3) (Y)
Directing II
Prerequisite: DRAM 351 and instructor permission.
Continues the work of DRAM 351 with special attention to the director’s organization, scheduling, and efficient use of resources. Students direct a one-act play.

DRAM 471 - (3) (Y)
Playwriting III
Prerequisite: DRAM 372.
Advanced workshop focusing on the development of longer works and the rewriting process.

DRAM 472 - (3) (Y)
Playwriting IV
Prerequisite: DRAM 471.
A continuation of Playwriting III.

DRAM 491 - (3) (S)
Senior Seminar
Seminar discussions and assignments that allow the student to demonstrate knowledge of the theatre as well as artistic, aesthetic, and critical judgment.

DRAM 492 - (1-3) (S)
Special Studies in Drama
Prerequisite: Instructor permission and advisor.
Independent study project conducted under the supervision of an instructor of the student’s choice. Instructor determines credit.

DRAM 493 - (1-3) (S)
Special Topics in Performance
Prerequisite: Instructor permission.
Special topics in performance offered to upper-level students.

DRAM 494 - (1-3) (S)
Special Topics in Movement
Prerequisite: Instructor permission.
Specialized topics in movement offered to upper-level students.

DRAM 495 - (1-3) (S)
Special Topics in Voice
Prerequisite: Instructor permission.
Specialized topics in voice and speech offered to upper-level performance students.

DRAM 496 - (1-3) (S)
Special Topics in Directing
Prerequisite: Instructor permission.
Intensive study of specific topics offered to upper-level students.

DRAM 497 - (1-3) (S)
Special Topics in Design
Prerequisite: Instructor permission.
Intensive study of specific topics in theatre design offered to upper-level students.

DRAM 498 - (1-3) (S)
Special Topics in Design Technology
Prerequisite: Instructor permission.
Intensive study of specific topics offered to upper-level students.

DRAM 499 - (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 nine- teenth-century comedies and melodramas as social documents, of the complex and ever-changing role(s) the theatre played in nine- teenth-century American life.

DRAM 504 - (3) (O)
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 506 - (3) (IR)
History of American Popular Entertainment: From Minstrelsy to Madonna
This course traces the development of popular entertainment forms from British and Euro- pean roots through late modern and post-modern examples like Elvis, Madonna and Disney- land. Particular attention will be paid to popu- lar 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 “recon- struction” 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 exer- cises, and increased emphasis on reading and discussion of student work.

James Wilson Department of Economics
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University of Virginia
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www.virginia.edu/economics

Overview
The Department of Economics offers a program of study that instills an understanding of economic events and arrangements. In part, this understanding comes from learning facts about economic institutions and economic history. But facts do not interpret themselves. To be understood, these facts must be viewed through the lens of economic theory. The undergraduate program in economics emphasizes applications of economic theory to a wide variety of real-world events and arrangements. Students have opportunities to investigate the economic aspects of resource utilization, public policy, business, law, finance, and international trade. An in-depth study of economics teaches students to think clearly and critically about complex issues.

Faculty
The University has a distinguished Department of Economics. Its twenty-five faculty members have international reputations in their areas of specialization and are committed to teaching undergraduates, training graduate students, and conducting economic research.
Students Currently, there are about 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—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 372, APMA 312, and STAT 212. (APMA 311 may be substituted by engineering students with permission of the Director of Undergraduate Studies.)

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.

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. Students are also strongly encouraged to complete a minimum of two 400-level courses. 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, 372, MATH 312, APMA 312, and STAT 212. (Students in the School of Engineering may use APMA 311 with permission of the Director of Undergraduate Studies.) All of the core courses except ECON 302 must be completed by the end of the student’s sixth semester.

Students are expected to complete ECON 302 prior to the beginning of their eighth semester. Majors who fail to do this will be dropped from the program. For more details on the procedure for calculating the economics GPA at the time of graduation, see the department’s undergraduate web page, www.virginia.edu/economics.

Distinguished Majors Program in Economics
The Department of Economics has a Distinguished Majors Program (DMP) for those who seek to graduate with high or highest distinction in economics. Students in the DMP must take ECON 372 no later than the fall of their fourth year, enroll in ECON 411 in the fall of their fourth year, and write a thesis (ECON 496) under the supervision of a faculty member. Third-year economics majors with a cumulative GPA of 3.600 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 and MATH 311 (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 132 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).

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 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 431 by the end of their seventh semester. In addition, by graduation they must complete ECON 488 and at least three courses from the list below:

- ECON 394, ECON 305, ECON 331, ECON 333, ECON 408, ECON 415, ECON 416, ECON 418, ECON 242, ECON 241, 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 515; PLCP 413 and 525; and PLPT 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 semester of calculus (for example, MATH 121, 131, or APMA 109), which may not be taken on a credit/no-credit basis. Students may declare a minor as soon as they pass the four required courses, the calculus course, and attain a grade point average of at least 2.000 in all economics courses completed at UVA. College rules require that the minor be declared by the end of the add period in the semester before graduation, ordinarily the seventh semester. The procedure for declaring a minor in economics is described on the department’s undergraduate program web page.

Prospective Graduate Students
Any student seriously considering graduate work in economics should take ECON 372 and several mathematics courses. MATH 132 and 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 HIUS 206.

**ECON 301 - (4) (S)**
**Intermediate Microeconomics**
Prerequisite: ECON 201 and one semester of calculus.
Studies the theory of prices and markets; includes an analysis of the forces determining the allocation of economic resources in a market economy.

**ECON 302 - (3) (S)**
**Intermediate Macroeconomics**
Prerequisite: ECON 202 and 301 or 311, or instructor permission.
Studies macroeconomic theory and policy; includes an analysis of the forces determining employment, income, and the price level.

**ECON 303 - (3) (S)**
**Money and Banking**
Prerequisite: ECON 202.
Analyzes monetary standards, the role of money in an economic system, and the operation and evolution of central banking systems.

**ECON 304 - (3) (IR)**
**The Economics of Education**
Prerequisite: ECON 201.
Analyzes the demand for, and supply of, education in the United States, governmental policies regarding education, and proposed reforms.

**ECON 305 - (3) (Y)**
**The Economics of Welfare Reform**
Prerequisite: ECON 201.
Critical evaluation of the arguments used to justify welfare programs such as AFDC, Medicaid, food stamps, and public housing. Includes theoretical analyses and empirical evidence on the intended and unintended effects of these programs, and discusses reforms of the welfare system that might lead to better achieving its goals.

**ECON 307 - (3) (S)**
**Economics and Gender**
Prerequisite: ECON 201 or instructor permission.
This course examines gender differences in the economy, decision-making and the division of labor within the family, and public policies that affect the status of women.

**ECON 309 - (3) (Y)**
**Latin American Economic Issues**
Prerequisite: ECON 201, 202.
Analyzes issues in the economic development of the Spanish-speaking countries of Latin America and Brazil, including traditional primary product dependence, the post World War II push for industrialization via import substitution, chronic and hyperinflation, foreign capital flows and debt, and recent market reforms and their effects on growth and poverty.

**ECON 311 - (4) (Y)**
**Mathematical Microeconomics**
Prerequisite: ECON 201 and two semesters of calculus.
Covers the same topics as ECON 301 using differential calculus through constrained maximization of functions of several variables. Credit is not given for both ECON 301 and 311.

**ECON 331 - (3) (S)**
**Economics and Elections**
Prerequisite: ECON 202 or instructor permission.
Studies interactions between economic conditions and elections. Emphasizes economic policy making, political business cycles, and the impact of economic conditions on voter participation, vote choice, and election outcomes.

**ECON 333 - (3) (IR)**
**Public Choice**
Prerequisite: ECON 201.
Studies politics using economic analysis. Topics include the theory of voting rules, regulation, taxation, and interest groups; the growth of government; and the design of constitutions.

**ECON 355 - (3) (Y)**
**Economy of China**
Prerequisite: ECON 201.
The course reviews China’s economic growth since the founding of the People’s Republic of China, and in particular since the move toward the use of market mechanisms in 1978. The theme of the course is that for China, changing economic institutions partly explain growth performance in these years.

**ECON 356 - (3) (Y)**
**Economy of Japan**
Prerequisite: ECON 201 or permission of instructor.
This course reviews Japan’s economic development from the Tokugawa Era onward, and then explores different sectors and issues of the modern Japanese economy.

**ECON 371 - (4) (S)**
**Introduction to Statistical Analysis**
Prerequisite: MATH 121 or equivalent.
Introduction to the probability and statistical theory underlying the estimation of parameters and testing of hypotheses in economics. Simple and multiple regression analysis. Students will use computers to analyze economic data. Three hours of lecture, one hour of discussion (Credit is not given for both ECON 371 and STAT 212).

**ECON 372 - (3) (S)**
**Introductory Econometrics**
Prerequisite: ECON 201, 202, and 371 (or equivalent) and one semester of calculus.
Studies the application of statistical methods to the testing and estimation of economic relationships. Emphasizes applied econometric studies and the problems that arise when analyzing time series and cross section data by means of stochastic linear models.

**ECON 401 - (3) (Y)**
**Game Theory**
Prerequisite: ECON 301 or 311, and ECON 371 or equivalent.
Analyzes the theory of strategically interdependent decision making, with applications to auctions, bargaining, oligopoly, signaling, and strategic voting.

**ECON 408 - (3) (Y)**
**Law and Economics**
Prerequisite: ECON 301 or instructor permission.
Applies microeconomic theory to the analysis of legal rules and institutions. Includes the effect of economic forces on the development of law, and the effect of laws on the allocation of resources.

**ECON 409 - (3) (Y)**
**Mathematical Economics**
Prerequisite: ECON 301 or 311; MATH 121 and 122 or equivalent.
Introduction to the basic mathematical techniques used by professional economists and other quantitative social scientists: equations, derivatives, comparative statics analysis of equilibrium models, optimization, constrained optimization, integration and dynamic models, difference and differential equation models, and inequality constraints in linear and nonlinear optimization problems. The purpose of the course is to prepare students for graduate work in economics and in the more quantitative MBA program.

**ECON 410 - (3) (Y)**
**Managerial Economics**
Prerequisite: ECON 301 or 311 and a course in statistics.
Applies economic analysis to management problems in business and government. Emphasizes solving problems through marginal analysis, decision making under uncertainty, determining and using the value of information, searching and bidding, bargaining and negotiation, and analysis of transaction costs. Examines methods of capital budgeting, linear programming, game theory, and forecasting. Considers strategic decisions in markets.

**ECON 411 - (3) (Y)**
**Topics in Advanced Microeconomics**
Prerequisite: ECON 301 or 311; a course in probability or statistics; and instructor permission.
Studies the applications of, and further topics, in microeconomic theory. Required for Distinguished Majors but open to any successful advanced student in economics. Topics vary from year to year but may include applications of decision-making to insurance, portfolio choice, and saving by households; applications of game theory to bargaining, contracts, and oligopoly; the economics of information; and welfare economics and applications to public policy.

**ECON 412 - (3) (Y)**
**Evolution of Economic Thought**
Prerequisite: ECON 201, 202.
Studies the history of the development of economics as a systematic body of thought. Focuses on the period 1750-1900, with readings from leading economists of the time.
ECON 413 - (3) (IR)
Topics in the History of Economic Thought
Prerequisite: ECON 301 or 311, and 302, or instructor permission.
Studies the development of modern economic thought. Topics may change from year to year but will usually relate to the post-1870 period (i.e., the marginalist or Keynesian revolutions).

ECON 415 - (3) (Y)
Economics of Labor
Prerequisite: ECON 301 or 311, and 371 or its equivalent, or instructor permission.
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 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 445 - (3) (Y)
Economic Development
Prerequisite: ECON 202 and 301 or instructor permission.
Studies the peculiar problems of economic growth in underdeveloped countries. Emphasizes public policies for both the countries themselves and the more developed countries and international agencies.
ECON 471 - (3) (Y)
Economics I
Prerequisite: ECON 371 or MATH 312 or APMA 312.
Analyzes the theory and practice of forecasting economic variables using models for linear stochastic processes, including specifying, estimating, and diagnosing models of economic time series.

ECON 482 - (3) (Y)
Experimental Economics
Prerequisite: ECON 301 or 311; a course in statistics; or instructor permission.
Explores the use of laboratory methods to study economic behavior. Topics include experimental design, laboratory technique, financial incentives, and analysis of data. Emphasizes applications: bargaining, auctions, market price competition, market failures, voting, contributions to public goods, lottery choice decisions, and the design of electronic markets for financial assets.

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

ECON 509 - (3) (Y)
Introduction to Mathematical Economics I
Prerequisite: One semester of calculus and instructor permission.
Studies topics in univariate and multivariate calculus and linear algebra, and applications to the theories of economic 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, and applications to the theories of economic dynamics.
1. Two courses in literature pre-1800 (ENMD, ENRN, or ENEC). Only one of these may be a course in Shakespeare.

2. One 400-level seminar in literature.

Students may offer three credits of course work in either the literature of another language (taught in translation or in the original), CPTL 201/ENLT 215, or CPTL 202/ENLT 216 for credit toward their English major. No more than nine credits offered toward the English major may be in any one of the distribution categories (ENMD, ENRN, ENEC, ENNC, ENMC, ENAM, ENCR, ENGN, ENWR, ENSP). However, students participating in the Distinguished Majors Program are allowed to take five courses in the ENGL category, while students enrolled in an area program (e.g., modern studies) may take a fourth course under an appropriate rubric. Students who elect to take more than 30 credits of English may, of course, go over the nine credit limit in any category in choosing their electives. Normally, only courses numbered through the 500-level are open to undergraduates.

Majors must maintain at least a 2.000 GPA in their English courses each semester. Students who fail to maintain this average are put on departmental probation. If the problem continues, they may be invited to declare a different major.

Special Programs in English

Enrollment Admission to advanced creative writing undergraduate seminars is by permission of the instructor only. Students should apply to the instructor during registration. Students wishing to take Independent Study (ENGL 493, 494, or ENWR 495, 496) should apply to the director of the undergraduate program. Students wishing to write a honors thesis (ENGL 491-492) should apply to the director of the Distinguished Majors Program.

Independent Study Only one semester of independent study (in writing or literature) may be counted toward the English major; students should apply to the director of undergraduate studies in the semester before the semester in which they wish to pursue their project.

For students who want to work on an individual critical enterprise under the direction of a faculty member, ENGL 493 or 494 allows considerable flexibility. There are no formal limitations on the project’s nature, as long as a faculty member is willing to direct it and the proposed course of study does not duplicate what is already available in regular courses. The student and faculty member determine the length of the reading list and the nature of the written or oral work required. Students may register for this course only if they have completed four 300- or 400-level courses and have a GPA in English of at least 3.00. 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 rubric 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 3.300 GPA in the major.

Distinguished Majors Program in English

Majors who wish to be considered for a degree with distinction, high distinction, or highest distinction in English are expected to complete at least two 400-level seminars and the two-semester distinguished majors tutorial (ENGL 491, 492). In the tutorial, these students pursue a project of their own devising that they would not have the opportunity to develop in the department’s regularly scheduled courses. The reading requirements for the project are determined by the student and the faculty member who has agreed to direct the enterprise, and each student produces a long essay (approximately 50 pages), carefully revised for final submission to the Honors Committee. In awarding honors, the committee considers: two faculty evaluations of the thesis; the quality of the student’s work in any 400-level English seminars taken; and the student’s overall performance in the major. Using these criteria, the committee recommends either no distinction, distinction, high distinction, or highest distinction.

Students who wish to be admitted to the Distinguished Majors Program must have a GPA of 3.600 in the major and 3.400 overall, and must submit a formal application to the director of the Distinguished Majors Program in early April of their third year.

Requirements for Minor

Students wishing to minor in English must complete 18 credits of upper-level English courses (numbered 300 and above). The 18 credits must include any two semesters of the three-quarter 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 to them 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 program’s 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
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. Followed by ENWR 107.

ENWR 210 - (3) (S)
Advanced Academic Writing
A single-semester option for meeting the first writing requirement. Designed for students scoring 670-710 on the SAT II Writing Test. Covers framing and developing effective academic arguments, with an emphasis on essays and reports. Graded A+ to C- or NC. Special topics sections are listed on the English department’s web site. Students whose student I.D. numbers end in an even digit must take ENWR 210 in the fall; those with I.D. numbers ending in an odd digit take it in the spring.

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. Read-
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**
Surveys selected English writers from the late eighteenth through the twentieth century.

**ENLT 217 - (3) (Y)**
**Old Norse Literature**
Studies the language and literature of Saxon England.

**ENLT 218 - (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- son, close reading, and framing arguments about poetry.

**ENLT 219 - (3) (Y)**
**Studies in Drama**
Introduces the techniques of the dramatic art, with close analysis of selected plays.

**ENLT 220 - (3) (Y)**
**Studies in Fiction**
Studies the techniques of fiction.

**ENLT 221 - (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 222 - (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 223 - (3) (Y)**
**Shakespeare**
Studies selected sonnets and plays of Shakespeare.

**ENLT 224 - (3) (Y)**
**Women in Literature**
Analyzes the representations of women in literature as well as literary texts by women writers.

**ENLT 225 - (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.

**ENMD 481, 482 - (3) (IR)**
**Advanced Studies in Medieval Literature I, II**
Limited enrollment.

**ENMD 501 - (3) (IR)**
**Introduction to Old English**
Studies the language and literature of Anglo-Saxon England.

**ENMD 505, 506 - (3) (IR)**
**Old Icelandic**
Introduces the language and literature of medieval Scandinavia; readings from the Poetic Edda and the sagas.

**ENMD 520 - (3) (IR)**
**Beowulf**
Prerequisite: ENMD 501 or equivalent. Reading of the poem, emphasizing critical methods and exploring its relations to the culture of Anglo-Saxon England.

**Renaissance Literature**

**ENRN 323 - (3) (IR)**
**Studies in Shakespeare**
Intensive study of selected plays.

**ENRN 325 - (3) (IR)**
**Milton**
Study of selected poems and prose, with particular emphasis on Paradise Lost.

**ENRN 340 - (3) (IR)**
**The Drama in English From the Beginning to 1642**
Studies non-Shakespearean Elizabethan and Jacobean drama.

**ENRN 441, 442 - (3) (IR)**
**Shakespeare Seminar**
Intensive study of plays and/or poems. Limited enrollment.

**ENRN 481, 482 - (3) (IR)**
**Advanced Studies in Renaissance Literature I, II**
Limited enrollment. Topics vary from year to year.

**ENRN 483, 484 - (3) (IR)**
**Seminar in Medieval and Renaissance Studies**
Interdisciplinary seminar on the interrelationships between literature and history, the classical tradition, philosophy, religion, and art history in the Middle Ages and Renaissance. Topics vary from year to year.

**NEC 310 - (3) (IR)**
**The Seventeenth Century II**
Surveys representative writers, themes, and forms of the period 1660-1700.

**NEC 311 - (3) (IR)**
**English Literature of the Restoration and Early Eighteenth Century**
Surveys representative writers, themes, and forms of the period 1660-1740.

**NEC 312 - (3) (IR)**
**English Literature of the Late Eighteenth Century**
Surveys representative writers, themes, and forms of the period 1740-1800.

**NEC 313 - (3) (IR)**
**English Literature of the Restoration and Eighteenth Century**
Surveys representative writers, themes, and forms of the period 1660-1800.

**NEC 351 - (3) (IR)**
**The English Novel I**
Studies the rise and development of the English novel in the 18th century.

**NEC 381, 382 - (3) (IR)**
**Eighteenth-Century Topics**
Topics vary from year to year.

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

**NEC 540 - (3) (IR)**
**English Drama 1660-1800**
Surveys representative plays and dramatic developments from 1660 to 1800.
American Literature

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

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

ENAM 313 - (3) (IR)
African-American Survey, I
Analyzes the earliest examples of African-American literature, emphasizing African cultural themes and techniques that were transformed by the experience of slavery as that experience met European cultural and religious practices. Studies essays, speeches, pamphlets, poetry, and songs.

ENAM 314 - (3) (IR)
African-American Survey, II
Continuation of ENAM 313, this course begins with the career of Richard Wright and brings the Afro-American literary and performing tradition up to the present day.

ENAM 315 - (3) (IR)
The American Renaissance
Analyzes the major writings of Poe, Emerson, Hawthorne, Melville, Whitman, Thoreau, and Dickinson.

ENAM 316 - (3) (IR)
Realism and Naturalism in America
Analyzes American literary realism and naturalism, its sociological, philosophical, and literary origins as well as its relation to other contemporaneous literary movements.

ENAM 322 - (3) (IR)
Major American Authors
Studies the work of one or two major authors.

ENAM 330 - (3) (IR)
American Poetry
Studies theme and technique in major American poets.

ENAM 335 - (3) (IR)
American Sentimentalism
Focuses on the rise of sentimental literature between the American Revolution and the Civil War.

ENAM 357 - (3) (IR)
Women in American Art
Analyzes the roles played by women as artists and as the subjects of representation in American art from the colonial period to the present. Some background in either art history or gender studies is desirable.

ENAM 358 - (3) (IR)
Studies in Fiction
Intensive study of selected American writers.

ENAM 381 - (3) (IR)
Studies in African-American Literature and Culture
Intensive study of African-American writers and cultural figures in a diversity of genres. Includes artists from across the African diaspora in comparative American perspective.

ENAM 383 - (3) (IR)
American Introspection (1770-1900)
Analyzes the nature and identity of America, real and imaginary, as perceived by major writers in various genres. Emphasizes the relation of forms to ideas, and recurring myths and motifs.

ENAM 385 - (3) (IR)
Folklore in America
Surveys the traditional expressive culture of various ethnic and religious groups in America, including songs, folk narratives, folk religion, proverbs, riddles. Emphasizes 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 381, 382 - (3) (IR)
Advanced Studies in American Literature, I, II
Limited enrollment. Topics vary from year to year.

ENNC 311 - (3) (IR)
Studies in American Literature
Prerequisite: Instructor permission.
Limited enrollment. Topics vary from year to year.

ENNC 312 - (3) (IR)
British Literature of the Twentieth Century
Studies major works of continental fiction in the twentieth century.

ENNC 315 - (3) (IR)
The Origins of Modern Drama
Examines experiments in dramatic form in the late nineteenth and early twentieth century.

ENNC 351 - (3) (IR)
The English Novel II
Reading of novels by Austen, Dickens, Thackeray, the Brontës, Gaskell, Meredith, Eliot, and Hardy.

ENNC 352 - (3) (IR)
The Lives of the Victorians
Introduces the literature and culture of the Victorian period, focusing on life-narrative in a variety of genres, including poetry, fiction, biography, and autobiography.

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

ENNC 381, 382 - (3) (IR)
Nineteenth Century Topics
Examination of particular movements within the period, (e.g., the Aesthetic Movement; the Pre-Raphaelites; and Condition-of-England novels).

ENNC 385 - (3) (IR)
The Fiction of Empire
Studies the representation of the British Empire in nineteenth-century works of fiction.

ENNC 381, 382 - (3) (IR)
Advanced Studies in Nineteenth Century Literature, I, II
Limited enrollment. Topics vary from year to year.

ENNC 391, 392 - (3) (IR)
Advanced Topics in Nineteenth Century Literature, I, II
Prerequisite: Instructor permission.
Limited enrollment. Topics vary from year to year.

ENNC 411 - (3) (IR)
Modern and Contemporary Literature

ENNC 412 - (3) (IR)
American Literature of the Twentieth Century
Studies the major poetry and fiction.

ENNC 431 - (3) (IR)
Modern Comparative Literature
Studies major international movements and figures in the twentieth and twenty-first centuries.

ENNC 451 - (3) (IR)
The Literature of the Americas
Comparative study of various major writers of North, Central, and South America.

ENNC 471 - (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 332 - (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 Angophone 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.

ENMC 483, 484 - (3) (Y)
Seminar in Modern Studies
Prerequisite: Instructor permission. Limited enrollment. An interdisciplinary seminar focusing on the interrelationships between literature and history, the social sciences, philosophy, religion, and the fine arts in the Modern period.

Genre Studies

ENGN 331 - (3) (IR)
The Lyric
Studies the major lyrical forms and traditions in Western literature, with particularly close reading of poems written in English.

ENGN 340 - (3) (IR)
Drama From the Restoration to the Twentieth Century
Surveys English drama (with some attention to one or two European dramaticists) 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 355, 357 - (3) (IR)
Forms of the Novel I, II
Studies the relation of form, narrative technique, and ideas in selected novels from various periods of English, American, and Continental fiction (in translation). First semester to about 1900, second semester to the present.

ENGN 380 - (3) (IR)
Romance
Investigates the narrative form and cultural uses of Romance.

ENGN 382 - (3) (IR)
The Art and Theory of Comedy
Studies in comic theory and practice from the classical period to the present.

ENGN 384 - (3) (IR)
Satire
Reading and discussion of major satirical works from classical times to the present.

ENGN 481, 482 - (3) (IR)
Advanced Studies in Literary Genres I, II
Limited enrollment. Topics vary from year to year.

Studies in Criticism

ENCR 300 - (3) (IR)
Contemporary Literary Theory
Introduces some of the most influential schools of contemporary literary theory and criticism.

ENCR 361 - (3) (IR)
Interpretation
Analyzes the theory and practice of interpretation of literary texts.

ENCR 362 - (3) (IR)
Introduction to Criticism and Cultural Studies
Introduces the various and contested theories and practices of what has come to be called “cultural studies.” Examines various theoretical traditions and histories of mass culture and advertising.

ENCR 363 - (3) (IR)
Psychoanalytic Criticism
Studies Freudian and post-Freudian psychology and its literary applications.

ENCR 371, 372 - (3) (IR)
Intellectual Prose
Studies non-fictional discursive prose. Readings drawn from such fields as criticism, aesthetic theory, philosophy, social and political thought, history, economics, and science; from the Renaissance to the present day.

ENCR 381 - (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 SWAG 381.

ENCR 381 - (3) (IR)
Advanced Studies in Literary Criticism
Limited enrollment.

ENCR 382 - (3) (IR)
Poetic Form
Provides necessary background study for other courses in English and American poetry for all periods. Useful for students composing poetry in creative writing classes. Enriches the study of poetry in other languages.

ENCR 382 - (3) (IR)
History of Critical Theory
Studies representative theories about the nature and function of literature from Plato to the present.

ENCR 385 - (3) (IR)
Books as Physical Objects
Surveys bookmaking over the past five centuries. Emphasizes analysis and description of physical features and consideration of how a text is affected by the physical conditions of its production.

ENCR 388 - (3) (IR)
Queer Theories and Queer Practices
Introduces “queer theory” through an examination of key theoretical texts (Foucault, Sedgwick, Butler, and others) which vary from semester to semester.

Special Topics in Literature

ENSP 480 - (4) (IR)
The Bible
Analyzes readings in the English Bible. Designed to familiarize or re-familiarize the literary student with the shape, argument, rhetoric, and purposes of the canon; with the persons, events, and perspectives of the major narratives; and with the conventions, techniques, resources, and peculiarities of the texts.
ENSP 481, 482 - (3) (IR)
Advanced Studies in Special Topics in Literature I, II
Limited enrollment. Topics vary from year to year.

ENSP 581 - (3) (IR)
Film Aesthetics
Studies film as a work of art produced by cinematic skills and valued for what it is in itself. Emphasizes major theoretical works and analyzing individual films. Studies films with reference to the techniques and methods that produce the “aesthetic effect” style, and the problems of authorship arising out of considerations of style and aesthetic unity.

ENSP 583 - (3) (Y)
Literature and the Film
Studies the relationship between the two media, emphasizing the literary origins and backgrounds of film, verbal and visual languages, and the problems of adaptation from novels and short stories to film. Seven to nine novels (or plays) are read and analyzed with regard to film adaptations of these works. Film screenings two to two and one half hours per week outside of class.

ENSP 591, 592 - (3) (S)
Literary Journal Editing
Prerequisite: Instructor permission. This course, organized around the literary journal Meridian (which is sponsored by the English department’s MFA program) is designed to involve students in every aspect of literary journal production, from selecting and editing manuscripts to layout/design; from grant writing and promotion to final distribution. Along with editing and relevant research, students write book reviews, conduct interviews, and produce articles to be published in connection with the release of each issue of the journal.

Language Study
ENLS 303 - (3) (IR)
History of the English Language
Studies the development of English word forms and vocabulary from Anglo-Saxon to present-day English.

ENLS 350 - (3) (IR)
American English
A historical examination of the peculiar development of the English language, both spoken and written, in the Americas, primarily in the United States, from the time of the first European settlements to the present.

Miscellaneous English
ENGL 381, 382, 383 - (3) (Y)
History of Literatures in English I, II, III
A three-semester, chronological survey of literatures in English from their beginnings to the present day. Studies the formal and thematic features of different genres in relation to the chief literary, social, and cultural influences upon them. ENGL 381 covers the period up to 1660; ENGL 382, the period 1660-1880; and ENGL 383, the period 1880 to the present. Required of all majors.

ENGL 491, 492 - (3) (Y)
Distinguished Majors Program
Directed research leading to completion of an extended essay to be submitted to the Honors Committee. Both courses are required of honors candidates. Graded on a year-long basis.

ENGL 493, 494 - (3) (Y)
Independent Study
Prerequisite: Completion of four 300- or 400-level courses.

Department of Environmental Sciences
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Overview
The interdisciplinary field of environmental sciences is concerned with the interaction of physical and biological processes that shape our natural environment. The Department of Environmental Sciences offers instruction and conducts research in the areas of atmospheric science, hydrology, geoscience, ecology, environmental chemistry, and land and resource analysis. It offers students the opportunity to understand how these processes interact in time and space, and how a change in any one may affect others. The research efforts of faculty and students deal largely with understanding the fundamental science of physical and ecological processes, and to a lesser extent with applications of this understanding to environmental problems. Majors can specialize in one area or diversify across all areas depending on career goals.

The environmental sciences major provides strong preparation for several postgraduate paths. The program’s in-depth training in the theory and methods of atmospheric science, hydrology, geoscience, and ecology prepares students for graduate school in either environmental sciences or one of the disciplines it involves. Moreover, with its focus on reasoning and analytical skills that involve natural processes, the program provides a strong foundation for professional schools. It also furnishes students with the liberal arts science training necessary for professional schools. It also furnishes students with the liberal arts science training. 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, ecological, 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 geochmistry, 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 major 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, electronmicroscopy shops, greenhouses, environmental chambers, extensive computing facilities, a Geographic Information Systems laboratory, aerial photographic interpretation equipment, the Office of the State Climatologist, Internet access to the McIDAS-X and GEMPAK weather information services, and four envi-
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 obligations for these proficiency requirements to be completed upon arrival at the university.

Related Math & Science
One semester 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
Each of the core courses EVSC 280, 320, 340, and 350 and their associated laboratories EVSC 280L, 320L, 340L, and 350L for a total of 16 core credits. An additional 24 credits of graded EVSC courses are required. Three of these credits may be taken below the 300-level (i.e. 100-200-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.

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

The requirements for the Specialization are as follows: (1) Related math and science courses required are calculus (MATH 121 or 131), organismal biology (BIOL 202 or BIOL 301) with lab (BIOL 204), and either chemistry with lab (CHEM 141/141L) or physics with lab (PHYS 151/201L); (2) The four core environmental science courses (EVSC 280, 320, 340, 350) with their labs; 3) Two introductory courses in environmental conservation (EVSC 222, BIOL 345), population ecology (EVSC 413) and a 2-credit seminar in environmental conservation (EVSC 493/494); and (3) an additional twelve upper-level credits in Environmental Sciences or Biology. The Conservation Specialization requires at least one course in each of the following areas: Biological Diversity—a course focused on a particular group of organisms (e.g. plants, birds, mammals); Environmental Diversity—a course focused on a particular habitat (e.g. wetlands, oceans, forests, grasslands, tundras); Techniques in Conservation—a course focused on policy, related chemical or physical sciences, statistics, modeling, geo-spatial analysis or field methods; Field Experience—this can be fulfilled with an independent study, a field course at a University of Virginia biological or ecological field station (Mountain Lakes Biological Station, Blandy Experimental Farm), involvement with the Africa research program in the Environmental Sciences department, or an internship with a conservation agency. The Conservation Specialization can be completed as part of the B.S. degree in Environmental Sciences provided that all of the B.S. requirements are met.

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

Requirements for Minor
A minor consists of at least 16 credits of environmental science courses. A course in each of the areas proposed by the student and approved by the department faculty. The program must include at least two core courses (EVSC 280, 320, 340, 350) with laboratories, and one non-core course at the 300 level or higher, with no more than six credits of non-core courses below the 300 level. To take advantage of advanced interdisciplinary courses, the core courses should be completed early.

The Environmental Sciences Organization, recognized by Student Council, presents an undergraduate professionalization seminar, field trips, career and job search activities, curriculum review and planning,
and many social events. All University students are welcome to join.

Distinction and Prizes The department participates in the College’s Distinguished Majors Program designed for highly qualified students. This program must be started early. Information can be obtained from an advisor.

Each year, the department gives the following awards to members of the graduating class who have distinguished themselves academically during their four years of study at the University:

1. the Wallace-Poole Award to the most outstanding major;
2. the Wilbur A. Nelson Award, the Mahlon G. Kelly Award, and the Michael Garstang Award to students who are outstanding in the areas of environmental geology, ecology, and atmospheric sciences;
3. an award to the outstanding student in the area of hydrology; and
4. the Trout Unlimited Award for excellence in aquatic ecology.

Each year, the department offers the following awards to majors in the program:

1. the Bloomer and Mitchell Awards for geo-science-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, crop-land, ponds, and marshes. The Orland E. White Arboretum, the State Arboretum of Virginia, contains a beautifully landscaped collection of 1,000 species and varieties of trees and shrubs. The facilities also include greenhouses, laboratories, computer facilities, and housing, laundry and dining facilities. Students may participate in supervised research or independent study at Blandy Farm primarily during the summer.

Research Opportunities Research projects throughout the department provide a number of employment and experience opportunities for undergraduates.

Students in their third and fourth years are encouraged to gain research experience by participating in faculty research or initiating their own research projects with faculty supervision. These projects can be conducted for credit by arranging with a faculty member to supervise an independent study (EVSC 493, 494) or research project (EVSC 495, 496).

Additional Information For more information, contact James Galloway, Faculty Advisor, Department of Environmental Sciences, Clark Hall, P.O. Box 400123, Charlottesville, VA 22904-4123; (434) 924-7761; www.evsc.virginia.edu.

Course Descriptions

Environmental Sciences

EVSC 101 - (3) (Y)
Introduction to Environmental Sciences
Introduces the principles and basic facts of the natural environment. Topics include earth materials, land forms, weather and climate, vegetation and soils, and the processes of environmental change and their implications to economic and human systems.

EVSC 102 - (3) (S)
Practical Concepts in Environmental Sciences
Practical concepts and problem solving in environmental sciences through demonstrations, hands-on activities, structured discussions, and problem sets beyond those of traditional lectures or discussion groups. Emphasizes experience and critical thinking in the four core areas: geology, hydrology, atmospheric sciences, and ecology.

EVSC 120 - (3) (Y)
Elements of Ecology
Introduces the science of ecology and its application to current environmental issues. A number of topics relating to population growth and regulation, biodiversity, sustainability, and global change are used as a framework to investigate basic ecological principles. Emphasizes the application of basic science to the understanding and mitigation of current environmental problems.

EVSC 140 - (3) (Y)
Water on Earth
Studies the natural history of the Earth’s hydrosphere, including its origin, evolution, and importance in Earth processes. Introduces the hydrological cycle and the role of water in a variety of Earth processes. Discusses human influences on the hydrosphere and current topics in hydrological science and water resources, such as contamination and resource allocation, emphasizing the scientific basis for past, present, and future decisions.

EVSC 148 - (3) (Y)
Resources and the Environment
Explores the impact of people on the environment in the past and present with projections for the future. Addresses the phenomena and effects of food and energy production and industrial processes, including such topics as lead pollution, acid rain, the greenhouse effect, and the disposal of radioactive waste. Demonstrates how the environment works in the absence of humans and discusses how human use of resources perturbs the environment.

EVSC 181 - (3) (Y)
Climate Change: Past and Future
Explores past changes of the Earth’s climate system (atmosphere, oceans, vegetation, land surface and ice sheets) caused by changes in atmospheric CO₂, the strength of the sun, the Earth’s orbit around the sun, volcanic eruptions, and plate tectonics. Future climate change is projected based on past changes.

EVSC 201 - (3) (S)
Materials That Shape Civilizations
Reviews the structure, properties, methods of production, uses, and world supply of the materials on which present and past civilizations have been based; including materials used in heavy industry, construction, communications, medicine, as well as textiles and naturally occurring organic materials. Emphasizes the effects of environment on materials and energy relationships. Cross-listed as MSE 201.

EVSC 210 - (3) (Y)
Beaches, Coasts and Rivers
Studies the geologic framework and biophysical processes of the coastal zone, and the role of the major river systems in modifying the coastal environment. Emphasizes human modifications, including case studies along the Atlantic, Gulf, and Pacific coasts.

EVSC 215 - (3) (Y)
Introduction to Oceanography
Analyzes the principles that govern the world’s oceans and their integration into an understanding of the major marine environments. Topics include marine pollution, global climate, and marine policy.

EVSC 222 - (3) (Y)
Conservation Ecology—Biodiversity and Beyond
Studies ecological science relevant to sustaining populations, species, ecosystems, and the global biosphere. Includes discussion of genetic inbreeding, critical population size, community structure and organization, maintenance of critical ecosystem function, and global biogeochemistry. Case studies from around the world demonstrate links between human-driven environmental change and the health of the biosphere, at all levels, from the organism to the planet.

EVSC 230 - (3) (Y)
Politics, Science, and Values: An Introduction to Environmental Policy
Introduces a wide variety of domestic and international environmental policy issues. Explores how political processes, scientific evidence, ideas, and values affect environmental policymaking. This class satisfies the social sciences area requirement and not the natural sciences/mathematics area requirement, since EVSC 230 is devoted to the subject of environmental policy. Cross listed as ETP 230.

EVSC 250 - (3) (Y)
Man’s Atmospheric Environment
Long-term global climatic controls and short-term severe weather events such as hurricanes and tornadoes are treated in terms of the physical laws governing the motions of the atmosphere and the energy driving the system. Discusses climatic and atmospheric events that severely impact human behavior. Explores responses by early and modern humans to perturbations in the weather and climate. Examines utilization of renewable energy residing in the sun, wind, and water; and inadvertent and inadvertent weather modification.
EVSC 280 - (3) (S)
Fundamentals of Geology
Prerequisite: At least one semester of college chemistry with lab such as CHEM 141, 142.
Studies the composition, structure, and internal processes of earth; the classification, origin, and distribution of earth materials; earth’s interior; and the interpretation of geological data for the solution of problems of the natural environment.

EVSC 280L - (1) (S)
Fundamentals of Geology Laboratory
Corequisite: EVSC 280.
Field and laboratory experimentation into the nature of earth materials and processes, especially as applied to use and human problems.

EVSC 320 - (3) (S)
Fundamentals of Ecology
Prerequisite: One semester of calculus; recommended: at least one semester of college-level chemistry and biology with labs such as CHEM 141, 142, and BIOL 202.
Studies energy flow, nutrient cycling and allocation in natural ecosystems, organization of species at the population and community levels, and interaction between people and the biosphere.

EVSC 320L - (1) (S)
Fundamentals of Ecology Laboratory
Corequisite: EVSC 320.
Field and laboratory experimentation illustrative of ecological systems, and their checks, balances, and cycles.

EVSC 340 - (3) (Y)
Physical Hydrology
Prerequisite: One semester of calculus.
Studies the physical principles governing the flow of water on and beneath the earth’s surface, including fundamental concepts of fluid dynamics applied to the description of open channel hydraulics, ground water hydraulics, and dynamics of soil moisture. Introduces elements of surface water and ground water hydrology and explores humanity’s influence on its hydrological environment.

EVSC 340L - (1) (Y)
Physical Hydrology Laboratory
Corequisite: EVSC 340.
Field and laboratory experimentation illustrative of the hydrological cycle, including energy and mass transfer in surface and ground water.

EVSC 350 - (3) (Y)
Atmosphere and Weather
Prerequisite: One semester of calculus; recommended: at least one semester of college physics with lab such as PHYS 231, 232.
Introduces the physical laws governing atmospheric behavior and examines atmospheric variables and their role in the fluid environment of the earth.

EVSC 350L - (1) (Y)
Atmosphere and Weather Laboratory
Corequisite: EVSC 350.
Studies the principles of measurements, instrumentation for measuring atmospheric parameters, and methods of observing and calculating atmospheric variables.

EVSC 362 - (3) (S)
GIS Methods
Prerequisite: The equivalent of the College natural science/mathematics and social science area requirements. Experience with word processing, file managers, and other computing skills is essential.
Explores the theory of Geographic Information Systems (GIS) and their applications in a range of disciplines using various GIS software packages. Example applications are from physical and social sciences, often with a focus on the Charlottesville-Albemarle area.

EVSC 384 - (4) (Y)
Earth Surface Processes and Landforms
Prerequisite: EVSC 280 or instructor permission.
Examines erosional processes and their role in creating landforms. Explores the influence of processes and landforms on land use and the human environment, including hazards from floods and landslides.

EVSC 385 - (3) (Y)
Geodynamics
Prerequisite: EVSC 280, calculus, and physics.
Studies the basic principles of continuum mechanics and their application to problems in the geological sciences, including the behavior of the Earth’s lithosphere, rock mechanics, and flow of water.

EVSC 386 - (3) (IR)
Introduction to Geochemistry
Prerequisite: CHEM 141, 142 and EVSC 280.
Studies the principles that govern the distribution and abundance of the elements in the Earth’s lithosphere, hydrosphere, biosphere, and atmosphere.

EVSC 413 - (3) (Y)
Population Ecology and Conservation
Prerequisite: EVSC 320 and one course in calculus.
Studies ecological, evolutionary, and behavioral processes that occur within and between populations in natural communities. Emphasizes the mathematics of population dynamics and species interactions and uses models to demonstrate the diversity of life histories in plants and animals. Discusses the application of population ecology to current issues in conversation biology.

EVSC 415 - (3) (IR)
Topics in Oceanography
Prerequisite: One year college-level science.
Introduces oceanography together with a survey of marine resources and the scientific bases for their management.

EVSC 420 - (3) (Y)
The Ecology of Coastal Wetlands
Prerequisite: EVSC 320 or equivalent.
Investigates the ecology of coastal interface ecosystems, including sea grass, mangrove, and salt marsh emphasizing biogeochemistry, succession, and dynamic processes related to the development and maintenance of these systems. Explores the differences between tropical and temperate coastal systems.

EVSC 423 - (3) (O)
Marine Environments and Organisms
Prerequisite: EVSC 320 or equivalent.
Surveys the major habitats of marine and estuarine areas and the organisms which have adapted to life 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 quantitation of microbial activities.

EVSC 430 - (3) (O)
Management of Forest Ecosystems
Prerequisite: EVSC 320, 340, or 350 recommended.
Studies processes in forest ecosystems which effect management decisions. Emphasizes the interactions between the physiological processes of plants and system-level functions such as the cycling of nutrients and the flow of energy and water. Examples of current and projected uses of forest systems are discussed throughout, including harvesting for 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 interactions 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-Albemarle area. For students interested in research and longer term applications of GIS.

**EVSC 468 - (3) (Y)**
**Advanced GIS**
**Prerequisite:** An introductory GIS course.
Explores advanced Geographic Information Systems concepts through use of Arc/Info, Erdas Imagine, and other GIS software in individual and group projects. Topics include data management, raster modeling, image manipulation, and 3-D visualization.

**EVSC 470 - (3) (Y)**
**Instrumental Methods for Analysis of Environmental Samples**
**Prerequisite:** CHEM 142 or equivalent.
Studies instrumental methods of chemical analysis in an overall context of sampling and evaluating sources of pollution. Analyzes contaminants in air, water, soil, or plant materials.

**EVSC 478 - (3) (O)**
**Groundwater Geology**
**Prerequisite:** EVSC 280, 340.
Study of the mechanics of groundwater flow, with attention to heat and mass transport; regional geological controls on groundwater occurrence and movement; and the role of groundwater in geological processes.

**EVSC 480 - (4) (Y)**
**Mineralogy**
**Prerequisite:** EVSC 280; prerequisite or corequisite: one year of college chemistry.
Study of crystallography, crystal chemistry and optical mineralogy; mineral symmetry as it relates to chemical bonding; interaction of crystals with polarized light; and the identification of minerals by physical, optical, and X-ray diffraction techniques. Field experience and laboratories are included.

**EVSC 481 - (4) (O)**
**Petrology**
**Prerequisite:** EVSC 280.
Study of the origin and classification of igneous, metamorphic, and sedimentary rocks. Emphasizes rock series and tectonic associations of rock types. Study of thin sections and hand samples in the laboratory. Field experience and laboratories are included.

**EVSC 482 - (3) (IR)**
**Stratigraphy and Sedimentation**
**Prerequisite:** EVSC 280.
Explores the fundamentals of geological stratigraphy including principles of sedimentation and sequences in layered rocks, and stratigraphic classification of sedimentary rocks, emphasizing spatial and temporal relationships; study of lithofacies and biofacies for interpretation of geologic history; and systematic examination of geologic periods.

**EVSC 483 - (3) (Y)**
**Earth’s Climactic History**
**Prerequisite:** EVSC 280.
Explores changes through geologic time of the Earth’s climate system (ice sheets, oceans, atmosphere, vegetation) in response to solar variability, sea-floor spreading, mountain building, atmospheric CO₂ levels, volcanic eruptions, and earth-sun orbital changes.

**EVSC 484 - (3) (E)**
**Engineering Geology**
**Prerequisite:** EVSC 280 and 340.
Studies engineering properties of earth materials and their behavior in response to surface processes as they affect land use and natural resource utilization. Two lecture hours and three field or laboratory hours.

**EVSC 485 - (3) (Y)**
**Coastal Processes**
**Prerequisite:** EVSC 280.
Reviews wave generation, wave prediction, wave refraction, transformation, shoaling, and associated inshore currents. Topics include the generation of littoral drift and shallow water surge; beach and barrier island geomorphology and problems of erosion. Includes the historical development of research in coastal processes and a quantitative analysis of spatial patterns along sandy coasts.

**EVSC 485L - (1) (Y)**
**Coastal Processes Laboratory**
**Corequisite:** EVSC 485.
Laboratory analysis of sediment, map, and aerial photo data sets. Lab demonstrations with the wave tank and rapid sediment analyzer. Weekly exercises and research projects are required.

**EVSC 487 - (3) (Y)**
**Global Biogeochemical Cycles**
**Prerequisite:** One semester of college chemistry and one or two of the EVSC core classes.
Studies the processes that regulate the cycling of carbon, nitrogen, sulfur, and phosphorus within and between oceans, continents, and atmosphere.

**EVSC 488 - (3) (O)**
**Planetary Geology**
**Prerequisite:** Introductory course in geosciences or astronomy.
Studies the origin and evolution of the solar system, emphasizing the geology of the planets and satellites of the inner solar system and the satellites of the gaseous planets. Compares and contrasts the Earth with Venus and Mars.
EVSC 480 - (4) (E)
**Structural Geology**
*Prerequisite*: EVSC 280, or instructor permission.
Studies the origin, development, and classification of microscopic and macroscopic structures in folded and faulted rocks; the response of rocks to stress and strain; brittle and ductile deformation; and the tectonic evolution of mountain belts. Includes field experience and laboratories.

EVSC 493, 494 - (1-3) (IR)
**Independent Study**
*Prerequisite*: Instructor permission.
Specialized topics in ecology, atmosphere, hydrology, environmental geology, or environmental systems not normally covered in formal classes under the direction of the faculty.

EVSC 495, 496 - (3) (IR)
**Supervised Research**
*Prerequisite*: Instructor permission.
Original research usually involving a field or laboratory problem in the environmental sciences under the direction of one or more faculty members. The results may form the basis of an undergraduate thesis which is required to partially fulfill the Distinguished Majors Program in environmental sciences.

EVSC 503 - (4) (Y)
**Applied Statistics for Environmental Scientists**
*Prerequisite*: MATH 111 or STAT 112; corequisite: EVSC 503L.
Provides a firm knowledge of experimental design, hypothesis testing, and the use of statistical methods of data analysis.

EVSC 503L - (0) (Y)
**Applied Statistics Laboratory**
*Corequisite*: EVSC 503.
Uses computer laboratories in the analysis of quantitative data.

EVSC 511 - (4) (E)
**Systems Analysis in Environmental Sciences**
*Prerequisite*: MATH 132 or equivalent, computer programming experience.
Applies a variety of systems analysis techniques to the environmental sciences, particularly ecology. Examines and uses simulation models of ecosystems, biological populations, and hydrological, atmospheric, and geological systems to address scientific questions in the environmental sciences. Student projects apply techniques to specific problems.

EVSC 544 - (3) (O)
**Physical Oceanography**
*Prerequisite*: PHYS 231, 232 or equivalent, two semesters calculus, MATH 131, 132 recommended, or instructor permission.
Studies the physical properties, processes, and structure of the oceans; mass and energy budgets; methods of measurements; and the nature and theory of ocean currents, waves, and tides in the open sea, near shore and in estuaries.

**Atmospheric Sciences**

EVAT 541 - (4) (Y)
**Atmospheric Dynamics**
*Prerequisite*: MATH 131, 132 and PHYS 231, 232.
Introduces theoretical meteorology encompassing dry and moist air thermodynamics, the mechanics of atmospheric motion, and the dynamics of atmospheric weather systems.

EVAT 542 - (3) (Y)
**Microclimate**
*Prerequisite*: EVSC 350 or instructor permission.
Examines principles of radiation transfer, soil heat flux, atmospheric heat transfer, atmospheric moisture, evapotranspiration, motions near the Earth’s surface, and surface energy balances to provide a basis for describing the microclimate of various surfaces.

EVAT 550 - (3) (O)
**Environmental Climatology**
*Corequisites*: EVSC 350 or the text *The Science and Wonders of the Atmosphere*.
An advanced survey of the theoretical and experimental research areas in climatology and meteorology, emphasizing environmental problems associated with the atmosphere. Fundamental principles used in these studies are introduced and discussed, along with procedures used to present and analyze atmospheric information.

EVAT 554 - (3) (O)
**Ocean-Atmosphere Dynamics**
*Prerequisite*: EVSC 350 or equivalent, or one semester of calculus-based physics, or instructor permission.
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. Examines 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, integral calculus, or instructor permission.
Analyzes 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 and instructor permission.
Analyzes the patterns and processes in terrestrial ecosystems. Topics 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 instructor permission.
Treats the relationships of microorganisms to similar organisms, to dissimilar (macro) organisms and to the physical-environmental system to demonstrate basic ecological theory and indicate the importance of the microbes in maintaining the world as we know it. Topics include the organisms, microbial habitats, community formation and structure, interspecific relationships, nutrient cycling, and anthropogenic ecology.

EVEC 523L - (1) (Y)
**Microbial Ecology Laboratory**
*Prerequisite*: Instructor permission; corequisite: EVEC 523.
Intended to complement 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.
Introduces development and application of theoretical constructs and mathematical models for projecting the dynamics of terrestrial ecosystems to large scale changes in the environment. Requires a computer-based laboratory (EVEC 525L) to provide an increased familiarity with ecological models used in global change studies.

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. Designed to parallel lecture material in EVEC 525.

**Geoscience**

EVGE 504 - (3) (O)
**Geochemistry**
*Prerequisite*: CHEM 141, 142, EVSC 280, 480, two semesters calculus, MATH 131, 132 recommended.
Studies the principles that govern the distribution and abundance of the elements in the earth’s lithosphere, hydrosphere, biosphere, and atmosphere.

EVGE 507 - (4) (Y)
**Aqueous Geochemistry**
*Prerequisite*: One year of calculus, one year of chemistry, 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.

**EVGE 582 - (4) (Y) Geomorphology**

*Prerequisite:* EVSC 280 or 340.

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

**EVGE 584 - (3) (Y) Sediment Processes and Environments**

*Prerequisite:* one year of calculus and physics, or instructor permission; corequisite: EVGE 584L.

Studies the erosion, transport, and deposition of sediment; initial motion of sediment, bed-load and suspended load transport and bed-forms; and important sediment-transporting environments. Applies sediment transport theory to problems of geological and environmental interest.

**EVGE 584L - (1) (Y) Sediment Processes Laboratory**

Corequisite: EVGE 584.

Laboratory investigation of sediment transport phenomena and readings of classic and current research.

**Hydrosphere**

**EVHY 544 - (3) (Y) Catchment Hydrology: Process and Theory**

*Prerequisite:* EVSC 340.

Introduces current theories of the hydrological response of catchments and takes an integrative approach; illuminates the derivation of theory in light of the time and location of the process studies on which they were based.

**EVHY 545 - (4) (Y) Hydrological Transport Processes**

*Prerequisite:* EVSC 280 and 340.

Studies the physical principles governing the transport of dissolved substances and of sediment and particulate matter in the terrestrial portion of the hydrological cycle.

**EVHY 547 - (4) (Y) Environmental Fluid Mechanics**

*Prerequisite:* one year of calculus and physics or instructor permission.

Studies the mechanics of fluids and fluid-related processes occurring at the earth’s surface, including laminar, inviscid, and turbulent flows, drag, boundary layers, diffusion and dispersion of mass, flow through porous media, and effects of the Earth’s rotation. Emphasizes topics related to the environmental sciences.

**EVHY 578 - (4) (Y) Groundwater Hydrology**

*Prerequisite:* EVSC 280, 340 or equivalents, two semesters calculus, CHEM 141, 142 or equivalents.

Introduces physical and chemical groundwater hydrology including such topics as the mechanics of groundwater flow, emphasizing geological factors influencing groundwater occurrence and movement; the influence of natural geological heterogeneity on groundwater flow patterns; and mass and heat transport in groundwater flow systems. The accompanying laboratory examines methods of hydrogeological data acquisition and analysis.

**Program in Environmental Thought and Practice**

253 Clark Hall
University of Virginia
P.O. Box 400123
Charlottesville, VA 22904-4123
http://tree.evsc.virginia.edu

**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

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HIUS 271/</td>
<td>American environmental history</td>
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<tr>
<td>STS 206</td>
<td>Environmental ethics and sustainability</td>
</tr>
<tr>
<td>PLAN 554</td>
<td>Ecology and society</td>
</tr>
<tr>
<td>ANTH 334</td>
<td>Advanced studies in American literature: Emerson and Thoreau</td>
</tr>
<tr>
<td>ENAM 482C</td>
<td>Intro to modern landscape architecture (requires LAR 512)</td>
</tr>
<tr>
<td>INST 352</td>
<td>Language and Literature Department of French</td>
</tr>
<tr>
<td>LAR 512</td>
<td>History of landscape architecture (requires LAR 512)</td>
</tr>
<tr>
<td>LAR 513</td>
<td>History of American landscape architecture (requires LAR 512)</td>
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If approved by one of the ETP Program Directors, students may count one related 300-, 400-, or 500-level class in History, Anthropology, Philosophy, English, Religious Studies, Landscape Architecture, or Science, Technology, and Society against the two-class requirement for this area.

II. Policy, Planning, and Society

Students may fulfill their one-class requirement for this track by taking any one of the following specific classes (there are no prerequisites for these upper-level Planning classes):

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<th>Course Code</th>
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<tr>
<td>ECON 443</td>
<td>Energy and environment (requires ECON 301)</td>
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<tr>
<td>EVSC 465</td>
<td>Environmental policymaking in the United States</td>
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<tr>
<td>PLAP 424A</td>
<td>Special topics in American politics: Politics of the environment</td>
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<tr>
<td>PLAP 471</td>
<td>Resources and the environment</td>
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<tr>
<td>PLAN 303</td>
<td>Neighborhoods, community, and regions</td>
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<td>PLAN 306</td>
<td>Land, law, and environment</td>
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<tr>
<td>PLAN 404</td>
<td>Planning in government: decisions and alternatives</td>
</tr>
<tr>
<td>PLAN 551</td>
<td>Sustainable communities</td>
</tr>
<tr>
<td>PLAN 553</td>
<td>Environmental policy and planning</td>
</tr>
</tbody>
</table>

If approved by one of the ETP Program Directors, students may take one 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.

Plan 401 - (3) Y

Environmental Decisions

Prerequisite: Declaration of ETP major. This team-taught, capstone seminar for the Environmental Thought and Practice major helps students integrate the broad range of ideas and information employed in environmental decision-making. A case study approach is used to examine the scientific, historical, cultural, ethical and legal dimensions of selected environmental issues.

Department of French Language and Literature

302 Cabell Hall
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Charlottesville, VA 22904-4770
(434) 924-7158 Fax: (434) 924-7175
www.virginia.edu/french

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 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, for 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 own 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 3 have fulfilled the College language requirement; corequisite: completion of the foreign language program. 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.

**Courses Taught in French**

**FREN 101 - (4) (S-SS)**
**Elementary French**
Prerequisite: Limited or no previous formal instruction in French. Development of basic oral expression, listening and reading comprehension, and writing. Language laboratory work is required. Followed by FREN 102.

**FREN 102 - (4) (S-SS)**
**Elementary French**
Prerequisite: FREN 101 or one or two years of previous formal instruction in French and appropriate SAT score. Designed for students with an elementary knowledge of French. Further develops the skills of speaking, listening, comprehension, reading, and writing. Language laboratory work is required. Followed by FREN 201.

**FREN 201 - (3) (S-SS)**
**Intermediate French**
Prerequisite: FREN 101 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 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 231 - (1) (IR)**
**Topics in French Cinema**
Corequisite: FREN 201 and 202, or instructor permission.

**FREN 232 - (3) (S)**
**Intermediate French Conversation**
Corequisite: FREN 232.

**FREN 233 - (3) (S)**
**Intensive Intermediate French Conversation**
Corequisite: FREN 232.

**FREN 311 - (1) (IR)**
**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 or two years of previous formal instruction in French and appropriate SAT score. Designed for students with an elementary knowledge of French. Further develops the skills of speaking, listening, comprehension, reading, and writing. Language laboratory work is required. Followed by FREN 201.

**FREN 105 - (4) (S)**
**Accelerated Elementary French**
Prerequisite: Previous background in French (more than two years of French in secondary school) and an achievement test score below 540 or a placement score below 378, or permission of the department.

Reviews basic oral expression, listening, reading comprehension, and writing. Covers the material in the FREN 101-102 text in one semester at an accelerated pace. Language lab required followed by FREN 201.

**FREN 201 - (3) (S-SS)**
**Intermediate French**
Prerequisite: FREN 102 or one to three years of formal instruction in French and appropriate SAT score.

Develops the skills of listening, speaking, reading, and writing. Focuses on reading skill development through readings on contemporary Francophone culture and short stories. Followed by FREN 202.

**FREN 202 - (3) (S-SS)**
**Intermediate French**
Prerequisite: FREN 201 or one to three years of formal instruction in French and appropriate SAT score.

Designed for continued development of the four skills at an advanced level. Readings emphasize contemporary Francophone culture and include a modern French play.

**FREN 211 - (1) (IR)**
**Intermediate French Conversation**
Corequisite: FREN 201 and 202, or instructor permission.

**FREN 231 - (1) (IR)**
**Intensive Intermediate French Conversation**
Corequisite: 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 211 - (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 332 and 339). Confirms and consolidates the knowledge of basic linguistic patterns. Emphasizes writing and progressive build-up of vocabulary.

FREN 332 - (3) (S)
The Writing and Reading of Texts
Prerequisite: FREN 331. Develops writing skills and strategies in French, including grammar, vocabulary, organization, and style through the careful reading and analysis of a variety of texts. This course is a prerequisite for all higher-level undergraduate FREN courses, except 333 and 339.

FREN 333 - (3) (S)
Oral and Written Expression in French
Prerequisite: FREN 232 or equivalent; instructor permission for those who completed only FREN 202; students who completed FREN 332 are excluded and must take FREN 334. Improves student's command of present-day spoken French. Includes conversation on topics of current interest, advanced vocabulary, some individualized writing practice. Limited enrollment. May not be used for major or minor credit.

FREN 334 - (3) (S)
Advanced Oral and Written Expression in French
Prerequisite: FREN 331 and either completion of FREN 332 or concurrent enrollment in FREN 332. Improves command of present-day spoken French. Conversation on topics of current interest; advanced vocabulary; some individualized writing practice. Enrollment limited.

FREN 335 - (3) (IR)
Writing Workshop in French
Prerequisite: FREN 332. Improves skills in analytic and expository writing in French. Intensive exercises in composition and rewriting, including peer editing. May not be used for major or minor credit.

FREN 339 - (3) (Y)
Phonetics
Prerequisite: FREN 202 or equivalent. Reviews pronunciation, phonetics, and phonology for undergraduates.

FREN 341 - (3) (Y)
Literature of the Middle Ages and Sixteenth Century
Prerequisite: FREN 332. Examines important trends in medieval and Renaissance literature through close reading of representative works.

FREN 342 - (3) (Y)
Literature of the Seventeenth and Eighteenth Centuries
Prerequisite: FREN 332. Studies representative works of the 17th and 18th centuries, emphasizing certain themes common to the two centuries.

FREN 343 - (3) (S)
Literature of the Nineteenth and Twentieth Centuries
Prerequisite: FREN 332. Explores representative works of the 19th and 20th centuries.

FREN 344 - (3) (Y)
Topics in French Cinema
Prerequisite: FREN 332. Studies topics relating to concepts of film structure, history, and criticism in French and within the French tradition. Topics offered include Introduction to Cinema and Texte écrit/texte filmique.

FREN 345 - (3) (Y)
Topics in Cultural Studies
Prerequisite: FREN 332. Interdisciplinary seminar in French and Francophone culture and society. Topics vary annually and may include literature and history, cinema and society, and cultural anthropology.

FREN 346 - (3) (IR)
African Literatures and Cultures

FREN 350 - (3) (IR)
History and Civilization of France: Middle Ages to Revolution
Prerequisite: FREN 332. The social, political, economic, philosophical, and artistic developments in France from the Middle Ages to the French Revolution.

FREN 351 - (3) (Y)
History and Civilization of France: Revolution to 1945
Prerequisite: FREN 332. The social, political, economic, philosophical, and artistic developments in France from the Revolution until 1945.

FREN 368 - (3) (IR)
Selected Topics in French Linguistics
Prerequisite: FREN 331 and 339. This course will include topics such as French outside France; regional French varieties; Romance dialectology; French socio-linguistics.

FREN 401 - (3) (Y)
Topics in Medieval Literature
Prerequisite: FREN 332 and at least one FREN course numbered 341 to 343 (or instructor permission). Topics may vary and include individual identity, love, war, humor, and their expression through literary techniques. Texts are read in modern French translation. May be repeated for credit with different topics.

FREN 402 - (3) (Y)
Topics in Renaissance Literature
Prerequisite: FREN 332 and at least one FREN course numbered 341 to 343 (or instructor permission). Examines major works of sixteenth-century French literature situated in the larger historical and cultural context of the Continental Renaissance. Topics vary and may include, for example, humanism and reform, women writers, and urban culture. May be repeated for credit with different topics.

FREN 403 - (3) (Y)
Topics in Eighteenth-Century Literature
Prerequisite: FREN 332 and at least one FREN course numbered 341 to 343 (or instructor permission). Topics in eighteenth-century French literature. Works of authors such as Beaumarchais, de Charette, du Deffand, Diderot, Marivaux, Montesquieu, Rousseau, de Stael, Voltaire. May be repeated for credit with different topics.

FREN 405 - (3) (IR)
Topics in Nineteenth-Century Literature
Prerequisite: FREN 332. Study of the various aspects of the nineteenth-century French literature. Topics vary. May be repeated for credit with different topics.

FREN 406 - (3) (Y)
Topics in Twentieth-Century Literature
Prerequisite: FREN 332 and at least one FREN course numbered 341 to 343. Readings of significant literary works of the twentieth century. The genre, theme, and specific chronological concentration will vary. May be repeated for credit with different topics.

FREN 408 - (3) (Y)
Topics in Seventeenth-Century Literature
Prerequisite: FREN 332. Topics vary; may be repeated for credit. Recent topics have included classical theatre; poetics of the lyric; moralists; and fiction. May be repeated for credit with different topics.

FREN 409 - (3) (Y)
Topics in Twentieth-Century Literature
Prerequisite: FREN 332 and at least one FREN course numbered 341 to 343. Readings of significant literary works of the twentieth century. The genre, theme, and specific chronological concentration will vary. May be repeated for credit with different topics.

FREN 410 - (3) (IR)
Aspects of the French Short Story
Prerequisite: FREN 332. Studies themes and narrative styles according to various trends, including the witty, erotic, satirical, and didactic; suspense stories; and moral and existential debates. Readings from Perrault, La Fontaine, Voltaire, Diderot, Mau passegant, Mérimée, Gide, Sartre, and Camus.

FREN 411 - (3) (Y)
Francophone Literature of Africa
Prerequisite: FREN 332. Surveys the literary tradition in French, emphasizing post-World War II poets, novelists, and playwrights. Examines the role of cultural reviews in the development of this literary tradition.
FREN 428 - (3) (IR)
History of the French Language  
Prerequisite: FREN 339 or the equivalent or instructor permission.  
Surveys the main currents of the French language in its development from the earliest to present times. Taught in French.

FREN 430 - (3) (Y)
Grammaire et Style  
Prerequisite: B+ average in FREN 331 and 332. Grammar review through the traditional method of grammatical analysis; includes free composition.

FREN 435 - (3) (Y)
Tools and Techniques of Translation  
Prerequisite: B+ average in FREN 331, 332, 430. Written and oral translation exercises to and from the target language.

FREN 436 - (3) (Y)
The Culture of Commerce and Industry in France  
Americans entering the French business setting must confront specifically French cultural standards, expectations, and practices. Investigates such topics as the organization of industry, banking, marketing, and management, as well as the role of government and the educational system.

FREN 437 - (3) (IR)
The Culture of Renaissance Lyon  
Prerequisite: FREN 332. A study of the cultural history of the city of Lyon (France) in the sixteenth century.

FREN 438 - (3) (Y)
French Society and Civilization  
Discusses political institutions and social problems based upon readings in recent publications and an analysis of current events.

FREN 443 - (3) (IR)
Africa in Cinema  

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 a grade of B or the instructor’s permission.

FREN 501 - (3) (IR)  
Language Development  
Prerequisite: FREN 332. May not be taken by students who have completed FREN 430. Grammar, stylistics, composition, and translation (thème et version).

FREN 508 - (3) (SI)  
Introduction to Reading Old French  
Readings from several varieties of Old French, including the 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 339 or the equivalent or instructor permission.  
Surveys the main currents of the French language in its development from the earliest to present times. Taught in French.

FREN 510, 511 - (3) (Y)  
Medieval Literature in Modern French  
Introduces literary forms, habits of style and thought, and conditions of composition from the late eleventh century to the late fifteenth. Includes the Chanson de Roland, Chrétien de Troyes, Roman de la Rose, and Villon.

FREN 520, 521 - (3) (Y)  
Literature of the Sixteenth Century  
Studies important trends in French Renaissance thought and style as seen in major literary works, including the prose of Rabelais, Marguerite de Navarre, and Montaigne, or the poetry of Régionalistes, the Lyon group, and the Pliade.

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, and Helvetius.

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, and Rousseau.

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, 561 - (3) (Y)  
Literature of the Twentieth Century  
Analyzes principal literary movements and representative authors in the novel, drama, and poetry.

FREN 570 - (3) (IR)  
African Literature  
Studies the principal movements and representative authors in French writing 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 and poetry. FREN 571 or 570 are normally a prerequisite to advanced work in Francophone literature at the 800 level.

FREN 580 - (3) (Y)
Literature and Society
Studies French cultural manifestations (literature, arts, education, popular culture) from various socio-historical perspectives.

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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 GETR/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, Ruffner Hall or Janette Hudson, German Department, Cocke Hall.

GERM 111 and 112
These two courses are for beginners. All students with any previous background in German who have not taken the SAT II Subject Test or the Advanced Placement test must take the German placement test if they plan to take German at any time in their college career. This test is administered during summer and fall orientation only. The sequence of courses is GERM 101, 102, 201, 202. Once a student has placed in the required course sequence, she or he must complete each successive course with a passing grade. A student may not skip, for example, from GERM 102 to GERM 202. Students may not take more than one course in the sequence at a time. Those who place higher than course 202 in a language and have successfully taken an advanced placement examination in that language are relieved of the foreign language requirement for the degree of Bachelor of Arts.

Additional Information
For more information, contact the Director of Undergraduate Studies, Department of Germanic Languages and Literatures, 108 Cocke Hall, P.O. Box 400125, Charlottesville, VA 22904-4125; (434) 924-3530; www.virginia.edu/german.

Course Descriptions

Note: Unless otherwise stated, GERM courses are conducted in German. GETR courses have readings and discussions in English.

German in Translation

GETR 150 - (3) (IR)
Goethe in Translation
Study of the life and works of Johann Wolfgang von Goethe. Poetry, prose, some plays, and a careful reading of his masterpiece, Faust.

GETR 170 - (3) (Y)
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) (SS)
Reading Course in German
For Graduate of Arts and Sciences students who want a reading knowledge of German for the degree of Doctor of Philosophy. Open to undergraduates, but does not count toward fulfillment of the language requirement.

GERM 111, 112 - (4) (S)
Intensive Elementary German
Introductory language course emphasizing the skill of reading, not a traditional reading course. Original German texts are used for practice of all skills. Counts toward fulfillment of the language requirement. Followed by GERM 201, 202.

GERM 201, 202 - (3) (S)
Intermediate German
Prerequisite: GERM 101, 102, or equivalent. Readings in German prose and poetry, and review of German structure and syntax. Language laboratory required.

GERM 300 - (3) (S)
Intensive Grammar
Prerequisite: GERM 202 or equivalent. Systematic review of German grammar, syntax, and vocabulary. May be taken concurrently with GERM 202H.

GERM 301 - (3) (S)
Introduction to Literature
Prerequisite: GERM 300 or instructor permission.
Analysis of major literary works for a better understanding of literature in general.

GERM 311 - (3) (Y)
Survey of Literature II
Prerequisite: GERM 301.
German literature from 1890 to the present.

GERM 312 - (3) (Y)
Survey of Literature I
Prerequisite: GERM 301.
German literature from 1750 to 1890.

GERM 322 - (1-3) (Y)
German Drama: Stage Production
Prerequisite: GERM 202 or comparable language proficiency.
Interprets and stages a representative play in German with students as actors and producers. May be taken more than once for credit, but only once for major credit.

GERM 323 - (3) (S)
Composition and Conversation
Prerequisite: GERM 300.
Practice in writing and speaking German.

GERM 324 - (3) (IR)
Advanced Composition and Conversation
Prerequisite: GERM 323.
Further practice in writing and speaking German.

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

GERM 353 - (3) (IR)
Classicism
Prerequisite: GERM 301.
Studies major works by Goethe and Schiller, as well as authors who shared their classical values.

GERM 355 - (3) (IR)
Modernism
Prerequisite: GERM 301.
Major German authors from 1890 to 1945.

GERM 356 - (3) (IR)
Romanticism
Prerequisite: GERM 301.
German literature from 1800 to 1830 and its influence.

GERM 357 - (3) (IR)
Postwar Literature
Prerequisite: GERM 301.
Representative German authors since 1945.

GERM 358 - (3) (IR)
Nineteenth Century
Prerequisite: GERM 301.
Studies major writers and works from 1830 to 1890, including Grillparzer, Stifter, Heine, Hebbel, Keller, Storm, Fontane.

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 490 - (3) (S)
Honors Thesis
Prerequisite: Admission to the DMP, permission of undergraduate advisor and a supervising faculty member.
Directed research for, and composition of, an extended essay.

GERM 491 - (6) (S)
Honors Research and Thesis
Prerequisite: Admission to the DMP, permission of undergraduate advisor and a supervising faculty member.

GERM 500 - (3) (IR)
Critical Writing and Bibliography
Prerequisite: GERM 301.
Supervised practice in the organization and writing of articles for scholarly journals. Includes introduction to bibliography.

GERM 505 - (3) (IR)
Special Topics
Major figures, genres, or literary problems serve as the focus for an intensive course within any literary period.

GERM 510 - (3) (IR)
Middle High German
Prerequisite: GERM 301.
Introduces Middle High German grammar and includes readings in Middle High German literature.

GERM 512 - (3) (IR)
German Lyric Poetry
Prerequisite: GERM 301.
Introduces the language and literature of the Vikings, with exercises in the grammar and basic vocabulary of Icelandic. We use the modern pronunciation and spelling of Icelandic to practice reading aloud, and there is frequent practice in translating from Icelandic into English. The course will include readings of passages from the classical literature and the whole of Gisla Saga. Texts: Chapman, Kenneth G. Graded Readings and Exercises in Old Icelandic, revised by Kellogg and Plail, 1997; Kellogg, Readings in Old Icelandic; Adilssteinn Eythorsson and Bergljot Krisjandottir, eds. Gisla Saga, Mal og mening, 1999.

GERM 547 - (3) (IR)
Turn of the Century
Prerequisite: Admission to the DMP, permission of undergraduate advisor and a supervising faculty member.
Discuss the major literary movements at the turn of the century with analysis of representative works by Hofmannsthal, Schnitzler, George, Rilke, Thomas Mann, Musil, Kafka, and others.

GERM 550 - (3) (IR)
Studies in Lyric Poetry
Prerequisite: GERM 301.
Examines the theory and practice of lyric poetry in Germany, emphasizing major authors and traditions.

GERM 551 - (3) (IR)
Studies in Prose Fiction
Prerequisite: GERM 301.
Studies representative works of fiction—either novels or shorter forms—with special attention to formal and thematic developments, and representative theories of fiction.

GERM 552 - (3) (IR)
Studies in Drama
Prerequisite: GERM 301.
Examines the theory and practice of drama in Germany, emphasizing major authors and traditions.

GERM 560 - (3) (IR)
Old Icelandic
Prerequisite: GERM 301.
Examines the theory and practice of prose fiction—either novels or shorter forms—with special attention to formal and thematic developments, and representative theories of fiction.

GERM 584 - (3) (IR)
Introduction to Literary Theory
Prerequisite: GERM 301.
Examines current theories of literature, including Marxist, psychoanalytic, formalist, structuralist, and hermeneutic approaches.

GERM 588 - (3) (IR)
Linguistic Approaches to Literature
Prerequisite: GERM 301.
Examines current theories of literature, including Marxist, psychoanalytic, formalist, structuralist, and hermeneutic approaches.

Scandinavian

SCAN 350 - (3) (IR)
Ibsen
Prerequisite: Approval by a supervising faculty member.
Discusses Ibsen's major plays, in English translation. No knowledge of a Scandinavian language is needed; does not fulfill the language requirement.
Yiddish in Translation

YDTR 346 - (3) (IR)
Topics in Yiddish Literature
Surveys important developments in Yiddish literature from the eighteenth century to the present. Special attention is paid to the innovations Yiddish writers produced in response to historical and cultural change.

YDTR 353 - (3) (IR)
Topics in Yiddish Culture
Studies major trends in Yiddish, East European, and North American Jewish culture, with special focus on the interaction between cultural forms and historical developments in Eastern Europe and North 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 at 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 (H1xx 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 (excluding 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 2.00 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 consists 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.
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 is limited. Colloquia are primarily for advanced students but may be taken by those 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, and economic 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 316 - (3) (IR)  China Encounters the World  A lecture and discussion course focusing on how China has encountered the world in the past 400 years, with an emphasis on the late 19th and 20th-centuries. In particular, it will analyze the impact of the Chinese “victim mentality” in order to pursue an understanding of why radical revolutions have dominated China’s modern history. While the emphasis of this course is China’s external relations, foreign policy issues will be examined in the context of China’s political, economic and social developments in broader terms.

HIEA 321 - (3) (IR)  Japan’s Economic Miracle  Examines the history of Japan since the early 19th century by exploring the causes and consequences of the economic and social changes that have made Japan one of the most important advanced industrial countries in the contemporary world.

HIEA 322 - (3) (IR)  Japan’s Political History  Examines Japanese history since the early 19th century, exploring changes in political ideas, institutions, and behavior among both governing elites and the mass of Japanese citizenry.

HIEA 331 - (3) (Y)  Peasants, Students and Women: Social Movement in Twentieth-Century China  Studies rural revolution, student movements, women’s liberation, and the transformation of the social order since the late 19th century.

HIEA 401 - (4) (Y)  Seminar in East Asian History  A small class (not more than 15 students) intended primarily but not exclusively for history majors who have completed two or more courses relevant to the topic of the 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.

HIEA 402 - (4) (IR)  Colloquium in East Asia  A small class (not more than 15 students) intended primarily but not exclusively for history majors who have completed two or more courses relevant to the topic of the colloquium. Most frequently offered in areas of history where access to source materials or linguistic demands make seminars especially difficult. Students prepare about 25 pages of written work. Some restrictions and prerequisites apply to enrollment. See a history advisor or the director of undergraduate studies.

HIEA 403 - (4) (IR)  Topics in East Asian History  Prerequisite: Instructor permission. Small, discussion-oriented classes available to any student with sufficient background and interest in a particular field of historical study.

HIEA 404 - (1-3) (IR)  Independent Study in East Asia  In exceptional circumstances and with the permission of a faculty member any student may undertake a rigorous program of independent study designed to explore a subject not currently being taught or to expand upon regular offerings. Independent Study projects may not be used to replace regularly scheduled classes. Open to majors or non-majors.

HIEA 415 - (3) (IR)  Mao and the Chinese Revolution  This course, an advanced reading seminar, provides an in-depth investigation of one of the most significant, yet destructive, revolutions in human history—the Chinese Communist revolution, as well as the person who led the revolution—Mao Zedong.

European History

HIEU 100 - (3) (S)  Introductory Seminar in European History  Intended for first- or second-year students. Seminars involve reading, discussing, and writing about 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.

HIEU 201 - (4) (Y)  Western Civilization I  Surveys the fundamental institutions and ideas that have shaped the Western world. Topics include great religious and philosophical traditions, political ideas, literary forms, artistic achievements and institutional structures from the world of the ancient Hebrews to the eve of the modern world (ca. 3000 B.C. to 1600 A.D.).

HIEU 202 - (4) (Y)  Western Civilization II  Surveys the political and cultural history of the Western world in modern times. Emphasizes the distinctiveness of Western civilization, on the reasons for the rise of the West to global domination, and the relative decline of the West in recent times.

HIEU 203 - (3) (Y)  Ancient Greece  Studies the political, military, and social history of Ancient Greece from the Homeric age to the death of Alexander the Great, emphasizing the development and interactions of Sparta and Athens.

HIEU 204 - (3) (Y)  Roman Republic and Empire  Surveys the political, social, and institutional growth of the Roman Republic, focusing on its downfall and replacement by an imperial form of government, the subsequent history of that government, and the social and economic life during the Roman Empire, up to its own decline and fall.

HIEU 205 - (3) (IR)  Economic History of Europe  Studies European economic history from the middle ages to the industrial revolution. Emphasizes the emergence of the market and the rise of capitalism in Great Britain. Cross-listed as ECON 205.

HIEU 206 - (3) (Y)  The Birth of Europe  Studies ways of life and thought in the formation of Western Europe from the 4th century A.D. to the 15th. Includes a survey of the development of society and culture in town and countryside, the growth of economic, political, and religious institutions, and the impact of Muslim and Byzantine civilizations.

HIEU 207 - (3) (Y)  Early Modern Europe, 1500-1815  Analyzes the political, social, and economic developments from after the Reformation to the fall of Napoleon.

HIEU 208 - (3) (Y)  Modern European History Since 1815  Analyzes the political, social, and economic developments in Europe from the age of Napoleon to the present.

HIEU 210 - (3) (IR)  Modern Jewish History  Survey of Jewish history from the seventeenth century to the present, primarily in Europe, but with further treatment of Jewish life in the U.S. and Israel. Major topics include Jewish historical consciousness; patterns of emancipation; religious adjustment; the role of women; anti-Semitism; Zionism; the American Jewish experience; the Holocaust; the establishment of Israel; and Jewish life in Europe after the Holocaust.

HIEU 211 - (3) (Y)  History of England to 1688  Studies England and the British Isles from earliest times to the accession of William III.

HIEU 212 - (3) (Y)  The Emergence of Modern Britain, 1688-2000  This lecture course surveys the history of Britain from the Glorious Revolution to our own time. The making and remaking of this nation state over three hundred years will be
shown in its connections with the history of Europe, and the wider story of the making of the modern world.

HIEU 215 - (3) (Y)
History of the Russian Empire 1700-1917
Studies the history of Russia from Peter the Great to the Bolshevik Revolution and the establishment of Soviet power.

HIEU 216 - (3) (Y)
History of Russia Since 1917
Explores the collapse of the Russian Empire and the rise of the Communist state. Emphasizes the social revolution, Stalinism and subsequent "de-Stalinization," national minorities, and the collapse of the Soviet regime.

HIEU 220 - (3) (IR)
Modern Jewish History
Survey of Jewish history from the seventeenth century to the present, primarily in Europe, but with further treatment of Jewish life in the U.S. and Israel. Major topics include Jewish historical consciousness; patterns of emancipation; religious adjustment; the role of women; anti-Semitism; Zionism; the American Jewish experience; the Holocaust; the establishment of Israel; and Jewish life in Europe after the Holocaust.

HIEU 302 - (3) (IR)
Greek and Roman Warfare
Surveys the history of ancient warfare from the Homeric era until the fall of Rome.

HIEU 304 - (3) (IR)
The Fall of the Roman Republic
Surveys the history and culture of the last century of the Roman Republic (333-30 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 325.

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 337 - (3) (Y)
The Impact of Printing, 1650-1900
Studies the impact of the printing press on western European culture.

HIEU 338 - (3) (IR)
Revolutionary France, 1770-1815
This course will examine the social, cultural, intellectual and political history of France from the end of the Old Regime through the Napoleonic Empire. The origins, development, and outcome of the French Revolution will be the main focus. Attention will also be paid to the international legacy of various French revolutionary concepts and to the history of the interpretation of this critical period of upheaval.

HIEU 339 - (3) (IR)
Women, Men, and Politics in the Age of Democratic Revolutions, 1760-1848
Prerequisite: A course in history or gender studies.
Surveys the origins, development, and consequences of key revolutionary struggles of the late 18th and early 19th centuries, emphasizing changes in gender relations.

HIEU 340 - (3) (IR)
Nineteenth-Century Europe
Surveys the major social, economic, and political trends between the defeat of the Napoleonic Empire and the First World War. Stresses the developments in Western Europe as industrialization, democracy, nationalism, and representative institutions took root.

HIEU 345 - (3) (IR)
Twentieth-Century Europe
Studies the main developments in European history from the turn of the century to the eve of the Second World War.

HIEU 346 - (3) (IR)
Twentieth-Century Europe
Studies the main developments in European history from the outbreak of the Second World War to the present.

HIEU 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 efforts 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 Uzbeck, Turkmene, Kirghiz, 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 Europe and 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, explicated, 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 the 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.

Studies 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.

Examines the political, diplomatic, and social history of Greece from the end of the Persian Wars in 479 B.C. to the end of the Peloponnesian War in 404/3 B.C. Investigates the origins, course, and importance of the latter war, a 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**

Studies societies and governments in medieval Francia from the 11th century to the 14th.

**HIEU 516 - (3) (IR)**

**The Medieval Church**

Studies the history of the Western church within the development of medieval society, from the time of Constantine through the 13th century, based on analysis of selected texts.

**HIEU 517 - (3) (IR)**

**Medieval Society: Ways of Life and Thought in Western Europe**

Introduces the social and intellectual history from Charlemagne to Dante.

**HIEU 518 - (3) (IR)**

**Historians in the Middle Ages**

Discusses how prominent Latin writers of the medieval period looked at the past.

**HIEU 519 - (3) (IR)**

**War and Society in the Middle Ages**

Documentary history of warfare in Western Europe from the 9th century to the 16th; discusses its effect on the political, economic, social, and religious development of the emerging nation states.

**HIEU 520 - (3) (IR)**

**The Culture of the Renaissance**

Prerequisite: Undergraduates require instructor permission.

Surveys the writing of humanists who lived between 1300 and 1600. Includes the contributions of humanists to the history of education, political theory, religion, gender relations, and artistic theory. Studies works by authors such as Petrarch, Machiavelli, Thomas More, and Erasmus.

**HIEU 521 - (3) (IR)**

**Early Modern Germany, 1350-1750**

Studies late medieval politics, economy, and culture, including the Reformation, Counter-Reformation, the Wars of Religion, pietism and the baroque.

**HIEU 522 - (3) (IR)**

**English Social History, 1550-1800**

Prerequisite: undergraduates by instructor permission.

Provides a survey of major themes in English social history, examining agriculture, rural
community structures, demography, urban life, religious, political, and legal practices, popular culture, and relations between men and women.

HIEU 524 - (3) (IR)
The Carolingian World
Prerequisite: minimum of one course in pre-modern European history, preferably in medieval history or by instructor 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 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. The course examines 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
Intensive study of the monograph literature dealing with the first half of the 20th century, concentrating on major problems which have been the subject of scholarly controversy.

HIEU 546 - (3) (IR)
The History of Twentieth-Century Europe Since 1941
Intensive study of the monographic literature dealing with controversial issues in European history since World War II.

HIEU 555 - (3) (IR)
The German World After 1918
Studies the problems in German Politics and society, including those of Austria, Switzerland, and such border areas as Alsace-Lorraine, Luxembourg 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
This seminar surveys 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. It is, at the same time, a thorough introduction into the historiography of Imperialism, and a space in which advanced undergraduates and graduates may pursue related research.

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
Intensive study of changes brought about in 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 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. Examines, through readings and discussion, 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 students.

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 students and 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. Attempts to play 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)
Seminars in Latin American History
The major seminar is a small class (not more than 15 students) intended primarily but not exclusively for history majors who have completed two or more courses relevant to the topic of the seminar. Seminar work results primarily in the preparation of substantial (ca. 25 pp. in standard format) research paper. Some restrictions and prerequisites apply to enrollment. See a history advisor or the director of undergraduate studies.

HILA 402 - (4) (IR)
Colloquium in Latin American History
The major colloquium is a small class (not more than 15 students) intended primarily but not exclusively for history majors who have completed two or more courses relevant to the topic of the colloquium. Colloquia are most frequently offered in areas of history where access to source materials or linguistic demands make seminars especially difficult. Students in colloquia prepare about 25 pages of written work distributed among various assignments. Some restrictions and prerequisites apply to enrollment. See a history advisor or the director of undergraduate studies.

HILA 403 - (4) (IR)
Topics in Latin American History
Prerequisite: Instructor permission.
Topics courses are small, discussion-oriented classes available to any student with sufficient background and interest in a particular field of historical study. Offered irregularly. Open to majors or non-majors on an equal basis.

HILA 404 - (1-3) (IR)
Independent Study in Latin American History
In exceptional circumstances and with the permission of a faculty member any student may undertake a rigorous program of independent study designed to explore a subject not currently being taught or to expand upon regular offerings. Independent Study projects may not be used to replace regularly scheduled classes. Open to majors or non-majors.

HILA 501 - (3) (IR)
Colonial Latin American History
Prerequisite: Advanced undergraduates with consent of instructor and graduate students with reading knowledge of Spanish. Intensive reading program in the historiography of major issues of the colonial field, in preparation for graduate-level research.

HILA 502 - (3) (IR)
Modern Latin American History
Prerequisite: Advanced undergraduates with consent of instructor and graduate students with reading knowledge of Spanish. Intensive reading program in the historiography of major issues of the modern field, in preparation for graduate-level research.
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
*Prerequisite: Instructor permission.*
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.

**HISA 100 - (3) (IR)**
Introductory Seminar in South Asia
*Prerequisite: None.*
Introduction to the study of history intended for first- or second-year students. Seminars involve reading, discussion, and writing about different historical topics and periods, and emphasize the enhancement of critical and communication skills. Several seminars are offered each term. Not more than two Introductory Seminars may be counted toward the major in history.

**HISA 201 - (3) (IR)**
History and Civilization of Classical India
Studies the major elements of South Asian civilization, from the Stone Age to 1200, including the Indus Valley, Vedic literatures, Buddhism, Jainism, Epic traditions, the caste system, Mauryan and Gupta Empires, and devotional Hinduism.

**HISA 202 - (3) (IR)**
History and Civilization of Medieval India
Studies the social, political, economic and cultural history of South Asia from 1200 to 1850, from the Turkic invasions through the major Islamic dynasties, especially the Mughal Empire, to the establishment of English hegemony in the maritime provinces.

**HISA 203 - (3) (IR)**
History of Modern India
Surveys 200 years of Indian history from the mid-18th century to the present, focusing on the imperial/colonial encounter with the British Raj before Independence, and the social and political permutations of freedom in India, Pakistan, Bangladesh and Sri Lanka since.

**HISA 301 - (3) (IR)**
History of Muslim India
Studies the nature of Islamic political dominance in a non-Muslim society; Turko-Afghan and Mughal political institutions; art, letters and learning under the Delhi Sultanate, regional rulers and Mughals; and religious and cultural life during the Muslim period in South Asia.

**HISA 302 - (3) (IR)**
India From Akbar to Victoria
Studies the society and politics in the Mughal Empire, the Empire’s decline and the rise of successor states, the English as a regional power and their expansion, and social, economic and political change under British paramountcy, including the 1857 Revolt.

**HISA 303 - (3) (IR)**
Twentieth-Century India
Surveys 100 years of Indian history, defining the qualities of the world’s first major anti-colonial movement of nationalism and the changes and cultural continuities of India’s democratic policy in the decades since 1947.

**HISA 311 - (3) (IR)**
Social and Political Movements in Twentieth-Century India
Considers the relationships between land, people, and politics in modern South Asia.

**HISA 312 - (3) (IR)**
History of Women in South Asia
Surveys the evolving definitions and roles of women in the major social and cultural traditions of South Asia, i.e., India, Pakistan, Bangladesh, and Sri Lanka.

**HISA 401 - (4) (IR)**
Seminar in South Asia
The major seminar is a small class (not more than 15 students) intended primarily but not exclusively for history majors who have completed two or more courses relevant to the 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.

**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 404 - (1-3) (Y)**
Independent Study in South Asia
In exceptional circumstances and with the permission of a faculty member any student may undertake a rigorous program of independent study designed to explore a subject not currently being taught or to expand upon regular offerings. Independent Study projects may not be used to replace regularly scheduled classes. Enrollment is open to majors or non-majors.

**HISA 502 - (3) (IR)**
Historiography of Early Modern South Asia
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
Analyzes regional economic systems prior to European penetration; the establishment and growth of European trading companies in the 17th and 18th centuries; commercialization of agriculture, the emergence of a unified Indian economy in the 19th century, and industrialization and economic development in the 20th century.

**General History**

**HIST 100 - (3) (Y)**
Introductory Seminar in History
Introduction to the study of history intended for first- and second-year students. Seminars involve reading, discussion, and writing about different historical topics and periods, and emphasize the enhancement of critical and communication skills. Several seminars are offered each term. Not more than two Introductory Seminars may be counted toward the major in history.

**HIST 220 - (3) (IR)**
Technology in World History
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 on the loss of the American Colonies as a breaking point. Explores problems inherent in the imperial relationship between Mother Country and colonies and is an introduction to studies in colonialism and imperialism as they relate to the histories of England, early America, the West Indies, and South Asia and Africa.

HIST 320 - (3) (Y)
History, Museums, and Interpretation
Overview of the issues and challenges involved in historical interpretation at public history sites, primarily in the United States. Includes a review of general literature on public history, exploration of diverse sources frequently used, and analysis of some recent public history controversies.

HIST 321 - (3) (IR)
History of Sexuality in the West
Surveys changes in sexual behavior and attitudes in Europe and the United States since ancient times, with particular attention to the moment of major breaks. The politics of forming sexual norms and imposing them on society is also examined.

HIST 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 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 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 colloquium 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 403 - (4) (Y)
Topics in History
Prerequisite: Instructor permission. Topics courses are small, discussion-oriented classes available to any student with sufficient background and interest in a particular field of historical study. Offered irregularly, they are open to majors or non-majors.

HIST 404 - (1-3) (Y)
Independent Study
In exceptional circumstances and with the permission of a faculty member any student may undertake a rigorous program of independent study designed to explore a subject not currently being taught or to expand upon regular offerings. Independent study projects may not be used to replace regularly scheduled classes. Enrollment is open to majors or non-majors.

HIST 405 - (4) (Y)
Distinguished Majors Program-Special Colloquium
Prerequisite: Open only to students admitted to the Distinguished Majors Program. Studies historical approaches, techniques, and methodologies introduced through written exercises and intensive class discussion. Normally taken during the third year.

HIST 406 - (3) (Y)
Distinguished Majors Program-Special Seminar
Prerequisite: Open only to students admitted to the Distinguished Majors Program. Analyzes problems in historical research.

Preparation and discussion of fourth-year honors theses. Normally taken during the fourth year.

HIST 407 - (3) (Y)
Political and Social Thought Seminar
Seminar introducing the interdisciplinary study of political and social thought, focusing each year on a different topic.

HIST 501, 502 - (3) (IR)
Documentary Editing Procedures and Practice
Prerequisite: Instructor permission. Studies the principles and methods in interpreting and editing historical manuscripts, emphasizing the colonial and early national periods.

HIST 503 - (3) (IR)
Quantitative Analysis of Historical Data
Prerequisite: An introductory course in statistics or instructor permission. Studies the social scientific approach to historical inquiry, the formulation of theories, and their testing with historical data. Extensive directed readings in quantitative history and training in quantitative methods, including sampling, the organization of a data-set and data analysis.

HIST 504 - (3) (IR)
Monticello Internship
Prerequisite: Instructor permission. Directed research, largely in primary source materials, on topics relating to Jefferson’s estate, life, and times. Directed by senior members of the Monticello staff. The internships are restricted to graduate students in history and to fourth year undergraduate history majors. A maximum of two students each semester are admitted to the course.

HIST 505 - (3) (IR)
History, Memory, Subjectivity
Considers a portion of the very extensive, and growing, literature on issues of memory, subjectivity, and historical evidence. "Memory" is taken in a broad sense, to include not only the recall and narrativization of experience but also tradition and commemoration, since in the historical literature these different senses of memory are often mixed together. Students must find their own paper topics, and are encouraged to discuss the course with the instructor in advance.

HIST 506 - (3) (SI)
Philosophy of History
Examines the theoretical presuppositions of historical research and writing.

HIST 507 - (3) (IR)
Internship in History: Interpreting African-American Life at Thomas Jefferson’s Monticello
This internship program, devised and presented by Monticello staff, and offered in conjunction with the University of Virginia’s History Department, is designed for students interested in the interpretation of African-American history to the public. The interns are trained as historical interpreters and present Monticello’s Plantation Community tour. This walking tour explores Mulberry
Row, the center of plantation activity where enslaved African-American families lived and worked, and examines the philosophical issue of Thomas Jefferson and slavery. Lectures, discussions, and readings cover the historical content and interpretive techniques that allow interns to develop their individualized Plantation Tourism tours.

HIST 509 - (3) (Y)
Multiculturalism in the Ottoman Empire
Study of how a large empire governed a diverse population, between 1453 and 1918, from the perspective of concerns about recent nationalist, racial and ethnic conflicts in modern nation states. Course first examines how the Ottomans managed relations between ethnic and religious groups to 1750. Course then examines reasons for increased communal conflict after 1750, and Ottoman efforts to re-engineer relations among groups along liberal, constitutional lines.

HIST 511 - (3) (IR)
Slave Systems in Africa and the Americas
Historical study of the growth and evolution of the systems of "slavery" in Africa, the American south, and Latin America (including the Caribbean).

HIST 513 - (3) (IR)
The Atlantic Slave Trade
Studies the growth and development of the international slave trade from Africa to the New World from the 15th to the 19th centuries.

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 206.

HIUS 301 - (3) (Y)
The Colonial Period of American History
Studies the English background and the development of colonial institutions, political, social, economic and ecclesiastical.

HIUS 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 sectional conflict and the evolving political system, with the view of explaining what caused the Civil War.

HIUS 309 - (3) (IR)
The Civil War and Reconstruction
Examines the course of the Civil War and Reconstruction in detail and attempts to assess their impact on 19th century American society, both in the North and in the South.

HIUS 311 - (3) (IR)
The United States in the Gilded Age, 1870-1900
Studies the transformation of American society under the impact of industrialization, from 1870 to 1900. Examines how capitalists, workers, farmers, and the middle class attempted to shape the new industrial society to their own purposes and visions. Focuses on social and cultural experience and politics.

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 independence 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, 1945-1990
Surveys post World War II U.S. politics uncovering the links between long range social and economic phenomena (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 through archival work.

HIUS 340 - (3) (IR)
Development of American Science
Studies the history of 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. Offered irregularly, it is open to majors or non-majors on an equal basis.

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.