

Mary Baldwin College  
2009-2010  
Academic Catalog  
FOR UNDERGRADUATE AND GRADUATE PROGRAMS

Accredited by the Commission on Colleges of the  
Southern Association of Colleges and Schools (SACS)  
to award bachelor's and master's degrees.  
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1866 Southern Lane  
Decatur, Georgia 30033-4097  
404-679-4500

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Mary Baldwin College  
Staunton, VA 24401  
[www.mbc.edu](http://www.mbc.edu)

# CONTACT INFORMATION

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## **Admissions**

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540-887-7019  
[admit@mbc.edu](mailto:admit@mbc.edu)

## **Adult Degree Program ADP House on Campus**

800-822-2460  
540-887-7003  
[adp@mbc.edu](mailto:adp@mbc.edu)  
See Regional Centers

## **Alumnae/i Activities**

800-763-7359  
540-887-7007  
[alumnae@mbc.edu](mailto:alumnae@mbc.edu)

## **Bookstore**

540-887-7264  
[books@mbc.edu](mailto:books@mbc.edu)

## **Business Office**

Residential College for Women  
540-887-7363  
Adult and Graduate Students  
540-887-7364

## **Financial Aid and Student Campus Employment**

800-468-2262  
540-887-7022  
[finaid@mbc.edu](mailto:finaid@mbc.edu)

## **Martha S. Grafton Library**

540-887-7085  
[graftonl@mbc.edu](mailto:graftonl@mbc.edu)

## **Master of Arts in Teaching**

540-887-7333  
[mat@mbc.edu](mailto:mat@mbc.edu)

## **MLitt/MFA in Shakespeare**

540-887-7237  
540-887-7058  
[shakespeare@mbc.edu](mailto:shakespeare@mbc.edu)

## **Office of the President**

540-887-7026

## **Program for the Exceptionally Gifted**

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## **Public Information Communication, Marketing, & Public Affairs**

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[compa@mbc.edu](mailto:compa@mbc.edu)

## **Safety and Security**

540-887-7000

## **Rosemarie Sena Center for Career Development Services**

540-887-7221  
[sena@mbc.edu](mailto:sena@mbc.edu)

## **Student Records and Transcripts Office of the Registrar**

540-887-7071

## **Switchboard**

540-887-7000

## **Virginia Women's Institute for Leadership**

540-887-7042  
[vwil@mbc.edu](mailto:vwil@mbc.edu)

## **REGIONAL CENTERS**

### **MBC/BRCC Adult Degree Program Blue Ridge Community College**

P.O. Box 80  
Weyers Cave, VA 24486  
540-453-2345  
[wcadp@mbc.edu](mailto:wcadp@mbc.edu)

### **Mary Baldwin College at PVCC Piedmont Virginia Community College**

501 College Dr.  
Charlottesville, VA 22902-7589  
434-961-5422  
[charadp@mbc.edu](mailto:charadp@mbc.edu)

### **Mary Baldwin College at Thomas Nelson Community College**

4601 Opportunity Way  
Williamsburg Virginia 23188  
757-258-6657  
[hampadp@mbc.edu](mailto:hampadp@mbc.edu)

### **Mary Baldwin College in Richmond**

Forest Office Park  
1504 Santa Rosa Rd. Suite 202  
Richmond, VA 23229  
804-282-9111  
[richadp@mbc.edu](mailto:richadp@mbc.edu)

### **Mary Baldwin College in Roanoke**

Higher Education Center  
108 N. Jefferson St., Suite 816  
Roanoke, VA 24016-2426  
540-767-6170  
[roanadp@mbc.edu](mailto:roanadp@mbc.edu)

### **Mary Baldwin College in South Boston Southern Virginia Higher Education Center**

820 Bruce St.  
South Boston, VA 24592  
434-572-5440  
[sbadp@mbc.edu](mailto:sbadp@mbc.edu)

### **Mary Baldwin College at Southside Virginia Education Center**

1300 Greensville County Circle  
Emporia, VA 23847  
434-634-9358  
[empadp@mbc.edu](mailto:empadp@mbc.edu)

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# COLLEGE CALENDAR 2009–2010

## FALL SEMESTER 2009

August 31	Fall Semester Classes Begin/Term I
October 7	Apple Day (no undergraduate classes)
October 14	Term I ends
October 15	Term II begins
October 16–20	Fall Break (begins at 2:50 pm on Fri., Oct. 16)
October 21	Classes resume
November 24–29	Thanksgiving Break (begins at 10 pm on 11/24)
November 26–27	Thanksgiving Holiday—College Closed
November 30	Classes resume
December 4	Term II ends
December 7	Exams begin for on-campus classes
December 11	Exams end for on-campus classes
December 12–January 10	Christmas Break

## SPRING SEMESTER 2010

January 11	Spring Semester classes begin/Term III
February 23	Term III ends
February 24	Term IV begins
February 26–March 7	Spring Break (begins at 2:50 pm)
March 8	Classes resume
April 16	Term IV ends
April 19	Exams begin for on-campus classes
April 26	Exams end for on-campus classes
April 27	Pre-May Term Break
April 28	May Term Begins
May 13	Capstone Festival
May 18	May Term ends/May Term exam day
May 18	ADP Spring Semester ends
May 21–23	Commencement Weekend

## OUR COMMITMENT TO INCLUSIVE COMMUNITY

We, the community of Mary Baldwin College, strive to celebrate humanity in all its wondrous and complex variation. Because we value diversity, it is our mission to sustain a community where all may flourish. We are safe to embrace our shared experiences and our differences. To this end, we treat all with respect and compassion.

## THE HONOR CODE

Mary Baldwin College's Honor System is based on three principles: integrity of one's word, respect for the property of others, and honesty in academic work. These standards are an integral part of life at Mary Baldwin; in becoming part of the Mary Baldwin community, each student and faculty member willingly assumes an obligation and a responsibility to uphold them.

*The Honor Pledge: Believing in the principles of student government, I pledge myself to uphold the ideals and regulations of the Mary Baldwin College community. I recognize the principles of honor and cooperation as the basis of our life together. I shall endeavor faithfully to order my life accordingly. I will not lie, cheat, steal, plagiarize, or violate my pledge of confidentiality. I will encourage others to fulfill the ideals of the honor system and will meet my responsibility to the community by reporting incidents of honor offenses.*

# LETTER FROM THE PRESIDENT



At Mary Baldwin we say we are “Boldly Baldwin” because we dare to make a difference. We forge a path where the hunger for knowledge intersects with the passion to make a difference in the world. Where confidence is born of challenge, reflection, and rigor. MBC graduates, like the college itself, are capable, confident, and compassionate changemakers.

Our 2009-10 college-wide theme is “Heart.” This word is associated with concepts like courage, passion, generosity, and authenticity. Steadfastness in the face of adversity. Strength. Compassion.

At Mary Baldwin heart is found in our faculty, who combine an immense body of knowledge with an even larger desire to see every student reach her or his full potential. Heart exists, especially, in our students. Their actions speak volumes about courage, strength, and compassion, whether their hearts turn them to participation in the Mary Baldwin Global Initiative to combat human trafficking, or to having the courage to go back to school despite family and work obligations. It is found in a community where diversity is celebrated and service learning is embraced. We believe radically in our students.

The human heart brings nutrients and oxygen to every cell. The same is true of a Mary Baldwin education. Knowledge, service, and experience broaden the mind and heart. Spirit and tradition forge bonds between classmates, between programs, and across the ages.

Students, faculty, and staff alike: I urge you to absorb all you can. Be Boldly Baldwin. Every experience, every milestone, every human relationship is like oxygen and energy to your cells. It feeds you, and you thrive. And thus deepens your power to effect positive change in the world.

Enjoy each day as a member of the Mary Baldwin College community with the knowledge that I hold in my heart all best wishes for your happiness and success.

A handwritten signature in black ink that reads "Pamela Fox". The signature is written in a cursive, flowing style.

Dr. Pamela Fox  
President



## GENERAL INFORMATION

### **Mission**

The mission of Mary Baldwin College is to provide undergraduate and graduate education consistent with the institution's rich heritage as a private liberal arts college primarily for women, which affirms its Christian roots while welcoming a broad diversity of views. This mission is implemented in the residential programs for women and the nonresidential programs for men and women over 21 through focus on teaching and learning; concern for the individual; commitment to the liberal arts as preparation for life, for careers, for graduate and professional studies, and for leadership; and emphasis on high ethical standards.

### **Boldly Baldwin**

For nearly 170 years, Mary Baldwin College (MBC) has enriched women's lives through the transforming power of personalized, liberal education. Mary Baldwin has demonstrated since its founding in 1842 the courage and the will to innovate as the world changes around it,

and the wisdom to stay true to its mission as a college devoted to empowering women at all stages of life.

The enduring strengths of a Mary Baldwin education add up to excellence for every student, every day. These strengths are demonstrated through rigorous academic programs, an inviting co-curriculum, dedicated faculty who engage one-on-one with students, an inclusive and welcoming community, and commitment to civic engagement and global citizenship. Like the college itself, its graduates are confident, compassionate changemakers.

MBC's Residential College for Women serves about 830 students on the college's historic campus in downtown Staunton, Virginia. The Residential College includes two unique programs: the Program for the Exceptionally Gifted, for very young women of exceptional ability, and the Virginia Women's Institute for Leadership. The co-educational Adult Degree Program extends undergraduate study to seven regional centers around the state. The college is a top-ranked coeducational master's

level university and ranks in the top 10 among Virginia colleges and universities in educating teachers. Mary Baldwin's unique graduate program in Shakespeare and Renaissance Literature in Performance, offered in partnership with the American Shakespeare Center, draws students and visiting faculty from all over the world.

Mary Baldwin College is governed by a self-perpetuating board of trustees. It holds membership in the United Chapters of Phi Beta Kappa through the Lambda of Virginia Chapter. Mary Baldwin was the first women's college in the nation to be granted a circle of Omicron Delta Kappa, a society honoring leadership, service and scholarship. Other national honorary societies at MBC include Alpha Lambda Delta (freshmen), Alpha Sigma Lambda (adult students), Beta Beta Beta (biology), Iota Sigma Pi (chemistry), Kappa Delta Pi (education), Lambda Pi Eta (communication), Omicron Delta Epsilon (economics), Phi Alpha Theta (history), Psi Chi (psychology), and Sigma Tau Delta (English).

In addition to its educational programs, the college takes pride in its honor system, its exceptionally diverse student body, and its small classes. The honor system reinforces commitment to integrity and ethical behavior and makes possible a student-governed community. New undergraduates pledge their honor at the annual Charter Day, when the Student Government Association's charter is passed from the Board of Trustees to the college president and on to the student president of the SGA. Adult and graduate students make their pledges at orientation. A student-faculty ratio of 1:10 and average class size of 17 not only ensure that students get the most out of college, but also that they learn to participate effectively in the group settings that prevail in contemporary business. MBC's student body is exceptionally diverse, with students from across the U.S. and around the globe, who range from age 12 or 13 to over 70 years. More than 30% of students in the Residential College for Women are members of ethnic minorities. Evidence of MBC's commitment to a diverse community is the pledge of inclusive community renewed every year by new and returning students, faculty, and administration:

## **Commitment to Inclusive Community**

*We, the community of Mary Baldwin College, strive to celebrate humanity in all its wondrous and complex variation. Because we value diversity, it is our mission to sustain a community where all may flourish. We are safe to embrace our shared experiences and our differences. To this end, we treat all with respect and compassion.*

## **Commitment to Liberal Arts**

Mary Baldwin College is a learning community that provides liberal education as a foundation for life-long learning, global citizenship, and holistic integration of mind, body, and character. At Mary Baldwin we live the liberal arts. The faculty of Mary Baldwin College believes that an education grounded in the liberal arts:

- develops in students an awareness of the important role played by dialogue in the pursuit of knowledge;
- provides a background needed for enduring intellectual engagement and creative expression;
- prepares students for responsible citizenship both in their own society and among the other peoples of the world;
- liberates students from prejudice, intolerance, and ignorance;
- informs the heart, enlightens the conscience, and disciplines the intellect.

## **Degrees Offered**

Bachelor of Arts in 35 majors, 45 minors, and Independent (Interdisciplinary)  
Bachelor of Science in eight majors  
Bachelor of Social Work  
Master of Arts in Teaching  
Master of Education in four emphases  
Master of Letters in Shakespeare and Renaissance Literature in Performance  
Master of Fine Arts in Shakespeare and Renaissance Literature in Performance

## **Leadership Gateways**

Beginning in fall 2009, all incoming freshmen in the Residential College for Women will have the benefit of membership in a gateway program that offers support, direction, and connection. National data and MBC's experience demonstrate that such focused first-year experience programs enhance student success.

### **Global Honors Scholars Program**

For high-achieving students who are passionate about intellectual pursuits and global perspectives, this gateway offers a challenging and engaging path to achievement through a rich array of classes, experiential learning, and connections on campus, in the local community, and beyond our borders.

- MBC 102: Orientation to College and the Honors Program, which includes participation with the American Shakespeare Center actors and scholars at the Blackfriars Playhouse
- Competitive stipends for service trips and study abroad
- Honors colloquia, usually taken after the freshman year
- Begin work toward the Honors Degree

### **Program for the Exceptionally Gifted (PEG)**

PEG is the only radical acceleration program in the nation through which women as young as 12 skip high school, dive right into college, and live within a community of their intellectual and social peers.

- MBC 101: Orientation to College as well as MBC 102 with the Global Honors Scholars
- Living-learning community at the PEG Center, with adult advisors in the building 24 hours a day
- Age-appropriate co-curricular and extra-curricular activities
- Benefits of the Global Honors Scholars Program

### **Virginia Women's Institute for Leadership (VWIL)**

Through rigor, intense challenge, and mutual support, VWIL is a four-year program that prepares women for leadership in the military, public service, and private sectors in the U.S. and around the world. It combines military leadership training (through ROTC as well as the VWIL Corps) with civilian approaches. The VWIL Corps is the only all-female corps of cadets in the nation.

- MBC 101: Orientation to College and VWIL
- Living-Learning community
- ROTC: Army, Air Force, Navy/Marines (commissioning optional)
- Physical Education: Leadership Challenge, Wilderness Adventure, Advanced Fitness
- Drill and ceremony, parades and honor ceremonies, strength and endurance training

- Evening study hours required
- By graduation, complete minor in leadership studies

### **Spencer Citizens for Civic and Global Engagement**

Spencer Citizens have a passion for service whether in the local or global arena. Multi-cultural experiences and travel opportunities enable participants to become agents of change, understanding that at the heart of leadership is service to others.

- MBC 101: Orientation to College and the Spencer Citizens Program
- Interdisciplinary 177: Civic Engagement Seminar
- Recommended: Philosophy 140: Community and Service Learning; or Sociology 282: Community Service and Society
- May choose to enroll in Semester of Service after the first semester
- Community service projects and assistance with Spencer Center activities throughout the year

### **The Career Academy**

MBC's innovative liberal education for the 21st century is the perfect preparation for satisfying careers in almost every field imaginable. This gateway helps students focus on their talents, interests, and abilities, find the right major, and translate their education into a lifetime of work that is inspiring.

- MBC 101: Orientation to College and the Career Academy
- Interdisciplinary 177: Taking the Liberal Arts to Work
- Recommended: Interdisciplinary 118: Managing Life's Challenges; or Philosophy 140: Community and Service Learning; or Sociology 282: Community Service and Society
- A variety of extra-curricular activities and opportunities related to personal and career development
- After the first year, students may serve as peer mentors and many choose to continue in the program for four years.

### **Ida B. Wells Cultural Identity Program**

Named for the noted civil rights activist, suffragist, and journalist, the Ida B. Wells Program is a gateway for women of African descent who want to explore culture, identity, and civic

engagement as the foundation for their active participation in the college community.

- MBC 101: Orientation to College and Ida B. Wells program
- Interdisciplinary 177: Legacy and Tradition
- Philosophy 140: Community and Service Learning
- Prior to start of semester: SOAR (Survival Opportunities and Resources) and the Ida B. Wells Institute
- Community service: mentor middle school girls in the Pearls Program, collect and distribute Black baby dolls to promote positive self-image and confidence among young girls of color
- Participate in Kwanzaa and other cultural activities
- After the first year, serve as “Big Sista” and engage with student cultural and service organizations

### **Women for Healthy Lifestyles**

This gateway is designed for young women who want to engage in a healthy and active lifestyle while in college — whether or not they are already physically fit. Wellness has many aspects — physical, emotional, spiritual.

- MBC 101: Orientation to College and the Healthy Lifestyles program
- Phys Ed 100: Fitness
- Personalized fitness and wellness assessment leading to individual plan
- Extracurricular health awareness activities
- Plan the Girls’ and Women’s Health Fair and Wellness Walk in conjunction with Women’s Health Virginia
- After the first year, may work as wellness mentor and assist with programming for new freshmen entering the program

### **Beyond the Gateway: Learning Outcomes**

Mary Baldwin College is committed to providing the best possible preparation for life in an ever-changing world — a world in which individuals can make a difference, for themselves and for others. The educational program in the liberal arts is designed to foster learning that leads to flexibility of mind and strength of values and provides the foundation for future careers, professions, and positions of leadership. The college’s purpose is to cultivate an atmosphere in which such learning creates its

own excitement through the development of competence, experiences of mastery, and the confident exercise of ability. Building on this philosophy, Mary Baldwin College’s faculty and staff strive to accomplish the following objectives with all students:

#### **Mind**

- Knowledge: They have a broad knowledge of the content and methods of the traditional liberal arts subjects;
- Communication: They communicate effectively through the written and spoken word;
- Critical and Creative Thinking: They solve problems creatively rather than by rote application of formulae. They think clearly and are able both to analyze and to synthesize information;
- Flexibility: They adapt to changing environments, integrate knowledge from different sources, and continue intellectual pursuits throughout their lives;
- Technology: They are aware of the power and the limitations of technology;
- Diversity: They understand and value the rich diversity of human experience. They have respect for the complex identities of others, their histories, and their cultures.

#### **Body**

- Health: They make informed and sound judgments in matters of nutrition, use of intoxicants, sexual activity, response to stress, the prevention of violence, and other aspects of personal health so as to promote a high degree of wellness;
- Fitness: They endeavor to stay physically fit through safe, lifelong participation in health-enhancing physical activity.

#### **Character**

- Leadership and Service: They appreciate group dynamics and can function effectively as leaders or as team workers across a variety of circumstances and within a variety of organizations;
- Citizenship: They are responsible citizens. They act within a consistent set of values and ethical principles, apply those principles in their dealings with society and its members, and take responsibility for their decisions and actions;
- Values: They make choices in their personal and professional lives with courage and integrity. They adhere to high standards of honor and personal conduct,

always remaining aware that achievement has many proper measures.

## **Admissions**

[www.mbc.edu/admission](http://www.mbc.edu/admission)

Mary Baldwin offers many programs, including the Residential College for Women (RCW) which also includes students in Virginia Women's Institute for Leadership, the Program for Exceptionally Gifted, and other Leadership Gateways, as well as programs for adults and graduate students. You can fit your options to your needs and apply for admission after your junior year in high school, for admission to the fall or spring semesters, or as a transfer student. You may enter with advanced placement, dual enrollment credit, or credit for advanced work by the International Baccalaureate or by tests of the College Entrance Examination Board. You may attend full-time or, if you live in the area, part-time. As an especially gifted student, you may enter well before completing high school, or if you are 21 years or older, or have earned an associate's degree, you may enter the Adult Degree Program, with its special provisions for adult learners who have many demands on their schedules and energies. Please see the Web directory in the next section for information about Mary Baldwin's many options and opportunities.

### **Freshman Students**

Admission to Mary Baldwin is based on a student's academic potential; achievement in secondary school, when applicable; strength and maturity of character; and any special talents and abilities. In judging academic ability, the secondary school record, when applicable, is the primary factor considered.

Candidates for admission should have completed at least 16 college preparatory courses. The college recommends that candidates include four or five academic subjects in their course loads each year in meeting the following recommended school program: English, four units; foreign language, two units; mathematics, three units; history and social studies, three units; and lab science, one unit.

Scores considered in the admissions process are those on the Scholastic Aptitude Test (SAT), the American College Test (ACT),

or the Test of English as a Foreign Language (TOEFL).

All students who enroll at Mary Baldwin College agree to abide by the rules, regulations, and standards set and established by the college. The college in turn will offer a bachelor of arts, bachelor of science, bachelor of social work, master of letters or master of fine arts in Shakespeare and Renaissance literature in performance, or a master of education or master of arts in teaching to those who meet the established standards, and will attempt during a student's tenure to lend advice and support as solicited and/or needed.

The Declarations section of this catalog states Mary Baldwin's policies on non-discrimination, student privacy rights, and other important provisions.

## **Financial Aid**

[www.mbc.edu/admission/finaid/index.php](http://www.mbc.edu/admission/finaid/index.php)

The Office of Financial Aid and Student Campus Employment at Mary Baldwin College is committed to making a private education available to as many well qualified students as possible. In fact, over 97% of our traditional-age students rely on some form of financial aid to help meet the cost of a college education. The college participates in a wide range of federal, state and institutional aid programs. Each program has its own regulatory demands and requirements. The Office of Financial Aid and Student Campus Employment strives to make the aid process as uncomplicated as possible. We understand, however, that families and students are faced with questions and concerns regarding financial aid. The professional staff is available Monday through Friday 8:30-4:30 at 540-887-7022 and by e-mail at [finaid@mbc.edu](mailto:finaid@mbc.edu) to offer assistance.

Through the Mary Baldwin College Student Stimulus Package, 250 first-year RCW students entering in fall 2009 will receive a talent grant of \$2,000 in addition to their awards based on merit and financial need.

### **Eligibility Requirements for Aid**

Since Mary Baldwin actively participates in a number of federal aid programs, the requirements for federal aid are used as the core requirements for all need-based aid and include, but are not limited to, students who

- have a high school diploma or the equivalent (Exceptions are made for students in the Program for the Exceptionally Gifted and Early Admission.);
- are accepted or enrolled as full-time, regular students (NOTE: A few federal programs can provide some assistance to students who are less than full-time.);
- are degree candidates;
- are U.S. citizens or eligible non-citizens;
- maintain satisfactory academic progress toward a degree at Mary Baldwin.

There are no laboratory, lecture, or practice teaching fees. Some classes have fees for private music lessons, art materials, field trips, use of facilities not belonging to the college, or other extraordinary expenses. For details, see the course descriptions in this catalog. The college offers a variety of services to assist students and families in financing a private college education.

Tuition and fees vary in the Adult Degree Program and graduate programs.

### **Tuition and Fee Information**

The comprehensive fee for students at Mary Baldwin in the Residential College for Women during the 2009–2010 academic year is \$31,655 (\$24,370 for tuition, \$215 student organization fee, and \$7,070 for room and board). The PEG Center programming fee is \$100. Financial aid packages based on both merit and need can substantially reduce the actual out-of-pocket cost.

## Web Directory

### GENERAL INFORMATION

Benefits of Women's Colleges  
Catalog Online  
Fact Sheets and Fast Facts

[www.mbc.edu/about/collegeforwomen.php](http://www.mbc.edu/about/collegeforwomen.php)  
[www.mbc.edu/catalog/](http://www.mbc.edu/catalog/)  
[www.mbc.edu/about/fastfacts.php](http://www.mbc.edu/about/fastfacts.php)

### ACADEMICS

Academic Advising  
Accelerated Programs

[www.mbc.edu/fye/mbc101.php](http://www.mbc.edu/fye/mbc101.php)  
[www.mbc.edu/catalog/](http://www.mbc.edu/catalog/)

### Undergraduate

Adult Degree Program, women and men  
Program for the Exceptionally Gifted  
Residential College for Women  
Virginia Women's Institute for Leadership

[www.mbc.edu/adp/](http://www.mbc.edu/adp/)  
[www.mbc.edu/peg/](http://www.mbc.edu/peg/)  
[www.mbc.edu/rcw/](http://www.mbc.edu/rcw/)  
[www.mbc.edu/vwil/](http://www.mbc.edu/vwil/)

### Graduate

Master of Arts in Teaching (MAT)  
Master of Education (MEd)  
Master of Letters/Master of Fine Arts in  
Shakespeare and Renaissance Literature in  
Performance (MLitt/MFA)

[www.mbc.edu/mat/](http://www.mbc.edu/mat/)  
[www.mbc.edu/med/](http://www.mbc.edu/med/)

[www.mbc.edu/shakespeare/](http://www.mbc.edu/shakespeare/)

### Majors and Minors

Independent Major

[www.mbc.edu/studies/](http://www.mbc.edu/studies/)  
[www.mbc.edu/docs/admin\\_docs/regfrm\\_ind\\_maj\\_eval.doc](http://www.mbc.edu/docs/admin_docs/regfrm_ind_maj_eval.doc)

### Five-Year Bachelor and Master's Programs

Theatre Five-Year bachelor and master's degrees  
Teaching Five-Year bachelor and master's degrees  
Cooperative Programs  
Computer Science Program  
Engineering Program  
Nursing Program

[www.mbc.edu/studies/bamlitt/](http://www.mbc.edu/studies/bamlitt/)  
Contact the Education Department

[www.mbc.edu/academic/coop.php](http://www.mbc.edu/academic/coop.php)  
[www.mbc.edu/academic/coop.php](http://www.mbc.edu/academic/coop.php)  
[www.mbc.edu/academic/coop.php](http://www.mbc.edu/academic/coop.php)

### REQUIREMENTS, DEGREES

BA and BS  
BSW

[www.mbc.edu/docs/admin\\_docs/regfrm\\_ba\\_requirements.pdf](http://www.mbc.edu/docs/admin_docs/regfrm_ba_requirements.pdf)  
[www.mbc.edu/studies/socialwork/](http://www.mbc.edu/studies/socialwork/)

MAT  
MEd  
MLitt and MFA

[www.mbc.edu/mat/degreeqrmts.php](http://www.mbc.edu/mat/degreeqrmts.php)  
[www.mbc.edu/med/degree.php](http://www.mbc.edu/med/degree.php)  
[www.mbc.edu/shakespeare/degree.php](http://www.mbc.edu/shakespeare/degree.php)

### ADMISSIONS: UNDERGRADUATE, GRADUATE, ADULT

How to Apply, All Programs

[www.mbc.edu/admission/](http://www.mbc.edu/admission/)  
[www.mbc.edu/admission/howtoapply.php](http://www.mbc.edu/admission/howtoapply.php)

### Admission, Undergraduate

Adult Degree Program: Men and Women  
Early Admission  
International Students  
Program for the Exceptionally Gifted  
Residential College for Women  
Transfer Students to Residential College for Women  
Transfer Programs with Virginia Community Colleges  
Virginia Women's Institute for Leadership

[www.mbc.edu/adp/prospect/](http://www.mbc.edu/adp/prospect/)  
[www.mbc.edu/admission/early\\_admit.php](http://www.mbc.edu/admission/early_admit.php)  
[www.mbc.edu/international/](http://www.mbc.edu/international/)  
[www.mbc.edu/peg/admit.php](http://www.mbc.edu/peg/admit.php)  
[www.mbc.edu/admission/](http://www.mbc.edu/admission/)  
[www.mbc.edu/admission/transfer.php](http://www.mbc.edu/admission/transfer.php)  
[www.mbc.edu/docs/adp\\_docs/admissions\\_agreement.pdf](http://www.mbc.edu/docs/adp_docs/admissions_agreement.pdf)  
[www.mbc.edu/vwil/admission.php](http://www.mbc.edu/vwil/admission.php)

### **Graduate Admission**

Master of Arts in Teaching (MAT)  
Master of Education (MEd)  
Master of Letters/Master of Fine Arts in  
Shakespeare and Performance Literature (MLitt/MFA)

[www.mbc.edu/mat/admit.php](http://www.mbc.edu/mat/admit.php)  
[www.mbc.edu/med/admission.php](http://www.mbc.edu/med/admission.php)  
[www.mbc.edu/shakespeare/admission.php](http://www.mbc.edu/shakespeare/admission.php)

### **DECLARATIONS**

[www.mbc.edu/catalog/](http://www.mbc.edu/catalog/)

### **FEES AND FINANCIAL AID, ALL PROGRAMS**

[www.mbc.edu/finaid/](http://www.mbc.edu/finaid/)

### **GRIEVANCE POLICY**

[www.mbc.edu/student/sga/administrative.php#grieve](http://www.mbc.edu/student/sga/administrative.php#grieve)

### **HONORS PROGRAMS**

Global Honors Scholars  
Honors Degree and Program  
Honor Scholar, see Global Honors Scholars  
Honorary Societies

[www.mbc.edu/honors/about.php](http://www.mbc.edu/honors/about.php)  
[www.mbc.edu/honors/path.php](http://www.mbc.edu/honors/path.php)

[www.mbc.edu/honors/](http://www.mbc.edu/honors/)  
[www.mbc.edu/academic/societies.php](http://www.mbc.edu/academic/societies.php)  
[www.mbc.edu/academic/pbk.php](http://www.mbc.edu/academic/pbk.php)

### **PRE-PROFESSIONAL PROGRAMS**

Pre-Law  
Pre-Med  
Ministry  
Teacher Education and Licensure

[www.mbc.edu/academic/pre-law.php](http://www.mbc.edu/academic/pre-law.php)  
[www.mbc.edu/academic/pre-med.php](http://www.mbc.edu/academic/pre-med.php)  
[www.mbc.edu/studies/ministry/](http://www.mbc.edu/studies/ministry/)  
[www.mbc.edu/teacher/](http://www.mbc.edu/teacher/)

### **ACADEMIC SUPPORT SERVICES**

Advising  
Computer Resources  
Global Engagement  
Learning Skills Center  
Martha S. Grafton Library  
Writing Center

[www.mbc.edu/fye/mbc101.php](http://www.mbc.edu/fye/mbc101.php)  
[www.mbc.edu/cis/](http://www.mbc.edu/cis/)  
[www.mbc.edu/spencercenter/globalengagement.php](http://www.mbc.edu/spencercenter/globalengagement.php)  
[www.mbc.edu/learningskills/](http://www.mbc.edu/learningskills/)  
[www.mbc.edu/grafton/](http://www.mbc.edu/grafton/)  
[www.mbc.edu/writingcenter/](http://www.mbc.edu/writingcenter/)

### **TAILORING YOUR PROGRAM**

Certificate Programs  
Career Development  
Civic Engagement  
Community Service  
Consortium Exchange  
Directed Inquiry  
Disabilities, Students with  
Experiential Learning  
Global Engagement  
Independent Study, see Directed Inquiry  
Internships  
Quest Program for Spiritual Development  
ROTC  
Study Abroad  
Summer Study  
Teaching Assistantships  
Work Study

[www.mbc.edu/academic/certificates/](http://www.mbc.edu/academic/certificates/)  
[www.mbc.edu/career/](http://www.mbc.edu/career/)  
[www.mbc.edu/studies/civicengagement/links.php](http://www.mbc.edu/studies/civicengagement/links.php)  
[www.mbc.edu/spencercenter/communityservice.php](http://www.mbc.edu/spencercenter/communityservice.php)  
[www.mbc.edu/academic/consortium.php](http://www.mbc.edu/academic/consortium.php)  
[www.mbc.edu/academic/directedinquiry.php](http://www.mbc.edu/academic/directedinquiry.php)  
[www.mbc.edu/docs/factsheets/disability.pdf](http://www.mbc.edu/docs/factsheets/disability.pdf)  
[www.mbc.edu/career/jobsandintern.php](http://www.mbc.edu/career/jobsandintern.php)  
[www.mbc.edu/spencercenter/globalengagement.php](http://www.mbc.edu/spencercenter/globalengagement.php)

[www.mbc.edu/career/jobsandintern.php](http://www.mbc.edu/career/jobsandintern.php)  
[www.mbc.edu/quest/](http://www.mbc.edu/quest/)  
[www.mbc.edu/academic/rotcoverview.php](http://www.mbc.edu/academic/rotcoverview.php)  
[www.mbc.edu/spencercenter/studyabroad.php](http://www.mbc.edu/spencercenter/studyabroad.php)  
[www.mbc.edu/summer/](http://www.mbc.edu/summer/)  
[www.mbc.edu/academic/teachingassistant.php](http://www.mbc.edu/academic/teachingassistant.php)  
[www.mbc.edu/workstudy/](http://www.mbc.edu/workstudy/)

# ACADEMIC REGULATIONS

## **Undergraduate Curriculum**

The major purpose of Mary Baldwin College is undergraduate and graduate education consistent with the college's rich heritage as a private liberal arts college. The General Education and Core Curriculum was modified for students entering the college in fall 2006, and beyond. Requirements for continuing students who entered prior to fall 2006 are found in the catalog under which they entered, or see the Academic Regulations section of this catalog.

### **Requirements for All Bachelor Degrees**

Each student must complete all three of the following:

- (1) Requirements for the bachelor's degree, below.
- (2) Requirements for one major, found in the Undergraduate Course

Descriptions section, *or* an Independent Major under rules found in the following Academic Regulations section; (3) Electives to complete the 132 semester hours required for the degree, chosen from all courses offered, within the limits stated below.

### **Electives**

Students have many options for tailoring their study to fit their needs. Among them are minors, pre-professional programs, directed inquiries (independent study), teaching assistantships, internships, summer study, accelerated programs, consortium exchange with other colleges, and cooperative programs that offer dual degrees (bachelor's and master's) and majors not offered at Mary Baldwin. See the Web directory above for varied opportunities.

## Undergraduate Majors

*Bachelor of Arts offered in all majors except social work*

*\* Bachelor of Science also offered.*

## Minors

Anthropology/Sociology  
\*Applied Mathematics  
Art – History  
Art – Studio  
Arts Management  
Asian Studies  
\*Biology  
\*Business for a Sustainable Future  
\*Chemistry  
Clinical Laboratory Science  
Communication  
\*Computer Science/Mathematics  
Economics  
English  
French  
Health Care Administration  
History  
Independent (Individually Designed)  
International Economics and Business  
International Relations  
Marketing Communication  
\*Mathematics  
Mathematics – Applied  
Music  
Philosophy  
Philosophy/Religion  
\*Physics  
Political Science  
\*Psychology  
Psychology/Sociology  
Religion  
Social Work (BSW)  
Sociology  
Sociology/Anthropology  
Sociology/Psychology  
Sociology/Social Work  
Spanish  
Theatre

Five year dual degree programs:  
Education (BA and MAT)  
Shakespeare in Performance (BA and MLitt)

See the Education and Theatre course listings.

African-American Studies  
Anthropology  
Art – History  
Art – Studio  
Asian Studies  
Biology  
Business  
Chemistry  
Civic Engagement  
Communication  
Computer Information Systems  
Computer Science  
Creative Writing  
Economics  
Education  
English  
Film  
French  
Global Poverty and Development  
Health Care Administration  
Historic Preservation  
History  
Human Resource Management  
Human Services  
Latin-American Studies  
Leadership Studies  
Management  
Marketing  
Mathematics  
Ministry  
Music  
Peacemaking and Conflict Resolution  
Philosophy  
Physics  
Political Science  
Psychology  
Public Health  
Religion  
Sociology  
Spanish  
Special Education  
Theatre  
U.S. Poverty Analysis  
Women's Studies

## Academic Regulations and Procedures

**Essential Note:** Students are responsible for consulting the next section of this catalog, General Education Requirements, for rules and a list of courses that meet the General Education and Core Curriculum Requirements. Students who matriculated prior to fall 2006 see note below.

### Requirements for all Bachelor's Degrees

132 semester hours that meet all the following requirements:

no more than seven semester hours in physical and health education

no more than 15 semester hours in internships

66 semester hours earned at MBC (33 for ADP students)

These General Education Requirements:

- Six semester hours' credit in the arts, and
- Six semester hours' credit in the humanities, and
- Six semester hours' credit in the natural sciences, and
- Six semester hours in the social sciences and history

These Core Curriculum Requirements:

- Three semester hours in diverse cultures of the United States
- Three semester hours in women's studies/gender studies
- One of the following options in international studies:
  1. Six semester hours in a single, modern foreign language, or
  2. Six semester hours of courses taught outside the U.S., or
  3. Six semester hours of credit in courses taught in English, that are in two different disciplines, and are identified as "International" in the catalog, orAny combination of options 2 and 3 that totals six semester hours  
NOTE: International students are exempt from the international studies requirement.
- ENG 102 or equivalent
- Six semester hours of writing emphasis courses
- Three semester hours of oral communication competency courses
- Six semester hours of mathematical and symbolic reasoning courses
- Three semester hours of experiential education courses
- Two semester hours of fitness and health courses, including one class from each of the three principles
- Completion of the senior requirement, which must be taken for a regular grade  
The senior requirement must be supervised and evaluated by full-time faculty in the discipline unless they approve some other method of supervision and evaluation.
- Completion of the major, with both of the following provisions:
  - Minimum grade point average of 2.0 in the major
  - At least 12 semester hours in the major, including the senior project, must be taken with Mary Baldwin faculty
- Minimum un-rounded cumulative GPA of 2.0 overall
- Participation in activities designed to evaluate the academic program.

**Note:** General Education and Core Curriculum requirements changed beginning fall 2006.

Students who matriculated prior to fall 2006 should see the registrar or ADP director or consult the catalog under which they matriculated to confirm their requirements.

### Additional Requirements for the Bachelor of Science Degree

Each discipline may elect to offer the bachelor of science. At a minimum, each discipline will require:

- Six semester hours in mathematics at the 200-level or above
- Three semester hours emphasizing quantitative reasoning/data analysis, and
- At least two 200-level lab science courses

Precise requirements will vary according to each major that has chosen to offer the BS. This rule is effective with the 2009–10 academic year, and applies to students who declare majors during that year. Please see the department chair or coordinator for updated requirements as of fall 2009.

### **Modification of Requirement**

A student who, in unusual circumstances, wishes to petition for an exception to the residency requirement must obtain administrative approval from the registrar or dean of the college. Requests for waivers of other requirements will not be considered unless they are submitted in writing to the dean of the college no later than February 1 of the year in which the student expects to graduate. All waivers must be approved by the full faculty.

### **Senior Requirement**

All graduates must complete a senior requirement for a minimum of three and a maximum of six semester hours of credit. It will carry a letter grade. The purpose of the senior requirement is to serve as a context within which students may establish themselves as persons capable of independent scholarship on a significant level. Disciplines choose among the following options:

- Write and defend (orally or in writing) a thesis reflecting scholarship and originality appropriate to the baccalaureate level of study.
- Complete and report on a project that synthesizes learning and entails an application of that learning to a task or problem of major academic significance.
- Produce and present a creative work or body of work, demonstrating mastery of a medium and an understanding of the creative problems and potential inherent in that work.
- Participate in a special course designed to make the student synthesize and draw conclusions from the various methods and materials in the student's field.
- Develop an alternate method for the consideration and approval of faculty in the discipline.

Students must have a grade point average in the major equal to or greater than 2.0, or approval of major faculty, to register for the senior requirement. Except in the case of special courses that fulfill the senior requirement, the student should file and get approval of her senior requirement by faculty in the discipline by the end of the fall of her senior year. In the absence of special permission to the contrary, all senior requirements are supervised and evaluated by ranked teaching faculty at MBC. Senior requirements are listed on the student's transcript as Senior Requirement: (title) with grade. Senior requirements that, according to their majors' guidelines, are deemed particularly meritorious are designated "With Distinction," and this achievement is noted on the transcript and diploma.

### **Examinations**

To receive credit for a course, a student must take the examination or its equivalent as prescribed for the course by the instructor. A scheduled examination may be postponed for reasons beyond the student's control such as death in the family or illness. Approval for such postponement must be obtained from the instructor and the dean or associate dean of the college. Students who, for other than providential reasons, miss an examination receive a grade of F or No Credit (NC) for the course unless, because of extenuating circumstances, they are given permission by the dean or associate dean of the college to make up the examination. All postponed examinations must be rescheduled and taken at the earliest practical date. Students involved must make these arrangements with the dean or associate dean of the college and the course instructor. Failure to make such arrangements will be considered grounds for a grade of F or NC for the course.

### **Course Numbering**

The following conventions apply to MBC's course numbering system:

100 level	freshman, generally no prerequisites
200 level	sophomore and above, may have prerequisites
300 level	major courses, generally have prerequisites
400 level	senior projects
500+ level	graduate courses

### **Numerical Suffixes**

These two-digit suffixes have specialized meaning beyond the course level:

- 77 colloquium offered on a one-time basis
- 80 teaching assistantship
- 87 internship
- 90 directed inquiry
- 97 CLEP credit in the ADP only
- 98 portfolio credit in ADP only
- 99 independent tutorial or learning contract in the ADP only

### **Grading System**

The grading symbols used by the college are as follows:

- A excellent
- B very good
- C competent
- D minimum passing
- F failing
- NC no credit
- P pass
- EC credit by examination
- I incomplete (temporary)
- NR no grade reported (temporary)
- ET extended time (temporary — ADP only)
- AU audit (satisfactory)
- W withdrawn (temporary)
- WP withdrawn passing
- WF withdrawn failing

### **Academic Credit and Grade Points**

Academic credit is expressed in semester hours (s.h.). A semester hour of credit is equivalent to one 50-minute period of class per week or one 150-minute laboratory session per week, each for one semester.

Grade point equivalents are as follows (there are no grades of A+ or D-):

A	4.0	C+	2.3
A-	3.7	C	2.0
B+	3.3	C-	1.7
B	3.0	D+	1.3
B-	2.7	D	1.0

Grade point average is determined by dividing total grade points earned by the total semester hours credit attempted for a regular grade.

### **Repetition of Courses**

Students may repeat a course in which a grade of D or NC or F was earned. Original grades are not removed from the permanent record, but in the case of D or F grades, the lower grade is removed from calculation of a cumulative grade point average. The original grade cannot be replaced by an NC. Repeat work can be done at MBC or at another institution, subject to the guidelines for transfer of credit, and only if appropriate MBC faculty certify that the transfer course is sufficiently similar to the MBC course being repeated. Students will receive only credit for transfer work, not grade points. However, the D or F grade earned in the MBC course will be removed from calculation of the MBC cumulative grade point average.

### **Pass/No Credit (P/NC) Rules**

- Courses taken P/NC are not included in the computation of grade point average.
- A student may choose the Pass/No Credit option for up to five semester hours of credit during each of her first three academic years.
- During the senior year a student may elect to take up to seven semester hours of credit on a P/NC basis, but the seven semester hours may not all be taken during the same semester.
- Grades of A through D are designated as Pass.
- Students may change from the regular graded basis to P/NC or vice versa through the end of the withdrawal period, eight weeks for a two-term course.
- Honor Scholars may change a class from P/NC to regular grade through the last day of scheduled classes.
- No more than five semester hours taken on a P/NC basis may be counted toward the completion of a major. No more than one course comprising the minor can be taken on a P/NC basis.
- A course taken P/NC specifically to qualify for the BS are excluded from the five semester hour limit on P/NC courses in the major or minor.
- All courses required by the instructor to be taken P/NC, including internships, are excluded from the above limits. All such courses are designated in the course description in the catalog.
- All physical education classes may be taken for a grade or P/NC and is excluded from the above limits.

### **Incomplete and Extended Time**

- The temporary symbol of I may be given at the end of a course if, for reasons beyond her control, a RCW student is unable to complete the course work. This policy also applies to ADP students who are taking on-campus coursework.
- An Incomplete may be given only with the approval of the dean or associate dean of the college.
- Incomplete work must be completed by the end of the next calendar term, that is, by the end of Term 3 for fall semester courses, and by the end of Term 1 for spring courses. In unusual circumstances, such as prolonged illness, the dean or associate dean of the college may extend the time.
- If the work is not completed within the time specified, a grade of F or NC is assigned by the registrar's office.
- Adult Degree Program students are eligible for the temporary symbol of ET (extended time) for ADP coursework only, upon permission of their instructor, their academic advisor, and the dean of adult and graduate studies and upon payment of an ET fee. ET work must be completed by the end of the following semester or a grade of F is assigned.

### **Grade Reports and Official Grading Periods**

Official grade reports, including cumulative averages, are distributed electronically after the conclusion of the fall semester and the May Term. The report distributed following the May Term includes work completed during the spring semester and the May Term.

### **Grade Changes**

(Provisions in parentheses apply to ADP students.)

Requests for a grade changes will not be considered if initiated by students later than the first week of classes in the calendar term following distribution of the official grade report which is being contested. (ADP students must file grade appeals by the following deadlines: October 1 for summer courses, February 1 for fall courses, and July 1 for spring courses.)

A student with questions about a grade should first contact the course instructor to determine if there is an error. If so, the instructor must report the correct grade to the registrar (or to ADP) immediately. If there is no error, and the student desires to contest the grade, the student must submit written reason(s) for the appeal to the dean of the college (or the dean of adult and graduate studies). The dean forms a hearing committee consisting of the dean, the registrar (or the student's ADP advisor), and two faculty members. The committee reviews the written appeal, hears statements from both the student and the instructor involved, and approves or disallows a change.

### Academic Load Limits

- Academic load limits for full-time students are shown in the chart below.
- Credit awarded for all physical education is excluded from the limits.
- Enrollment in more than 17 semester hours per semester (unless the enrollment is for only five courses) or four semester hours during the May Term constitutes an overload.
- To take an overload, the student must complete and file an Overload Permission Form with the registrar.
- If the student's GPA is below 3.5, the Overload Permission Form must be approved by the advisor and the dean or associate dean of the college.
- During the May Term, all overloads must be approved regardless of GPA.
- A course creating an overload can only be added during the add-drop period (see below).
- Exception: Students with GPA 3.5 or over may add an overload during a designated period prior to add-drop.

<b>Academic Period</b>	<b>Normal Load (s.h.)</b>	<b>Minimum Allowable Load (s.h.)</b>	<b>Maximum Allowable Load (s.h.)</b>
Fall Semester	15	12	17
Spring Semester	15	12	17
May Term	3	3	3
Full-Year Total	33	27	38

### Add-Drop Procedure

- To add or drop a course after initial registration, or to change a grading option, use an Add-Drop form, available from the registrar or ADP Offices. A student may not add a course or externship after the first week of classes. The student's faculty advisor must sign the form.
- Drops completed during the first week of each term do not appear on a student's record.
- A student may drop a course at any time through the eighth week of a two-term course and the third week of a one-term course. Drops completed after the first week, but before the end of the drop period, are designated by the instructor as Withdrawn Passing (WP) or Withdrawn Failing (WF), and that designation appears on the grade reports and permanent transcript. Marks of WP or WF do not affect grade point average.
- For any course dropped after the end of the drop period, the student will receive a grade of F, which affects grade point average, or NC, which does not affect grade point average.
- Residential College for Women students may drop courses for medical or providential reasons at any time upon approval by the dean or associate dean of the college. They will be awarded grades of WP or WF.
- ADP students may drop courses or tutorials, and receive grades of WP or WF, upon approval of the director or dean of adult and graduate studies.
- During May Term, a student may add classes only through the first day of classes. Courses dropped on the first day will not appear on the transcript. Students may withdraw from a May Term course through the sixth day of classes in May Term, receiving a mark of WP or WF. The student may change grading option up through the sixth class day.

### Auditing Courses

Students may audit courses; neither grade nor credit is awarded. Auditors should observe the following standards:

- Permission of the registrar and the instructor of the course must be secured before the end of the first week of class.
- Minimum attendance of approximately 75 percent of class meetings;
- Reading assignments and class participation to the satisfaction of the instructor; exemption from papers, tests, examinations, or other written work.
- Students who audit courses are, with the consent of the instructor and registrar, free to drop out at any time without penalty.

### **Directed Inquiries/Learning Contracts**

Students are encouraged to work with faculty to design individual, nontraditional courses of study. To this end, most disciplines offer directed inquiries (learning contracts for ADP students) and, to advanced students, teaching assistantships. For Residential College for Women students, directed inquiries can be supervised only by full-time faculty and can be taken only by full-time students. To register, the student must submit special forms to the Office of the Registrar or the ADP Office. Forms are available in the registrar's office. Students do not normally take more than one directed inquiry per semester. They should have a C average. Freshmen do not take directed inquiries except in special cases. If a directed inquiry substitutes for an existing course below the 300-level, the DI is designated 290; if it substitutes for a 300-level course, it is designated 390. If a directed inquiry does not substitute for an existing course, the instructor determines the appropriate level based on content. Any exceptions to those policies must be approved by the dean of the college.

### **Internships and Experiential Learning**

Internships and other forms of experiential learning provide students with practical experiences in working with professionals in various career fields, and therefore are valuable testing grounds for possible future careers. Faculty may suggest opportunities; students may discover possibilities themselves; and the Rosemarie Sena Center also can help. Normally students must be in good academic standing in order to engage in an internship. A student must complete the internship application prior to beginning the internship, including all necessary approvals. Failure to follow this process may result in not receiving credit for the experience.

Internship credit is added to a student's record the semester in which it is completed. In all cases, academic credit is awarded for experiential learning only if the experience produces work that can be evaluated by the supervising professor. Unless otherwise specified by the discipline, all internships are taken on a Pass/No Credit basis. Students must do a minimum of 50 clock hours of work on-site to earn one semester hour of academic credit. No more than 15 semester hours of internship credit may be applied toward the graduation requirement of 132.

The student may register for experiential work as either a pre-professional experience or as a general career exploratory experience. A pre-professional level internship is designated EXPL 387, where EXPL is the acronym for the discipline (e.g., BIOL 387). A career exploratory internship is designated EXPL 287. Internships at the 387 level count toward the major requirements and the experiential learning component of the General Education Requirements. Internships at the 287 level count toward the General Education Requirements, and they may apply to the major at the discretion of the faculty in the major discipline.

Students who are off-campus due to participation in experiential learning must assume responsibility for any additional costs of housing, meals, and transportation. Further information about internships may be obtained from the Rosemarie Sena Center.

### **Summer Study**

During the summer break, students in the Residential College for Women may enroll in courses offered during ADP Summer Week on campus, courses offered in MBC Regional Centers, and in directed inquiries and internships that require direct supervision by Mary Baldwin on-campus faculty. This option is called Directed Summer Study. Grades earned under these options are credited as earned during the summer term and can affect the grade point average, if the course is enrolled on a regular graded basis. Directed summer studies are registered in the Office of the Registrar. Contracts must be filed by June 15. The drop date for directed summer studies is July 1. The last date for change in grading option is also July 1. The deadline for submission of grades is September 15 following the summer term. No WP or WF grades are awarded. Tuition is payable for summer study. A student is automatically dropped from the course if the Office of Business and

Finance notifies the Office of the Registrar of nonpayment by the July 1 drop date. A June summer week on campus and both group and independent tutorials at regional ADP centers are also available to adult students.

### **Teaching Assistantships**

During any term, qualified students may assist in the instruction of courses with the approval of the professor in charge. Tasks involve preparation of class materials, tutoring, teaching, and/or research. To register for Teaching Assistantship 380, students must submit an application form, available from the registrar's office. Credit for teaching assistantships is based on a minimum of 39 clock hours of work for each hour of credit. Students must have taken the course in which they are assisting or its equivalent.

### **Transfer of Credit**

Credit may be transferred for courses completed at other institutions that are accredited by regional accrediting agencies or the American Association for Liberal Education. The course must be identifiable with MBC's liberal arts curriculum. The college considers the transfer of credit for military training based on official American Council on Education transcripts on a case by case basis. Courses with grades below C- are not accepted. Course work done under Pass/No Credit and similar options is not accepted. Grade points or their equivalent will not be transferred.

If a transferable course taken at another institution is deemed to be equivalent to an MBC course in which the student earned a D or F, the effect of the MBC grade will be removed from the student's cumulative GPA. Appropriate MBC faculty must certify the general equivalence of the transfer course. It is the student's responsibility to furnish whatever evidence the certifying faculty may find sufficient.

No more than 66 semester hours of transfer credit (99 for ADP students) can be counted toward the graduation requirement (see Requirements for the Bachelor of Arts and Bachelor of Science Degree, pp. 17-20). No more than 10 semester hours may be transferred during any one summer program without the approval of the dean or associate dean of the college.

Credit earned at other institutions in programs sponsored or cosponsored by MBC is not transfer credit — e.g., Seven College Consortium, Oxford Program, etc.

### **Majors and Minors**

Students are allowed to declare a major at the end of their freshman year. They are expected to do so by the beginning of the junior year. The Major/Minor Declaration form, obtainable from the office of the registrar, is used for this purpose. Appropriate faculty signatures are required on the Major/Minor Declaration form. Faculty approval is not needed to declare a major; the signatures are required to encourage students to learn all they can about their prospective majors before declaring. A minor may be declared only after the student has declared a major. The Major/Minor Declaration form is used for this purpose and filed in the office of the registrar.

**DEFINED MAJORS** are listed at the beginning of this Academic Regulations Section. They have required courses of study, found in this catalog in the Undergraduate Course Descriptions. Defined majors must consist of at least 33 semester hours. See Independent Majors below.

**DOUBLE MAJORS** Students declaring a double major must fulfill all the requirements of each major separately, including separate senior requirements. Double majors may be any combination of defined and independent majors.

**MINORS** Each minor must require at least 18 semester hours. No more than six semester hours may be applied to both a major and a minor (extended to eight semester hours if there are only two courses). To earn a minor, the student must have a 2.0 GPA in the minor course of study. At least three semester hours of course work toward the minor must be awarded by MBC.

**CHANGING MAJORS AND MINORS** Changing or adding majors or minors is done by completing the appropriate section of the Major Minor Declaration Form and filing it in the Office of the Registrar.

**INDEPENDENT MAJORS** are formed by combining courses from two or more disciplines to meet a student's academic interests or to provide preparation for a career. The following general rules apply to all independent majors:

- The independent major must consist of at least 36 semester hours.
- The senior academic requirement consists of the writing and defense of a thesis or the completion of a project, study, or experiment. This work must demonstrate an integration of the bodies of knowledge and approaches the independent major combines.
- Independent majors must be approved by the coordinator for interdisciplinary studies or the dean of adult and graduate studies in the case of ADP students.
- In the case of independent majors, the senior requirement approval and evaluation process will include appropriate representation from faculty in the relevant areas.
- The proposal for an independent major must have a coherent plan and must be accompanied by a written statement of purpose. The appropriate form may be obtained in the registrar's or ADP office and must be filed with appropriate signatures at time of declaration of major.
- The Major/Minor Declaration form, with the completed independent major form, should be filed in the registrar's or ADP office at the close of the student's sophomore year, but it must be so filed no later than the first day of classes of the student's final semester by all undergraduate students.
- A maximum of 24 semester hours in one discipline can be counted toward the independent major.
- At least one of the disciplines involved must offer a major.
- The independent major cannot be a variation of an existing major which alters the intent of the faculty in approving that major.

## Academic Standards

### CLASSIFICATION STANDARDS/SATISFACTORY PROGRESS

Academic classification after the freshman year is defined as a level of academic accomplishment in terms of semester hours earned.

#### TO ACHIEVE STANDING AS:    MINIMUM SEMESTER HOURS REQUIRED:

sophomore	27
junior	58
senior	95

### ACADEMIC ACHIEVEMENT

**Honors and Dean's Lists** are compiled at the end of each official grading period. To be eligible for the honors or Dean's List, a student must be a degree candidate and must have earned a minimum of 12 semester hours of credit for the preceding grading period. Of that total, at least nine semester hours must have been on a regular-graded basis. There can be no grades below C. Only work done with Mary Baldwin faculty is applicable. In addition to meeting the above requirements, the following grade point averages must have been attained during the preceding grading period: Honors List: 3.75 or better, Dean's List: 3.50–3.74

**Global Honors Scholars:** A student who has achieved a cumulative GPA of 3.5 or higher in at least 24 semester hours of graded work at Mary Baldwin College will be invited to apply to the Global Honors Scholars Program. Students accepted into the honors program are expected to pursue an Honors Degree (requirements listed below). Students may also enter the honors program as freshmen on the basis of SAT scores, overall high school records, written applications, and interviews. To continue in the program, all Global Honors Scholars are required to sustain their academic excellence. Freshmen must achieve a minimum 3.25 in the first semester, a 3.3 cumulative GPA after the second semester, a 3.4 after the third semester, and 3.5 cumulative GPA in subsequent semesters. All other Global Honors Scholars must maintain a 3.5 cumulative GPA.

**Honors Degree:** The Honors Degree is awarded to a Global Honor Scholar upon successful completion of all phases of the Honors Program. Applications for candidacy for the Honors Degree must be submitted to the Honor Scholars Committee by November 1 of the student's senior year (March 1 for January graduates). To be eligible as a candidate for the Honors Degree, a student must be designated as an Honor Scholar for at least three semesters, complete at least one year of foreign language courses and at least one lab science, currently hold a cumulative GPA of 3.5 or higher, and must have earned nine semester hours of Honors credit through Honors courses and/or Honors contracts. Upon application, the student must submit a proposal for an independent honors project or thesis. The project or thesis must be subject to close supervision of a faculty member and must be approved by an interdisciplinary examining committee. Final approval for award of the Honors Degree is made by the dean of the college on the recommendation of the Global Honors Scholars Committee. Students who complete an Honors Degree will have the citation "Honors Degree" inscribed on their diplomas.

**Rank in Class** is determined by grade point average. Grade points are given only for work done on the regular graded basis. The college does not officially rank students.

**Senior Requirement with Distinction:** Students whose work for the senior requirement shows exceptional merit as judged by the members of discipline(s) involved will have the citation "With Distinction" inscribed on their transcripts and diplomas.

**Graduation with Latin Honors:** The honors designations of *summa cum laude*, *magna cum laude*, and *cum laude* will be inscribed on the diplomas of students of outstanding achievement in accordance with criteria established by the faculty. September, January, and May ADP graduates are considered members of the same class for purpose of Latin honors.

**Residential College students who entered MBC with fewer than 56 semester hours:**

- *Summa cum laude*. All classes: over 3.9 GPA. If no one achieves 3.9, the *summa cum laude* designation is given to the student with the highest GPA over 3.8.
- *Magna cum laude*. Class of 2010: 3.81GPA
- *Cum laude*. Class of 2010: 3.51GPA

**RCW students who entered MBC with 56 or more semester hours:**

- *Summa cum laude*. All classes: 4.0 GPA. If no one achieves 4.0, the designation is awarded to the student with the highest grade point average over 3.91.
- *Magna cum laude*. Class of 2010: 3.91GPA
- *Cum laude*. Class of 2010: 3.61GPA

**Adult Degree Program students who earn 50 semester hours or more of credit at MBC:**

- *Summa cum laude*. 3.94 GPA. If no one achieves 3.94, the *summa cum laude* designation is to be given to that student with the highest GPA over 3.90.
- *Magna cum laude*. 3.88 GPA
- *Cum laude*. 3.70 GPA

**ACADEMIC DEFICIENCY**

**Probation:** Students may be placed on academic probation if their GPA's fall below the levels outlined below:

**Probation Below Cumulative GPA:**

Mid-freshman	1.50
End freshman	1.65
Sophomore	1.75
Junior	1.95
Senior	2.00

- When a student is placed on probation, the student (and dependent student's parents, where applicable) are notified in writing of the improvements necessary.
- Residential College for Women students on academic probation may take no more than 13 semester hours of credit in a semester, excluding May Term. ADP students may take no more than seven semester hours. Physical education is excluded from these limits.
- Residential College for Women students on probation are required to meet with the dean of the college periodically to review progress.
- ADP students on probation may be required to consult with their advisor or meet other special provisions.
- Residential College for Women students who have been on academic probation for at least two consecutive semesters and are not showing significant improvement may be required to enroll in a specially designated class during Term 5 upon the recommendation of the student's academic advisor and the dean of the college.

**Suspension:** Students may be suspended if their GPAs fall below the standards specified below. Residential College for Women students must also have been on probation for one term immediately preceding and have failed to meet the requirements outlined during the term of probation. ADP students must have been on academic probation for one full year without showing significant improvement. A student who is suspended may not re-enroll before a year has elapsed. After one year the student desiring to re-enroll must apply through the Admissions or ADP office and must provide evidence that the problems that led to suspension have been mastered. Readmission is not automatic.

**SUSPENSION BELOW CUMULATIVE GPA:**

End Freshman	1.50
End Sophomore	1.65
End Junior	1.85

**SUSPENSION FOR OTHER ACADEMIC DEFICIENCIES:** If at the end of the junior year the student has not satisfied the math competency requirement, the Scholastic Standing Committee may recommend to the dean of the college that she be suspended. Transfer students may be suspended at the end of two semesters of full-time study if they fall below suspension GPA level for their class and were warned following the first semester of study. Provisionally accepted freshmen may be suspended on the recommendation of the student's advisor and the Scholastic Standing Committee if the GPA falls below 2.0 at the end of the freshman year.

**SUMMARY SUSPENSION:** Pending action of the Judicial Board, Honor Council, other administrative body, or civil courts, the status of a student should not be altered or her right to be present on campus and to attend classes suspended except for reasons relating to the safety and well-being of students, faculty or college property. If such a threat to safety and well-being exists, the dean of students may summarily suspend the student until resolution by the appropriate body is achieved.

**Dismissal:** A student readmitted following a suspension will be dismissed if the student's work requires academic probation and the student has made unacceptable progress toward raising her GPA to the required levels. Dismissal means that Mary Baldwin College will not consider the student for readmission.

**Withdrawal:** RCW (including PEG and VWIL) students who withdraw from the college must reapply through the Office of Admissions. Adult students "stop-out" and "re-activate" through the Adult Degree Program office. In either case, students are subject to the catalog and college requirements applicable to the student's class at the time of re-entry. In all cases of withdrawals, please refer to the Credit and Refund Policy listing of the web directory this academic catalog for information regarding financial arrangements. Students withdrawing from the college must depart the Mary Baldwin campus within 48 hours of the official date of withdrawal.

**Financial or Personal Withdrawals:** Students may voluntarily withdraw for financial, medical, or personal reasons. The student should complete a Withdrawal Form, an exit interview, and an appointment with the financial aid and business offices.

**Counseled Withdrawal:** A student may request and be granted a counseled withdrawal from the college. If, in the judgment of both the dean of the college and the dean of students or designee, it is either in the student's best interest or the best interest of the college, a student will be granted a counseled withdrawal. A Withdrawal Form should be completed and an exit interview held. In addition, an appointment must be held with the financial aid and the business offices of the college.

**Disciplinary Withdrawal:** Students may be required to withdraw from the college for disciplinary reasons, having been served a major penalty by the Honor Council, Judicial Board, or administration. With the approval of the dean of the college, an instructor may require that a disruptive student withdraw from an individual class.

**Academic Withdrawal:** Students may be required to withdraw from the college for academic reasons under the requirements for suspension or dismissal. If a student is on academic deficiency status at the time of withdrawal, that status will apply if the student should subsequently return to the college.

### **Effect of Withdrawal, Suspension, or Dismissal**

When students withdraw or are suspended or dismissed, all outstanding temporary grades (NR or I) will be converted to permanent grades based on the instructors' assessments of work completed as of the date of withdrawal. Current work in progress will be dropped or changed to WP or WF, depending on the effective date of withdrawal. Students who are completing off-campus will be withdrawn after their Mary Baldwin academic record has been inactive for one calendar year from the last additions to the academic record.

**Leave of Absence:** Students may arrange a Leave of Absence by applying to the Student Affairs Office. A student on leave may return to Mary Baldwin College at the end of the stated period without reapplying through Admissions. Upon re-entry, the student continues under the graduation requirements in effect at the time of original entry. Only one leave of up to two consecutive semesters will be granted. Leaves of absence are not normally granted in the last two weeks of the semester. A student who does not return at the end of the agreed leave period must reapply through Admissions. Such a student must meet the criteria of the Office of Admissions and is subject to the catalog and college requirements in effect at time of re-entry. At the time the leave of absence is granted, all academic work in progress is given a final grade, including WP or WF, as appropriate. The student is not allowed to finish "Incompletes" while on leave of absence nor to enroll in new Mary Baldwin credit work. In all cases of leaves of absence, please refer to the Credit and Refund Policy section of the Web Directory of this academic catalog for information regarding financial arrangements. Students leaving the college must depart the Mary Baldwin campus within 48 hours of the official date of leave.

**COUNSELED LEAVE:** In certain circumstances, the Student Affairs Office may set conditions that must be met during the leave of absence in order for the student to return. In such a case, the student may be required to furnish information concerning those conditions for review by the Office of Student Affairs prior to her reentry to the college.

**MEDICAL LEAVE:** A student may be granted a leave of absence for medical reasons. In order to obtain such a leave, the student must get certification from an attending physician and present it and the request for leave to the Student Affairs Office for evaluation by the college physician. In order for a student to return from medical leave, the attending physician must submit to the Student Affairs Office a statement certifying that the student is mentally and/or physically able to resume classes at the college. A student who is on academic deficiency status at the time she begins a leave of absence will continue on that status upon her return. A student who does not return at the end of the agreed leave period must reapply through Admissions. Such a student must meet the criteria of the Office of Admissions and will be subject to the catalog and college requirements in effect at time of re-entry.

**Readmission of Upper Class Students:** All students who intend to return to Mary Baldwin for the succeeding academic year, including those participating in overseas programs and/or the consortium program, must make a deposit of \$300 by March 1st, which is credited to payment of fees for the next session. This deposit will be returned only if the student is advised to withdraw or is prevented by providential causes from returning to college. Students who plan to return the following fall and who have made their deposits are given choice of rooms according to their class membership. Rising seniors thus have priority. Assignments of rooms for upperclassmen is made shortly after spring vacation. Because it is impossible to judge the year's work until after the end of the second semester, no applications for the following year can be confirmed or rejected before June 1. Notice of final action by the college is mailed to each applicant for readmission.

## General Education Requirements

Students who matriculated prior to fall 2006 and have not withdrawn at any time since initial matriculation should consult the catalog in effect when they matriculated or see the registrar or ADP director for their graduation requirements.

### GENERAL RULES

**Controlling Authority:** Students are bound by the graduation requirements in effect with the catalog under which they matriculate. Leaves of absence do not result in new matriculation, but suspensions and withdrawals followed by readmission do. Students are bound by major and minor requirements in effect when they declare the major or minor or complete their degree plan in the ADP unless they leave and are readmitted. Applicability of specific courses to General Education or Core Curriculum is governed by the official published Course Offerings List (COL) for the semester in question.

**Approval Authority:** All course applicability to General Education or Core Curriculum requirements must be approved for that purpose by the entire faculty. Applicability of transfer courses to General Education or Core Curriculum is determined by the college registrar, dean of adult and graduate studies, director of the ADP, or dean of the college based on appropriate consultation with relevant faculty. Transfer course applicability to majors and minors is determined by faculty within those majors and minors.

**Multiple Applications of Courses:** A single course may apply to only one requirement within General Education and International. A single course may apply without limit to multiple requirements outside General Education and International.

Exception 1: Courses taken overseas apply to international and potentially may also apply to one General Education area.

Exception 2: Psychology courses can only apply to one General Education area.

*Example 1: A literature course taken on an approved program abroad could potentially apply to both international and humanities.*

*Example 2: ENG/THEA 114 could count toward humanities (English) or arts (Theatre), but not both.*

*Example 3: BIOL 252 could count as natural science within the General Education, women's studies in the Core Curriculum, a minor in women's studies, and a major in biology.*

*Example 4: PSYC 101 applies to natural science and PSYC 214 applies to social science. However, the student would have to choose whether to apply his/her psychology courses to natural or social science. No matter how they applied, however, PSYC 214 could also count to women/gender studies, since that is Core, not General Education.*

**Cross-Listed Courses:** Cross-listed courses may apply to the curriculum wherever they best benefit the student regardless of the discipline listing. *Example: ENG/THEA 115 can count as a humanities (English) or an arts (theatre) regardless of how the course is listed on the transcript. But it can't count as both since both are within General Education.*

**Directed Inquiries, Learning Contracts, Online Courses, Colloquia:** Directed inquiries, online courses, and learning contracts count toward General Education and Core Curriculum requirements if they are designated as equivalent to an approved course. Uniquely-designed DIs, learning contracts, and colloquia only count toward General Education and Core Curriculum if they are specifically approved for those purposes by the full faculty and so designated on the Course Offerings List.

**Test Applicability:** Course equivalency credit awarded as a result of AP, IB — and, for ADP only, CLEP — are all applicable to General Education and Core Curriculum as determined by the faculty.

**Exemption for Associate Degree:** Students with associates in arts or science (but not applied arts or science) from Virginia community colleges are exempted from General Education requirements. Students with qualifying associates degrees who matriculated in fall 2006, and spring 2007 are also exempted from the international requirements. The degree must be in hand at the time of orientation and official documentation must be presented to MBC within one month of orientation.

**Matriculation Prior to Fall 2006:** Students whose latest matriculation was prior to fall 2006 must fulfill different general requirements. They should see the college registrar or ADP director or consult the catalog under which they matriculated for details.

## GENERAL EDUCATION

See “General Rules,” above.

Six semester hours of applicable coursework in each of the following four areas must be completed. At least two different disciplines must be represented in each General Education area: arts, humanities, natural sciences, social sciences and history. *Example: An art history major with many semester hours of courses that apply to the arts area in General Education would nonetheless have to take a course from another discipline (music, theatre) that applied to arts to complete that area.*

## CORE CURRICULUM

See “General Rules,” above

**International Education.** The international requirement can be satisfied in three ways:

- Complete at least six semester hours in the study of a single modern foreign language (American Sign Language is not counted)
- Complete at least six semester hours of credit in courses taught overseas
- Complete at least six semester hours of credit in courses that are taught in English, in two different disciplines, that are identified as “International” in the applicable COL. Any combination of the second and third options adding up to six semester hours is acceptable. International students, defined as those who are in the U.S. on a temporary visa, are exempted from this requirement. *Example: 1. Six semester hours of Latin would not count since it is not a modern language. 2. Three semester hours of Spanish and three semester hours of French would not satisfy the requirement. Three more semester hours in either Spanish or French would be required. 3. Three semester hours of Arabic and AS 244, Modern Middle East, would not satisfy the requirement. Either at least three more semester hours of Arabic language OR another “international” course in English would be required. 4. AS 244 completed on campus and THEA 208, completed in London, would satisfy the requirement.*

**Experiential.** The student may satisfy this requirement in one of two ways: Complete at least three semester hours of course work identified as “experiential” in the applicable COL, or complete at least three semester hours of course work in internships, including student teaching and social work field experience.

**Mathematical and Symbolic Reasoning.** The student must complete at least six semester hours in courses identified as Math/Symbolic Reasoning in the applicable COL.

**Physical and Health Education.** The student must complete at least one class from each of three principle concentrations, totaling a minimum of two semester hours. Concentration 1: Principles of Health (generally PHE numbered below 130 in MBC COL). Concentration 2: Fitness or Dance and Health- Related Fitness (generally PHE numbered 130-159 in MBC COL) Concentration 3: Principles of Motor Skill and Sport-Related Fitness (generally PHE numbered 160 and above in MBC COL).

**Women's Studies/Gender Studies.** The student must complete at least three semester hours in courses identified as Women/Gender Studies in the applicable COL.

**Diverse Cultures of the United States.** The student must complete at least three semester hours in courses identified as Diverse Cultures in the applicable COL.

**Written Communication.** The written communication requirement is satisfied by successfully completing ENG 102 (or 103 for international students only), receiving a grade of B- or better in ENG 101, or receiving a 580 or above on the writing section of the SAT and passing an exemption exam during orientation.

**Writing Emphasis.** The student must complete at least six semester hours in courses identified as Writing Emphasis in the applicable COL. Transfer courses applicable to this requirement must be so identified by the director of the Writing Center or, in the ADP, by the faculty advisor.

The oral communication requirement can be completed by one of the following:

- Completing a course identified as Oral in the applicable COL
- Completing a sequence of courses, or a major, designated by the faculty as satisfying the Oral requirement.
- Testing out with the communications department on an individual request basis.

## Courses that Meet the General Education Requirements 2009-2010

### Arts

ARTH 100	The Appreciation of Art
ARTH 101	Survey of Western Art: The Ancient World
ARTH 102	Survey of Western Art: Medieval and Renaissance Worlds
ARTH 103	Survey of Western Art: The Modern World
All 200-level art and art history courses except 200 and 217	
MUS 100	Introduction to Listening
MUS 105	Fundamentals of Music
MUS 111	Music Theory I
MUS 112	Music Theory II
MUS 151	History of Jazz
MUS 152	Rock Music
MUS 153	American Folk Music
All three-credit 200- and 300-level music courses except 310 and 311.	
THEA 101	Plays in Performance
THEA 105	Theatre Production
THEA 114	Introduction to Drama
THEA 115	Modern Theatre and Drama
THEA 151	Scene and Light Design
THEA 152	Stagecraft
THEA 156	Stage Costume
All 200- and 300-level theatre courses except 210, 211, 221, 321, 323, and 324	

### Humanities

AS 212	Asian Religions
AS 275	Buddhism
ENG 110	Composition and Literature: The Short Story
ENG 112	Composition and Literature: Poetry
ENG 114	Introduction to Drama
ENG 115	Modern Theatre and Drama
All 200- and 300-level English courses except 202, 239, 242, 243, 251, 381	
FREN 141	French Literature in Translation
FREN 170	Francophone Women Writers
FREN 241, 242	Readings in French
FREN 251, 252	A Survey of French Civilization
FREN 261, 262	Role of Women in French Culture
INT 213	Bailey Colloquium
<b>NOTE:</b> INT 213 applicability to GER is determined by instructors each time course is offered.	
PHIL 101	Introduction to Philosophy
PHIL 102	Introduction to Ethics
PHIL 110	Ethical Issues in Business
All 200- and 300-level philosophy courses	
REL 101	Hebrew Scriptures (Old Testament)
REL 102	Christian Scriptures (New Testament)
REL 130	Faith, Life, and Service

All 200- and 300-level religion courses	
SOC 284	Sociology of Religion
SPAN 216	Women Writers in Spanish
SPAN 227	U.S. Latino Literature and Culture
SPAN 241	Topics in Hispanic Literature
SPAN 244	Approaches to Latin-American Literature
SPAN 245	Approaches to Spanish Literature

### Natural Sciences

BIOL 111	Principles of Biology
BIOL 141	Field Biology
BIOL 142	Botany in the Field
BIOL 145	Freshwater Biology
BIOL 148	Environmental Issues
BIOL 149	Environmental Issues Laboratory
BIOL 150	Field Ornithology
BIOL 151	Human Health and Medicine
All 200-level biology courses	
CHEM 105	Science in Cultural Context
CHEM 110	Global Issues in Chemistry
CHEM 121	General Chemistry
CHEM 130	Chemistry and Society
HCA/BIOL 261	Epidemiology
INT 125	Introduction to Geography
PHYS/CHEM 100	Topics in Physical Science
PHYS 131	Introduction to Astronomy
PHYS 132	Topics in Astronomy
PHYS 201	General Physics I
PSYC 101	Introduction to Psychology as a Natural Science
PSYC 241	Sensation and Perception
PSYC/BIOL 305	Physiological Psychology
PSYC 310	Psychology of Learning and Behavior

### Social Sciences and History

ANTH 120	Cultural Anthropology
ANTH 202	Women, Gender and Culture
ANTH 208	Medical Anthropology
ANTH 220	Language and Culture
ANTH 244	Anthropology of Ritual and Symbol
AS 106	Asian Civilizations
AS 242	Modern Korea
AS 244	Modern Middle East
AS 246	Modern Japan
AS 247	India and Pakistan
AS 248	Vietnam and South East Asia
AS 250	Traditional China
AS 251	Asian Women
AS 253	Modern China
AS 256	Newly Industrializing Countries of East Asia
AS 257	The Chinese Century
AS 270	Australia and New Zealand
COMM 215	Mass Communication
COMM 212	Mass Media Law and Ethics
ECON 101	Principles of Microeconomics
ECON 102	Principles of Macroeconomics
ECON 150	Experimental Economics



AS 242	Modern Korea
AS 244	Modern Middle East
AS 246	Modern Japan
AS 247	India and Pakistan
AS 248	Vietnam and South East Asia
AS 251	Asian Women
AS 253	Modern China
AS 255	Survey of South Asian Art
AS 256	Newly Industrializing Countries of East Asia
AS 257	The Chinese Century?
AS/INT 258	Globalization and Its Impact on World Affairs
AS 270	Australia and New Zealand
AS 275	Buddhism
BIOL 148	Environmental Issues
BIOL 250	Neotropical Ornithology
BUAD 305	International Business
BUAD 336	International Marketing
COMM 280	Intercultural Communication
ECON 202	Introduction to International Economics
ECON 210	Food, Population and Technology
ECON 232	Topics in Economic Development
ECON 253	International Trade
ECON 254	International Finance
ENG 255	African Novels
FREN 170	Francophone Women Writers
HCA 250	Global Health Care
HIST 245	20th-Century Europe
HIST 246	Europe 1900–1945
HIST 247	Europe 1939–Present
HIST 255	The History of Russia
HIST 256	Modern Russian History
HIST 262	20th-Century Germany
INT 240	Quebec and Canada
MUS 200	Topics in Music History
PHIL/REL/AS 320	Peacemaking: Gandhi and Nonviolence
POLS 111	Comparative Politics
POLS 128	U.S. Foreign Policy
POLS 215	Politics in the Third World
POLS 216	Politics of Russia and Eastern Europe
POLS 221	International Relations
POLS 249	Latin-American Politics
POLS 310	International Organizations
POLS 311	Terrorism & Counterterrorism
REL 202	Judaism, Christianity, Islam
REL 211	Religions of the World
SPAN 215	Let's Talk About Movies
THEA 206	Theatre Abroad
THEA 208	London Theatre
THEA 255	May Term in France

**Mathematical and Symbolic Reasoning**

MATH 150	College Algebra or any math course above MATH 150
CHEM 110	Global Issues in Chemistry
CHEM 121	General Chemistry

CHEM 130	Chemistry and Society
CIS/CS 180	Fundamentals of Computer Systems
ECON 301	Advanced Data Analysis
INT 222	Social Science Statistics
PHIL 103	Introduction to Logic
PSYC 250	Behavioral Statistics

**Women's Studies/Gender Studies**

ANTH 202	Women, Gender and Culture
ARTH 221	Women in the Visual Arts
AS 251	Asian Women
BUAD 250	Women in Management
COMM 285	Gender and Communication
ENG 235	Women in Literature
ENG 237	Contemporary Fiction by Women
ENG 238	American Women Novelists
ENG/AS 239	Asian-American Women Writers
ENG 245	Contemporary Southern Women Poets
ENG 260	Women and the Novel
FREN 261, 262	Role of Women in French Culture
FREN 170	Francophone Women Writers
HCA 235	Women's Health Care Issues
HIST 203	Women in American History
HIST 346	European Women's History from 1700
MUS 218, 318	Women in Music
PHIL 231	Women and Philosophy
POLS 209	Women and Politics
PSYC 214	Psychology of Women
REL 231	Women and Religion
SOC 225	Sex Roles and Male-Female Relationships
SPAN 216	Women Writers in Spanish
THEA 219	Women in Theatre and Drama
WS 100	Focus on Women
WS 200	Feminisms and Gender Studies
WS 245	Women and Sport
WS 252	Biology of Women
WS 280	Women and Economics

**Diverse Cultures of the United States**

ANTH 208	Medical Anthropology
COMM 225	Culture, Ethnicity, and Communication
ECON 215	Poverty, Inequality and Welfare
ENG 264	African American Literature
ENG/AS 239	Asian American Women Writers
HIST 203	Women in American History
HIST/REL 204	Religion in America
HIST 265	Survey of African-American History to 1877
HIST 266	Survey of African-American History from 1877
HIST 299	The American West
MUS 151	History of Jazz
MUS 200	Jazz in New Orleans
PHIL 232	African-American Thought
PSYC 248	Forensic Psychology
SOC 100	General Sociology
SOC 248	Social Inequality

SOC 264	Social Movements
SPAN 227	U.S. Latino Literature and Culture

### Oral Communication Competency

ARTH 200	Writing in the Visual Arts
ART 311 combined	with ART 405 Advanced Drawing combined with Senior Project in drawing
ART 312 combined	with ART 401 Advanced Painting combined with Senior Project in painting
ART 314 combined	with ART 404 Advanced Ceramics combined with Senior Project in ceramics
ART 315 combined	with ART 408 Photography III combined with Senior Project in photography
ART 317 combined	with ART 318 Advanced Studies in Graphic Design I combined with Advanced Studies in graphic design II
ART 320 combined	with ART 406 Advanced Printmaking combined with Senior Project in Printmaking ART 403 Senior Project in graphic design
ART 407 Senior Project	in Extended Media combined with the advanced level course in Extended Media AS 400 Senior Seminar in Asian studies
BUAD 401	Business Senior Seminar
CHEM 383	Organic Identification
CHEM 400, 401	Senior Requirement
CIS/CS 402	Senior Project
COMM 100	Speech Communication
ECON 395, 396	Topics in Economic Theory I and II
ECON 401	Senior Project
ED 382-385; 389; 391-392	Student Teaching
ENG 251	Technical Writing
ENG 381-400	Major Seminar
HCA 310	Health Care Strategic Management
HCA 401	Senior Seminar
HIST 400	Senior Seminar
MATH 252	Problem Solving
MKTC 401	Senior Thesis
PHIL 306	Morality: Human Nature and Nurture
PHIL 400, 401	Senior Seminar
POLS 400	Senior Seminar
PSYC 216	Multicultural Psychology
PSYC 360, 401	Senior Requirement
REL 223	Mediation: Theory and Practice
REL 400, 401	Senior Seminar
SOC 400	Senior Seminar
SOC 401	Sociology Senior Thesis
SPAN 400	Senior Seminar
THEA 111	Voice, Diction, and Oral Reading

Majors in the following disciplines automatically complete the oral communication requirement by virtue of experiences across several courses: biology, chemistry, history, theatre. Student teaching satisfies the oral competency requirement.

### Writing Emphasis Courses

ARTH 200	Writing in the Visual Arts
ARTH 302	Modern Art Before 1945
ARTH 303	Modern Art After 1945
ARTH 304	Northern Renaissance Art
ARTH 342	Baroque Art
AS 106	Asian Civilizations
AS/REL 212	Asian Religions
AS 242	Modern Korea
AS 251	Asian Women
AS 255	Survey of South Asian Art
AS 257	The Chinese Century
AS/INT 258	Globalization and Its Impact on World Affairs
AS/SOC 270	Australia and New Zealand
BIOL 245	Ecology
BIOL 400	Senior Seminar
BIOL 401	Senior Research
BUAD400	Business Strategies
CHEM/PHYS 321	Physical Chemistry I
CHEM 401	Research in Chemistry/Biochemistry II
CIS/CS400	Senior Seminar: Computer Ethics and Security
COMM 210	Interpersonal Communication
COMM 221	Mass Media Writing
COMM 255	Scriptwriting for Film and Television
ECON 253	International Trade
ECON/WS 280	Women and Economics
ECON 325	Economic Policy Seminar
All 100-level English	courses above ENG 104, except 142 and 143
ENG 202	Advanced Composition
ENG 203	Children's Literature to 1900
ENG 204	Children's Literature after 1900
ENG 208	British Literature Before 1780
ENG 209	British Literature After 1780
ENG/THEA 216	Introduction to Shakespeare
ENG 220	American Literature: Colonial through Romantic
ENG 221	American Literature: Realism to Present
ENG 235	Women in Literature
ENG 238	American Women Novelists
ENG/AS 239	Asian-American Women's Literature
ENG 251	Technical and Professional Writing
ENG 255	African Novels (ADP course only)
ENG 260	Women and the Novel
ENG 264	African-American Literature
ENG 310	Chaucer (ADP course only)
ENG/THEA 315	Tudor-Stuart Drama (ADP course only)
ENG 322	Milton and the Metaphysicals

HCA 235	Women's Health Care Issues	PSYC 216	Multicultural Psychology
HCA 401	Senior Seminar	PSYC 232	Educational Psychology
HIST 228	History of Appalachia	PSYC 248	Forensic Psychology (ADP, except summer week)
HIST 239	Enlightenment Europe 1648–1789	PSYC 401	Senior Thesis
HIST 240	Revolutionary Europe 1789–1901	REL/PHIL 233	Human Nature and Society
HIST 400	Senior Seminar	SOC 240	Community and Urban Sociology
MKTC 401		SOC 248	Social Inequality
MUS 323	Piano Literature	SOC 400	Senior Seminar
PHIL 101	Introduction to Philosophy	SOC 401	Sociology Senior Thesis
PHIL 203	The Literature and Thought of Existentialism	THEA 101	Plays in Performance
PHIL 301	Contemporary Analytic Philosophy	THEA/ENG 114	Introduction to Drama
POLS 215	Politics in the Third World	THEA/ENG 115	Modern Theatre
POLS 216	Politics of Russia and Eastern Europe	THEA/ENG 217	Great Plays
POLS 400	Senior Seminar	THEA 265	Writer as Performer

# Teacher Licensure

## Requirements for Approval for Teacher Licensure

- demonstrated successful student teaching experience
- overall 2.5 GPA
- 3.0 GPA on professional studies course work
- submit score on Praxis I
- passing score on Praxis II
- passing score on Virginia Communication and Literary Assessment (VCLA)
- for elementary education licensure only, the Virginia Reading Assessment (VRA)
- professional studies and teaching area requirements approved by the Virginia Department of Education. See below.

## Computer Technology Competency

Technology competencies are embedded in the courses leading to teacher licensure through a variety of demonstrations, applications, and projects.

## Five Year BA/MAT Option

- A five year option allows students to complete a bachelor of arts (BA), a master of arts in teaching (MAT), and teacher licensure.

The following licenses are available:

- Elementary education (kindergarten through sixth grade)
- Middle and secondary education (in a teaching subject)
- Elementary education plus special education
- Middle and secondary education plus special education.

For additional information contact the Education Department at 540-887-7298

## Licensure Opportunities for Adult Students

The college's teacher licensure opportunities are available to adult students through the Adult Degree Program (for students who do not have a bachelor's degree) and through the Post Baccalaureate Teacher Licensure Program (for students who already have a bachelor's degree). Students should consult their advisors about procedures for admission to the Teacher Education program. Students who have bachelor's degrees and need additional courses for Virginia Department of Education licensure may enroll in the Post Baccalaureate Teacher Licensure Program (see web directory). Students seeking licensure through the Master of Arts in Teaching program should consult the Graduate Programs section of this catalog.

## Licensure Requirements

Requirements for teaching licenses at all levels are detailed below. They assume completion of the college's General Education and Core Curriculum Requirements, some of which may be fulfilled by courses chosen to meet other licensure requirements. Students are encouraged to complete General Education requirements during their first two years to allow adequate time to complete major and minor requirements. Licensure requirements include four additional elements:

- a major in the teaching area
- a minor in education with the requirements for the appropriate teaching level
- additional required courses
- standardized tests

**Minor in Education**

19-20 semester hours

- ED 110                      Practicum
- ED/INT/SOC 115        Foundations of Education
- ED 120                      Understanding Exceptional Individuals
- And the requirements for one teaching level:
  - Early Education:        PSYC 210, ED 300, ED 322
  - Middle Education:      PSYC 211, ED 310, ED 350
  - Secondary Education:   PSYC 211, ED 310, ED 350

**Elementary Education Licensure (Pre-K-6)****Requirements**

- a major in a subject area
- a minor in education at the elementary level (see above)
- additional required courses:
  - ART 125
  - HIST 111
  - MATH 150
  - MATH 156
  - ED 382        Student Teaching
  - ED 386        Student Teaching Seminar
- Required tests: Praxis I scores, passing scores on Praxis II, passing scores on Virginia Reading Assessment (VRA), passing scores on Virginia Communication and Literacy Assessment (VCLA).

**Note:** 6 semester hours of master's level work may be applied to the above requirements.

**Middle Education Licensure (6-8) Requirements**

- A major that includes 21 semester hours in one subject area, selected from language arts, social science, mathematics, or science
- A minor in education at the middle school level (see above)
- Additional required courses:
  - HIST 111        Survey of U.S. History to 1877
  - ED 383        Student Teaching
  - ED 386        Student Teaching Seminar
- Required tests : Praxis I scores, passing scores on Praxis II, passing scores on Virginia Communication and Literacy Assessment (VCLA)

**Note:** Six semester hours of master's level work may be applied to these requirements.

**Secondary Education Licensure (6-12) Requirements:**

- A major in a teaching area, selected from business education, English, history and social science, mathematics, science (biology or chemistry with optional addition of earth science) (see Pre-K-12 licensure in the next section for art, foreign language, music, and theatre)
- A minor in education at the secondary level
- The following additional requirements:
  - ED 384        Student Teaching in Secondary Education
  - ED 386        Student Teaching Seminar
- The requirements for a teaching field, below
- Tests required for secondary education: Praxis I scores, passing scores on Praxis II, passing scores on Virginia Communication and Literacy Assessment (VCLA)

**Business Education (6–12)**

- The requirements for secondary licensure, above
- CIS 180 Fundamentals of Computer Programming

Note: Business majors are encouraged to take BUAD 306: The Entrepreneur, which they may use to meet major requirements.

**English (6–12)**

36 semester hours

- A major in English, including all of the following:
  - Language: history and nature of English language, comparative English grammar, standard written English
  - Literature: British, American, world literature, and literary theory/criticism
  - Composition: teaching of writing, with emphasis upon advanced composition
  - Oral language: oral expression in both formal and informal presentations
- The requirements for secondary licensure above

A license in journalism may be added to an English license with these requirements:

COMM 215	Mass Communication
COMM 230	Small Group Communication
COMM 280	Intercultural Communication or
COMM 285	Gender and Communication
COMM 312	Mass Media Law and Ethics
ENG 251	Technical and Professional Writing

**History and Social Science (6–12)****REQUIREMENTS FOR HISTORY & SOCIAL SCIENCE ENDORSEMENT FOR HISTORY MAJORS**

- A major in history that includes HIST 265 Survey of African-American History to 1877
- The following requirements, which may be applied to satisfy general education, core curriculum, or major requirements as applicable:
  - POLS 100 Introduction to American Government and Politics
  - POLS 101 Introduction to Public Administration
  - POLS 111 Comparative Politics
  - POLS 128 U.S. Foreign Policy
  - ECON 101 Principles of Microeconomics
  - ECON 102 Principles of International and Macroeconomics
  - INT 125 Introduction to Geography
- The requirements for secondary licensure above.

**REQUIREMENTS FOR HISTORY & SOCIAL SCIENCE ENDORSEMENT FOR POLITICAL SCIENCE MAJORS**

- A major in political science that includes the following:
  - POLS 203 U.S. Congress or POLS 205 Political Parties and Interest Groups
  - POLS 400A Seminar in Political Science: American
  - POLS 400B Seminar in Political Science: Comparative/International
- And these requirements, which may be applied to satisfy general education, core curriculum, or major requirements as applicable:
  - PHIL 201 Greek and Medieval Philosophy
  - PHIL 202 Modern Philosophy
  - PHIL 211 Modern Political Thought or  
PHIL 235 Ethics, Community and Leadership
  - HIST 101 Western Civilization to 1648
  - HIST 102 Western Civilization from 1648
  - HIST 112 Survey of U.S. History from 1877
  - ECON 101 Principles of Microeconomics
  - ECON 102 Principles of International and Macroeconomics
  - INT 125 Introduction to Geography
- The requirements for secondary licensure above

**Mathematics (6–12)**

- A major in mathematics that includes calculus, modern algebra, geometry, applied mathematics, probability and statistics, computer science, and computer programming.
- Algebra I — add-on
- And the following requirements:
  - MATH 150 or above
  - MATH 157
  - MATH 161
  - MATH 171
  - MATH 213
  - MATH 341
- The requirements for secondary licensure above

**Sciences (6–12)****BIOLOGY (6-12)**

- The major in biology including all of the following: genetics/molecular biology, botany, zoology, anatomy/physiology, ecology, and other preparation consistent with the Virginia Science Standards of Learning.
- The requirements for secondary licensure above

Applicants with a major in biology may receive the add-on license in earth and space science with the completion of 17 semester hours. The applicant shall complete the following course at Mary Baldwin: PHYS 131 Introduction to Astronomy. The remaining courses for the add-on license shall be taken at Washington and Lee University through the consortium arrangement: General Geology, Historical Geology, Meteorology, Oceanography, Mineralogy.

**CHEMISTRY (6-12)**

- Students seeking licensure to teach chemistry will complete the major in chemistry including all of the following: inorganic chemistry, organic chemistry, physical chemistry, and analytical chemistry and will demonstrate an understanding of knowledge, skills, and processes of chemistry as defined in the Virginia Science Standards of Learning.
- The requirements for secondary licensure above

Applicants with a major in chemistry may receive the add-on license in earth and space science with the completion of 17 semester hours. The applicant shall complete the following course at Mary Baldwin College: PHYS 131 Introduction to Astronomy. The remaining courses for the add-on license shall be taken at Washington and Lee University through the consortium arrangement: General Geology, Historical Geology, Meteorology, Oceanography, Mineralogy.

**Pre-K–12 Licensure****Art Education Licensure Requirements (Pre-K–12)**

- Major in studio art including: emphasis in one of painting, drawing, printmaking, ceramics, graphic design
  - ART 125 Introduction to Art Education
  - ART 380 Teaching Assistantship in Art
- These courses:
  - ED 110 Practicum, with at least one practicum at the middle school level.
  - ED/INT/SOC 115 Foundations of Education
  - ED 120 Understanding Exceptional Individuals
  - ED 300 Elementary School Methods and Practicum
  - ED 310 Middle and Secondary Methods and Practicum
  - PSYC 210 Child Psychology or
  - PSYC 211 Adolescent Psychology

- These additional requirements:
 

ED 385	Student Teaching in Art
ED 386	Student Teaching Seminar

### **Foreign Languages–Modern (Pre-K–12) French and Spanish**

- A major in a modern language, including the following areas: advanced grammar and composition, conversation, culture and civilization, and literature and applied linguistics
- A minor in secondary education
- And these additional courses:
 

ED 300	Elementary School Methods and Practicum
ED 386	Student Teaching Seminar
ED 389	Student Teaching in Foreign Language
PSYC 210	Child Psychology

For an added endorsement in a modern foreign language: 24 semester hours in the language.

### **Music Education (Vocal/Choral Pre-K–12)**

- A major in music, either performance emphasis or music history and literature emphasis, including:
 

MUS 217	Choral Conducting
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 A minimum of one year of piano  
 A minimum of one year of voice  
 A minimum of six semesters of choir
- These courses:
 

ED 110	Practicum
ED/INT/SOC 115	Foundations of Education
ED 120	Understanding Exceptional Individuals
PSYC 210	Child Psychology
PSYC 211	Adolescent Psychology
ED 386	Seminar in Student Teaching
ED 392	Student Teaching in Music
MUS 310	Music Education in the Elementary School
MUS 311	Music Education in the Secondary School
- Required standardized tests

### **Theatre Arts (Pre-K–12)**

Students seeking licensure in theatre arts shall demonstrate knowledge, skills, and processes of the theatre discipline as defined in the Virginia Standards of Learning.

- The major in theatre
- These courses:
 

ED 110	Practicum in Education
ED 115	Foundations of Education
ED 120	Understanding Exceptional Individuals
ED 300	Elementary School Methods and Practicum
ED 310	Middle and Secondary School Methods and Practicum
ED 386	Student Teaching Seminar
ED 391	Student Teaching in Theatre
PSYC 210	Child Psychology
PSYC 211	Adolescent Psychology
- Required standardized tests



# UNDERGRADUATE COURSE LISTING

## **Aerospace Studies**

### **(U.S. Air Force ROTC)**

[www.mbc.edu/vwil/rotc.php](http://www.mbc.edu/vwil/rotc.php)

Mary Baldwin College offers the aerospace studies curriculum through the U.S. Air Force ROTC program conducted at Virginia Military Institute. Participation is limited to students in Virginia Women's Institute for Leadership.

### **Aerospace Courses**

103	The Air Force Today I
104	The Air Force Today II
203	Evolution of USAF Power I
204	Evolution of USAF Power II
214	Leadership Lab for AERO 204
303	Air Force Leadership and Management I
304	Air Force Leadership and Management II
313	Leadership Lab for AERO 303
314	Leadership Lab for AERO 304
403	National Security Forces in Contemporary American Society I
404	National Security Forces in Contemporary American Society II
413	Leadership Lab for AERO 403
414	Leadership Lab for AERO 404

## **Aerospace Course Descriptions**

### **103 The Air Force Today I**

(1 s.h.) *Staff*

Focuses on the organizational structure and missions of Air Force organizations, officership, communication, and professionalism.

### **104 The Air Force Today II**

(1 s.h.) *Staff*

Prerequisite: AERO 103 or permission of instructor.

### **203 Evolution of USAF Power I**

(1 s.h.) *Staff*

Designed to facilitate the transition from Air Force ROTC cadet to Air Force ROTC officer candidate.

### **204 Evolution of USAF Power II**

(1 s.h.) *Staff*

Prerequisite: AERO 203 or permission of instructor.

**214 Leadership Lab for AERO 204**  
(No credit) *Staff*  
Prepares students for Air Force Field Training Camp. Required only for students pursuing a commission as an officer in the U.S. Air Force.

**303 Air Force Leadership and Management I**  
(2 s.h.) *Staff*  
Emphasizes the concepts and skills required by the successful manager and leader.

**304 Air Force Leadership and Management II**  
(2 s.h.) *Staff*  
Prerequisite: AERO 210 or permission of instructor.

**313 Leadership Lab for AERO 303**  
(No credit) *Staff*  
Covers experiences in officer-type activities.

**314 Leadership Lab for AERO 304**  
(No credit) *Staff*  
Covers experiences in officer-type activities.

**403 National Security Forces in Contemporary American Society I**  
(2 s.h.) *Staff*  
Designed to provide future Air Force officers with a background on U.S. National Security Policy so they can effectively function in today's Air Force.

**404 National Security Forces in Contemporary American Society II**  
(2 s.h.) *Staff*  
Prerequisite: AERO 403 or permission of instructor.

**413 Leadership Lab for AERO 403**  
(No credit) *Staff*  
Officer-type activities and orientation for initial active duty.

**414 Leadership Lab for AERO 404**  
(No credit) *Staff*  
Officer-type activities and orientation for initial active duty.

## African-American Studies

Amy Tillerson, coordinator  
[www.mbc.edu/studies/aas/](http://www.mbc.edu/studies/aas/)

### Requirements for the Minor in African-American Studies

21 semester hours

PHIL 232 African-American Thought  
REL 232 African-American Religion  
HIST 265 African-American History, to 1865

HIST 266 African-American History, 1865 to the Present  
ENG 264 African-American Literature

One of the following:

MUS 151 History of Jazz  
HIST 213 The United States: Democracy and Crisis, 1815–1877  
ENG 255 African Novel  
REL 310 Community and Practice  
Any colloquium related to African-American Studies and approved by the director of the minor

One of the following:

ECON 215 Poverty, Inequality, and Welfare  
SOC 240 Community and Urban Sociology  
SOC 248 Social Inequality  
THEA 260 African American Theatre  
SOC 264 Social Movements  
HIST 264 Background to African Civilizations

For course descriptions, please see the listings for the departments noted.

## Anthropology

Abigail Wightman, coordinator  
[www.mbc.edu/studies/anthropology/](http://www.mbc.edu/studies/anthropology/)

Cultural anthropology is the study of contemporary human societies to describe, understand, and explain cultural diversity, focusing on the concept of culture, the socially transmitted knowledge and behavior shared by some group of people. Culture — world view, beliefs, art, morals, law, custom, religion, values, economy — is learned while growing up in the group. All humans are products of culture; all cultures are intrinsically valuable because they tell us something important about the potentialities and limitations of humans.

### Requirements for the Major in Anthropology/Sociology

36 semester hours

ANTH 120  
ANTH 121  
ANTH 220  
SOC 112  
SOC 222  
SOC 248  
SOC 320

An MBC May Term course abroad or a foreign language course at 152 level or above

Two of the following:

ANTH 202  
ANTH 208  
ANTH 244  
ANTH 246

One of the following:

SOC 254  
SOC 264  
SOC 284  
ANTH 400

### Senior Requirement

Successful completion of ANTH 400

### Major in Sociology/Anthropology

Please see the Sociology listing.

### Requirements for the Minor in Anthropology

18 semester hours

ANTH 120

ANTH 121

Three of the following:

ANTH 202  
ANTH 208  
ANTH 220  
ANTH 244  
ANTH 246

or any anthropology course from another college/university

One of the following:

AS/REL 212  
AS 242  
AS 244  
AS 246  
AS 247  
AS 248  
AS 251  
AS 253  
AS 257  
AS/SOC 270  
FREN 261  
FREN 262  
FREN 255  
POLS 249  
SPAN 230  
SPAN 231

### Anthropology Courses

120 Cultural Anthropology  
121 Physical Anthropology and Archaeology  
202 Women, Gender and Culture  
208 Medical Anthropology  
220 Language and Culture  
244 Anthropology of Ritual and Symbol  
246 Anthropology and Art  
400 Senior Seminar

### Anthropology Courses

#### 120 Cultural Anthropology

(3 s.h.) *Wightman*

Introduction to the study of humans as culture-bearing beings. Through readings, films, lectures, and discussions students come to an under-

standing of the extent of human diversity. A number of societies from around the world will provide examples of different practices in regard to marriage, kinship, family life, uses of technology, religion, political organization and social stratification.

#### 121 Physical Anthropology and Archaeology

(3 s.h.)

Investigates the physical history of the human species, studying our closest living primate relatives and analyzing fossil remains of early hominids. Students then study the evolution of human culture from the origins of humankind to the beginnings of the first literate civilizations in the Old and New Worlds. The course concludes by looking at physical variation, including the concept of race, in contemporary human populations.

#### 202 Women, Gender and Culture

(3 s.h.) *Wightman*

Examines the almost universal fact of male/female asymmetry throughout the world. Course covers the cultural construction of gender — i.e., the definition of “female” (and “male”) in many cultures; the difference between authority and power, and women’s varying roles in both the domestic and public spheres cross-culturally; and the different things that “woman” symbolizes in many societies and how that is related to other cultural categories.

#### 208 Medical Anthropology

(3 s.h.)

Discusses the difference between disease, a pathological condition, and illness, a culturally defined deviation from what is considered a normal, healthy state. It covers different systems of diagnosing and treating illness. Half the course emphasizes American culture, looking at illness from the point of view of different ethnic and social groups, and even from the differing perspective of men and women. The course places “science” within culture.

#### 220 Language and Culture

(3 s.h.)

Language is the human capability that makes us different from primates and other animals and was a key factor in our evolutionary success. This course introduces the complex relations between language and other aspects of human behavior and thought — i.e., culture. How does language filter reality and the natural environment? How is language used in various social contexts? How is language connected to status? To gender?

#### 244 Anthropology of Ritual and Symbol

(3 s.h.)

Explores the role of symbols — religious, mythic, aesthetic, political, and economic — in social and cultural processes, especially in rituals and ceremonies. It focuses on the ways that symbols and rituals are understood and what they say about the cultures that produce them. Examples from both simple and complex cultures include calendrical rites, rites of passage, sacrifice, magic, food symbolism, animal cults, political rituals and nationalism.

#### 246 Anthropology and Art

(3 s.h.)

Emphasizes art in small-scale (contemporary) societies (sometimes called ethnic art or “primitive art”) and includes a survey of aesthetic productions of major areas throughout the world (Australia, Africa, Oceania, Native America). We read and discuss such issues as art and cultural identity, tourist arts, anonymity, authenticity, the question of universal aesthetic canons, exhibiting cultures, and the impact of globalization on these arts.

#### 277 Anthropology of Food and Eating

(3 s.h.) *Wightman*

Introduction to the anthropology of food. As Carole Counihan stated, “Food touches everything. Food is the foundation of every economy. It is a central pawn in the political strategies of states and households. Food marks social differences, boundaries, bonds, and contradictions. Eating is an endlessly evolving enactment of gender, family and community relationships” (1997:1). Exploration of the ways that food intersects with culture, nationhood, gender, regional identity, class economy, and globalization.

#### 400 Senior Seminar

(3 s.h.)

A required course for the Anthropology major. Students research a theme or issue of their choice, approved by their thesis supervisor. Students meet for one hour a week of class for directed research and thesis critique. The work culminates in two oral presentations and a finely written research paper, presented to all members of the department.

### Arabic

*Please see the Asian studies listing.*

### Art and Art History

Jim Sconyers, chair

The Department of Art and Art History offers a major and a minor in Art History and a major and a minor in Studio Art. It supports a major in Arts Management with a visual arts emphasis

(see that listing) and a minor in Historic Preservation (see that listing), in conjunction with the History Department.

#### Civic Engagement Opportunities

- Annual visual arts trips to Washington DC and New York City, open to the community
- Regular public lectures by prominent artists, art historians and art critics
- Six professional exhibitions a year in the college’s art gallery, open to the public
- Required or recommended internships through our academic majors
- Renaissance Studies in Italy, our biannual international studies program in art history
- The 11@250 Project, an ongoing series of studio-based workshops and exhibitions that explore issues of community, communication, and collaboration
- Varied collaborative projects that involve other organizations and institutions, including student exchange exhibitions with other colleges
- Art and art history faculty lectures and service at community organizations
- Exploring civic engagement through class projects and assignments

### Studio Art

Jim Sconyers, studio art coordinator  
Shay Clanton, Carissa Henriques, Sue Marion,  
Nancy Ross, Paul Ryan, Martha Saunders  
[www.mbc.edu/studies/studioart/](http://www.mbc.edu/studies/studioart/)

The studio art curriculum at Mary Baldwin promotes a process-oriented and creative practice of the language of visual form, where an emphasis is placed upon art making as a thoughtful exploration of ideas. Students learn the following: perceptual skills, analytical and critical competence, technical skills related to specific media, the importance of process, creative problem-solving, various means of artistic conceptualization, and the context of historical and contemporary art. Because of the importance of process and sequential learning in the visual arts, students desiring to major in studio art are encouraged to take foundation courses — ART 109, ART 110, ART 111, and one of the 100-level art history courses – during their freshman year. This will put them on the optimal learning track in the major. Students who plan to qualify for a teaching license with certification in art education should complete the studio art major. Courses specific to endorsement are listed at the end of the studio art courses.

### **Requirements for the Major in Studio Art**

39 semester hours

Each area of emphasis requires the following courses *in addition* to the requirements listed below:

Two of the following:

ARTH 101  
ARTH 102  
ARTH 103

One 200- or 300-level ARTH

ART 109  
ART 110  
ART 111

For studio art majors, ARTH 100, ART 305, and ART 310 do not fulfill the requirements in art history; however, they can be selected to fulfill the total semester hours required in the major.

ART 305 is strongly recommended for Studio Art majors.

With planning it is possible to have two areas of emphasis, which is recommended for students considering graduate school.

### **Emphasis Requirements**

#### **Ceramics**

ART 112  
ART 114  
ART 214  
ART 314  
ART 404  
Two of ART or ARTH

#### **Drawing**

ART 112  
ART 120  
ART 211  
ART 311  
ART 405  
Two of ART or ARTH

#### **Painting**

ART 112  
ART 211  
ART 212  
ART 312  
ART 401  
Two of ART or ARTH

#### **Printmaking**

ART 112  
ART 120  
ART 211  
ART 220  
ART 320  
ART 406  
One of ART or ARTH

### **Photography**

ARTH 206 (as 200-300 level ARTH)  
ART 115  
ART 120  
ART 215  
ART 315  
ART 408  
Two of ART or ARTH

### **Electronic Art and Design**

ART 115  
ART 120  
ART 217  
ART 218  
ART 317  
ART 318  
ART 403

### **Extended Media**

This concentration is designed for the serious student who has a specific goal in studio art that cannot be met in the above areas of emphasis. Some possibilities include illustration, the artist's book/video, and installation art. This area of emphasis requires the approval and guidance of the full time studio faculty.

- ART 211
- A small sequence of courses to be approved by the full time studio faculty
- ART 407

### **Requirements for the Minor in Studio Art**

21 semester hours

ART 109  
ART 110  
ART 111  
Three ART courses  
One of the following:  
ARTH 101  
ARTH 102  
ARTH 103

### **Studio Art Courses**

109 Fundamentals of Art and Design I  
110 Fundamentals of Art and Design II  
111 Drawing I  
112 Painting I  
113 Introduction to Watercolor  
114 Ceramics I  
115 Photography I  
116 Pinhole Photography  
119 Introduction to Video Production  
120 Printmaking I  
140 Materials as Metaphors  
211 Drawing II  
212 Painting II  
214 Ceramics II  
215 Photography II  
217 Electronic Art and Design I

218	Electronic Art and Design II
220	Printmaking II
277	Topics in Art
305	Postmodernism and Contemporary Art
310	Issues in Contemporary Art Criticism
311	Drawing III
312	Painting III
314	Ceramics III
315	Photography III
317	Electronic Art and Design III
318	Electronic Art and Design IV
320	Printmaking III
387	Internship
401	Senior Project in Painting
403	Senior Project in Electronic Art and Design
404	Senior Project in Ceramics
405	Senior Project in Drawing
406	Senior Project in Printmaking
407	Senior Project in Extended Media
408	Senior Project in Photography

### Studio Art Course Descriptions

#### 109 Fundamentals of Art and Design I

(3 s.h.) *Ryan, Saunders, Sconyers*

Required for studio art majors. A practical exploration of the basic elements and principles of art and design. ART 109 and ART 110 establish a foundation for effective communication through the language of visual form. Problems are addressed primarily through black and white media. If possible, ART 109 should be taken before ART 110, but the two courses do not have to be taken sequentially. Materials fee.

#### 110 Fundamentals of Art and Design II

(3 s.h.) *Clanton, Ryan, Saunders, Sconyers*

Required for studio art majors. Color theory, color organization and an introduction to selected three dimensional design elements, aspects of sequential art and various processes of conceptualization. If possible, ART 109 should be taken before ART 110, but the two courses do not have to be taken sequentially.

#### 111 Drawing I

(3 s.h.) *Clanton, Ryan*

Required for studio art majors. For students who have had little or no experience in art as well as those whose abilities have already been developed in high school programs. A basic-level course emphasizing perceptual skills of drawing, expressiveness and composition. Various media are explored. Materials fee.

#### 112 Painting I

(3 s.h.) *Clanton, Ryan*

Drawing experience helpful but not required. An introduction to the basics of painting, emphasizing

composition, value, and color. Materials fee.

#### 113 Introduction to Watercolor

(3 s.h.) *Clanton, Ryan*

An exploration of traditional and experimental techniques in watercolor. Students will work from still life, the model, and the landscape. Materials fee.

#### 114 Ceramics I

(3 s.h.) *Ross*

Basic instruction in clay through various hand-building and wheel-throwing techniques and glazing options. Historical and contemporary perspectives on clay will be explored through different projects. Also included will be concepts of 3-D design as they pertain to the projects. Materials fee.

#### 115 Photography I

(3 s.h.) *Sconyers*

An introduction to technical and aesthetic issues of black and white photography, with an emphasis on using the medium for personal and creative expression. Includes a series of assignments designed to increase understanding of basic camera operation, darkroom techniques, and artistic problem solving. Requires 35mm camera with manually adjustable aperture and shutter speed. Materials fee.

#### 116 Pinhole Photography

(3 s.h.) *Sconyers*

The objective of this course is to build a foundation of knowledge about black and white pinhole photography as a creative artistic medium. Materials fee.

#### 119 Introduction to Video Production

(3 s.h.) *Moyé*

For course description, see COMM/ART 119 in the Communication listing.

#### 120 Printmaking I

(3 s.h.) *Sconyers*

Designed as an introduction to materials and techniques. Emphasis is given to monotype, lithography, and intaglio. Digital photography techniques are also taught. Students gain a working knowledge of printmaking processes. Materials fee.

#### 140 Materials as Metaphors

(3 s.h.) *Saunders*

Students explore various ways that existing materials and objects—both artificial and natural—can be used to create narratives and/or metaphors. Whether the student is primarily interested in painting, drawing, printmaking, photography, or working three-dimensionally, the course will serve

to expand her visual and conceptual vocabulary. Materials fee.

### **211 Drawing II**

(3 s.h.) *Ryan*

This course expands the student's concept and practice of drawing. Representational and abstract subjects are explored, emphasizing perception, composition, and process. Figure drawing is covered as well as drawing with color and mixed media. Conceptual and critical skills are developed. Materials fee. Prerequisite: ART 111 or permission of the instructor.

### **212 Painting II**

(3 s.h.) *Ryan*

Providing experience in painting from the still life and model, and exploring issues relating to abstraction, this course encourages further development of technical and critical skills. It also introduces the student to different painting languages. Materials fee. Prerequisites: ART 112 or permission of instructor.

### **214 Ceramics II**

(3 s.h.) *Ross*

Focus will be on continued growth on the potter's wheel. Also included are projects in glaze-mixing and different firing techniques. Sculptural interpretation of projects is encouraged. In-depth look at certain periods of ceramic development. Materials fee. Prerequisites: ART 110 and ART 114.

### **215 Photography II**

(3 s.h.) *Sconyers*

The objective of this course is to build upon the student's knowledge of black and white photography as a creative artistic medium. The course places equal emphasis on deepening understanding of photography as a medium with unique aesthetic and physical qualities as well as building technical proficiency. The course will consist of PowerPoint lectures, student presentations, class discussions and critiques, along with technical instruction. Materials fee. Prerequisite: ART 115.

### **217 Electronic Art and Design I**

(3 s.h.) *Staff*

Designed for beginning students, this course is an introduction to Electronic Art and Design. It includes critical analysis and creative problem solving. Prerequisite: ART 109. Materials fee and external hard drive (250 GB minimum).

### **218 Electronic Art and Design II**

(3 s.h.) *Staff*

A continuation of ART 217, this course focuses on exploring web design and internet based art. A review of contemporary artists practicing in electronic media increases the students' awareness of profes-

sional practice. Materials fee and external hard drive (250 GB min.). Prerequisite: ART 110 and ART 217.

### **220 Printmaking II**

(3 s.h.) *Sconyers*

An introduction to the process and techniques of screen printing (silkscreen). Materials fee. Prerequisite: ART 120 or permission of instructor.

### **277 Topics in Art**

(1–3 s.h.) *Hobson, James, Ryan, Sconyers*

Topics courses focus on specialized methods or topics in art, such as theory, art criticism, media, intensive analysis of a specialized period of art history, or areas of interest beyond the usual scope of departmental course offerings.

Enrollment is limited. Interests of the students and faculty determine the topic. Emphasis is placed on class discussion and on presentations, both oral and written, or on a portfolio of studio work.

### **305 Postmodernism and Contemporary Art**

(3 s.h.) *Ryan*

This course provides students with a general understanding of postmodernism and the visual art of their own era. Explores artists, ideas, and movements from the 1970s to the present, enables appreciation of the pluralistic, interdisciplinary, and complex nature of the contemporary art world. Assigned readings, discussion, student reports, slide lectures, films, field trips to museums and galleries. Designed for art majors and for others with an interest in contemporary culture. NOTE: For Studio Art majors, this course does not fulfill the requirements in Art History, but it can be selected to fulfill the total semester hours required in the major. Prerequisite: ARTH 103 or permission of instructor.

### **310 Issues in Contemporary Art Criticism**

(3 s.h.) *Ryan*

This course examines significant ideas and issues in contemporary visual art theory and art criticism since the 1950s: formalism; modernism vs. postmodernism; pluralism; feminism and multiculturalism in the visual arts; deconstruction; and the end of the avant-garde. Selected essays by critics and theorists will be studied and discussed.

NOTE: For Studio Art majors, this course does not fulfill the requirements in Art History, but it can be selected to fulfill the total semester hours required in the major. Prerequisite: ARTH 103 or permission of instructor.

### **311 Drawing III**

(3 s.h.) *Ryan*

Attention is given to contemporary concepts and to helping the student develop an individual direction in drawing. Further development of technical, conceptual, and critical skills is encouraged.

Materials fee. Prerequisite: ART 211.

### **312 Painting III**

(3 s.h.) *Ryan*

The purpose of this course is to help the student begin to find her own artistic voice as a painter, as well as to continue developing technical, conceptual, and critical skills. Materials fee. Prerequisite: ART 212.

### **314 Ceramics III**

(3 s.h.) *Ross*

Students will explore a variety of advanced throwing and hand-building techniques, glaze formulation, and firing methods. Students will be encouraged to begin to develop a personal style, including sculptural expression. Students will participate in the operation of the ceramic studio in preparation for having their own studios. Materials fee. Prerequisites: ART 214, ART 111, and ART 112.

### **315 Photography III**

(3 s.h.) *Sconyers*

This course provides a structured framework in which the student can pursue digital photography. The course consists of Photoshop workshops, traditional and alternative printing techniques, class discussions, and critique. Materials fee. Prerequisite: ART 215 or permission of instructor.

### **317 Electronic Art and Design III**

(3 s.h.) *Staff*

This course is an introduction to motion media design principles including animation. Materials fee and external hard drive (250 GB min.). Prerequisites: ART 111 and ART 218.

### **318 Electronic Art and Design IV**

(3 s.h.) *Staff*

Building on the skills and knowledge gained in ART 317 this course further explores motion media design principles with an introduction to video art. This course continues to focus on developing students' abilities to achieve creative solutions and to develop critical skills in the context of contemporary professional practices in electronic media. Materials fee and external hard drive (250 GB min.). Prerequisite: ART 317.

### **320 Printmaking III**

(3 s.h.) *Sconyers*

Designed to guide students toward a more independent course work structure. Exploration of expressive potential is emphasized. Students choose the printmaking processes they would like to pursue and create a cohesive suite of prints. Further development of technical and critical skills is encouraged. Materials fee. Prerequisite: ART 220.

### **387 Internship(s)**

(3 s.h. each)

Arranged on an individual basis. Students are offered a variety of possibilities for hands-on experience in the fields of graphic design or arts management. Internships may occur either in or outside of Staunton. Experience will vary depending on the type of firm and the kinds of projects currently being produced in that firm.

### **401 Senior Project in Painting**

(3 s.h.) *Ryan*

The senior project in studio art is regarded as the culmination of the major. Affording the opportunity for independent scholarship and creative work, the project is an important and exciting step that will help prepare the student for professional activity and/or graduate work. The student is expected to produce and present for exhibition a cohesive body of work that represents serious investigation of a theme or specific idea. May be repeated for credit. Materials fee.

### **403 Senior Project in Electronic Art and Design**

(3 s.h.) *Staff*

See description for ART 401. Materials fee.

### **404 Senior Project in Ceramics**

(3 s.h.) *Ross*

See description for ART 401. Materials fee.

### **405 Senior Project in Drawing**

(3 s.h.) *Ryan*

See description for ART 401. Materials fee.

### **406 Senior Project in Printmaking**

(3 s.h.) *Sconyers*

See description for ART 401. Materials fee.

### **407 Senior Project in Extended Media**

(3 s.h.) *Ryan, Sconyers*

See description for ART 401. Materials fee.

### **408 Senior Project in Photography**

(3 s.h.) *Sconyers*

See description for ART 401. Materials fee.

Directed Inquiries, teaching assistantships, and internships in studio art and studio art-related areas can be arranged individually.

### **Art Education Courses**

125 Introduction to Art Education

130 Introduction to Instructional Media

### **Art Education Course Descriptions**

It is strongly recommended that students planning a career in art education, in addition to fulfilling the requirements of their selected emphasis in the studio art major, extend their study with courses offering experience in different media, often

required for art educators. For example, a student with a studio art major and a painting emphasis should also take ART 114 and ART 214, ART 217, and perhaps ART 115.

### 125 Introduction to Art Education

(3 s.h.) *Marion*

The prospective teacher is introduced to theoretical concepts concerning the major developmental stages of children's art. Practical art projects are included. This course meets the teacher accreditation requirements.

Materials fee.

### 130 Introduction to Instructional Media

(3 s.h.) *Marion*

Students receive basic art instruction in composition, color theory and lettering. Using contemporary technological means in combination with readily available art materials, the student plans and produces effective displays, exhibits, and educational tools. Materials fee.

## Art History

Sara James, coordinator

Marlena Hobson, Allan Moyé, Edmund Potter, Martha Saunders

[www.mbc.edu/studies/arhistory](http://www.mbc.edu/studies/arhistory)

The art history curriculum introduces students to historical inquiry, an understanding of the various styles and movements in art, theory of art, and the interpretation of art in the context of time, place, and purpose. Students learn terminology, research methods, develop skills in organization, critical and logical thinking, and writing, and learn that art of the past is relevant today.

### Requirements for the Major in Art History

37 semester hours

ARTH 101

ARTH 102

ARTH 103

One of the following:

ARTH 202

ARTH 203

ARTH 216/316

One of the following:

ARTH 302

ARTH 303

Six additional ARTH courses, with at least two at the 200- or 300-level. Two courses in ART may count toward the requirement.

ARTH 400

INT 103 Information Literacy

Students are encouraged to take ARTH 200.

ARTH 100 does not fulfill the major or minor

requirements in art history. It can be used to fulfill other requirements.

### Requirements for the Minor in Art History

19 semester hours

Two of the following:

ARTH 101

ARTH 102

ARTH 103

One of the following:

ARTH 202

ARTH 203

ARTH 216/316

ARTH 302

ARTH 303

One additional course at the 200- or 300-level

Two additional ARTH courses

INT 103 Information Literacy

### Art History Courses

100 The Appreciation of Art

101 Survey of Western Art: The Ancient World

102 Survey of Western Art: Medieval and Renaissance Worlds

103 Survey of Western Art: The Modern World

200 Writing in the Visual Arts

201 Philosophy and the Arts

202 Italian Renaissance Art: The Early Renaissance

203 Italian Renaissance Art: The High Renaissance

204 Latin-American Art after Cortez

205 19th Century Art

206 History of Photography

207 Art History Studies Abroad: Seminar

208 History of Furniture

209 Pre-Columbian Art and Architecture: from the Olmec to the Aztec

210 Art History on Site

211, 311 Baroque Art: The 17th Century in Europe (formerly ART 342)

216, 316 Northern Renaissance Art

221 Women in the Visual Arts

222 History of American Art and Architecture

226 Historic Preservation

232, 332 Classical Art: Greece and Rome in Antiquity

238 The Age of Cathedrals East and West

242 Early English Art and Architecture

254 Film Analysis (cross lists with Communications 254)

277 Topics in Art History

302 Modern Art before 1945: From Cézanne to Gorky

303 Modern Art after 1945: From Abstract Expressionism to Postmodernism

333 Film Theory and Criticism (cross lists with Communications 333)

343 Renaissance Studies in Italy  
400 Senior Project in Art History

Directed Inquiries, teaching assistantships, and internships in art history can be arranged on an individual basis.

### Art History Course Descriptions

#### 100 The Appreciation of Art

(3 s.h.) *Saunders, Staff*

An introduction to the appreciation and understanding of architecture and two- and three-dimensional art. Students with limited background in art, especially non-majors, should enroll in this course. This course does not count towards a major or a minor in Studio Art or Art History.

#### 101 Survey of Western Art: The Ancient World

(3 s.h.) *James*

Introductory slide-lecture survey course orients students to the principles of art, modes of expression and thematic content. The arts of the ancient world, prehistory through Byzantium, are considered in an historical context. Major monuments illustrate the influence of culture, social and religious organizations, and the events of history. ARTH 101, ARTH 102 and ARTH 103 may be taken in any sequence or in part.

#### 102 Survey of Western Art: Medieval and Renaissance Worlds

(3 s.h.) *James*

Introductory slide-lecture survey course orients the student to the principles of art, modes of expression and thematic content. Medieval and Renaissance art are considered in a historical context. Major monuments illustrate the influence of culture, social and religious organizations, and the events of history. ARTH 101, ARTH 102 and ARTH 103 may be taken in any sequence or in part.

#### 103 Survey of Western Art: The Modern World

(3 s.h.) *Hobson*

Introductory slide-lecture survey course orients the student to the principles of art, modes of expression and thematic content. Baroque through Modern art (17th through 20th century) is considered in a historical context. Major monuments illustrate the influence of culture, social and religious organizations, and the events of history. ARTH 101, ARTH 102 and ARTH 103 may be taken in any sequence or in part.

#### 200 Writing in the Visual Arts

(3 s.h.) *Staff*

Students will learn to write in a variety of forms that emphasize critical thinking within the visual

arts, including critical reviews, curatorial essays, art historical essays using accepted research methodologies, and the artist's statement.

Prerequisites: ENG 102 and two 100-level art history or studio art courses.

#### 201 Philosophy and the Arts

(3 s.h.) *Scott*

For course description see PHIL 234 in the Philosophy listing.

#### 202 Italian Renaissance Art: The Early Renaissance

(3 s.h.) *James*

A study of Italian painters, sculptors, and architects, 13th through the mid-15th centuries. Art and civic projects are addressed in the context of patronage, artistic practices, religion, culture, and politics. Students develop critical skills through analysis and research. Alternates with ARTH 203. Either course is a prerequisite for ARTH 343 (Renaissance Studies in Italy). Recommended background: ARTH 102.

#### 203 Italian Renaissance Art: The High Renaissance

(3 s.h.) *James*

A study of major Italian painters, sculptors, and architects, 15th through the mid-16th century. Art and civic projects are addressed in the context of patronage, artistic practices, culture, politics, and the changing religious climate. Students develop critical skills through analysis and research. Alternates with ARTH 202. Either course is a prerequisite for ARTH 343 (Renaissance Studies in Italy). Recommended background: ARTH 102.

#### 204 Latin-American Art after Cortez

(3 s.h.) *Hobson*

A survey of contemporary Latin-American art, its relationship to pre-Columbian aesthetics, and the encounter of indigenous art with European traditions from the Colonial through the Modern period.

#### 205 19th-Century Art

(3 s.h.) *Hobson*

A study of important movements in the visual arts, from Neo-Classicism to Post-Impressionism and Modernism. Recommended background: ARTH 103.

#### 206 History of Photography

(3 s.h.) *Hobson*

A survey of the evolution of still photography and the consideration of photography as an art form.

#### 207 Art History Studies Abroad: Seminar

(1 s.h.) *James*

This course prepares the students for abroad programs. Students meet weekly at a mutually convenient time to help plan activities for the trip,

settle on oral presentation topics, discuss assigned readings, contemporary culture, and issues of art and culture. The class is limited to, and required for, students who have been accepted into Renaissance Studies in Italy (ARTH 343) or Studies on Site (ARTH 210). The course is taken concurrently with either ARTH 202 or ARTH 203 or another preparatory class. Recommended background: ARTH 102.

#### **208 History of Furniture**

(3 s.h.) *Potter*

An introductory survey of the history of world furniture from ancient to modern times. The student will be introduced to the historical development and stylistic evolution of furniture styles, forms, and characteristics within the context of Western Europe and the United States.

#### **209 Pre-Columbian Art and Architecture: from the Olmec to the Aztec**

(3 s.h.) *Hobson*

A survey of the art and architecture of the ancient civilizations of Pre-Columbian Mesoamerica, from the period of the Olmec through the Aztec empire. Students will study the ideology, artistic characteristics, and chronology of Pre-Columbian Mesoamerica.

#### **210 Studies on Site**

**ARTH 207 may be required to be taken simultaneously.** Students with strong background, love of art and/or history may apply for Studies on Site. A small group travels to study art in locations that vary from year to year. Group discussions, oral presentations, writing, flexibility and congeniality are important. Extra charge covers room, board, transportation, museum entrance fees, most meals. Applications due with deposit by November 1; notification of acceptance by November 10. Prerequisites: Two relevant ARTH courses.

#### **211, 311 Baroque Art: The 17th Century in Europe**

(3 s.h.) *James*

An in-depth study of painting, sculpture, architecture, and urban planning of 17th-century Europe and the culture in which it thrived. The art will be studied in the context of political and religious movements, including the Counter-Reformation and the rise of Protestantism, global exploration, scientific discoveries, and commercial trade. Students develop critical skills through analysis, both verbal and written, and through in-depth research projects. Prerequisite: ARTH 102 or ARTH 103.

#### **216, 316 Northern Renaissance Art**

(3 s.h.) *James*

A study of painting, manuscript illumination, iconography, decorative arts, and architecture in the

Netherlands, Flanders, France, Burgundy, Germany, and England in the 14th through the 16th centuries. Art is studied in the context of patronage, culture, humanism, events in Italy, and the onset of the Protestant Reformation. Students develop critical skills through analysis, and through research projects. Art 316 carries Writing Emphasis credit and requires a larger research project. Prerequisite: ARTH 102.

#### **221 Women in the Visual Arts**

(3 s.h.) *Hobson*

Recommended background: ARTH 103. Study of the role of selected women in the evolution of art. Emphasis on art of the 19th and 20th centuries. Traditional and feminist perspectives will be examined.

#### **222 History of American Art and Architecture**

(3 s.h.) *Hobson*

A survey of the arts in America, including architecture, sculpture, and painting, from the Colonial period to the present. Also found as ARTH/HIST 222 in the History listing.

#### **226 Historic Preservation**

(3 s.h.) *Potter*

For course description, see HISP/ARTM/ARTH/HIST 226 in the Historic Preservation listing. Also found as HISP/ARTM/ARTH/HIST 226 in the Arts Management and History listings.

#### **232 Classical Art: Greece and Rome in Antiquity**

(3 s.h.) *James*

An introduction to the painting, sculpture, decorative arts and crafts, architecture, and urban planning of Greece and Rome. Differences between civilizations, even cities, will be addressed, as well as the important continuities which tie the art together. The art will be studied in terms of its social, political and religious context. Recommended background: ARTH 101 or INT 213D.

#### **238 The Age of Cathedrals East and West**

(3 s.h.) *James*

This course traces medieval buildings and related arts in Western and Eastern Europe from the Age of Constantine through the Gothic period (300-1400 A.D.) Students learn the visual characteristics of medieval art, as well as an understanding of how works of art, especially ones for public use, reflect the aesthetic and social values of the societies that produced them. Recommended background: ARTH 102

#### **242 Art in England**

(3 s.h.) *James*

This course is a chronological, stylistic analysis of

art, architecture, and book illumination, focusing especially on the art and architecture that Shakespeare and his contemporaries would have known. This course, taken for undergraduate credit, cross-lists with REN 602, for which there are additional requirements. Prerequisite: ENG 208 or HIST 241 or ARTH 102.

### **254 Film Analysis**

(3 s.h.) *Staff*

For course description, please see COMM/ARTH 254 in the Communication listing.

### **277 Topics in Art History**

(1–3 s.h.) *Hobson, James*

Topics courses focus on specialized methods or topics in art, such as theory, art criticism, media, intensive analysis of a specialized period of art history, or areas of interest beyond the usual scope of departmental course offerings.

### **302 Modern Art before 1945: From Cézanne to Gorky**

(3 s.h.) *Hobson*

Prerequisite: ARTH 103. A consideration of successive movements in the visual arts during the first half of the century.

### **303 Modern Art after 1945: From Abstract Expressionism to Postmodernism**

(3 s.h.) *Hobson*

Prerequisite: ARTH 103. This course examines the history of western artists and movements from 1945 to 1970. Topics include the New York School, Postwar Europe, Pop Art, and Minimalism.

### **343 Renaissance Studies in Italy**

(3 s.h.) *James*

Must enroll simultaneously in ARTH 207.

Students with strong background and love of art and/or history may apply. They travel with a specialist to study art on site; itineraries vary. Group discussions, oral presentation skills, writing, flexibility, and congeniality are important. An extra charge covers room, board, transportation, museum entrance fees, most meals. Applications due with a deposit by November 1; notification of acceptance by November 10. Prerequisites: 6 hours in ARTH including either ARTH 202 or ARTH 203, and either ART 102 or a course approved by the instructor.

### **333 Film Theory and Criticism**

(3 s.h.) *Moyé*

For course description, please see COMM/ARTH 333 in the Communication listing.

### **400 Senior Project in Art History**

(3 s.h.) *Hobson, James*

A yearlong course, earning 1.5 semester hours per semester. In preparation for this course, art history and arts management students select a research project during the junior year that must be appropriate to the major and background of the individual student. The project must be approved by the art history faculty, and is carried out in fall and spring semesters of the senior year.

## **Arts Management**

Art coordinator: Sara James

Music coordinators: Robert Allen, Lise Keiter

Theatre coordinator: Theresa K. Southerington

The arts management major provides the student whose field of interest is art, music, or theatre with skills in management appropriate for positions in arts organizations or for graduate study in arts management.

## **Requirements for the Major in Arts Management**

48 semester hours

BUAD 208

BUAD 200

BUAD 230

COMM 100

COMM 260

ECON 101

ARTM 387/388

Senior Project in area of concentration, as noted below

Required courses for area of concentration

One course in each of the other two concentrations

ECON 102 is strongly recommended, especially for students planning to pursue graduate studies in business.

## **Concentration in Art**

21 semester hours

One of the following:

ARTH 101

ARTH 102

ARTH 103

Three ARTH courses at the 200 level or above

ARTM 340

INT 103

One course in studio art

ARTH 400

**NOTE:** ENG 251 Professional and Technical Writing is encouraged but not required.

## **Concentration in Music**

21 semester hours

MUS 100

MUS 111

Four additional music courses (12 s.h.), including at least two three-credit music courses at the 200 level MUS 402

NOTE: A music minor is recommended for this concentration.

### Concentration in Theatre

21 semester hours

THEA/ENG 114 or THEA/ENG/ 115  
THEA 101 or THEA 208  
One course in theatre literature or history  
One course in theatre techniques  
Two additional theatre courses  
THEA 401

### Arts Management Courses

HISP/ARTM/ARTH/HIST 226	Historic Preservation
ARTM 340	Museum Studies
ARTM 387, 388	Internship
ARTH 400	Senior Project
MUS 402	Senior Project
THEA 401	Senior Project

### Arts Management Course Descriptions

#### 226 Historic Preservation

(3 s.h.) *Potter*

For course description, see HISP 226 in the Historic Preservation listing. Also listed as ARTH 226 in the Art listing and HIST 226 in the History listings.

#### 340 Museum Studies

(3 s.h.) *Potter*

The course is designed to introduce the student in history or art history to the history, purpose, and operation of museums, based on the four functions that define a museum: acquisition, preservation, exhibition, and interpretation of objects.

Introduction to museum governance, management, financing, including the not-for-profit status, personnel, public relations, auxiliary services, and ethics are also considered.

#### 387, 388 Internship(s)

(3 s.h. each)

Arranged individually. Students gain hands-on experience in museum work, arts organizations, and communications organizations on campus or in the area. Summer internships elsewhere are strongly encouraged. Students gain experience in areas such as museum work, public relations, exhibitions, researching, cataloging, and theatre operations. One internship is required; a second may be taken as an elective.

### 400 Senior Project

For course description see ARTH 400, THEA 401, or MUS 402 in their respective department listings.

## Asian Studies

Daniel A. Métraux, chair  
Doug Clark, Masako Hikami, Amy Miller,  
Margaret Richardson, Jim Yoxall  
[www.mbc.edu/studies/asian/](http://www.mbc.edu/studies/asian/)

Asian studies is an interdisciplinary major that emphasizes a broad cultural, political, economic, and historical perspective of Asia. Varied courses in related disciplines allow students to understand Asia as a part of the emerging global community. Students are strongly encouraged to participate in the college's programs at Doshisha Women's College, for a semester each fall, or for a semester or more at Tokyo Jogakkan in Japan, Sungshin Women's University in Seoul, Korea, or at another recognized institution in Asia. Language and Asian studies courses taken there may be included in the major.

Mary Baldwin College offers a major and a minor in Asian studies. Students may delve deeply into Japanese language and culture and study in Japan or elsewhere in Asia for as long as one academic year. Arabic and Japanese language courses are also included in this listing. There is no Japanese language major.

### Requirements for the Major in Asian Studies

38 semester hours

JPNS 151 and JPNS 152 or Arabic 151 and Arabic 152 or 6 s.h. of another Asian language at the intermediate level or above. See Note below.

AS 106

AS 212

ANTH 120

ANTH 220

Four of the following:

REL/AS 213

ENG/AS 239

AS 242

AS 244

AS 246

AS 247

AS 248

AS 250

AS 251

AS 253

AS 256

AS 257

AS/INT 258

AS/SOC 270

AS/REL 275

AS 277

JPNS 250

Any one of BUAD 305, ECON 253, ECON 254, INT 240, POLS 215, or AS 387.

Native speakers of an Asian language, see Note below.

At least 3 s.h. academic credit for one of the following:

- Enroll in a recognized college in Asia for at least one semester
- Complete an internship in Asia or with an Asian company in the United States
- Participate in JPNS 250 or another approved study travel course in Asia

AS 400

**Note:** A student may substitute another major Asian language for Japanese or Arabic by demonstrating competence in that language. However, a person who is a native speaker of an Asian language, or who has achieved at least an intermediate level knowledge of an Asian language, and who elects not to take at least six semester hours of an Asian language at Mary Baldwin College or elsewhere must take up to two additional courses or one additional course and an internship in Asia or with an Asian-related company in the U.S.

### Senior Requirement

The senior requirement is satisfactory completion of AS 400.

### Requirements for the Minor in Asian Studies

21 semester hours

- AS 106 or AS/REL 212
- 18 semester hours of Asian studies courses listed below, including not more than 6 s.h. earned in one of the following three activities: An internship in Japan or elsewhere in Asia, an internship with an Asian company/organization in the United States, or JPNS 250, or another travel study course in Asia.

### Asian Studies Courses

106	Asian Civilizations
212	Asian Religions
213	Islam
239	Asian-American Women Writers
242	Modern Korea
244	Modern Middle East
246	Modern Japan
247	India and Pakistan
248	Southeast Asia
250	Traditional China
251	Asian Women
253	Modern China
255	Survey of South Asian Art
256	Newly Industrializing Countries of East Asia

257 The Chinese Century?

258 Globalization and Its Impact on World Affairs

270 Australia and New Zealand

275 Buddhism

277 Colloquium on Asia

287, 387 Internship (1-3 s.h.)

320 Peacemaking: Gandhi and Nonviolence

400 Senior Seminar

### Arabic Courses

101 Beginning Arabic I

102 Beginning Arabic II

151 Intermediate Arabic I

152 Intermediate Arabic II

### Japanese Courses

101, 102 Elementary Japanese

151, 152 Intermediate Japanese

246 History of Modern Japan

250 Introduction to Asia

290, 390 Advanced Japanese

### Asian Studies Course Descriptions

#### 106 Asian Civilizations

(3 s.h.) *Métraux*

Survey history of East Asia, South Asia, and Southeast Asia from early 1600s to present.

#### 212 Asian Religions

(3 s.h.) *Miller*

A study of the historical religions and philosophies of India, China, and Japan.

#### 213 Islam

(3 s.h.) *Owen*

For course description, see REL 213 in the Religion listing.

#### 239 Asian-American Women Writers

(3 s.h.) *Grotjohn*

For course description, see ENG 239 in the English listing. Prerequisites: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114 or ENG/THEA 115.

#### 242 Modern Korea

(3 s.h.) *Métraux*

Study of the emergence of the modern Korean state from the end of the Yi dynasty through the present division of the country.

#### 244 Modern Middle East

(3 s.h.) *Métraux*

Modern political, economic, and cultural history of Israel, Egypt, Saudi Arabia, Syria, Iraq, Iran, and other neighboring states. Preceded by a brief study of Islamic and Jewish civilizations.

**246 Modern Japan**

(3 s.h.) *Métraux*

A study of Japanese cultural, political and economic history from the 19th century. Preceded by a brief introduction to its early history.

**247 India and Pakistan**

(3 s.h.) *Métraux*

Political, economic, and cultural history of British India and India, Pakistan and neighboring regions since the late 1700s, preceded by a brief introduction to Hinduism and Islam.

**248 Southeast Asia**

(3 s.h.) *Métraux*

Modern political, economic, and cultural history of SE Asia with an emphasis on Vietnam, the Philippines, Burma, and Cambodia.

**250 Traditional China**

(3 s.h.) *Métraux*

Study of Chinese culture and history through 1644.

**251 Asian Women**

(3 s.h.) *Métraux*

Study of the social, cultural, political and religious roles of Indian, Chinese, Korean, Middle Eastern, Southeast Asian and Japanese women past and present.

**253 Modern China**

(3 s.h.) *Métraux*

Chinese political, economic, and cultural history from the 17th century to the present with an emphasis on 20th-century developments. Emphasis also on Taiwan.

**255 Survey of South Asian Art**

(3 s.h.) *Richardson*

This course covers the art, architecture, and culture of South Asia. Focus on India and its artistic tradition and its influence in Southeast Asia and the rest of the continent. Recommended background: AS/REL 212 and sophomore standing.

**256 The Newly Industrializing Countries of East Asia**

(3 s.h.) *Métraux*

Modern political, economic, and cultural history of Korea, Taiwan, Singapore, and Hong Kong with an emphasis on political and economic development.

**257 The Chinese Century?**

(3 s.h.) *Métraux*

A study of China's recent transformation into a major economic and political power. Includes studies of contemporary Chinese society, foreign policy, politics, religion, and culture. Also found as BUAD 257 in the Business listing.

**258 Globalization and Its Impact on World Affairs**

(3 s.h.) *Clark*

Introduction to the concept of globalization and its economic and political impact on selected countries and regions.

**270 Australia and New Zealand**

(3 s.h.) *Métraux*

Comparative analysis of the history and cultures of Australia and New Zealand including native peoples. Also found as SOC 270 in the Sociology listing.

**275 Buddhism**

(3 s.h.) *Miller*

A study of the teachings of the original Buddha and of the Hinayana (Theravada) and Mahayana schools of Buddhism, followed by analysis of the socio-political role of Buddhism in contemporary Asia. Also found as REL 275 in the Religion listing.

**277 Colloquium**

(1-3 s.h.) *Staff*

Colloquia are one-time special courses that focus on specialized areas or themes in Asian studies.

**287, 387 Internship**

(1-3 s.h.) *Métraux*

An internship in Japan or elsewhere in Asia, or with an Asian-related company or organization in the United States.

**320 Peacemaking: Gandhi and Nonviolence**

(3 s.h.) *Owen*

For course description see PHIL/REL 320 in the Philosophy or Religion listing.

**400 Senior Requirement**

(3 s.h.) *Métraux*

A required course for Asian studies majors, who meet as a class to prepare individual research papers. Weekly sessions guide students through a step-by-step process from introduction of topic to completion of a 25-30 page paper. Students work in a seminar format, discussing as a group the weekly progress of each student.

**Arabic Course Descriptions****101, 102 Beginning Arabic**

101 Fall, 102 Spring

This two-semester sequence is designed for those with little or no Arabic background. The course begins with the basics: learning the alphabet and sounds of Arabic language. Throughout the two semesters, students will develop a basic proficiency in writing, reading, listening, and speaking.

**151, 152 Intermediate Arabic**

151 Fall, 152 Spring

This two-semester sequence is designed to continue building the student's proficiency in speaking, listening, reading, and writing Arabic. At the end of the course, students will have a basic understanding of Arabic and be able to carry on everyday conversations and read schedules, pamphlets, and other texts of moderate difficulty.

### **Japanese Course Descriptions**

#### **101, 102 Elementary Japanese**

(4 s.h. each) *Hikami*

An introduction to the Japanese language with emphasis on understanding, speaking, reading, and writing. Students will be introduced to the kana writing system.

#### **151, 152 Intermediate Japanese**

(4 s.h. each) *Hikami*

Students who have completed JPNS 101–102 may continue to develop skills of reading, writing, and speaking of Japanese.

#### **246 History of Modern Japan**

(3 s.h.) *Métraux*

For course description, see AS 246 above.

#### **250 Introduction to Asia**

(3 s.h.) *Métraux and McCrory*

A three- to four-week travel study of historical and cultural sites in Japan or elsewhere in Asia.

#### **290, 390 Advanced Japanese**

(3 s.h.) *Hikami*

Offered on a tutorial basis. Advanced grammar, reading, writing, and speaking of Japanese.

## **Biochemistry**

*Please see Chemistry, Biochemistry Emphasis.*

## **Biology**

Lundy Pentz, chair

Paul Callo, Paul Deeble, Eric Jones

[www.mbc.edu/studies/biology/](http://www.mbc.edu/studies/biology/)

### **Requirements for Bachelor of Arts in Biology**

36 semester hours in biology

BIOL 111

BIOL 222

BIOL 224

BIOL 245

BIOL 253 or BIOL 257

BIOL 381

One 300-level course other than BIOL 381.

BIOL 400

BIOL 401

And additional courses in Biology to total 36 s.h.

CHEM 121

CHEM 122

**NOTE:** If BIOL 148 is used as an elective, BIOL 149 must accompany it, though they need not be taken concurrently.

### **Requirements for Bachelor of Science\* in Biology**

50-52 semester hours as follows:

The requirements for the BA in biology, and the following:

- MATH 211
- MATH 212
- One 200- or 300-level MATH (MATH 213 is recommended)
- Two 300-level biology courses, not including BIOL 381

\***NOTE:** Requirements for the bachelor of science have changed. See your advisor or department chair for the most current requirements.

### **Senior Requirement**

Successful completion of BIOL 400 and BIOL 401, which includes an oral defense of a written thesis on an original research project.

### **Requirements for the Minor in Biology**

20 semester hours

BIOL 111

Three of the following:

BIOL 222

BIOL 224

BIOL 245

BIOL 253

BIOL 257

And additional courses in biology to total 20 semester hours.

### **Biomedical Science Emphasis**

The biomedical science emphasis is an interdisciplinary program designed to prepare students for admission to professional schools in the medical sciences, graduate study in fields related to basic science research, or employment in the rapidly growing biotechnology and pharmaceutical industries.

### **Requirements for the Emphasis in Biomedical Science**

69-71 semester hours

The requirements for the BS in biology plus 16 semester hours selected from:

CHEM 221

CHEM 222

PHYS 201

PHYS 202

BIOL 255  
BIOL 256  
BIOL 261  
BIOL 264  
BIOL 265  
BIOL 327  
BIOL 328  
BIOL 329  
BIOL 352  
BIOL 354  
BIOL 355

One of the following:

ANTH 208  
HCA 101  
HCA 230  
HCA 245  
HCA 250  
PHIL 230  
PSYC 203  
PSYC 210  
PSYC 211  
PSYC 305  
PSYC 307  
SOC 260

**NOTE:** Students are encouraged to pursue internships in the biomedical sciences (BIOL 387).

### **Science Education Emphasis**

The science education emphasis, added to a minor in education, prepares students for careers as science educators.

### **Requirements for the Science Education Emphasis**

47 semester hours

All the requirements for the BA in biology, including BIOL 257, plus

- One of: BIOL 141, BIOL 145 or BIOL 148/BIOL 149, BIOL 150
- One of: BIOL 253 or BIOL 264 or BIOL 265
- BIOL 380: serve as a teaching assistant in a lab science

**Note:** Students also should refer to the requirements for an education minor and for teacher licensure. See the education listing and Pre-Professional Programs section in this catalog.

### **Civic Engagement Opportunities**

- Civic engagement contracts with BIOL 151 and BIOL 264/265 by working in local clinics or health services.
- BIOL 145 involves students working with the City of Staunton on the Lewis Creek Watershed Advisory Council to monitor an impaired local waterway.

### **Biology Courses**

111 Principles of Biology  
112 Diversity of Life  
120 Nutrition in Health and Disease  
141 Field Biology  
142 Botany in the Field  
145 Freshwater Biology  
148 Environmental Issues  
149 Environmental Issues Laboratory  
150 Field Ornithology  
151 Human Health and Medicine  
211 Evolution  
222 Genetics  
224 Cell Biology  
230 Studies in Biology  
245 Ecology  
250 Neotropical Ornithology  
251 Exercise Testing and Training  
252 Biology of Women  
253 Zoology  
255 Microbiology  
256 Microbiology Laboratory  
257 Botany  
259 Horticulture  
261 Epidemiology  
264 Human Anatomy and Physiology I  
265 Human Anatomy and Physiology II  
305 Physiological Psychology  
324 Biochemistry I  
325 Biochemistry II  
326 Experimental Biochemistry  
327 Immunology  
328 Molecular Biology  
329 Electron Microscopy  
345 Conservation Biology  
352 Developmental Biology  
354 Comparative Physiology  
355 Comparative Vertebrate Anatomy  
361 Animal Behavior  
363 Primate Behavior  
381 Junior Seminar  
383 Advanced Study in Biology  
400 Senior Seminar  
401 Senior Research

### **Biology Course Descriptions**

#### **111 Principles of Biology**

(4 s.h.) *Jones*

Lecture and lab. The biological sciences as a process of inquiry, with emphasis on general principles including biochemistry, photosynthesis, respiration, cytology, genetics, development, ecology, and evolution. This course provides the foundation for all other biology courses and is the first course in a two part sequence with BIOL 112 the second.

#### **112 Diversity of Life**

(4 s.h.) *Callo, Jones, Pentz*

Lecture and lab. This course is intended to give

students an introduction to the great diversity of life on Earth, with emphasis on the body plans, ecology, and evolutionary relationships among organisms. This is the second course in the introductory biology sequence which began with BIOL 111. *Will become prerequisite for BIOL 245, 253, 255 and 257 in 2010.*

#### **120 Nutrition in Health and Disease**

(3 s.h.) *Staff*

For course description, see CHEM/BIOL 120 in the Chemistry listing.

#### **141 Field Biology**

(4 s.h.) *Jones*

Field course. Focuses on the natural history and ecology of plants and animals in and around the Shenandoah Valley. Spring wildflowers, birds, and mammals are studied in the varied habitats found in the George Washington National Forest and St. Mary's and Ramseys Draft wilderness areas. Students who take the course should like to hike.

#### **142 Botany in the Field**

Offered as needed to ADP students and during ADP Summer Week (4 s.h.) *Staff*

Field course. A detailed study of the plant species growing in local habitats, focusing on how elevation, soils, microclimate, and ecological succession affect vegetation patterns of the region. Students who take this course should like to hike.

#### **145 Freshwater Biology**

(4 s.h.) *Pentz*

Field and lab course. Two local streams will be studied as part of a long term project linking their chemistry with changes in their plant and animal communities. The emphasis will be on the collection and analysis of water quality data.

#### **148 Environmental Issues**

(3 s.h.) *Callo, Jones*

The goals of this course are to introduce students to the basic principles of ecology that underlie the major environmental issues of today. This course is particularly appropriate for students majoring in business administration, communication, education, and the social sciences.

#### **149 Environmental Issues Lab**

(1 s.h.) *Staff*

Lab course. Students work on a variety of projects dealing with population biology, community structure, and the monitoring of environmental pollution. Must be taken with or after BIOL 148 to count toward a biology major.

#### **150 Field Ornithology**

(4 s.h.) *Callo*

Field course. Students study the biology and conservation of wild birds, learn to identify birds (by sight

and sound) and participate in a bird-banding research project. The plight of neotropical migratory birds is emphasized.

#### **151 Human Health and Medicine**

(3 s.h.) *Deeble, Spalding*

The structure and function of the human body are studied with a focus on allowing students to make informed medical and health decisions. Diseases are discussed in the context of normal physiological processes.

#### **211 Evolution**

(alternate years) (3 s.h.) *Pentz*

Evolution, the great unifying theory behind modern biology, is introduced with an emphasis on experimental evidence bearing on the modern synthesis of evolutionary theory and its bearing on topics such as disease, aging, and social behavior. Prerequisite: BIOL 111.

#### **222 Genetics**

(4 s.h.) *Deeble*

Lecture and lab. Genetic principles including classical Mendelian inheritance, gene regulation, and the genetic basis of disease are studied in a variety of organisms as well as the ethical and practical implications of genetic research. Students develop problem-solving ability and conduct genetic experiments using both classical and molecular methods. Prerequisite: BIOL 111.

#### **224 Cell Biology**

(4 s.h.) *Pentz*

Lecture and lab. Cell structure and function including cell physiology, cell-cell signaling and the role of cells in development and cancer are presented along with basic biochemical concepts. The laboratory introduces the main techniques of cytochemistry, histology, enzymology, and tissue culture. Prerequisite: BIOL 111.

#### **230 Studies in Biology**

(3 s.h.) *Staff*

These colloquia will focus on topics not included in regularly scheduled biology courses. Interests of the students and faculty will determine the subject.

#### **245 Ecology**

(alternate years) (4 s.h.) *Callo*

Lecture, lab and field course. Students study the interrelationships of living organisms with each other and their environments at the population, community, and ecosystem levels. The course includes a research weekend at the Duke University Marine Laboratory. Prerequisite: BIOL 111.

#### **250 Neotropical Ornithology**

(3 s.h.) *Callo*

Neotropical ornithology—the ultimate in experiential learning—introduces the diversity of birds

and their scientific study and conservation in both tropical and temperate settings. We visit the tropics during spring break and study migratory species in Virginia during a week of May Term. Differences between resident and migratory tropical birds introduce the concept of bias in our perception. Students achieve a solid foundation in bird biology, ecology, and behavior.

### **251 Exercise Testing and Training**

(3 s.h.) *Spalding*

Anatomy and physiology as it applies to exercise, especially exercise testing and exercise program planning. The course includes techniques for assessing blood pressure, resting heart rate, body composition, and muscular strength and endurance. Also found as BIOL/PHED 251 in the Physical and Health Education listing.

### **252 Biology of Women**

(3 s.h.) *Cornett-Scott*

This course introduces female reproductive anatomy and physiology, conception, pregnancy, childbirth, lactation, and menopause as well as women's diseases, eating disorders, and selected topics in mental health. Also found as BIOL/WS 252 in the Women's Studies listing. Recommended background: BIOL 111.

### **253 Zoology**

(alternate years) (4 s.h.) *Callo*

Lecture and lab. Introduction to the evolution of form and function of the major animal phyla with emphasis on observing ecological adaptations and unraveling evolutionary history through the use of contemporary taxonomic methods. The laboratory involves substantial dissection. Prerequisite: BIOL 111.

### **255 Microbiology**

(alternate years) (4 s.h.) *Pentz*

Lecture and lab. The basic biology of bacteria and other microbes, with emphasis on metabolic diversity, the disease process, and microbial ecology. Parasitology and virology are also introduced, and the laboratory introduces methods for microbial culture and identification through student-designed experiments. This course is required for students in the clinical laboratory science or master of science in nursing programs. Prerequisites: BIOL 111, CHEM 121, CHEM 122.

### **257 Botany**

(alternate years) (4 s.h.) *Jones*

Lecture and lab. A study of how different groups of plants have solved common environmental challenges including support, transport, defenses, reproductive strategies, and modes of speciation. Laboratory work includes plant physiology experiments, preserved material, and field identification

of local species and families. Prerequisite: BIOL 111.

### **259 Horticulture**

(alternate years) (4 s.h.) *Jones*

Lecture and lab. Covers horticulture as it relates to home landscaping, landscape maintenance, and gardening principles, including soils, composting, plant propagation, pests and disease. Labs will include field trips to local gardens and nurseries, use of garden design software, demonstrations of gardening techniques, and hands-on learning in the yard and garden.

### **261 Epidemiology**

(alternate years) (3 s.h.) *Hinks*

For course description, see HCA 261 Epidemiology in the Health Care Administration listing.

### **264, 265 Human Anatomy and Physiology**

(alternate years) (4 s.h. each) *Deeble*

Lecture and lab. The interrelationship between anatomical structure and physiological function of the human body, studied through classroom discussion, dissection, and physiological analyses. All systems of the human body are covered, with particular emphasis on skeletal, muscular, nervous, and cardiovascular systems. Primarily appropriate for students seeking careers in allied medical fields. Prerequisite: BIOL 111

### **305 Physiological Psychology**

(3 s.h.) *Staff*

For course description, see PSYC/BIOL 305 in the Psychology listing.

### **324 Biochemistry I**

(alternate years) (3 s.h.) *Staff*

For course description, see CHEM/BIOL 324 in the Chemistry listing.

### **325 Biochemistry II**

(alternate years) (3 s.h.) *Staff*

For course description, see CHEM/BIOL 325 in the Chemistry listing.

### **326 Experimental Biochemistry**

(alternate years) (4 s.h.) *Staff*

For course description, see CHEM/BIOL 326 in the Chemistry listing.

### **327 Immunology**

(alternate years) (3 s.h.) *Pentz*

The physiology, cell biology, genetics, and health implications of the immune system, with emphasis on the experimental evidence and reasoning behind our current understanding. This course is required of students seeking to enter the clinical laboratory science program. Prerequisite: BIOL 111.

**328 Molecular Biology**

(alternate years) (3 s.h.) *Pentz*

Techniques of molecular biology are used to study topics ranging from cell-cell signaling to evolution and ecology; this course is taught as a journal club in which students select, present and discuss a variety of current research papers using these techniques. Prerequisite: BIOL 222.

**329 Electron Microscopy**

(4 s.h.) *Deeble*

Laboratory course. This provides intensive instruction in the use of transmission and scanning electron microscopes. Students learn all the methods needed to prepare samples for viewing in the TEM and SEEM, and the course culminates with the presentation of an independent research project selected by the student. Prerequisite: BIOL 111 or permission of the instructor.

**345 Conservation Biology**

(alternate years) (3 s.h.) *Callo*

Conservation biology is the study of the diversity of life and its preservation. The course will cover biodiversity as an evolutionary result, a factor structuring ecological communities, and an environmental issue. The course will examine conservation biology in theory and in practice.

**352 Developmental Biology**

(alternate years) (4 s.h.) *Pentz*

Lecture and lab. Embryonic development is studied in a variety of organisms, from gamete production to ageing, with reading from the research literature and a focus on the main experimental approaches to development. In the laboratory, students select and carry out several experimental projects.

Prerequisite: BIOL 111.

**354 Comparative Physiology**

(alternate years) (4 s.h.) *Deeble*

Lecture and lab. Students examine the common cellular mechanisms underlying many physiological processes in multicellular organisms, using the primary literature and a comparative approach emphasizing different functional strategies for solving physiological problems. The laboratory allows students to perform self-directed experiments on a variety of physiological mechanisms.

Prerequisite: BIOL 111.

**355 Comparative Vertebrate Anatomy**

(alternate years) (4 s.h.) *Deeble*

Lecture and lab. An investigation of the connection between the form and function of selected organ systems in representative vertebrates, with emphasis on the evolutionary modifications seen in different vertebrate classes. The laboratory includes dissection of a representative early vertebrate, the lamprey, the dogfish, and finally the cat as a mammalian representative. Prerequisite: BIOL 111.

**361 Animal Behavior**

(alternate years) (4 s.h.) *Callo*

Lecture, project, discussion, and lab. The comparative study of animal behavior from ecological and evolutionary points of view, emphasizing insects, fish, birds, and mammals. Topics include innate and learned behavior as two poles of the entire spectrum of behavior, evolution of behavior patterns, social organization, sexual selection and female choice, and applications of ethology to human behavior. Prerequisite: BIOL 111.

**363 Primate Behavior**

(alternate years) (3 s.h.) *Staff*

A comparative study of the behavior of primates from an ecological and evolutionary point of view. The course will focus on recent field studies on chimpanzees, gorillas, orangutans, and other primate species. Social organization, behavioral development, communication, and sexual behavior are some of the topics to be explored through discussion of readings, videotapes, films, and several field trips to zoos. Strongly recommended background: BIOL 361.

**381 Junior Seminar**

(2 s.h.) *Jones*

This seminar focuses on experimental design, scientific writing, data analysis, and development of a senior research topic. Required of all junior year biology majors. Prerequisite: at least two of the biology core courses (BIOL 222, 224, 245, and 253 or 257) completed with a grade of C or better, and overall GPA in biology of 2.0 or higher.

**383 Advanced Study in Biology**

(2–3 s.h.) *Staff*

Topics of mutual interest to a group of students and a professor are considered.

**400 Senior Seminar**

(1 s.h.) *Callo, Deeble, Jones, Pentz*

Students complete planning and begin experiments for the project designed during BIOL 381. Students meet in small groups to refine the research plan and write a research proposal for review by midterm, then participate in journal article presentations on relevant papers and lab meetings to report progress on experiments. Prerequisite: BIOL 381.

**401 Senior Research**

(2 s.h.) *Callo, Deeble, Jones, Pentz*

Includes the experimental portion of the senior research project, combined with a lab meeting format in which to present results, including formal oral presentations of the project. The student prepares a written thesis and conducts an oral defense of it, and takes the Major Field Achievement Test in Biology.

## Business for a Sustainable Future

Claire Kent and Lallon Pond, chairs  
Dan Dowdy, Gail Dunn, Janet Ewing, Bob  
Klonoski, Sally Ludwig, Catherine Ferris  
McPherson, Jane Pietrowski  
[www.mbc.edu/academic/departments/dept.php?dept=6](http://www.mbc.edu/academic/departments/dept.php?dept=6)

### Civic Engagement Opportunities

Students will be able to take their classroom learning into their communities to help organizations of all types with business-related activities. As the Spencer Center becomes the gateway on campus for civic engagement and global engagement options, faculty will work with students to pair their interests with the appropriate opportunities.

### Requirements for the Bachelor of Arts in Business for a Sustainable Future

45 semester hours, plus a required minor

BUAD 100  
BUAD 200  
BUAD 202  
BUAD 208  
BUAD 209  
BUAD 220  
BUAD 230  
BUAD 400  
BUAD 401  
ECON 101  
ECON 102  
INT 118  
INT 222  
INT 266

One of the following courses:

ECON 272 Environmental Economics  
SOC 262 Environmental Sociology  
BIOL 148 Environmental Issues  
or another course approved by the  
business faculty.

Any minor offered by the college.

### Requirements for a BA with Accounting Emphasis

Some required courses must be taken through the ADP.

BUAD 100  
BUAD 200  
BUAD 210  
BUAD 211  
BUAD 220  
BUAD 230  
BUAD 340  
BUAD 400  
BUAD 401  
ECON 101  
ECON 102

INT 222

Five of the following:

BUAD 310  
BUAD 311  
BUAD 312  
BUAD 314  
BUAD 315  
BUAD 316  
BUAD 317  
BUAD 318

**NOTE:** Students planning to take the CPA exam should complete all accounting courses offered at MBC. BUAD 221 is also recommended.

### Requirements for the Bachelor of Science\* in Business for a Sustainable Future

66-70 semester hours

- All the requirements for the bachelor of arts, plus ECON/POLS 301
- Three courses in mathematics at the 200-level or above
- Two 200-level lab science courses

\***NOTE:** Requirements for the bachelor of science have been changed. See your advisor or department chair for the most current requirements.

### Requirements for the Major in International Economics and Business

See the *Economics listing*.

### Requirements for the Minor in Business

18 semester hours

BUAD 100  
BUAD 200  
BUAD 208  
BUAD 220  
BUAD 230

One of the following:

BUAD 202  
BUAD 209  
BUAD 250  
BUAD 302  
BUAD 306  
BUAD 312  
BUAD 387  
BUAD 395

**NOTE:** A business major may not also do a minor in business.

### Requirements for the Minor in Management

Please see the *Management listing*.

### Requirements for the Minor in Marketing

Please see the *Marketing listing*.

**Requirements for the Minor in Human Resource Management**

*Please see the Human Resource Management listing.*

**Requirements for the Marketing Communication Major**

*Please see the Marketing Communication listing.*

**Preparation for Entering a Master of Business Administration Program**

Students planning to enter an MBA program would benefit from taking BUAD 312, 305 or 336, and ECON 203.

**NOTE for Transfer Students:** Microeconomics and macroeconomics credits transferred from another college meet the ECON 101 and 102 requirements. Only ECON 102 taken at MBC meets International Core credit.

**CERTIFICATE PROGRAMS**

Twelve semester hours must be new coursework with MBC. Students majoring in business may count only six semester hours toward both major and certificate requirements.

**Requirements for Certificate in Sustainable Business Management**

24 semester hours

BUAD 100  
BUAD 200  
BUAD 208  
BUAD 220  
BUAD 230

One of following:

BUAD 202  
BUAD 209  
BUAD 302

Two of the following:

BUAD 221  
BUAD 250  
BUAD 306  
BUAD 307  
BUAD 350  
BUAD 395  
PHIL 110

**Requirements for Certificate in Entrepreneurship**

21 semester hours

BUAD 100  
BUAD 200  
BUAD 230  
BUAD 306

Three of the following:

BUAD 208  
BUAD 209  
BUAD 302

BUAD 350  
BUAD 360  
BUAD 362  
BUAD 395  
MKTC 300

**Requirements for Certificate in Human Resource Management**

21 semester hours

BUAD 100  
BUAD 200  
BUAD 202  
BUAD302  
BUAD 395

Two of the following:

BUAD 221  
BUAD 305  
BUAD 350  
COMM 210  
COMM 280  
ECON 247  
INT 222  
PHIL 110  
PSYC 213  
PSYC 221  
PSYC 245  
PSYC 302  
PSYC 311  
REL 223

**Requirements for Certificate in Marketing Communication**

21 semester hours

BUAD 100  
BUAD 200  
BUAD 230  
COMM 215  
COMM 240  
MKTC 300

One of the following:

BUAD 336  
BUAD 338  
BUAD 350  
BUAD 360  
BUAD 362  
COMM 260

**Business Courses**

100 Clean & Green: Business for a Sustainable Future  
200 Management Principles  
202 Organizational Behavior & Communication  
208 Accounting Principles  
209 Financial Decision Making  
210 Financial Accounting  
211 Managerial Accounting  
220 Legal Environment of Business

221	Business Law II
222	Social Science Statistics
230	Marketing Principles
244	Investments
247	Globalization and Labor Issues
250	The Female Executive: Strategies in the Workplace
260	Personal Finance
266	Social Trends and their Impact on Business
270	Business and Government
287	Business Internship: Career Exploration
300	Integrated Marketing Communication
302	Managing Human Resources
305	Global Business
306	The Entrepreneur: Starting, Marketing & Managing a Small Business
307	Business and Society
350	Project Management
360	Retail, Services, and Internet Marketing
362	Consumer Behavior
387	Business & Civic Engagement Internship: Professional Experience
395	Business Practicum
400	Strategy and Sustainability in Business Decisions
401	Business Senior Seminar

**THE FOLLOWING COURSES AVAILABLE ONLY THROUGH ADP.**

311	Intermediate Accounting II
312	Cost Accounting
314	Tax Accounting
315	Accounting Information Systems
316	Advanced Accounting
317	Accounting for Non-Profit and Governmental Organizations
318	Auditing
330	Marketing Management
332	Sales Strategy & Negotiation
336	Cross-Cultural & Global Marketing
338	Marketing Research
340	Financial Management

**Business Course Descriptions**

**100 Clean & Green: Business for a Sustainable Future**

(3 s.h.) *Klonoski, Pietrowski*

Introduces and focuses on the financial, social, environmental, ethical, and personal responsibility that managers must take to create long-term sustainable businesses

**200 Management Principles**

(3 s.h.) *Kent, Dowdy*

Prerequisite: sophomore/ instructor permission  
Provides an overview of traditional management theory and practice and the growing literature on contemporary management. Focused on concepts and terminology, it also provides the student with opportunities to read about and examine real-life

applications. Highlights the principles and practices of sustainable business management from both a strategic perspective and an application-oriented perspective.

**202 Organizational Behavior & Communication**  
(3 s.h.) *Kent*

Focuses on critical aspects of organizational behavior and communication needed to maintain a sustainable business culture. Covers topics such as systems theory, knowledge management, organizational culture and learning, emotional intelligence, diversity, team and group dynamics, organizational leadership, and change management. Motivation and leadership theories are studied and the role of ethics and values in the work place. Uses activities and case studies. Prerequisites: BUAD 200 and sophomore standing.

**208 Accounting Principles**

(3 s.h.) *Pietrowski*

Introduces students to financial statements and the concepts and transactions that underlie those statements. It focuses on understanding financial statements and the numbers that make up financial statements, giving students a rudimentary knowledge of debits and credits, an understanding of basic accounting principles, and a greater understanding of the relationships between the numbers. Will also examine the prevalence of corporate social responsibility annual reports.

**209 Financial Decision Making**

(3 s.h.) *Ewing*

Provides an introduction to the concepts, problems and applications of decision making as related to personal and corporate financial management. Specifically, the principles of time value of money, risk/return trade-off, stock and bond valuation, capital budgeting techniques and practices including cost/benefit analysis, capital structure, and working capital management are covered in the context of the triple-bottom line.

**210 Financial Accounting**

(3 s.h.) *Pond*

Introduces the conceptual foundation of accounting and the fundamental techniques involved in the preparation of corporate financial statements. Includes the balance sheet, income statement, and retained earnings statement.

**211 Managerial Accounting**

(3 s.h.) *Pond*

Coverage includes cash flow statements and understanding and analyzing financial statements. In addition, the preparation and utilization of financial information for internal management purposes is explored with an emphasis on planning and control. Prerequisite: at least C in BUAD 210.

## **220 The Legal Environment of Business**

(3 s.h.) *Ludwig, Klonoski*

This course is a basic introduction to legal concepts that affect businesses, employees, and individuals dealing with them. Topics covered include the legal system of the United States, constitutional and criminal law, torts, contracts, and agency law. Prerequisite: junior standing.

## **221 Business Law II**

(3 s.h.) *Ludwig*

This is a continuation of Business Law I. It introduces real, personal, and intellectual property; trusts and wills; general and limited partnerships; and corporations, including their formation, financial and management structures, and fundamental changes. In addition, federal and state business regulations in the areas of environmental law, bankruptcy, consumer protection, and employment law will be covered. Prerequisite: BUAD 220.

## **222 Social Science Statistics**

See description for INT 222 in the Interdisciplinary listing.

## **230 Marketing Principles**

(3 s.h.) *Dowdy, McPherson*

This course introduces the basic principles of marketing, including marketing strategy, marketing communication, and the interaction between organizations and consumers. Emphasis will be on economic, social, cultural, and legal environments in which marketing occurs. Students gain understanding of traditional marketing concepts and current marketing thought, and practical experience through analytical and creative projects. Prerequisite: sophomore standing.

## **244 Investments**

(As needed) (3 s.h.) *Ewing*

An introductory study of investment management covering cash equivalents, money markets, mutual funds, stocks, corporate bonds, government bonds, retirement plans and annuities, real estate, options, and futures, focusing on the individual investor. Investment strategies and risk and return are evaluated as well as techniques and procedures designed to aid in investment management. Optional field trip to NYC financial district at additional cost.

## **247 Globalization and Labor Issues**

See ECON 247 in the Economics listing.

## **250 The Female Executive: Strategies in the Workplace**

(3 s.h.) *Kent, McPherson*

Examines the impact of women in key leadership roles, presenting how women establish and main-

tain effectiveness as managers and leaders.

Provides a historical perspective on women's culture and their changing roles. Topics include gender communication, leadership style development, political game playing, work and family integration, networking and mentoring, sexual harassment, perceived and real barriers to women's job mobility, and professional development planning.

## **260 Personal Finance**

(as needed) (3 s.h.) *Dowdy, Ewing*

Provides an overview of budgeting, financial record keeping, income tax planning, consumer credit, insurance considerations, factors involved in buying or renting a home, investment strategies, stock market analysis, and retirement planning. Concepts and proven guidelines for successful financial planning are combined with real world applications through readings, analysis of cases, and outside research. Prerequisites: sophomore or instructor permission.

## **266 Social Trends and their Impact on Business**

See INT 266 in the Interdisciplinary listing.

## **270 Business and Government**

See ECON 270 in the Economics listing.

## **287 Business & Civic Engagement Internship: Career Exploration**

(Credit varies) *Staff*

Prerequisite: permission of a business administration faculty member. This level of internship provides the student with opportunities to observe and learn about job possibilities in an employment setting. A log of daily responsibilities and a written summary are required.

## **302 Managing Human Resources**

(3 s.h.) *Kent*

Covers the design/purpose of human resource (HR) management systems and examines trends in broader environment. Sustainable organizational culture requires appropriate design and implementation of HR policy. Studies HR planning and organizational competitiveness, global HRM, equal employment opportunity, job analysis and staffing, recruitment and selection, training and development, performance management and appraisal, compensation, employer rights, union/management relations, and characteristics of high-performance organizations. Prerequisites: BUAD 200 or HCA 101.

## **305 Global Business**

(3 s.h.) *Dowdy, Kent, Ewing*

Studies issues involved in international business for firms of all sizes. As business has become global in nature firms must focus on international

business to remain competitive. Students preparing for a managerial career must understand the complexities and cultural aspects of international business. Individual discussions, case analysis, and a semester project are utilized. Prerequisites: BUAD 200 or instructor permission .

### **306 The Entrepreneur: Starting, Marketing & Managing a Small Business**

(3 s.h.) *Kent, Klonoski*

Students participate in feasibility studies and potential development of a new venture, involving creation, planning, assessment, development, start-up and operation. Includes feasibility assessment, business-plan development, and start-up preparation. Case studies will be used to build the skills required. Prerequisites: BUAD 200, 210, and 230 or instructor permission.

### **307 Business and Society**

(3 s.h.) *Staff*

This course explores how business processes have affected, and been affected by, social, cultural, political, and legal environments throughout history. Students gain understanding of current business trends and events, with emphasis on the broad cultural contexts in which they occur, through current readings, case analysis, and class discussion. Prerequisite: sophomore standing.

### **310 Intermediate Accounting I**

(3 s.h.) *Staff*

This is a further consideration of issues developed in BUAD 210 and 211. Lectures and problem assignments focus on preparation and use of meaningful financial statements. Among topics considered are present value concepts, cash and marketable securities, receivables, inventory valuation, current liabilities, and long-term investments. Prerequisite: At least a C in BUAD 211.

### **311 Intermediate Accounting II**

(3 s.h.) *Staff*

A continuation of BUAD 310, this course includes topics such as intangible assets, long-term liabilities, stockholders' equity, retained earnings, dividends, and leases. Prerequisite: BUAD 310.

### **312 Cost Accounting**

(3 s.h.) *Staff*

Emphasis in this course, which is a continuation of topics introduced in BUAD 211, will be on the uses of accounting data for decision-making at all levels of managerial responsibility. This course concentrates on the managerial functions of accounting specifically related to cost structures. Prerequisite: BUAD 211.

### **314 Tax Accounting**

(3 s.h.) *Staff*

Focuses on the study of the principles of federal taxation and the concept of taxable income. The basic concepts of income taxation in the United States are examined with an emphasis on recognizing the tax consequences of business decisions. This is an elective course, which goes beyond the intermediate level for students interested in pursuing a career in accounting. Prerequisite: BUAD 211 or equivalent.

### **315 Accounting Information Systems**

(3 s.h.) *Staff*

Examines the principal functions of accounting processes utilizing information technology in the contemporary business. Examines models for the sales/collection business process and acquisition/payment process. Reviews process rules, risks and associated controls. Overviews general ledger architecture and Database Management Systems (DBMSs). Students develop an understanding of the critical nature of accounting information flow.

### **316 Advanced Accounting**

(3 s.h.) *Staff*

This is an in-depth consideration of topics introduced in BUAD 311. Emphasis will be given to the principles of preparing consolidated financial statements. This is an elective course for students interested in pursuing a career in accounting. Prerequisite: BUAD 311.

### **317 Accounting for Non-Profit and Government Organizations**

(3 s.h.) *Staff*

Examines governmental organizations (county, state, federal), which differ significantly from business organizations and, accordingly, have a different set of standards in regard to accounting activity. Review accounting and reporting according to the Governmental Accounting Standards Board (GASB) including budgeting, proprietary funds, and revenue funds. In addition Not-for-Profit entities are examined, particularly accounting for Hospitals and Colleges/ Universities.

### **318 Auditing**

(3 s.h.) *Staff*

Studies the types of audits and their purposes. Working papers, internal controls, accounting systems, and audit reports and programs will be studied, as well as auditing standards, professional ethics and Securities and Exchange Commission audit requirements. This is an advanced-level accounting course for the student who is serious about a career in accounting and is preparing for the CPA exam. Prerequisite: BUAD 211 and BUAD 212 or instructor permission. Recommended: BUAD 310.

### **330 Marketing Management**

(As needed) (3 s.h.) *McPherson*

Studies both management and marketing to prepare students to manage personnel within a marketing department. Students read leading theory and practitioner articles about management, marketing, and strategic planning of marketing activities.

Prerequisites: BUAD 200 and BUAD 230.

### **336 Cross-Cultural & Global Marketing**

(3 s.h.) *Ewing*

Studies marketing concepts and decision making across cultures, both domestic and international. Emphasis on comparative differences in markets, marketing functions, and socioeconomic and cultural differences between domestic and international marketing through lectures, class discussions, case analysis, and a major project.

Prerequisite: BUAD 230.

### **338 Marketing Research**

(3 s.h.) *Dunn, McPherson*

The study of the marketing research process, including design, methodology, analysis, and interpretation. Students gain understanding of both qualitative and quantitative methods as well as exposure to current technological research applications. Practical application comes through completion of consumer research projects.

Prerequisite: BUAD 230.

### **340 Financial Management**

(3 s.h.) *Pond, Klonoski*

Studies the ways and means by which a corporation raises funds, uses financial resources, and evaluates the uses of funds. Sources of funds, asset management, financial planning, ratio analysis, and other techniques of evaluation are studied by means of problem solving and case analysis.

Prerequisites: At least a C in BUAD 210. BUAD 211, ECON 101 and ECON 102.

### **350 Project Management**

(As needed) (3 s.h.) *Ewing*

Prerequisites: Junior/ instructor permission.

Students learn the responsibilities and essential tools and techniques required to successfully plan, manage, control, and evaluate a project in a complex environment. Demonstrates how these approaches can be successfully applied in the development and management of a major project. Presents the nine project management knowledge areas and the five process groups necessary to apply to projects.

### **360 Retail, Services, and Internet Marketing**

(As needed) (3 s.h.) *McPherson*

Past, current, and developing trends in retailing, services marketing, and the Internet as a customer interface are examined in this course. Emphasis is

on consumer interaction issues such as customer service, customer satisfaction, and experiential marketing. Practical application is provided through a retail/service consulting project.

Prerequisite: BUAD 230.

### **362 Consumer Behavior**

(3 s.h.) *Dunn, McPherson*

Explores the theories, principles, and current perspectives related to consumer behaviors, motivations, and experiences. Students gain understanding of cultural, socio-economic, self-concept, lifestyle, interpersonal, and perceptual factors in consumption through current readings, introspective and analytical projects, and class discussion. Prerequisite: BUAD 230.

### **387 Business Internship: Professional Experience**

(Credit varies) *Staff*

Focuses on practical experience of a professional nature. It can be a valuable testing ground for possible future career opportunities. It requires keeping a log of job responsibilities and writing a paper summarizing the experience and what was learned. This internship should be related to the student's area of emphasis for the major.

### **395 Business Practicum**

(3 s.h.) *Staff*

Prerequisite: junior/faculty mentor approval. Gives students the opportunity to apply theory and skills learned in business courses to the practice of business. Begins with delivering a brief practicum proposal outline to the faculty mentor. Upon approval, student and mentor define the project's timeline and its presentation. Projects MUST be approved for fulfillment of the requirement.

### **400 Strategy and Sustainability in Business Decisions**

(3 s.h.) *Dowdy, Ewing, Klonoski, McPherson, Pond*

Designed for students to develop conceptual and analytical skills needed by managers in organizations; focuses on strategy and examines case studies in sustainability for many different types of enterprises. Emphasizes integration of business courses and should directly precede BUAD 401. Includes strategic planning process, situational analysis, decision making in an uncertain environment, and effective implementation of a strategic plan, including organizational design and management. Covers a comprehensive case analysis process. Prerequisite: Senior standing and completion of all pre-400 level major courses.

### **401 Business Senior Seminar**

(3 s.h.) *Dowdy, Ewing, Klonoski, McPherson, Pond*

Students demonstrate understanding of the principles of the business administration curriculum through the application of accumulated business

knowledge to one of the following options:  
develop a business plan with social and environmental results and impact; complete a social audit and critical analysis of an existing enterprise/industry using the Institute for Supply Management triple bottom line guidelines; or develop a social responsibility case study. Students present their findings orally and in writing for evaluation and critical review. Prerequisites: BUAD 400 & senior standing.

## Chemistry

Karl Zachary, chair  
Maria Craig, Peter Ruiz-Haas  
[www.mbc.edu/academic/departments/dept.php?dept=7](http://www.mbc.edu/academic/departments/dept.php?dept=7)

### Requirements for the Bachelor of Arts in Chemistry

44 semester hours

CHEM 121  
CHEM 122  
CHEM 221  
CHEM 302  
CHEM 310  
CHEM 311  
CHEM 350  
CHEM 351  
CHEM 400  
CHEM 401

Three additional semester hours in chemistry at the 300-level  
PHYS 201-202  
MATH 211

### Requirements for the Bachelor of Science\* in Chemistry

60 semester hours

CHEM 121  
CHEM 122  
CHEM 221  
CHEM 222  
CHEM 302  
CHEM 311  
CHEM 321  
CHEM 322  
CHEM 350  
CHEM 351  
CHEM 352  
CHEM 400  
CHEM 401

Three additional semester hours in chemistry at the 300-level  
PHYS 201  
PHYS 202  
MATH 211

MATH 212

Three additional semester hours in mathematics at the 200-level or above

\*NOTE: Requirements for the bachelor of science have been changed. See your advisor or department chair for the most current requirements.

### Requirements for Materials Chemistry Emphasis

67 semester hours

The requirements for the BS in Chemistry and the following:

PHYS 260  
PHYS 360

### Requirements for Environmental Chemistry Emphasis

63 semester hours

CHEM 121  
CHEM 122  
CHEM 221  
CHEM 222  
CHEM 230  
CHEM 310 or CHEM 321  
CHEM 302  
CHEM 311  
CHEM 330  
CHEM 350  
CHEM 351  
CHEM 352  
CHEM 400  
CHEM 401

Three additional semester hours in chemistry at the 300-level

PHYS 201  
PHYS 202  
MATH 211, 212

Three additional semester hours in mathematics at the 200-level or above

### Requirements for Biochemistry Emphasis

67 semester hours

CHEM 121  
CHEM 122  
CHEM 221  
CHEM 222  
CHEM 302  
CHEM 311  
CHEM 321  
CHEM 324  
CHEM 325  
CHEM 326  
CHEM 350  
CHEM 351  
CHEM 400  
CHEM 401

BIOL 111  
BIOL 222  
BIOL 224  
PHYS 201  
PHYS 202  
MATH 211  
MATH 212  
Three additional semester hours in mathematics at the 200-level or above

### Senior Requirement

Successful completion of CHEM 400 and CHEM 401, which includes an oral defense of a written thesis on an original research project.

### Requirements for the Minor in Chemistry

21 semester hours

CHEM 121  
CHEM 122  
CHEM 221  
CHEM 311  
Six additional semester hours at the 200-level or above

### Civic Engagement Opportunities

Courses throughout the physical science curriculum discuss the relevance of scientific principles to public policy and social issues. Students lend their growing expertise to projects that examine exposure to lead and other heavy metals as well as the quality of local water. Students are encouraged, particularly through the local chapter of the American Chemical Society Student Affiliates, to engage local schools and organizations such as the Girl Scouts in hands-on experience with science and tutoring.

### Chemistry Courses

100 Topics in Physical Science  
101 Forensic Chemistry  
121 General Chemistry I  
120 Nutrition in Health and Disease  
122 General Chemistry II  
221 Organic Chemistry I  
222 Organic Chemistry II  
230 Environmental Chemistry I  
260 Introduction to Materials Science  
280 Undergraduate Research  
302 Inorganic Chemistry  
310 Survey of Physical Chemistry  
311 Analytical Chemistry  
321 Physical Chemistry I  
322 Physical Chemistry II  
324 Biochemistry I  
325 Biochemistry II  
326 Experimental Biochemistry  
330 Environmental Chemistry II  
350 Intermediate Laboratory  
351 Advanced Laboratory I

352 Advanced Laboratory II  
360 Advanced Topics in Materials Science  
380 Undergraduate Research  
399 Special Topics in Chemistry  
400, 401 Senior Research  
Directed inquiries, teaching assistantships, and internships in chemistry are available on an individual basis.

### Chemistry Course Descriptions

#### 100 Topics in Physical Science

(3 s.h.) *Zachary*

For course description, see PHYS/CHEM 100 in the Physics listing.

#### 101 Forensic Chemistry

(3 s.h.) *Craig, Ruiz-Haas*

This course, intended for non-science majors, will examine selected topics in forensic science. Most of the analysis needed in forensic examinations requires the use of chemical analysis and we will learn about the tools and theories that are used in solving crimes. Topics may include toxicology, fingerprint analysis, fiber identification, blood typing and analysis, drug identification, and DNA profiling.

#### 120 Nutrition in Health and Disease

(3 s.h.) *Craig*

This course introduces students to the principles of nutrition in the context of modern medicine. Topics include: energy metabolism, intake and expenditure; metabolic disorders (obesity, diabetes, alcoholism, vitamin deficiencies); nutrition and diseases (atherosclerosis, cancer, AIDS); interactions of drugs with nutrients; etc. This course is appropriate for students interested in health professions. Also found as CHEM/BIOL 120 in the Biology listing. Prerequisites: CHEM 121 or BIOL 111.

#### 121 General Chemistry I

(4 s.h.) *Craig, Ruiz-Haas, Zachary*

The first of a two-course survey of the principles of chemistry appropriate for science majors. Topics include stoichiometry, the main classes of reactions, atomic and molecular structure, thermochemistry, and phase behavior. The associated lab elaborates on the material discussed in class and introduces laboratory techniques including the use of modern instrumentation. Algebra and high school chemistry are strongly recommended as background.

#### 122 General Chemistry II

(4 s.h.) *Craig, Ruiz-Haas, Zachary*

A continuation of General Chemistry I. Topics include ionic equilibria, chemical thermodynamics, chemical kinetics, electrochemistry, materials chemistry, the chemistry of main group

elements and an introduction to biochemistry. The associated lab elaborates on the material discussed in class and introduces laboratory techniques and the use of modern chemical instrumentation. Prerequisite: CHEM 121.

### **221 Organic Chemistry I**

(4 s.h.) *Craig*

A survey of organic chemistry, using the functional group approach, emphasizing the properties, stereochemistry, preparative methods, and reaction mechanisms of the following principal classes of organic compounds: alkanes, alkenes, alkynes, alkyl halides, and arenes. In the associated lab, students develop competence in organic synthetic work, and in analysis of their products using modern spectroscopic instrumentation. Prerequisite: CHEM 122.

### **222 Organic Chemistry II**

(4 s.h.) *Craig*

This course continues the survey of organic chemistry started by CHEM 221 using a similar approach, and covering the alcohols, ethers, phenols, aldehydes, ketones, carboxylic acids, amines, proteins, lipids, and carbohydrates. Covers a broad spectrum of modern methods of organic synthesis and characterization. Student work is individualized and the design and execution of experiments is stressed. The course exposes the students to a wide variety of laboratory techniques and develops their judgment in choosing experimental methods. Prerequisite: CHEM 221.

### **230 Environmental Chemistry 1**

(Alternate years) (3 s.h.) *Ruiz-Haas*

An introduction to the study of the environment and modern environmental problems in terms of chemical structures and reactions. Chemical principles of equilibrium, kinetics, and thermodynamics are used to help understand our changing environment. Topics include toxicological chemistry, aquatic chemistry, atmospheric chemistry, and green chemistry. Prerequisite: CHEM 122.

### **260 Introduction to Materials Science**

(4 s.h.) *Zachary*

Materials science encompasses the structure and composition, synthesis and processing, performance, and properties of materials. The focus of this course is an holistic introduction to the study of materials from the combined viewpoints of physics and chemistry. This is a survey course investigating topics including crystalline structure, band theory, defects, and electronic, optical, and thermal properties of materials. A direct application of theoretical concepts is achieved through weekly laboratory experiments. Also found as PHYS/CHEM 260 in the Physics

listing. Prerequisites: PHYS 202 and CHEM 221.

### **280 Undergraduate Research**

(1-3 s.h.) *Staff*

Students do original research in accordance with ability and background under the guidance of a member of the faculty. Students are expected to devote 4 hours per week to the project for every credit hour. A written report will be submitted to the department each semester of enrollment. Cannot be used to meet elective course requirements for a major or minor in chemistry. May be repeated for credit. Total research credit to be used toward an undergraduate degree not to exceed 6 hours. Prerequisites: CHEM 122, consent of instructor and submission of a research contract to the department.

### **302 Inorganic Chemistry**

(Alternate years) (3 s.h.) *Zachary*

Students will acquire an understanding of inorganic structures and reactions: the periodic properties of elements; molecular and crystal geometry; symmetry relationships; bonding theories; chemistry of selected representative and transition metal elements; contemporary applications in materials and bioinorganic chemistry. Prerequisite: CHEM 221, which may be taken concurrently.

### **310 Survey of Physical Chemistry**

(Alternate years) (3 s.h.) *Zachary, Craig*

A one-semester survey of the theoretical foundations of chemistry. The course is designed for students seeking the BA in chemistry and biology majors. Credit will not be awarded for both CHEM 310 and CHEM 321. Prerequisites: CHEM 221.

### **311 Analytical Chemistry**

(Alternate years) (3 s.h.) *Ruiz-Haas*

Principles, techniques, and instruments used in quantitative chemical analysis. Principles of chemical equilibria, spectrophotometry, electrochemistry, and chromatography. Applications to gravimetric, titrimetric, spectrophotometric, chromatographic, and electrochemical analyses. Prerequisite: CHEM 122.

### **321, 322 Physical Chemistry I, II**

(Alternate years) (3 s.h. each) *Zachary*

A two course sequence that discusses the theoretical foundations of chemistry. The first semester examines the kinetic molecular theory of gases, thermodynamics and equilibrium, and statistical mechanics. The second semester explores quantum theory, molecular modeling, and chemical kinetics. Also found as CHEM/PHYS 321 in the Physics listing. Prerequisites: CHEM 122, MATH 212, PHYS 202.

### **324, 325 Biochemistry I, II**

(Alternate years) (3 s.h. each) *Craig*

In this sequence, students are provided with a base of information that allows them to integrate biomolecules into two worlds: the biological world of organisms and the chemical world of organic reactions. Studies of the major classes of biomolecules — proteins, carbohydrates, lipids, and nucleic acids — provide a structural and functional basis for the understanding of metabolism, energy production, and transfer of genetic information. Prerequisites: CHEM 221 and BIOL 222 or permission of instructor. Recommended background: BIOL 224, CHEM 222.

### **326 Experimental Biochemistry**

(Alternate years) (2 s.h.) *Craig*

This course is designed to help students acquire the theoretical knowledge and practical skills needed in a modern biochemistry laboratory. The following general techniques as recommended by the American Chemical Society are covered: error and statistical analysis of experimental data; spectroscopic methods; electrophoretic techniques; chromatographic separations; and isolation and characterization of biological materials, including enzyme kinetics. Prerequisites: CHEM 324 or permission of instructor.

### **330 Environmental Chemistry 2**

(Alternate years) (3 s.h.) *Ruiz-Haas*

An advanced study of environmental chemistry. Topics include chemical fate and transport, atmospheric photochemistry, and geochemistry. Prerequisites: CHEM 230.

### **350 Intermediate Lab**

(2 s.h.) *Staff*

An integrated, problem-oriented introduction to contemporary instrumental methods in chemistry, the treatment of data, the use of the chemical literature, and presentation of results. Topics include the statistical analysis of data, spectrophotometric, electroanalytical, and chromatographic methods. Prerequisites: CHEM 221 and concurrent enrollment in a 300-level chemistry lecture course.

### **351 Advanced Lab 1**

(2 s.h.) *Staff*

A continuation of the themes introduced in CHEM 350 at a more advanced level. Topics include advanced methods of data analysis, molecular modeling, and spectroscopic methods. Prerequisites: CHEM 350 and either CHEM 311 or CHEM 321.

### **352 Advanced Lab 2**

(2 s.h.) *Staff*

A continuation of the themes introduced in CHEM 350 at a more advanced level. Topics include advanced electrochemical and chromatographic methods. Prerequisites: CHEM 351.

### **360 Advanced Topics in Materials Science**

(3 s.h.) *Zachary*

This course offers a more rigorous examination of the core topics of Introduction to Materials Science. The theoretical basis for mechanical, thermal, magnetic, and optical properties of materials is examined. In addition, microstructures, composites, and nanostructures are examined. Also found as PHYS/CHEM 360 in the Physics listing. Prerequisite: PHYS 260, CHEM 321.

### **380 Undergraduate Research**

(1-3 s.h.) *Staff*

Students do original research in accordance with ability and background under the guidance of a member of the faculty. Students are expected to devote 4 hours per week to the project for every credit hour. A written report will be submitted to the department each semester of enrollment. Cannot be used to meet elective course requirements for a major or minor in chemistry. May be repeated for credit. Total research credit to be used toward an undergraduate degree not to exceed 6 hours. Prerequisites: CHEM 121, 122, 221, 222, concurrent enrollment in 350, consent of instructor and submission of a research contract to the department.

### **399 Special Topics in Chemistry**

(Offered as needed) (1–3 s.h.) *Staff*

Students study topics in chemistry at a level beyond the discussion in regularly offered courses. Potential subjects include: molecular modeling, supramolecular and nanochemistry, bioanalytical chemistry, medicinal chemistry, group theory, and statistical mechanics. Prerequisites: CHEM 221, 351, junior standing.

### **400, 401 Senior Research**

(2 s.h. each) *Staff*

Seminar and independent research leading to the completion of a thesis, required of majors in the senior year. The student, under supervision of staff members, experiences research as it is carried out in practical situations and presents findings orally and in writing. Satisfactory completion of the research project and the oral defense of the thesis fulfill the senior requirement for chemistry majors.

## Civic Engagement

Steve Grande, coordinator  
Julie Chappell, Bruce Dorries  
[www.mbc.edu/studies/civicengagement/](http://www.mbc.edu/studies/civicengagement/)

The minor in civic engagement is for motivated students in any field who are interested in social action, civic responsibility, public policy-making, and leadership. The minor offers practical, analytical, and theoretical tools for leading and serving others to improve the quality of life in our communities from local to international. Students reflect and act on such problems as environmental degradation, social injustice, poverty, and race and gender inequity. They will learn to connect public policy development to community needs and make a difference through practica and internships.

### Requirements for the Minor in Civic Engagement

22 semester hours

CE 271  
CE 281  
INT 387

Two of the following:

BUAD 200  
BUAD 202  
BUAD 250  
BUAD 302  
BUAD 350  
COMM 225  
COMM 230  
COMM 237  
ENG 251  
HCA 310  
INT 230  
PHIL 235  
PHIL 320  
POLS 101

Two of the following:

BUAD 270  
ECON 270  
ECON 215  
HCA 245  
POLS 209  
POLS 260  
POLS 300  
REL 221  
REL 234  
SOC 112  
SOC 240  
SOC 248  
SOWK 353

**NOTE:** Students minoring in civic engagement will submit a plan of coursework to the director to ensure course cohesion and preparation for the field components of the minor.

### Civic Engagement Courses

CE 271 Semester of Service Practicum  
CE 281 Social Entrepreneurism for the Public Good  
INT 387 Internship

### Civic Engagement Course Descriptions

#### CE 271 Semester of Service Practicum

(6 s.h.) *Chappell, Grande*

Students will use critical thinking to serve the local community approximately 15 hours per week. Students will connect their service experience to scholarly learning and gain a greater understanding of community and nonprofit leadership, social problems, social entrepreneurship, active citizenship and an enhanced ability to articulate the cultural experiences of others. This course must be taken concurrently with CE 281.

#### CE 281 Social Entrepreneurism for the Public Good

(3 s.h.) *Dorries*

By developing leadership and business skills, as well as nurturing compassion and a willingness to work for social, economic and environmental justice, this course empowers students with a few of the tools to manage organizations that serve others, provide jobs, build local wealth and contribute broadly to economic and community development. This course must be taken concurrently with CE 271.

#### INT 387 Internship

(1-3 s.h.) *Staff*

For course description, please see Interdisciplinary listing.

## Clinical Laboratory Science

Lundy Pentz, coordinator  
[www.mbc.edu/academic/departments/dept.php?dept=20](http://www.mbc.edu/academic/departments/dept.php?dept=20)

Clinical laboratory science is the allied health profession of those who perform the major laboratory diagnostic tests in hospitals, clinics, and research laboratories. Mary Baldwin College offers a major in clinical laboratory science in affiliation with Augusta Health Medical Center in Fishersville, MCV/VCU, Rockingham Memorial Hospital, and Roanoke Memorial Hospital (Carilion). Students complete all MBC graduation and requirements of the major on campus before beginning the clinical year at one of the affiliated schools. All hospitals are fully accredited, and their schools of clinical laboratory science are approved by the National Accrediting Agency for Clinical Laboratory Science (NAACLS). Upon completion of all Mary Baldwin College graduation requirements, including requirements for this major and the clinical year, the student graduates with a bachelor's degree from Mary Baldwin College and a major in clinical laboratory science. See the Web site noted above for additional important details regarding the clinical year.

Like other health professionals, the student must not only complete the degree requirements but also must pass the National Registry Examination. While our affiliates have an excellent record in preparing their students for these exams, students should understand that completion of academic requirements does not guarantee certification.

### **Requirements for the Major in Clinical Laboratory Science**

77-83 semester hours, including the clinical year

Either an emphasis in biology with seven courses in biology and five courses in chemistry, or an emphasis in chemistry with seven courses in chemistry including at least one 300-level chemistry course and five courses in biology, and in either case including the following courses:

BIOL 111  
BIO 255  
BIO 327  
CHEM 121  
CHEM 122  
CHEM 221  
CHEM 222

One course in mathematics

Successful completion of the clinical year

Additional courses to complete the first requirement, above, and the total semester hours.

**NOTE:** Recommended courses: PHYS 201-202 and MATH 213.

### **386, 387 The Clinical Year**

The clinical year is a 12-month training period typically beginning in July, but varying among programs. Upon acceptance into a clinical training program, the student registers at Mary Baldwin College for CLS 386 (fall semester, 15 semester hours) and CLS 387 (spring semester, 18 semester hours). The clinical training program is conducted by an affiliated hospital; grading is only pass/no credit, and hospital officials are the sole arbiters of these grades.

## **Communication**

Alice Araujo, chair, Bruce Dorries, Sally Ludwig, Allan Moyé  
[www.mbc.edu/studies/communication/](http://www.mbc.edu/studies/communication/)

Communication study develops liberal arts-based communication skills, including oral presentation and writing, research, critical thinking, interpersonal communication, and media and visual literacy. It promotes effective and ethical practice by focusing on how people use messages to create meanings in different contexts, cultures, and media. Communication helps prepare students for

work in a wide range of careers, graduate school, and for engagement in the global community.

### **Requirements for the Major in Communication**

46 semester hours

COMM 100 (preferably taken with INT 103)  
INT 103 Information Literacy (preferably taken with COMM 100)

COMM 215

COMM 222

COMM 387

COMM 395

COMM 400

COMM 401

Four Mass Communication courses, one of which must be writing emphasis

COMM/ART 119

COMM 212

COMM 221 (Writing emphasis)

COMM 240

COMM 254

COMM 255 (Writing emphasis)

COMM 260

COMM 333

Four Human Communication courses including COMM 210 and three of the following:

COMM 225

COMM 230

COMM 237

COMM 280

COMM 285

### **Requirements for the Minor in Communication**

22 semester hours

COMM 100

COMM/ART 119

COMM 210

COMM 215

COMM 221

COMM 240 or COMM 260

COMM 280 or COMM 285

INT 103 Information Literacy

### **Civic Engagement and International Experience**

- Internships provide non-profit organizations and governmental offices with public relations, advertising, video production, writing and editing. Examples: public relations work for LEARN (the local literacy council), special event preparation work for Riverfest, an environmental teach-in.
- Internships are available in Cyprus at a national newspaper and a private hospital, others.
- In Cyprus, students participate in a conflict resolution workshop and engage in mediation between Greek and Turkish Cypriots.

- Students in Cyprus interact with local community members who work to bridge intercultural alliances in different sectors of society.
- Class projects require materials for nonprofit organizations, including short documentaries, news releases, and advertising campaigns.
- Seniors may choose a civic engagement thesis.

### Communication Courses

100	Public Speaking
119	Introduction to Video Production
210	Interpersonal Communication
212	Mass Media Law and Ethics
215	Mass Communication
219	Advanced Video Production
221	Mass Media Writing
222	Social Science Statistics
225	Culture, Ethnicity, and Communication
230	Small Group Communication
231A	Newspaper Production Practicum
231B	Television Production Practicum
237	Mediation: Theory and Practice
240	Principles of Advertising
254	Film Analysis
255	Screenwriting
260	Principles of Public Relations
275	Women and Film
280	Intercultural Communication (Abroad)
285	Gender and Communication
332	Special Topics in Communication
333	Film Theory and Criticism
387	Internship in Communication
395	Communication Theory
400	Communication Research
401	Senior Seminar in Communication

NOTE: Special topics courses and teaching assistantships not listed above are also available on an individual basis.

### Communication Course Descriptions

#### 100 Public Speaking

(3 s.h.) *Araujo, Dorries, Moyé*

The theory and practice of public speaking in a variety of professional and social contexts, focusing on how public discourse can transform speakers and audiences by creating an environment for the open exchange of ideas, experiences, and opinions.

#### 119 Introduction to Video Production

(3 s.h.) *Moyé*

Fundamental, practical, and theoretical approach to video production. Emphasizes camera operation and composition, nonlinear editing and principles of editing (using FinalCut Pro), and related audio. Projects vary to emphasize broadcasting, documentary, narrative filmmaking, and various forms of artistic expression. Also found as ART 119.

#### 210 Interpersonal Communication

(3 s.h.) *Araujo*

A theoretical and practical exploration of the centrality of communication in person-to-person relationships, approaching communication as a transactional process through which people constantly negotiate identities. Particular emphasis on mindful communication in the analysis of relational challenges and the development of life-enhancing interpersonal communication skills.

#### 212 Mass Media Law and Ethics

(3 s.h.) *Ludwig*

Students examine the dual judicial system in the U.S. and its effect on media, the protections of speech and press afforded by the First Amendment of the U.S. Constitution and on areas of civil and criminal law. Students practice recognizing and resolving ethical conflicts. Also found as POLS 212.

#### 215 Mass Communication

(3 s.h.) *Dorries*

An exploration of media culture includes the history, economic structures, and special issues associated with various media industries. Enhances media literacy and explores how culture influences and is influenced by media. Students are encouraged to become cultural critics of media.

#### 219 Advanced Video Production

(3 s.h.) *Moyé*

The art and theories of visual storytelling through narrative, documentary, and creative self-expression. Projects are oriented toward basic scripting, shooting, editing, and multiple-camera studio events for MBC TV. Prerequisite: COMM/ART 119 or permission of the instructor.

#### 221 Mass Media Writing

(3 s.h.) *Dorries*

An introduction to the basic principles of media writing, covering a variety of writing styles, including journalism and public relations. Provides practical experience in writing, editing, and meeting deadlines for *Campus Comments*, the MBC student newspaper.

#### 222 Social Science Statistics

(3 s.h.) *Klein, Pietrowski, Pond, Usher*

For course description, please see INT 222 in the Interdisciplinary listing. Prerequisite: College algebra, its equivalent, or a higher level mathematics course.

#### 225 Culture, Ethnicity, and Communication

(3 s.h.) *Araujo*

The role of ethnicity, race, culture, gender, class, and sexual orientation in the construction of everyday social, cultural, and political experience and discourse in the United States. Active engagement in intercultural dialogue informed by the

theoretically grounded perspective of multiple voices of minority communication scholars and of others representing a range of cultural experience.

### **230 Small Group Communication**

(3 s.h.) *Araujo*

Experiential emphasis on both the theory and the practice of communicating in social, support, and living groups, and work teams. Groups are viewed as systems involving roles, leadership, power and climate development, decision making and problem solving. Students learn cognitively and experientially by working collaboratively in groups.

### **231A Newspaper Production Practicum**

(3 s.h.) *Dorries*

Under instructor supervision, students serve on the staff of *Campus Comments*, the MBC student newspaper, while engaging in individual study of a journalistic specialization including reporting and writing, photojournalism, copy editing, feature writing, newsroom management, advertising, and layout and design. Prerequisites: permission of instructor and COMM 221.

### **231B Television Production Practicum**

(3 s.h.) *Moyé*

In-depth programming including directing, editing, newsgathering, scripting, and performing. Students gain experience for resumes and future film/broadcasting endeavors. Some evenings required for meetings and covering campus events. Prerequisite: COMM/ART 119, COMM 219, or permission of the instructor.

### **237 Mediation: Theory and Practice**

(3 s.h.) *Gilman*

Please see Religion 223 for course description.

### **240 Principles of Advertising**

(3 s.h.) *Dorries*

Examines the history, functions, practices, and criticism of advertising. Students learn the creative process of the profession, as well as ways to become more critical consumers of advertising messages. Includes community-service learning and a group project. Recommended background: COMM 100.

### **254 Film Analysis**

(3 s.h.) *Moyé*

A critical framework for watching and analyzing popular and critically acclaimed films by examining dramatic, visual, and technical elements, and by studying the art of great filmmakers. Screenings each week of silent, classic, and modern films. Also found as ARTH 254.

### **255 Screenwriting**

(3 s.h.) *Moyé*

Theory and practice of screenwriting, including concept, research, writing, revisions, and presentation. Analysis of successful scripts to discover appropriate styles and methods of writing. Workshop development of scripts emphasizing dramatic narrative for television and film.

### **260 Principles of Public Relations**

(3 s.h.) *Dorries*

The development and role of public relations and its centrality in democratic societies. Students learn practices of the profession, strategies and tactics, and how to implement a campaign. Includes the important role of research in public relations and related theory. Study of business and media writing and a community service-learning project on behalf of a nonprofit organization. Recommended background: COMM 100.

### **275 Women and Film**

(3 s.h.) *Araujo*

An exploration of issues of representation and spectatorship relating to women and film from the 1920s to the present from a feminist and a critical studies perspective. Focus on dominant commercial Hollywood; also examines independent and international cinema. Includes varied genres of film and their production and reception in their specific social contexts.

### **280 Intercultural Communication (Abroad)**

(3 s.h.) *Araujo*

A culture-specific approach to intercultural communication focusing on communication between Greek and Turkish Cypriots in the bicultural context of Cyprus. Explores the mutual influences of aspects of culture: perception, histories, identity, language, nonverbal communication, conflict, behavior, media and the experience of daily life. Emphasizes awareness of oneself as a cultural being, tolerance for ambiguity, and the application of theory to practice.

### **285 Gender and Communication**

(3 s.h.) *Araujo*

Examines the interactive relationships between gender and communication in contemporary U.S. society, exploring how communication creates and perpetuates notions of masculinity and femininity in private and social contexts.

### **332 Special Topics in Communication**

(3 s.h.) *Staff*

Focus on special topics not normally covered in other communication courses or not covered in sufficient depth. Individual student projects define or refine an aspect of the topic.

### 333 Film Theory and Criticism

(3 s.h.) *Moyé*

An overview of the major theoretical and critical approaches to film as a complex cultural medium. Weekly viewings and discussion of historical, international, independent, and short films. Also found as ARTH 333.

### 387 Internship in Communication

(3–6 s.h.) *Araujo, Dorries, Moyé*

A communication-based, practical learning experience that bridges the academic and professional worlds. The student identifies the internship and negotiates the nature of her responsibilities with the supervising organization, which works with the supervising professors to evaluate the student's performance. Internship-agreement contract must be finalized before a student begins working with an organization. The major is required to complete one three semester hour internship.

### 395 Communication Theory

(3 s.h.) *Dorries*

A rigorous examination of areas of study in the discipline from rhetoric to interpersonal to mass communication. Includes both the classical theories of the discipline and those relevant in upper-division communication courses and possible graduate study, as well as in the work world beyond higher education. Focus on the basis for communication research and how to employ theory as a critical tool.

### 400 Communication Research

(3 s.h.) *Araujo*

Introduction to qualitative and interpretive methods of research used to explore human and mass communication issues. Critical evaluation of studies, development of proposals for senior projects or theses, and conduct of own independent research. Prerequisite: senior Communication major.

### 401 Senior Seminar

(3 s.h.) *Araujo*

Practice in the conduct of a major independent research thesis demonstrating understanding of communication issues, theories, and skills, on a topic of student's choice. Application of primary and secondary research to a selected issue associated with human and/or mass-mediated interaction. Theses and projects are presented in writing and orally to members of the department and the major. Prerequisite: COMM 400 and senior Communication major.

## Computer Information Systems and Computer Science

Brian Arthur, coordinator

[www.mbc.edu/academic/departments/dept.php?dept=8](http://www.mbc.edu/academic/departments/dept.php?dept=8)

### Requirements for the Bachelor of Arts in Computer Science/Mathematics

44 semester hours

CIS/CS 180

CIS/CS 205

CIS/CS 215

CIS/CS 230

CIS/CS 300

CIS/CS 305

One additional CIS/CS course

CIS/CS 402

MATH 211

MATH 212

MATH 231

MATH 301

MATH 304

MATH 322

MATH 400 or MATH 401

### Requirements for the Bachelor of Science\* in Computer Science/Mathematics

60 semester hours

All the requirements for the bachelor of arts, plus PHYS 201-202

Two additional 200-level lab science courses.

\*NOTE: Requirements for the bachelor of science have been changed. See your advisor or department chair for the most current requirements.

### Requirements for the Minor in Computer Information Systems

21 semester hours

CIS/CS 180

CIS/CS 220

CIS/CS 321

One of the following:

CIS/CS 205

CIS 207

CIS/CS 209

Three courses above the 100-level chosen by the student and the minor advisor.

### Requirements for the Minor in Computer Science

21 semester hours

CIS/CS 180

CIS/CS 205

CIS/CS 215

CIS/CS 230

CIS/CS 300

Two courses above the 100-level chosen by the student and the minor advisor.

### **Mary Baldwin College and University of Virginia Dual Degree Program in Engineering or Computer Science**

Mary Baldwin College students may participate in a dual degree program in engineering or computer science offered by the School of Engineering and Computer Science/Math at University of Virginia. Qualified students attend Mary Baldwin for three years. Then, based on their academic performance, they are accepted into the University of Virginia for two or more years of study, leading to a bachelor's degree in computer science/mathematics from MBC and a master's degree in engineering or computer science from UVA. Students interested in exploring this option should contact the coordinator, Dr. John Ong, during their first semester at Mary Baldwin.

### **Computer Information Systems and Computer Science Courses**

180	Fundamentals of Computer Systems
205	Principles of Computer Programming
207	Event Driven Programming
209	Topics in Computer Languages
215	Data Structures and Software Engineering
220	Introduction to Databases
230	Operating Systems
270	Topics in Computer Systems
300	Computer Architecture and Assembly Language
305	Advanced Programming
310	Data Communications and Networking
321	Systems Analysis
322	Systems Design
350	Project Management
370	Advanced Topics in Computer Systems
387	Internship
402	Senior Project

**NOTE:** All courses are cross-listed between computer information systems and computer science with the exception of CIS/BUAD 350.

### **CIS/CS Course Descriptions**

#### **CIS/CS 180 Fundamentals of Computer Systems**

(3 s.h.) *Arthur*

An introduction to the fundamentals of computer systems, digital logic, computer organization, operating systems, problem solving, data abstraction, data structures, and algorithms. Includes an introduction to a high-level programming language.

#### **CIS/CS 205 Principles of Computer Programming**

(3 s.h.) *Arthur*

An introduction to computer programming using a high level, object-oriented programming language. Contents include program logic and algorithms, control structures, functions, input and output, arrays and files, and an introduction

to object-oriented programming. Emphasis is on program formulation and problem solving, as well as on modularity, style, and documentation.

Students are required to complete a substantial number of programming assignments.

Prerequisite: CIS/CS 180 or Math 150.

#### **CIS/CS 207 Event Driven Programming**

(3 s.h.) *Arthur*

Computer programming using Visual Basic or C#. Students are required to complete a number of programming assignments using a visual program development environment. Emphasis is placed on rapid application development (RAD) of graphical user interface programs. Prerequisite: CIS/CS 180 or permission of instructor. Recommended background: CIS/CS 205.

#### **CIS/CS 209 Topics in Computer Languages**

(3 s.h.) *Arthur*

A study of one or more computer languages that may include a programming language, a scripting language, a natural language, or a standard generalized markup language as defined and demanded by the current environment. Prerequisite: CIS/CS 205, CIS 207, or permission of instructor.

#### **CIS/CS 215 Data Structures and Software Engineering**

(3 s.h.) *Arthur*

A course treating data structures and abstract data types in the environment of software design, development, and maintenance. Includes the development of software projects that involve the design and implementation of complex data structures such as stacks, queues, linked lists, trees, and directed graphs. Software development tools and methods of maintenance, verification, and project management are included. Prerequisite: CIS/CS 205.

#### **CIS/CS 220 Introduction to Databases**

(3 s.h.) *Arthur*

Database concepts in the areas of file systems and database models will be presented. Entity-relationship modeling, normalization forms, and SQL (Structured Query Language) will be used to apply design and implementation concepts. Object-oriented databases and class modeling will be explored. Includes a computer laboratory requirement in which students will use database software to construct, populate, query, and report data contained in various databases. Prerequisite: CIS 180 or permission of instructor.

#### **CIS/CS 230 Operating Systems**

(3 s.h.) *Arthur*

This course is an introduction to the functions of various microcomputer operating systems. After the history of operating systems is explored, the management of memory, processes, devices, and

files as well as system security are studied. Students will be required to become proficient in the use of various microcomputer operating systems, including DOS, Windows, and Unix/Linux. Prerequisite: CIS/CS 180.

### **CIS/CS 270 Topics in Computer Systems**

(3 s.h.) *Arthur*

Current topics will be offered as necessary and appropriate to adequately prepare students for success in the field. Only one 270/370 topics course may count toward major requirements. Prerequisite: CIS/CS 180.

### **CIS/CS 300 Computer Architecture and Assembly Language**

(3 s.h.) *Arthur*

A study of machine organization at a low level of abstraction, including computer structure, digital representation of numbers, arithmetic and logical operations, instruction representation, memory systems and memory addressing, input/output techniques, and a comparison of different architectures. Students are required to write and test a number of assembly language programs. Prerequisite: CIS/CS 205 or permission of instructor.

### **CIS/CS 305 Advanced Programming**

(3 s.h.) *Arthur*

The application of advanced programming language constructs with an emphasis on object-oriented programming. Topics include inheritance, polymorphism, graphic user interfaces, concurrent processing, multithreading, and standard template libraries. Prerequisite: CIS/CS 215, or CIS/CS 205 and permission of the instructor.

### **CIS/CS 310 Data Communications and Networking**

(3 s.h.) *Arthur*

Concepts of telecommunications and computer networking are presented. Topics of study include data and signal transmission, basic network configurations and architectures, conducted and wireless media, internetworking, topologies, error and security control, and network design and management. Prerequisite: CIS/CS 180.

### **CIS/CS 321 Systems Analysis**

(3 s.h.) *Arthur*

Begins the study of the Systems Development Life Cycle (SDLC) with principles and techniques used to analyze computer systems. Introduces basic principles of project management, project scheduling with PERT/CPM Charts, and calculating net present value, payback period, and return on investment. Includes both the Traditional

Structured Approach and the Object-Oriented Approach. Uses a CASE tool for developing models and prototypes for new systems. Prerequisites: junior standing, CIS/CS 220, or permission of the instructor.

### **CIS/CS 322 Systems Design**

(3 s.h.) *Arthur*

A continuation of the study of the Systems Development Life Cycle (SDLC), this course focuses upon the principles and techniques for systems design, implementation, and support. Students continue their roles of systems analyst and project manager in the design, implementation, and support of databases, user and system interfaces, input and output controls, and security. Prerequisite: CIS/CS 321.

### **CIS/BUAD 350 Project Management**

(3 s.h.) *Arthur*

Project management is now understood as a critical part of any successful, competitive business. For projects to be successful, they must be managed successfully. Students learn responsibilities, essential tools, and techniques to plan, manage, control, and evaluate a project in a complex environment. Practical examples demonstrate successful applications. Also found as CIS/BUAD 350 in the Business listing. Prerequisites: junior standing and CIS/CS 321 (may be taken concurrently) or permission of instructor.

### **CIS/CS 370 Advanced Topics in Computer Systems**

(3 s.h.) *Arthur*

The study of computer information systems is dynamic, and the state-of-the-art has a very short life cycle. Technology is changing almost everything about the way we live and work. To prepare students for this environment, advanced study is offered around a current topic or professional resource. Extensive current literature reading and research assignments. Only one 270/370 topics course may count toward major requirements. Prerequisites: CIS/CS 205, CIS/CS 220, and permission of instructor.

### **CIS/CS 387 Internship**

(Credit varies.) *Arthur*

A variety of field experiences, internships, and positions of responsibility may be undertaken for academic credit with the prior approval of a faculty sponsor. Internships provide students with practical experience in working with professionals in various career fields, and therefore are valuable testing grounds for possible future careers. Prerequisites: junior or senior standing and permission of instructor.

### CIS/CS 402 Senior Project

(3.s.h.) *Arthur*

The culminating academic experience for computer information systems and computer science/math majors. Students integrate the knowledge gained from their course work and their liberal arts study and experience as they develop a software development project, a systems analysis and design project, or an academic paper. Students present their project in both written and oral formats throughout the semester to project sponsors, supervising faculty, and department peers. Prerequisites: Senior status or MATH 400 or MATH 401.

## Creative Writing

Sarah Kennedy, Rick Plant, coordinators  
[www.mbc.edu/studies/creativewriting/](http://www.mbc.edu/studies/creativewriting/)

### Requirements for the Minor in Creative Writing

21 semester hours

Three of the following:

ENG 142	Crafting of Fiction
ENG 143	Crafting of Poetry
ENG 242	Writing of Fiction
ENG 243	Writing of Poetry

Four of the following:

ENG 202	Advanced Composition
COMM 255	Screenwriting
ENG 110	Short Story
ENG 112	Poetry
ENG 216	Shakespeare

Or any literature course in English numbered 225–377.

## Economics

Jane Pietrowski, chair  
Amy McCormick Diduch, Judy Klein  
[www.mbc.edu/studies/economics/](http://www.mbc.edu/studies/economics/)

### Requirements for the Bachelor of Arts in Economics

36 semester hours in economics and mathematics

ECON 101  
ECON 102  
ECON 203  
ECON 204  
INT 222  
ECON/POLS 301  
ECON 395 or ECON 396 (2 s.h.)  
ECON 401

Three electives in economics  
MATH 171 or MATH 211

**NOTE:** Economics majors are strongly advised to take BUAD 208, ENG 251, MATH 211 and MATH 212.

### Requirements for the Bachelor of Science\* in Economics

53-55 semester hours

All the requirements for the bachelor of arts, plus  
MATH 211  
MATH 212  
MATH 301 or MATH 306  
Two 200-level lab science courses.

\***NOTE:** Requirements for the bachelor of science have been changed. See your advisor or department chair for the most current requirements.

### Requirements for the Minor in Economics

18 semester hours

ECON 101  
ECON 102  
INT 222  
ECON 203 or ECON 204

Two of the following:

ECON 150  
ECON 203  
ECON 204  
ECON 210  
ECON 215  
ECON 225  
ECON 232  
ECON 247  
ECON 250  
ECON 253  
ECON 254  
ECON 270  
ECON 272  
ECON 277  
ECON/WS 280  
ECON/POLS 301  
ECON 325  
ECON 395  
ECON 396

### Civic Engagement Opportunities

Courses provide important tools for analysis of social problems. Courses include issues like root causes and possible responses to poverty, education, health care, the environment, women's labor market participation, the impact of international trade on workers in developed and developing countries, and immigration. ECON 215, PHIL 140, and SOC 282, among others include service learning components. Relevant internships can be arranged.

### Honors Credit

Honor Scholars who are comfortable with calculus

may take ECON 101 and/or ECON 102 for Honors credit.

Please see Professors Klein or Diduch for details. Econ 210 and Econ 250 are offered for honors credit and are open only to global honor scholars.

### **Economics Courses**

101	Principles of Microeconomics
102	Principles of International and Macroeconomics
150	Experimental Economics
203	Intermediate Microeconomic Theory
204	Intermediate Macroeconomic Theory
210	Food, Population and Technology
215	Poverty, Inequality, and Welfare
222	Social Science Statistics
225	Money and Banking
232	Topics in Economic Development
247	Globalization and Labor Issues
250	Economics, Science and Literature of Seasonal Rhythms
253	International Trade
254	International Finance
270	Business and Government
272	Environmental Policy
277	Colloquium
280	Women and Economics
301	Advanced Data Analysis
320	Economics and Finance of Health Care Systems
325	Economic Policy Seminar
395/396	Topics in Economic Theory I and II
401	Senior Project

**NOTE:** Directed inquiries, teaching assistantships, and internships in economics are available on an individual basis.

### **Economics Course Descriptions**

#### **101 Principles of Microeconomics**

(3 s.h.) *Diduch, Klein, Pietrowski*

Economics is the study of scarcity and choice in response to incentives. Students learn how economists analyze choices, how markets determine prices and quantities exchanged, and how individuals and businesses make optimal decisions. Students gain skills in cost-benefit analysis, the process of logical thought behind basic economic models, using graphs as analytical tools, and interpreting articles on markets and decision-making.

#### **102 Principles of International and Macroeconomics**

(3 s.h.) *Diduch, Klein, Pietrowski*

Students learn how economists measure economic performance, how national economies function and how to analyze national and international economic government policies. Students learn basic economic theories of international trade and finance and explore controversies surrounding

exchange rates. Students learn the advantages and disadvantages of specialization and discuss how trade policy can be seen as beneficial or harmful to development. Prerequisite: ECON 101.

#### **150 Experimental Economics**

(3 s.h.) *Diduch*

Through highly interactive games and experiments, students participate in market decision-making, bargaining, and auctions, analyze experimental results, and determine whether models predict actual behavior. Students learn models of supply and demand, market structure, public goods, and basic techniques of game theory.

#### **203 Intermediate Microeconomic Theory**

(3 s.h.) *Diduch*

This course presents the analytical methods of consumer choice theory and the theory of the firm, including the use of indifference curves and budget constraints, welfare analysis of perfectly competitive markets, cost minimization, applications of game theory, implications of market structure for profit and output, and the impact of government policies on decisions of consumers and businesses. Prerequisites: ECON 101.

#### **204 Intermediate Macroeconomic Theory**

(3 s.h.) *Diduch*

This course examines the phenomena of unemployment, inflation, economic growth and the business cycle. In each case, measurement, trends, patterns, forecasts, and theories will be studied. The course develops the foundations of classical and Keynesian economic theory and then applies these theories to government policy. Prerequisites: ECON 101 and ECON 102.

#### **210 Food, Population and Technology**

(3 s.h.) *Klein*

An honors colloquium that explores how societies' wealth, well-being, and culture are interwoven with population density and food production and distribution. Students read historical, anthropological, and economic studies to examine stages of development in agricultural production, cross-cultural comparisons of food consumption, factory-farming versus organic farming, solutions to world hunger. Research papers and field trips complement seminar discussions on food and population policies. Prerequisites: Global Honor Scholar status.

#### **215 Poverty, Inequality, and Welfare**

(3 s.h.) *Diduch*

This course focuses on methods of defining and examining the extent of income inequality and poverty in the United States and engages in the public policy debates surrounding such issues as

welfare reform, discrimination and labor market difficulties of low-skilled workers. Students gain the critical thinking skills necessary to assess poverty programs and policies.

### **222 Social Science Statistics**

(3 s.h.) *Klein, Pietrowski, Pond, Usher, Arthur*

For course description, see INT 222 in the Interdisciplinary Studies listing. Prerequisite: College algebra, its equivalent, or a higher level mathematics course.

### **225 Money and Banking**

(3 s.h.) *Pietrowski*

Students examine the structure of financial markets, the determinants of interest rates, bank management, and the history of banking and the Federal Reserve system. Students study current financial news, markets, and trends. Prerequisites: ECON 101 and ECON 102.

### **232 Topics in Economic Development**

(3 s.h.) *Diduch*

This seminar critically examines the goals of economic development, measurements and indicators of progress and growth for less developed countries, and policies directed toward development (including the concept of sustainable development). We discuss progress in achieving the Millennium Development Goals and policy options for agriculture, education, women's rights, health care, and international trade. Prerequisites: ECON 101 and ECON 102.

### **247 Globalization and Labor Issues**

(3 s.h.) *Diduch*

This course addresses the concerns of workers on a global scale: how changes in international trade, business practices and national economic policies affect employment, wages, unionization, child labor, and immigration. Students discuss the determinants of labor demand and supply, the benefits and costs of education and job training, and the impact of low wages in developing economies on developed country wages. Cross-listed as BUAD 247 in the Business listing. Prerequisites: ECON 101 and ECON 102.

### **250 Economics, Science and Literature of Seasonal Rhythms**

(3 s.h.) *Klein*

An honors colloquium that explores yearly seasonal rhythms of nature and commerce through a variety of means: designing sundials, studying calendars of different cultures, and reading ancient texts, scientific reports, and literature. Students should be receptive to the blending of scientific observation, geometry, quantitative reasoning, and humanist sensitivity that the course intends to cultivate. Cross-listed as INT 250. Prerequisites:

Math 150 or higher-level math and Honor or Bailey Scholar status.

### **253 International Trade**

(3 s.h.) *Pietrowski*

This course examines the importance of, the size of, and the directions in foreign trade within the world economy. Gains from trade, trade theory and policy, and barriers to trade will be studied. Class discussions focus on current issues in world trade. Students complete a series of research papers on the international exchange of one particular commodity. Writing emphasis. Prerequisites: ECON 101 and ECON 102.

### **254 International Finance**

(3 s.h.) *Pietrowski*

This course examines the finance of international trade and investment and the channels and institutions of world capital flows. Focus will be on models of exchange rate systems, international policy coordination and the changing roles of the IMF and the World Bank, and the growth of international debt. Students follow international financial events and discuss current policy issues. Prerequisites: ECON 101 and ECON 102

### **270 Business and Government**

(3 s.h.) *Pietrowski*

This course examines economic theory that defines the role of government intervention in business, the history of government intervention, the role of innovation. Students study a series of antitrust cases. The course focuses on U.S. government policy, an assessment of policy, the behavior of firms, and the response of individuals and society within a global context. Also found as BUAD 270 in the Business listing. Prerequisite: ECON 101.

### **272 Environmental Policy**

(3 s.h.) *Diduch*

Environmental issues are at the forefront of many policy discussions today. Economic theory provides useful and important tools for analyzing and comparing public policy options to global warming, resource use in developing countries, allocation of scarce water resources. Students learn the tools to recognize and analyze environmental externalities, learn and evaluate the use and effectiveness of cost-benefit analysis and discuss current and potential policy alternatives. Prerequisite: Econ 101.

### **277 Economics Colloquium**

(3 s.h.) *Diduch, Klein, Pietrowski*

This course provides the opportunity for the extensive study of a special topic in which students have expressed particular interest. The topic will change each time the course is offered. In

recent years, topics have included social science research on the Internet; economic transition from socialism to capitalism; and environmental policy.

### **280 Women and Economics**

(3 s.h.) *Klein*

Explores the sexual division of labor, the value of women's work, and the economics of gender and race through anthropological, economic, and historical studies on women's status in other cultures. For the US examines theories and data on the career/family tradeoff, and recent changes in labor force participation, fertility rates, marital status, poverty rates, and gender differentials in income. Requirements satisfied: writing emphasis, social sciences, and women's studies. Also found as ECON/WS 280 in the Women's Studies listing.

### **301 Advanced Data Analysis**

(3 s.h.) *Klein*

Applied statistics builds on social science statistics. Students use data, theoretical models, and statistical techniques to explore relationships between variables, use computer graphics and exploratory data analysis to examine economic, social, and financial data. Technical topics include index numbers, forecasting, time series analysis, regression, correlation. Research projects involve data collection, statistical analysis, and interpretation of results. Also found as ECON/POLS 301 in the Political Science listing. Prerequisite: INT 222.

### **320 Economics and Finance of Health Care Systems**

(3 s.h.) *Mosher, Pietrowski*

For course description, see HCA/ECON 320 in the Health Care Administration listing.

Prerequisites: ECON 101 and BUAD 208, or permission of instructor.

### **325 Economic Policy Seminar**

(3 s.h.) *Diduch, Pietrowski*

Students analyze issues and policies most in the news, focusing on five or six areas of critical economic policy debate. Recent topics: economics of crime prevention, professional sports, low-income housing, inflation policy, social security reform, and NAFTA. Policy applications of economic principles are examined and critiqued through class discussions, journal writing, and a series of essays. Prerequisite: ECON 101, ECON 102, and one additional ECON course.

### **395/396 Topics in Economic Theory I and II**

(2 s.h. each) *Diduch, Klein*

Topics in Economic Theory allows advanced economics students to engage in discussions of important discoveries, controversies and analyses of interest to professional economists. Students will read academic journal articles and books that have led to significant developments in economic theory. Students will be

responsible for leading class discussions of the readings.

### **401 Senior Project**

(3 s.h.) *Diduch, Klein*

The Senior Project requires the economics major to design and implement a major independent research project on a topic of interest to the student. The project draws on a student's mastery of economic theory and quantitative reasoning and results in two written and oral presentations. The student is expected to discuss an appropriate research topic with economics faculty before the beginning of the course.

## **Education**

Lowell Lemons, chair, James McCrory, coordinator of teacher licensure; Tiffany Barber, Karen Dorgan, James Harrington, Pam Murray, Nicole Oechslin, Patricia Westhafer

[www.mbc.edu/studies/education/](http://www.mbc.edu/studies/education/)

### **Requirements for the Minor in Education**

19–20 semester hours

ED 110

ED/INT/SOC 115

ED 120

All three courses in **one** of the following areas of emphasis:

Early Education: PSYC 210, ED 300, ED 322

Middle Education: PSYC 211, ED 310, ED 350

Secondary Education: PSYC 211, ED 310, ED 350

### **Requirements for the Minor in Special Education**

*Please see Special Education listing.*

### **Five Year BA/MAT Option**

This program allows students to complete a Bachelor of Arts (BA), a Master of Arts in Teaching (MAT), and Teacher Licensure in five years. Many licensure options are available. For more information please see the links below.

### **Teacher Education Program**

Mary Baldwin College offers many options for prospective teachers, including BA, BS, MAT, MED, and M/LITT degrees. Some programs allow students to complete a BA, a master's degree, and teacher licensure in five years. Students in those programs earn a graduate degree prior to starting their teaching careers, gain efficiency in meeting licensure requirements, and increase their pre-service preparation. For more information, please see the links below.

Students preparing to teach must complete all requirements for the BA or BS, complete a major

in one of the disciplines or an interdisciplinary major combining two liberal arts disciplines, and meet professional studies requirements and additional requirements particular to the area of licensure. Students seeking secondary licensure must major in the area in which they intend to teach. These requirements are approved by the State Department of Education.

Due to the multiple requirements listed above, the program should not be attempted by students who plan to graduate from college in less than four years. All students enrolled in the program must devote their final semester entirely to student teaching.

Periodic reappraisal of teacher candidates will be made as students progress through the program.

### **Accreditation**

The teacher preparation programs at Mary Baldwin College are approved and accredited by the Virginia Department of Education and by the Teacher Education Accreditation Council (TEAC) for a period of five years from March 2008 to March 2013. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC's quality principles.

### **Find More Information about Teacher Education at MBC**

#### **Teacher Licensure**

[www.mbc.edu/academic/pbtl.php](http://www.mbc.edu/academic/pbtl.php)

#### **Master of Arts in Teaching (MAT)**

[www.mbc.edu/mat/](http://www.mbc.edu/mat/)

#### **Student Teaching**

[www.mbc.edu/studies/education/studentteaching.php](http://www.mbc.edu/studies/education/studentteaching.php)

#### **Master of Education (MEd)**

[www.mbc.edu/gte](http://www.mbc.edu/gte)

#### **Five Year BA/MAT**

[www.mbc.edu/med](http://www.mbc.edu/med)

#### **MLitt or MFA in Shakespeare**

[www.mbc.edu/shakespeare/](http://www.mbc.edu/shakespeare/)

#### **Minor in Education**

[www.mbc.edu/studies/education/](http://www.mbc.edu/studies/education/)

#### **PBTL Post Graduate Teacher Licensure**

[www.mbc.edu/academic/pbtl](http://www.mbc.edu/academic/pbtl)

#### **Minor in Special Education**

[www.mbc.edu/studies/education/specedrequire.php](http://www.mbc.edu/studies/education/specedrequire.php)

### **Application for Admission to Teacher Education**

Students must apply to the Teacher Education Committee for acceptance into the Teacher Education Program during the second semester of the junior year. Application forms are available in the Teacher Education Office.

To be accepted for the teacher education program students must:

- Have a minimum overall GPA of 2.5
- Have a GPA of 3.0 on professional studies courses
- Submit a completed application form
- Submit recommendation forms from one education and two non-education faculty members
- Submit a one-page, typed writing sample (topic provided on the application form)
- Submit a record documenting experience working with children or young people
- Possess suitable personality traits such as character, dependability, emotional stability, interpersonal skills, temperament, as evidenced by faculty and practicum teachers
- Submit scores for the Praxis I exam.

Students who have not passed the Praxis I exam, but meet all other program requirements, may be accepted. They will be presented with options to strengthen weak areas.

Periodic reappraisal of teacher candidates will be made as students progress through the program.

ADP undergraduate students are admitted to the Teacher Education Program through the degree plan process. Students planning to teach meet with their advisors to document course work and requirements needed for teacher licensure.

Students who have a bachelor's degree may apply for admission into the Teacher Education Program through the Post Baccalaureate Teacher Licensure Program. These students follow the same admission procedure as undergraduates and are evaluated on the same criteria.

In the event that a student has been convicted of a felony, and/or had a teaching license revoked by another state, if all other admission requirements have been met and after the Teacher Education Committee has favorably reviewed the application, the student will petition the state, through the State Superintendent of Public Instruction, for an exemption to the felony and license revocation clauses of the Department of Education regulations. The Teacher Education Committee may conditionally admit the person to the Teacher Education program, allowing her/him to take classes; however, the individual will be prohibited from student teaching until the exemption has

been approved by the state.

## Education Courses

### 110 Practicum in Education

(3 s.h.) *Lemons*

This course is designed to provide students who are contemplating teaching as a career to acquire early and varied experiences in area school classrooms. Students will meet several afternoons with their practicum supervisor for the practicum seminar. A minimum of 90 hours will be spent in the classroom. Students must complete this course prior to the senior year.

### 115 Foundations of Education

(3 s.h.) *Lemons*

The goals of this introductory course are: to acquaint students with the philosophical schools of thought in education and with prominent educators whose contributions have shaped educational theory and practice; and to enhance students' skills in reading, writing, thinking, and discussing critically and analytically. Also found as INT 115 in the Interdisciplinary and listing.

### 120 Understanding Exceptional Individuals

(3 s.h.) *McCrary*

This course is about exceptional children and youth with learning and/or behavior problems, or who are gifted and talented, or who have physical disabilities. The course is a study of the field of special education and the exceptional individuals

### 125 Introduction to Art Education

(3 s.h.) *Marion*

For course description, see ART 125.

### 157 Computer Technology for Teachers

Offered as needed to ADP students (3 s.h.) *Staff*  
This online course prepares teachers to use computer technology within the classroom to enhance, augment, and enlarge opportunities for learning.

### 250 Teaching the Gifted Student

(2 s.h.) *Staff*

Students participate in peer teaching, simulations, independent study, and discussions. Through these experiences, the students demonstrate their knowledge of the curriculum and skills in adjusting to meet the special needs of gifted learners.

### 260 Multicultural Education

(3 s.h.) *Dorgan*

This course provides prospective teachers an understanding of how the increasing diversity of the American population has influenced life in public school classrooms. Students will study characteristics of various cultural and ethnic groups which make up the school population

today and will demonstrate understanding of the potential impact of those characteristics on student learning and achievement.

### 300 Elementary School Methods and Practicum

(4 s.h.) *McCrary*

Conceptualizes the teacher as one who makes and carries out decisions about curriculum and instruction, based on principles of teaching and learning. Instructional planning and classroom management are emphasized. A field experience in a PK-6 classroom integrates theory with practice. Prerequisite for ED382; should be taken the semester before student teaching, if possible.

### 310 Middle and Secondary Methods and Practicum

(4 s.h.) *Westhafer, Lemons*

Experience with methods and materials for grades 6-12. They demonstrate knowledge and skills in setting goals and objectives, unit and lesson planning, varying teaching techniques, classroom management, individualizing instruction, measuring and evaluating learning, selecting teaching materials, using multimedia, and developing an effective teaching style and confidence in speaking. Course is prerequisite for ED 383 and ED 384; should be taken in fall, senior year.

### 322 Developmental and Diagnostic Reading Instruction and Practicum

(4 s.h.) *Westhafer*

Students learn strategies, materials, and techniques to teach language arts: reading, phonemic awareness, writing, speaking, and listening. Word study, phonics, vocabulary, and spelling are incorporated at various developmental reading stages. Students develop knowledge of the reading process, compelling theories of reading, and elements of a balanced literacy program. They investigate corrective techniques, formal and informal diagnostic measures, and instructional procedures for varied reading difficulties.

### 350 Content Area Reading

(3 s.h.) *Lemons, Westhafer*

This course requires students to examine research and instructional subjects concentrating on high school students and adults. Students design experiences that examine uses of content area texts capitalizing on critical reading and writing. Course participants will field test all activities described and studied in this course.

## Student Teaching

Sue Marion, James McCrory,  
Patricia Westhafer, T. Lowell Lemons  
[www.mbc.edu/studies/education/studentteaching.php](http://www.mbc.edu/studies/education/studentteaching.php)

Students who are admitted to the Teacher Education Program are eligible to apply for student teaching during their final semester.

### Requirements for Admission to Student Teaching

- full admission to the teacher education program and continue to meet requirements
- application for student teaching prior to the published deadline
- satisfactory completion of a 90 hour practicum experience in local public schools
- documentation of successful field experiences
- suitability for teaching as demonstrated in course work and field experiences
- overall GPA of 2.5 or higher
- minimum GPA of 3.0 in professional studies courses
- submit scores on Praxis I Test
- a passing score on the Virginia Communication and Literacy assessment
- demonstrated personal and professional qualities, including responsibility, effective communication, enthusiasm, resourcefulness, flexibility, and professional behavior

**Note:** Approval for student teaching does not necessarily mean licensure approval. Candidates for licensure must demonstrate successful student teaching experience, an overall 2.5 GPA, and 3.0 GPA on professional studies courses. Elementary Education students must take Praxis I and pass Praxis II, pass the Virginia Communication and Literary Assessment (VCLA), and pass the Virginia Reading Assessment (VRA). Secondary Education students must take Praxis I and pass Praxis II if available, and pass the Virginia Communication and Literary Assessment (VCLA).

For detailed requirements for teacher licensure, please see the section on Pre-Professional Programs in the Web Directory and p. 39 of this catalog.

### Student Teaching Courses

- 382 Elementary Education (pre-K–6)
- 383 Middle Education (6–8)
- 384 Secondary Education (6–12)
- 385 Student Teaching in Art (pre-K–12)
- 386 Student Teaching Seminar
- 389 Student Teaching in Foreign Language (pre-K–12)
- 391 Student Teaching in Theatre (pre-K–12)
- 392 Student Teaching in Music Education (pre-K–12)

### Course Descriptions

382, 383, 384, 385, 389, 391, 392

#### Student Teaching: Elementary, Middle, Secondary, Art, Foreign Language, Theatre Education, Music Education

Spring Only (12 s.h.) Marion, McCrory, Lemons  
One semester working directly with students in a classroom on a full-time basis under the direction of a classroom teacher and college supervisor.

Student teachers may not work, take courses, or participate in varsity sports. Application must be made the semester prior to student teaching.

Prerequisite for ED 382 is ED 300.

Prerequisite for ED 383 and ED 384 is ED 310.

#### 386 Student Teaching Seminar

Spring Only (3 s.h.) Marion, McCrory, Westhafer, Lemons

Seminar is held in conjunction with student teaching. This experience allows students to discuss and examine critical issues related to student teaching.

## English

Sarah Kennedy, chair

Suzanne Blackwell, Alan Christy, Ralph Alan Cohen, Susan Green, Robert Grotjohn, Nancy Krippel, Catharine O'Connell, Lydia Petersson, Molly Petty, Richard Plant, Katherine Turner  
[www.mbc.edu/studies/english/](http://www.mbc.edu/studies/english/)

### Requirements for the Major in English

39-42 semester hours in English and 12 s.h. in supporting courses

ENG 208

ENG 209

ENG/THEA 216

ENG 220

One of the following:

ENG 310

ENG 314

ENG/THEA 315

ENG 322

One of the following:

ENG 225

ENG 227

ENG 228

ENG 231

ENG 236

One of the following:

ENG 221

ENG 233

ENG 234

ENG 237

ENG 238

ENG 240

ENG 264

Four additional courses in English with no more than two at the 100 level and *excluding* ENG 100 and ENG 101, ENG 102, ENG 103, and ENG 104

ENG 381  
 ENG 400  
 One course in British or American history, with a grade of C or better  
 One course in philosophy, excluding PHIL 103, with a grade of C or better  
 One year of a single foreign language.  
 One of the following, unless included in the choices above

- ENG 221
- ENG 233
- ENG 234
- ENG 238
- ENG 239
- ENG 264

### Senior Requirement

Satisfactory completion of ENG 381 and ENG 400 and taking the Major Field Test in English.

### Requirements for the Minor in English

21 semester hours

ENG 208  
 ENG 209  
 ENG/THEA 216  
 ENG 220

Three additional courses in English, with no more than two at the 100 level, and excluding ENG 100, ENG 101, ENG 102, ENG 103, and ENG 104

### Minor in Creative Writing

*Please see the Creative Writing listing.*

### Virginia Program at Oxford University

The History and English departments co-sponsor the Virginia Program at Oxford University. English majors are urged to apply to this program. For further information, see Professor Mary Hill Cole.

### Civic Engagement Opportunities

- Civic Engagement contracts appropriate to individual courses
- Teaching assistantships
- Positions as tutors in the Writing Center or Learning Skills Center
- Editorial positions on Campus Comments, Miscellany, Libations, or other publications
- Volunteer work in primary or secondary schools
- Participation in academic conferences and/or reading series
- Internships in journalism, public relations, and editing

### English Courses

100 Basic Composition  
 101 Intermediate Composition: PEG  
 102 Intermediate Composition  
 103 English as a Second Language I  
 104 English as a Second Language II

110 Composition and Literature: Short Story  
 112 Composition and Literature: Poetry  
 114 Introduction to Drama  
 115 Modern Theatre and Drama  
 142 The Crafting of Fiction  
 143 The Crafting of Poetry  
 202 Advanced Composition  
 203 Children's Literature before 1900  
 204 Children's Literature after 1900  
 208 British Literature before 1780  
 209 British Literature after 1780  
 216 Introduction to Shakespeare  
 217 Great Plays  
 220 American Literature: Colonialism to Romantic  
 221 American Literature: Realism to Present  
 225 18th-Century British Literature  
 227 18th-Century British Novel  
 228 19th-Century British Novel  
 231 Romantic Literature  
 233 Modern American Fiction  
 234 Modern Poetry  
 235 Women in Literature  
 236 Victorian Literature  
 237 Contemporary Fiction by Women  
 238 American Women Novelists  
 239 Asian-American Women Writers  
 240 20th-Century British Literature  
 242 The Writing of Fiction  
 243 The Writing of Poetry  
 244 Autobiography  
 245 Contemporary Southern Women Poets  
 251 Technical and Professional Writing  
 254 Celtic Britain  
 255 African Novels  
 260 Women and the Novel  
 264 African-American Literature  
 277 Colloquium  
 310 Chaucer  
 314 Tudor Poetry and Prose  
 315 Tudor-Stuart Drama  
 322 Milton and the Metaphysicals  
 377 Colloquium  
 381 Major Seminar: Junior Year  
 400 Major Seminar: Senior Year

**NOTE:** Directed inquiries, teaching assistantships, and internships in English can be arranged on an individual basis.

### English Course Descriptions

#### 100 Basic Composition

(3 s.h.) *Petty, Plant*

Required of freshmen who, on evidence of high school record and SAT scores, show need for practice in critical reading and writing. Objective is competence in reading analytically and writing essays that meet standards of organization, logical development, sentence structure, grammar,

spelling, and punctuation. Emphasis on extensive composition and revision. Students who take ENG 100 in fall are required to take ENG 102 in spring.

### **101 Intermediate Composition: PEG**

(3 s.h.) *Plant*

For first-year students in the Program for the Exceptionally Gifted, integrating composition and literature. Varied readings provide topics for discussion and writing assignments. Instruction and practice in the writing process, focusing on the college-level essay and critical thinking. Introduction to research techniques and review of grammar and mechanics, focusing on major errors and issues of style. Grade of B- or better exempts a student from ENG 102.

### **102 Intermediate Composition**

(3 s.h.) *Staff*

Required for graduation. Designed to improve writing, critical thinking and ability to read carefully. Classes devoted to discussing student essays and texts by professional writers, emphasizing discussion and the writing process. Students write six-eight essays or equivalent and revise at least two. Students scoring 580 or above on the verbal SAT may take an exemption exam during orientation.

### **103 English as a Second Language I: Basic Composition**

(3 s.h.) *Staff*

Prepares ESL students for academic writing, with emphasis on analytical reading and on writing short essays that meet standards of organization, logical development, sentence structure, grammar, spelling and punctuation. Emphasis on extensive composition and revision. Students taking 103 in fall should expect to take either ENG 104 or ENG 102 in spring.

### **104 English as a Second Language II: Intermediate Composition**

(3 s.h.) *Staff*

Intermediate-level composition class for ESL students, equivalent to ENG 102.

### **110 Composition and Literature: Short Story**

(3 s.h.) *Staff*

Introduction to analysis and interpretation of literature. Through discussion and writing, students gain an appreciation of short fiction as a literary genre and an increased understanding of how the elements of short fiction — plot, setting, narrative point of view, imagery, etc. — contribute to a story's meaning and effect.

### **112 Composition and Literature: Poetry**

(3 s.h.) *Staff*

Develops skills in close reading and effective critical writing. Enables beginners to better

understand poetry and to express that understanding orally and in writing. Focus on the elements of poetry: sound, rhythm, imagery, tone, and persona. Most classes discuss materials from an anthology of short poetry.

### **114 Introduction to Drama**

(3 s.h.) *Staff*

For course description, see THEA/ENG 114 in Theatre listing.

### **115 Modern Theatre and Drama**

(3 s.h.) *Staff*

For course description, see THEA/ENG 115 in Theatre listing. Prerequisite: ENG 102 or permission of instructor.

### **142 The Crafting of Fiction**

(3 s.h.) *Plant*

Introduction to basic elements of fiction writing, including characterization, plot, and point of view. In-class exercises, frequent writing assignments, and readings in contemporary fiction. Also introduces the writing workshop method of analysis and critique. Prerequisite: ENG 102.

### **143 The Crafting of Poetry**

(3 s.h.) *Kennedy*

Introduction to basic elements of poetry writing, including persona, rhyme, rhythm, and meter. Through in-class exercises, frequent writing assignments, and readings in contemporary poetry, students develop strategies and skills for creating and developing formal and free-verse poetry. Also introduces the writing workshop method of analysis and critique. Prerequisite: ENG 102.

### **202 Advanced Composition**

(3 s.h.) *Plant*

Develops proficiency in writing prose nonfiction with sophistication and voice, through reading of selected nonfiction works; stylistic exercises; and frequent writing, peer review, and revision. Prerequisite: see list A below.

### **203 Children's Literature before 1900**

(3 s.h.) *Petty*

Study of representative works through the Golden Age, including folktales in translation; poetry from Mother Goose to Lear; and works such as *Alice's Adventures in Wonderland*, *Little Women*, *The Adventures of Tom Sawyer*, *Treasure Island*, *Pinocchio*, and *Arabian Nights*. Emphasis on history of children's literature and analysis of individual works. Prerequisite: see list A below.

### **204 Children's Literature after 1900**

(3 s.h.) *Petty*

Study of representative works after 1900, including poetry, short fiction, picture books,

novels such as *The Wizard of Oz*, *The Wind in the Willows*, *The Secret Garden*, *Charlotte's Web*, and translated fiction in a variety of genres. Emphasis on history of children's literature and analysis of individual works. Prerequisite: see list A below. English 203 is not a prerequisite.

### **208 British Literature before 1780**

(3 s.h.) *Turner*

Works of major British writers, both men and women, from Beowulf to 1780. Develops skill in analyzing and comparing works and in communicating ideas in discussion and short essays. Literary texts are also discussed in relation to their cultural and historical contexts, and students develop an understanding of differing genres. Prerequisite: see list A below.

### **209 British Literature after 1780**

(3 s.h.) *Turner*

Continuation of ENG 209, above: works of major British writers, both men and women, from 1780 to the late 20th century. Prerequisite: see list A below.

### **216 Introduction to Shakespeare**

(3 s.h.) *Green, Kennedy*

Discussion course focusing on examples of comedy, history, tragedy, and romance, each considered from the dramatic, poetic, and theatrical perspectives, with some attention given to historical background and characteristics and development of Shakespeare's art. Attendance at two plays at Blackfriars Playhouse may be required. Also found as ENG/THEA 216 in Theatre listing. Prerequisite: see list A below.

### **217 Great Plays**

(3 s.h.) *Staff*

For course description, see THEA/ENG 217 in the Theatre Listing. Prerequisite: THEA/ENG 114 or permission of instructor.

### **220 American Literature: Colonial to Romantic**

(3 s.h.) *Grotjohn*

Study of representative selections, including writers such as Bradstreet, Poe, Emerson, Melville, Hawthorne, Thoreau and Whitman. Develop skill in reading, understanding, and writing about works and gain confidence in the give-and-take of discussion. Literary merit, importance in the development of American literary themes and ideas, and power to elicit response from the modern reader will dictate selection of readings. Prerequisite: see list A below.

### **221 American Literature: Realism to Present**

(3 s.h.) *Grotjohn*

A continuation of ENG 220 above. Representative selections from late 19th and 20th centuries are studied, including Clemens, James, Eliot, and Stein. Literary merit, importance in the develop-

ment of American literary themes and ideas, and power to elicit response from the modern reader will dictate selection of readings. Prerequisite: see list A below.

### **225 18th-Century British Literature**

(3 s.h.) *Turner*

Introduction to literature and culture of a period of enormous literary innovation, including the rise of the novel and the woman writer. Texts often focus on issues of public concern: sex and marriage, education, crime and punishment, slavery and abolition, human rights. Develops understanding of how literature and culture contribute to this period, whilst speaking to issues of enduring relevance. Authors include Behn, Defoe, Pope, Swift, Burney, and lesser-known writers. Prerequisite: see list A below.

### **227 The 18th-Century British Novel**

(3 s.h.) *Turner*

Introduction to major novels. Develops detailed knowledge of the works as the basis for critical reflection and for understanding of the novel in its many forms. Attention to these early novels' involvement in cultural debates about class, gender, domesticity and national identity. Prerequisite: see list A below.

### **228 The 19th-Century British Novel**

(3 s.h.) *Turner*

Introduction to five major novels, with attention to their social and historical background. Introduces key critical approaches to 19th-century fiction and explores ways in which the novels intervene in topics of enormous cultural importance such as politics, poverty, the position of women, and evolutionary theory. Prerequisite: see list A below.

### **231 Romantic Literature**

(3 s.h.) *Turner*

Brings together readings from the "Big Six" male Romantic poets (Blake, Wordsworth, Coleridge, Keats, Shelley and Byron) and discusses readings from a host of important women writers and lesser-known men, to construct a dynamic survey of this creative and revolutionary period. Prerequisite: see list A below.

### **233 Modern American Fiction**

(3 s.h.) *Plant*

A survey of major novels and selected short stories by modern and contemporary American writers, including Hemingway, Faulkner, and Hurston. Attention given to the works' reflection of 20th-century American culture and themes, and to shifts in 20th-century aesthetics. Emphasizes techniques of reading and writing about fiction. Prerequisite: see list A below.

### **234 Modern Poetry**

(3 s.h.) *Grotjohn*

Examines the work of several major modern poets, primarily American, whose influence reaches to the present, as well as the work of some contemporary poets. Students will learn about historical and biographical contexts, but the major emphasis will be on close reading and the pleasure and understanding it affords. Course will operate primarily on the discussion model. Prerequisite: see list A below.

### **235 Women in Literature**

Offered as needed to ADP students (3 s.h.) *Staff*  
Selected writings of authors of the English-speaking world from the Middle Ages through the 20th century. Many readings are short selections, but several novels will be read. Students' journals record responses to readings, including what these women writers say about marriage, women's education, legal rights and social roles, and how the experiences of women affect us as modern women or men. Prerequisite: see list A below.

### **236 Victorian Literature**

(3 s.h.) *Turner*

Focusing on a sequence of inter-related themes—faith and doubt, men and women, self and society, past and present — this course will include readings in poetry, short fiction, and controversial essays, to develop an understanding of this complex and tormented era. Prerequisite: see list A below.

### **237 Contemporary Fiction by Women**

(3 s.h.) *Petty*

Examines the primary concerns of contemporary literature by women; conveys an appreciation of its stylistic and thematic features; and sharpens students' interpretive skills. Through discussion and writing, students will demonstrate an understanding of the works of writers such as Gordimer, Atwood, Danticat, Morrison, Munro, and Williams. Prerequisite: see list A below.

### **238 American Women Novelists**

Offered as needed to ADP students (3 s.h.)

*Grotjohn*

Students read, discuss, and analyze novels by significant 20th-century writers such as Kate Chopin, Willa Cather, Zora Neale Hurston, Louise Erdrich, and Toni Morrison. Several questions will guide the examination and comparison of the novels: How do the authors employ literary devices? How do the novels construct social and cultural contexts? How are individual characters defined within and against those contexts? Prerequisite: see list A below.

### **239 Asian-American Women Writers**

(3 s.h.) *Grotjohn*

Study of fiction, poetry, and/or autobiography by American women of Asian descent, including authors such as Maxine Hong Kingston, Mitsuye Yamada, Jessica Hagedorn, Kimiko Hahn, and Myung Mi Kim. Works selected for literary merit and representation of various Asian backgrounds. Through discussion, journal entries, and essays, students gain skill in analyzing and comparing works. Also listed as AS 239 in Asian Studies listing. Prerequisite: see list A below.

### **240 20th-Century British Literature**

(3 s.h.) *Grotjohn*

Selected reading in poetry, prose, and drama. Texts selected from authors such as the poets of World War I, Yeats, Joyce, Woolf, Beckett, Auden, Larkin, and Boland. Prerequisite: see list A below.

### **242 The Writing of Fiction**

(3 s.h.) *Plant*

Emphasizes the process and craft of fiction writing. Classes are designed as workshops and divided between periods of writing and periods of reading and discussing each other's work. Prerequisite: ENG 142 or permission of instructor.

### **243 The Writing of Poetry**

(3 s.h.) *Kennedy*

Emphasizes the process and craft of poetry writing. Classes are designed as workshops and divided between periods of writing and periods of reading and discussing each other's work. Prerequisite: ENG 143 or permission of instructor.

### **244 Autobiography**

(3 s.h.) *Plant*

Introduction to autobiography as a literary genre. Through reading and analyzing works, students develop a greater understanding of this genre's range and of various writers' responses to critical issues raised by autobiography: To what degree does a text recount a life? Create a life? How do form and style contribute to self-representation? Prerequisite: see list A below.

### **245 Contemporary Southern Women Poets**

(3 s.h.) *Kennedy*

Focuses on poetry written by women who currently live and work in the American South, with particular attention to poets in Virginia. Designed to highlight the wide variety of forms, subjects, and tones; therefore readings will center on recently published book-length collections. Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112.

### **251 Technical and Professional Writing**

(3 s.h.) *Petersson*

Introduction to history and theory of rhetoric

with practice, drafting, and revising professional documents. Case studies examine common genres of writing in communities and workplaces: instructions, letters, memos, reports, proposals. One objective is to simulate the processes of writing in professional settings. Students gain appreciation for the interacting demands of content, audience, and structure and learn to use writing time more effectively. Prerequisite: see list A below *and* at least sophomore status, or permission of instructor.

#### **254 Celtic Britain**

(3 s.h.) *Kennedy and Owen*

Also found as PHIL 254 in the Philosophy listing. For course description, please see that listing.

#### **255 African Novels**

(3 s.h.) *Grotjohn*

Study of novels in English by black African writers, selected for literary merit and representation of various sub-Saharan regions and backgrounds. Beginning from a brief introduction to postcolonial literary theory, students apply that theory to uncover the narrative choices and techniques in the novels. Through discussions, brief writing assignments, and essays, they gain skill in analyzing and comparing works. Prerequisite: see list A below.

#### **260 Women and the Novel**

(3 s.h.) *Green*

Offered as needed to ADP students  
A study of novels in English by 19th-, 20th-, and 21st-century women that examines images and ideals of womanhood present in Western culture, the reflection of those ideals in literature, the interaction between society and literature that may popularize or question stereotypes, and some of the basic premises of women's studies and feminist criticism. Prerequisite: see list A below.

#### **264 African-American Literature**

(3 s.h.) *Grotjohn*

This course will focus on 20th-century African-American fiction, poetry, and essays. Through discussion, journal entries, and essays, students will develop skill in analyzing and comparing literary works and will consider contexts for African-American writing. Prerequisite: see list A below.

#### **277 Colloquium**

(3 s.h.) *Staff*

Special topics in literary study. Topic, instructor, and prerequisites vary among colloquia.

#### **310 Chaucer**

(3 s.h.) *Green, Staff*

A study of the *Canterbury Tales* and other selected texts. Students read the Middle English text. No background in Middle English is assumed. Students also learn about the political, religious, and intellectual

background of the 14th century. Prerequisite: see List B below. Strongly recommended: ENG 208.

#### **314 Tudor Poetry and Prose**

(3 s.h.) *Kennedy*

Students study a selection of poetry of the period, as well as some theoretical prose about poetry, by Wyatt, Surrey, Sidney, and others. There will be particular emphasis on the sonnet tradition, including the sonnets of Shakespeare. Prerequisite: See List B below.

#### **315 Tudor-Stuart Drama**

(3 s.h.) *Green, Kennedy*

A discussion course studying eight to ten plays written between 1580 and 1640, including texts by Marlowe, Jonson, and Webster. The plays are studied in chronological order so that the student will gain some understanding of the development of the drama of the period. Also found as ENG/THEA 315 in the Theatre listing. Prerequisite: see List B below.

#### **322 Milton and the Metaphysicals**

(3 s.h.) *Green, Kennedy*

Selected poems of Donne, Herbert, Marvell and Vaughan and Milton's *Paradise Lost*. Students gain familiarity with the works of major 17th-century poets, and learn about the political and religious background and intellectual climate of the period. Students are expected to participate regularly in class discussions and to demonstrate in writing an understanding of techniques of literary analysis and of the content of the material presented in class. Prerequisite: see List B below.

#### **377 Colloquium**

(3 s.h.) *Staff*

Upper-level students and one or more members of the English faculty study intensively together a literary subject of mutual interest, such as the work of one or two major authors, a recurring literary theme, a genre, one or more movements discernible in literary history, or a critical problem. Open to majors, or by permission of the instructor.

#### **381 Major Seminar: Junior Year**

(3 s.h.) *English Faculty*

Through assigned readings and group discussions students develop the basis for independent research and writing. They work together to familiarize themselves with varied theoretical approaches and to incorporate them into close reading of primary texts. Each student formulates an independent research problem for independent study and writing. This course fulfills the Oral Communications Competency requirement when followed by successful completion of ENG 400. Prerequisites: junior standing and at least a 2.0 GPA in English major courses.

### 400 Major Seminar: Senior Year

(3 s.h.) *English Faculty*

Students complete the independent research project proposed in ENG 381, choosing either a research paper (6000-9000 words, excluding notes and bibliography) or a themed critical portfolio of three shorter papers (2400-3000 words each, excluding notes and bibliography) with an accompanying introduction. This course fulfills the Oral Communications Competency requirement when it follows successful completion of ENG 381. Prerequisites: satisfactory completion of ENG 381 and at least a 2.0 GPA in English major courses.

**LIST A** of prerequisite courses noted above: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115.

**LIST B** of prerequisite courses noted above: one 200-level English course, excluding ENG 202, ENG 242 and ENG 251, or permission of instructor.

## Film

Allen Moyé, director

Film study emphasizes cinema as art form, media industry, and social artifact. It integrates courses from many disciplines to provide cultural, historical and aesthetic means to think about and create visual media. Students choose one of two tracks: Film studies emphasizes critical, aesthetic, theoretical and philosophical approaches, while film production emphasizes practice through courses in photography, scriptwriting, video production, and theater production, for students who want to create movies, or study photojournalism, or narrative photography, and/or use video/film as a fine art.

Students interested in designing an independent major in film should discuss the possibility with their advisors and the director of the film minor.

### Requirements for the Minor emphasizing Film Studies

21 semester hours

COMM/ARTH 254 Film Analysis  
COMM/FILM 333 Film Theory and Criticism  
And five of the following:

ANTH 220	Language and Culture
ARTH 206	History of Photography
ART 305	Postmodernism and Contemporary Art
AS/SOC 270	Australia and New Zealand
COMM 215	Mass Communication
COMM 275	Women and Film

FREN 201	Introduction to French Culture through Film
HIST 246	Europe in the 20th Century, 1900–1945
HIST 247	Modern Europe, 1939–Present
PHIL 234	Philosophy and the Arts
PHIL 277	Socrates at the Cinema
SPAN 215	Let's Talk about Movies
SOC 236	Men in Film (Men and Society)
	Special topics in art, communication, film or theatre where appropriate.

**NOTE:** For course descriptions please see the listings for Communications, Anthropology, Art, Art History, French, History, Philosophy, Spanish, and Sociology.

### Requirements for the Minor emphasizing Film Production

21 semester hours

COMM/ARTH 254 Film Analysis  
Two of ART 115, COMM 119, or THEA 105

Four of the following:

ART 115	Photography I
ART 116	Pinhole Photography
ART 215	Photography II
ART 315	Photography III
COMM 119	Introduction to Video Production
COMM 219	Advanced Video Production
COMM 255	Screenwriting
COMM/FILM 333	Film Theory and Criticism
ENG 142	The Crafting of Fiction
THEA 105	Basic Theatre Production
THEA 250	Playwriting
THEA 323	Directing Methods
	Special Topics in art, communication, film, or theatre where appropriate.

**NOTE:** For course descriptions, please see listings for Art, Communication, English, and Theatre.

## French

Anne McGovern, Martha Walker  
[www.mbc.edu/studies/french/](http://www.mbc.edu/studies/french/)

### Requirements for the Major in French

39 semester hours

FREN 201  
FREN 202  
FREN 400

Four of the following:

FREN 241  
FREN 242  
FREN 251  
FREN 252  
FREN 261  
FREN 262

Two of the following:

ANTH 120  
ANTH 220  
ARTH 103  
ARTH 205  
ARTH 238  
ARTH 302  
HIST 102  
HIST 239  
HIST 240  
HIST 243  
HIST 246  
PHIL 203

Three upper-level French courses

Study in a French-speaking country for at least one month, earning academic credit for at least one course, either FREN 255 or another at the same level chosen in consultation with the French faculty.

### Requirements for the Minor in French

18 semester hours

- FREN 201–202
- Four courses beyond FREN 152, excluding FREN 141 and FREN 170.

**NOTE:** FREN 205, FREN 230, and FREN 255 are strongly encouraged.

### Senior Requirement

Each major is required to complete a senior project consisting of an oral presentation and a research paper in French, and two presentations in English to the French and Spanish faculty and majors.

### Civic and International Engagement Opportunities

- May Term study travel abroad
- Study abroad for a semester or year
- Volunteer work in non-profit organizations
- Internships
- Students abroad are required to learn about the

social, cultural, and political reality of the target country, thus getting involved with the civic life of their host country.

### French Courses

101	Beginning French I
102	Beginning French II
141	Francophone Literature in Translation
151	Intermediate French I
152	Intermediate French II
153	La Révolution française
154	French Play in Performance
170	Francophone Women Writers
201	Introduction to French Culture through Film
202	Introduction to Francophone Cultures
203	Everyday French
205	Writing in French
215	Spoken French
230	Contemporary French Culture
241	Readings in French I
242	Readings in French II
251	Survey of French Civilization I
252	Survey of French Civilization II
255	May Term in France
261	Role of Women in French Culture I
262	Role of Women in French Culture II
400	Senior Seminar

### French Course Descriptions

#### French 101, 102 Beginning French

(4 s.h. each) *McGovern*

Designed for those with little or no French. Through exercises, dialogs, skits, and controlled and creative writing, the student will develop a basic proficiency in speaking, listening, reading and writing. Students with more than two years of French may NOT take French 101 or 102.

#### 141 Francophone Literature in Translation

(3 s.h.) *McGovern*

Literary study of a selection of French language works in translation. Topics will vary, and may focus on first-person narratives, genre studies, or other forms. Literary works will represent France and other French-speaking regions of the world. The course is conducted in English.

#### 151, 152 Intermediate French

(4 s.h. each) *Walker*

Continues to build the student's proficiency using exercises, dialogues, skits, and controlled and creative writing. At the end of the course, students will have a basic understanding of French and be able to carry on everyday conversations, read schedules, pamphlets, and other texts of moderate difficulty, and write fluently and accurately about everyday topics. Students with more than three years of French may NOT take French 151 or 152.

### **153 La Révolution Française**

(1 s.h.) *McGovern*

Designed for students enrolled in HIST 243 who want to pursue a project related to the French Revolution. Students choose and research a topic of interest—songs of the Revolution or ceramics containing Revolutionary images—and share the results in class discussion. Must be enrolled in HIST 243 at the same time, and must have completed FREN 152 or equivalent. Conducted in French.

### **154 French Play in Performance**

(3 s.h.) *Walker*

Together, the class will read, study and stage a short, contemporary French play, performed at the end of May Term as the final exercise in the course. Class time will be spent discussing, then rehearsing, building, etc., in preparation for the performance. Prerequisite: FREN 152 or equivalent.

### **170 Francophone Women Writers**

(3 s.h.) *McGovern*

This survey course of modern francophone women's literature, conducted in English, includes works from North and Sub-Saharan Africa, the Caribbean, and Canada. Major themes of the course are the search for identity and the role of language and writing in discovering and/or asserting cultural and gender identities.

### **201 Introduction to French Culture through Film**

(3 s.h.) *Staff*

For students who have studied French for three or more years in high school or for two years in college. Pairs well-known French films with literary texts to introduce students to contemporary French culture and its historical underpinnings. Develops the principles of film study and textual analysis and French-language skills in reading, writing, listening, and speaking. Includes systematic grammar review.

### **202 Introduction to Francophone Cultures**

(3 s.h.) *Walker*

Introduction to French-speaking areas of the world including Québec, the Caribbean and Northern and Western Africa. Through literature, current events, and multi-media sources, students explore major Francophone regions and progress to an advanced level of performance in reading, writing, listening, and speaking. Also continues review of grammatical structures begun in French 201. Prerequisite: French 201 or equivalent.

### **203 Everyday French**

(abroad) (3 s.h.) *Walker*

A total immersion experience in language learning. Students participating in French 255 will complete a homestay with a French family, taking meals with them, engaging in the life of their community, and

documenting experiences in a journal. Available only on P/NC basis.

### **205 Writing in French**

(3 s.h.) *McGovern*

Students gain intensive practice in writing French. Frequent writing assignments and analysis of short French texts will allow students to increase grammatical and idiomatic precision and to develop awareness of stylistics. Students will develop a personal style by keeping a journal and by writing letters, short essays, and descriptive passages. Prerequisite: French 202 or permission of the instructor.

### **215 Spoken French**

(2 s.h.) *McGovern*

Provides experience in practical, everyday, spoken French beyond that which time allows in the course meetings of FREN 151, FREN 152, FREN 201, FREN 202. It may be taken along with one of those courses or independently. May be taken more than once; must be taken on a P/NC basis. Prerequisite: Must be enrolled in or eligible for a course no lower than FREN 151.

### **230 Contemporary French Culture**

(3 s.h.) *McGovern*

Designed to provide the student with basic knowledge of the geography and political and social structures of contemporary France, and to acquaint her with issues of concern to the French today. Prerequisite: FREN 152 or equivalent

### **241, 242 Readings in French**

(3 s.h. each) *McGovern, Walker*

Each semester a different theme, author, or genre is treated. The course aims (1) to facilitate an appreciation and understanding of texts in French; (2) to increase linguistic competence; (3) to improve ability to read critically. The courses are conducted entirely in French. If the content changes, students may take these courses more than once. Prerequisite: FREN 202 or equivalent.

### **251, 252 A Survey of French Civilization**

(3 s.h. each) *McGovern, Walker*

Survey of the masterpieces of French literature, in the context of other manifestations of contemporary culture: architecture, painting, music, the history of great events and daily life. The course aims to develop understanding and appreciation of French civilization, sharpen language skills, and study the impact of such factors as gender and class on culture. First semester: Middle Ages, Renaissance, and Classical Period. Second semester: 18th, 19th and 20th-centuries. Course is conducted entirely in French. Prerequisite: FREN 202 or equivalent.

### 255 May Term in France

(3 s.h.) *Walker*

Students will spend three weeks in Paris studying French theatre and attending performances. Field trips and walking tours, including trips to monuments, museums, gardens, and châteaux.

Additional charge for this course beyond MBC tuition. Prerequisite: Intermediate FREN 152.

### 261, 262 The Role of Women in French Culture

(3 s.h. each) *McGovern, Walker*

Women have been important but often ignored in the social, political, religious and artistic life of France. This course enhances the student's understanding of French history and culture by examining the contributions of women in these fields and the conditions and status of women in general in the periods studied. First semester: women's roles from the Middle Ages through the 18th century. Second semester, the 19th and 20th centuries. In French. Also found as WS 261–262. Prerequisite: FREN 202 or equivalent.

### 400 Senior Seminar

(3 s.h.) *McGovern, Walker*

Required for all senior French and French-combined majors. Students pursue research on a theme or issue approved by the French faculty. Faculty direct the research projects during weekly meetings. Twice during the semester students present their research in English to the French and Spanish faculty and majors. The work culminates in a formal oral presentation and a research paper in French.

## Global Poverty and Development

*Please see Poverty Global.*

## Health Care Administration

Steven A. Mosher, director  
Kenneth Beals, Peter Cruise, David Colton, Eileen Hinks, Jane Pietrowski, John Wilkinson  
[www.mbc.edu/studies/hcal](http://www.mbc.edu/studies/hcal)

The Health Care Administration Program is fully certified by the Association of University Programs in Health Administration.

### Requirements for the Major in Health Care Administration

51 semester hours

HCA 101  
INT 222  
HCA/PHIL 230  
HCA/POLS 245  
HCA/BIOL 261

HCA 310  
HCA/ECON 320  
HCA 330  
HCA 387 (minimum of three semester hours)  
HCA 401  
Two additional courses in HCA  
BUAD 208  
BUAD 230  
BUAD 302  
ANTH 208 or SOC 260  
SOC 320

### Senior Requirement

Successful completion of HCA 401

### Requirements for the Minor in Health Care Administration

18 semester hours

HCA 101  
HCA/PHIL 230  
HCA/BIOL 261  
Three additional HCA courses

### Requirements for Emphasis in Public Health

HCA 125  
HCA 225  
HCA 250

### Civic Engagement

Each major completes an internship of 150 contact hours or more with a health care institution, as mandated by our certifying association.

### Global Awareness

- Almost every HCA course contains an international component.
- Student placements in internships abroad.
- HCA sponsored events on international themes throughout the academic year.
- HCA faculty conduct research and make presentations on international topics.

### Requirements for the Certificate in Long Term Care Administration

24 semester hours

HCA 101  
INT 222  
HCA/PHIL 230  
HCA 240  
HCA/BIOL 261  
HCA 310  
HCA/ECON 320  
HCA 387 must include at least 400 hours under supervision of a preceptor approved by the Virginia Board of Nursing Home Administrators.

## Requirements for the Certificate in Health Care Management

21 semester hours

HCA 101

INT 222

HCA 310

HCA/ECON 320

Three of the following:

HCA/PHIL 230

HCA 240

HCA/BIOL 261

HCA 330

### Health Care Administration Courses

101 Introduction to Health Care Administration

125 Introduction to Public Health

222 Social Science Statistics

225 Public Health Issues

230 Medical and Health Care Ethics

235 Women's Health Care Issues

240 Long Term Care Administration

245 Health Care Policy, Politics, and Law

250 Global Health Care

261 Epidemiology

277 Colloquium

287 Internship

310 Health Care Strategic Management

320 Economics and Finance of Health

Care Systems

330 Managed Care

387 Internship

401 Senior Seminar

### Health Care Administration Course Descriptions

#### 101 Introduction to Health Care Administration

(3 s.h.) *Mosher, Cruise*

This course introduces the nature, organization and functions of the continuum of health services found in the U.S. health care system. Includes general management principles and practices as found in health care organizations. Analyzes the nature and role of health policy. Reviews the roles of providers, managers, and consumers.

#### 125 Introduction to Public Health

(Alternate years) (3 s.h.) *Hinks*

An introduction to the mission, functions, ethics, and scope of public health at local, state, national, and global levels; health promotion and disease prevention; and the interdisciplinary nature of the public health workforce. Emphasis on contemporary applications and real world problems such as emerging infectious diseases and homeland/global security. Interactive Young Epidemiology Scholars materials will illustrate the population health approach.

#### 222 Social Science Statistics

See INT 222 for course description.

#### 225 Public Health Issues

(Alternate years) (3 s.h.) *Hinks*

Analyses of complex contemporary local, state, national, and global public health issues using current events, peer-reviewed journals, case studies, and debates. Critical analysis of evidence and sources of information are included. Weekly journal "club" uses Morbidity and Mortality Weekly Report. Course culminates in a poster session/presentation open to the MBC community and invited guests.

#### HCA 230 Medical and Health Care Ethics

(3 s.h.) *Cruise*

Introduction to theories and principles of ethics as relevant to medicine and health care and their application to current issues such as informed consent, death and dying, and access to health care. Also found as HCA/PHIL 230 in the Philosophy listing.

#### 235 Women's Health Care Issues

(Alternate years) (3 s.h.) *Hinks*

This course focuses on current issues related to women's health. Gender differences and reasons for these differences are explored. Critical analysis of selected clinical studies is emphasized. Topics include, but are not limited to: global vs. U.S. women's health, clinical trials and gender, obesity and body image, cardiovascular disease, and diabetes.

#### 240 Long-Term Care Administration

(Alternate years) (3 s.h.) *Mosher*

The historical development of long-term care and the role of health policy. Analysis of the parts played by long term care facilities, nursing homes, home health organizations, continuing care retirement communities, and organizations that deal with chronic health care concerns. Issues include medical, organizational, legal, financial, and human resources, and communication. Holistic approach covers physical, mental, and social well-being. Tours/analyses of long-term care facilities included.

#### 245 Health Care Policy, Politics, and Law

(3 s.h.) *Cruise*

Analysis of the factors that shape health care policy in the U.S, including public policy and various types of health care policies, important actors in the political health care debate, and their strategies to influence policy. The stages of the policy process are exemplified in case studies of several significant health care policies, and health care law is reviewed. Also found as HCA/POLS 245 in the Political Science listing.

#### 250 Global Health Care

(Alternate years) (3 s.h.) *Mosher*

Much can be learned about the U.S. health care

system by comparing it to the operation of other countries' systems. Canada, the United Kingdom, Germany, Japan, and Australia are among the countries that are explored. Includes review of health issues facing the international community (e.g., AIDS, public health, etc.).

### **261 Epidemiology**

(Alternate years) (3 s.h.) *Hinks*

The fundamentals of distribution and determinants of health and disease in populations: morbidity and mortality data, disease transmission, outbreak investigation, diagnostic and screening tests, population studies and design, biases, risk and attributable risk, and causality. Addresses the relationship to public health of nosocomial infections, molecular or genetic epidemiology, environment and occupational epidemiology, disease prevention, wellness. Applies epidemiologic principles to formulation/assessment of health care and public health management decisions. Includes evaluation of journal articles for study design and proper conclusions. Also found as HCA/BIOL 261 in the Biology listing.

### **277 Colloquium**

(3 s.h.) *Mosher or Cruise*

Special topics dealing with current issues facing health care administration.

### **287 Internship**

(3s.h.) *Cruise*

Off-campus experiential learning on an exploratory basis in health care facilities and health related organizations. Placement through the Health Care Administration Program. Forms must be submitted at registration. Must be taken P/NC. Prerequisites: HCA 101 and sophomore HCA major.

### **320 Economics and Finance of Health Care Systems**

(Alternate years) (3 s.h.) *Mosher and Pietrowski*

Investigation of the factors and forces at work in setting health care costs and impacts of those costs. Analysis of demand and supply concerns, reimbursement systems, insurance, Medicare, Medicaid, governmental regulations, legal issues, accessibility, budgeting processes and planning, and human resources concerns. Health care financial management tools and techniques are presented and used. Also found as HCA/ECON 320 in the Economics listing. Prerequisites: ECON 101 and BUAD 208, or permission of instructor.

### **330 Managed Care**

(Alternate years) (3 s.h.) *Mosher*

Analysis of the nature and operations of health insurance in the United States, including purposes of the various plans (HMO, IPA, IPO, MSO, PSN, etc.) and how they work. Offers provider, manager and consumer perspectives. Analysis of the integration of health care delivery systems and financial aspects, including funding principles and practices, systems of reimbursement, and the role of management information systems. Examines public policy initiatives. Prerequisite: HCA 320.

### **387 Internship**

(Credit varies) *Cruise*

Off-campus pre-professional experiential learning in health care facilities and related organizations. Projects are under the supervision of a qualified professional on-site as well as a health care administration faculty member. Placement through the Health Care Administration Program. Forms must be submitted at registration. Must be taken P/NC. Prerequisites: junior or senior HCA major status.

### **401 Senior Seminar**

(3 s.h.) *Mosher and Cruise*

The capstone course for the HCA major. Synthesizes material from the entire curriculum. Focus on health care administrators as professionals. Classroom material is integrated with experiential learning through a major research project. This is the last course taken in the program by HCA majors. Prerequisites: SOC 320 and senior HCA major status.

## **Historic Preservation**

Mary Hill Cole, coordinator, Edmund Potter  
[mbc.edu/studies/historicpreservation/](http://mbc.edu/studies/historicpreservation/)

An historic preservation minor introduces students to basic principles and techniques of historic preservation. It provides historical and academic background to understand major architectural styles and their connection with cultural history from the time of their development. Staunton's sophisticated and successful historic preservation movement provides a good laboratory setting.

### **Requirements for the Minor in Historic Preservation**

24 semester hours

ARTH/HIST 222

HISP/ARTM/ARTH/HIST 226

BUAD 200

Two of the following:

HIST 202  
HIST 211  
HIST 212  
HIST 213  
HIST 214

One art history course at the 200- or 300-level  
Two of the following:

ARTH 208  
BUAD 230  
COMM 240  
COMM 260

### Historic Preservation Courses

HISP/ARTM/ARTH/HIST 226  
Historic Preservation

### Historic Preservation Course Description

#### 226 Historic Preservation

(3 s.h.) *Potter*

The history and changing philosophy of the preservation movement in America from 1850 to the present. Emphasis is placed on the framework of cultural, economic, legal, and governmental factors that define preservation today. Each student completes a project documenting an historical building. Also found as HISP/ARTM/ARTH/HIST 226 in the Arts Management, Art History, and History listings.

## History

Ann Alexander, Mary Hill Cole, Katharine G. Franzén, Kenneth Keller, Edmund Potter, Amy Tillerson

[www.mbc.edu/studies/history/](http://www.mbc.edu/studies/history/)

### Requirements for the Major in History

33 semester hours

HIST 101  
HIST 102  
HIST 111  
HIST 112  
HIST 400

And six additional courses in history

NOTES: H PUB 230 may count toward the history major. A history major must have a 2.0 GPA in history courses and must complete HIST 101, HIST 102, HIST 111, and HIST 112 before enrolling in HIST 400.

### Senior Requirement

Students fulfill the senior requirement by successful completion of HIST 400 and by taking the Major Field Achievement Test in history.

### Requirements for the Minor in History

21 semester hours in history

HIST 101  
HIST 102

HIST 111  
HIST 112  
Three 200- or 300-level courses

### Recommended Courses

The history and English departments co-sponsor the Virginia Program at Oxford University. History majors are urged to apply to this program. For more information, see Professor Mary Hill Cole. The department also urges history majors to complete foreign language study through the intermediate level.

The department strongly recommends that majors and minors select courses from:

ANTH any course  
ART 101, 102, 103  
AS any 200-level course  
ECON 101, 102  
ENG 121, 122, 132, 134, 136, 137, ENG/THEA 216  
HPUB 230, 300  
MUS 215, 216  
PHIL 102, 103  
POLS 100, 111, 249  
REL 202  
SOC 100

### History Courses

101 Western Civilization to 1648  
102 Western Civilization from 1648  
111 Survey of U.S. History to 1877  
112 Survey of U.S. History from 1877  
202 Virginia History  
203 Women in American History  
204 Religion in America  
211 United States: The Colonial Experience, 1500–1763  
212 United States: The Revolutionary Generation, 1763–1815  
213 United States: Civil War and Reconstruction – Origins, Events, Impact  
214 United States: America Comes of Age, 1876–1929  
216 United States: Global America, 1929 to the Present  
217 The American West  
221 Economic History of the U.S.  
222 History of American Art and Architecture  
224 Diplomatic History of the United States  
226 Historic Preservation  
227 History of the American South  
228 History of Appalachia  
238 Tudor-Stuart England, 1450–1660  
239 Enlightenment Europe, 1648–1789  
240 Revolutionary Europe, 1789–1901  
241 British History to 1688  
242 British History from 1688  
243 The French Revolution  
245 20th-Century Europe  
246 Europe in the 20th Century, 1900–1939

- 247 Modern Europe, 1939–Present
- 251 Early Russian History
- 255 History of Russia
- 256 Modern Russian History
- 261 19th-Century Germany and Austria
- 262 20th-Century Germany
- 264 Background to African Civilization
- 265 Survey of African-American History to 1877
- 266 Survey of African-American History from 1877
- 277 Colloquium
- 346 European Women’s History from 1700
- 400 Senior Seminar

NOTE: Directed inquiries, teaching assistantships and internships in history can be arranged on an individual basis.

**History Course Descriptions**

**101 Western Civilization to 1648**

(3 s.h.) *Franzén*

A survey of the civilization of Western European history from classical antiquity to the end of the Thirty Years’ War. Topics include Greek and Roman empires, transmission of cultures, organization of Christianity, medieval dynasties, and Reformation.

**102 Western Civilization from 1648**

(3 s.h.) *Franzén*

A survey of the civilization of Western European history from the scientific revolution to the present. Topics include the English Civil War, the French Revolution, nationalism and imperialism, the two World Wars, the Russian Revolution and the rebuilding of postwar Europe.

**111 Survey of U.S. History to 1877**

(3 s.h.) *Keller*

A survey of the principal events, in chronological order, of U.S. history to 1877. Students are introduced to the historical method of asking questions about the past, analyzing events and interpreting them.

**112 Survey of U.S. History from 1877**

(3 s.h.) *Tillerson*

A chronological survey of the principal events of U.S. history from 1877. Students are introduced to the historical method of asking questions about the past, analyzing events and interpreting them.

**202 Virginia History**

(3 s.h.) *Keller*

A survey of Virginia life and culture during the first four centuries of the colony and commonwealth. Students conduct research about specific events or topics in Virginia history and present their findings in a research paper. Prerequisite: HIST 111 or HIST

112 or permission of Instructor.

**203 Women in American History**

(3 s.h.) *Staff*

A study of the history of women in America from colonial days to the present. This course examines the events and trends that have special significance for women in American history. Prerequisite: HIST 111 or HIST 112 or permission of Instructor.

**204 Religion in America**

(3 s.h.) *Keller*

An introduction to the history of religion in America, its forms, and the interaction of religious convictions and American culture. Students will learn to analyze and compare religious ideas and environments. Also found as HIST/REL 204 in the Religion listing. Prerequisite: any 200-level religion course.

**211 The United States: The Colonial Experience, 1500–1763**

(3 s.h.) *Keller*

A study of the founding and maturing of the English North American colonies. This course examines the peopling of the colonies; the evolution of colonial government; and political, social, cultural, and religious change and the rise of slavery.

**212 The United States: The Revolutionary Generation, 1763–1817**

(3 s.h.) *Keller*

An intensive study of the early American republic, with special emphasis on the framing and ratification of the Constitution and the Bill of Rights, the first American political parties, War of 1812, westward expansion, republican society and culture, and Jeffersonian democracy.

**213 The United States: Civil War and Reconstruction – Origins, Events, Impact**

(3 s.h.) *Keller*

A study of the United States from Andrew Jackson to the Civil War and Reconstruction. This course examines the growth of political democracy, party disintegration, reform movements, slavery, the Old South, the opening of the West, and the cultures of ethnic and racial minorities.

**214 The United States: America Comes of Age, 1876–1929**

(3 s.h.) *Tillerson*

A study of the United States from the Gilded Age to the Great Depression. This course examines the growth of business, labor, government, urbanization and immigration, the rise to world power, race relations, women’s rights, the closing of the frontier, and cultural trends.

**216 The United States: Global America, 1929 to the Present**

(3 s.h.) *Tillerson*

A study of the United States from the Great Depression to the present. Course examines the Great Depression, the rise of the welfare state, internationalism, changing roles of women, racial and ethnic subcultures, the Civil Rights movement, political change, the Cold War, and modern problems of security and peace.

**217 The American West**

(3 s.h.) *Keller*

Explores the history of the American West from the first human occupation to the present. It emphasizes the interactions of diverse human cultures of Native Americans, Hispanic peoples, African-Americans, Anglos, the French, Asians, Mormons, and non-English-speaking European immigrants, especially west of the Mississippi, from the time of European colonization. Focuses on geography, exploration, artistic and literary images, western myth-making, farming and mining frontiers, women's roles, violence, railroads, protest, the cattle industry, and contemporary problems.

**221 Economic History of the U.S.**

(3 s.h.) *Pietrowski*

For course description see ECON/HIST 221 in the Economics listing.

**222 History of American Art and Architecture**

(3 s.h.) *Hobson*

For course description see ARTH/HIST 222 in the Art listing.

**224 Diplomatic History of the United States**

(3 s.h.) *Keller*

A study of the foreign relations of the United States from the American Revolution to the Iraq War. Prerequisite: HIST 111 or HIST 112 or permission of Instructor.

**226 Historic Preservation**

(3 s.h.) *Potter*

For course description, see HISP/ARTM/ARTH/HIST 226 in the Historic Preservation listing. Also listed as HISP/ARTM/ARTH/HIST 226 in the Arts Management and Art History listings.

**227 History of the American South**

(3 s.h.) *Staff*

History of the American South from its founding to the present; its geography, settlement, economy, politics, and culture. Focuses on the rise of sectionalism and secession, race and slavery, reform and Jim Crow, reconciliation and modernization, civil rights, immigration, and the Sunbelt.

**228 History of Appalachia**

(3 s.h.) *Alexander; Staff*

A study of the history of the Southern Appalachian mountain region, with an emphasis on the period since the Civil War. Topics include the impact of industrialization, the exploitation of natural and human resources, the development of stereotypes, and the creation of cultural identity.

**238 Tudor-Stuart England, 1450–1660**

(3 s.h.) *Cole*

An exploration of politics, culture, religion, and society. Topics include the Wars of the Roses, Parliament and monarchy, Henry VIII's marital and religious policies, Elizabeth I's court, the Civil War, family, sexuality, and gender. Recommended for students taking English literature courses and the Virginia Program at Oxford.

**239 Enlightenment Europe, 1648–1789**

(3 s.h.) *Cole*

An exploration of the world of the Enlightenment to the start of the French Revolution. Topics include the absolutism of Louis XIV, the English Civil War, the Enlightenment, women's rights, family structure, gender relations, and aristocratic and popular cultures.

**240 Revolutionary Europe, 1789–1901**

(3 s.h.) *Cole*

Topics include the French Revolution, Napoleon, industrialization, Marx, political ideologies, suffrage movements, women, and the family.

**241 British History to 1688**

(3 s.h.) *Cole*

Survey of British history from the Romans to the Glorious Revolution. Topics include the Norman invasion, English law, the monarchy, medieval town and village life, women's roles, gender relations, the Reformation, the Civil War, and Restoration. This course offers historical background for English literature courses and for the Virginia Program at Oxford.

**242 British History from 1688**

(3 s.h.) *Franzén*

A survey of British history from the Glorious Revolution to the present. Topics include the power of the landed elite, party rivalries, imperial expansion, the role of women in politics and industry, and British cultural myths. This course offers an historical background for courses in English literature.

**243 The French Revolution**

(3 s.h.) *Cole, McGovern*

An intensive study of the first six years of the French Revolution, 1789–1794. Explores major events and figures; economic, social, political, and intellectual conditions; and interpretations of the accomplishments of the era. No knowledge of

French language is required; however, students who do their research in French can receive credit toward the French major. A key component of the course is participation in all discussions and projects.

#### **245 20th-Century Europe**

Offered as needed to ADP students (3 s.h.) *Staff*  
Europe in the age of war and revolution. Topics include the Great War, Russian Revolution, rise of fascism, Spanish Civil War, World War II, Cold War, European integration and the 1989 revolutions, and European culture through film.

#### **246 Europe in the Twentieth Century, 1900–1939** (3 s.h.) *Cole*

A study of Europe from the early twentieth century to the outbreak of the Second World War. Topics include the Great War and Russian Revolution, women's movements, sexuality and gender relations, the rise of fascism, the Spanish Civil War, and appeasement. Exploring European culture through foreign-language films is a key component of the course.

#### **247 Modern Europe, 1939–Present** (3 s.h.) *Cole*

A study of Europe from the beginning of the Second World War to the present. Topics include World War II and the Holocaust, the development of the Cold War, women's movements and culture wars, European relations with the superpowers, the revolutions of 1989, and German reunification. Exploring European culture through foreign films in English is a key component of the course.

#### **251 Early Russian History**

Offered as needed to ADP students (3 s.h.) *Haury*  
An examination of the historical evolution of the Russian state from its origins to the reign of Alexander II. Students will investigate some primary themes in Russian history, including invasion, domination, expansion and multinationality. They will study Kievan, Appanage, and Muscovite Russia through their political, economic, social, cultural, and religious components.

#### **255 The History of Russia** (3 s.h.) *Franzén*

A survey of the Russian state from its Kievan origins to the present. Topics include Peter the Great's westernization program, the expansion of the Muscovite state under Catherine the Great, the Russian Revolution, Lenin and Stalin, communism and the current crises within the former Soviet Union.

#### **256 Modern Russian History**

Offered as needed to ADP students (3 s.h.) *Haury*  
An examination of some of the main themes in Russian historical evolution — invasion, domina-

tion, expansion, and multi-nationality — and their links to Soviet politics, economics, society, and culture in the 20th century. Topics include the fall of the House of Romanov in the Revolution of 1917, the rise of the Communist party, the disintegration of the Soviet Union, and the collapse of Communism in the 1990s.

#### **261 19th-Century Germany and Austria**

Offered as needed to ADP students (3 s.h.) *Staff*  
Exploration of German and Habsburg/Austrian history from the end of the Napoleonic era to the outbreak of the First World War, including the Revolutions of 1830 and 1848, Chancellor Bismarck's rise to power and his Wars of German Unification, industrial and scientific development, and the national rivalries that exploded in the outbreak of WWI.

#### **262 20th-Century Germany**

Offered as needed to ADP students (3 s.h.) *Staff*  
German history from 1914 to the present, emphasizing political, military and diplomatic history, and economic and cultural trends. Includes causes and aftermath of WWI; Weimar Republic, collapse of democracy; Hitler's Third Reich and the Holocaust; WWII, German defeat and dismemberment; the two faces of Postwar Germany; the fall of the Berlin Wall; German unification, from euphoria to disillusion.

#### **264 Background to African Civilization: An Introduction**

(3 s.h.) *Owusu-Ansah, Tillerson*  
An examination of archeological discoveries about the African past and the development of African civilization and culture to the close of the 19th century, stressing political organizations, religious concepts, and socioeconomic patterns. Explores the movement of peoples spreading agriculture and metallurgy across the continent; emergence of states and empires; the role of Islam; and early European activities including the rise of the trans-Atlantic slave trade.

#### **265 Survey of African-American History to 1877** (3 s.h.) *Alexander, Tillerson*

This course presents a chronological survey of principal events in African-American History to 1877, with particular focus on development of the slave trade and slavery and how Blacks experienced, and responded to, this "peculiar institution." The course critically analyzes decisive political, social, and cultural events specific to African-American History through the examination of primary and secondary sources, through class discussion and in-depth writing assignments.

#### **266 Survey of African-American History from 1877** (3 s.h.) *Alexander, Tillerson*

This course presents a chronological survey of the

history of African-Americans from 1877 to the present with emphasis on the following topics: The Rise of American Apartheid, The Harlem Renaissance, and The Civil Rights Movement. The course critically analyzes decisive political, social, and cultural events specific to African-American History through the examination of primary and secondary sources, through class discussion, and in-depth writing assignments.

### 277 Colloquium

(3 s.h.) *Staff*

Colloquia focus on specialized methods in history such as archaeology, oral, family and local history, or special topics. Emphasis placed on class discussion and presentations. Limited enrollment.

### 346 European Women's History from 1700

(3 s.h.) *Cole*

In this upper-level seminar style course, we examine women's lives in the workplace, at home, in the professions, and in politics. Topics include laws governing marriage and property, relations within the family, the dynamics of class, women's sexuality, gender roles, and education.

Prerequisite: one of HIST 102, HIST 239, HIST 240, HIST 242, HIST 246, or HIST 247, or permission of instructor.

### 400 Senior Seminar

(3 s.h.) *Staff*

An examination of the method of historical analysis and its specific application to a research problem. Students prepare and defend their senior history seminar paper during the course. Research theme varies from year to year. Seminar members must take the Major Field Achievement Test.

Prerequisites: HIST 101, HIST 102, HIST 111, HIST 112

## History: Public

Kenneth Keller, coordinator

Edmund Potter

[mbc.edu/studies/publichistory/](http://mbc.edu/studies/publichistory/)

The public history minor, offered in conjunction with the Woodrow Wilson Presidential Library, prepares students for professional careers at museums, presidential libraries, historic birthplaces, professional organizations, and government agencies such as The National Trust for Historic Preservation, The National Park Service, and the National Archives and Records Administration. Public historians also work as consultants, write commissioned histories, and research and direct film, radio, and television productions.

### Requirements for the Minor in Public History

24 semester hours

Two of the following:

HIST 202  
HIST 203  
HIST 211  
HIST 212  
HIST 213  
HIST 214  
HIST 216  
HIST 261  
HIST 262

Four of the following:

HPUB 230  
ARTM 340 Museum Studies  
HPUB 300  
BUAD 200 Principles of Management,  
ENG 251 Technical and Professional  
Writing

One of the following:

COMM 119 Introduction to Video  
Production  
COMM 231B Television Production  
Practicum  
COMM 255 Screenwriting  
HISP 226 Historic Preservation  
POLS 213 U.S. Presidency

Either HPUB 287 or HPUB 387

### Public History Course Descriptions

#### 230 Introduction to Public History

(3 s.h.) *Potter*

The practice of history in museums, archives, business, media, parks, historical societies, and government agencies, including theoretical and practical issues confronting public historians today. Readings and guest lecturers address questions of audience and authority in collecting and presenting history. Students explore the relationship between history and national, communal, and personal memory and the role politics can play in public history.

### 300 Special Topics in Public History

(3 s.h.) *Potter*

Special Topics in Public History is a seminar course that focuses on an aspect of the field of public history. Students learn how to apply the research, analysis, and writing skills of a historian to develop and complete a project which can benefit an audience outside of traditional academia.

### 287 or 387 Internship

(3 s.h.) *Staff*

Internships consist of 150 hours of practice in such areas as cultural resource management, cultural tourism research, curatorial services and material culture, digital history educational programming, exhibit design, historical interpretation, and management of archives. In addition to their other activities, students keep a journal of their work experiences. Students may work at Woodrow Wilson Presidential Library or other suitable organizations.

## Human Resource Management

Dan Dowdy, coordinator

[www.mbc.edu/studies/hr/](http://www.mbc.edu/studies/hr/)

### Requirements for the Minor in Human Resource Management

21 semester hours

BUAD 200	Management Principles
BUAD 202	Legal Environment of Business
BUAD 302	Managing Human Resources
PSYC 205	Techniques of Counseling and Psychotherapy
PSYC 245	Industrial/Organizational Psychology
One of the following:	
BUAD 305	Global Business
COMM 280	Intercultural Communication (Abroad)
ECON 247	Globalization and Labor Issues
PSYC 216	Multicultural Psychology
PSYC 221	Psychology of Peace and Conflict Resolution

One of the following:

BUAD 350	
BUAD 395	Business Practicum
PHIL 223	
PSYC 213	Applied Behavior Analysis
PSYC 302	Psychological Testing

For faculty and course descriptions, please see the listings for Business, Psychology, Communications, Economics, Philosophy, and Psychology.

## Interdisciplinary Studies

Interdisciplinary studies is comprised of courses that derive their literature and methodologies from more than one discipline. Courses often are cross-listed in a discipline as well. The college offers these interdisciplinary minors:

African American Studies  
Asian Studies  
Civic Engagement  
Film  
Global Poverty and Development  
Historic Preservation  
Human Resource Management  
Human Services  
Latin-American Studies  
Leadership Studies  
Marketing  
Peacemaking and Conflict Resolution  
Public Health  
US Poverty Analysis  
Women's Studies

For minor requirements, please see the listings for the minors above.

### Interdisciplinary Courses

101	MBC 101: Introduction to College
103	Information Literacy
115	Foundations of Education
118	Managing Life's Challenges
125	Introduction to Geography
140	Community and Service Learning
200	Resident Assistant Training
211	Modern Political Thought
213	Bailey Colloquium
215/315	Topics in Sexuality Studies
222	Social Science Statistics
226	Culture and Wellness
230	History and Theories of Leadership
240	Québec and Canada
250	Economics, Science and Literature of Seasonal Rhythms
258	Globalization and Its Impact on World Affairs
261	Sexual Minorities
263	Dimensions of Human Sexuality
266	Social Trends and their Impact on Business
287,387	Internship
318	Trans Communities
330,331	The Practice of Leadership Seminar
338	Theories in Sexuality Studies
387	Spencer Center Internship

## **Interdisciplinary Course Descriptions**

### **101 MBC 101: Introduction to College**

(1 s.h.) *Staff*

A successful transition to college is the result of academic readiness, self-efficacy, and responsible connection to and participation in the MBC Community. This course encourages students to use resources at the college in an informed and intentional manner to foster productive relationships, to support academic success, and to facilitate understanding of the value of an education at MBC. First-year students take this course during fall semester.

### **103 Information Literacy**

Terms 1, 3, and 5 (1 s.h.) *Staff*

This course will develop the research and critical thinking skills necessary for academic success. Information literacy is a set of abilities used to recognize when information is needed and then how to locate, evaluate and use it effectively. Topics covered include: focusing topics, finding various information resources, and issues surrounding the use of information. Skills learned are common to all disciplines.

### **115 Foundations of Education**

(3 s.h.) *Lemons, McCrory, Westhafer*

For course description, see ED 115 in the Education listing.

### **118 Managing Life's Challenges**

(3 s.h.) *McCleaf*

Meets the college's requirement in experiential learning. Integration of socio-cultural, intellectual, emotional, spiritual, psychological and physical dimensions of management and personal growth frame the topic structures for this course. Students will leave the course with an arsenal of techniques for coping with life's challenges, both as college students and as they prepare for their future as global and civic citizens.

### **125 Introduction to Geography**

Offered occasionally. (3 s.h.) *Staff*

This course introduces the atmospheric processes and ocean circulations that shape differing climate patterns on earth; the ever-changing global landscapes; the biosphere, natural resources, and population distribution around the planet; and the economic development, cultural characteristics and political organizations of countries around the world. No previous background in the physical or social sciences is assumed. This course meets the natural sciences requirement of the college's general education program.

### **140 Community and Service Learning**

(3 s.h.) *Owen*

For course description, please see PHIL 140 in the Philosophy listing.

### **200 Resident Assistant Training**

(3 s.h.) *Staff*

The resident assistant's role as a peer counselor in the college residence halls is facilitated through sessions in student development theory, values clarification, women's health issues, sexuality, crisis intervention counseling, alcohol and drug concerns of college students, leadership training, small group communications, conflict mediation, and basic counseling skills. Required for all first-year resident assistants.

### **211 Modern Political Thought**

(3 s.h.) *Gilman*

For course description, see PHIL 211 in the Philosophy listing.

### **213 Bailey Colloquium**

(3 s.h.) *James*

The Bailey Colloquium is a small interdisciplinary honors seminar that counts toward the Honors Degree. It is open to Honor Scholars; other strong students may be admitted at the discretion of the professor. The colloquium fosters creativity and independent thinking. Topics vary. The topic in Fall 2009, is Medieval Europe, noting interrelationships among art, architecture, literature, religion, and philosophy.

### **215/315 Topics in Sexuality Studies**

(3 s.h.) *McCleaf, Usher, Wells*

Include but are not limited to studies in masculinities, bisexuality, sexual consumerism, research and methods in sexuality studies, sexuality and schools, constructions of sexual minority male and female cultures, religion and sexuality, ethnicity and sexuality.

### **222 Social Science Statistics**

(3 s.h.) *Klein, Pietrowski, Pond, Usher, Arthur*

Students learn how to correctly interpret data tables, download data from online databases, manipulate the data in a spreadsheet, and analyze social science and business data with Excel, SPSS, and Systat statistical software. Through an understanding of sampling, distributions, and summary statistics, students acquire the means to understand and evaluate quantitative reasoning in corporate, government, and news reports. Also found as BUAD/COMM/ECON/HCA/POLS in the Business, Communication, Economics, Health Care Administration, and Political Science listings.

### **226 Culture and Wellness**

(3 s.h.) *McCleaf*

Examination of the intersections of ethnicity, gender, ability and class as they impact wellness. Beginning qualitative research and practical experience with a local Global Information System engages students in an examination of community stratification relative to food security and economic resources. Meets the college's requirement in experiential learning.

**230 History and Theories of Leadership**

(3 s.h.) *Bryant*

Students develop a broad knowledge of leadership. They explore the origins of study of leadership and analyze and apply leadership theories. Students examine leadership styles and investigate differences among leaders that might be attributable to gender. They place leadership in cultural and historical contexts, become familiar with outstanding women and men, and analyze their lives using leadership principles and theories.

**240 Québec and Canada**

(3 s.h.) *Métraux*

Analysis of the historical and social development of francophone culture in Canada and political/social/cultural relations between Francophone and Anglophone Canadians from the late 1600s to the present. Emphasizes the development of cultural assimilation in a very multicultural society; focuses on the rise of modern Québec nationalism, the Quiet Revolution, and the question of Québec's place in contemporary Canada. Also emphasizes the Asian experience in Canada.

**250 Economics, Science and Literature of Seasonal Rhythms**

(3 s.h.) *Klein*

Please see ECON 250 for course description.

**258 Globalization and Its Impact on World Affairs**

(3 s.h.) *Clark*

Introduction to the concept of globalization and its economic and political impact on selected countries and regions. Also found as AS/INT 258 in the Asian studies listing.

**261 Sexual Minorities**

(3 s.h.) *McCleaf*

Provides students with a survey of sexual minority culture. Lesbian, gay, bisexual and transpersons' experiences are explored using an interdisciplinary approach. Contextual exploration with both historical and current intersections is framed as discussions of civil rights, access to education, ethnicity, religion, health and other bio-psycho-social cultural issues are made visible.

**263 Dimensions of Human Sexuality**

(3 s.h.) *McCleaf*

Development of sexual literacy is a key focus. Scholarly inquiry aids to inform personal decisions regarding sexuality while building awareness of the institutional and cultural factors that affect policy and cultural ideologies relative to gender and sexuality. Research efforts that apply critical examination skills are honed as students explore topics such as intimacy, assertiveness, internet dating and sexual consumerism.

**266 Social Trends and their Impact on Business**

(3 s.h.) *Usher*

Introduces students to the significance of sociocultural, political, and environmental trends and their impact on how business opportunities can grow or be hampered. Emphasizes a triple bottom line viewpoint while focusing on social trends such as the changing face of America, the Green movement, globalization, technology and communication upgrades, and changes in the workforce. Twenty hour service component required. Also found as BUAD 266 in the Business listing.

**287, 387 Internship**

(Variable credit) *Staff*.

Internships provide practical experiences in working with professionals in field experiences and positions of responsibility on campus under the supervision of a faculty sponsor.

**318 Trans Communities**

(3 s.h.) *McCleaf*

Offers students opportunity to explore and better understand those identified with a gender variance outside of the binary constructs of male and female. Examination of the history, biology, theory, and psycho-social-cultural ideologies framing the lives of this subset of sexual minorities guide the student's reading, discussion and research. Prerequisite: INT 261 or INT 263 permission of the instructor.

**330, 331 The Practice of Leadership Seminar**

(3 s.h.) *Bryant*

Students complete a comprehensive self-assessment of their leadership styles, skills, and values and develop goals for their continuing education and training. In the second part of the course, students apply their knowledge of leadership to the practice of leadership in a group and an organization.

**338 Theories in Sexuality Studies**

(3 s.h.) *McCleaf*

Examines select theoretical frames informing study of sexualities. Beginning with a variety of readings in gender, LGBT and queer theories, students discuss and research works by both current and historical scholars and engage in discourse about intersections and contributions of each as they inform the field of human sexuality. Prerequisite: INT 261 or INT 263 or instructor permission.

## International Economics and Business

Judy Klein, coordinator

### Requirements for the Major in International Economics and Business

47 semester hours in economics and business, plus foreign language and INT 103

ECON 101	Principles of Microeconomics
ECON 102	Principles of International and Macroeconomics
ECON 203 or ECON 204	Intermediate Microeconomic Theory or Macroeconomic Theory
ECON 253 or ECON/BUAD 247	International Trade or Globalization and Labor Issues
ECON 254	International Finance
INT 222	Social Science Statistics
BUAD 200	Management Principles
BUAD 208	Accounting Principles
BUAD 209	Financial Decision Making
BUAD 230	Marketing Principles
BUAD 305	Global Business
BUAD 336	Cross-Cultural and Global Marketing
ECON/BUAD 387	Internship in International Economics/Business
ECON/BUAD 396	Senior Seminar (2 s.h.)
ECON/BUAD 401	Senior Project
One of the following:	
• ECON 210	Food, Population, and Technology
• ECON 232	Topics in Economic Development
• Either ECON 253 or ECON/BUAD 247	[not included in choices above]
INT 103	Information Literacy (1 s.h.)
One semester of intermediate, college-level foreign language.	

For faculty and course descriptions, please see the Business, Economics, and Interdisciplinary department listings.

## International Relations

Gordon Bowen, coordinator

[www.mbc.edu/studies/internationalrelations/](http://www.mbc.edu/studies/internationalrelations/)

International relations is an interdisciplinary liberal arts major specially designed to prepare graduates for careers in the emerging global community. MBC students who major in international relations are preparing for work in U.S. government bureaucracies, international organizations, international businesses, and for graduate study in political science, history, and economics.

## Requirements for the Major in International Relations

45–53 semester hours

One year (2 semesters) of one foreign language at the intermediate level or above

POLS 221

ECON 101

ECON 102

ANTH 120

One of the following:

HIST 102

HIST 240

HIST 245

HIST 246

HIST 247

One of the following:

POLS 128

POLS 249

POLS 310

POLS 311

HIST 224

One of the following:

ECON 210

ECON 232

ECON 247

ECON 253

ECON 254

POLS 400B

Four of the following foreign area studies, in at least two disciplines:

AS 106	Asian Civilizations
AS/REL 212	Asian Religions
AS/BUAD 257	The Chinese Century
AS 242	Modern Korea
AS 244	Modern Middle East
AS 246	Modern Japan
AS 247	India and Pakistan
AS 248	Vietnam and Southeast Asia
AS 251	Asian Women
AS 253	Modern China
AS 256	Newly Industrialized Countries of East Asia
AS/SOC 270	Australia and New Zealand
HIST 102	Western Civilization from 1648
HIST 240	Revolutionary Europe
HIST 242	British History from 1688
HIST 245	20th-Century Europe
HIST 246	Europe, 1900-1945
HIST 247	Modern Europe, 1939-Present
HIST 255	History of Russia
HIST 256	Modern Russian History
HIST 262	20th-Century Germany
HIST 346	European Women's History

POLS 111	Comparative Politics
POLS 215	Politics in the Third World
POLS 249	Latin-American Politics
POLS 310	International Organizations
POLS 311	Terrorism and Counter-terrorism
SPAN 230	Spanish Culture and Civilization
SPAN 231	Latin-American Culture and Civilization

For faculty and courses, please see listings for Anthropology, Asian Studies, Economics, History, Political Science, and Spanish.

### Qualifying Colloquia

HIST 277 and POLS 277 may count toward the major only in those cases in which (a) modern or contemporary study of an aspect of the experience of a foreign area forms the major part of the course's content; or (b) study of a problem in international relations forms the major part of the course's content.

### Non-native Speakers of English

For international students who are non-native speakers of the English language (only), the above language requirement may be completed through equivalent courses in the English discipline.

### International Students Not U.S. Citizens

For international students— i.e., non-U.S. Citizens only, the Foreign Area Study Courses may be met by completion of courses concerning the United States in the history, and/or political science, and/or economics departments.

### Senior Requirement

Satisfactory completion of POLS 400B.

## Japanese

*Please see Asian studies.*

## Latin-American Studies

*Please see Spanish listing.*

## Leadership Studies

Brenda Bryant, coordinator  
[www.mbc.edu/studies/leadershipstudies/](http://www.mbc.edu/studies/leadershipstudies/)

Combines theoretical and practical course work and addresses gender issues in leadership.

## Requirements for the Minor in Leadership Studies

21 semester hours

INT 230	History and Theories of Leadership
PHIL 235	Ethics, Community and Leadership
INT 330/331	The Practice of Leadership Seminar

One of the following:

COMM 100	Public Speaking
COMM 210	Interpersonal Communication
COMM 221	Mass Media Writing
COMM 230	Small Group Communication
COMM 260	Principles of Public Relations
COMM 280	Intercultural Communication
ENG 251	Professional and Technical Writing

REL 223	Mediation: Theory and Practice
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One of the following:

ART 221	Women in the Arts
BUAD 250	Women in Management
ECON/WS 280	Women and Economics
POLS 209	Women and Politics
WS 245	Women in Sports
287, 387	A Qualifying Internship

Two of the following:

BUAD 200	Principles of Management
BUAD 202	Organizational Behavior
INT 140	Community and Service Learning
CE 271	Semester of Service Practicum taken with CE 281 Social Entrepreneurship for the Public Good

POLS 111	Comparative Politics
POLS 260	Public Policy
ROTC 300 and 400 level	

For course descriptions, please see listings for Business, Civic Engagement, Communications, Economics, Interdisciplinary, Philosophy, Religion, Political Science, ROTC, and Women's Studies.

### Certificate in Leadership Studies

The certificate is available to degree-seeking students also involved regularly in volunteer or campus activities or who have significant work experience. Adult learners may be either degree-seeking or non-degree-seeking students.

### Requirements for the Certificate in Leadership Studies

21 semester hours (of which up to nine semester hours may be transferred to the college or be credited by prior learning portfolio in ADP)

INT 230	
INT 330	
INT 287/387	(interdisciplinary or department specific)
PHIL 235	

One of the following:

COMM 100	
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COMM 210  
ENG 251  
REL 223

One of the following:

ART 221  
BUAD 250  
ECON/WS 280  
POLS 209  
WS 245

One of the following:

BUAD 200  
BUAD 202  
INT 140  
POLS 111  
POLS 260.

## Management

Claire Kent, coordinator

[www.mbc.edu/studies/management/](http://www.mbc.edu/studies/management/)

### Requirements for the Minor in Management

18 semester hours

BUAD 200 Management Principles

BUAD 208 Accounting Principles

Two of the following:

BUAD 202 Organizational Behavior &  
Communication

BUAD 220 Legal Environment of Business

BUAD 250 The Female Executive: Strategies  
in the Workplace

BUAD/ECON 247 Globalization and Labor Issues

BUAD/ECON 270 Business and Government

INT 230 History and Theories of  
Leadership

Two of the following:

BUAD 302 Managing Human Resources

BUAD 305 Global Business

BUAD 306 The Entrepreneur

BUAD 350 Project Management

INT 330/331 The Practice of Leadership  
Seminar

For faculty and course descriptions, please see the  
Business and Interdisciplinary listings.

## Marketing

Catherine Ferris McPherson, coordinator

[www.mbc.edu/studies/marketing/](http://www.mbc.edu/studies/marketing/)

### Requirements for the Minor in Marketing

18 semester hours

BUAD 100 Clean & Green: Business for a  
Sustainable Future

BUAD 230 Marketing Principles

BUAD 336 Cross-Cultural & Global  
Marketing

BUAD 338 Marketing Research

BUAD 362 Consumer Behavior

COMM 240 Principles of Advertising

For faculty and course descriptions, please see the  
Business and Communication listings.

## Marketing Communication

Catherine Ferris McPherson, coordinator

Janet Ewing

[www.mbc.edu/studies/marketingcommunication/](http://www.mbc.edu/studies/marketingcommunication/)

### Requirements for the Major in Marketing Communication

45 semester hours including the following:

BUAD 100 Clean and Green: Business for a  
Sustainable Future

BUAD 200 Management Principles

BUAD 208 Accounting Principles

BUAD 230 Marketing Principles

BUAD 336 Cross-Cultural & Global  
Marketing

BUAD 338 Marketing Research

BUAD 362 Consumer Behavior

COMM 240 Principles of Advertising

COMM 260 Principles of Public Relations

ECON 101 Principles of Microeconomics

INT 222 Social Science Statistics

MKTC 401 Senior Seminar: Integrated

Promotional & Brand Strategy

Three of the following:

BUAD 209 Financial Decision Making

BUAD 250 The Female Executive:  
Strategies in the Workplace

BUAD 306 The Entrepreneur: Starting,  
Marketing & Managing a  
Small Business

BUAD 350 Project Management

COMM 100 Public Speaking

COMM 210 Interpersonal Communication

COMM 212 Mass Media Law & Ethics

COMM 215 Mass Communication

COMM 225 Culture, Ethnicity, &  
Communication

MKTC 387 Marketing Communication  
Internship

For faculty and course descriptions, please see the  
Business, Communication, and Economics listings.

### Marketing Communication Course Descriptions

#### 387 Marketing Communication Internship

(3 s.h.) *McPherson*

For course details see Internships in the Pre-  
Professional and Supplemental Programs listing.

#### **401 Senior Seminar: Integrated Promotional & Brand Strategy**

(3 s.h.) *Ewing, McPherson*

The capstone course, taken the final semester; a student chooses to conduct a review and analysis of customer communication components and branding strategies, or develop a comprehensive integrated marketing communication campaign. Both involve research, planning, execution, evaluation, and formal presentation, with the primary goal of generating a professional-quality, comprehensive sample to include in a portfolio for potential employers.

## **Mathematics**

Michael Gentry, chair

Dimplekumar Chalishajar, Becky Fitzgerald, Bruce Hemp, John Ong, Adrian Riskin, Rebecca Williams

[www.mbc.edu/studies/mathematics/](http://www.mbc.edu/studies/mathematics/)

#### **Requirements for the Bachelor of Arts in Mathematics**

33 semester hours

MATH 231

MATH 302

MATH 322

MATH 400

MATH 401

18 additional semester hours of mathematics courses above the 200-level.

**NOTE:** MATH 213 does not count toward any major in mathematics.

#### **Requirements for the Bachelor of Science\* in Mathematics**

19 semester hours in addition to the Bachelor of Arts

All the requirements for the bachelor of arts, plus PHYSICS 201

PHYSICS 202

CIS/CS 205

Two 200-level lab science courses

**NOTE:** MATH 213 does not count toward any major in mathematics

**\*NOTE:** Requirements for the bachelor of science have been changed. See your advisor or department chair for the most current requirements.

#### **Senior Requirement in Mathematics**

Successful completion of MATH 400, MATH 401, and a faculty approved senior project.

#### **Program in Applied Mathematics**

Mary Baldwin College students may elect to par-

ticipate in a dual degree program in engineering or in computer science offered by the School of Engineering and Applied Science at the University of Virginia. Qualified students attend Mary Baldwin for three years and then, based on their academic performance, are accepted into the University of Virginia for two or more years of study, leading to a bachelor of science degree in applied mathematics from MBC and a master's degree in engineering or computer science from UVA. Interested students should contact Professor Ong during their first semester at the college.

#### **Requirements for the Bachelor of Science\* in Applied Mathematics**

38 semester hours

MATH 211

MATH 212

MATH 231

MATH 301

MATH 302

MATH 306

MATH 322

CHEM 121

PHYS 201

PHYS 202

MATH 400 [D]

MATH 401

Two of the following:

CIS/CS 205

MATH 252

MATH 304

MATH 306

MATH 311

MATH 312

**NOTE:** The above and 30 semester hours of coursework at University of Virginia, approved by the School of Engineering, constitute the requirements for the MBC/UVA dual degree program. It is strongly recommended that each student complete an externship or a summer course in engineering.

**\*NOTE:** Requirements for the bachelor of science have been changed. See your advisor or department chair for the most current requirements.

**NOTE:** MATH 213 does not count toward any major in mathematics.

#### **Senior Requirement in Applied Mathematics**

MATH 400D consists of a directed study of partial differential equations, or a comparable area of mathematics, including an application to a significant engineering problem. The student presents her faculty-approved project in the spring of her third (last) year at Mary Baldwin College.

## Recommended Programs

### For teachers of mathematics:

MATH 211, MATH 212, MATH 221, MATH 231, MATH 252, MATH 301, MATH 302, MATH 311, MATH 322, MATH 341, and MATH 400–401, and a teaching assistantship in mathematics.

### For graduate study in mathematics:

MATH 211, MATH 212, MATH 221, MATH 231, MATH 252, MATH 301, MATH 302, MATH 304, MATH 306, MATH 311, MATH 312, MATH 322, MATH 341, and MATH 400–401 in both the junior and senior year.

### For graduate study in computer science:

CIS/CS 205, CIS/CS 215, CIS/CS 300; MATH 211, MATH 212, MATH 221, MATH 231, MATH 252, MATH 301, MATH 302, MATH 304, MATH 306, MATH 311, MATH 322, MATH 400–401; externship in computer science and directed inquiry in mathematics.

### For graduate study in statistics:

MATH 211, MATH 212, MATH 214, MATH 231, MATH 252, MATH 301, MATH 302, MATH 304, MATH 306, MATH 311, MATH 312, MATH 322, and MATH 400–401; together with CIS/CS 205.

### For business/industry:

Either of the two recommendations directly above; graduate study in computer science or in statistics.

## Requirements for the Minor in Mathematics

18 semester hours in mathematics at the 200-level or higher, excluding MATH 213

MATH 211

MATH 212

MATH 231

MATH 252

Additional Math courses to total 18 s.h.

## Mathematics Courses

130	Basic Mathematical Concepts
150	College Algebra
156	Mathematics for Prospective Elementary School Teachers
157	Topics in Geometry
161	The Nature of Mathematics
171	Precalculus
211	Introduction to Calculus and Analytical Geometry I
212	Introduction to Calculus and Analytical Geometry II
213	Introduction to Statistics
214	Intermediate Statistical Methods
221	History of Mathematics
231	Discrete Mathematical Structures
252	Problem Solving Seminar

301	Multivariable Calculus I
302	Multivariable Calculus II
304	Numerical Analysis and Computing
306	Ordinary Differential Equations
311	Probability and Distribution Theory
312	Mathematical Statistics
322	Linear Algebra
341	Modern Geometry
370	Colloquium in Mathematics
400	Senior Mathematics I
401	Senior Mathematics II

**NOTE:** Directed inquiries, teaching assistantships, and internships are arranged on an individual basis.

## Civic Engagement Opportunities

Internships and teaching assistantships may include service-oriented work in the community.

## Mathematics Course Descriptions

### 130 Basic Mathematical Concepts

(3 s.h.) *Gentry, Hemp*

A review of mathematics concepts. This course is not open to any student who has scored higher than 480 on the MATH SAT, or passed a college-level math course. MATH 130 does not fulfill the mathematical reasoning General Education Requirement.

### 150 College Algebra

(3 s.h.) *Williams, Riskin, Gentry*

Satisfies the college's mathematical reasoning requirement. Equations & inequalities, functions & graphs, polynomial and rational functions, exponential and logarithmic functions, and systems of equations. Emphasis is on logical analysis, deductive reasoning, and methods of problem solving. This course is open to students who have scored above 480 on the MATH SAT, or have passed the MATH 130 Exemption Exam, or have passed MATH 130.

### 156 Mathematics for Prospective Elementary School Teachers

(3 s.h.) *Williams*

Satisfies the college's mathematical reasoning requirement. Discrete probability, descriptive statistics, geometry, numeration, measurement, algebra, and applications to science. Includes both content and process knowledge. Emphasis on problem solving, inductive and deductive reasoning, and building diverse mathematical reasoning and problem-solving skills. Virginia mathematics SOL for grades K-6 addressed. Prerequisite: Math 150 or the equivalent.

### 157 Topics in Geometry

(3 s.h.) *Gentry*

An introduction to Euclidean geometry, axiomatics, and deductive reasoning. Emphasis

will be on open exploration, conjectural inductivism, visualization, analysis, informal deduction. Educational software like *Geometer's Sketchpad* will be used to conduct computer investigations. Prerequisites: MATH 150 and high school geometry.

### **161 The Nature of Mathematics**

(3 s.h.) *Chalishajar*

Provides glimpses into the nature of mathematics and how it is used to understand the physical world. Gives students insight into what mathematics is, what it attempts to accomplish, and how mathematicians think. Students who successfully complete the course will better understand the world they inhabit, and will be better prepared to take their respective places in our society as informed citizens. This course is open to students who have scored above 480 on the mathematics portion of the SAT or have passed the MATH 130 Exemption Exam, or have passed MATH 130.

### **171 Pre-Calculus**

(3 s.h.) *Ong, Fitzgerald*

Algebraic functions, trig functions, log functions, and exponential functions. The main emphasis will be on developing trig functions and their properties, since they play an indispensable role in the modeling of physical phenomena. Students regularly practice algebraic techniques needed for the study of calculus. Included is a *Derive* project on modeling and problem solving. Prerequisite: MATH 150 or equivalent.

### **211, 212 Intro to Calculus and Analytic Geometry I, II**

(4 s.h. each) *Ong*

MATH 211 is required for mathematics majors and recommended for majors in economics and the natural sciences. Treats the basic concepts of differential calculus and its applications including limits, continuity, differentiation, the chain rule, the mean-value theorem, optimization problems, antiderivatives, and the fundamental theorem of calculus. MATH 212 develops the concept of the definite integral and its applications. Integration of transcendental functions. Integration techniques, L'Hopital's Rule, and Improper Integrals. Prerequisite: MATH 171.

### **213 Introduction to Statistics**

(3 s.h.) *Gentry*

An introduction to statistical inference for students in applied disciplines, such as business, economics, and the physical and life sciences. *Minitab*, a statistical software package, is used to illustrate and reinforce the material presented. Prerequisite: MATH 150 or higher.

### **214 Intermediate Statistical Methods**

(Offered as needed) (3 s.h.) *Staff*

A second course in the principles and procedures of applied statistics. Multiple Regression and model building. It is strongly recommended for students in the behavioral, social, managerial and physical sciences. Prerequisite: MATH 213, or INT 222, or PSYC 250.

### **221 History of Mathematics**

(3 s.h.) *Riskin*

This mathematics course reflects the college's emphasis on global awareness. Mathematics has a fascinating history, interwoven with striking personalities and outstanding achievements and contributions from many different countries throughout the world. Addresses the scientific, humanistic, and global import of the subject. Prerequisites: MATH 211, MATH 212.

### **231 Discrete Mathematical Structures**

(3 s.h.) *Ong*

Selected topics in math that have substantial application to computer science. An introduction to techniques of theoretical mathematics, logic, truth tables, and deductive proof, the principle of mathematical induction, algorithms, algebraic structures, discrete probability, counting methods, relations, and graph theory. Prerequisite: MATH 211.

### **252 Problem Solving Seminar**

(1 s.h.) *Gentry*

Students are presented with quantitative problems and asked to find methods of solution. They present those methods informally to the seminar group. Some real-world problems from business or industry are considered. Content varies from year to year. Students may take MATH 252 more than once for credit. Prerequisites: MATH 212, MATH 231.

### **301 Multivariable Calculus I**

(3 s.h.) *Gentry*

Indeterminate forms, improper integrals, differential equations, infinite series, polar coordinates, parametric equations, vectors and vector-valued functions. *Derive*, a symbolic computer algebra system, will be used to explore a variety of non-routine problems. Prerequisites: MATH 211, 212.

### **302 Multivariable Calculus II**

(3 s.h.) *Gentry*

Vector-valued functions, functions of several variables, partial differentiation, chain rules, directional derivative and gradient, applications of extrema, multiple integrals, vector fields, line integrals, Green's Theorem. *Derive*, a symbolic computer algebra system, is used. Prerequisite: MATH 301.

### 304 Numerical Analysis and Computing

(Alternate years) (3 s.h.) *Riskin*

Techniques and algorithms of numerical computing, numerical solution of algebraic equations and differential equations, interpolation, approximation, and iteration theory, numerical differentiation and numerical integration, error analysis, stability and convergence of solutions. The computer algebra system *Maple* is used. Prerequisite: MATH 301.

### 306 Ordinary Differential Equations

(Alternate years) (3 s.h.)

Separable first-order equations, integrating factors and exact equations, initial-value problems; linear first-order equations with applications to radioactive decay, population growth, economic models, cooling and falling bodies; vector spaces, linear dependence; the Wronskian; linear homogeneous differential equations with constant coefficients; Cauchy-Euler equations, variation of parameters, the method of undetermined coefficients, applications of second-order equations to simple harmonic motion and electrical circuits; matrix methods; and infinite series solutions. Prerequisite: MATH 212 or equivalent.

### 311 Probability and Distribution Theory

(Alternative years) (3 s.h.) *Staff*

Sample-point and event-composition methods for calculating the probability of an event; Bayes' rule; the binomial, geometric, hypergeometric and Poisson probability distributions; mathematical expectations; moment-generating functions; Tchebysheff's theorem; continuous random variables and their probability distributions; multivariate probability distributions; and functions of random variables. Recommended for students planning to work in industry. Prerequisites: MATH 211 and 212.

### 312 Mathematical Statistics

(Alternate years) (3 s.h.) *Staff*

A combination of theoretical and applied statistics. Point and interval estimation; hypothesis testing using the z, t, chi-square and F distributions; regression and correlation; analysis of variance; contingency table analysis; Shewhart control charts, measurement system evaluation, and process capability studies. Recommended for students planning to work in industry. Prerequisite: MATH 311.

### 322 Linear Algebra

(3 s.h.) *Staff*

Review of matrices and systems of linear equations. Vector spaces, inner product spaces, orthogonality, the eigenvalue problem, and linear transformations. Applications to the least squares problem and to differential equations. Numerical linear algebra. Prerequisites: MATH 211 and 231.

### 341 Modern Geometry

(Offered as needed) (3 s.h.) *Staff*

Euclidean geometry, non-Euclidean geometry, projective geometry, and the abstract axiomatic method. Strongly recommended for students planning to teach mathematics. Provides excellent background for graduate study in mathematics. Prerequisite: MATH 231.

### 370 Colloquium in Mathematics

(3 s.h.) *Gentry*

Offered periodically and devoted to selected topics in mathematics that are not treated in regular courses. Introduces students to mathematical research.

### 400, 401 Senior Mathematics I, II

(3 s.h. each) *Riskin*

Both courses required of all mathematics majors; both comprise the senior requirement of all mathematics majors. They investigate selected topics in theoretical mathematics and the relationships among major branches of mathematics. MATH 400 alternates between abstract algebra one year and real analysis the next. Emphasis is on the logical structure of mathematical systems and deductive logic. MATH 400 may be repeated for credit. Prerequisites: MATH 302 and MATH 322.

MATH 401 also varies from year to year and addresses selected topics in theoretical mathematics, such as complex variables, number theory, combinatorics, graph theory, set theory, history and philosophy of mathematics, probability theory, stochastic processes, statistical theory, numerical analysis, topology, partial differential equations, chaotic dynamics, fractal geometry, functional analysis, calculus of variations, and general applied mathematics.

MATH 400 and MATH 401 provide the structure under which students complete their senior projects. Each student completes a faculty-approved research project, writes a senior paper based on the results, and presents the results to the mathematics faculty. This requirement applies to Adult Degree Program students. However, for MATH 400, ADP students may substitute a standard course in either abstract algebra or real analysis from another institution.

## Military Science

(U.S. Army ROTC)

[www.mbc.edu/vwil/rotc.php](http://www.mbc.edu/vwil/rotc.php)

MBC offers the Military Science curriculum through the U.S. Army ROTC program conducted at Virginia Military Institute. The first two years of the program are open to eligible freshmen and

sophomores. Participation at the junior and senior level is limited to VWIL students and other students with Army ROTC advanced level contracts.

### **Military Science Courses**

- 109 Basic Military Skills and Knowledge I
- 110 Basic Military Skills and Knowledge II
- 209 Military Leadership Development I
- 210 Military Leadership Development II
- 309 Advanced Military Leadership Development I
- 310 Advanced Military Leadership Development II
- 319 Advanced Military Leadership Laboratory for MS 309
- 320 Advanced Military Leadership Laboratory for MS 310
- 409 Advanced Military Leadership and Training Development
- 410 Commissioning and Officer Basic Course Preparation
- 419 Military Science Lab for 409
- 420 Military Science Lab for 410

### **Military Science Course Descriptions**

**109 Basic Military Skills and Knowledge I**  
(1 s.h.) *Staff*  
U.S. Army orientation information and individual military skills are stressed.

**110 Basic Military Skills and Knowledge II**  
(1 s.h.) *Staff*  
Initial instructions in land navigation and military history.

**209 Military Leadership Development I**  
(1 s.h.) *Staff*  
Covers the intermediate level in the Leadership Development Program for the Army ROTC program. Prerequisites MS 109, 110

**210 Military Leadership Development II**  
(1 s.h.) *Staff*  
Cadets continue leadership development and transition to the advanced course; emphasis is placed on individual and team building.

**309 Advanced Military Leadership Development I**  
(2 s.h.) *Staff*  
Emphasis is placed on leadership applications and effective planning and organizational skills. Concurrent enrollment in either MS 319 or MS 350 is required.

**310 Advanced Military Leadership Development II**  
(2 s.h.) *Staff*  
A continuation of MS 309. Cadets are trained on basic officer skills, including preparation of map overlays, the principles of war, and how to conduct an After Action Review. Concurrent enrollment in MS 320 or 351 required.

**319, 320 Advanced Military Leadership Lab**  
(No credit) *Staff*  
Focuses on individual and small unit tactics skills. Concurrent enrollment in MS 309 or MS 310 is required.

**409 Advanced Military Leadership and Training Development**  
(2 s.h.) *Staff*  
This begins the transition of the cadet to an officer. Emphasis is on roles and duties of the 2nd lieutenant. Concurrent enrollment in MS 419 or MS 450 is required.

**410 Commissioning and Officer Basic Course Preparation**  
(2 s.h.) *Staff*  
Completes the transition of the student to an officer, culminating in her commissioning. Primary focus of the course is to provide the Advanced Camp graduates instruction in the planning, organizing, training, and leadership development necessary to lead a platoon. Concurrent enrollment in either MS 420 or MS 451 required.

**419, 420 Military Science Lab**  
(No credit) *Staff*  
Practical applications of subjects taught in MS 409 and MS 410. Concurrent enrollment in MS 409 or 410 is required.

## **Ministry**

Patricia Hunt, director  
[www.mbc.edu/studies/ministry/](http://www.mbc.edu/studies/ministry/)

**Carpenter Preparation for Ministry Program**  
This unique program provides a bridge between the intellectual rigor of the classroom and the living of faith in the world. The program is not only for those students preparing for a religious vocation, but for those with any major or career plans who are interested in integrating faith and life. Both internships and volunteer opportunities are also available.

### **Requirements for the Minor in Ministry**

#### **Traditional track, for students preparing for Christian religious vocations:**

21 to 23 semester hours

- REL 101 Hebrew Scriptures (Old Testament)
  - REL 102 Christian Scriptures (New Testament)
  - REL 130 Faith, Life, and Service
  - REL 221 Christian Faith and Just Peacemaking or REL 231 Women and Religion
  - REL 222 Clinical Education
- Two of the following:  
HIST/REL 204  
REL 223

PHIL 102  
ANTH 120  
ANTH 244

**Explorers track for students from any or no religious tradition:**

21 to 23 semester hours

REL 101 and/or REL 102

REL 130 Faith, Life, and Service

AS/REL 212 Asian Religions and/or AS/REL  
275 Buddhism

REL 277 Studies in Religion and/or

REL 222 Clinical Education

Remaining hours for the minor may be chosen from:

ANTH 120

REL 202

REL/AS 213

REL 221

REL 231

REL 232.

**NOTE:** Other courses appropriate for the major and/or to the career plans of the student may be chosen and substituted for the above with the approval of the director. Directed inquiries and teaching assistantships are available on an individual basis.

**NOTE:** For faculty and course descriptions, please see the listings for Religion, Philosophy, and Anthropology.

**Carpenter Quest Program**

Conducted by the chaplain as part of the Carpenter Preparation for Ministry Program, this unique program helps students integrate religious commitment, intellectual development, and service. The program includes two years of spiritual direction, academic courses, and enrichment activities that support individual efforts to make sense of life, learning, and faith. Students may apply to Quest during, or after completing, their freshman year.

## Music

Lise Keiter, chair

Robert Allen, Sharon Barnes, Susan Black, Robert Bowen, Elizabeth Brightbill, Beth Cantrell, Jolene Flory, Pamela Fox, Linda Heuer, Laura Hoffman, Eloise Kornicke, Rachel Quagliariello, Elizabeth Roberts, Humberto Sales, Melissa Sumner, David Tate, Sherry von Oeyen, Adrienne Wager  
[www.mbc.edu/studies/music/](http://www.mbc.edu/studies/music/)

The music department offers a major and a minor, as well as introductory courses and electives for more casual music enthusiasts. In all its offerings, the department is committed to the exploration of

music within the context of the liberal arts. Vocal, keyboard, and selected instrumental instruction is available to all students at beginning, intermediate, and advanced levels. The Mary Baldwin College Choir has an active schedule and is open to all students by audition, as are other vocal and instrumental ensembles. See also the Arts Management listing.)

**Civic Engagement Opportunities**

- Performing in the community, as part of one of the music department's ensembles
- Being involved in area schools, through the Music Education Program
- Sharing their talents with the community, through the Senior Project.

**Requirements for All Majors in Music**

33–36 semester hours

MUS 100

MUS 111–112

MUS 211–212

MUS 315–316

MUS 400

Emphasis requirements (see below)

**NOTE:** All music majors must pass the piano proficiency test (see piano department for details). Music majors are expected to attend on-campus recitals.

**Emphasis on Music Literature and History**

All core requirements for the major in music, plus At least two additional courses at the 300-level

MUS 402

MUS 106 or MUS 108 for a minimum of four semesters

A minimum of two semesters of Applied Lessons

**Emphasis on Music Performance**

All core requirements for the major in music, plus A formal audition by the end of the sophomore year

Applied Lessons on the primary instrument or voice for a minimum of six semesters

MUS 401

MUS 301 is recommended for students who wish to pursue graduate study.

Concentration requirements (see below)

**Students with a piano concentration must take:**

MUS 323

MUS 106 At least two semesters

MUS 210 At least one semester

**Students with a voice concentration must take:**

MUS 106 each semester after they have declared

the music major  
 MUS 141  
 One year of a foreign language

**Students with an instrumental concentration should consult the department about specific requirements.**

**Core Requirements for the Minor in Music**  
 20–23 hours

MUS 100  
 MUS 111–112  
 Concentration requirements (see below)

**General Concentration**  
 All core requirements for the minor in music, plus  
 At least two three-credit courses at the 200- or 300-level  
 A minimum of four semesters of Applied Lessons, MUS 106, and/or MUS 108

**Music Literature Concentration**  
 All core requirements for the minor in music, plus  
 Four three-credit courses at the 200-or 300-level (two of these must be courses other than MUS 217, MUS 211, and MUS 212)

**Performance Concentration**  
 All core requirements for the minor in music, plus  
 A formal audition by spring semester of the sophomore year  
 A minimum of six credit hours of Applied Lessons MUS 302  
 At least two additional three-credit courses at the 200- or 300-level

**Music Education (Vocal/Choral Pre-K–12)**

All students who wish to be licensed to teach music in the public schools, grades pre-K–12, must have a major in music (with a performance emphasis or music history and literature emphasis). In addition to emphasis requirements, they must complete the following:

MUS 217 Choral Conducting  
 Minimum of one year of piano  
 Minimum of one year of voice  
 Minimum of six semesters of choir  
 Additional piano proficiency requirements  
 MUS 310 Music Education in the Elementary School  
 MUS 311 Music Education in the Secondary School  
 ED 110 Practicum  
 ED/INT/SOC 115 Foundations of Education  
 ED 120 Understanding Exceptional Individuals  
 PSYC 210 Child Psychology

PSYC 211 Adolescent Psychology  
 ED 386 Seminar in Student Teaching  
 ED 392 Student Teaching in Music

**Music Courses**

100 Introduction to Listening  
 101 Beginning Voice Class  
 102 Beginning Piano Class  
 103 Beginning Guitar Class  
 105 Fundamentals of Music  
 106 Mary Baldwin College Choir  
 108 Chamber Music Ensembles  
 111, 112 Music Theory I and II  
 120, 260 Applied Piano  
 121, 261 Applied Voice  
 122, 262 Applied Organ  
 123, 263 Applied Violin  
 124, 264 Applied Flute  
 125, 265 Applied Cello  
 125B, 265B Applied Bass  
 126, 266 Applied Clarinet  
 127, 267 Applied Guitar  
 128, 268 Applied Viola  
 129, 269 Applied Harp  
 130, 270 Applied Bassoon  
 141 Diction for Singers  
 151 History of Jazz  
 152 Rock Music  
 153 American Folk Music  
 200, 300 Topics in Music History  
 210 Accompanying  
 211, 212 Music Theory III and IV  
 217 Choral Conducting  
 218, 318 Women in Music  
 223, 323 Piano Literature  
 224, 324 The Symphony  
 225, 325 Beethoven  
 226, 326 Music and the Theatre  
 229, 329 Music in the Romantic Era  
 230, 330 20th-Century Music  
 301 Junior Recital  
 302 Minor Recital  
 310 Music Education in the Elementary School  
 311 Music Education in the Secondary School  
 315 History of Western Music to 1600  
 316 History of Western Music from 1600 to the Present  
 400 Senior Seminar  
 401 Senior Recital  
 402 Senior Thesis

**NOTE:** Directed inquiries, teaching assistantships, and internships in music can be arranged on an individual basis.

**Music Course Descriptions**

### **100 Introduction to Listening**

(3 s.h.) *Allen, Brightbill, Keiter*

A general introduction to western music from Gregorian Chant to the 20th century, designed to refine the student's listening skills and pleasure. Emphasis will fall on guided analytical listening to selected works by major composers. No previous musical experience is expected.

### **101 Beginning Voice Class**

(1 s.h.) *Quagliariello*

The rudiments of singing — how to begin to build your voice — will be offered for those students who have an interest in strengthening their vocal ability, perhaps with the goal of further applied study. Students must be enrolled in the Mary Baldwin College Choir in the term in which this course is taken. Intended for students with no prior vocal study. Course fee.

### **102 Beginning Piano Class**

(1 s.h.) *Staff*

This course introduces students to the basics of reading music and playing the piano. It is taught in a piano laboratory environment and is intended for those who have no keyboard background. Students with prior piano study should consult Professor Keiter about taking a different course. Course fee.

### **103 Beginning Guitar Class**

(1 s.h.) *Sales*

This course introduces students to the basics of reading music and playing the guitar. It is intended for those who have no guitar background. (Students with prior guitar experience should consult the instructor about taking a different course.) Course fee.

### **105 Fundamentals of Music**

(3 s.h.) *Hoffman, Kornicke, Sumner*

An introduction to the structure of tonal music intended for the student with little or no formal musical training. Some attention will be given to keyboard proficiency and training in aural skills. This course is recommended for teacher licensure or for students who wish to take MUS 111.

### **106 Mary Baldwin College Choir**

(1 s.h.) *Tate, Heuer*

Admission by audition. The choir activities include a spring tour and occasional concerts with area men's choruses. Can be repeated for credit.

### **108 Chamber Music Ensembles**

(Credit varies) *Flory, Quagliariello, Brightbill, Staff*

Admission by audition. Can be repeated for credit. Ensembles include Baldwin Charm, Madrigal Singers, Flute Ensemble, and chamber groups. Singers for Baldwin Charm and Madrigal Singers

are selected by audition from the Mary Baldwin College Choir. Choir membership is a requirement for participation in either small vocal ensemble.

### **111, 112 Music Theory I and II**

(4 s.h.) *Keiter*

These courses examine the role of harmonic material in tonal music, viewed in several ways: harmonization exercises, analysis, and short compositions. There is a lab component, which will emphasize aural skills and sight-singing. Required for the major or minor in music. Prerequisite: Familiarity with notation of pitch and rhythm and/or MUS 105.

### **Applied Lessons**

(1–2 s.h.)

Individual voice, piano, and selected instrumental lessons are available to all students, on a space-available basis, regardless of present level of ability and prior music experience. Pre-approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons). Most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Fees: 12 30-minute lessons, \$230; 12 60-minute lessons, \$450. Reduced fee for approved music majors or minors: 12 30-minute lessons, \$130; 12 60-minute lessons, \$175. Students should consult their teachers about which course is appropriate for them.

### **120, 260 Applied Piano**

(Credit varies) *Heuer, Keiter, Kornicke, Mackey*

### **121, 261 Applied Voice**

(Credit varies) *Flory, Quagliariello, Sumner*  
Priority for Applied Voice will be given first to music majors or minors and then to students registered for MUS 106 (Mary Baldwin College Choir). All students in Applied Voice are required to enroll in MUS 106.

### **122, 262 Applied Organ**

(Credit varies) *Staff*

Available at beginner/intermediate or advanced levels. Note that beginner/intermediate level assumes intermediate level of piano skills. Organ lessons are taught off-campus.

### **123, 263 Applied Violin**

(Credit varies) *Staff*

### **124, 264 Applied Flute**

(Credit varies) *Brightbill*

### **125, 265 Applied Cello**

(Credit varies) *Cantrell*

**125B, 265B Applied Bass**  
(Credit varies) *Bowen*

**126, 266 Applied Clarinet**  
(Credit varies) *Staff*

**127, 267 Applied Guitar**  
(Credit varies) *Sales*

**128, 268 Applied Viola**  
(Credit varies) *Staff*

**129, 269 Applied Harp**  
(Credit varies) *Wager*

**130, 270 Applied Bassoon**  
(Credit varies) *Staff*

**141 Diction for Singers**  
(2 s.h.) *Flory*

The course will include the application of the International Phonetic Alphabet mainly to the study of Italian, English, German, and French song literature. There will be a brief study of its application to Spanish and Latin texts. Diction problems applicable to all song literature will be discussed.

**151 History of Jazz**  
(3 s.h.) *Allen*

An examination of jazz as both a musical and sociological phenomenon; we will focus on the musical developments that resulted in jazz, the major jazz styles from New Orleans to the present, and musicians who have strongly influenced these styles.

**152 Rock Music**  
(3 s.h.) *Allen*

A survey of the history of rock from its roots in rhythm and blues to present-day developments. Major stylistic trends and the contribution of such early artists as Elvis Presley, Chuck Berry, the Beatles, and the Rolling Stones will receive equal attention. No previous musical experience is expected.

**153 American Folk Music**  
(3 s.h.) *Allen*

This course traces the development of American oral-tradition music, beginning with the earliest British ballads. Various surviving song-types examined include blues, '30s dust-bowl ballads, and '60s protest songs. The recorded era is also closely scrutinized, from early hillbilly artists to the mid-century folk revival.

**200, 300 Topics in Music History**  
(Credit varies) *Allen, Keiter, Staff*

One or more course topics will be chosen from such areas as: J. S. Bach, the Art Song, Music in Vienna,

Music in London, Wagner operas, World Music, and Chamber Music Literature. Prerequisite: permission of instructor.

**210 Accompanying**  
(1 s.h.) *Keiter*

This course is for piano students. Each student will accompany voice or instrumental students in a performance. Prerequisites: advanced piano skills and permission of instructor.

**211, 212 Music Theory III and IV**  
(3 s.h.) *Keiter*

These courses are a continuation of MUS 111–112. Students will develop analytical techniques appropriate for the major styles and genres of western music, from Gregorian chant to the present, with attention as well to the historical and cultural foundation of these techniques. Focus will be on analysis projects, composition, and aural skills. Required for music majors. Prerequisite: MUS 112 or permission of instructor.

**217 Choral Conducting**  
(3 s.h.) *Allen*

Choral conducting is the choreography of sound. In addition, it is the art of teaching and communicating through verbal and gestural technique. The major goal of this course is to secure for the student the fundamental skills necessary for success as a conductor and teacher. Required for Music Education students.

**218, 318 Women in Music**  
(3 s.h.) *Keiter*

This course will examine the rich history of women's involvement with music as composers, performers, listeners, patrons, critics, and objects of musical representation. While we will mainly focus on western civilization, we will also consider examples drawn from non-western cultures. This course includes consideration of popular music and artists.

**223, 323 Piano Literature**  
(3 s.h.) *Keiter*

A survey of the music, history, and performance technique of the piano from the Baroque to the 20th century. Individual works will be selected for listening, discussion and limited analysis. Emphasis will be on both live and recorded performances. Reading knowledge of music required. Recommended background: MUS 100.

**224, 324 The Symphony**  
(3 s.h.) *Allen*

A study of the symphony from Haydn to Stravinsky, emphasizing evolution of musical style and development of the orchestra as a performing medium. Additional composers may include

Mozart, Beethoven, Schumann, Brahms, Mahler, Prokofiev, and Tchaikovsky.

**225, 325 Beethoven**

(3 s.h.) *Allen*

The life and musical style of Ludwig van Beethoven: an intensive study of works in four genres (piano sonata, concerto, string quartet, symphony) that mark his evolution through three style periods (classic, heroic, late).

Recommended background: MUS 100.

**226, 326 Music and the Theatre**

(3 s.h.) *Keiter*

An introduction to the opera and related theatre music from their origins to the 20th century. Well-known operas by Mozart, Rossini, Verdi, Wagner, Puccini, and Strauss will be treated in lectures, recordings, and videotapes. If possible, a field trip to hear an operatic performance will be scheduled. Recommended background: MUS 100.

**229, 329 Music in the Romantic Era**

(3 s.h.) *Allen*

A study of the major styles in European music from the death of Beethoven through the end of the 19th century: the German art song, short piano pieces from Schubert to Brahms, the rise of the virtuoso (Chopin and Liszt), “music of the future” — the new directions of Wagner, and the rise of Nationalism (Dvorak and Tchaikovsky).

Recommended background: MUS 100.

**230, 330 20th-Century Music**

(3 s.h.) *Allen*

The major styles and issues in European and American music from Debussy to the present — a full spectrum of the sounds of the 20th century. Composers to be studied will include Schoenberg, Stravinsky, Bartok, Berg, Ives, and Prokofiev.

Recommended background: MUS 100.

**301 Junior Recital**

(1 s.h.)

The Junior Recital is a half-recital (25–35 minutes) that music majors with performance emphasis present in their junior year. Students should consult the “Guide to Recitals.”

Prerequisite: MUS 112 or permission of instructor.

**302 Minor Recital**

(1 s.h.)

The Minor Recital is a half-recital (25–35 minutes) that music minors with performance concentration present in their junior or senior year. Students should consult the “Guide to Recitals.”

Prerequisite: Students must have passed their minor audition and have at least junior standing.

**310 Music Education in the Elementary School**

(3 s.h.) *Tate*

This course will give students a foundation for teaching music at the elementary level.

Observation and participation in public school classrooms will be arranged to integrate teaching theory and practice. The course will introduce standard methods and materials appropriate for teaching general and vocal/choral music, including Orff and Kodaly systems, recorder, and autoharp.

Prerequisite: Sophomore standing.

**311 Music Education in the Secondary School**

(3 s.h.) *Tate*

This course will give students a foundation for teaching music at the middle and high school levels. Observation and participation in public school classrooms will be arranged to integrate teaching theory and practice. This course is directed toward the vocal music educator and will cover choral direction methods, materials, and strategies. Prerequisite: Sophomore standing.

**315 History of Western Music to 1700**

(3 s.h.) *Allen*

A survey of western music from antiquity to the Baroque. The major emphasis will be on aural recognition of the various musical styles current during Medieval and Renaissance times. Required for Music majors. Prerequisite: MUS 100.

**316 History of Western Music from 1700 to the Present**

(3 s.h.) *Allen*

A survey of western music from the Baroque to the present. As in MUS 315, primary emphasis will be on aural recognition of the major styles of the last 400 years. Required for Music majors. Prerequisite: MUS 100.

**400 Senior Seminar**

(3 s.h.) *Allen, Keiter*

Music majors must take the Major Field Achievement Test. This seminar will focus on selective review for this examination, along with several 1–2 page papers and short oral reports.

**401 Senior Recital**

(3 s.h.) *Keiter, Staff*

The Senior Recital is a full recital (40–55 minutes) that majors with performance emphasis present in their senior year. Students should consult the “Guide to Recitals.” Prerequisite: Students must have passed the major audition and have senior standing.

**402 Senior Thesis**

(3 s.h.) *Allen, Keiter*

The senior thesis affords students the opportunity to conduct a large-scale, independent research project. This will include a proposal, bibliography and litera-

ture review (due in the preceding term), a 30-page thesis (at least one component of which must discuss or analyze music), and a final oral presentation.

## Naval Science

(U.S. Navy and U.S. Marine Corps ROTC)  
[www.mbc.edu/vwil/rotc.php](http://www.mbc.edu/vwil/rotc.php)

MBC offers the naval science curriculum, with Marine Corps option, through the U.S. Navy and Marine Corps ROTC program conducted at Virginia Military Institute. Participation is limited to students in Virginia Women's Institute for Leadership at MBC.

### Naval Science Courses

- 101 Introduction to Naval Science
- 102 Sea Power and Maritime Affairs
- 203 Leadership and Management
- 205 Navigation (Navy Option)
- 206 Evolution of Warfare I (Marine Option)
- 211 Navigation Lab for NS 205 (Navy Option)
- 303 Amphibious Warfare I (Marine Option)
- 304 Amphibious Warfare II (Marine Option)
- 308 Naval Engineering
- 309 Naval Weapons Systems (Navy and Marine Option)
- 313 Amphibious Warfare I Lab for NS 303 (Marine Option)
- 314 Amphibious Warfare II Lab for NS 304 (Marine Option)
- 315 Navy Leadership Lab I for NS 309 (Navy Option)
- 402 Leadership and Ethics (Navy and Marine Option)
- 408 Naval Operations and Seamanship (Navy Option)
- 411 Naval Operations Lab for NS 408 (Navy Option)
- 412 Navy Leadership Lab II for NS 402 (Navy Option)
- 413 Marine Leadership Lab I for NS 309 (Marine Option)
- 414 Marine Leadership Lab II for NS 402 (Marine Option)

### Naval Science Course Descriptions

#### 101 Introduction to Naval Science

(1 s.h.) *Staff*

A general introduction to sea power and the Naval Services. Emphasis is placed on the mission, organization, regulations and broad warfare components of the Navy and Marine Corps.

#### 102 Sea Power and Maritime Affairs

(1 s.h.) *Staff*

Continues the general concepts and history of sea

power, implementation of sea power as an instrument of national policy and a study of the U.S. Naval strategy.

#### 203 Leadership and Management

(1 s.h.) *Staff*

Introduction to the principles of Naval leadership, management and command.

#### 205 Navigation (Navy Option)

(2 s.h.) *Staff*

Provides a comprehensive study of the theory, principles and procedures of ship navigation and coastal piloting. Must concurrently register for either NS 211 or MS 350.

#### 206 Evolution of Warfare I (Marine Option)

(1 s.h.) *Staff*

Explores the nature of warfare throughout Western history.

#### 211 Navigation Lab for NS 205 (Navy Option)

(No credit) *Staff*

For students seeking a commission in the Navy. Concurrent enrollment in NS 205 required.

#### 303 Amphibious Warfare I (Marine Option)

(2 s.h.) *Staff*

Historical survey of the projection of sea power ashore. Must concurrently register for either NS 313 or MS 350.

#### 304 Amphibious Warfare II (Marine Option)

(2 s.h.) *Staff*

Continuation of NS 303. Students must concurrently register for either NS 314 or MS 351.

#### 308 Naval Engineering

(1 s.h.) *Staff*

Familiarizes students with the types, structures and purpose of Navy ships.

#### 309 Naval Weapons Systems (Navy and Marine Option)

(2 s.h.) *Staff*

Covers the principles of Naval weapons systems, including the integration of Marine Corps combat elements with a Navy Battle Group. Must concurrently register for either NS 315, NS 413, or MS 450.

#### 313 Amphibious Warfare I Lab for NS 303 (Marine Option)

(No credit) *Staff*

For students seeking a commission in the Marine Corps. Emphasizes preparation for NROTC Officer Candidate School at Quantico, Virginia. Concurrent enrollment in NS 303 is required.

**314 Amphibious Warfare II Lab for NS 304 (Marine Option)**  
(No credit) *Staff*  
For students seeking a commission in the Marine Corps. Concurrent enrollment in NS 304 required.

**315 Navy Leadership Lab I for NS 309 (Navy Option)**  
(No credit) *Staff*  
For students seeking a commission in the Navy. Concurrent enrollment in NS 309 is required.

**402 Leadership and Ethics (Navy and Marine Option)**  
(2 s.h.) *Staff*  
Seminar on leadership principles and management techniques as they apply to the duties and responsibilities of junior officers. Students must concurrently register for NS 412, NS 414, or MS 451.

**408 Naval Operations and Seamanship (Navy Option)**  
(2 s.h.) *Staff*  
Comprehensive study of the theory, principles and procedures of naval operations. Concurrently register for either NS 411 or MS 351.

**411 Naval Operations Lab for NS 408 (Navy Option)**  
(No credit) *Staff*  
For students seeking a commission in the Navy. Concurrent enrollment in NS 408 required.

**412 Navy Leadership Lab II for NS 402 (Navy Option)**  
(No credit) *Staff*  
For students seeking a commission in the Navy. Concurrent enrollment in NS 402 is required.

**413 Marine Leadership Lab I for NS 309 (Marine Option)**  
(No credit) *Staff*  
For students seeking a commission in the Marine Corps. Concurrent enrollment in NS 309 is required.

**414 Marine Leadership Lab II for NS 402 (Marine Option)**  
(No credit) *Staff*  
For students seeking a commission in the Marine Corps. Concurrent enrollment in NS 402 is required.

## Peacemaking & Conflict Resolution

Roderic Owen, coordinator  
[www.mbc.edu/studies/peacemaking/](http://www.mbc.edu/studies/peacemaking/)

Students interested in issues and perspectives revolving around the themes of difference, diversity, and multiculturalism and in the skills and techniques emerging from mediation, conflict resolution, and non-violence may pursue a multi-disciplinary minor in Peacemaking and Conflict Resolution. Requirements encourage cross-disciplinary study, a combination of theory and praxis, and (when possible) integration with the student's major. This study can complement and enrich many disciplines and pre-professional areas.

### Requirements for the Minor in Peacemaking and Conflict Resolution

21 semester hours

Three of the following:

- COMM 225 Culture, Ethnicity and Communication
- COMM 280 Intercultural Communication
- PSYC 221 Psychology of Peace and Conflict Resolution
- REL 223/COMM 237 Mediation: Theory and Practice
- PHIL/REL 320 Peacemaking: Gandhi & Nonviolence

Three of the following, with no more than two from any one department:

- ANTH 120 Cultural Anthropology
- ANTH 202 Women, Gender, and Culture
- AS 212 Asian Religions
- AS 251 Asian Women
- AS 275 Buddhism
- BIOL 148 Environmental Issues
- COMM 210 Interpersonal Communication or
- COMM 230 Small Group Communication
- COMM 285 Gender and Communication
- ECON 215 Poverty, Inequality, and Welfare
- ECON 272 Environmental Policy
- ECON 280 Women and Economics
- HIST 266 Survey of African American History from 1877
- PHIL 232 African American Thought
- PHIL/REL 233 Human Nature and Society
- PHIL 235 Ethics, Community and Leadership
- REL 130 Faith, Life and Service
- REL 203 History of Christian Thought
- REL 221 Christian Faith, Peace, and Justice
- REL 232 African American Religion
- REL 234 Religion, Politics, and Public Policy
- POLS 209 Women and Politics

POLS 221	International Relations
POLS 310	International Organizations
PSCY 216	Multicultural Psychology
PSYC 218	Psychology of Relationships
SOC 112	Social Problems
SOC 240	Community and Urban Sociology
SOC 248	Social Inequality
SOC 262	Environmental Sociology
SOC 264	Social Movements

Either a faculty-approved 3 s.h. internship (see conditions below\*), or one of the following:

PHIL/INT 140	Community and Service Learning
POLS 235	Politics, Policy and Civic Engagement
SOC 282	Community Service and Society
REL 310	Community and Practice.

\* The internship must have a mediation/conflict resolution or a community-service emphasis and must be registered under one of the following departments: philosophy, religion, sociology, communication, political science, or psychology.

**NOTE:** For course descriptions, please see the listings of the departments named above.

## Physical and Health Education

Lynda Alanko, Charles Angersbach, Patricia Davis, Val Gangwer, Sheree Kiser, Pamela McCray, Peter Parikakis, Irene Sarnelle, Sharon Spalding, John Stuart, Heather Ward, Paul Yee  
[www.mbc.edu/academic/departments/dept.php?dept=22](http://www.mbc.edu/academic/departments/dept.php?dept=22)

The combined program of physical and health education educates through movement, cognitive development, and social experiences. The program emphasis is the acquisition of physical skills, which contribute to the development of healthful lifestyles and leisure-time pursuits. MBC students must complete at least one class from each of the three principle concentrations, totaling a minimum of two credit hours.

### Physical and Health Education Courses

#### Principles of Health

100	Fitness
101	Advanced Fitness
102	Topics in Principles of Health
122	Stress Management
123	Consumer Health
221	Emergency Health Care

#### Principles of Dance and Health-Related Fitness

134	VWIL Sophomore Physical Training
135	VWIL Junior Physical Training
136	VWIL Senior Physical Training

137	VWIL Leadership Challenge Program
139	Topics in Principles of Dance and Health-Related Fitness
140	Yoga
141	Aerobics
142	Weight Training
143	Fitness Walking
144	Beginning Ballet
145	Intermediate Ballet
146	Modern Dance
147	Historical Dance
148	Ballroom Dance
149	Folk Dance
150	Performance Dance Group
155	Independent Activity

#### Principles of Motor Skill and Sport-Related Fitness

167	VWIL Wilderness
168	Climbing and Rappelling
170	Racquetball
171	Tennis
172	Golf
173	Fencing
174	Self Defense
175	Karate
176	Outdoor Recreation
177	Colloquium
178	Biking
179	Horseback Riding
180	Scuba
181	Skiing/Snowboarding
182	Ice Skating
183	Indoor Recreation
185	Independent Activity
189	Topics in Principles of Motor Skill and Sport-Related Fitness
190	Fall Athletic Sports
191	Winter Athletic Sports
192	Spring Athletic Sports
193	Advanced Fencing

#### Professional Development

245	Women and Sport
251	Exercise Testing and Training

### Physical and Health Education Course Descriptions

#### 100 Fitness

(1 s.h.) *Alanko, Parikakis, Sarnelle*

Topics include assessment and design of a personal fitness and nutrition plan. Students examine wellness as it pertains to quality of life. Suggested for freshmen and sophomores.

#### 101 Advanced Fitness

(1 s.h.) *Spalding*

Extensive fitness testing and morning exercise sessions are part of this course (required for VWIL freshmen). Current health issues will also be addressed.

### **102 Topics in Principles of Health**

(1 s.h.) *Staff*

This course will cover current content related to specific topics in the Principles of Health. See the current course offerings list for the most up-to-date topic offering.

### **122 Stress Management**

(1 s.h.) *Sarnelle, Spalding*

Students will be engaged in self-examination of personal stressors. Emphasis will be given to techniques for reduction of stress, as well as the construction of a personal stress management plan.

### **123 Consumer Health**

(1 s.h.)

Provides the student with knowledge and skills to become a wise consumer of health products and services.

### **134 Independent Activities: Sophomore Physical Training**

(s.h. vary)

### **135 Independent Activities: Junior Physical Training**

(s.h. vary)

### **136 Independent Activities: Senior Physical Training**

(.5 s.h.) *Spalding*

Cadets participate in physical training three times per week. Goal setting, individual physical assessment, and review of progress toward fitness goals are included in each class. Prerequisite: VWIL student.

### **137 Outdoor Recreation: Leadership Challenge Program**

(.5 s.h.) *Bryant*

Experiential activities that encourage individual challenge, team building, communication, and trust. Prerequisite: VWIL student.

### **139 Topics in Principles of Dance and Health-Related Fitness**

(.5 s.h.) *Staff*

Provides content related to specific topics in the Principles of Dance and Health-Related Fitness. See the current course offerings list for the most up-to-date topic offering.

### **140 Yoga**

(.5 s.h.) *Ward*

Instruction in basic techniques of yoga.

### **141 Aerobics**

(.5 s.h.) *Kiser*

Instruction and participation in various types of aerobics.

### **142 Weight Training**

(.5 s.h.) *Parikakis*

Instruction in basic techniques of weight training.

### **143 Fitness Walking**

(.5 s.h.) *Kiser*

Instruction in basic techniques of fitness walking including use of Nordic walking poles.

### **144 Beginning Ballet**

(.5 s.h.) *McCray*

Instruction in beginning level ballet. Leotard and slippers required. Consult the physical education department for fees. Students must provide own transportation.

### **145 Intermediate Ballet**

(.5 s.h.) *McCray*

Prerequisite: permission of instructor; one year of ballet instruction. Instruction in intermediate level ballet skills. Consult the physical education department for fees. Students must provide own transportation.

### **146 Modern Dance**

(.5 s.h.) *Staff*

Instruction in the basic techniques of modern dance.

### **147 Historical Dance**

(.5 s.h.) *Sarnelle*

Instruction in historical dance movement with emphasis on American and European social dance from the 16th to 20th centuries.

### **148 Ballroom Dance**

(.5 s.h.) *Sarnelle*

Introduction to basic ballroom dance skills including: steps, styling, leading and following for American and Latin ballroom dance forms.

### **149 Folk Dance**

(.5 s.h.) *Sarnelle*

Instruction and participation in folk dances primarily from European and Middle Eastern countries.

### **150 Performance Dance Group**

(1 s.h.) *Sarnelle*

Introduction to group dance experiences through rehearsal, performance, dance technique training and technical theatre practice. In fall, the group presents a modern dance concert. In spring, the group presents a historical ball. The group presents programs and conducts dance workshops for schools and community groups. Course may be repeated for credit. Prerequisite: permission of instructor.

### **155 Independent Activity**

(.5 s.h.) *Sarnelle*

Activities to suit individual students with special needs or those who wish to do an advanced activity not offered on campus. Prerequisite: permission of instructor.

**167 Outdoor Recreation: VWIL Wilderness**

(1.0 s.h.) *Bryant*

Provides knowledge, experience, and skills in outdoor adventures as a part of the VWIL orientation. Prerequisite: VWIL student.

**168 Outdoor Recreation: Climbing and Rappelling**

(.5 s.h.) *Staff*

Instruction in knowledge, experience, and skills in basic climbing and rappelling activities. Consult the physical education department for fees. Students must provide own transportation.

**170 Racquetball**

(.5 s.h.) *Staff*

Instruction in basic skills, rules, and strategies of racquetball for the beginner. Equipment is available.

**171 Tennis**

(.5 s.h.) *Staff*

Instruction in basic skills, rules, and strategies of tennis for the beginner. Equipment is available.

**172 Golf**

(.5 s.h.) *Parikakis*

Instruction in basic skills and rules of golf for the beginner. Equipment is available.

**173 Fencing**

(1 s.h.) *Gangwer*

Instruction in basic skills, rules, and strategies of bouting for the beginner. Equipment is available.

**174 Self-Defense**

(.5 s.h.) *Davis*

Instruction in basic techniques of self-defense.

**175 Karate**

(.5 s.h.) *Davis*

Instruction in basic techniques of karate.

**176 Outdoor Recreation**

(.5 s.h.) *Staff*

Provides physical activity through participation in outdoor recreational activities.

**177 Colloquium**

(variable credit) *Staff*

Review current course offerings list for subject matter.

**178 Biking**

(.5 s.h.) *Staff*

Instruction in basic techniques of biking.

**179 Horseback Riding**

(.5 s.h.) *Sarnelle*

Instruction in basic horsemanship and horseback riding necessary to begin the safe and successful sport of riding. Beginning through advanced level

lessons offered. Consult the physical education department for fees. Students must provide own transportation.

**180 Scuba**

(1 s.h.) *Sarnelle*

Instruction in the knowledge and the skills necessary to dive safely and enjoy the aquatic environment. Successful completion earns the student international certification (PADI). Consult the physical education department for fees. Students must provide own transportation.

**181 Skiing/Snowboarding**

(.5 s.h.) *Sarnelle*

Instruction in basic techniques of skiing/snowboarding. Consult the physical education department for fees. Students must provide own transportation.

**182 Ice Skating**

(.5 s.h.) *Sarnelle*

Instruction in basic techniques of ice skating. Consult the physical education department for fees. Students must provide own transportation.

**183 Indoor Recreation**

(.5 s.h.) *Staff*

Promotes physical activity through the skills and knowledge in indoor recreational activities.

**185 Independent Activity**

(.5 s.h.) *Sarnelle*

Activities to suit individual students with special needs or those who wish to do an advanced activity not offered on campus. Prerequisite: permission of instructor.

**189 Topics in Principles of Motor Skill and Sport-Related Fitness**

(.5 s.h.) *Staff*

Provides content related to specific topics in the Principles of Motor Skill and Sport-Related Fitness. See the current course offerings list for the most up-to-date topic offering.

**190 Fall Athletic Sports**

(.5 s.h.) *Sarnelle*

Varsity Athletes in soccer, volleyball, and field hockey may enroll.

**191 Winter Athletic Sports**

(.5 s.h.) *Sarnelle*

Varsity athletes in swimming and basketball may enroll.

**192 Spring Athletic Sports**

(.5 s.h.) *Sarnelle*

Varsity athletes in tennis and softball may enroll.

### 193 Advanced Fencing

(1 s.h.) *Gangwer*

Provides skill development in the student's chosen weapon (foil or épée). Students are expected to compete intercollegiately as a part of the class.

Prerequisite: PHED 173.

### 221 Emergency Health Care

(2 s.h.) *Angersbach*

Provides knowledge and practical experience for emergency health care procedures. American Red Cross Certification.

### 245 Women and Sport

(3 s.h.) *McCleaf*

For course description, see WS 245 in the Women's Studies listing.

### 251 Exercise Testing and Training

May Term (odd years) (3 s.h.) *Spalding*

For course description, see BIOL 251 in the Biology listing.

## Philosophy

James Gilman, chair

Kenneth Beals, Roderic Owen, Edward Scott

[www.mbc.edu/studies/philosophy/](http://www.mbc.edu/studies/philosophy/)

MBC offers a major and a minor in philosophy, and a major combining philosophy and religion. Some students develop independent majors, combining philosophy with other disciplines such as English, history, psychology, or political science.

### Civic Engagement Opportunities

- Civic engagement component in INT/PHIL 140 Community and Service Learning
- Many programs and events jointly sponsored by Religion and Philosophy. such as Black Baby Doll Day, Martin Luther King Jr. Candlelight March and Memorial Service, Kwanzaa, others
- Black History Month events: Oratorical Contest with community participation, Gospel Extravaganza, Praise House Service, Peace and World Religions Lecture
- Participation in Habitat for Humanity and Amnesty International
- Internship opportunities: Katrina Relief, mediation and conflict resolution
- International civic engagement: South Africa, India, Greece, and work with native Americans

### Requirements for the Major in Philosophy

34 semester hours of philosophy plus foreign language

PHIL 101

PHIL 103

PHIL 201

PHIL 202

PHIL 301

PHIL 400

PHIL 401

Plus five additional courses in Philosophy

One year of a foreign language

### Requirements for the Major Combining Philosophy and Religion

34 semester hours

PHIL 101

PHIL 103

Either PHIL 201 or PHIL 202

One philosophy course at the 300-level

PHIL 400 (2 s.h.)

PHIL 401 (2 s.h.)

Either REL 101 or REL 102

Either REL 202 or AS/REL 212

One religion course at the 300 level

REL 400 (2 s.h.)

REL 401 (2 s.h.)

Additional courses to total 34 s.h.

### Requirements for the Minor in Philosophy

21 semester hours

PHIL 101

PHIL 103

PHIL 201 or PHIL 202

Additional courses to total 21 s.h.

### Philosophy Courses

- |      |   |
|------|---|
| 101  | Introduction to Philosophy  |
| 102  | Introduction to Ethics  |
| 103  | Introduction to Logic   |
| 110  | Ethical Issues in Business (ADP)                                      |
| 140  | Community and Service Learning  |
| 201  | Greek and Medieval Philosophy   |
| 202  | Modern Philosophy   |
| 203  | The Literature and Thought of Existentialism                          |
| 211  | Modern Political Thought  |
| 230  | Medical and Health Care Ethics  |
| 231  | Contemporary Feminisms and Gender Studies (Also found as WS 200)      |
| 232  | African-American Thought  |
| 233  | Human Nature and Society  |
| 234  | Philosophy and the Arts   |
| 235  | Ethics, Community and Leadership                                      |
| 254  | Celtic Britain  |
| 277  | Studies in Philosophy   |
| 301  | Contemporary Analytic Philosophy                                      |
| 305  | Science, Religion, and the Search for Meaning (Also found as REL 305) |
| 306. | Morality: Human Nature and Nurture (Also found as Psychology 306)     |
| 320  | Peacemaking: Gandhi and Nonviolence (Also found as REL 320)           |
| 390  | Directed Inquiry  |
| 400  | Major Colloquium  |
| 401  | Senior Thesis   |

**NOTE:** Majors may take the following courses at the 300-level: PHIL 201, PHIL 202, PHIL 211/INT 207, PHIL 231, PHIL 232, REL/PHIL 233, PHIL 234/ART 201, and PHIL 277.

**NOTE:** Directed inquiries, teaching assistantships, and internships in philosophy are available on an individual basis.

### **Philosophy Course Descriptions**

#### **101 Introduction to Philosophy**

(3 s.h.) *Beals, Gilman, Owen, Scott*

Involves the activity of philosophizing by practicing skills and methods of philosophical inquiry and critical analysis. Issues examined include free will and determinism, ethical decision-making, theories of knowledge, the existence of God, political philosophy, and theories of human nature.

#### **102 Introduction to Ethics**

(3 s.h.) *Beals, Owen, Scott*

Course provides theoretical tools for ethical decision-making; examines basic concepts of ethical decision-making and several theories including those of Plato, Aristotle, Kant, Mill and Bentham. Application is made to contemporary moral issues.

#### **103 Introduction to Logic**

(3 s.h.) *Scott*

Acquaints the student with basic terminology and develops her analytic and logical reasoning abilities. Topics include distinctions between truth and validity, induction and deduction, recognizing fallacies, testing the validity of arguments in concrete situations, and understanding the importance of logic for the sciences.

#### **110 Ethical Issues in Business**

Offered as needed to ADP students (3 s.h.). *Staff*

A philosophical introduction to ethical inquiry and moral judgments in corporate and business contexts. Ethical issues include advertising, profit margins, environmental responsibility, and worker's rights, and moral issues in business that concern the student.

#### **140 Community and Service Learning**

(3 s.h.) *Owen*

Students encounter practical community needs and goals, develop skills in critical thinking and problem solving, reflect on the relationship between theory and practice. They explore their commitment to community-oriented values, practice skills that enhance citizenship, and learn how to care for those in need. Combined course and internship includes hands-on experience in an approved community agency or religious or humanitarian organization, and critical reading, discussion, and written reflection about service work. Students make connections between personal

and professional goals, their roles as liberal arts students, and their evolving commitment. Also found as INT 140 in the Interdisciplinary listing. (Note: PHIL/INT 140 meets only the Experiential Learning general education requirement.)

#### **201 Greek and Medieval Philosophy**

(3 s.h.) *Scott*

Retraces the original steps taken by the philosophical imagination in the history of metaphysics; includes a careful interpretation of seminal works determinative for the unfolding of that history, with particular attention to the play of logos and the formation of metaphor for expressing thought and being. Related themes include the existence of God, theories of ethics, refutation of skepticism, and the nature of persons.

#### **202 Modern Philosophy**

(3 s.h.) *Gilman*

An inquiry into the intellectual origins of modern thought, the rise of modern science and its development to the 19th century. Students examine issues regarding human knowledge and the nature of reality. Philosophers include Bacon, Hobbes, Descartes, Leibniz, Spinoza, Locke, Hume, Kant, and Hegel. This course is relevant to the study of history, literature, science, and political science.

#### **203 The Literature and Thought of Existentialism**

(3 s.h.) *Owen*

Explores the growth of existentialism as a major modern literary and philosophical movement. Besides philosophical literature, the student reads novels, poetry, and drama selected from the works of Kierkegaard, Nietzsche, Dostoyevsky, Heidegger, Sartre, Camus, Hesse, Kafka, Tillich, and Buber. Prerequisite: one philosophy course or one English literature course.

#### **211 Modern Political Thought**

(3 s.h.) *Gilman*

Inquiry into the origins and development of modern political theories, especially democracy, communism, and fascism. Students will examine ideas and values underwriting these theories, including modern conceptions of freedom, equality, individualism, social contract, and sovereignty. Readings include works of thinkers such as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mussolini, Hitler, and Rawls. Also found as INT 207 in the Interdisciplinary section of this catalog. Prerequisite: one philosophy course or one political science course.

#### **230 Medical and Health Care Ethics**

(Alternate years) (3 s.h.) *Cruise*

For course description, see HCA/PHIL 230 in the Health Care Administration section.

**231 Contemporary Feminism and Gender Studies**  
(3 s.h.) Walker

For course description please see WS 231 in the Women's Studies listing. Prerequisite: sophomore standing or above and one philosophy, religion, or women's studies course.

**232 African-American Thought**

(3 s.h.) Scott

Focuses on various intellectual resources created by African Americans in response to a series of crises that shaped their history. Students explore these responses as modes of black consciousness and culture and as viable options for the American experience. Includes discussion of issues such as freedom, voice, community, history, worship, literature, and music as expressions of black experience.

**233 Human Nature and Society**

(3 s.h.) Scott

For course description, see REL/PHIL 233 in the Religion section.

**234 Philosophy and the Arts**

(3 s.h.) Scott

This course examines perennial questions concerning beauty in art and nature, the attribution of value, the relation of aesthetic judgment and imagination to cognition and moral duty, and the implications of these questions for inquiries in related disciplines, i.e. linguistics, psychoanalysis, and religious studies. A primary theme will be the truth-value of aesthetic objects and their ontological status as expressive entities or "spiritual objects." Also found as ART 201 in the Art listing.

**235 Ethics, Community and Leadership**

(3 s.h.) Owen, Beals

Students learn about the moral dimensions of leadership and develop a critical understanding of the ethical relationships among character, leadership style and skills, community values, and the aims of leadership. Students examine the nature and function of leadership in the context of humanitarian causes, advancement of social justice, and the peaceful conflict resolution. Includes analysis of major forms of moral reasoning and of classic leadership case studies. Required for the Leadership Studies minor.

**254 Celtic Britain**

(3 s.h.) Owen and Kennedy

Who are the Celtic peoples of Britain? What does it mean "to be Celtic?" How have elements of this tradition survived? Introduction to Celtic culture, especially literary/poetic traditions, construction of cultural identity. Several classes prepare for May Term travel, offer context for the place, role, contribution of the Celts to British/Irish history and

culture, contemporary Celtic poetry, debates about multiculturalism, politics of identity and recognition. Destinations vary: Wales, Scotland, Ireland.

**277 Studies in Philosophy**

(3 s.h.) Staff

Topics not included in regularly scheduled philosophy courses. Interests of students and faculty determine the subject matter.

**301 Contemporary Analytic Philosophy**

(3 s.h.) Gilman

Prerequisite: any other philosophy course. Studies the analytic tradition in contemporary philosophy with readings selected from the writings of philosophers such as Moore, Russell, Wittgenstein, and Ayer. Issues include the nature of realism, sense data and sensations, meaning and reference, the nature of language, and principles of verification and falsification.

**305 Science, Religion, and the Search for Meaning**

(3 s.h.) Owen

An Honors inquiry into the domains and methods of the sciences and religion. Introduces methodologies of Western science in their historical, philosophical, religious, and institutional contexts. A parallel examination of theological thought focuses on models of inquiry, views of nature, language and symbols, and the relationship between the divine and the natural. Modern cosmology, human genetic engineering, and developments in quantum physics are topics for examining the interactions between religion and science. Also found as REL 305 in the Religion listing.

**306 Morality: Human Nature and Nurture.**

(3s.h.) Owen and Freeman

See Psychology 306 for course description.

**320 Peacemaking: Gandhi and Nonviolence**

(3 s.h.) Owen

An examination of the life, writings, and ideals of Mahatma Gandhi and those influenced by him who are powerful contemporary advocates of non-violent social change. Topics include the emergence of peace activism and peace studies and their roots in the philosophy of non-violent social change; sources of violent conflict; alternatives to violence; and cultural models of conflict management and transformation that aim at resolving conflict in non-violent ways. Also found as REL 320 in the Religion listing, and as AS 320 in Asian Studies.

**390 Directed Inquiry**

**400 Major Colloquium**

(2 s.h.) Staff

A culminating academic experience in which the student demonstrates a mastery of her major field

by focusing on a selected topic or philosopher.

**401 Senior Thesis**  
(2 s.h.) *Staff*

## Physics

Karl Zachary  
[www.mbc.edu/studies/physics/](http://www.mbc.edu/studies/physics/)

A major in physics leading to a bachelor of science can be earned by taking the select courses at MBC and our consortium school, Washington & Lee University in Lexington, Virginia.

**Requirements for the Major in Physics**  
35 semester hours

PHYS 201  
PHYS 202  
PHYS 209  
PHYS 210  
PHYS 321  
Optics\*  
Electricity and Magnetism\*  
Newtonian Mechanics\*  
Quantum Mechanics\*  
One of the following lab courses:  
    PHYS 207 Electrical Circuits  
    Electronics\*  
    Laboratory Computer  
    Applications\*  
    Nuclear Physics\*

PHYS 400 or PHYS 401  
MATH 301  
MATH 302  
MATH 306  
Two additional science courses selected from  
CHEM 221 or higher, or CS 200-level or higher

\* Courses offered at Washington and Lee University

**Requirements for the Minor in Physics**  
22–24 semester hours

PHYS 201  
PHYS 202  
PHYS 207  
PHYS 210  
PHYS 395  
Two of the following:  
    PHYS 321 Physical Chemistry I  
    Optics\*  
    Electricity and Magnetism\*  
    Newtonian Mechanics\*  
    Statistical Physics\*  
    CHEM 260 Introduction to Materials Science

Nuclear Physics\*  
Quantum Mechanics\*  
Polymer Science and Engineering\*

\* Courses offered at Washington and Lee University

### Civic Engagement Opportunities

- Courses throughout the physical science curriculum discuss the relevance of scientific principles to public policy and social issues.
- Students lend their growing expertise to projects that examine exposure to lead and other heavy metals as well as the quality of local water.
- Students are encouraged, particularly through the local chapter of the American Chemical Society Student Affiliates, to engage local schools and organizations such as the Girl Scouts in hands-on experience with science and tutoring.

### Physics Courses

100 Topics in Physical Science  
131 Introduction to Astronomy  
132 Topics in Astronomy  
201 General Physics I  
202 General Physics II  
207 Electrical Circuits  
209 Experimental Modern Physics  
210 Modern Physics  
260 Introduction to Materials Science  
321 Physical Chemistry I  
360 Advanced Topics in Materials Science  
395 Physics Seminar  
400, 401 Senior Research

**NOTE:** Directed inquiries, teaching assistantships, and internships in physics are available on an individual basis.

### Physics Course Descriptions

#### 100 Topics in Physical Science

(3 s.h.) *Zachary*

For students who like to learn by doing: each class includes an experiment. Students find appreciation of the process and content of physical science, learn to write scientific reports, and gain experience in learning by the inquiry method. Topics are of general interest and are appropriate for early and middle education. Also appears as PHYS/CHEM 100 in the Chemistry listing.

#### 131 Introduction to Astronomy

(3 s.h.) *Staff*

A descriptive survey of astronomical observations and conceptual models for non-science majors through readings, discussions, and observations. Students will develop a basic understanding of the structure and properties of the earth, moon, planets, sun, and stars based on simple physical

concepts and astronomical models. This course assumes no previous background in college science or mathematics.

### 132 Topics in Astronomy

Offered as needed to ADP students (3 s.h.) *Diver*  
The sequel to PHYS 131. Additional topics include the behavior of the earth, moon, sun, solar system members, and stars, the interdependence of the celestial objects, relationships among observed astrophysical phenomena. The study of the cosmos will conclude with an exploration of the large-scale structures of the universe, viz., galaxies, clusters of galaxies, and finally, the universe itself.

### 201, 202 General Physics I, II

(4 s.h. each) *Staff*

A foundation for further study in physics, biology, chemistry, and pre-medicine. Topics include the phenomena of classical mechanics, wave motion and sound, fluids, electricity, magnetism, and light, each developed from first principles, often historic discoveries. Equations for physical laws use algebra, trigonometry, plane geometry, and calculus, as appropriate. Laboratories provide direct familiarity with natural phenomena. Prerequisites: MATH 211–212, which may be taken concurrently. Recommended background: high school physics.

### 207 Electrical Circuits

(4 s.h.) *Staff*

This self-paced laboratory course covers basic introductory level circuits, including basic DC Circuits, Ohm's Law and Kirchoff's Rules, Resistance, Thevenin and Norton Equivalents, Op-Amps, and transient circuits. Prerequisites: PHYS 201 and PHYS 202.

### 209 Experimental Modern Physics

(3 s.h.) *Staff*

Experimental Modern Physics is a laboratory-lecture course that explores the groundbreaking ideas of modern physics. Through a combination of computer simulations and laboratory experiments, students will explore topics such as Einstein's Theory of Special Relativity, quantization of mass and charge, atomic structure and nuclear decay. Prerequisites: PHYS 201 and 202.

### 210 Modern Physics

(Alternate years) (3 s.h.) *Staff*

This course introduces students to the special theory of relativity and quantum mechanics. Topics include atomic structure, wave properties of matter, the hydrogen atom, many-electron atoms, and statistical physics. Prerequisites: PHYS 201 and PHYS 202.

### 260 Introduction to Materials Science

(4 s.h.) *Zachary*

Materials science encompasses the structure and composition, synthesis and processing, perform-

ance, and properties of materials. This survey provides a holistic introduction from the combined viewpoints of physics and chemistry. Topics: crystalline structure, band theory, defects, and electronic, optical, and thermal properties of materials. Weekly laboratories allow direct application of theoretical concepts. Also found as PHYS/CHEM 260 in the Chemistry listing. Prerequisites: PHYS 202 and CHEM 221.

### 321 Physical Chemistry I

(3 s.h.) *Zachary*

For course description, see CHEM 321 in the Chemistry listing.

### 360 Advanced Topics in Materials Science

(3 s.h.) *Zachary*

This course offers a more rigorous examination of the core topics of Introduction to Materials Science. The theoretical basis for mechanical, thermal, magnetic, and optical properties of materials is examined. In addition, microstructures, composites, and nanostructures are examined. Also found as PHYS/CHEM 360 in the Chemistry listing. Prerequisite: PHYS 260.

### 395 Physics Seminar

(1 s.h.) *Staff*

This seminar is required for the physics minor. The course consists of weekly attendance at CHEM/PHYS 401 Senior Research meetings and attendance at scientific presentations. Students are required to read a published journal article and present it at one of the meetings. Prerequisite: junior or senior standing.

### 400, 401 Senior Research

Seminar and independent research leading to the completion of a thesis, required of majors in the senior year. The student, under supervision of staff members, experiences research as it is carried out in practical situations and presents findings orally and in writing. Satisfactory completion of the research project and the oral defense of the thesis fulfill the senior requirement for physics majors.

## Political Science

Laura van Assendelft, chair

Gordon Bowen, Sally Ludwig, Steven Mosher

[www.mbc.edu/studies/polisci/](http://www.mbc.edu/studies/polisci/)

### Requirements for the Major in Political Science

36 semester hours including:

One American government course:

POLS 100

POLS 101

POLS 203

POLS 205

- POLS 213
  - POLS 210
  - POLS 260
  - POLS 300
  - POLS 321
  - POLS 322
  - One comparative government course:
    - POLS 111
    - POLS 215
    - POLS 216
    - POLS 249
  - One international relations course:
    - POLS 128
    - POLS 221
    - POLS 310
    - POLS 311
  - One political theory course:
    - PHIL 201
    - PHIL 202
    - PHIL 211 or PHIL 235
    - POLS 400A or B
- And additional courses in Political Science to total 36 s.h.

**Requirements for the Minor in Political Science**

18 semester hours including:

One American government courses:

- POLS 100
- POLS 101
- POLS 203
- POLS 205
- POLS 213
- POLS 210
- POLS 260
- POLS 300
- POLS 321
- POLS 322

One comparative government course:

- POLS 111
- POLS 215
- POLS 216
- POLS 249

One international relations course:

- POLS 128
- POLS 221
- POLS 310
- POLS 311

And three additional Political Science courses.

**Senior Requirement**

Satisfactory completion of POLS 400 A or B.

**Civic Engagement Opportunities**

- Civic engagement contracts associated with any course in political science
- POLS 235: Politics, Policy, and Community Service
- Political science internships approved by the political science faculty supervisor
- Study abroad for academic credit through student participation in issues of public concern and reflection on the public issues encountered
- Senior projects in political science designed to

emphasize civic engagement

**Political Science Courses**

- 100 Introduction to American Government and Politics
- 101 Introduction to Public Administration
- 111 Comparative Politics
- 128 U.S. Foreign Policy
- 200 State and Local Government
- 203 U.S. Congress
- 205 Political Parties and Interest Groups
- 209 Women and Politics
- 210 Judicial Process
- 212 Mass Media Law and Ethics
- 213 U.S. Presidency
- 215 Politics in the Third World
- 221 International Relations
- 222 Social Science Statistics
- 235 Politics, Policy, and Community Service
- 245 Health Care Policy and Politics
- 249 Latin-American Politics
- 260 Public Policy
- 277 Colloquium
- 300 Political Behavior
- 301 Advanced Data Analysis
- 310 International Organizations
- 311 Terrorism and Counter-terrorism
- 321 Constitutional Law I
- 322 Constitutional Law II
- 400A Seminar in Political Science: American
- 400B Seminar in Political Science: Comparative/International

**NOTE:** Directed inquiries, teaching assistantships, and internships in political science can be arranged on an individual basis.

**Political Science Course Descriptions**

**100 Introduction to American Government and Politics**

(3 s.h.) *van Assendelft*

Students are introduced to political science by studying the U.S. Constitution, major institutions, political processes (elections and lobbying), and political behavior.

**101 Introduction to Public Administration**

(3 s.h.) *Mosher, Cruise*

This course introduces students to the management of governmental organizations. The theory and practice of public agencies will be reviewed to see just how government actually “works.” Functions such as planning, organizing, communicating, and budgeting will be reviewed. One area of special interest is emergency management, especially as public health is concerned.

**111 Comparative Politics**

(3 s.h.) *Bowen*

Students examine challenges to democratic government by studying the domestic politics of several non-U.S. political systems. Particular

attention is paid to social foundations of government. The status of the individual and the rights of minorities provide a theme for learning about the distinction between democratic and non-democratic political systems.

### **128 U.S. Foreign Policy**

(3 s.h.) *Bowen*

Students study the institutions and events that shape the relations of the United States with the rest of the world. Diplomatic, covert, and military techniques used to maximize the U.S. national interest are addressed in the period since 1945.

### **200 State and Local Government**

(3 s.h.) *van Assendelft*

Students examine the regional political units in the U.S. federal system, their relationships with each other and with the national government. The course focuses on the contemporary functions of state and local governments and their role in managing diversity among competing social, political, and judicial pressures.

### **203 The U.S. Congress**

(3 s.h.) *van Assendelft*

Students examine the historical origins and contemporary operation of the United States Congress, including the nature of congressional campaigns, institutional differences in leadership and process between the House and Senate, and executive-legislative relations in domestic, budget, and foreign policy arenas. Students participate in a congressional simulation, experiencing all stages of the legislative process as they play the roles of members of Congress, interest group representatives, and constituents.

### **205 Political Parties and Interest Groups**

(3 s.h.) *van Assendelft*

Students examine the nature of political parties and interest groups and the role they play in American politics, including analysis of platforms, purposes, strategies and influence in elections and policymaking. Students engage in writing assignments, hands-on experiments, group exercises, and oral presentations, including a mock political convention.

### **209 Women and Politics**

(3 s.h.) *van Assendelft*

Students examine the roles and influences of women in politics and the effect of politics upon their status and life choices. Students analyze gender differences in patterns of political participation, including voting, working in campaigns, running for public office, serving as elected officials, and participating in various kinds of interest groups.

### **210 Judicial Process**

(3 s.h.) *Ludwig*

Students examines the functions of law and its sources. The structure of the federal and state court systems in the United States, the roles of lawyers, the methods for selecting and removing judges, trial and appellate procedures for both criminal and civil cases, judicial decision-making, and the limits on judicial power will be covered.

### **212 Mass Media Law and Ethics**

(3 s.h.) *Ludwig*

Students examine the dual judicial system in the U.S. and its effect on media, the protections of speech and press afforded by the First Amendment of the U.S. Constitution in areas of civil and criminal law. Students practice recognizing and resolving ethical conflicts. Also listed as COMM 212 in the communication listing.

### **213 The U.S. Presidency**

(3 s.h.) *van Assendelft*

Students examine the origins and evolution of the role of president and of the executive offices of the presidency. Constitutional foundations, key influences on the growth of the modern presidency, and contemporary trends are analyzed.

### **215 Politics in the Third World**

(3 s.h.) *Bowen*

This course studies political problems in the nations outside the affluent North of the globe. The political options of democratic, military, and single party forms are analyzed.

### **221 International Relations**

(3 s.h.) *Bowen*

This is the basic course in which students apply tools of systematic study to relations among the actors in the international system: states, international organizations, and non-state actors (e.g., terrorist groups). The sources of behavior, including ideological and strategic motivations, are studied. The ways in which the global set of states operates as a system are analyzed. Prerequisite: POLS 128.

### **222 Social Science Statistics**

(3 s.h.) *Klein, Pietrowski, Pond, Usher*

For course description, see INT 222 in the Interdisciplinary listing. Also found as BUAD/COMM/ECON/HCA in the Business Administration, Communication, Economics, and Health Care Administration listings. Prerequisite: College algebra, its equivalent, or a higher level mathematics course

### **235 Politics, Policy, and Community Service**

(3 s.h.) *van Assendelft*

Students examine theories of policymaking, political

participation, public opinion, and civic engagement, through readings and class discussion, while experiencing public policymaking in action through community service and/or an internship.

### **245 Health Care Policy and Politics**

(3 s.h.) *Staff*

For course description, see HCA/POLS 245 in the Health Care Administration listing of this catalog.

### **249 Latin-American Politics**

(3 s.h.) *Bowen*

A study of political patterns in Hispanic America. Revolutionary socialism, military dictatorships, and emerging democratic patterns of government and politics are examined. Argentina, Mexico, and selected additional nations are analyzed, with an emphasis on the politics of national development since 1950.

### **260 Public Policy**

(3 s.h.) *Cruise*

This course explains the nature of public policy and analyzes stages in its making, including problem identification and policy agenda, formulation, adoption, implementation, and evaluation. Case studies in varied policy areas will show how the process actually works, i.e., what the results of policy look like in the real world. Leadership roles of individuals, groups, and institutions will be reviewed in depth.

### **277 Colloquium**

Offered as needed (3 s.h.) *Bowen, van Assendelft*

These courses look into subjects best covered in intensive group study experiences. Core readings and seminar discussions form common experiences for the group, and individual projects refine understanding.

### **300 Political Behavior**

(3 s.h.) *van Assendelft*

Students investigate determinants of political behavior, including political socialization, group differences, political efficacy, and civic engagement. They develop skills in empirical analysis as they measure and analyze public opinion and voting behavior.

### **301 Advanced Data Analysis**

(3 s.h.) *Klein*

For course description, see ECON/POLS 301 in the Economics listing. Prerequisite: POLS/SOC 222.

### **310 International Organizations**

(3 s.h.) *Bowen*

This course studies attempts to control and influence the behavior of states. Major attempts to order the international system (League of Nations, United Nations) are reviewed. Regional international bodies are also examined. Prerequisite: POLS 221.

### **311 Terrorism and Counter-terrorism**

(3 s.h.) *Bowen*

This course studies modern terrorism with special attention paid to terrorism arising from the Middle East region. The choices and consequences of various counter-terrorism policies of the United States and other states are studied to bring practical dimensions of the problem into focus.

### **321 Constitutional Law I: Structure and Powers**

(3 s.h.) *Ludwig*

This course is a case-method study of the significant decisions of the U.S. Supreme Court that define judicial, presidential, and congressional powers and their limits. Federalism and administrative power also will be examined.

### **322 Constitutional Law II: Civil Rights and Liberties**

(3 s.h.) *Ludwig*

A case-method study of the U.S. Supreme Court decisions in the areas of First Amendment freedoms of speech, press, and religion. Constitutional protections in criminal law, the right to privacy and equal protection will be examined.

Prerequisite: POLS 321 or permission of the instructor

### **400A, 400B Senior Seminar in Political Science**

(3 s.h.) *Bowen, van Assendelft*

Seniors majoring in political science or international relations, or who include this discipline in an independent major, must enroll in this course and complete an acceptable senior thesis on a major independent research project. Political science majors writing their theses in American politics enroll in section A; international relations majors and political science majors writing their theses in international or comparative politics enroll in section B.

## **Poverty: Global Poverty and Development**

Amy McCormick Diduch, coordinator  
[www.mbc.edu/studies/globalpoverty/](http://www.mbc.edu/studies/globalpoverty/)

### **Requirements for the Minor in Global Poverty and Development**

21-24 semester hours

ECON 101	Principles of Macroeconomics
ECON 102	Principles of International and Microeconomics
ECON 232	Topics in Economic Development
POLS 215	Politics in the Third World
	or
POLS 249	Latin-American Politics
INT 222	Social Science Statistics

One of the following:

- ECON 210 Food, Population, and Technology  
ECON 247 Globalization and Labor Issues, or  
ECON 280 Women and Economics

One of the following:

- HCA 250 Global Health  
PHIL 102 Introduction to Ethics  
PHIL 320 Peacemaking, Gandhi, and Nonviolence  
PSYC 216 Multicultural Psychology  
PSYC 221 Psychology of Peace and Conflict Resolution  
REL 130 Faith, Life, and Service  
REL 221 Christian Faith and Just Peacemaking

**NOTE:** When possible, a service learning experience abroad is encouraged. Students should work with the Spencer Center to identify international service learning opportunities.

**NOTE:** For course descriptions, please see the economics, health care administration, interdisciplinary, philosophy, political science, psychology, and religion listings.

## Poverty: U.S. Poverty Analysis

Amy McCormick Diduch, coordinator  
[www.mbc.edu/studies/poverty/](http://www.mbc.edu/studies/poverty/)

### Requirements for the Minor in U.S. Poverty Analysis

21 semester hours

- ECON 101 Microeconomics  
ECON 215 Poverty, Inequality, and Welfare  
SOC 248 Social Inequality  
INT 222 Social Science Statistics

One of the following:

- ECON 210 Food, Population, and Technology  
ECON 247 Globalization and Labor Issues,  
ECON 280 Women and Economics

One of the following:

- POLS 209 Women and Politics  
PHIL 102 Introduction to Ethics  
PHIL 235 Ethics, Community, and Leadership  
PHIL 320 Peacemaking, Gandhi, and Nonviolence  
POLS 245 Health Care Policy and Politics  
POLS 260 Public Policy  
PSYC 221 Psychology of Peace and Conflict Resolution  
REL 130 Faith, Life, and Service

- REL 221 Christian Faith and Just Peacemaking  
SOC 112 Social Problems  
SOC 240 Community and Urban Sociology  
One three-credit service learning experience

**NOTE:** For course descriptions, please see the listings for economics, interdisciplinary, philosophy, political science, psychology, and sociology.

## Psychology

Andreas Anastasiou, chair, Louise Freeman,  
Heather Macalister, Patricia Murphy  
[www.mbc.edu/studies/psychology/](http://www.mbc.edu/studies/psychology/)

### Requirements for the Bachelor of Arts in Psychology

39 semester hours

- PSYC 101  
PSYC 150  
PSYC 210 or PSYC 211  
PSYC 220  
PSYC 241 or PSYC/BIO 305  
PSYC 212 or 310  
PSYC 250  
PSYC 360  
PSYC 401

Four additional courses selected from SOC 254 or any psychology course, excluding PSYC 287 and PSYC 387.

Majors must take a standardized achievement test in psychology during their senior year.

### Requirements for the Bachelor of Science\* in Psychology

- All the requirements for the bachelor of arts in science, plus
- Three mathematics courses at the 200 level or above, but not another introductory statistics course
- One additional lab science course at the 200 level

\*NOTE: Requirements for the bachelor of science have changed. See your advisor or department chair for the most current requirements.

### Senior Requirement

Satisfactory completion of PSYC 401.

### Requirements for the Psychology/Sociology Combined Major

42 semester hours

- PSYC 101  
PSYC 150  
One of the following:  
PSYC 210  
PSYC 211

PSYC 311  
 One of the following:  
 PSYC 203  
 PSYC 205  
 PSYC 216  
 PSYC 221  
 PSYC 232  
 PSYC 220  
 PSYC 250  
 PSYC 360  
 PSYC 401  
 SOC 100  
 SOC 110  
 SOC 200  
 SOC 248 Social Inequality or SOC 254 Social Psychology  
 One other 200 level SOC course (SOC 225 is suggested)

**Requirements for the Sociology/Psychology Combined Major**

*Please see the Sociology listing.*

**Requirements for the Minor in Psychology**

19 semester hours

PSYC 101 or PSYC 111  
 One of the following:  
 PSYC 203  
 PSYC 210  
 PSYC 211  
 PSYC 212  
 PSYC 214  
 PSYC 232  
 PSYC 220 or PSYC 302  
 PSYC 205 or PSYC 213  
 PSYC/BIOL 305 or PSYC 310

**Preparation for Graduate Study**

Students who plan to attend graduate school in psychology are advised to elect PSYC 111, PSYC 203, PSYC 205, PSYC 212, PSYC 213, PSYC 231, PSYC 241, PSYC 302, PSYC/BIOL 305, and SOC 254. A minor in a related discipline is strongly advised.

**Emphasis Areas**

**Emphasis in Child Psychology**

Majors who plan an elementary teaching license, a career in child care, or to enter a graduate program in developmental psychology, educational psychology, or a related field should take:

PSYC 203  
 PSYC 210  
 PSYC 232  
 PSYC 302  
 PSYC 310

**Emphasis in Mental Health Work**

Students who plan to work in a mental health setting or enter a graduate program in clinical or

counseling psychology or a related field should take:

PSYC 203  
 PSYC 205  
 PSYC 213  
 PSYC 231  
 PSYC 302

Do an internship in mental health during May Term of the senior year.

**Emphasis in Personnel Work**

Majors who plan for entry-level positions in personnel work or to enter a graduate program in industrial/organizational psychology should take:

PSYC 205  
 PSYC 231  
 PSYC 245  
 PSYC 302  
 BUAD 100  
 BUAD 200  
 BUAD 202  
 BUAD 302

Do an internship in personnel work during May Term of the senior year.

**Psychology Courses**

101 Introduction to Psychology as a Natural Science  
 111 Introduction to Psychology as a Social Science  
 150 Survival Skills for the Psychology Major  
 203 Abnormal Psychology  
 205 Techniques of Counseling and Psychotherapy  
 210 Child Psychology  
 211 Adolescent Psychology  
 212 Fundamentals of Human Memory and Cognition  
 213 Applied Behavior Analysis  
 214 Psychology of Women  
 216 Multicultural Psychology  
 218 Psychology of Relationships  
 220 Experimental Psychology  
 221 Psychology of Peace and Conflict Resolution  
 231 Psychology of Personality  
 232 Educational Psychology  
 241 Sensation and Perception  
 245 Industrial/Organizational Psychology  
 248 Forensic Psychology  
 250 Behavioral Statistics  
 287 Internship: Career Exploration in Psychology  
 302 Psychological Testing  
 305 Physiological Psychology  
 307 Drugs and Behavior  
 310 Psychology of Learning and Behavior  
 311 Psychology of Adult Development  
 360 History and Systems of Psychology  
 387 Internship: Professional Experience in Psychology  
 401 Senior Thesis

**NOTE:** Directed inquiries for courses not regularly taught and teaching assistantships in psychology can be arranged on an individual basis.

### **Civic Engagement and International Opportunities**

- Long-established internships and volunteer opportunities with agencies such as Western State Hospital, Woodrow Wilson Rehabilitation Center, and area service agencies
- Extra credit for meaningful volunteer efforts outside the classroom
- Internships in Cyprus during May Term.
- Relationship with the Cypriot Embassy in Washington DC
- Psychology classes sponsor and communicate with impoverished children in Kenya, Honduras, and Brazil

### **Psychology Courses**

#### **101 Introduction to Psychology as a Natural Science**

(4 s.h.) *Anastasiou, Freeman, Macalister, Mason*  
A course with a required laboratory applied component emphasizing the experimental method as a procedure for discovering the principles of behavior and mental processes. Subject areas include psychobiology, sensation and perception, consciousness, learning and memory, motivation, emotion, and stress. Weekly labs enable students to explore a wide variety of psychological phenomena by replicating classic experiments and collecting and analyzing behavioral data.

#### **111 Introduction to Psychology as a Social Science**

(3 s.h.) *Anastasiou, Macalister, Mason*  
This course is designed to introduce students to the study of psychology as a social science. Content areas: the major theoretical approaches to the study of psychology, developmental processes, stress, intelligence and its assessment, personality and its assessment, abnormal psychology, therapy, and social influences on behavior.

#### **150 Survival Skills for the Psychology Major**

(1 s.h.) *Staff*  
Required for declared psychology majors. The course fosters an understanding of the career field and the acquisition of the basic learning and professional skills necessary to succeed in the field. Topics include vocational assessment, tools for academic success, writing a literature review and an empirical paper, occupational choices, and preparing for and applying to graduate school.

#### **203 Abnormal Psychology**

(3 s.h.) *Anastasiou*

A study of the major forms of abnormal behavior focusing on adult psychopathology. Topics include the definition and history of abnormal behavior, research methods, current theoretical perspectives classification, symptomatology and treatment of mental disorders, psychological health. Of special interest to prospective human service workers, including social workers, counselors, and teachers. Prerequisite: PSYC 101 or PSYC 111.

#### **205 Techniques of Counseling and Psychotherapy**

(3 s.h.) *Anastasiou*  
An overview of current approaches to counseling and psychotherapy including psychodynamic, phenomenological, behavioral, cognitive, and feminist orientations, and family therapy and therapy with children. Ethical and multicultural issues pertaining to therapy are also considered. Of special interest to prospective human service workers, including mental health workers, social workers, teachers, and personnel workers. Prerequisite: PSYC 101 or PSYC 111.

#### **210 Child Psychology**

(3 s.h.) *Macalister*  
Examines physical, cognitive, socio-emotional, language, and moral development from infancy through late childhood from different theoretical perspectives. Environmental and biological influences on children's behavior are considered. Implications for parents, teachers, and others who work with children are discussed.

#### **211 Adolescent Psychology**

(3 s.h.) *Staff*  
This course focuses on the biological, socio-emotional, cognitive, and transitional aspects of adolescent development. Topics include identity formation, the family, peer influence, and cognitive development in school settings. Students learn how values, gender roles, achievement motivation, attributional styles, and other psychological factors affect adolescent behavior.

#### **212 Fundamentals of Human Memory and Cognition**

(3 s.h.) *Staff*  
Through lectures, readings, videos, and demonstrations, students will learn how information is registered and stored in memory and later retrieved or forgotten. Other topics include the role of attention in memory and cognition; memory in thinking, knowing, and comprehending concepts and categories; problem solving and reasoning; language; and the effect of mood states on cognition.

#### **213 Applied Behavior Analysis**

(3 s.h.) *Staff*  
Procedures for treating a variety of problems, ranging from personal behavior problems to

abnormal behavior will be considered. Students will learn to design, conduct, and evaluate programs for behavior change for themselves and others. Considers procedures for establishing desirable behaviors and eliminating or reducing undesirable behaviors, maladaptive anxiety, and other unwanted emotions.

### **214 Psychology of Women**

(3 s.h.) *Macalister*

This course examines the relationship between psychology and women. Students are introduced to the critical differences between sex and gender and the problems that have arisen in the use and misuse of these two terms. They review psychological theory and research from historical and current perspectives in relation to biological, socio-emotional, and cognitive aspects of female development

### **216 Multicultural Psychology**

(Cyprus) (3 s.h.) *Anastasiou, Staff*

This course introduces students to important issues related to diversity in the field of psychology. The course is held in Cyprus and focuses on how family life, history, religion, politics, and living on a Mediterranean island at the crossroads of European and Asian cultures has shaped Cypriot culture, values, and daily living.

### **218 Psychology of Relationships**

(3 s.h.) *Staff*

This course discusses and evaluates recent data, emphasizing heterosexual relationships, but including data on other intrapersonal and family relationships. It focuses on how relationships have evolved and the adaptive significance of the roles of the individuals within them. Examines the psychological principles that result in different behavioral strategies in response to changing societal demands, and addresses principles that underlie adaptive, destructive, and abnormal behaviors within relationships.

### **220 Experimental Psychology**

(4 s.h.) *Staff*

Lecture/laboratory course focuses on why and how experiments are conducted in psychology. Students learn how to critically evaluate published psychological research, design and conduct experiments, use computers for statistical analysis of results. Uses significant research to investigate variables, methods, problems peculiar to psychological research. In lab students participate in data collection, design and conduct experiments, analyze results with computer-generated statistics. Prerequisite: PSYC 101.

### **221 Psychology of Peace and Conflict Resolution**

(3 s.h.) *Anastasiou*

Introduces students to the psychology of peace

and conflict. Examines the psychological features of interpersonal and group conflict and the role of memory and reality construction in the development of conflict. Students investigate how cultures and individuals habituated to conflict process information, and explore various methods of resolving/mediating conflict.

### **231 Psychology of Personality**

(3 s.h.) *Staff*

This course introduces each of the major theories of personality: psychoanalytic, phenomenological, biological, behavioral, social learning, humanistic, existential, and positive. Each is critically examined with respect to its ability to explain human nature and generate strategies for assessing and modifying personality. Considers findings relating to conflict, stress, aggression, self-concept, and multicultural influences on personality.

Prerequisite: PSYC 101 or PSYC 111.

### **232 Educational Psychology**

(Alternate years) (3 s.h.) *Staff*

The application of psychological principles and theories to educational settings, including elementary, middle, and secondary schools, colleges, and other institutions (e.g., businesses and industries) in which education or training is a goal. Students will learn how to write educational objectives, analyze learning tasks, devise instructional strategies for accomplishing educational objectives, and evaluate the outcomes of such strategies.

### **241 Sensation and Perception**

(3 s.h.) *Staff*

Introduces principles of sensation and their involvement in our perception of the world. Examines all sensory systems as to how they transduce physical stimuli into information useful for processing by the brain. Investigates roles of experience, context, attribution, and other perceptual variables in the interpretation of these stimuli. Personally conducted and computer generated demonstrations involving sensation and perception phenomena allow students to experience principles firsthand.

### **245 Industrial/Organizational Psychology**

(3 s.h.) *Staff*

Students survey topics related to industrial and organizational psychology, including motivation, job satisfaction and values, groups in organizations, decision-making, leadership, job analysis and evaluation, and models and methods of employee selection. The requirements cover theory and conceptual information as well as practical applications.

### **248 Forensic Psychology**

(alternate years) (3 s.h.) *Freeman*

Application of psychological principles and

research to legal issues. This course addresses police training in interrogation, profile generation, and how to deal with special victims. Trial issues such as pre-trial publicity effects, jury composition, and assisting lawyers with their presentation and cross-examination techniques are addressed. Special attention to how the legal system influences and is influenced by race, ethnic, religious, and cultural differences.

### **250 Behavioral Statistics**

(3 s.h.) *Freeman, Mason*

Required of all psychology majors. Overview of the basic concepts and principles of parametric and non-parametric statistics and how they are used in the behavioral sciences. Students learn to conduct statistical tests on data sets and to thoughtfully critique the conclusions of others. Topics include descriptive and inferential statistics, probability, correlation, linear regression, the z-test, the t-test, analysis of variance, and chi-square. Strongly recommended background: PYC 220. Prerequisite: MATH 150 or equivalent

### **287 Internship: Career Exploration in Psychology**

(1–3 s.h.) *Staff*

This course provides the opportunity to observe and participate with professionals performing psychology-related jobs in widely varied employment settings. Students must apply for an internship to a member of the psychology faculty who will serve as the supervisor. The two negotiate the terms of the internship with the on-site supervisor.

### **302 Psychological Testing**

(alternate years) (3 s.h.) *Anastasiou*

An examination of the basic principles of psychological assessment and a critical survey of the instruments used in schools, clinics, and hospitals, including intelligence, aptitude, achievement, vocational interest, and personality tests. Practice is given in administering, scoring, and interpreting representative tests. Prerequisite: PSYC 220 or PSYC 250 or MATH 213.

### **305 Physiological Psychology**

(3 s.h.) *Staff*

Current concepts regarding the relationship between brain function and behavior. Includes the gross anatomical characteristics of the nervous system, functional characteristics of neurons, research techniques used in neurophysiology, and the functional role of the nervous system with respect to arousal, pain, sensory processes, sleep, sexual behavior, brain disorders, emotion, learning, and motivation. Also found as PSYC/BIO 305 in the Biology listing. Prerequisites: PSYC 101 and three semester hours in biology or permission of the instructor.

### **306: Human Morality: Nature and Nurture**

(alternate years) (3 s.h.) *Freeman and Owen*

This Honors colloquium focuses on the cross-disciplinary debate about the implications of research in evolutionary psychology, neuroscience and social sciences for our understanding of human morality. Students will move beyond the classic *nature vs. nurture* debates to understand newly merging models of the complex interaction between evolutionary accounts of human morality and diverse perspectives in ethical theory.

### **307 Drugs and Behavior**

(3 s.h.) *Freeman*

Examines drugs and their effects on human and animal behavior, with particular emphasis on the neural mechanisms underlying drug actions. Topics include the current clinical uses of drugs, drug abuse, addiction, and the effects of drugs on motivation, memory, and learning. Drugs studied include alcohol, antidepressants, antipsychotics, barbiturates, hallucinogens, narcotics, sedatives, and stimulants. Prerequisite: PSYC 101 or permission of instructor.

### **310 Psychology of Learning and Behavior**

(3 s.h.) *Freeman*

A study of the basic processes of classical, operant, and vicarious conditioning as they relate to animal and human behavior. Attention is also given to biological constraints on learning. Relevance of the concepts and principles of learning and behavior for understanding human behavior is emphasized throughout. Prerequisite: junior or senior standing.

### **311 Psychology of Adult Development**

(3 s.h.) *Macalister*

Advanced developmental psychology, focusing on psychosocial, cognitive, and physiological development and issues of young adulthood, midlife, and late adulthood, with an emphasis on women. Critiques traditional theories and perspectives on adulthood and applies contemporary feminist theory and research. Topics: research methodology and issues; work and retirement; intimate relationships, family, friendships, and care giving; physical changes and sexuality; cognitive functioning and intelligence; identity, generativity, and integrity. Prerequisite: PSYC 201 or PSYC 211.

### **360 History and Systems of Psychology**

(3 s.h.) *Staff*

This course for senior psychology majors examines the historical antecedents of contemporary psychology and the major systems of psychology from 1850 to the present. Emphasis is placed on the historical development leading to currently held positions on topic areas including development, learning, motivation, sensation, perception,

and cognition. An oral presentation is videotaped and critiqued for presentation skills.

### **387 Internship: Professional Experience in Psychology**

(2–3 s.h.) *Staff*

Culminates a student's preparation for entry level employment in a psychology-related career by providing practical experience working with professionals in a chosen career specialty. Students work closely with a faculty member and negotiate the terms of the internship with the on-site supervisor. Credit is awarded on the basis of three semester hours per 150 hours of observation. The course may be taken on a P/NC basis only.

### **401 Senior Thesis**

(3 s.h.) *Staff*

In the senior thesis students integrate their learning in the major by conducting a large-scale exercise under the mentorship of a psychology faculty member: either a data collection project or a comprehensive literature search of primary sources on a contemporary topic in psychology with a written critical analysis of the data. All students make a formal oral presentation of their results and present a final written thesis. Students who do not have a B average in Psych 220 and 250 must take the critical analysis option.

Prerequisites: PSYC 220 and PSYC 250.

## **Public Health**

Steven Mosher, director

Peter Cruise, Eileen Hinks

[www.mbc.edu/studies/publichealth/](http://www.mbc.edu/studies/publichealth/)

The minor in public health is administered by the Health Care Administration program.

### **Requirements for the Minor in Public Health**

21 semester hours

HCA 101	Introduction to Health Care Administration
HCA 125	Introduction to Public Health
HCA 225	Public Health Issues
HCA 250	Global Health Care
HCA 261	Epidemiology
HCA 387	Internship
INT 222	Social Science Statistics

For course descriptions see the Health Care Administration and INT listings.

## **Public History**

*Please see History: Public History.*

## **Religion**

James Gilman, chair, Kenneth Beals, Andrea Cornett-Scott, Patricia Hunt, Roderic Owen, Edward Scott

[www.mbc.edu/studies/religion/](http://www.mbc.edu/studies/religion/)

MBC offers a major and a minor in religion, a major combining philosophy and religion, and a minor in ministry. Some students develop independent majors, combining religion with other disciplines such as English, history, psychology, or political science.

### **Civic Engagement Opportunities**

- Four courses include a civic engagement component: REL 130 Faith, Life, and Service; REL 221 Christian Faith, Peace, and Justice; REL 232 African American Religion; REL 310 Community and Practice.
- Quest: Spiritual Exploration Program (see below for details)
- Programs sponsored by Religion and Philosophy including Black Baby Doll Day; Martin Luther King Jr. Candlelight March and Memorial Service, Kwanzaa, others
- Black History Month events: Oratorical Contest with community participation, Gospel Extravaganza, Praise House Service; Peace and World Religions Lecture
- Participation in Habitat for Humanity and Amnesty International
- Internship opportunities: Katrina Relief, mediation and conflict resolution
- International civic engagement: South Africa, India, Greece

### **Requirements for the Major in Religion**

34 semester hours

REL 101  
REL 102  
REL 203  
REL 212  
REL 355  
REL 400  
REL 401  
PHIL 101  
ANTH 244

Three additional courses in religion

**NOTE:** Recommended for the major in religion: one year of a foreign language, ANTH 120, and ART 102

NOTE: Majors and minors may take the following at the 300-level: REL 203, REL 221, REL 231, REL 233, REL 234, REL 275, and REL 277

### Requirements for the Major Combining Philosophy and Religion

*Please see Philosophy listing.*

### Requirements for the Minor in Religion

21 semester hours

REL 101  
REL 102  
AS/REL 212

NOTE: Majors and minors may take the following at the 300-level: REL 203, REL 221, REL 231, REL 233, REL 234, REL 275, and REL 277

### Religion Courses

- 101 Hebrew Scriptures (Old Testament)
- 102 Christian Scriptures (New Testament)
- 130 Faith, Life, and Service
- 202 Judaism, Christianity and Islam
- 203 History of Christian Thought
- 204 Religion in America (Also found as HIST 204)
- 211 Religions of the World
- 212 Asian Religions (Also found AS 212)
- 213 Islam (Also found as AS 213)
- 221 Christian Faith, Peace and Justice
- 222 Internship in Ministry
- 223 Mediation: Theory and Practice (Also found as COMM 237)
- 231 Women and Religion
- 232 African-American Religion
- 233 Human Nature and Society (Also found as PHIL 233)
- 234 Religion, Politics and Public Policy
- 275 Buddhism (Also found as AS 275)
- 277 Studies in Religion
- 284 Sociology of Religion
- 305 Science, Religion, and the Search for Meaning (Also found as PHIL 305)
- 310 Community and Practice
- 320 Peacemaking: Gandhi and Nonviolence (Also found as PHIL 320)
- 355 Greek Myth and Religion
- 390 Directed Inquiry
- 400 Major Colloquium
- 401 Senior Thesis

NOTE: Directed inquiries, teaching assistantships, and internships in religion are available on an individual basis.

### Religion Course Descriptions

#### 101 Hebrew Scriptures (Old Testament)

(3 s.h.) *Beals*

Introduction to the historical and cultural background of Hebrew scripture. Students are introduced to the historical-critical method of study. The Biblical texts are approached from the perspectives of the

history, faith, and theology of Ancient Israel, from Abraham to the return from exile.

#### 102 Christian Scripture (New Testament)

(3 s.h.) *Hunt, Beals*

The formation and content of the New Testament are the focus, with special emphasis on developing the student's ability to interpret texts in the synoptic gospels. This study includes the history of the early church and some of its leaders, especially the Apostle Paul.

#### 130 Faith, Life, and Service

(3 s.h.) *Hunt, Cornett-Scott*

Focuses on the relationship between life, work, and faith. Students examine the interaction between American culture and religion. Through reading, discussion and guest lecturers, they gain an appreciation for the differing ways in which individuals and communities put together faith and respond to the world.

#### 202 Judaism, Christianity and Islam

(3 s.h.) *Beals, Gilman*

A study of the historical religions of the Middle East and West: Judaism, Christianity, and Islam. Along with an analysis of the beliefs, practices, and history of each tradition, a comparative analysis is undertaken.

#### 203 History of Christian Thought

(3 s.h.) *Gilman*

Introduces basic ideas and history of the Christian tradition. Traces the emergence of orthodoxy from a context of theological conflicts, and examines ways in which one contemporary theological movement, liberation theology, interprets and applies these ideas.

#### 204 Religion in America

(3 s.h.) *Keller*

Prerequisite: any 200-level religion course. For course description, see HIST/REL 204 in the History listing.

#### 211 Religions of the World

(3 s.h.) *Owen*

From prehistory to present times people have expressed their deepest convictions about the universe, mortal life, and moral values through religious worship, ritual, doctrine, and symbolism. Students develop awareness of the sheer diversity of religions in the world, insight into the origins of religions and understanding of the basic tenets of each tradition and the reasons that they have attracted millions of devout followers. In keeping with the international focus, students engage in a cross-cultural analysis and focus on contemporary features of selected world religions.

### **212 Asian Religions**

(3 s.h.) *Métraux*

For course description, see AS/REL 212 in the Asian studies listing.

### **213 Islam**

Offered as needed to ADP students (3 s.h.) *Owen*

An exploration of the fastest growing religion in the world. Seeks to undermine stereotypical images and misimpressions of Islam and to present an accurate account of who Muslims are, what their faith teaches, and the relationships between doctrine and practice, and social, political and economic systems. International focus: students learn about culturally diverse forms of Islam and analyze a contemporary religious issue in the Islamic world. Also found as REL/AS 213 in the Asian studies listing.

### **221 Christian Faith, Peace and Justice**

(3 s.h.) *Gilman*

Examines the relationship among justice, mercy, and peace in the context of biblical tradition and Christian ethics. Through readings and discussion, these moral values are applied to contemporary issues: race, the environment, war and peace, poverty and wealth. Also focuses on Christian leaders, such as Mother Teresa and Martin Luther King Jr., whose lives distinguished themselves in terms of justice, mercy, and peace.

### **222 Internship in Ministry**

(Variable credit) Offered as needed. *Staff*

Prerequisite: permission of instructor, Students work with faculty and pastors to learn and practice the basics of pastoral care, counseling, and ministry.

### **223 Mediation: Theory and Practice**

(3 s.h.) *Gilman*

Students explore both the theory and process of mediation and conflict resolution. Through readings, discussions, cases, and role playing, they develop skills necessary for being effective mediators. Also found as COMM 237.

### **231 Women and Religion**

(3 s.h.) *Hunt*

A study of the role and treatment of women focusing primarily on the Judeo-Christian tradition. Beginning with the biblical texts, the study looks at both traditional and feminist interpretation of scriptures concerning the "place of women." Issues include biblical imagery for God, the ordination of women, and inclusive religious language.

### **232 African-American Religion**

(3 s.h.) *Cornett-Scott*

Focuses on the African origin and African-American recreations of religions and sects. Special emphasis on the liturgical and homiletical

(preaching) traditions of black women and men, and the role of the slave church as a catalyst for civil rights in the contemporary black church. Examines the evolution of womanist and black theological critiques and the counter challenge of the black Muslim movement.

### **233 Human Nature and Society**

(3 s.h.) *Scott*

Examines a number of theories and their profound understanding of the limits of our common humanity. Narrative descriptions of human nature and society frame descriptions of other orders: religious, psychoanalytic, and philosophic. Students examine to what extent all accounts of human nature and society converge upon the singular act of telling a story and why. Also found as REL/PHIL 233 in the Philosophy listing.

### **234 Religion, Politics and Public Policy**

(3 s.h.) *Gilman*

Focuses on the point at which religion in America interacts with politics and public policy. Topics include religion and politics in American history; interpretations of the religious clauses of the first amendment, including Supreme Court cases, and the political activity and policies of religious interest groups, including the Roman Catholic Church, Evangelicals, African-American churches and Mainline Protestant traditions.

### **275 Buddhism**

(3 s.h.) *Métraux*

For course description, see AS/REL 275 in the Asian studies listing.

### **277 Studies in Religion**

(Variable credit) *Staff*

Topics not included in regularly scheduled religion courses. Interests of students and faculty determine the subject matter.

### **284 Sociology of Religion**

(3 s.h.) *Stuhlsatz*

For course description, please see SOC 284.

### **305 Science, Religion, and the Search for Meaning (Honors Colloquium)**

(3 s.h.) *Owen*

For course description, please see PHIL 305.

### **310 Community and Practice**

(3 s.h.) *Staff*

Students engage in a hands-on experience that requires direct involvement with established institutions known for shaping African-American life and culture—e.g., the African-American faith community, service organizations, civic offices/programs, and schools. Students dialogue with community members (in their own voices) to establish a depository of historical witness that

supplements and authenticates the formal study of African-American life and culture.

### **320 Peacemaking: Gandhi and Nonviolence**

(3 s.h.) *Owen*

See Philosophy 320 for a description of this course. Also found as AS 320 in the Asian studies listing.

### **355 Greek Myth and Religion**

(3 s.h.) *Gilman*

Examines the myths and religious beliefs, practices, and institutions of the ancient Greeks. Primary sources for doing so include Hesiod, Homer, and Greek dramatists and poets. This course also examines theories of interpreting myth and the influence of Greek myth and religion in Western culture, literature, art, and music. Prerequisite: sophomore standing.

### **390 Directed Inquiry**

(Variable credit) *Staff*

### **400 Major Colloquium**

(2 s.h.) *Staff*

Provides a culminating academic experience in which the student demonstrates a mastery of her major field of study by focusing on a selected topic in religion.

### **401 Senior Thesis**

(2 s.h.) *Staff*

## **Sexuality Studies**

*Please see the Sociology listing.*

## **Social Work**

Gauri Rai, Chair, Mary Clay Thomas  
[www.mbc.edu/studies/socialwork/](http://www.mbc.edu/studies/socialwork/)

Students interested in social work may receive professional training by majoring in social work. This major requires a sequence of courses as described in the Social Work section below, including supervised field instruction in a social service agency. This internship, for 15 s.h. credit, provides an opportunity to develop and translate theoretical concepts into professional practice.

### **Requirements for the Bachelor of Social Work**

57 semester hours:

SOC 100  
SOWK 124  
SOWK 153  
SOWK 156

INT 222  
SOWK 235  
SOWK 251  
SOWK 275  
SOWK 317  
SOWK 335  
SOWK 353  
SOWK 355  
SOWK 365  
SOWK 375  
SOWK 400

**NOTE:** All social work courses at the 300-level and above must be taken with MBC faculty.

### **Social Work Courses**

SOWK 124	Aging
SOWK 153	Introduction to Social Work
SOWK 156	Interviewing in Human Service Professions
SOWK 235	Human Behavior and Social Environment I
SOWK 251	Child Welfare Services
SOWK 275	Social Welfare Policy
SOWK 287/387	Social Work Field Observation
SOWK 317	Social Work Research
SOWK 335	Human Behavior and Social Environment II
SOWK 353	Social Work with Diverse Populations
SOWK 355	Social Work Practice I
SOWK 365	Social Work Practice II
SOWK 375	Social Work Practice III
SOWK 400	Field Instruction in Social Work

### **Social Work Course Descriptions**

#### **124 Aging**

(3 s.h.) *Usher, Staff*

Introduction to dynamics of aging, including biopsychosocial aspects and special needs of aged persons. Participants will examine society's provisions for the aged and methods used in working with their problems.

#### **153 Introduction to Social Work**

(3 s.h.) *Rai, Thomas*

Explores career opportunities in social work. Special emphasis on the profession as it relates to practice with children, families, and other persons who experience problems with adjustment to their social environment. Participants will study philosophies, values, and attitudes that form a base for professional practice.

#### **156 Interviewing in Human Service Professions**

(3 s.h.) *Thomas, Bower*

Helps students acquire knowledge and develop skills for effective communication in helping individuals and families in planning change. Emphasis on development of interviewing

skills. Class activities include role playing and interviews with individuals and groups.

### **235 Human Behavior and Social Environment 1**

(3 s.h.) *Staff*

Provides basic framework for creating and organizing knowledge of human behavior and social environment. Social systems, life-span and strengths approaches to understanding HBSE introduced. Focus on individuals and families and impact of larger environment on these systems. Prerequisites: SOC 100, PSYC 111, and either BIOL 151 or BIOL 252.

### **251 Child Welfare Services**

(3 s.h.) *Staff*

Study of adoption, foster care, child care, protective, juvenile court, and other child welfare services for children in need of protection. We study the well-being of children and attitudes and values that define parents' and society's responsibilities to children.

### **275 Social Welfare Policy**

(3 s.h.) *Rai*

Describes and analyzes policies and services rendered by local, state, regional, national, and international agencies and policy implications for social work practice. Students prepare to advocate for social policy changes designed to improve social conditions, promote social justice, and empower at-risk populations. Prerequisite: POLS 100.

### **287/387 Social Work Field Observation**

(3 s.h.) *Rai*

Through affiliation with a social service agency, students observe the nature of the client-worker relationship. Perceptual orientation and descriptive skills are emphasized through varied levels of observation. Internship requires placement for a minimum of 120 contact hours on a scheduled basis. Group supervision is also required. Prerequisites: SOWK 153 and SOWK 156.

### **317 Social Work Research**

(3 s.h.) *Rai*

Designed to increase knowledge of research as a tool for social work practice. Students acquire basic skills and knowledge to utilize existing social research for practice-related decision making and the capacity to carry out systematic methods of inquiry in their practice setting. Prerequisite: INT 222.

### **335 Human Behavior and Social Environment II**

(3 s.h.) *Staff*

Provides basic framework for creating and organizing knowledge of human behavior and social environment, along with social systems, lifespan and strengths approaches acquired in HBSE I, to understand group organizational and community systems. Special atten-

tion given to the impact of human diversity, discrimination, and oppression in the context of groups, organizations, and communities.

### **353 Social Work with Diverse Populations**

(3 s.h.) *Staff*

Provides understanding of and sensitization toward cultural diversity, racism, gender issues, and heterosexism in the context of social work practice and policy. Personal values toward racial, cultural, gender, and heterosexism are explored and discussed in the context of social work values and practice.

### **355 Social Work Practice I**

(3 s.h.) *Thomas*

Assists students in developing knowledge and skills to work with individuals. Experiential techniques are employed to aid in integration of theory and practice. Many of the videotapes, class exercises, case studies, and role plays focus on the implications of cultural diversity and include application to vulnerable populations.

### **365 Social Work Practice II**

(3 s.h.) *Thomas*

Assists students in developing knowledge and skills to work with families and groups. Experiential techniques are employed to aid in integration of theory and practice. Many of the videotapes, class exercises, case studies, and role plays focus on the many implications of cultural diversity and include application to vulnerable populations.

### **375 Social Work Practice III**

(3 s.h.) *Rai*

Assists students in developing the knowledge base necessary for understanding the contemporary American community, its structure, politics, its growth and/or decline, and roles and functions of various human service agencies and organizations within the community. Additional focus on how people can empower themselves for the purpose of improving the overall quality of life in communities.

### **387 Social Work Field Observation**

(See SOWK 287/387 above)

### **400 Field Instruction in Social Work**

(15 s.h.) *Thomas*

Supervised field instruction in a social service agency provides seniors opportunities to acquire knowledge and skills in social work practice. The internship requires a semester block placement, five days a week, 8 hours per day, for a minimum of 450 contact hours on a scheduled basis. An integrating seminar is also required. Prerequisites: Completion of the social work required curriculum with a minimum grade of C in each course.

## Sociology

Sociology: Daniel Stuhlsatz, chair, Carey Usher, John Wells

Sexuality Studies: Kathy McCleaf  
[www.mbc.edu/studies/sociology/](http://www.mbc.edu/studies/sociology/)

Sociology involves application of scientific principles and procedures to understand and solve the problems of social groups, organizations, and institutions. Many sociologists are involved in research; others manage; some teach. Though specific areas of expertise and abilities vary, sociologists command an arsenal of skills, knowledge, and experience that can be put to good use in an increasingly complex social world.

### Requirements for the Major in Sociology

36 semester hours

SOC 100

INT 222

SOC 282

SOC 320

SOC 400 or SOC 401

7 additional sociology courses

Completion of Senior Achievement Test

**NOTE:** In meeting the above requirements, students may include two of the following: ED 115, INT/BUAD 266, SOWK 124, SOWK 153, INT 226, INT 261, INT 318, INT 338.

**NOTE:** A maximum of nine semester hours of internship credit (SOC 287 and/or SOC 387) may count toward the sociology major.

### Requirements for the Major in Sociology/Anthropology

36 semester hours

SOC 112

INT 222

SOC 248

SOC 320

SOC 401

Two of the following:

SOC 254

SOC 264

SOC 284

ANTH 120

ANTH 121

ANTH 220

three semester hours in a May Term course abroad or a foreign language course 152 and above

One of the following:

ANTH 202

ANTH 208

ANTH 244

ANTH 250

### Requirements for the Major in Sociology/Psychology

38 semester hours

SOC 100

SOC 200

INT 222

SOC 248

SOC 254

SOC 320

SOC 401

PSYC 101

PSYC 111

PSYC 220

One of the following:

PSYC 210

PSYC 211

PSYC 311

One of the following:

PSYC 203

PSYC 205

PSYC 216

PSYC 221

PSYC 232

### Requirements for the Minor in Sociology

18 semester hours

SOC 100

SOC 110 or 254

SOC112

Three sociology electives of which two must be at the 200 level

### Senior Requirement

For the sociology major: completion of SOC 400 or SOC 401 and completion of the Senior Achievement Test. For sociology/anthropology majors and for sociology/psychology majors; successful completion of SOC 401, which includes an interdisciplinary thesis.

### Civic Engagement Opportunities

- Faculty aims to instill sense of civic engagement and altruism.
- Several courses require a service component.
- Service internships are encouraged.
- The student SOC CLUB offers many service opportunities each semester.

### Sociology Courses

100 General Sociology

110 Sociology of the Family

112 Social Problems

200 Drugs and Society

205 Death and Dying

210 Prisons and Punishment

214 Sociology of Popular Culture

222 Social Science Statistics

225 Sex Roles and Male-Female Relationships

233 Criminal Justice System

236	Men and Society
240	Community and Urban Sociology
248	Social Inequality
254	Social Psychology
260	Medical Sociology
262	Environmental Sociology
264	Social Movements
282	Community Service and Society
284	Sociology of Religion
287	Internship
320	Research Methods
387	Internship
400	Senior Seminar
401	Sociology Senior Thesis

NOTE: Directed inquiries, teaching assistantships, and internships in sociology and social work can be arranged on an individual basis.

### Sociology Course Descriptions

Sexuality Studies courses follow.

#### 100 General Sociology

(3 s.h.) *Stuhlsatz, Usher, Staff*

Designed to introduce the unique perspective of the sociologist through readings, discussions, and lectures as well as observations focused on the everyday social world. Deviant behavior, social class, and globalization are some of the more specific topics.

#### 110 Sociology of the Family

(alternate years) (3 s.h.) *Usher*

Acquaints student with the field of marriage and family from a sociological perspective. Focuses include mate selection, dating, premarital sex, the marriage contract, parenthood, communal living, and divorce.

#### 112 Social Problems

(3 s.h.) *Stuhlsatz, Usher*

Focus on theory of social problems, critically formulated and applied to tensions within society such as those stemming from population, war, centralized power, environmental issues, race relations, poverty, gender inequality, sexual issues, drug addictions, family relations, and health care. Course includes a service component.

#### 200 Drugs and Society

(3 s.h.) *Wells*

Acquaints student with the relationship among drug use, the individual, and society at large. Topics covered include regulation of narcotics and dangerous drugs; drugs, crime, and violence; drugs and sports; tranquilizers and depressants; and marijuana, cocaine, and the use of LSD.

#### 205 Death and Dying

(alternate years) (3 s.h.) *Usher*

Topics covered through reading, discussion, and

lecture are: concepts of death, death rites of other cultures, experiences of death, preparing for death, and contemporary attitudes toward death. Recommended background: SOC 100.

#### 210 Prisons and Punishment

(3 s.h.) *Staff*

Major philosophies of punishment and related history of prisons. Develops understanding of justification for punishment and how American prison systems do and do not reflect these justifications. Prerequisite: SOC 233 or permission of instructor.

#### 214 Sociology of Popular Culture

(3 s.h.) *Wells*

Acquaints student with study of popular culture in America with a focus upon sociological significance of such cultural products as television, radio, magazines, and popular music.

#### 222 Social Science Statistics

(3 s.h.) *Klein, Pietrowski, Pond, Usher*

For course description please see INT 222 in the Interdisciplinary listing. Prerequisite: College Algebra, its equivalent, or a higher level mathematics course.

#### 225 Sex Roles and Male-Female Relationships

(3 s.h.) *Wells*

Examines nature and dynamics of male/female relationships. Traditional notions of masculinity and femininity and changing sex role identities in modern society are analyzed. Focuses upon socialization process, theoretical attempts to explain sex role division, and biographical case studies of men and women.

#### 233 The Criminal Justice System

(3 s.h.) *Staff*

Considers various elements of criminal justice system in an historical and cultural context. Functions of police, courts, lawyers, jails, bail, and prisons are examined as they relate to the assigning of the label of either juvenile delinquent or criminal. Theories of crime will be studied to understand criminal behavior and reactions to it. Strongly recommended background: a 100-level sociology course.

#### 236 Men and Society

(3 s.h.) *Wells*

Acquaints the student with men's studies using sociological perspective in examination of portrayal of men in films. Students will understand male socialization process and development of personality in a changing society.

#### 240 Community and Urban Sociology

(alternate years) (3 s.h.) *Usher*

Examines relationships between humans and place and their effects on community from a sociological

perspective. Students become acquainted with ecological and socio-spatial perspectives regarding origins of urbanization, and social and psychological consequences of the urban environment. Recommended background: SOC 100.

### **248 Social Inequality**

(3 s.h.) *Stuhlsatz*

General survey course in social stratification. Topics include social inequality based on social class, race/ethnicity, gender, sexual orientation, age and disability, drawing on a variety of theoretical approaches. Focus is on the United States, but significant attention is also given to a broad range of societies. Strongly recommended background: a 100 level sociology course.

### **254 Social Psychology**

(3 s.h.) *Wells*

Examines the individual in a changing society and the dynamic relationship between the person and society at large. In addition, a wide range of topics will be covered including personality development, the evolutionary setting of human behavior, perception, symbolic communication, drug addiction, madness, social control, deviant subcultures, and the effects of prolonged isolation.

### **260 Medical Sociology**

(alternate years) (3 s.h.) *Usher*

Examines health/illness issues as they relate to societal conditions and social identities. Specific topics include social factors and health, the medicalization of life, the interrelationships of health and various social institutions, the health care delivery "system" in the United States, and selected ethical issues in medicine.

### **262 Environmental Sociology**

(3 s.h.) *Stuhlsatz*

Considers social dimensions of environmental issues, including social creation of environmental "problems" and "solutions," and political, economic and legal debates and actions that address these issues. Analysis relies on a wide range of theoretical ideas. The geographic scope of the course is global.

### **264 Social Movements**

(3 s.h.) *Stuhlsatz*

Analyzes organized, enduring, collective actions called social movements and counter-movements by studying social context, organizational networks, resource mobilization, collective identity, group solidarity, and leadership of social movements.

### **282 Community Service and Society**

(3 s.h.) *Stuhlsatz, Usher*

Development of the sociological perspective through field work in community service. Four parts to this

service experience include: community service, journal of the experience, weekly class meetings, and final paper.

### **284 Sociology of Religion**

(3 s.h.) *Stuhlsatz*

Examines diversity of religious expression in human history, and major religious traditions in our world today. Much of the course focuses on the United States and includes discussion of religious affiliation and organization, religiosity and conversion, social issues, political-economy, and social inequality. Also found as REL 284 in the Religion listing.

### **287 Internship: Career Exploration**

(credit varies) *Staff*

Provides students with the opportunity to observe sociology-related occupational possibilities in actual employment settings. A maximum of 9 s.h. of internship credit will count toward the Sociology major. Prerequisite: permission of a member of sociology faculty.

### **320 Research Methods**

(3 s.h.) *Usher*

Designed to teach nature and techniques of research process. Students learn to use theory in formulating hypotheses, ways in which to collect data, and methods for analysis of data. Course covers survey research, qualitative field research, classical experiments, and unobtrusive methods. Prerequisite: INT 222 and permission of the instructor. Recommended: senior standing.

### **387 Internship: Professional Experience**

(credit varies) *Staff*

Provides students with opportunity to work with professionals in a sociology-related occupational setting. A maximum of 9 s.h. of internship credit will count toward the Sociology major. Prerequisite: permission of a member of sociology faculty

### **400 Senior Seminar**

(3 s.h.) *Wells*

Lectures cover historical development of sociology as a science by focusing on early founders of the discipline and proceed to modern developments in sociology. Students write research papers and give oral reports that incorporate research and draw conclusions from various areas of study within the field of sociology.

### **401 Sociology Senior Thesis**

(3 s.h.) *Stuhlsatz, Usher, Wells*

Students are full participants in SOC 400, and will compose and defend a senior thesis as their research paper. Prerequisite: SOC 320.

### Sexuality Studies Courses

INT 215/315	Topics in Sexuality
INT 226	Culture and Wellness
INT 261	Sexual Minorities
INT 263	Dimensions of Human Sexuality
INT 318	Trans Communities
INT 338	Theories in Sexuality Studies

### Sexuality Studies Course Descriptions

**INT 215/315 Topics in Sexuality**  
(3 s.h.) *McCleaf, Usher, Wells*  
For course description please see INT 215/315 in the Interdisciplinary listing

**INT 226 Culture and Wellness**  
(3 s.h.) *McCleaf*  
For course description please see INT 266 in the Interdisciplinary listing

**INT 261 Sexual Minorities**  
(3 s.h.) *McCleaf*  
For course description please see INT 261 in the Interdisciplinary listing

**INT 263 Dimensions of Human Sexuality**  
(3 s.h.) *McCleaf*  
For course description please see INT 263 in the Interdisciplinary listing

**INT 318 Trans Communities**  
(3 s.h.) *McCleaf*  
For course description please see INT 318 in the Interdisciplinary listing

**INT 338 Theories in Sexuality Studies**  
(3 s.h.) *McCleaf*  
For course description please see INT 338 in the Interdisciplinary listing

## Spanish

Ivy Arbulú, Alicia López-Operé  
[www.mbc.edu/studies/spanish/](http://www.mbc.edu/studies/spanish/)

Students learn to speak, write, read, and understand Spanish language at the advanced level. Literature, art, social and cultural issues, politics, and history are also explored. May Term in Spain or Latin-America provides a total immersion experience. Students can pursue a BA with a major in Spanish. Spanish is also available as a minor.

### Requirements for the Major in Spanish

39 semester hours in Spanish

SPAN 201  
SPAN 202

SPAN 218  
ANTH 120  
ANTH 220

Three of the following:

SPAN 205  
SPAN 210  
SPAN 215  
SPAN 216  
SPAN 227  
SPAN 241

Or any course in the Peninsular or Latin-American emphases, in addition to the emphasis requirement.

The requirements for one emphasis, see below  
Study in a Spanish-speaking country for at least one month, earning academic credit for at least one course (SPAN 218 or equivalent).  
SPAN 400

### Peninsular Emphasis

SPAN 230  
SPAN 245  
SPAN 325

One course from the Latin-American emphasis list

### Latin-American Emphasis

SPAN 231  
SPAN 244  
SPAN 324

One course from the Peninsular emphasis list

### Senior Requirement

Successful completion of SPAN 400

### Requirements for the Minor in Spanish

18 semester hours

SPAN 201  
SPAN 202  
SPAN 205  
SPAN 216,  
SPAN 230 or SPAN 231

One of the following:

SPAN 210  
SPAN 215  
SPAN 218  
SPAN 227  
SPAN 241  
SPAN 244  
SPAN 245  
SPAN 324  
SPAN 325  
SPAN 230 or SPAN 231

NOTE: SPAN 218 is strongly recommended.

### Latin-American Studies

Latin America is an important geo-political and cultural area of the world. In the Latin-American

studies minor, students will study the region from different perspectives: politics, culture, history, art, economics, literature, and language. This minor gives students an opportunity to specialize and focus on Latin America in a coherent and directed way.

### Requirements for the Minor in Latin-American Studies

18 semester hours

POLS 249

SPAN 231

ART 204 or ART 209

Three of the following:

ECON 210

ECON 232

ECON 253

POLS 215

SPAN 215,

SPAN 218

SPAN 244

SPAN 324

### Spanish Courses

101 Beginning Spanish I

102 Beginning Spanish II

150 Spanish Conversation

151 Intermediate Spanish I

152 Intermediate Spanish II

201 Advanced Spanish I

202 Advanced Spanish II

205 Spanish Composition

210 Advanced Spanish Conversation

215 Let's Talk about Movies

216 Women Writers in Spanish

218 May Term Abroad

227 U.S. Latino Literature and Culture

230 Spanish Culture and Civilization

231 Latin-American Culture and Civilization

241 Topics in Hispanic Literature

244 Approaches to Latin-American Literature

245 Approaches to Spanish Literature

324 Contemporary Latin-American Fiction

325 Spanish Literature of the Golden Age

400 Senior Seminar

### Spanish Course Descriptions

#### 101, 102 Beginning Spanish

(4 s.h. each) *Staff*

An introductory course designed to teach the student the basics of Spanish language. The goal of this two-semester sequence is to develop basic proficiency in Spanish in the four skills: listening, speaking, writing, and reading. For students who have never studied Spanish before or have taken only one year of Spanish in high school. Students with more than two years of Spanish may NOT

take Spanish 101 or 102.

#### 150 Spanish Conversation

Abroad (3 s.h.) *Staff*

The student who is at an early stage of language study concentrates on the development of communication skills in everyday situations. Extensive use will be made of videos and audio tapes. Class conducted in Spanish.

#### 151, 152 Intermediate Spanish

(4 s.h. each) *Arbulú, López-Operé*

This two-semester sequence continues to develop the student's proficiency in Spanish language, enabling students to communicate successfully in everyday situations. They will also build on their reading and writing skills. For students who have taken two or three years of Spanish in high school. Students with more than three years of Spanish may NOT take Spanish 151 or 152. Prerequisite: SPAN 102 or equivalent.

#### 201, 202 Advanced Spanish

(3 s.h. each) *Arbulú*

Intensive grammar review and amplification of knowledge of grammatical principles enable the student to achieve greater accuracy and idiomatic flavor in the use of oral and written language. Particular emphasis is given to developing reading and writing skills. Regular practice in controlled and free conversation. Prerequisite for 201: SPAN 152 or equivalent. Prerequisite for 202: SPAN 201.

#### 205 Spanish Composition

(3 s.h.) *Arbulú*

A writing course designed to develop the student's ability to write critical essays in Spanish. Special attention is given to developing strategies for planning, developing, and organizing a scholarly writing assignment from the first to the final draft. Prerequisite: SPAN 201 or permission of instructor.

#### 210 Advanced Spanish Conversation

Abroad (3 s.h.) *Staff*

Intensive oral training designed to help the student achieve more sophisticated expression in Spanish, along with good pronunciation and intonation and a reasonable degree of speed. Prerequisite: SPAN 152 or the equivalent.

#### 215 Let's Talk About Movies/ Hablemos de Cine

(3 s.h.) *Arbulú*

A conversation course for students interested in improving their speaking and listening skills. We will watch a selection of Latin American and Spanish movies and discuss the language and cultural issues presented. The movies also provide an excellent example of natural language in context. Students will develop techniques for understanding oral language, will learn to identify different

regional accents, and will acquire advanced level speaking skill. Prerequisite: SPAN 152.

### **216 Women Writers in Spanish**

(3 s.h.) *Arbulú*

This course focuses on the works of outstanding contemporary women writers from Spain and Latin America. Literature will be treated analytically, as a source of present-day vocabulary and idioms, and as material for conversation and composition. Prerequisite: SPAN 202 or the equivalent.

### **218 May Term Abroad**

Abroad (3 s.h.) *Arbulú*

Students spend the May Term abroad, where they live with native families while attending language and culture classes taught by native professors. With an MBC director, students visit museums and monuments of artistic and historic interest. All travel and other expenses abroad are in addition to the MBC tuition already paid for the semester. Prerequisite: permission of instructor.

### **227 U.S. Latino Literature and Culture**

(3 s.h.) *Arbulú*

Students learn about the main Latino communities in the United States: Chicanos, Puerto Ricans, and Cuban Americans, and read and discuss fictional and non-fictional texts from these Latino groups. They also watch several movies that articulate the experience of Latino life in the US. Taught in English. Students who wish to count this course for the major or minor are required to write their term essay in Spanish.

### **230 Spanish Culture and Civilization**

(3 s.h.) *López-Operé*

This course is designed to acquaint students with Spanish geography, the broad outline of Spanish history, and the major works of art and architecture of each period. Special attention will be given to contemporary Spain, tracing many of its major problems to their roots in the country's past. Prerequisite: SPAN 202 or the equivalent.

### **231 Latin-American Culture and Civilization**

(3 s.h.) *López-Operé*

This course introduces the student to some central themes of the history, geography, art, and cultures of Central and South America. Indigenous, as well as Spanish, cultures are examined. Emphasis is on the diversity of cultures found in the area. Prerequisite: SPAN 202 or the equivalent.

### **241 Topics in Hispanic Literature**

(3 s.h.) *Arbulú*

The topic dealt with during the semester is selected to accord with the interests and needs of the students enrolled. It may be an entire period in Spanish or Latin-American literature, a literary

movement, a specific work or author. Class given in Spanish. Prerequisite: permission of instructor.

### **244 Approaches to Latin-American Literature**

(3 s.h.) *Arbulú*

Introduction to literary analysis through close readings and interpretation of representative works by major Latin-American writers. Students read and analyze texts from the four basic genres: narrative, poetry, drama, and essay. The objectives are to teach students how to advance from reading for comprehension to reading for interpretation; to acquire the technical vocabulary of the Hispanic literary critic; and to acquaint students with differing critical methods. Prerequisite: SPAN 202.

### **245 Approaches to Spanish Literature**

(3 s.h.) *Arbulú*

An introduction to literary analysis through close readings and interpretation of representative works by major Spanish writers. Students learn to recognize all the main literary genres. The objectives are to teach students how to advance from reading for comprehension to reading for interpretation; to acquire the technical vocabulary of the Hispanic literary critic; and to acquaint students with differing critical methods. Prerequisite: SPAN 202.

### **324 Contemporary Latin-American Fiction**

(3 s.h.) *Arbulú*

We study the novels and/or short stories of contemporary Latin American writers. Through reading these works and critical texts, students acquire an understanding of the historical development of Latin-American narrative and insight into important aspects of Latin-American culture. Prerequisite: SPAN 202 and SPAN 205.

### **325 Spanish Literature of the Golden Age**

(3 s.h.) *Arbulú*

The literary works in poetry, prose, and theatre of the 16th and 17th centuries play a pivotal role in Hispanic literature and culture; their study is fundamental to understanding the literary tradition of Spanish language. Students will acquire insight into important aspects of the Spanish Renaissance and Baroque. Prerequisite: SPAN 202 and SPAN 205.

### **400 Senior Seminar**

(3 s.h.) *Arbulú, López-Operé*

A required course for all Spanish and Spanish-combined majors. Students pursue research on a theme or issue of their choice approved by their thesis supervisor. Throughout the semester, students give three oral presentations of their work, which will be evaluated. The work culminates in an oral presentation and a research paper in Spanish.

## Special Education

*Tiffany Barber, coordinator*

### Requirements for the Minor in Special Education

23 semester hours

ED 111	Practicum in Special Education
ED 205	Characteristics of Exceptionality
ED 215	Foundations and Legal Issues of Special Education
ED 305	Classroom Management and Collaboration in Special Education Setting
ED 315	Differentiated Strategies in Instruction and Assessment for Special Education
ED 322	Developmental and Diagnostic Reading Instruction and Practicum
ED 350	Content Area Reading

### Special Education Courses

ED 111	Practicum in Special Education
ED 205	Characteristics of Exceptionality
ED 215	Foundations and Legal Issues of Special Education
ED 305	Classroom Management and Collaboration in Special Education Setting
ED 315	Differentiated Strategies in Instruction and Assessment for Special Education

### Special Education Course Descriptions

#### 111 Practicum in Special Education

(2 s.h.) *Staff*

This course is designed to give students who are contemplating a career in special education an opportunity to observe and assist teachers in the classroom. Students will complete a 40-hour practicum.

#### 205 Characteristics of Exceptionality

(3 s.h.) *Staff*

Students demonstrate knowledge of definitions, characteristics, and learning and behavior support needs of children and youth with disabilities, including learning disabilities, emotional disturbance, mental retardation, developmental delay, autism, traumatic brain injury, attention deficit disorders, other health impairments, and multiple disabilities, among others. They develop understanding of normal patterns of development (physical, psychomotor, cognitive, linguistic, social, emotional) and educational implications of various disabilities.

#### 215 Foundations and Legal Issues of Special Education

(3 s.h.) *Staff*

Prospective teachers learn the foundation for educating students with disabilities, including: historical perspectives, theories and philosophies, and current trends in the field of special education. They develop an understanding and application of legal aspects and regulatory requirements associated with the identification, education and evaluations of disabled students. Emphasizes ability to analyze ethical issues and to apply accepted standards of professional behavior.

#### 305 Classroom Management and Collaboration in Special Education Setting

(4 s.h.) *Staff*

Prospective teachers learn classroom and behavior management techniques and individual interventions, develop skills required to collaborate with regular education colleagues and with families of students with disabilities, learn and practice skills in consultation, case management, and collaboration needed to assist and support students and families in successful transitions within the K-12 school system and beyond. Required 30 hour practicum in a secondary (Grades 6-12) setting.

#### ED 315: Differentiated Strategies in Instruction and Assessment for Special Education

(4 s.h.) *Staff*

Students learn service delivery models, curriculum, instruction of students with disabilities, and skills for application. Includes alternative ways to teach content, curriculum adaptation and modification, strategies for integration of students with disabilities with non-disabled peers, uses of technology in learning. Examines procedures to develop, provide, and evaluate instruction consistent with students' individual needs: procedures for screening, pre-referral, referral, eligibility determination. Considers factors that may influence assessment findings, related ethical issues, application of results to guide development of individual education plans. Required 30 hour practicum.

#### ED 322 Developmental and Diagnostic Reading Instruction and Practicum

(4 s.h.) *Staff*

For course description please see Education listing.

#### ED 350 Content Area Reading

(3 s.h.) *Staff*

For course description please see Education listing.

## Theatre

Terry K. Southerington, chair, Jacqueline Bessell,  
Virginia R. Francisco, Clinton Johnston, Sarah  
Kennedy  
[mbc.edu/studies/theatre/](http://mbc.edu/studies/theatre/)

### Requirements for the Major in Theatre

33 semester hours

THEA/ENG 114  
THEA/ENG 115  
THEA/ENG 217  
THEA 121 or 323  
THEA 101 or 208  
One of the following:  
    THEA 151  
    THEA 152  
    THEA 153  
    THEA 156

THEA 210  
THEA 400  
THEA 401

Two additional theatre courses.

**NOTE:** Substantial contribution to theatrical productions at Mary Baldwin College is required of all majors.

### Areas of Concentration (optional)

#### Acting/Directing

THEA 101  
THEA 121  
THEA 208  
THEA 221  
THEA 321  
THEA 323  
THEA 324

#### Arts Management/Theatre

*Please see Arts Management listing.*

#### Theatre History/Literature

THEA 101  
THEA/ENG 114  
THEA/ENG 115  
THEA 208  
ENG/THEA 216  
THEA/ENG 217  
ENG/THEA 315

#### Theatre Practice

THEA 105  
THEA 151  
THEA 152  
THEA 153  
THEA 154  
THEA 156

### Senior Requirement

Successful completion of THEA 400 and an

approved senior project registered as THEA 401 during the senior year.

### Requirements for the Minor in Theatre

21 semester hours

THEA 101 or 208  
THEA 105  
THEA 121  
THEA/ENG 114  
One of the following:  
    THEA 151  
    THEA 152  
    THEA 153  
    THEA 156

**NOTE:** At least 6 semester hours must be taken with on-campus MBC faculty.

## 3-2 Program for BA/MLitt

[www.mbc.edu/studies/bamlitt/](http://www.mbc.edu/studies/bamlitt/)

Students may pursue a bachelor of arts and master of letters (3-2 program) that allows completion of the BA in theatre and the M/Litt in Shakespeare and Renaissance Literature in Performance in five years. Students should see Professor Southerington during their freshman year to discuss requirements.

### Requirements for the Major in Arts Management/Theatre

See Arts Management listing.

### Civic Engagement Opportunities

- Theatre in the Community engages students in theatre communities beyond the college.
- Theatre students work with school and community theatres through service learning contracts or directed inquiries.
- Student teachers with theatre majors are encouraged to incorporate theatre in their student teaching.
- International course offerings explore the role of theatre in community and public life in London and Paris.

### Theatre Courses

101	Plays in Performance
105	Basic Theatre Production
111	Voice, Diction, and Oral Reading
114	Introduction to Drama
115	Modern Theatre and Drama
121	Acting I
151	Scene and Light Design
152	Stagecraft
153	Stage Management
154	Stage Makeup
156	Stage Costume

206	Theatre Abroad*
208	London Theatre**
210	Problems in Production
211	Theatre in the Community
216	Introduction to Shakespeare
217	Great Plays
218	Shakespeare in Context
219	Women in Theatre and Drama
221	Acting II
250	Playwriting I
255	May Term in France
260	African-American Theatre
277	Colloquium
315	Tudor-Stuart Drama
321	Acting III
323	Directing Methods
324	Directing Practicum
400	Seminar in Theatre
401	Senior Project

\* Taught abroad during May Term in alternate years.

\*\* Taught in London during May Term in alternate years.

NOTE: Directed inquiries, teaching assistantships, and internships in theatre can be arranged on an individual basis.

### Theatre Course Descriptions

#### 101 Plays in Performance

(3 s.h.) *Johnston*

Introduction to theatre and drama through analyzing plays and viewing performances in professional, academic, and community theatres. No previous knowledge of theatre or drama is required. Course may be repeated for credit. Course fee is approximately \$175.

#### 105 Basic Theatre Production

(3 s.h.) *Southerington*

Students learn how to manage a production from play selection to final performance. Brief introduction to all technical aspects of production. Extensive work in MBC productions is required. No previous knowledge is necessary.

#### 111 Voice, Diction, and Oral Reading

(3 s.h.) *Staff*

Students set individual goals for development of the speaking voice, standard American diction, clear and expressive speech, and poise in public situations. The course is appropriate for students whose first language is English and for international students, who prepare readings to demonstrate progress toward their goals. A final examination reading demonstrates achievement during the course.

#### 114 Introduction to Drama

(3 s.h.) *Francisco, Johnston*

Students learn a system of play script analysis and interpretation, apply it to significant classical and modern plays, and are introduced to Western theatre history. Also found as ENG 114 in the English listing.

#### 115 Modern Theatre and Drama

(3 s.h.) *Francisco, Johnston*

Students learn a system of play script analysis and interpretation, apply it to significant modern plays and to performances, and are introduced to Western theatre history. Also found as ENG 115 in the English listing.

#### 121 Acting I

(3 s.h.) *Johnston*

The first college-level acting course. Through a series of exercises and monologue work it takes actors through the beginning steps of developing their voices and bodies as tools for theatrical storytelling. No previous acting experience is required.

#### 151 Scene and Light Design

(alternate years) (3 s.h.) *Southerington*

The responsibilities of scene and lighting designers and the steps involved in the design and communication of ideas through drafting, model building, lighting plots, and hands-on experience in MBC productions. Drafting supplies needed. Recommended background: Theatre 105.

#### 152 Stagecraft

(alternate years) (3 s.h.) *Southerington*

Methods of construction, painting, and handling of the basic elements of scenery. Projects include a set of working drawings for one setting and laboratory work in the college's scenery shop. Drafting supplies needed. No previous experience required. Recommended background: Theatre 105.

#### 153 Stage Management

(alternate years) (3 s.h.) *Southerington*

Students develop and practice the duties and skills of the stage manager in facilitating and organizing a show from planning through auditions, rehearsals, performances, tours, and strikes. Special emphasis on the stage manager's role in a group process, as a problem preventer and solver, and as a morale officer.

#### 154 Stage Makeup

(alternate years) (2 s.h.) *Southerington*

Design, planning, and execution of makeup for the stage, including period makeup and hairstyles, character makeup, and old-age makeup.

**156 Stage Costume**

(alternate years) (3 s.h.) *Southerington*  
Basic hand and machine stitches, garment construction, color and fabric, pattern drafting, period research, and costume rendering. Laboratory work in the costume shop and individually-designed construction projects.

**206 Theatre Abroad**

(alternate years) (3 s.h.) *Francisco*  
No previous knowledge of theatre or drama is required. Introduction to performing arts through readings, discussion, and study-travel to theatres and performances abroad. Students experience varied forms and styles as available: formal theatre, opera, ballet, circus, folk arts, street theatre. Students visit museums, galleries, historic theatres and sites. Must be taken P/NC and may be repeated for credit. Prerequisites: Application by December 1, permission of instructor, and payment of course fees as scheduled.

**208 London Theatre**

(alternate years) (3 s.h.) *Southerington*  
Study-travel in London and to Stratford-upon-Avon. Course fee includes air transportation from Washington DC, hotel, theatre tickets, and all scheduled performances and activities. The course must be taken P/NC and may be repeated for credit. Prerequisites: Application by November 1 and permission of instructor.

**210 Problems in Production**

(credit varies) *Staff*  
Directed experience in acting, directing, or production in the Mary Baldwin College Theatre. In May Term, working conditions approximate those of the professional theatre, as enrolled students work full time. The course may be repeated for credit. Prerequisites: Course work or experience at MBC in the area of specialization and permission of instructor; no permission required for May Term.

**211 Theatre in the Community**

(credit varies) *Staff*  
Supervised experience in acting, designing, stage management, producing, or directing in the community. Students are encouraged to propose work in theatre communities beyond the Staunton-Augusta region and to propose additional work that meets the criteria for global citizenship experience. Prerequisites: Course work or experience at MBC in area of specialization and permission of instructor.

**216 Introduction to Shakespeare**

(3 s.h.) *Kennedy*  
Please see ENG 216 in the English listing.

**217 Great Plays**

(alternate years) (3 s.h.) *Francisco*  
Comparative study of great plays of the Western theatre, emphasizing dramatic forms that embody changing perceptions of the nature of humankind, especially the role of women in society. Of special interest to students of history, literature, languages, and prospective teachers. Also found as ENG 217 in the English listing. Prerequisite: THEA/ENG 114.

**218 Shakespeare in Context**

(alternate years) (3 s.h.) *Francisco*  
Selected plays of Shakespeare as blueprints for performance. Focus on actors and troupes, playing places, material resources, and historical, economic, and theatrical conditions for which the plays were written. In groups, students analyze a play of their choice and research and present a historical reconstruction of a performance. Prerequisite: One course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or ENG/THEA 115.

**219 Women in Theatre and Drama**

(alternate years) (3 s.h.) *Francisco*  
Students analyze a range of dramas by and about women and study women's contributions to the theatre from earliest times. They examine changes in women's life roles, reflected in plays from the Greeks to the present. Each student reviews new plays and makes recommendations for performance in MBC Theatre. Students master a systematic method of play analysis and develop skills in theatre history.

**221 Acting II**

(3 s.h.) *Southerington*  
Emphasis on scene work, monologues, and audition pieces. A field trip to a professional production (approximate cost \$35) may be required. Prerequisite: THEA 121.

**250 Playwriting I**

(alternate years) (3 s.h.) *Johnston*  
Through writing exercises, students learn the fundamentals of writing for the stage: character creation, dramatic structure, dialogue, theatrical perspective. The final exam is to formally submit a completed and properly formatted final draft of a short play demonstrating understanding of the principles discussed. Students will be expected to read their work in class and to participate in supportive and constructive criticism of each other's work.

**255 May Term in France**

(alternate years) (3 s.h.) *Walker*  
For course description see FREN 255 in the French listing.

### 260 African-American Theatre

(alternate years) (3 s.h.) *Johnston*

An overview of African-American theatre history. Students will read and discuss significant works while developing their original presentations reflecting their studies.

### 277 Colloquium

(3 s.h.) *Staff*

Focused, intensive study of a special topic, announced annually.

### 315 Tudor-Stuart Drama

(3 s.h.) *Cohen*

See ENG 315 in the English listing.

### 321 Acting III

(alternate years) (3 s.h.) *Southerington*

This course allows students accomplished in acting to concentrate on their own areas of difficulty or experience with specific emphasis on portfolio and audition. A field trip (approximate cost, \$35) to view a professional production may be required. This course may be repeated for credit. Prerequisite: permission of instructor.

### 323 Directing Methods

(alternate years) (2 s.h.) *Southerington*

The director's responsibilities and practices in play selection and analysis, casting, planning and coordination of technical elements, and conducting rehearsals and performances. Focus on academic and community theatre. Previous MBC acting and technical experience is required. Students who enroll in this course are expected to take THEA 324. Prerequisite: permission of instructor.

### 324 Directing Practicum

(alternate years) (3 s.h.) *Southerington*

Supervised directing experience. Each student casts and rehearses a one-act play and forms a concerted whole of the play text, actors, and production elements. Public performance constitutes the final exam. The course may be repeated for credit. Prerequisites: THEA 323 and permission of instructor.

### 400 Seminar

(3 s.h.) *Johnston*

Final course for theatre majors. It provides a formal introduction to Western theatre history, proceeding weekly through dramatic periods from Classical Greek to early 20th century, through a series of paper projects. Required of the theatre major; open to other students by permission of the instructor. Prerequisite: senior standing.

### 401 Senior Project

(3 s.h.) *Staff*

Prerequisites: senior status and permission of instructor. Students demonstrate their ability to

apply their skills and knowledge to the work of the theatre, present and defend a written analysis of their work and experience, and evaluate their work against their contract goals and professional standards.

## U.S. Poverty Analysis

*Please see Poverty: U.S. Poverty Analysis*

## Women's Studies

Martha Walker, director

[mbc.edu/studies/womensstudies/](http://mbc.edu/studies/womensstudies/)

Students wishing to major in women's studies may talk to their advisors or the director about designing an independent major in women's studies.

### Requirements for the Minor in Women's Studies

21 semester hours

WS 100 Focus on Women

WS 200 Contemporary Feminisms and Gender Studies

Three of the following:

ANTH 202	Women, Gender and Culture
ART 221	Women in the Arts
AS 251	Asian Women
BIOL/WS 252	Biology of Women
BUAD 250	Women in Management
COMM 285	Gender and Communication
ECON/WS 280	Women and Economics
ENG 237	Contemporary Fiction by Women
ENG/AS 239	Asian-American Women Writers
FREN 261	Role of Women in French Culture I
FREN 262	Role of Women in French Culture II
HCA 235	Women's Health Care Issues
HIST 203	Women in American History
HIST 346	European Women's History from 1700
MUS 218, 318	Women in Music
PHIL 231	Women and Philosophy
POLS 209	Women and Politics
PSYC 214	Psychology of Women
REL 231	Women and Religion
SOC 225	Sex Roles and Male-Female Relationships
SPAN 216	Women Writers in Spanish
THEA 219	Women in Theatre and Drama
WS 245	Women and Sport

Not more than two of the following:

ENG 377	Colloquium (when applicable)
HIST 213	United States: Democracy and Crisis
HIST 277	Colloquium (when applicable)
MUS 151	History of Jazz
MUS 152	History of Rock
PSYC 210	Child Psychology

PSYC 211 Adolescent Psychology  
REL 202 Judaism, Christianity and Islam  
SOC 110 Sociology of the Family  
THEA/ENG 115 Modern Theatre and Drama

### **Women's Studies Courses**

100 Focus on Women  
200 Contemporary Feminisms and Gender Studies  
245 Women and Sport  
252 Biology of Women  
277 Colloquium  
280 Women and Economics

**NOTE:** Directed Inquiries, teaching assistantships, and internships in women's studies can be arranged on an individual basis.

### **Women's Studies Course Descriptions**

#### **100 Focus on Women: An Introduction to Women's Studies**

(3 s.h.) *Walker*

Examines the interdisciplinary nature of the field as well as its applications in non-academic contexts. What are the aims of women's studies and how are they put into practice?

#### **200 Contemporary Feminisms and Gender Studies** (3 s.h.) *Walker*

Why is any attempt to define one monolithic vision of feminism inadequate? Explores contemporary topics in women's studies and feminist theory as it examines various models of feminism. Compares and contrasts principles of Marxist,

psychoanalytic, essentialist, radical, and liberal feminism and analyzes ways these ideologies enter into dialogue and debate with one another. Traces evolution of feminist thought and articulation of Queer Theory as structures from which current thinking on gender studies develops. Also found as PHIL 231 in the Philosophy listing.

Prerequisite: WS 100 or permission of instructor.

#### **245 Women and Sport**

(3 s.h.) *McCleaf*

Conversations will guide class explorations regarding current and historical performance, participation, politics and opportunity for women in sport relative to gender, race, class, and sexual orientation. Suggested for sophomores and above. Also found as PHE 245 in the Physical and Health Education listing.

#### **252 Biology of Women**

(3 s.h.) *Scott*

Recommended background: BIOL 111. For course description, please see BIOL/WS 252 in the Biology listing.

#### **277 Colloquium**

(credit varies) *Staff*

A one-time only special course, offered on an occasional basis.

#### **280 Women and Economics**

(3 s.h.) *Klein*

For course description please see ECON 280 in the Economics listing.



## GRADUATE TEACHER EDUCATION

*Carole C. Grove, director, Susan Britton, assistant director,  
Irving Driscoll, James Harrington, Gayle Heft, Tamra Willis, Alice Waddell, advisors  
[www.mbc.edu/mat](http://www.mbc.edu/mat)*

### **The Mary Baldwin teacher is . . .**

an inquiring and reflective learner,  
a well-educated professional,  
who brings forth the best in all students.

### **We support this by . . .**

modeling and encouraging inquiry and reflection,  
integrating theory, practice and liberal arts,  
and providing opportunities for individual exploration within a collaborative environment.

### **GRADUATE TEACHER EDUCATION AT MARY BALDWIN COLLEGE**

Mary Baldwin College offers two unique graduate programs for teachers and prospective teachers. The Master of Arts in Teaching (MAT) balances liberal arts courses with professional studies, and includes requirements for initial teacher licensure, while the Masters of Education (MEd) program flexibly addresses the needs of teachers who are already licensed and other educators whose careers don't require a teaching license. The MEd also offers an unusual emphasis in Environment-Based Learning. Both programs are nonresidential and are available on MBC's Staunton campus and at four regional centers: Charlottesville, Richmond, Roanoke, and South Boston. Note that the MEd focus on Environment-Based Education has a summer component offered on the Historic Staunton Campus. Courses are offered throughout the calendar year, including a full complement of courses during the summer.

## **ACCREDITATION**

Mary Baldwin College's Teacher Education Program, which is designed to prepare an inquiring and reflective learner, a well-educated professional who brings forth the best in all students, is accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years from March 2008 to March 2013. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC's quality principles.

## **ADMISSION**

All students who matriculate at Mary Baldwin College agree to abide by the rules, regulations, and standards set by the college. The college will offer the MAT or MEd to those who meet the established standards. Students who seek the MAT or MEd must be admitted to the graduate program. They are eligible for financial aid services. The Declarations section of this catalog states Mary Baldwin's policies on nondiscrimination, student privacy rights, and other important provisions.

### **Special Students**

Persons who possess bachelor's degrees from accredited institutions are eligible to enroll in courses as special students. No financial aid services are provided to special students. Teachers seeking relicensure credits may enroll as special students. Students enrolled as undergraduates or postgraduate teacher licensure (PBTL) students at Mary Baldwin College may be permitted to take up to two Graduate Teacher Education (GTE) courses as special students. They must receive permission from the GTE director with support from their academic advisor.

### **Admission Requirements for the MAT**

- A bachelor's degree from a regionally accredited institution,
- Adequate general education course work. For students seeking an initial teaching license, a transcript review will determine adequate background in the arts, humanities, natural and social sciences, mathematics and English,
- An academic major in the arts and sciences or an appropriate discipline (or interdisciplinary major)
- College algebra and English composition or the equivalent. Adequate coursework in World and U.S. history.
- 3.0 (B) average in last 60 semester hours.
- Correct, fluent written and spoken English. Nonnative English speakers must submit a TOEFL score of 600 or above.
- MAT applicants must provide Praxis I scores or the SAT/ACT equivalents. Students who do not provide Passing Praxis I scores or the SAT/ACT equivalent may be admitted as conditional students to the MAT program and work with their advisors for opportunities to address any deficit areas in the basic communication skills.

### **Admission Requirements for the MEd**

- A bachelor's degree from a regionally accredited institution
- Adequate general education course work. For students seeking an add-on endorsement to their licenses, transcript review will determine adequate background for the program.
- An academic major in the arts and sciences or an appropriate discipline (or interdisciplinary major)
- 3.0 (B) average in last 60 semester hours.

### **Admission Process**

Applicants to the Graduate Teacher Education Program (GTE) must submit the following to the GTE Office at Mary Baldwin College:

- Application for admission/enrollment
- Official transcripts of all post-secondary work
- MAT applicants must provide Praxis I scores or qualifying SAT/ACT scores
- Two letters of reference from professional educators (including higher education faculty and administrators) and/or employers, public school faculty and administrators who have observed/supervised the applicant in instructional, tutoring, training or guidance roles
- A goal-statement essay

- Application fee.
- An interview is suggested and may be required.*

### **Admission Decisions**

Admissions decisions are made by the Graduate Teacher Educational Policies Committee. The Director of Graduate Teacher Education informs applicants, in writing, of their admission status and the date of the next orientation. Applicants are advised at the time of their admission regarding any additional undergraduate course requirements that must be fulfilled as conditions of enrollment. Any individual may be denied admission to the Graduate Teacher Education program for the following reasons:

- Attempting to obtain admission by fraudulent means or through misrepresentation of material facts
- Falsification of records or documents
- Conviction of any felony
- Conviction of any misdemeanor involving moral turpitude, sexual offense, drug distribution, or physical injury
- Failure to meet stated program admission requirements.

### **Full Admission**

Students who meet all admissions requirements are admitted to the GTE program as fully admitted degree seeking students.

### **Conditional Admission**

Students whose GPAs are below 3.0 may be considered for conditional admission on the basis of strong evidence that they can succeed in a graduate teacher preparation program that requires maintenance of a 3.0 GPA. Students who do not provide Passing Praxis I scores or the SAT/ACT equivalent, may be admitted as conditional students to the MAT program and work with their advisors for opportunities to address any deficit areas in the basic communication skills.

Conditionally admitted students are permitted to enroll in up to three GTE courses to establish program-based evidence of their ability to perform in a graduate program. Conditional students must minimally achieve a 3.0 GPA in all graduate work and complete all other admissions requirements in order to be considered for full admission. In general, conditional admission status does not continue for more than three successive semesters.

### **Moving from Conditional to Full Admission Status**

The program director monitors the progress of conditional students at the end of each semester. Course grades, course instructors' assessment of students' writing and speaking skills, and professional qualities evaluations are considered in this review. The director informs students and their academic advisors in writing regarding their status: continue their status, admit to full degree-seeking status, request students withdraw from program.

### **Transfer Credit**

The Graduate Teacher Education (GTE) program accepts up to six hours of transfer credit only if all the following conditions are met:

- The GTE director determines on the basis of catalog and course materials submitted by the student that the course content is identifiable with the college's GTE curriculum.
- The credit was earned in a regionally accredited graduate program.
- The credit was earned no earlier than three calendar years before the student's admission to the program.

The student is responsible for determining in advance of enrollment whether courses taken in the GTE program can be transferred to another graduate program or will satisfy credential requirements outside Virginia. After the drop deadline, a determination that courses are not transferable is not grounds for refund of tuition or fees.

The program does not offer credit for out-of-class learning through prior learning credit, correspondence courses, or learning contracts.

## ORIENTATION

Students are required to participate in an orientation prior to enrollment. New students receive notice of orientation in their admission letters.

## ADVISING

Each graduate student is assigned an advisor who is a member of the graduate faculty. The advisor assists the student in course selection, meeting competency requirements, enrolling and participating in Professional Development Institutes, and preparing the final project. The advisor reviews academic progress and performance related to professional qualities standards. He or she may make recommendations concerning a student's status to graduate faculty and administration on request or as necessary.

## TUITION AND FEES 2009-2010

Tuition for all courses in the GTE program is \$425 per semester hour in the 2009–2010 academic year. In addition, the following fees apply:

Application	\$40
Re-Enrollment	\$50 (See Requirement for Continuous Enrollment, below.)
Graduate Student Fee	\$40/semester
Graduation	\$100

## FINANCIAL AID

Mary Baldwin makes every effort to assist students who need to obtain funding for education. Students should contact the Office of Financial Aid and Student Campus Employment at the time of application. The Virginia Tuition Assistance Grant is available for full-time study (nine semester hours.) Student loans are available for half time study (six semester hours). (See GTE aid chart.) To qualify for aid, students must be accepted in the GTE Program (not special students), meet registration deadlines each semester, and make satisfactory academic progress in the work attempted. Aid is awarded pending approvals of federal and state agencies.

## AID FOR WHICH GTE STUDENTS MAY QUALIFY

(Subject to approval and funding by federal and state agencies)

TYPE OF AID	ENROLLMENT STATUS	REPAYMENT REQUIRED	HOW TO APPLY AND COMMENTS
Virginia TAG (state)	full-time	none	Special TAG application to college by July 31 prior to entrance. Not need based.
Subsidized Stafford Loan (federal)	full-time half-time	monetary repayment	Apply through college. Borrow from lender. Need based.
Unsubsidized Stafford Loan (federal)	full-time half-time	monetary repayment	Apply through college. Borrow from lender. Not need based.

# Master of Arts in Teaching (MAT)

## OVERVIEW

The Master of Arts in Teaching (MAT) is designed to offer realistic, practical preparation for enriched classroom teaching through a balanced program of liberal arts and professional studies. All courses are team-taught by graduate faculty members and classroom teachers who serve as “teaching partners.” Courses throughout the 39-45 semester hour program focus on inquiry—the processes by which students and teachers ask questions, study, and learn about human experience, including requirements for pre-K–6 and 6–8 teacher initial licensure. Students also can earn initial K–12 licensure to work with special education students in the General Curriculum settings. Those who hold a valid teaching license can earn add-on endorsements in Gifted Education and Special Education for pre-K–12 settings. To be recommended for teacher licensure, students must complete all program requirements and receive the MAT.

Students may opt to complete Virginia Department of Education licensure requirements in advance of the full MAT degree. In the *Licensure First* option, students complete licensure requirements, then seek employment, and finally return to complete the master’s degree requirements. The program offers close contact with faculty members and advisors and extensive observation and hands-on experience in the classroom.

## Practicum Requirement

The practicum experience is designed for MAT students who are preparing to teach as a career. Students have the opportunity to observe and assist teachers in the classroom, and to discuss their experiences with the instructor and other students. In the required 140 clock hours in the practicum, MAT students become familiar with the dynamic culture of schools and classrooms and their curricula, teaching strategies, and their organizational and management features. MAT students learn more from the practicum experience if they actively assist in the classroom. The student should confer with the cooperating teacher regarding graduate course assignments to be completed in the practicum

and plan how the MAT course assignments can best be accomplished. In practicum students work under the supervision of an experienced teacher and begin to apply the knowledge and skills gained in MAT courses in the context of today’s classrooms. The practicum requirement also includes completion of a practicum journal, documenting the student’s activities and reflections upon the classroom experiences. Students should refer to the “Practicum Guidelines Handbook” for additional information on this requirement.

## Requirements for the MAT Degree

- IN 609 Inquiry in the Arts
- IN 607 Humanities
- IN 603 Social Sciences
- IN 605 Natural Sciences
- IN 601 Mathematics
- IN 611 Meaning and Purpose: The Foundations of Education
- ED 601 Inquiry into Human Growth, Development, and Diversity
- ED 602 Thoughtful Assessment of Students
- ED 607 Instructional Strategies for Inquiry-based Classrooms
- ED 605 An Integrated Approach to Language Arts
- ED 609 Student Teaching/Internship (6 s.h.)
- ED 611 Seminar (2 s.h.)
- ED 613 Reflective Synthesis Project (1 s.h.) or IN 630 and ED 612 Professional Development Project (3 s.h.)
- Participation in four Professional Development Institutes
- GPA 3.0 in program
- Satisfactory oral and written language skills
- Satisfactory performance on professional qualities standards
- Participation in required student and program evaluations
- Passing scores on standardized tests required by the Commonwealth of Virginia: Praxis II, VCLA, and for elementary and special education only, VRA. Students already licensed to teach are exempt from this requirement.
- Demonstration of technology competency by completion of the Computer Competency checklist.

## Master of Education (MEd)

### Overview

The MEd is a professional degree designed for those who seek advanced study in education. The program is intended for teachers who are already licensed or people who are pursuing careers that do not require teacher licensure. The degree consists of 33 graduate semester hours, focused on a common set of 15 credit hours, and followed by an area of emphasis of the student's choice. The areas of emphasis are:

- Leadership
- Environment Based Learning
- Special Education (with add-on licensure option)
- Gifted Education (with add-on licensure option)

### Requirements for the MEd Degree

33 semester hours (All courses 3 s.h. unless noted.)

IN 627 Contemporary Learning Theory for Diverse Learners

IN 629 Leadership in Education

IN 630 Methods of Professional Inquiry

ED 631 Technologies to Advance Learning

ED 632 Integrated Research Module

And completion of one of the following areas of emphasis:

#### Leadership Emphasis

IN 628 Public Policy and Community Relations in Education

IN 631 Curriculum Development and Design

IN 632 Education Law

IN 633 Assessment and Planning for Instructional Improvement

Two additional graduate courses approved by the advisor.

(A few courses may require the director's approval.)

#### Environment-Based Learning Emphasis

IN 626 Environment-Based Learning

IN 634 The Intersection of Life and Land: Issue-driven Investigations

ED 620 The Outdoor Classroom: EBL Program Development, Implementation, and Evaluation

Two additional Environment-Based Learning courses

One additional 3 s.h. graduate course approved by the advisor.

#### Special Education Emphasis

IN 620 Inquiry in the Legal and Political Processes of Exceptionality

ED 622 An Integrated Approach to Exceptionality

ED 624 An Integrated Approach to Differentiated Curriculum and Instruction

ED 625 Classroom and Behavioral Management: Theory and Practice

ED 616 Field Experience in Special Education  
One additional 3 s.h. graduate course approved by the advisor.

NOTE: Students seeking an add-on endorsement in special education are required to complete the three specified Professional Development Institutes that address the State Special Education licensure competencies.

#### Gifted Education Emphasis

ED 603 Thoughtful Assessment

ED 615 Gifted Education Field Experience (1 s.h.)

ED 622 An Integrated Approach to Exceptionality

ED 623 Advanced Studies of Gifted Learners

ED 624 An Inquiry Approach to Differentiated Curriculum and Instruction

Two additional 3 s.h. graduate courses approved by the advisor.

## Academic Policies

Academic policies applicable to Graduate Teacher Education students are published in this catalog. Other statements of program policies are maintained in the program director's office. Policies may be amended at any time by the graduate faculty, who determine the date at which amended policies become effective. The completion requirements for each student are those in effect on the date of first enrollment as a degree-seeking student. Students are required to report address, e-mail, and telephone number changes to the registrar and to the program director.

Students may petition for exemption from academic policies. The request form includes the recommendation of the student's advisor. Petitions are granted only for cause, and only with the approval of the GTE Faculty Educational Policy Committee. A petition for exemption from or modification of a comple-

tion requirement may be granted only by the graduate faculty.

### **Honor System**

The provisions of the college's Honor System apply to GTE students. Students are responsible to understand the provisions of the Honor System and to seek information from professors as to the application of the Honor Code to course activities.

### **Code of Conduct**

The provisions of the college's Code of Conduct apply to GTE students.

### **Moral and Ethical Responsibility**

GTE students may not engage in behavior or actions that endanger themselves or others, either while on MBC's property or while engaged in a program or activity connected with the college and/or its programs. Students are required to comply with professional standards of schools in which they engage in practicum or research, interning, teaching, or other activities connected with the college and/or its programs.

### **Copyright Policy**

The college enforces all provisions of copyright law. Students are responsible to inform themselves of the law, particularly with respect to copying.

### **Research on Human Subjects**

Federal, state, and college policies regarding research on human subjects apply to all research involving MBC students, faculty, or staff as researchers or as subjects, including research undertaken in the GTE program.

## **COURSES**

### **Requirement for Continuous Enrollment, Leave of Absence**

Students are expected to remain enrolled continuously from the date of their initial registration for courses until completion of the degree. However, because of family emergencies or special situations, students may need to stop registering for new course work for a semester or two. The decision to do so should be made by the student in consultation with the advisor. A student who does not enroll in new work in any semester, including the summer session, must pay a re-enrollment fee

of \$50. Students who do not enroll in GTE courses for three consecutive sessions (or one calendar year) are considered "inactive" and no longer receive mailings from the GTE office. Inactive students who wish to re-enter the program should indicate so in writing to the GTE director. Records of inactive students who wish to re-enter the program are reviewed for reactivation. Certain conditions may be set for re-entry into the program: e.g., if program requirements have changed during the time students were on inactive status, they may have to meet the new requirements.

### **Add-Drop Procedures**

A graduate student may drop a course without penalty prior to the second meeting of the class. A course may be dropped for medical or providential reasons at any time, upon approval of the director. The program director in consultation with the teaching team determines the student's final course grade when the course is dropped after the official drop period. A student may add a course prior to the second meeting of the course. Please see the Web Directory on pages 15-16 of this catalog for the proration policy tuition refunds.

### **Auditing Courses**

The instructor approves audits on a space available basis. Students who audit courses are expected to meet all reading and oral discussion requirements for the course. Full tuition applies to audited courses.

### **Sequence of Courses**

Each GTE student's advisor recommends a sequence of courses which takes into account the student's preparation and educational needs.

### **Course Enrollment Priorities**

GTE students are enrolled in courses according to the following priorities: candidates for the MAT or MEd first, followed by fully admitted degree-seeking MAT or MEd students, conditional students, and special students.

### **Contact Hours**

The syllabus of each graduate course includes a schedule of class contact hours required for the course. The syllabus includes goals, requirements, assignments, and attendance and

grading policies, as well as criteria for evaluating students' writing and speaking skills.

### **Grades**

The grading symbols used by the college's GTE program are as follows:

A excellent

A-, B+ very good

B good

B- competent

C minimum passing

F failing

Grade point equivalents are:

A = 4.0

A- = 3.7

B+ = 3.3

B = 3.0

B- = 2.7

C = 2.0

F = 0

A 3.0 GPA is required to earn a graduate degree at Mary Baldwin College. The grade point average is determined by dividing the total grade points earned by the total semester hours credit attempted in the GTE program. Transfer courses are not included in the GPA.

### **Examinations, Incomplete, Grade Reports, Grade Changes**

The determination of whether students are required to take final examinations is the sole province of the instructors of each course. Similarly, they determine when and the circumstances under which the examination is to be completed, as well as the weight of the examination in determining course grades. These guidelines as well as other course requirements are provided to students in the course syllabus at the first class meeting.

Official grade reports, including cumulative averages, are distributed after the conclusion of the fall semester and the May term, and at the conclusion of the summer session. The report distributed following the May term will include work completed during the spring semester.

A temporary symbol of "I" (for Incomplete) may be given at the end of a course if, for reasons beyond the student's control, the student is unable to complete the work. An incomplete is given upon the recommendation of the teaching team and the approval of the program director and the dean

of the college. Work must be completed by the end of the next semester. In unusual circumstances, such as prolonged illness, the program director and dean may extend the time. If the work is not completed within the time specified when the Incomplete is granted, or within the explicitly authorized extended time, a grade of "F" is recorded.

Students make initial requests for a grade change to the teaching team of the course. Students must initiate the grade change request/contest within one week of the distribution of the official grade report for the course. The teaching team then communicates in writing its recommendation to the GTE program director and the registrar. This procedure must be completed by the end of the semester following the semester in which the course was taken.

A student who wishes to contest a grade submits the reasons in writing to the program director and the dean of the college. A committee consisting of the dean, program director, teaching team whose grade is being contested, and two other graduate faculty members will review the case and approve or disapprove the change.

### **Academic Progress**

Degree-seeking GTE students are required to maintain a cumulative GPA of 3.0 in GTE work to remain in good standing and to graduate from the program. No more than one "C" may be counted on the student's records. To maintain degree-seeking status in the program, students must repeat any other courses in which they receive a grade of "C" or lower. The original grade is not removed from the permanent record, but the lower grade is removed from the GPA calculation. Repeated work must be done at MBC.

In order to be recommended by Mary Baldwin College's MAT or MEd program to the Commonwealth of Virginia for an initial teaching license or for an additional endorsement on an existing license, a student must earn a letter grade of "B" or better in ED 609 and/or ED 610 (Student Teaching).

A student whose GPA falls below 3.0 at the end of any semester is placed on warning. At the end of the second semester during which a student's GPA is below 3.0, the student's record is reviewed by the GTE Educational Policies Committee, which may

place the student on probation for a stated period, attach conditions to the probation, or dismiss the student. To be removed from probation or to complete the degree, a student must fulfill any conditions attached to the probation.

A student who has been dismissed for academic reasons may, after one calendar year, reapply for admission to the degree program. The GTE Educational Policies Committee will review the student's application for readmission as well as the applicant's previous performance and the reasons for dismissal; the committee may request additional information from the applicant and his/her references, and from other relevant professional and educational sources. The director communicates the GTE Educational Policies Committee's decision to the applicant.

### **Admission to Candidacy**

To determine whether students are making satisfactory progress toward the degree, the GTE Educational Policies Committee evaluates the progress of each student in the MAT who has completed 18 semester hours including two liberal arts inquiry courses. Also included in this review are the professional qualities evaluations. Prior to each student's admission to candidacy status, instructors of all courses except Student Teaching and Seminar rate as satisfactory or unsatisfactory the student's performance in the Professional Qualities components of the course, separately. The criteria for the ratings are provided in each course syllabus. Students who meet the following standards are admitted to candidacy automatically:

- Total GPA of 3.3
- No course grade lower than 3.0
- No unsatisfactory ratings of oral or written English
- No pattern of "concern" ratings on professional qualities evaluations.

### **Professional Qualities Evaluation**

Graduate faculty advisors and the program director review all students' professional qualities evaluations and course grades at the end of each semester. If in their judgment a pattern of concern about professional qualities from either the course or practicum evaluations is evident, both the students and their academic advisors are notified in

writing. Advisors and/or the program director may request a review by the GTE Educational Policies Committee. The request for review may be accompanied by a recommendation to the committee that the student be placed on warning or probation. The GTE Educational Policies Committee reviews the student's file and determines what his/her continuing status should be and what conditions are placed on the student, or whether the student should be dismissed.

## **INQUIRY (IN) COURSE DESCRIPTIONS**

### **IN 601 Inquiry In Mathematics**

(3 s.h.)

Students develop mathematical habits of mind and: (1) communicate mathematical ideas effectively through mathematical terminology and symbols and oral and written expression, and translate mathematical ideas from concrete to abstract and vice versa; (2) solve non-routine problems through experimentation and common methods of reasoning (deduction, induction, analogy); and (3) communicate the value of mathematics to their students, and the role of mathematics in the history of civilization. Included are number systems and theory, estimation, measurement, geometry, graph theory, probability and statistics. Prerequisite: College Algebra.

### **IN 603 Inquiry in Social Science**

(3 s.h.)

Questions social scientists ask about the human experience, institutions and interactions, and the methods of inquiry used to investigate those questions are studied. Conceptual themes include economic development, geography, political systems in both US and global historical and contemporary contexts. The range of understandings and skills K-12 students should develop when participating in these investigations are explored. The course cultivates a conceptual framework for graduate students to plan and teach social sciences.

### **605 Inquiry in Natural Science**

(3 s.h.)

Students investigate the nature of science and processes for acquiring scientific knowledge. Biological and physical sciences are explored through readings, discussions, activities and

investigations. Guided discovery of teaching science, involving hands-on experiments and active-learning techniques, emphasizes the learning and teaching of science. Class activities use multimedia technology. Students learn to develop activities and create an integrated unit appropriate to their grade level interest, based on effective teaching/learning techniques and strategies.

### **IN 607 Inquiry in the Humanities**

(3 s.h.)

Student knowledge of culture's legacy of creative endeavor utilizes materials from philosophy, literature (including literature for children), and history for exploring human creativity and developing the capacity for aesthetic judgment. Students learn to examine their own beliefs, respond to literature, discuss controversial topics, and communicate complex ideas. Writing and communication skills are strengthened, and the practice of intellectual inquiry while offering experience in designing instructional strategies for K-12 learners is modeled.

### **IN 609 Inquiry in the Arts**

(3 s.h.)

Students understand and interpret both visual and performing arts using formal and contextual analysis. Presents understanding and appreciating art (1) as formal constructions in which meaning resides in selection and arrangement of materials or processes particular to the art form, and (2) as the expressions of cultures, eras and makers with distinctive qualities of mind and spirit, and distinctive interpretations of the nature and experience of humankind. The nature of creativity, goals of arts education, and integrating arts across the curriculum are emphasized.

### **IN 611 Meaning And Purpose: The Foundations of Education**

(3 s.h.)

Historical, philosophical, and sociological foundations underlying the role of education in the United States are studied by drawing upon the disciplines of philosophy, history, sociology and literature, concepts and methodologies related to the meanings and purposes of education. Contemporary issues such as multicultural understanding, good citizenship, moral education and critical thinking

skills are examined. The role of assessment in instructional design decision-making in a standards-based environment is also addressed.

### **IN 620 Inquiry into the Legal And Political Processes of Exceptionality**

(3 s.h.)

Historical and current foundations for legal and regulatory requirements influencing educational programs for students with a wide range of exceptionalities are explored. The Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the Rehabilitation Act, the Javits Act, the Americans with Disabilities Act, the Virginia Comprehensive Services Act and No Child Left Behind are considered. Current regulations governing special education, including disciplinary policies, alternative placements along the continuum, rights and responsibilities of students, parents, teachers, and schools are examined. Communication and leadership skills needed for case management, consultation, collaboration, conflict resolution/mediation, and professional decision-making used for IEP planning and transitioning students into adulthood are studied. Students consider their leadership abilities in becoming effective advocates and committed, ethical, and persuasive leaders in the field, honoring the dynamics of culture and family pertinent to educating exceptional students.

### **IN 626 Environment Based Learning**

(3 s.h.)

This course prepares educators to integrate problem-based themes of the local community into the K-12 curriculum. Using the complex interconnections of the natural and built environments, educators from rural to urban schools learn to facilitate investigations of real-world issues from a variety of perspectives: historical, scientific, socio-cultural, economic, and personal. Using environment-based learning (EBL) to teach state and national standards is emphasized.

### **IN 627 Contemporary Learning Theory for Diverse Learners**

(3 s.h.)

This course applies contemporary brain theory research to a wide range of diversity present in today's schools. This course covers the role of

challenge, perception, patterning, and spatial memory and the total physiology as part of learning. The underlying concept that each brain is unique provides the fundamental concepts of differentiated curriculum.

**IN 628 Public Policy in Education and Community Relations In Education**  
(3 s.h.)

This course examines the influence of political and social constructs that affect decisions relative to education in both public and private schools, including home schooling. Emphasis is placed on the role of public education in the greater community. Using current legislative issues at state and federal levels, the students will consider the impact of public policy on effective schools.

**In 629 Leadership in Education**  
(3 s.h.)

This course is designed to prepare students to be effective teacher leaders in their schools. It will focus on leadership styles, funding strategies, mediation strategies, and other issues related to empowering teachers to become school leaders.

**IN 630 Methods of Professional Inquiry**  
(3 s.h.)

This course will prepare students to conduct scholarly research through a wide variety of resources. Using both primary and secondary documents, students will learn how to search traditional and contemporary media documents. Further, students will learn how to formulate a thesis and appropriately document supporting evidence through literature reviews and research methodologies.

**IN 631 Curriculum Development and Design**  
(3 s.h.)

This course offers a critical analysis of the K-12 curriculum from a variety of disciplinary perspectives. It will include a review of historical developments, an analysis of pressures affecting curriculum change and status, an examination of curriculum-making issues, and a consideration of current trends in curriculum design and practice.

**IN 632 Education Law**  
(3 s.h.)

A study of the relevant legal principles that

affect the operation, organization, and administration of schools in Virginia and the United States, students examine how judicial interpretation of common, statutory, and constitutional law influences educational policy making. This course assists teachers and others in related professions to gain knowledge about legal issues to help them effectively perform professional duties.

**IN 623 Assessment and Planning for Instructional Improvement**  
(3 s.h.)

This course emphasizes variables related to both short and long-term planning as well as assessment of curricular programs. Using a variety of assessment tools, students will learn how to analyze data and make informed decisions for program evaluation and classroom instruction. Discussions will also include the use of both quantitative and qualitative data in planning new curricular programs.

**IN 634 The Intersection of Life and Land: Issue-Driven Investigations**  
(3 s.h.)

This course is designed as a model of the environment-based learning process. Educators will participate in an investigation of a local socio/environmental issue, focusing on the integrated relationship of environment to people and culture. The investigations will involve field trips, studies of history, literature, ecological principles, and cultural connections, and discussions of strategies for implementing EBL projects with K-12 students.

**PROFESSIONAL (ED)  
COURSE DESCRIPTIONS**

**ED 510 Practicum**  
(.5 s.h.)

The practicum experience is designed for MAT students who are preparing to teach. This experience provides them with an opportunity to observe and assist teachers in the classroom, and to understand the ethical issues and the practice of accepted standards of professional behavior.

**ED 590 Graduate Writing Seminar**  
(1 s.h.)

This course is intended for students who are identified (or who self-identify) as needing assistance in developing appropriate graduate-

level writing skills. Instruction is individualized and based on diagnosis of writing samples. Topics include: sentence structure, parts, patterns and choices, elements of style, the writing process, essay construction, development of professional “voice,” conventions of form and format and documentation and attribution.

**ED 601 Inquiry into Human Growth, Development, And Diversity**  
(3 s.h.)

Normal patterns of human development during the K-12 school years, including the theoretical, pragmatic and complex nature of language acquisition, and socio-emotional well being of K-12 students are studied. Variations in physical, socio-cultural, ethnic, religious in the contexts of schools, families (e.g. the effects of daycare and divorce), and society, as a whole, are studied through difference and similarities. Developmental patterns for at-risk populations, students with disabilities and identified gifted students as related to age, level of involvement and effect on learning are examined. Intervention strategies grounded in current research will focus on successful learning for K-12 students.

**ED 605 An Integrated Approach to Language Arts**  
(3 s.h.)

Students learn effective language arts instruction of reading and writing and how to regard the language arts (reading, writing, speaking, listening, and literature study) as an integrated whole, including research and theory for instructing students with special needs. Students investigate reading disability and interventions. Explores a balanced approach to teaching reading, writing, listening, and speaking. Emphasizes federal policy regarding effective reading instruction through phonemic awareness, phonics, fluency, vocabulary, and comprehension, as well as current assessment practices for differentiation to meet learner’s developmental and educational needs, and developmental stages of spelling and vocabulary development are emphasized. Examines flexible grouping, small group instruction, collaborative planning, reflective practice, the domains of teaching writing, including composing, written expression, usage and mechanics, and the writing process of planning, drafting,

revising, editing, and sharing.

**ED 606 An Inquiry Approach to Teaching Reading and Writing in the Content Area**  
(3 s.h.)

Explores reading to comprehend and learning with text, whether printed or digital, and how teachers assist in these processes, including the complex nature of language acquisition and reading and their impact on content comprehension. Addresses fostering appreciation for a wide variety of literature, methods for determining independent reading levels, and examines basic reading skills (such as phonemic awareness, understanding of sound/symbol relationships, phonics instruction, syllables, phonemes, morphemes, decoding skills, and word attack skills) and their influence on students’ ability to comprehend content area curriculum. Addresses assessment of students’ comprehension strategies and creating instructional procedures. Understanding narrative and expository texts used in sciences, social sciences and humanities builds a repertoire of instructional strategies, including questioning, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension to help K-12 students learn independently.

**ED 607 Instructional Strategies for Inquiry-Based Classrooms**  
(3 s.h.)

Students develop pedagogical skills in the areas of classroom management, differentiating instructional goals and objectives, writing lesson and unit plans, and assessing student progress. Graduate students develop a range of instructional options from which to choose when working in heterogeneous classrooms. Using current standards of learning (SOLs), curriculum criteria, and scoring rubrics, students focus on the learning tasks by planning effective lessons and developing criteria, assessments and tests appropriate to the children’s interests and levels of development.

**ED 608 Field Experience for Special Education Add-On Endorsement**  
(3 s.h.)

This is a 150 clock hour classroom experience for licensed teachers seeking to add-on an

endorsement in Special Education for the General Curriculum. Students receive mentored practice in planning, instructing and assessing student learning. In addition, they develop an understanding of the ethical issues and the practice of accepted standards of professional behavior and legal factors applied to exceptional students in the general curriculum.

**ED 609 Student Teaching: Elementary**  
(6 s.h.)

A (minimum) 12-week classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks, and accumulates a total of 300 hours with a minimum of 150 clock hours of direct instruction within the grade level range of the endorsement area sought. Students receive mentored practice in planning, instructing and assessing student learning, as well as the ethical issues and accepted standards of professional behavior.

**ED 610 Student Teaching: Middle Grades**  
(6 s.h.)

A (minimum) 12-week classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks, a total of 300 hours with a minimum of 150 of direct instruction.

**ED 611 Seminar**  
(2 s.h.)

Students explore with peers the insights and understandings they gain in the Student Teaching (ED609/610/614) or Professional Development Project (ED612). During the seminar students critically analyze their own teaching through written and oral presentations. ED 611 is to be taken concurrently with ED 609/610/614 or ED612.

**ED 612 Professional Development Project**  
(3 s.h.)

In lieu of student teaching, students choose among options for their professional development: a classroom research project, a supervision project, or a self-designed project. The project is planned with the student's advisor and presented to a committee of three from the graduate faculty. Prerequisite: IN 630.

**ED 613 Reflective Synthesis Project**  
(1 s.h.)

In a final paper graduating students reflect on and analyze their entire MAT experience, including course work, practica, and student teaching. They synthesize their understanding of what it means to be an inquiring teacher, both conceptually and practically, who cultivates inquiry in K-12 students. ED 613 is to be taken concurrently with ED 609/610/614 or ED 612.

**ED 614 Student Teaching: Special Education or the General Curriculum**  
(6 s.h.)

A 12-week (minimum) classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks, and accumulates a total of 300 hours with a minimum of 150 clock hours of direct instruction. Students receive mentored practice in ethical issues, accepted standards of professional behavior, planning, instructing and assessing student learning. Addresses assessment, evaluation, differentiated instruction, best practices, and technology to promote K-12 student learning within the scope and sequence of the general curriculum while addressing individualized needs and implementing IEPs.

**ED 615 Gifted Education Field Experience**  
(1 s.h.)

For certified teachers seeking an add-on endorsement in Gifted Education, this practicum/field experience includes 45 instructional hours of successful teaching experience with gifted students in a heterogeneously grouped (mixed ability) classroom or a homogeneously grouped (single ability) classroom. Students receive mentored practice in planning, instructing and assessing student learning, developing an understanding of ethical issues and accepted standards of professional behavior.

**ED 616 Nature Journaling Across The Curriculum**  
(3 s.h.)

Educators study a variety of journaling techniques and artistic media for observing and

documenting the natural world, through illustrations, painting, photographs, print material and personal/professional writing. Included are strategies for improving the artistic, written and reflective abilities of K-12 students and using the outdoors around the school and community as sites for nature journaling.

#### **ED 617 Math in the Garden**

(3 s.h.)

Educators learn how to use the garden and local environment to teach standards-based math skills to students in grades K-8. Math concepts from basic operations to geometry and data analysis are covered. Includes field trips to gardens and natural areas for implementation practice.

#### **ED 618 Natural Research: Using the Environment for Student-Driven Investigations**

(3 s.h.)

This course provides educators with the skills needed to work with students as they design and perform their own science experiments related to the local environment. Educators participate in watershed-based field investigations, develop experiments, collect and analyze data, and present results. Educators learn strategies and techniques for facilitating science-based investigations with students in grades 4-12.

#### **ED 619 Trout In The Classroom**

(3 s.h.)

Educators will learn to implement the science-based curriculum developed by Trout Unlimited. Students in grades K-12 raise trout from eggs, monitor tank water quality, engage in stream habitat study, and release their trout in a local state-approved stream. The course focuses on integrating TIC across the curriculum, finding resource support and funding, and tank set-up and maintenance. Field experiences include stream/watershed studies and fisheries biology.

#### **ED 621 Storytelling: A Pathway to Curriculum Integration**

(3 s.h.)

The oral tradition of storytelling provides a window into the context of culture and environment; the process addresses standards in language arts, science, and social studies. Educators come to understand how to use this

timeless tradition as a tool for motivating student learning while enhancing the oral and writing abilities of K-12 students. Students learn to observe, reflect upon and document their own sense of place in time.

#### **ED 620 The Outdoor Classroom: EBL Program Development, Implementation and Evaluation**

(3 s.h.)

A variety of pedagogical issues related to environment-based learning (EBL) are studied, including: outdoor learning methods, management of students and materials, program and student assessment, working with special needs students and diverse populations, lesson planning, technology, curriculum resource development, area mapping, and schoolyard habitat development and management.

#### **ED 622 An Integrated Approach to Exceptionality**

(3 s.h.)

Characteristics of students with learning disabilities, emotional disturbance, intellectual disabilities, developmental delays, autism, traumatic brain injury, multiple disabilities, giftedness, overlapping exceptionalities. These and other health impairments are studied across age-span/developmental issues, levels of severity, cognitive functioning, language development, emotional and behavioral adjustment, social development, related medical aspects impacting learning, and cultural/ethnic and socioeconomic factors. Various forms of communication including verbal, non-verbal, and written; skill development in understanding the dynamic influence of the family system and cultural/environmental milieu as applied to the education of exceptional students and emphasis on case management and collaboration with other entities, including students, parents, general education teachers, administrators, paraprofessionals and agencies responsible for implementing IEPs on the continuum of placements. Practical applications of service delivery, curriculum, and instruction related to exceptional learners is explored.

#### **ED 623 Advanced Studies of Gifted Learners**

(3 s.h.)

With historical background in gifted education, students develop a deep understanding and appreciation for the cognitive, social, and

emotional characteristics of gifted learners and skills in meeting associated educational needs of these gifted learners. Multiple perspectives on intelligence are discussed with current issues in the field of gifted education, including: alternative approaches to identification for special populations of gifted learners and meeting needs of gifted learners with multiple exceptionalities. Advocacy skills for gifted, identification, holistic assessment, appropriate models and strategies, alternative programs and options in delivering appropriate services are emphasized.

#### **ED 624 An Inquiry Approach to Differentiated Curriculum and Instruction**

(3 s.h.)

Recognizing that students in today's classrooms are widely diverse, attention is given to the scope and sequence of the general education curriculum (including the Standards of Learning and the state accountability system) and to strategies to promote successful integration of students with disabilities with their nondisabled peers. Included: the use of technology to support learning, strategies to develop, provide and evaluate instruction consistent with students' individual needs (including educational implications of various disabilities). Diverse learning needs for all students, including exceptional learners, through curriculum development and differentiation, skill development plans, individual assessment strategies, and flexible planning and grouping strategies are studied. Environmental factors, connections among conceptual, curricular and social/emotional issues, effective strategies for working collaboratively with professionals, parents/families and students in and with other school settings are addressed.

#### **ED 625 Classroom And Behavioral Management: Theory And Practice**

(3 s.h.)

Theories and practices associated with establishing, implementing, and maintaining classroom and behavioral management procedures are emphasized, along with preventing behavior problems and modifying classroom environments to enhance student learning. Response to Intervention theory (RTI) and strategies are included. Participants develop and analyze specific techniques to increase positive behavior and decrease inappropriate

behavior that affects learning. Methods of behavioral/environmental assessment are addressed.

#### **ED 626 Chesapeake Classrooms**

(3 s.h.)

Educators choose from any of the five-day Chesapeake Classroom summer sessions offered by the Chesapeake Bay Foundation and complete the MBC requirements. Chesapeake Classrooms equips educators with the knowledge, skills, and confidence to include the environment in the K-12 curriculum and involve students in outdoor learning. Educators explore the watershed and examine the connection between land-use and water quality through hands-on, standards-based investigations and action projects.

#### **ED 627 Collaboration and Transitions for Exceptional Students**

(3 s.h.)

Understanding the educational process of transitions from childhood to adulthood for exceptional students, including developing independent living skills, pre-vocational and career skills, self-advocacy/self-determination skills, and pursuit of post-secondary education is studied with legal and regulatory components related to transition planning within the IEP, including the provision of transition services and effective models of instruction for secondary transition. Strategies to develop and foster family and professional partnerships honoring diversity and culture, while emphasizing the role of collaborative planning in the preparation and delivery of developmentally appropriate services for exceptional learners is explored through collaboration with all stakeholders — students, families, teachers, related service providers, paraprofessionals, and other school staff — to develop communication and leadership skills conducive to implementing quality student programs.

#### **ED 631 Technologies to Advance Learning**

(3 s.h.)

The application of contemporary technologies to advance teaching and learning is studied. Students explore a wide variety of media and technological resources develop learning plans that demonstrate an understanding and application of the course objectives.

**ED 632 Integrated Research**

(6 s.h.)

Students work with their advisors to identify an issue and develop a thesis for research.

Through comprehensive scholarly study, the student presents conclusions that offer innovation or resolution to their research question to a faculty panel. Prerequisite: IN 630.



# Master of Letters/Master of Fine Arts in Shakespeare and Renaissance Literature in Performance

*Paul D. Menzer, director; Julie D. Fox, assistant director  
Ralph Alan Cohen, executive director, American Shakespeare Center  
Jaq Bessell, Mary Hill Cole, Colleen Kelly, Terry Southerington  
www.mbc.edu/shakespeare*

## OVERVIEW

Mary Baldwin College, in partnership with the American Shakespeare Center, offers the degree of Master of Letters (MLitt), leading to the terminal degree of Master of Fine Arts (MFA), in Shakespeare and Renaissance Literature in Performance. No candidate may proceed to the MFA without having first completed the MLitt. The program is non-residential and open to qualified men and women. Offers of admission are extended to the strongest candidates. Firmly grounded in the liberal arts tradition, the program offers a combination of stagecraft and scholarship, with emphases in acting, directing, dramaturgy, and teaching. All emphases are founded on a common group of required courses, ensuring mastery of Shakespeare and his works and the world and theatre in which he worked. Many classes follow the traditional semester format; others have a modular format lasting several weeks, or are held on weekends and during the summer months. Each student works closely with the faculty and with a faculty advisor on the Mary Baldwin campus, and courses combine traditional academic scholarship with practical experience. All students have access to the American Shakespeare Center's Blackfriars Playhouse, the only modern reconstruction in the world of Shakespeare's Blackfriars. Resident faculty instruction is augmented with internationally recognized visiting scholars and artists.

## ADMISSION

All students who matriculate to Mary Baldwin College agree to abide by the rules, regulations, and standards set by the college. Students who seek the MLitt and MFA are eligible for financial aid services. The Declarations section of this catalog states Mary Baldwin's policies on non-discrimination, student privacy rights, and other important provisions.

**NOTE for prospective teachers:** Post Baccalaureate Teacher Licensure (PBTL) is offered through the academic outreach program of MBC's Adult Degree Program. It is not part of the MLitt/MFA program. Students also can earn initial Virginia Licensure in K-12 Theatre or Secondary English through the MBC Master of Arts in Teaching program.

## Admission Requirements

- Admission will be limited to the most qualified applicants
- Bachelor's degree from an accredited institution
- An academic major in the arts and sciences or other appropriate discipline (or interdisciplinary major)
- Minimum 3.0 GPA in the last sixty hours of college work
- Correct, fluent written and spoken English. Nonnative English speakers must submit a TOEFL score of 600 or above.
- General GRE scores (including minimum Verbal score of 550, Writing, 5.0)
- An interview (campus or phone) and/or audition with the MLitt/MFA Admissions Committee. See Transfer Credit section below.

## Admission Process

Applicants to the MLitt/MFA program must submit the following to the MLitt/MFA Office of Admissions at Mary Baldwin College:

- Application for admission
- Official transcript of all post-secondary work
- Two letters of reference from professional educators, employers, or those who have observed professional work

- A goal statement of approximately 500 words
- GRE scores: minimum Verbal score 550, Writing 5.0
- The application fee

Selected candidates will be invited for an interview or an audition, whichever is appropriate.

Admissions decisions are made by the MLitt/MFA Admissions Committee. The program director will inform applicants, in writing, of their admission status. In rare cases, applicants will be advised at the time of their admission regarding any additional undergraduate course requirements that must be fulfilled as conditions of enrollment. Any person may be denied admission to the MLitt/MFA program for the following reasons:

- Attempting to obtain admission by fraudulent means or through misrepresentation of material facts
- Falsification of records or documents
- Conviction of any felony
- Conviction of any misdemeanor involving moral turpitude, sexual offense, drug distribution, or physical injury.

### **Full Admission**

Full admission to the MLitt program as degree-seeking candidates will be offered to the most qualified applicants who meet all admissions requirements. Those who complete the MLitt may be approved as candidates for the MFA (see Master of Fine Arts below).

### **Five Year BA/MLitt Option**

Undergraduate theatre students at MBC may elect to apply to the MLitt/MFA program through a 3-2 option that allows selected students to receive the Bachelor of Arts degree in theatre and Master of Letters degree in Shakespeare and Renaissance Literature in Performance in five academic years. *See Theatre section of this catalog for more details.*

### **Orientation**

New students are required to participate in an orientation just prior to the start of the fall term. Successful applicants receive notice of the orientation dates in their admission letters.

### **Advising**

On entering the program, each student is assigned an advisor who is a member of the MLitt/MFA faculty. The advisor is a general resource person for the program. In practice, however, students usually gravitate towards the faculty member most qualified to advise them on their research interests and, as they select their final degree project, towards the person likely to advise their thesis. All students should feel free to consult the program director, or any faculty member, at any time.

### **Conditional Admission**

In rare cases a student may be admitted on a conditional basis, requiring, for example, specific work to be completed early in the student's career in the program, or the maintenance of a specific GPA during the first semester or academic year. In accepting the student, the program director will inform the student of the conditions under which the student is accepted and the time allowed for the fulfillment of those conditions.

### **Transition from Conditional to Full Acceptance**

The program director will monitor any conditional student, reporting to the MLitt/MFA Educational Policy Committee of the student's academic progress at the end of each semester. Within two weeks of that review, the program director will inform the student in writing of the committee's recommendations regarding the student's continuation in the program, admission to full degree-seeking status, or requesting the student to withdraw from the program

## Transfer Credit

A student may present no more than six semester hours of graduate credit for transfer on approval by the program director, who grants that approval on a case by case basis. Courses may be presented only if graded “B” or better. Transfer credit is awarded only if ALL the following conditions are met:

- The MLitt/MFA director determines on the basis of catalog and course materials submitted by the student that the course content is equivalent to an MBC course.
- The credit was earned in an accredited graduate program.
- The credit was earned no earlier than three calendar years prior to the student’s admission to the program.

**Note:** Because MBC’s MLitt/MFA program is, by its nature, different from many other English and theatre graduate programs, program transcripts are accompanied by a “key” noting course similarities to more standard English and theatre courses. In advance of enrollment, students are responsible for determining whether courses taken in the program can be transferred to another graduate program or will satisfy credential requirements the student intends to meet. After the course drop deadlines, a determination that courses are not transferable is not grounds for refund of tuition or fees.

The program neither accepts nor offers credit toward the Master of Letters degree for out-of-class learning through prior learning credit, correspondence courses, independent study, learning contracts, or credit by examination.

## Invitational Post-Baccalaureate Portfolio Option

Students with a master’s degree, extensive graduate work, or extraordinary professional experience may be invited to present a Post-Baccalaureate Portfolio. The program director, in consultation with faculty, will review the portfolio, and may grant 15-18 semester hours of credit, allowing the applicant to proceed towards completion of the Master of Fine Arts degree requirements within an abbreviated timeframe. The Post-Baccalaureate Portfolio should provide a detailed account of relevant course work or professional experience and how it relates to analogous courses in the MLitt/MFA graduate catalog. (Certain courses are exempt from consideration for prior credit.)

Granted credit hours and course credit for work at Mary Baldwin College must total 54 credit hours for completion of the MFA. In other words, students granted 15-18 hours of prior credit must complete a minimum of 36 hours in the MLitt/MFA program. A post-Baccalaureate student must complete all non-exempt MLitt required courses and complete the requirements for the MFA degree, including the MFA theses. If a Post-Baccalaureate Portfolio applicant is deemed eligible for fewer than fifteen granted credits, he or she will be advised to proceed with the standard MLitt/MFA academic program, with a possibility for award of transfer credits.

## Special Students

Individuals who possess a bachelor’s degree from an accredited institution are eligible to enroll in courses as special students. Special students must meet the entry standards for the graduate program and should apply to the MBC Office of Admissions. No financial aid services are provided to special students. Students currently enrolled as undergraduates or graduates or post-graduate teacher certification students at Mary Baldwin College may be permitted to take up to two MLitt courses as special students. They must receive permission from the program director to do so. A GPA of 3.0 is normally required.

## AID FOR WHICH GRADUATE STUDENTS MAY QUALIFY

(Subject to approval and funding by federal and state agencies)

TYPE OF AID	ENROLLMENT STATUS	REPAYMENT REQUIRED	HOW TO APPLY AND COMMENTS
Virginia TAG (state)	full-time	none	Special TAG application to college by July 31 prior to entrance. Not need based.
Subsidized Stafford Loan (federal)	full-time half-time	monetary repayment	Apply through college. Borrow from lender. Need based.
Unsubsidized Stafford Loan (federal)	full-time half-time	monetary repayment	Apply through college. Borrow from lender. Not need based.

## **FINANCIAL AID**

Mary Baldwin makes every effort to assist students who need to obtain funding for education. Students should contact the Office of Financial Aid and Student Campus Employment at the time of application. Aid sources are available for full-time study (nine semester hours). Limited funds are available for half-time study (6 semester hours). (See MLitt/MFA aid chart.) To qualify for aid, students must be accepted into the degree program (not special students), meet registration deadlines each semester, and make satisfactory academic progress in the work attempted. Aid is awarded pending approvals of federal and state agencies. Note: All students who receive Financial Aid are urged to become aware of related rules, especially minimum enrollment requirements.

## **REQUIREMENTS FOR THE MASTER OF LETTERS DEGREE (MLitt)**

(All courses 3 s.h. except as noted.)

Minimum GPA of 3.0

36 semester hours including:

REN 500 Shakespeare

REN 501 Research Methods (2 s.h.)

REN 510 Shakespeare and Textual Culture

Either REN 520 Tudor-Stuart History or REN 550 Social History of Early Modern England

REN 530 The Language of Performance

REN 531 Performance of the Language

REN 540 Early English Drama and Theatre History (unless exempt)

REN 551 Shakespeare Pedagogy

REN 700 MLitt Thesis Project

Balance of s.h. to complete degree total

One of the emphases below

Note: Minimum GPA of 3.3 is required for admission to the MFA program.

### **MLitt Acting Emphasis**

The MLitt requirements above

REN 555 Voice

REN 556 The Body in Performance

If needed, one prerequisite for admission to MFA program: REN 660 Acting for the Early Modern Stage

### **MLitt Directing Emphasis**

The MLitt requirements above

REN 553 Directing I

REN 554 Shakespeare's Theatre

If needed, two prerequisites for admission to MFA program:

REN 630 Visual Design on the Early Modern Stage

REN 650 Directing II

### **MLitt Teaching Emphasis**

The MLitt requirements above

REN 551 Shakespeare Pedagogy

REN 557 Shakespeare's Contemporaries

REN 587 Shakespeare Pedagogy Internship

REN 700 Thesis Project for the MLitt

### **MLitt Dramaturgy Emphasis**

The MLitt requirements above

REN 554 Shakespeare's Theatre

REN 557 Shakespeare's Contemporaries

REN 670 Dramaturgy.

If you intend to continue to the MFA, please see the requirements for the MFA **Dramaturgy Emphasis (below)**. Because that emphasis has more required courses than other emphases, and because several of these courses are taught in alternate years, MLitt dramaturgy students are advised to begin taking MFA required courses as MLitt electives.

### **MLitt Interdisciplinary Option**

The MLitt requirements above and sufficient courses to complete the 36 s.h. degree requirement.

### **The MLitt Thesis Project**

All candidates for the MLitt degree must complete REN 700, the Thesis Project for the MLitt degree. MLitt students may enroll for the project after they have completed 21 s.h. of coursework. The project must be approved by the program director and regularly supervised by a member of the program faculty. See MLitt and MFA Thesis Proposals, below.

The Project consists of:

- a thesis,
- a staged presentation in support of the thesis,
- and an oral defense before an examining panel of at least two faculty members.

Note: REN 700 credit is awarded for the work leading to completion of the thesis project. However, the project is assessed separately, and its successful completion determines the award

or withholding of the degree. For full details of the final project and its administration, students should consult their *Student Handbook* and **Thesis Proposals and Enrollment** below.

Progress towards the MLitt degree normally requires an enrollment of at least nine hours per year. However, students receiving financial aid should ensure that they maintain the minimum enrollment for aid, usually nine hours per semester. Typically, students complete the MLitt degree in two years. Please see **Continuing Enrollment, Time Limit for Completion** and **Tuition and Fees** below.

### **MASTER OF FINE ARTS (MFA) DEGREE**

The Master of Fine Arts (MFA) degree is the terminal degree in practical theatre. No student may complete the MFA at Mary Baldwin College without having completed the MLitt degree with a minimum GPA of at least 3.3. Admission is not automatic, and applications for the MFA program should be made during the fall semester of the year in which the MLitt graduation is expected. An interview/audition with MFA faculty is required. Acceptances granted to students in the final year of their MLitt studies are conditional on the successful completion of that degree.

### **REQUIREMENTS FOR THE MASTER OF FINE ARTS DEGREE (MFA)**

(All courses 3 s.h. except as noted)

Minimum GPA of 3.0

66 semester hours including:

36 semester hours earned for the MLitt degree, the MLitt requirements and emphasis, and prerequisites for the MFA program

REN 800 Thesis Project for the MFA

Internship of 1 s.h.– 6 s.h.

One of the MFA emphases below

Balance of s.h. to complete degree total

#### **For the MFA Acting Emphasis**

REN 665 Careers in the Professional Theatre

REN 687 Internship (1–6 s.h.)

REN 710 Advanced Acting for the Early Modern Stage

Either REN 556 The Body in Performance or  
REN 640 Combat

#### **For the MFA Directing Emphasis**

REN 665 Careers in the Professional Theatre

REN 687 Internship 3–6 s.h.

REN 720 Directing III

#### **For the MFA Dramaturgy Emphasis**

Either REN 520 or REN 550 (one was taken for the MLitt; the second is required for the MFA)

\*REN 601 Shakespeare and Music

\*REN 602 Early English Art and Architecture

\*REN 675 Early Modern Costume

REN 682 Playwriting

REN 687 Internship

(\* denotes courses taught in alternate years)

#### **The MFA Degree Project**

All MFA candidates must complete REN 800, Thesis Project for the MFA. The project must be approved by the program director and regularly supervised by a member of the program faculty

The final project consists of:

- a thesis
- a staged performance in support of or exemplifying the thesis, and
- a one-hour oral defense before two or more examiners.

**Note:** Credit is awarded for the course REN 800, but the project is assessed separately and its completion determines the award or withholding of the degree. For details of the final project and its administration, and for variations in its requirements, see description for REN 800 in the following list of courses. Students should also consult their MFA thesis supervisor, the *Student Handbook*, and **Thesis Proposals and Enrollment** below. Please also see **Tuition and Fees, Continuing Enrollment, and Time Limit for Completion** below.

#### **MLitt and MFA Thesis Proposals and Enrollment**

Students may enroll for their final projects after they have completed 21 s.h. of coursework towards the MLitt degree or 45 s.h. towards the MFA, and when their proposals have been approved by the following process: Students submit formal proposals for their thesis projects, obtain the consent of an appropriate faculty member to act as project supervisor, and a minimum of one other faculty to act with the supervisor as examiner(s). Occasionally, qualified outside examiners may form part of the examining

committee. Once these steps have been taken, the program director must approve the project. Where resources, including actors, are drawn from the American Shakespeare Center, the consent of the American Shakespeare Center is also required. Details of and forms for this process are available from the program office. Only after obtaining the necessary approvals may a student enroll for the final project (REN 700 for the MLitt; REN 800 for the MFA). A grade is awarded for the course leading to completion of the project; the project itself is not graded but is the basis for the decision to award or withhold the degree. *It is in the student's best interests to consult regularly with the project supervisor* and any other faculty who may provide helpful advice during development of the thesis and planning for the performance. It is also advisable to prepare for work on the thesis by taking an exploratory Directed Inquiry, and it is extremely unwise to leave preparation of the thesis until the student's final semester.

After the oral defense, a thesis may be accepted without revision; accepted conditionally, in which case the examiners will specify the revision or addition needed; or rejected. In the case of rejection, a student may be required to resubmit the thesis, or an alternative thesis, for a second and final attempt. Acceptance, and the award of the degree, requires the unanimous consent of the examining committee. Students should consult the most recent *Student Handbook* for details of the process, format for preparation of the thesis, the steps required for enrollment, etc.

## **ACADEMIC POLICIES**

(For MLitt/MFA course descriptions, see the end of the section.) Academic policies applicable to MLitt and MFA students are published in this catalog. Other statements of program policies are maintained in the program director's office and/or published in the MLitt/MFA *Student Handbook*. Policies may be amended at any time by the graduate faculty, who determine the date at which amended policies become effective.

### **Exemption From Policy**

Students may petition for exemption from academic policies. Petitions are granted only for cause and only with the approval of the MLitt/MFA Educational Policy Committee. A

petition for exemption from or modification of a completion requirement may be granted only by the MLitt/MFA faculty and the program director.

### **Requirement for Continuing Enrollment**

Degree-seeking MLitt/MFA students are required to remain continuously enrolled from the date of their initial registration for courses until completion of the degree. A student who does not enroll in new work in any semester must pay a re-enrollment fee of \$50. All enrolled students and those who have paid the re-enrollment fee are eligible to use college facilities and to receive such services as e-mail accounts, advising, Learning Skills and Writing Center assistance, and career counseling.

MLitt and MFA students completing their projects or theses who have satisfied all other course requirements for the degree (including REN 700 and REN 800) must maintain their enrollment by registering for REN 701 or REN 801 during each additional semester. They are eligible to use college facilities and to receive the same services as enrolled and re-enrolled students. Please see also **Tuition and Fees**, below.

### **Time Limit for Completion**

Students seeking the MLitt degree are required to complete the program within five and a half calendar years from the date of initial registration; the limit for the MFA degree is seven years from the date of initial registration.

### **Application for Graduation**

Students who expect to complete degree requirements must be enrolled in the semester or summer term in which they intend to graduate. They must apply for graduation to the MLitt/MFA program director by the end of the second week of the term in which they expect to graduate.

### **Grading**

The grading symbols used by the college's MLitt/MFA program are:

- A distinguished 4.0
- A- excellent 3.7
- B+ good 3.3
- B competent 3.0
- B- minimum passing 2.7
- C unacceptable work 2.0
- F failing 0

NR No grade reported (temporary)  
I Incomplete (temporary)  
WP Withdrawn passing  
WF Withdrawn failing

### **Academic Progress**

The program director reviews each student's academic record after each semester to determine whether students are making satisfactory progress towards the degree. The degree completion requirements for each student are those in effect on the date of first enrollment as a degree-seeking student.

### **Academic Standing**

*To remain in good academic standing, degree-seeking MLitt/MFA students are required to maintain a 3.0 cumulative GPA.* A student not in good standing may be placed on probation or asked to withdraw from the program. All students are responsible for monitoring their own progress towards the degree and in each of their courses. Where they are experiencing academic difficulties, they should consult the relevant faculty to decide what remedial measures need to be taken. They are expected to know and understand the specific requirements for their degree. To ensure their own compliance with those requirements, they should consult frequently with their advisor or the program director.

### **Probation**

The program director may place students on probation: if their cumulative GPA falls below 3.0 or if their *current* GPA falls below 3.0 for two consecutive semesters. The program director and/or the instructor may apply special academic conditions to probation. Probation is lifted only when the cumulative GPA has reached a minimum of 3.0 and when all special conditions have been met.

### **Dismissal**

The program director, in consultation with the Dean of Adult and Graduate Studies and the student's instructors, may require a student's withdrawal from the program: if, after one semester on probation, the cumulative GPA remains below a 3.0 or when other conditions attached to the probation have not been met; if, in any semester, the current GPA falls below 2.5; if the student receives a C or an F in any course, irrespective of the number of credit-

hours awarded for that course.

### **Leave of Absence, Withdrawal**

Students may request a Leave of Absence by completing a form available on the program web site.

- Students who re-enroll within one year of the withdrawal date pay no re-enrollment fee.
- Students who re-enroll after one year from the withdrawal date must pay a re-enrollment fee.
- Transcripts cannot be released until all financial obligations have been met. Students should consult with the Business Office and the Office of Financial Aid regarding these matters.

Students who withdraw from the program must notify the director in writing. Prorated tuition refunds, if any, are given consistent with college policy.

### **Syllabi, Examinations**

The syllabus of each graduate course includes a schedule of class contact hours required, goals, requirements, assignments, and attendance and grading policies. The determination of whether students will be required to take a final examination is the sole province of the instructor of each course. Similarly, the instructor will determine when and the circumstances under which the examination is to be completed, and the weight of the examination in determining course grades. These guidelines are provided in the syllabus at the first class meeting.

### **Add Drop**

A graduate student may drop a course without penalty prior to the third meeting of the class. For a one-week intensive course, or a class that meets once weekly or less often, the deadline is prior to the second meeting of the class. A course may be dropped for medical or providential reasons at any time, upon approval of the director. The program director in consultation with the instructor will determine the student's final course grade when the course is dropped after the official drop period. A student may add a course prior to the second meeting of the course, or at any time with the permission of the instructor.

### **Grade Reports, Incomplete, Grade Changes**

Official grade reports, including cumulative averages, will be distributed after the conclusion of the fall semester and the May term, and at the conclusion of the summer session. The report distributed following the May term will include work completed during the spring semester.

A temporary symbol of “I” (for Incomplete) may be given at the end of a course if, for reasons beyond the student’s control, the student is unable to complete the work. An incomplete will be given upon the recommendation of the instructor and the approval of the program director. Work must be completed by the end of the next semester. In unusual circumstances, such as prolonged illness, the program director and dean may extend the time. If the work is not completed within the time specified when the Incomplete is granted, or within the explicitly authorized extended time, a grade of “F” will be recorded.

Students requesting a grade change must make such requests initially to the instructor of the course. Students must initiate the grade change request/contest within one week of the distribution of the official grade report for the course. The instructor will then communicate in writing a recommendation to the MLitt/MFA program director and the registrar. This procedure must be completed by the end of the semester following the semester in which the course was taken. If a student wishes to contest a grade, the reasons must be submitted in writing to the program director and the dean of graduate studies. A committee consisting of the dean, program director, instructor whose grade is being contested, and two other graduate faculty members will review the case and approve or disapprove the change.

### **Course Enrollment Priorities**

MLitt/MFA students are enrolled in courses according to the following priorities: first fully-admitted degree-seeking MLitt or MFA students, according to seniority in the program, followed by conditionally admitted students and special students in that order.

### **Auditing Courses**

Students may audit one MLitt/MFA graduate

course during their pursuit of the MLitt/MFA degree(s). The student will not be charged for the course and will not receive credit. The course will appear on the student transcript with the designation “AU” in place of a grade. Permission to audit a class is solely at the discretion of the instructor, as are the terms of the audit with respect to student participation and work.

### **Tuition and Fees**

Tuition for courses in the MLitt/MFA program is \$700 per credit hour for all students except those who entered prior to the 2006-2007 academic year. In addition, the following fees apply:

- Application fee \$40
- Graduate library fee \$40 per semester
- MLitt Production annual fee, \$50
- MFA Production annual fee, \$100
- Re-Enrollment (if absent) \$50
- MLitt Commencement fee, \$100 in semester of graduation
- MFA Commencement fee for MFA \$100 in semester of graduation
- REN 701/REN 801 fee \$75/semester.

### **Honor Code and Code of Conduct**

The provisions of the college’s Honor System apply to MLitt/MFA students, who are responsible for understanding the provisions of the Honor System and for seeking information from professors as to the application of the Honor Code to course activities. The provisions of the college’s Code of Conduct apply to MLitt/MFA students.

### **Copyright Policy**

The college enforces all provisions of copyright law. Students are responsible for informing themselves about copyright laws, particularly with respect to copying materials.

### **Research on Human Subjects**

Federal, state, and college policies regarding research on human subjects apply to all research involving MBC students, faculty, or staff as researchers or as subjects, including research undertaken in the MLitt/MFA program.

### **Moral and Ethical Responsibility**

MLitt/MFA students may not engage in behaviors or actions that endanger themselves or

others, either while on MBC's property or while engaged in a program or activity connected with the college and/or its programs. Students are required to comply with professional standards of schools in which they engage in research, internshiping, teaching, or other activities connected with the college and/or its programs.

## **SHAKESPEARE AND PERFORMANCE COURSES**

(All courses 3 s.h. except as noted.)

REN 500 Shakespeare  
REN 501 Research Methods 2 s.h.  
REN 510 Shakespeare and Textual Culture  
REN 520 Tudor-Stuart History  
REN 530 The Language of Performance  
REN 531 Performance of the Language  
REN 540 Early English Drama and Theatre History  
REN 550 Social History of Early Modern England  
REN 551 Shakespeare Pedagogy  
REN 553 Directing I  
REN 554 Shakespeare's Theatre  
REN 555 Voice  
REN 556 The Body in Performance  
REN 557 Shakespeare's Contemporaries  
REN 587 Shakespeare Pedagogy Internship  
REN 590 MLitt Directed Inquiry (1-3 s.h.)  
REN 601 Shakespeare and Music  
REN 602 Early English Art and Architecture  
REN 603 Studio  
REN 620 Audience Studies  
REN 630 Visual Design on the Early Modern Stage  
REN 640 Combat  
REN 650 Directing II  
REN 660 Acting for the Early Modern Stage  
REN 670 Dramaturgy  
REN 675 Early Modern Costume  
REN 680 Gender and Performance: Theory and Practice  
REN 682 Playwriting  
REN 686 Clown  
REN 690 MFA Directed Inquiry (1-3 s.h.)  
REN 700 MLitt Thesis Project  
REN 701 MLitt Thesis Extension  
REN 710 Advanced Acting for the Early Modern Stage  
REN 720 Directing III  
REN 800 MFA Thesis Project  
REN 801 MFA Thesis Extension

## **MLITT/MFA COURSE DESCRIPTIONS**

### **REN 500 Shakespeare**

(3 s.h.) *Required for MLitt degree; must be taken in first fall term.*

This course designs to make all holders of the degree fully conversant with the fundamentals of Shakespeare, including the major themes and narratives of his plays and poems, the basics of prosody, early English staging, the main issues of textual transmission, and the facts surrounding the life of the author.

### **REN 501 Research Methods** (Former title: *Graduate Writing Seminar*)

(2 s.h.) *Required for MLitt degree; must be taken in first fall term.*

This course introduces students to basic methods of research into early English drama, particularly in service of the MLitt degree thesis. Students also learn conventions of academic writing as needed. Assignments derive in part from components of the research paper required for REN 500.

### **REN 510 Shakespeare and Textual Culture** (Former title: *Drama Texts*)

(3 s.h.) *Required for MLitt degree; offered annually.*

This course introduces students to basic terms and methods of critical bibliography with an emphasis on contemporary theories of textual studies. Students focus on the composition, transmission, printing, and editing of early modern dramatic scripts.

### **REN 520 Tudor-Stuart History** (Former title: *Shakespeare's History*)

(3 s.h.) *Required for MLitt dramaturgy emphasis; option for MLitt degree requirement for all; offered annually.*

This course explores the politics, religions, and cultural developments in England from 1460 to 1660. The course focuses on the dynastic turmoil of the late fifteenth century, the Reformation and its impact, the concept of personal monarchy, the lives and courts of Elizabeth I and James I, and the English Civil War.

### **REN 530 The Language of Performance** (Former title: *Verse, Text, and Performance*)

(3 s.h.) *Required for MLitt degree; must be taken in first fall term.*

This course examines the language tools that Shakespeare and his fellow playwrights used to convey meaning to an audience. Students study

the mechanics of scanning verse before exploring in detail the ways in which these playwrights used verse forms and rhetoric to guide actors in performance. Students also learn to read both explicit and implicit stage directions in the text.

### **REN 531 Performance of the Language**

*(Formerly REN 558 Acting I)*

*(3 s.h.) Required for MLitt degree; must be taken in first spring term.*

Students will explore how semantic and linguistic structure informs performance and how, in turn, performance enlivens language. This course furthers the examination of textual devices such as scansion, rhetoric, and rhyme by integrating them with vocal, physical, and emotional components of performance. Special attention is given to the theatrical importance of actor-audience interaction. *Prerequisite: REN 530.*

### **REN 540 Early English Drama and Theatre History** *(Former title: Elizabethan Stage in Theatre History)*

*(3 s.h.) Required for students who have not completed a theatre history survey course; offered annually.*

This course stresses the institutional and commercial auspices of early English drama—its place, its space, and its occasions—against the backdrop of major developments in theatre history.

### **REN 550 Social History of Early Modern England**

*(3 s.h.) Required for MLitt/MFA dramaturgy emphasis; fulfills MLitt degree requirement; offered annually.*

This course takes a topical approach to exploring significant aspects of daily life in England between 1460 and 1660. Topics include the structures of power and authority, family life, the roles of women and men, urban and rural life, popular religion, and ritual.

### **REN 551 Shakespeare Pedagogy**

*(3 s.h.) Required for MLitt teaching emphasis; offered annually.*

This course focuses on ways to teach dramatic literature, particularly Shakespeare, through performance in class. Students learn how to turn a classroom into a laboratory for the exploration of a play. The course offers future

teachers both theoretical and practical knowledge of how students learn through their own performance and that of others.

### **REN 553 Directing I**

*(3 s.h.) Required for MLitt directing emphasis offered annually in fall term.*

Students develop a vision for a play based in the text and on the playing conventions of the Blackfriars stage. Readings, discussions of known directors of Shakespeare, their views on “true” to the text, cutting, and period issues. Practical considerations of casting, blocking, scheduling and running rehearsals. Features conversations with visiting actors, directors, and scholars. Final project includes a paper and a directed scene on the Blackfriars stage.

### **REN 554 Shakespeare’s Theatre**

*(3 s.h.) Required for MLitt directing and dramaturgy emphases; offered as needed.*

This course provides an in-depth study of the architecture and theatrical conventions of Shakespeare’s theatre. Among the subjects covered are architecture and design of theatre spaces, organization of acting companies, acting conventions, composition and configurations of audiences, and pacing and presentation of plays.

### **REN 555 Voice**

*(3 s.h.) Required for MLitt acting emphasis; offered annually.*

This course builds on warm-up, breathing, resonance, articulation and text work to give actors vocal range, endurance, and melody. Text work includes poetry, improvisation, group exploration of language, and the performance of monologues.

### **REN 556 The Body in Performance** *(Former title: Movement I)*

*(3 s.h.) Required for MLitt acting emphasis; fulfills MFA acting requirement; offered annually.*

A critical examination and physical exploration of principles of movement: time, space, balance, grace, and harmony. Students learn the importance of these principles in human expression and theatrical performance. Focuses on self expression, range of motion, group dynamics, character transformation. Special attention to the significance of body language in the early

modern period and application of movement principles to early modern dramatic texts.

**REN 557 Shakespeare's Contemporaries**  
(3 s.h.) *Required for MLitt teaching and dramaturgy emphases; offered as needed.*

This course examines the work of playwrights in the Elizabethan and Jacobean periods. Concentrating on the textual ambience in which these playwrights wrote, the course will provide students with a greater understanding of the issues of influence, intertextuality, and notions of "originality" in the work of Shakespeare and his contemporaries.

**REN 558** (*renumbered; see REN 531*)

**REN 577** (*renumbered; see REN 603*)

**REN 587: Shakespeare Pedagogy Internship**  
(3-6 s.h.) *Required for MLitt teaching emphasis, offered every term; not recommended for first-year students until summer.*

Instructional strategies internship for prospective teachers, actors, dramaturges, or directors. Students explore instructional strategies in varied settings, including college classroom, high school classroom, and/or educational department of a professional theatre. Interns work with teachers and students in each setting, discuss their experiences with the instructor and other students. Credit varies; approximately 50 hours of work equivalent to 1 s.h.

*Internship credit of 1-6 semester hours can count towards the total number of hours required for graduation. Any internship hours above 6 require special approval from the program director. See Student Handbook for more detailed information about internships and approval forms.*

**REN 590 Directed Inquiry for the MLitt Degree**  
(1-6 s.h.) *Offered every term; approval of faculty supervisor and program director is required.*

Independent inquiry directed by a faculty member on a topic relevant to the MLitt student's program and/or thesis. A directed inquiry is strongly recommended for all students in the summer or semester prior to the MLitt thesis project.

**REN 601 Shakespeare and Music**  
(3 s.h.) *Required for MFA dramaturgy emphasis; offered alternate years.*

Through listening and score reading students learn songs and music associated with original performances of Shakespeare's plays and those from later periods. Emphasizes music resources. Students also learn about instruments of the 16th century, and appropriate modern substitutions, study Renaissance music and music reading skills by playing the recorder. No prior knowledge is required, but a review of basic skills—treble clef note names and rhythm—before class begins would be helpful.

**REN 602 Early English Art and Architecture**  
(3 s.h.) *Also listed as ARTH 242; required for MFA dramaturgy emphasis; offered alternate years.*

A chronological, stylistic analysis of art, architecture, book illumination, visual culture, and connoisseurship in England from medieval beginnings until the death of Shakespeare. Students explore the sources for art made in England and that imported from the continent. Emphasizes unique qualities of art in England. Special focus on art and architecture that Shakespeare and his contemporaries would have known.

**REN 603 Studio** (*Formerly REN 577*)  
(3 s.h.) *Offered as needed.*

A company of student actors, directors, teachers, and dramaturges work together to devise an original performance piece based on, inspired by, or using an extant early modern text. *Prerequisites: REN 530, REN 531.*

**REN 620 Audience Studies**  
(3 s.h.) *Offered as needed.*

This course explores the relationship between audiences and performance, looking in unique depth at the psychology of audiences, at an audience's needs and expectations, at the ways in which dramatists include (or exclude) an audience, and at the uses (and abuses) of a visible audience. Using the resources of the Blackfriars stage and performances, prospective directors gain practical experience in the care and handling of audiences.

**REN 630 Visual Design on the Early Modern Stage** (Former title: *Design and Choreography for the Renaissance Stage*)

(3 s.h.) *Required for MFA directing emphasis; offered annually in fall term.*

This course challenges students to examine and explore—in the absence of sets—visually exciting stage action and pictures through the use of movement, blocking, props, and costumes. Special attention is given to the stage pictures that Shakespeare and his contemporaries wrote into the plays. Students consider the importance of visual variety and discover the dramatic potential in a range of staging devices such as crowd scenes and balcony scenes.

**REN 640 Combat**

(3 s.h.) *Fulfills MFA acting requirement; offered annually.*

Students focus on performing stage combat that is both safe and dramatically effective. The course offers a physical vocabulary in one or more techniques: unarmed, single sword, rapier & dagger, broadsword, quarterstaff, or knife. At the discretion of the instructor, students can qualify for Skills Proficiency Testing with the Society of American Fight Directors on the last day of class. *This course may be taken more than once, as different weapon proficiencies are featured, cyclically.*

**REN 650 Directing II**

(3 s.h.) *Required for MFA directing emphasis; offered annually.*

Further explores the art of directing with emphasis on the early modern stage, culminating in practical experience before an audience.

**REN 660 Acting for the Early Modern Stage** (Former title: *Advanced Acting: Acting for the Elizabethan Stage*)

(3 s.h.) *Required for MFA acting emphasis; offered annually in fall term.*

This course continues the work normally included in an acting class, but stresses acting for the Shakespearean stage. Students experiment with a range of acting techniques from the most traditional to the most contemporary, but always with a view to the architecture and audience environment of Shakespeare's theatre. Scene work culminates in practical experience before an audience.

*Strongly suggested prerequisites: REN 530, 531, 555, & 556.*

**REN 665 Careers in the Professional Theatre** (3 s.h.) *Required for acting and directing MFA emphases; offered annually in spring term.*

Focus on the organization and working conditions of the professional theatre and practical skills for those seeking careers in teaching or the professional theatre: auditioning and interviewing techniques, unions, resume writing, and other skills required to apply for professional work.

**REN 670 Dramaturgy**

(3 s.h.) *Required for MLitt dramaturgy emphasis; offered annually in fall term.*

A graduate seminar for MLitt/MFA students on Production and Institutional Dramaturgy. Topics include: text preparation, pre-production and rehearsal work related to issues of design, direction, and performance; script evaluation, translation and adaptation; formulation of artistic policy; program and study notes; and plans for audience discussion and outreach activities.

**REN 675 Early Modern Costume** (Former title: *Elizabethan Costume*)

(3 s.h.) *Required for MFA dramaturgy emphasis; offered in spring term of odd-numbered years.*

Students research contemporary records, museum pieces, and portraiture; learn play analysis from the costumer's point of view; prepare costume dramaturgy reports; design costumes for characters from an early modern play; and learn and practice early modern construction techniques. Students also work closely with actors in the annual MFA acting production.

**REN 680 Gender and Performance: Theory and Practice** (Former title: *Gender on the Elizabethan Stage*)

(3 s.h.) *Offered occasionally.*

Examines theories of gender as performance and theories of gender *in* performance to develop critical tools for understanding social construction of gender in theater. English Renaissance cross-dressing of boy actors to play women's roles grounds performance analysis and discussion. Also considers other theatrical practices, including

the contemporary. Helpful to students who want background in critical theory before continuing in a doctoral program.

### **REN 682 Playwriting**

(3 s.h.) *Required for MFA dramaturgy emphasis; offered annually or as needed.*

This course combines an historical focus on the playwriting culture of early modern England with practical experience creating plays within the period's theatrical conventions. Stresses collaboration in both its historical and practical emphases.

### **REN 686 Clown**

(3 s.h.) *Generally offered alternate summers.* Students in this performance-based class investigate the internal logic of the clown mind and the clown's external physical characteristics. Students engage in exercises, improvisations, drills, and scene work to explore these concepts. Clown history, make-up, a brief overview of Mask, the art of physical comedy, and intellectual and physical exploration of 'What is Funny.'

### **REN 687 Internship**

(1–6 s.h.) *Offered every term; not recommended for first year students until summer. Required for the MFA.*

A number of internships are regularly available at the American Shakespeare Center, with priority given to students completing the MFA requirement. Students may seek internships with other organizations. Credit varies, with approximately 50 hours of work equivalent to 1 s.h. of credit. 1 s.h. – 6 s.h. of internship credit can count towards the total number of hours required for graduation. Any internship hours above 6 require special approval from the program director. See *Student Handbook* for more detailed information about internships and approval forms.

### **REN 690 Directed Inquiry for the MFA Degree**

(1–3 s.h.) *Offered every term; approval of faculty supervisor and program director is required.*

Independent inquiry directed by a faculty member on a topic relevant to the student's program and/or thesis.

### **REN 700 Thesis Project for the MLitt**

(3 s.h.) *Offered every term; approval of faculty supervisor and program director is required.*

The MLitt thesis is an individually designed project with written and practical components. *Strongly recommended background: REN 590.*

### **REN 701 MLitt Thesis Extension**

(0 s.h.) (\$75 fee) *Offered every term*

Students who need more time to complete the MLitt thesis project must register for this extension. **NOTE:** REN 701 does not appear on academic transcripts once REN 700 is complete.

### **REN 710 Advanced Acting for the Early Modern Stage (Former title: Acting III)**

(3 s.h.) *Required for MFA acting emphasis; offered annually in the fall term*

Further develops the actor's verbal, physical, and imaginative storytelling skills. Using varied texts from the Renaissance canon, actors discover ways to deepen their connection to a character's physical and spoken acts and develop a better understanding of their relationship to a visible audience. Incorporating techniques based on teachings of Stanislavski and Laban, the course explores varied approaches to classical texts. *Prerequisite: REN 660.*

### **REN 720 Directing III**

(3 s.h.) *Required for MFA directing emphasis; offered annually in the fall term.*

This course aims to help directors develop their abilities as creative artists and passionate storytellers. Directors choose scenes to rehearse in and outside of class, and using a cast of student actors, directors employ text analysis, develop actor coaching techniques, and explore other approaches to performance. Group discussions address process as well as product.

### **REN 800 Thesis Project for the MFA**

(3–6 s.h.)

Offered every term; approval of faculty supervisor and program director is required. *Strongly recommended prerequisite: REN 690.*

**Acting Emphasis**

(6 s.h., *formerly 3 s.h.*)

MFA degree candidates rehearse and perform a full length early modern play that is generally presented in March, in consecutive weeks (Sun-Mon and Mon-Tues). The focus of the written thesis is the documentation of the acting process and product.

**Directing Emphasis**

(6 s.h.) (*formerly 3 s.h.*)

MFA degree candidates cast, rehearse, and direct actors for a 90-minute production that is generally presented twice during program thesis festivals and is sometimes toured to other venues. The focus of the written thesis is the documentation of the directing process and product.

**Dramaturgy Emphasis**

(3 s.h.)

MFA degree candidates, in consultation with their project supervisor, prepare and produce a thesis consisting of three (3) significant pieces of dramaturgical research for use in professional and/or academic theatre.

**REN 801**

(0 s.h.) (\$75 fee) *Offered every term.*

Students who need to complete the MFA thesis project must register for this extension.

**NOTE:** REN 801 does not appear on academic transcripts once REN 800 is complete.

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CAROLYN AMOS YOKLEY '73  
*High Point, North Carolina*

### Class of 2013

CHARLES T. BASKERVILL  
*Petersburg, Virginia*  
H. C. STUART COCHRAN  
*Staunton, Virginia*

JOHNIE DAVIS  
*Cincinnati, Ohio*  
SHERRI SHARPE '99  
*Lexington, Virginia*  
KELLIE WARNER '90  
*Charlotte, North Carolina*

## Class of 2014

TRACEY L. CONES '82  
*Fairfax, Virginia*  
NANCY MAYER DUNBAR  
*Columbia, South Carolina*  
MARGARET E. McDERMID '95  
*Richmond, Virginia*  
JANE HARDING MILLER '76  
*Larchmont, New York*  
M. SUE WHITLOCK '67  
*Lansdale, Pennsylvania*

## Chief Academic Officers

PAMELA FOX (2003)  
*President and Professor of Music; BA, MA, PhD,*  
*University of Cincinnati*  
*College Conservatory of Music*  
CATHARINE O'CONNELL (2009)  
*Vice President for Academic Affairs and Dean of*  
*the College, Professor of English;*  
*BA, Amherst College; MA, PhD, University of*  
*Michigan*  
LEWIS ASKEGAARD (1983)  
*Dean of Institutional Research, Associate Dean of*  
*the College and Registrar; BA, MEd,*  
*PhD, University of Virginia*  
NANCY KRIPPEL (2003)  
*Associate Dean of the College, Dean of Adult and*  
*Graduate Studies, Associate Professor of English;*  
*BA, Barat College of the Sacred Heart; MA, PhD,*  
*Loyola University of Chicago*

## Past Presidents

DR. A. M. FRASER 1923–1929  
DR. L. WILSON JARMAN 1929–1946  
DR. FRANK BELL LEWIS 1947–1953  
MR. CHARLES W. MCKENZIE 1954–1956  
DR. SAMUEL R. SPENCER JR. 1957–1968  
DR. WILLIAM WATKINS KELLY 1969–1976  
DR. VIRGINIA L. LESTER 1976–1985  
DR. CYNTHIA HALDENBY TYSON 1985–2003  
DR. PAMELA FOX 2003–PRESENT

## Faculty and Staff Emeritae/i

### Academic Officers Emeritae/i

ALFRED L. BOOTH (1965–1984)  
*Registrar and Director of Institutional*  
*Research Emeritus; BS, U.S. Naval Academy;*  
*MAT, Duke University; Baldwin-Wallace College;*  
*NATO College, Paris*

DANE J. COX (1977–1997)  
*Vice President Emeritus for Business and*  
*Finance; BA, Harper College/SUNY; MS, PhD,*  
*Cornell University*  
JAMES D. LOTT (1964–2001)  
*Dean Emeritus of the College and Professor*  
*Emeritus of English; BA, University of*  
*Tennessee; MA, Vanderbilt University; PhD,*  
*University of Wisconsin*  
SAMUEL R. SPENCER JR. (1957–1968)  
*President Emeritus; BA, Davidson College; MA,*  
*PhD, Harvard University*  
CYNTHIA H. TYSON (1985–2003)  
*President Emerita and Professor Emerita of*  
*English; BA, MA, PhD, University of Leeds,*  
*England*

### Faculty Emeritae/i

DAVID M. CARY (1971–2000)  
*Professor Emeritus of Sociology; BS, MS,*  
*University of Wisconsin; PhD, University of*  
*Minnesota*  
MARJORIE B. CHAMBERS (1962–1984)  
*Professor Emerita of Religion and Philosophy;*  
*BA, Drew University; BD, Drew Theological*  
*Seminary; MA, PhD, Yale University; University of*  
*Goettingen.*  
ULYSSE DESPORTES (1962–1987)  
*Professor Emeritus of Art; BFA, Richmond*  
*Professional Institute of the College of William*  
*and Mary; Doctorat de l'Université de Paris*  
CARRIE DOUGLASS (1989–2009)  
*Professor Emerita of Anthropology,*  
*BA, University of Nebraska; MA, PhD, University*  
*of Virginia*  
MARY T. ECHOLS (1968–1991)  
*Professor Emerita of Art; BA, George*  
*Washington University; MA, University of*  
*Southern California; PhD, University of Virginia*  
BARBARA F. ELY (1961–1993)  
*Professor Emerita of Spanish; BA, Blue*  
*Mountain College; MA, Middlebury College; PhD,*  
*Tulane University; University of Madrid; University*  
*of Barcelona*  
DIANE M. GANIERE (1982–2001)  
*Professor Emerita of Psychology; BA, Mount*  
*Mary College; MS, PhD, University of Wisconsin*  
D. STEVENS GARLICK (1984–2004)  
*Professor Emeritus of German; BA, Harvard*  
*University; MA, PhD, Stanford University*  
JOSEPH M. GARRISON JR (1965–2000)  
*Professor Emeritus of English; BA, Davidson*  
*College; MA, PhD, Duke University*  
NANCY M. GILLET (1981–1993)  
*Assistant Professor Emerita of Psychology; BA,*  
*Wellesley College; EdM, Harvard University; MA,*  
*San Jose State University; PhD, Syracuse*  
*University*  
ELIZABETH M. HAIRFIELD (1970–2005)  
*Professor Emerita of Chemistry and former*

holder of the Caroline Rose Hunt Distinguished Chair in the Natural Sciences; BS, Wheaton College; MPhil, Bedford College of the University of London; PhD, Bryn Mawr College  
BONNIE M. HOHN (1966–2003)

*Associate Professor Emerita of Biology*; BA, Ohio Wesleyan University; MS, University of Minnesota; Duke University; Central Michigan University; Blue Ridge Community College; University of Virginia

MARY E. HUMPHREYS (1943–1968)  
*Professor Emerita of Biology*; BA, Western Maryland College; MA, PhD, Duke University  
BETTY M. KEGLEY (1960–1998)

*Professor Emerita of Physical and Health Education*; BS, MEd, Madison College; Women's College, University of North Carolina  
WILLIAM W. LITTLE (1973–2004)

*Associate Professor Emeritus of Social Work*; BS, MA, East Carolina University; MSW, Virginia Commonwealth University; ACSW

DUDLEY B. LUCK (1972–1986; 1988–2005)  
*Associate Professor Emerita of Education*; Founding Director of ADP; Director of PGTL; BS, Longwood College; MEd, EdS, University of Virginia

JUDY DeL'EAU McMAHON (1985–2003)  
*Associate Professor Emerita of Psychology*; BS, University of Washington; MA, University of Kentucky; PhD, Southern Illinois University at Carbondale

PATRICIA H. MENK (1952–1981)  
*Professor Emerita of History*; BA, Florida State College for Women; MA, PhD, University of Virginia

DOROTHY M. MULBERRY (1958–1994)  
*Professor Emerita of Spanish*; BS, Miami University; MA, University of North Carolina; University of Kansas; Middlebury College; University of Santiago de Compostela; International University of Menendez y Pelayo; University of Madrid

LESLEY L. NOVACK (1986–2008)  
*Professor Emerita of Psychology*; BA, University of Massachusetts; MA, New York University; MA, PhD, University of Virginia

JAMES B. PATRICK (1967–1992)  
*Professor Emeritus of Chemistry* and former holder of the Caroline Rose Hunt Distinguished Chair in the Natural Sciences; BS, Massachusetts Institute of Technology; PhD, Harvard University  
MARGARET F. PINKSTON (1976–1989)

*Associate Professor Emerita of Biochemistry*; BA, Brooklyn College; PhD, City University of New York

WILLIAM C. POLLARD (1977–1992)  
*College Librarian Emeritus*; BA, University of North Carolina; MA, Florida State University  
ETHEL M. SMEAK (1965–1995)

*Professor Emerita of English* and former holder

of the Margaret Hunt Hill Distinguished Chair in the Humanities; BA, Mary Baldwin College; MA, PhD, Vanderbilt University

FRANK R. SOUTHERINGTON (1968–2007)  
*Professor Emeritus of English*; former director of the Master of Letters/Master of Fine Arts in Shakespeare and Renaissance Literature in Performance, and Virginia Worth Gonder Fellow in Theatre; BA, University College, London; M.Litt, D. Phil., Magdalen College, Oxford  
O. ASHTON TRICE JR. (1949–1986)

*Professor Emeritus of Psychology*; BS, MA, PhD, University of Virginia  
GWENDOLYN E. WALSH (1962–1990)  
*Associate Professor Emerita of Physical Education*; BSEd, Tufts College; Diploma, Bouvé-Boston School; MEd, University of Virginia

ROBERT J. WEISS (1968–2002)  
*Professor Emeritus of Mathematics*; BA, LaVerne College; MA, PhD, University of California at Los Angeles; University of Virginia  
WILLIAM J. WINTER (1985–2000)

*Assistant Professor Emeritus of Computer Science*; BS, West Texas University; MBA, Tulane University

## MBC Faculty 2009–2010

- ▲ Graduate faculty
- ◆ On sabbatical
- Leave of absence

▲ ANN FIELD ALEXANDER (1989)  
*Professor of History*; BA, Mary Baldwin College; MA, PhD, Duke University

ROBERT T. ALLEN III (1982)  
*Associate Professor of Music*; BA, MM, University of North Carolina; MA, Cornell University; PhD, University of Michigan

CHARLES ANGERSBACH, Jr. (2007)  
*Athletic Trainer/Adjunct Instructor of Physical Education*; BA, Glassboro State College; MA, Ohio State University

◆▲ ANDREAS S. ANASTASIOU (2000)  
*Associate Professor of Psychology*; BA, Lock Haven University; MA, PhD, University of Pittsburgh

ALICE R. ARAUJO (1997)  
*Associate Professor of Communication*; BA, Allegheny College; MA, Miami University; PhD, University of Kansas

IVY ARBULÚ (1995)  
*Associate Professor of Spanish*; BA, Pontificia Universidad Católica del Perú; MA, PhD, University of Virginia

BRIAN ARTHUR (2000)  
*Instructor of Computer Information Systems*; BA, Mary Baldwin College; MS, James Madison

- University  
 BEVERLY J. ASKEGAARD (1989)  
*Director of the Learning Skills Center and Assistant Professor of Education*; BA, Mary Washington College; MEd, University of Virginia
- TIFFANY R. BARBER (2005)  
*Assistant Professor of Education*; BA, James Madison University; MEd, PhD, University of Virginia
- KENNETH A. BEALS (2001)  
*Visiting Assistant Professor of Religion and Philosophy*; BA, Wittenberg University; ThM, ThD, Boston University School of Theology
- ▲● JACQUELYN BESSELL (2004)  
*Associate Professor, M.Litt/MFA in Shakespeare and Renaissance Literature in Performance*; BA, University of Birmingham; MA, PhD, Clark University
- SUZANNE BLACKWELL (2003)  
*Adjunct Instructor of English*; BA, MA, James Madison University
- GORDON L. BOWEN (1983)  
*Professor of Political Science*; BA, San José State University; MA, PhD, University of California at Santa Barbara
- ROBERT BOWEN (2008)  
*Adjunct Instructor of Music*; BM, Radford University
- AIMEE BOWER (2007)  
*Adjunct Instructor of Social Work*; BA, Georgetown College; MSW, Virginia Commonwealth University
- ELIZABETH BRIGHTBILL (2007)  
*Adjunct Instructor of Music*; BM, DePauw University; Master of Library and Information Studies/Master of Music, Northern Illinois University; Doctor of Music, Indiana University Jacobs School of Music
- PAUL A. CALLO (2003)  
*Assistant Professor of Biology*; BS, MS, Virginia Polytechnic Institute and State University; PhD, University of Maryland
- ELIZABETH CANTRELL (2006)  
*Adjunct Instructor of Music*; BM, Oberlin College Conservatory of Music; MM, Florida State University; DM, University of Georgia
- DIMPLEKUMAR CHALISHAJAR (2009)  
*Visiting Assistant Professor of Mathematics*; BS, MS, MPhil, PhD, M.S. University of Baroda
- ALAN CHRISTY (1994)  
*Adjunct Instructor of English*; BA, MA, Iowa State University
- SHAY HERRING CLANTON (2000)  
*Adjunct Assistant Professor of Art*; BA, Mary Baldwin College; MFA, James Madison University
- ◆▲ RALPH A. COHEN (2003)  
*Professor, M.Litt/MFA Program in Shakespeare and Renaissance Literature in Performance and English*; Virginia Worth Gonder Fellow in Theatre; AB, Dartmouth College; MA, PhD, Duke University
- ▲◆ MARY HILL COLE (1987)  
*Professor of History*; BA, James Madison University; MA, PhD, University of Virginia
- MARIA CRAIG  
*Visiting Assistant Professor of Chemistry*  
 BS, James Madison University; PhD, University of Wisconsin-Madison
- PETER CRUISE (2008)  
*Associate Professor of Health Care Administration*; BHS, MPA, PhD, Florida Atlantic University
- PATRICIA W. DAVIS (1992)  
*Adjunct Instructor of Physical Education (Self-Defense)*; BA, Mary Baldwin College
- PAUL D. DEEBLE (2003)  
*Assistant Professor of Biology*; BS, Pennsylvania State University; PhD, University of Virginia
- ▲ AMY McCORMICK DIDUCH (1995)  
*Associate Professor of Economics*; BA, College of William and Mary; MA, PhD, Harvard University
- ▲ KAREN DORGAN (1994)  
*Professor of Education*; BA, MA, College of William and Mary; EdD, University of Virginia
- BRUCE R. DORRIES (2000)  
*Assistant Professor of Communication and Spencer Center Faculty-in-Residence*; BA, Baylor University; MA, Corpus Christi State University; PhD, University of Missouri-Columbia
- DANIEL W. DOWDY (1993)  
*Associate Professor of Business*; BA, Lynchburg College; MBA, University of Hawaii
- ▲ IRVING S. DRISCOLL, JR (2005)  
*Visiting Associate Professor of Education, Master of Arts in Teaching Program*; BA, College of William and Mary; MEd, EdD, University of Virginia
- GAIL DUNN  
*Visiting Instructor of Business*; MBA, College of William and Mary; BS, University of Virginia
- JANET S. EWING (1977)  
*Associate Professor of Business*; BS, Virginia Commonwealth University; MBA, Emory University; Virginia Commonwealth University.
- JOLENE FLORY (1994)  
*Adjunct Assistant Professor of Music*; BA, Bridgewater College; MM, University of North Carolina at Greensboro
- ▲ VIRGINIA R. FRANCISCO (1970)  
*Professor of Theatre, Margaret Hunt Hill Distinguished Chair in the Humanities*; BA, Mary Baldwin College; MA, University of Virginia; PhD, Indiana University.
- JENNIFER FRANK (2001)  
*Adjunct Instructor of Education*; BA, Bridgewater College; MAT, Mary Baldwin College
- ▲ KATHARINE M.G. FRANZEN (1991)  
*Assistant Professor of History*; MA, St. Andrews University; PhD, University of Virginia

- LOUISE M. FREEMAN (2000)  
*Associate Professor of Psychology*; BS, Emory University; MA, PhD, University of California at Berkeley
- ▲ W. MICHAEL GENTRY (1982)  
*Associate Professor of Mathematics*; BS, MEd, EdD, Virginia Polytechnic Institute and State University
- ▲ JAMES E. GILMAN (1984)  
*Professor of Religion and Philosophy*; BA, Seattle Pacific University; MDiv, Denver Theological Seminary; MA, University of Colorado; MPhil, PhD, Drew University; Oxford University
- ▲ SUSAN BLAIR GREEN (1986)  
*Professor of English*; BA, Gettysburg College; MA, PhD, University of Pennsylvania
- ▲◆ ROBERT GROTJOHN (1993)  
*Professor of English*; BA, University of Minnesota-Morris; MA, PhD, University of Wisconsin-Madison
- ▲ CAROLE C. GROVE (2000)  
*Professor of Education and Director of Master of Arts in Teaching Program*; AA, Averett College; BA, Longwood College; MEd, Western Maryland College; PhD, University of Virginia
- ▲ JAMES J. HARRINGTON (1983)  
*Professor of Education*; BA, MA, MS, Jacksonville State University; PhD, University of Alabama
- BRUCE HIGGINBOTHAM HEMP (1998)  
*Adjunct Instructor of Mathematics*; BA, Westhampton College of the University of Richmond; MEd, University of Virginia
- CARISSA HENRIQUES (2009)  
*Visiting Instructor of Art*; BFA, James Madison University; MFA, Virginia Commonwealth University
- LINDA G. HEUER (2002)  
*Staff Accompanist to the Mary Baldwin Choir and Adjunct Instructor of Music*; BMus, University of Michigan School of Music; MA, Eastern Michigan University
- MASAKO HIKAMI (2008)  
*Adjunct Instructor of Japanese*; BA, Doshisha Women's College of Liberal Arts
- ▲◆ MARIA LENA HOBSON (1987)  
*Associate Professor of Art History*; BFA, MA, PhD, Virginia Commonwealth University
- EILEEN T. HINKS (1999)  
*Adjunct Assistant Professor of Health Care Administration*; BSc, Ursinus College; PhD, Temple University School of Medicine
- LAURA HOFFMAN (2007)  
*Adjunct Assistant Professor of Music*; BA, MA, Radford University; Doctor of Musical Arts, University of Memphis
- PAUL L. HUNDLEY (1990)  
*Adjunct Assistant Professor of Psychology*; BA, West Virginia University; PhD, New School for Social Research
- ▲ SARA NAIR JAMES (1991)  
*Professor of Art History*; AB, Mary Baldwin College; MA, Old Dominion University; PhD, University of Virginia
- CLINTON JOHNSTON (2006)  
*Visiting Assistant Professor of Theatre*; BA, Haverford College; MFA, University of Virginia
- ▲ ERIC N. JONES (1986)  
*Associate Professor of Biology*; BS, Bucknell University; MS, PhD, Pennsylvania State University
- LISE KEITER (1998)  
*Associate Professor of Music*; BM, Oberlin College and Conservatory of Music; MM, DM, Indiana University
- KENNETH W. KELLER (1981)  
*Professor of History*; AB, Washington University; MPhil, PhD, Yale University
- COLLEEN KELLY (2005)  
*Instructor, M.Litt/MFA program*; BS Eastern Michigan University; MFA, Ohio University
- SARAH KENNEDY (2000)  
*Associate Professor of English*; BA, MA, Butler University; PhD, Purdue University
- ◆CLAIRE T. KENT (1991)  
*Associate Professor of Business*; BBA, MBA, James Madison University
- SHEREE KISER (2005)  
*Adjunct Instructor of Physical Education (Aerobics)*; BS, James Madison University
- JUDY L. KLEIN (1982)  
*Professor of Economics*; BA, The College of William and Mary; MSc, London School of Economics and Political Science; PhD, London Guildhall University
- ROBERT KLONOSKI (2006)  
*Assistant Professor of Business*; BS, Fairfield University; MBA, University of Connecticut; JD, Brooklyn Law School
- L. ELOISE KORNICKE (2000)  
*Adjunct Assistant Professor of Music (Piano)*; BM, Biola University; MM, PhD, Indiana University
- T. LOWELL LEMONS (2006)  
*Associate Professor of Education*; BS, Virginia Polytechnic Institute and State University; MEd, University of Virginia; EdD, Vanderbilt University
- ALICIA LÓPEZ OPERÉ (2009)  
*Visiting Instructor of Spanish*; BA, Universidad Complutense; MA, PhD, University of Virginia
- SARAH H. LUDWIG (1992)  
*Assistant Professor of Business and Political Science*; AB, Randolph-Macon Woman's College; MA, JD, University of Virginia
- HEATHER E. MACALISTER (2003)  
*Assistant Professor of Psychology*; AB, Smith College; MEd, State University of West Georgia; PhD, University of Georgia; Cornell University; Duke University.

- KORESSA MALCOM (1998)  
*Adjunct Assistant Professor of Psychology*; BA, MEd, EdS, Kent State University; PhD, University of Nebraska-Lincoln
- SUE MARION (1983)  
*Instructor of Art/Education*; BA, Radford College; MEd, Radford University
- CHANDRA MASON (2008)  
*Visiting Assistant Professor of Psychology*; BA, University of Virginia; MA, James Madison University; PhD (in progress), The City University of New York
- KATHY McCLEAF (1984)  
*Associate Professor of Health and Studies of Gender and Sexuality*; BS, MS, James Madison University; EdD, University of Phoenix; CHES
- PAMELA J. McCRAY (1992)  
*Adjunct Instructor of Physical Education (Dance)*; San Francisco State University; Academy of Dance; Academy of Ballet; San Francisco Ballet Conservatory; San Francisco Ballet School
- ▲ JAMES C. McCRORY (1985)  
*Professor of Education*; BA, MEd, EdD, University of Virginia
- ▲ ANNE McGOVERN (1986)  
*Associate Professor of French*; BA, MA, State University of New York at Stony Brook; PhD, Vanderbilt University
- ◆ CATHERINE FERRIS McPHERSON (1993)  
*Associate Professor of Business*; BA, Mary Baldwin College; MBA, West Virginia Graduate College
- ▲ PAUL D. MENZER (2007)  
*Director of the M.Litt/MFA Program in Shakespeare and Renaissance Literature in Performance*; BA, University of Maryland; AM, Georgetown University; PhD, University of Virginia
- DANIEL A. MÉTRAUX (1983)  
*Professor of Asian Studies*; BA, Beloit College; MIA, PhD, Columbia University
- AMY SIMS MILLER (2006)  
*Adjunct Assistant Professor of Asian Studies*; BA, Wesleyan University; MA, PhD, University of Virginia
- STEVEN A. MOSHER (1989)  
*Professor of Health Care Administration and Political Science, Director of Health Care Administration Program*; BA, MA, PhD, University of South Carolina
- JAMES ALLAN MOYÉ (1995)  
*Director of Communication Studios, Assistant Professor of Communication*; BA, East Carolina University; MFA, University of New Orleans
- PATRICIA LYNN MURPHY (2004)  
*Assistant Professor of Psychology*; BS, George Washington University; MA, University of Vermont; PhD, University of Vermont, Burlington
- ▲ PAMELA J. RICHARDSON MURRAY (1985)  
*Professor of Education*; BA, University of Illinois; MEd, Boston State College; PhD, University of Virginia
- NICOLE F. OECHSLIN (2005)  
*Associate Professor of Education*; BA, Newcomb College; MEd, EdD, University of Virginia
- JOHN ONG (1989)  
*Associate Professor of Mathematics*; BE, University of Malaya; MS, MA, University of Kansas; MS, Virginia Polytechnic Institute and State University; PhD, University of Virginia
- ▲ RODERIC L. OWEN (1980)  
*Professor of Philosophy and Spencer Center Faculty Fellow*; BA, College of Wooster; MA, Kent State University; EdD, College of William and Mary
- LUNDY H. PENTZ (1980)  
*Associate Professor of Biology and holder of the Caroline Rose Hunt Distinguished Chair in the Natural Sciences*; BA, PhD, The Johns Hopkins University
- MOLSIE A. PETTY (1985)  
*Assistant Professor of English*; BA, East Carolina University; ML, MA, University of South Carolina
- JANE PIETROWSKI (1986)  
*Associate Professor of Economics*; BA, PhD, University of South Carolina
- BRIAN RICHARD PLANT (1988)  
*Professor of English*; BA, Oklahoma State University; AM, MFA, Washington University
- LALLON G. POND (1992)  
*Associate Professor of Business*; BS, University of Georgia; MBA, Florida State University
- EDMUND D. POTTER (2003)  
*Adjunct Assistant Professor of History*; BA, College of William & Mary; MA, University of Virginia; PhD, Auburn University
- RACHEL QUAGLIARELLO (2007)  
*Adjunct Instructor of Music*; BS, University of Georgia; BM, Liberty University; MM, James Madison University
- GAURI S. RAI (2004)  
*Associate Professor of Social Work*; BA, MAS., Kashi Vidyapith University; MSW, St. Louis University; PhD, Rutgers University
- ADRIAN RISKIN (1998)  
*Associate Professor of Mathematics*; BA, MA, PhD, University of California, Davis
- NANCY H. ROSS (2002)  
*Adjunct Instructor of Art*; BA, University of Maryland; MA, James Madison University
- ▲ PAUL RYAN (1992)  
*Professor of Art*; BA, Principia College; MFA, Virginia Commonwealth University
- HUMBERTO SALES (2007)  
*Adjunct Instructor of Music*; Bachelors, Universidade Federal da Bahia, Salvador, Brazil
- IRENE E. M. SARNELLE (1992)  
*Associate Professor of Physical Education*; AA, Los Angeles City College; BA, California State University at Los Angeles; MS, James Madison

University  
 MARTHA SAUNDERS (2003)  
*Adjunct Assistant Professor of Art*; BFA,  
 Virginia Commonwealth University; MFA, Mount  
 Royal School of Painting, Maryland Institute,  
 College of Art.  
 JIM R. SCONYERS JR. (2003)  
*Assistant Professor of Art*; BA, University of  
 North Carolina at Asheville; MFA, Indiana  
 University, Bloomington  
 CRYSTAL SCOTT (2005)  
*Adjunct Instructor of Biology*; BA,  
 Mary Baldwin College; PhD, University of Virginia  
 ◆EDWARD A. SCOTT (1990)  
*Associate Professor of Philosophy*; BA, Slippery  
 Rock State College; MA, PhD, Duquesne University  
 ▲ THERESA K. SOUTHERINGTON (1977)  
*Professor of Theatre*; BA, Mary Baldwin College;  
 MS, Madison College; MA, MFA, University of  
 Virginia  
 SHARON B. SPALDING (1989)  
*Professor of Physical Education and Director  
 of Athletics and Wellness*; BS, James Madison  
 University; MEd, University of Virginia; ACSM  
 Exercise Specialist, (certified)  
 DANIEL M. STUHLSATZ (1999)  
*Associate Professor of Sociology*; BA, Wichita  
 State University; MA, University of Wyoming; PhD,  
 University of Virginia  
 MELISSA M. SUMNER (2003)  
*Adjunct Instructor of Music*; BA, Emory and  
 Henry College; MM, University of Tennessee  
 DAVID TATE (2004)  
*MBC Choir Director/Adjunct Instructor of  
 Music*; BS, Bridgewater College  
 MARY CLAY THOMAS (2008)  
*Visiting Assistant Professor of Social  
 Work/Fieldwork Coordinator*; BA, University of  
 Montana; MSW, University of Vermont  
 AMY J. TILLERSON (2004)  
*Associate Professor of History*; BA, MA, Virginia  
 Polytechnic Institute and State University; PhD,  
 Morgan State University  
 KATHERINE TURNER (2005)  
*Associate Professor of English*; BA, University of  
 Oxford (Balliol College); MPhil, PhD, University  
 of Oxford  
 CAREY L. USHER (2002)  
*Associate Professor of Sociology*; BA, Converse  
 College; MA, PhD, University of Alabama at  
 Birmingham  
 ◆LAURA A. VAN ASSENDELFT (1994)  
*Professor of Political Science*; BA, University of  
 the South; PhD, Emory University  
 ADRIENNE WAGER (2007)  
*Adjunct Instructor of Music*; Bachelor of Music,  
 Vanderbilt; Master of Music, Cleveland Institute  
 of Music  
 MARTHA J. WALKER (1996)  
*Professor of French/Director of Women's*

*Studies*; AB, Duke University; MA, University of  
 Virginia; PhD, Harvard University  
 HEATHER H. WARD (2004)  
*Adjunct Instructor of Physical Education*; BA,  
 Vanderbilt University; MIA, Columbia University  
 JOHN D. WELLS (1978)  
*Professor of Sociology*; BA, Tusculum College;  
 MA, East Tennessee State University; PhD,  
 Virginia Polytechnic Institute and State University  
 ▲ PATRICIA C. WESTHAFFER (1984)  
*Professor of Education*; BS, James Madison  
 University; MEd, EdD, University of Virginia  
 ABIGAIL WIGHTMAN (2009)  
*Visiting Instructor of Anthropology*; BA, Miami  
 University; MA, PhD, University of Oklahoma;  
 REBECCA C. WILLIAMS (1990)  
*Instructor of Mathematics*; AB, Mary Baldwin  
 College; MEd, University of Virginia  
 ▲ TAMRA WILLIS (2004)  
*Assistant Professor of Education*; BS,  
 Appalachian State University; MEd, James  
 Madison University; PhD University of Tennessee,  
 Knoxville  
 KARL ZACHARY (2006)  
*Assistant Professor of Chemistry*; BS, University  
 of Texas; PhD, University of Florida

### Additional Faculty

M. BERNADETTE BEKKEN (1987)  
 Program Director, School of Clinical  
 Laboratory Science, Augusta Health;  
 BS, Aquinas College; MT, St. Joseph Hospital  
 School of Medical Technology.  
 SUE W. LAWTON, MT (ASCP) (2001)  
 Program Director, School of Medical  
 Technology, Rockingham Memorial Hospital;  
 MS, Gannon University; MA, Central Michigan  
 University  
 BARBARA J. LINDSEY (1997)  
 Chair, Associate Professor, Department of  
 Clinical Laboratory Sciences, MCV/VCU; BS,  
 Mohawk College; MS, MCV/VCU

### Sabbaticals 2009–2010

Andreas Anastasiou, Spring 2010  
 Ralph Cohen, Spring & May 2010  
 Mary Hill Cole, Spring & May 2010  
 Marlena Hobson, Spring & May 2010  
 Claire Kent, Fall 2009 & May 2010  
 Catherine Ferris McPherson, Jan-June 2010  
 Edward Scott, Fall 2009  
 Laura van Assendelft, Spring 2010

### Leave of absence 2009–2010

Jacquelyn Bessell, Fall 2009  
 Adrian Riskin, full academic year 2009-10

## **Administrative Staff**

**2009–2010**

### **Admissions and Financial Aid and Student Campus Employment**

ANDREW MODLIN (2009)  
*Executive Director of Enrollment Management*; BA,  
University of Virginia; MBA, University of North  
Carolina

### **Adult Degree Program (ADP)**

MARION WARD (1990)  
*Director of ADP*; BA Elizabethtown College; MEd,  
EdS, University of Virginia

### **Alumnae/i and Parent Relations**

JENNIFER BRILLHART KIBLER (2005)  
*Executive Director of Alumnae/i Activities and  
Parent Relations*; BA, Mary Baldwin College

### **Athletics**

SHARON SPALDING (1989)  
*Director of Athletics and Wellness and  
Professor of Physical Education*; BS, James  
Madison University; MEd, University of Virginia;  
ACSM Certified Exercise Specialist,

### **Auxiliary Services/Physical Plant**

#### **Administration**

BRENT DOUGLASS (2009)  
*Director of Auxiliary Services/Physical Plant*; BA,  
Dartmouth College.

#### **Business and Finance**

DAVID MOWEN (2001)  
*Vice President for Business and Finance*; BS,  
Virginia Polytechnic Institute and State University;  
MBA, James Madison University

#### **Chaplain**

PATRICIA HUNT (1985)  
*Chaplain/Director of Carpenter Preparation for  
Ministry Program*; BA, Wake Forest University;  
MDiv, Union Theological Seminary, Virginia;  
Union Theological Seminary, New York

### **Communication, Marketing, and Public Affairs (CoMPA)**

CRISTA CABE (1988)  
*Vice President for Public Relations*; BA, College  
of William and Mary; MA, University of Chicago

### **Computer and Information Services**

WILLIAM A. BETLEJ (1990)  
*Director of Computer and Information  
Services*; University of Virginia; Blue Ridge  
Community College; Mary Baldwin College

### **Counseling and Psychological Services**

NADIA KULEY (1987)  
*Director of Counseling and Psychological  
Services*; BS, James Madison University; MA,

American University; PhD, California School  
of Professional Psychology

### **Dining Services**

MARY VAN NORTWICK (2006)  
*Director of Dining Services*; BS, University  
of Akron; MS, University of Maryland; MPM,  
George Washington University

### **Education Office**

REBECCA DICK (1996)  
*Director, Teacher Education Services*; BA,  
Mary Baldwin College

### **Graduate Teacher Education**

CAROLE GROVE (2000)  
*Director of Graduate Teacher Education, Professor  
of Education*; AA, Averett College; BA,  
Longwood College; MEd, Western Maryland  
College; PhD, University of Virginia

### **Health Services**

OCTAVIO DE LOS REYES (2006)  
*College Physician*; BS, University of  
Pennsylvania; DO, Philadelphia College of  
Osteopathic Medicine

### **Institutional Advancement**

ANGUS McQUEEN (2002)  
*Interim Vice President for Institutional  
Advancement*; BS, College of William  
and Mary; MDiv, Union Theological  
Seminary

### **Learning Skills Center**

BEVERLY ASKEGAARD (1989)  
*Director of the Learning Skills Center and  
Assistant Professor of Education*; BA, Mary  
Washington College; MEd, University of Virginia

### **Library and Media Services**

CAROL CREAGER (1993)  
*Director of Grafton Library*; BA, College of  
William and Mary; MLS, University of Maryland

### **Master of Letters/Master of Fine Arts in Shakespeare and Renaissance Literature in Performance (MLitt/MFA)**

PAUL MENZER (2007)  
*Director, Associate Professor*; BA, University of  
Maryland; AM, Georgetown University; PhD,  
University of Virginia

### **Program for the Exceptionally Gifted (PEG)**

STEPHANIE FERGUSON (2007)  
*Director of PEG*; BS, Millersville University;  
MEd, Southern Louisiana University; PhD,  
University of Southern Mississippi

### **Office of Sponsored Programs and Research Development**

LYDIA PETERSSON (1989)  
*Director of Sponsored Programs and  
Research Development*; BA, MA, University of  
Tennessee

**The Samuel R. Jr. and Ava  
Spencer Center for Civic and  
Global Engagement**

HEATHER WARD (2004)  
*Director of International Programs*; BA,  
Vanderbilt University; MIA, Columbia  
University

STEVE GRANDE (2008)  
*Director of Civic Engagement*; BS, University of  
Minnesota; MA, PhD, University of Maryland

**Student Affairs**

BRENDA BRYANT (1995)  
*Vice President for Enrollment Management  
and Student Life, and Dean of Students*; AB  
Vassar College; MA Catholic University; MPA,  
DPA, University of Southern California

**Virginia Women's Institute for  
Leadership (VWIL)**

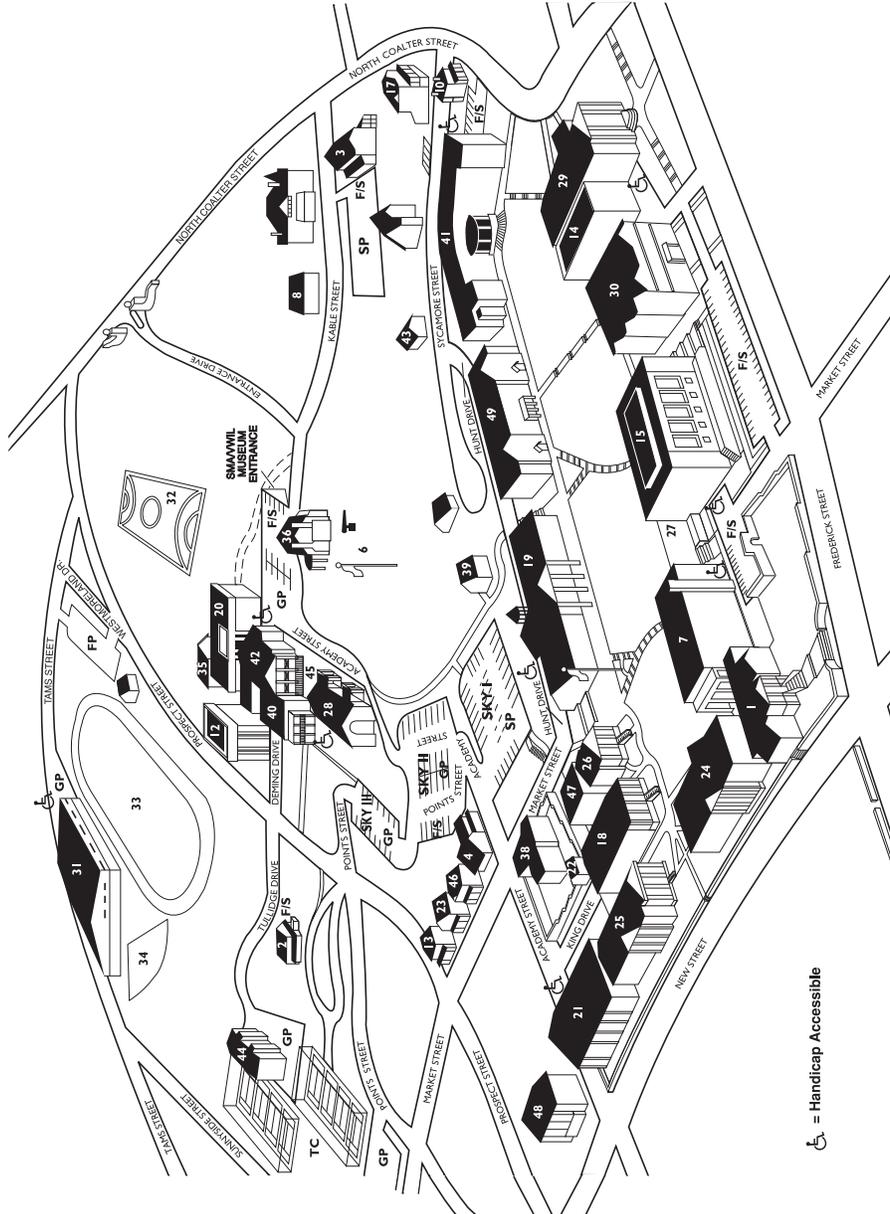
BRIG. GEN. N. MICHAEL BISSELL (1999)  
*Commandant of Cadets*; BA, Virginia Military  
Institute; U.S. Army Command and Staff  
College; MA, University of Missouri; U.S. Army  
War College; Senior Fellowship, Harvard  
University

**Writing Center**

MOLSIE PETTY (1985)  
*Director and Assistant Professor of English*;  
BA, East Carolina University; ML, MA,  
University of South Carolina

# MARY BALDWIN COLLEGE

- |  |  |
|--|--|
| 1 Administration Building                        | 20 PEG Center<br>(Program for the Exceptionally Gifted)  |
| 2 ADP House                                      | 31 Physical Activities Center  |
| 3 (Adult Degree Program)                         | 32 Lower Athletic Field  |
| 4 Alumnae House                                  | 33 Upper Athletic Field/Track  |
| 5 Blakely House/Health Center                    | 34 Softball Field  |
| 6 Bowman House                                   | 35 Physical Plant Offices  |
| 7 Cannon Hill                                    | 36 President's House   |
| 8 Carpenter Academic Hall                        | 37 Prospect Street House   |
| 9 Carriage House                                 | 38 Rose Terrace  |
| 10 Chris House                                   | 39 Scott House   |
| 11 Coalter Street House                          | 40 Rosemarie Sena Center/<br>Kable House/Student Life and Career Services  |
| 12 Crone House                                   | 41 Samuel R. Spencer Jr. Residence Hall  |
| 13 Bertie Murphy Deming Fletcher Collins Theatre | 42 Student Activities Center/<br>Institutional Advancement/<br>Communication, Marketing,<br>and Public Affairs/<br>Business Office |
| 14 Edmondson House                               | 43 Taylor House/Security Office/Switchboard  |
| 15 Master of Arts in Teaching                    | 44 Tullidge Residence Hall   |
| 16 James D. Francis Auditorium                   | 45 Cynthia Haldenby Tyson Terrace  |
| 17 Martha Stackhouse Grafton Library             | 46 VWIL Supply House   |
| 18 Grounds Building                              | 47 Consuelo Slaughter Wenger Hall  |
| 19 Hill Top Residence Hall                       | Registrar  |
| 20 Lyda B. Hunt Dining Hall                      | Spencer Center   |
| 21 Cable Residence Hall                          | 48 Woodrow Terrace Apartments  |
| 22 William Wayt King Building                    | 49 Margaret C. Woodson Residence Hall  |
| 23 Little House                                  | FP Freshman Parking  |
| 24 Market Street House                           | F/S Faculty/Staff Parking  |
| Virginia Women's Institute for Leadership        | GP General Parking   |
| 25 Agnes R. McClung Residence Hall               | SP Student Parking   |
| 26 Baldwin Memorial Residence Hall               | TC Tennis Courts   |
| 27 Flora McElwee Miller Chapel                   |  |
| 28 Barbara Kares Page Terrace                    |  |
| 29 William G. Pannill Student Center             |  |
| Bookstore/Pub                                    |  |
| Jesse Cleveland Pearce                           |  |



= Handicap Accessible

# UNIFORM STUDENT GRIEVANCE POLICY

*Approved by Executive Staff, May 2009*

- 1) The Ombuds Officers (i.e., first point of contact) for students who wish to explore the possibility of filing a complaint or lodging a grievance at Mary Baldwin College are:
    - a) The dean of adult and graduate programs for matters dealing with academic programs and coursework.
    - b) The associate vice president for student affairs for matters dealing with student life, residence life, extra-curricular programs, and other issues not involving academic programs and coursework.
  - 2) Grievances involving academic programs, faculty, and coursework:
    - a) **GRADE APPEALS:** The dean of adult and graduate programs will explain the college's grade appeal policy (published annually in the college catalog), guide the student in following the established procedure and, if the appeal is not resolved, refer the matter to the vice president for academic affairs and dean of the college.
    - b) **COMPLAINTS ABOUT FACULTY MEMBERS:** The dean of adult and graduate programs will hear the student's concern and determine an appropriate course of action. In most cases, this course of action will consist of one or more of the following: mediation, counseling, referral to the dean, submission of a written statement to the dean, or resolution with no action.
    - c) **OTHER ACADEMIC COMPLAINTS AND GRIEVANCES:** The dean of adult and graduate programs will hear the student's concern and determine an appropriate course of action. In most cases, this course of action will consist of one or more of the following: mediation, counseling, referral to the dean, submission of a written statement to the dean, or resolution with no action.
  - 3) Grievances involving admissions, student life, and extra-curricular programs:
    - a) **STUDENT SENATE:** Every student has the option of referring issues and concerns to the Student Senate through her Senator. She should consult her Hall President to determine if the issue or concern is appropriately referred to that body.
    - b) **COMPLAINTS ABOUT A STAFF MEMBER.** An associate vice president for Student Life will hear the student's concern and determine an appropriate course of action. In most cases, this course of action will consist of one or more of the following: mediation, counseling, referral to the dean of students, submission of a written statement to the dean, or resolution with no action.
  - c) **OTHER COMPLAINTS AND GRIEVANCES:** An associate vice president for Student Life will hear the student's concern and determine an appropriate course of action. In most cases, this course of action will consist of one or more of the following: mediation, counseling, referral to the dean of students, submission of a written statement to the dean, or resolution with no action.
- 4) For grievances about aspects of college policy or procedure not falling into either of the above categories, the student complaint is forwarded from the staff recipient of the complaint to the Executive Staff member responsible for the area of concern. That person attempts to resolve the complaint to the student's satisfaction. For example, a complaint about food that initially was submitted to the food service director would go to the vice president for business and finance. The responsible executive staff member will report steps taken to the complainant within 90 days of receiving the complaint.
  - 5) If grievances cannot be resolved in the above manner:
    - a) The complainant may present a written appeal to the president of the institution. Such an appeal will not be received unless the complainant documents that he or she has gone through the step, above.
    - b) If the president receives the appeal, she will, at her sole discretion, determine whether or not further intervention is necessary and take whatever steps she feels are appropriate. The president will report steps taken to the complainant within 90 days of receiving the complaint.
  - c) If the complainant has proceeded through all the steps leading through 5(b) above, he/she has exhausted all possibilities of internal intervention to resolve the issue.
  - 6) If the complainant feels that his/her complaint involves a violation of accreditation standards:
    - a) The complainant may file a written complaint to the Commission on Colleges of the Southern Association of Colleges and Schools. That complaint must follow the protocol established by the Commission on Colleges in its policy, "Complaint Procedures for the Commission or its Accredited Institutions."
    - b) The protocol for filing complaints and the required forms may be obtained from the Commission's web site ([www.sacscoc.org](http://www.sacscoc.org)) or from the institution's accreditation liaison, currently Dr. Lewis Askegaard, office of the registrar.

## Declarations

- The provisions of this catalog are not to be regarded as an irrevocable contract between Mary Baldwin College and the student. The college reserves the right to change any provision, program, regulation or requirement at any time and to determine its applicability to present or previous students.
- Mary Baldwin College does not discriminate on the basis of sex (except that men are admitted only as ADP and graduate students), race, national origin, color, age, disability or sexual orientation in its educational programs, admissions, co-curricular or other activities, and employment practices. Inquiries may be directed to the director of human resources, P.O. Box 1500, Mary Baldwin College, Staunton, VA 24402; 540-887-7370.
- Mary Baldwin College complies strictly with the Family Educational Rights and Privacy Act of 1974, as amended, for access to and release of information contained in student records. The Act accords all students certain rights which are summarized as: (1) to be informed of rights under the Act; (2) to inspect and review education records; (3) to request a change in an education record which a student believes to be inaccurate, misleading, or in violation of privacy or other rights; (4) to exercise a limited control over disclosure of information contained in a student's education records; and (5) to file complaints. The college's Policy Statement is available from the Office of the Registrar. Pursuant to the Act, the college has adopted the following policies: Mary Baldwin College considers the following to be directory information: name, class, local address, e-mail, and telephone number, home address and phone number, date of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received. Photographs or recordings may be taken by the college or its designees in public areas of the Mary Baldwin College campus and regional centers and at college events. The college may use such photographs or recordings to document, promote, or provide information about the college and its programs without prior consent by individuals depicted or recorded in them. Public areas include but are not limited to outdoor areas, classrooms, laboratories, library, athletic facilities, residence hall common areas, dining and gathering facilities, meeting rooms, and performance spaces. A student has the right to refuse to permit the release of any or all directory information, and/or the use of her/his image or voice (if clearly identifiable in photograph or recording), without the student's prior written consent. Any refusal must be received in writing

by the registrar prior to the end of the second week of the academic year, and designate the information not to be released.

- The regulations as stated in the catalog form the official basis for all academic performance. Members of the faculty and staff are available for conference and advice, but the individual student is fully responsible for compliance with all catalog requirements and regulations.

## Information

The following list shows various information that will be disclosed to current and prospective students upon request pursuant to the Higher Education Amendments of 1998.

- **Financial Aid Information**  
Information about programs available, application forms and procedures, eligibility requirements, criteria for selection, criteria for determining amount, satisfactory progress standards, disbursement methods, loan terms, and employment details when employment is part of the student's financial aid package is available from Mary Baldwin College admissions and office of financial aid and student campus employment, Mary Baldwin College, Staunton, VA 24401, 800-468-2262 or 540-887-7019 ([admit@mbc.edu](mailto:admit@mbc.edu)).
- **Completion and Graduation Rates**  
Information available from the office of institutional research, Mary Baldwin College, Staunton, VA 24401, 540-887-7071.
- **Institutional Security Policies and Crime Statistics**  
Information available from campus security office, Mary Baldwin College, Staunton, VA 24401, 540-887-7000 and at [www.mbc.edu/security](http://www.mbc.edu/security).
- **Athletic Program Participation Rates**  
Information available from athletic director, Mary Baldwin College, Staunton, VA 24401, 540-887-7295.
- **Equity in Athletics/EADA Report**  
The report is available from athletic director, Mary Baldwin College, Staunton, VA 24401, 540-887-7295.

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