

**RANDOLPH COLLEGE**  
**2017-18**  
**ACADEMIC CATALOG**



# The College at a Glance

Randolph College is an independent, liberal arts, United Methodist-related college.

## Accreditation

Randolph College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the baccalaureate and master's levels. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Randolph College.

## Enrollment

97% full-time representing approximately 33 states and territories and 15 countries. 85% of full-time students reside in College housing.

## Faculty

70 full-time faculty. (94% of full-time faculty hold the Ph.D. or other highest appropriate degree.)

## Student: Faculty Ratio

9:1

## Location

Lynchburg, Virginia, a city of 76,000 and a metropolitan area of 252,000 near the Blue Ridge Mountains in central Virginia.

## Campus

The main campus comprises 100 acres near the James River in a residential section of Lynchburg. The College also has a 100-acre equestrian center only ten minutes from campus.

## Curriculum Features

29 major programs, 42 departmental and interdisciplinary minors, writing intensive curriculum, pre-professional preparation, dual degree programs in nursing and engineering.

## Special Programs

Joint academic programs with area colleges and universities, junior-year abroad programs, semester program in American Culture, and internship program.

Randolph College  
2500 Rivermont Avenue  
Lynchburg, VA 24503-1526  
Telephone: 434-947-8000  
Admissions telephone: 800-745-7692  
Web site: [www.randolphcollege.edu](http://www.randolphcollege.edu)  
E-mail: [admissions@randolphcollege.edu](mailto:admissions@randolphcollege.edu)

Randolph College does not discriminate on the basis of race, color, sex, religion (Title VII), ethnic origin (Title VI), handicap (Section 504), sexual orientation, or age in the administration of its educational and employment policies, and maintains such nondiscriminatory policy in all aspects of operation. Inquiries concerning the application of these policies may be directed to the Title IX Coordinator, the Dean of Students (434-947-8119); or the Section 504 Coordinator, the Director of Human Resources (434-947-8114), in Lynchburg, Virginia 24503-1555.

# 2017–18 Academic Catalog

*One Hundred and Twenty-Fifth Session*

*Lynchburg, Virginia*

The contents of this catalog represent the most current information available at the time of publication. During the period of time covered by this catalog, it is reasonable to expect changes to be made without prior notice. Thus, the provisions of this catalog are not to be regarded as an irrevocable contract between the College and the student.

*Cover art credits: Georgia Morgan, Main Hall with Wisteria, n.d., oil on canvas, 12 x 9 in. Gift of Mrs. Wayne Stokes Goodall and Mrs. Betty Stokes di Robilant in memory of their mother, Lily Banks Clarke Stokes '24, 1987. Collection of the Maier Museum of Art at Randolph College, founded as Randolph-Macon Woman's College.*

The Academic Catalog is produced by the Registrar's Office in cooperation with various other offices.

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# College Calendar 2017-18

## First Semester

August	28	Monday	Classes begin. Autumn Term begins at The World in Britain Program.
September	1	Friday	End of Add Period.
	8	Friday	Last Day for Seniors to Declare a Departmental Major. Last Day for Work for Incompletes to be Submitted.
	15	Friday	Grades Due for Spring Incompletes.
October	22	Friday	Family Weekend begins. End of Drop, Pass/Fail, and Audit Period.
	6	Friday	Spring Schedules Due by Noon.
	13	Friday	Fall Break begins 6:00 P.M.
	18	Wednesday	Fall Break ends. Classes resume 8:00 A.M. Mid-Term Grades Due by 10:00 A.M.
November	2	Thursday	Spring Advising begins.
	7	Tuesday	End of Withdrawal Period.
	10	Friday	Deadline for Seniors to Declare a Minor.
	13-16	Mon-Thur	Spring Online Registration begins.
	21	Tuesday	Thanksgiving Break begins 10:00 P.M.
December	27	Monday	Thanksgiving Break ends. Classes resume 8:00 A.M.
	8	Friday	First Semester classes end. Autumn Term ends at The World in Britain Program.
	11-15	Mon-Friday	Final Examinations (ending Friday at 5:00 P.M.)
January	2	Tuesday	Final Grades Due by 10:00 A.M.

## Second Semester

January	8	Monday	Spring Term begins at The World in Britain Program.
	15	Monday	Second Semester classes begin 8:00 A.M.
	19	Friday	End of Add Period.
February	26	Friday	Last Day for Work for Incompletes to be Submitted.
	2	Friday	Grades Due for Fall Incompletes.
	9	Friday	End of Drop, Pass/Fail, and Audit Period.
March	16	Friday	Schedules for 2018-19 Academic Year Due.
	2	Friday	Spring Break begins 6:00 P.M.
	12	Monday	Spring Break ends. Classes resume 8:00 A.M. Mid-Term Grades Due by 10:00 A.M.
April	29	Thursday	Fall Advising begins.
	30	Friday	End of Withdrawal Period.
	9	Monday	Last Day for Juniors to Apply for 2019 Graduation and to Declare Independently Designed Majors.
May	9-11	Mon-Wed	Fall Online Registration begins.
	20	Friday	Spring Term ends at The World in Britain Program.
	27	Friday	Second Semester Classes end.
	30-May 4	Mon-Friday	Final Examinations (ending Friday at 5:00 P.M.)
	7	Monday	Grades Due for Graduating Students by 10:00 A.M.
	13	Sunday	Commencement.
	14	Monday	Grades Due for Undergraduate Students by 10:00 A.M.



*Thomas Moran, View of Venice, 1894, oil on canvas mounted on board, 30 x 20 in. Bequest of Ruth Pruitt Phillips '40, in memory of her daughter Catherine Ruth Phillips '67, 2005. Collection of the Maier Museum of Art at Randolph College, founded as Randolph-Macon Woman's College.*

## *Introduction to the College*

# Introduction to the College

## MISSION STATEMENT

Randolph College prepares students to engage the world critically and creatively, live and work honorably, and experience life abundantly.

## STATEMENT OF PURPOSE

Since its founding in 1891 as Randolph-Macon Woman's College, Randolph College has offered students a rigorous education in the liberal arts and sciences. In keeping with the College motto, *vita abundantior*, integrated living and learning provide a foundation for meaningful lives characterized by a lifelong joy in learning.

Randolph College encourages each student to set and meet high personal goals. Campus life is grounded in the Honor System, which fosters individual integrity and mutual trust. As students from diverse backgrounds study and live together, they are expected to respect the rights and dignity of others, to be open to cultural differences, and to exercise personal and social responsibility. They are encouraged to develop confidence and to participate fully in a community in which women and men work together and treat one another as equals.

Through excellence in teaching, advising, and scholarship, the faculty provides the challenges requisite to the intellectual development of each student. With faculty support, the undergraduate students design individualized and coherent programs of study that combine academic and co-curricular components. While each student's educational plan is unique, all programs of study foster these capacities: to think critically; to write and speak with clarity and accuracy; to employ quantitative reasoning; to use technology effectively and ethically; to cultivate an aesthetic sensibility; to understand key dimensions of the heritage of more than one society; to approach problems with creativity and imagination; to work both independently and collaboratively; and to recognize the power and limitations of knowledge. Graduate students pursue more narrowly focused programs of rigorous study designed to add specialized knowledge to their undergraduate education. The graduate programs are directed by faculty members who are especially knowledgeable about the professional standards to be met by those who earn advanced degrees.

Through their experiences at Randolph College, students are challenged to think ambitiously and to prepare thoughtfully for their futures in a diverse society and an increasingly complex world that offers them expanding opportunities for leadership, responsibility, and service.

## ABOUT THE COLLEGE

Randolph College is committed to excellence in the liberal arts and sciences. The College believes that today the breadth and depth of the liberal arts bear as directly as ever on the needs of its students who in a changing society must be competent, flexible, and strong. Within the traditional framework of liberal studies,

the College offers students from around the globe a challenging, enlightened, supportive, and inspiring environment in which to gain superior knowledge, pursue personal growth, and prepare for their futures. This enduring commitment to educating the whole person—affirming each student’s significance as an individual and as part of a larger community—is made possible by the small size of the College and is further demonstrated by its support of the student’s growth in personal integrity and in ethical and social responsibility. Concern for the individual fosters the atmosphere of caring valued so highly by the Randolph community. This is a community where students, faculty, and administrators share a common purpose: the pursuit of excellence in educating leaders for the global society of the 21st century.

Three characteristics of the College embody its purpose. The first characteristic is its grounding in the liberal arts and sciences. To provide a background for their major field of study and a solid foundation for their professions or careers, today’s students need broad exposure to the substance and methods of many disciplines. Ideally, such breadth of exposure prepares them to think logically and inspires them to strive for open-mindedness and compassionate understanding. Independent judgment and analytical thinking are among Randolph College’s goals, for the College believes that the best preparation for a career is not simply specific training, but also educating the whole person to be wise, independent, and responsible. Another primary function of a broad education is to liberate the student from prejudice, provincialism, and ignorance. Randolph College recognizes that full learning occurs best in a multiracial, multiethnic environment. To enable students to be responsible citizens, the College strives to fashion academic programs that will ensure multicultural awareness, and seeks to attract students, faculty, and staff of varied racial and ethnic backgrounds.

Second, Randolph College is a small college. It has not been seduced by the notion that bigger is better or that increases in quantity mean increases in quality. Large enough to sustain the major ingredients of a liberal arts and sciences program and small enough to know and attend to individual students, the College aims to foster the kind of community that combats the anonymity pervading much of modern society. The third characteristic of the College is its residential nature. Because students, faculty, and staff live and work closely together, it is a caring community. The emphasis on community, particularly the trust that is part of the Honor Code, means that life at Randolph involves a moral commitment through which students prepare for leading roles in establishing community beyond the Red Brick Wall.

## HISTORY OF THE COLLEGE

Randolph College was founded as Randolph-Macon Woman’s College in 1891 by William Waugh Smith, president of Randolph-Macon College in Ashland, Virginia. Its purpose was to be “a college where our young women may obtain an education equal to that given in our best colleges for young men and under environments in harmony with the highest ideals of womanhood.” The Woman’s College became independent of Randolph-Macon College in 1953. In 2007 the College implemented coeducation and became Randolph College.

The parent institution was chartered by the Virginia legislature in 1830 and was named for two statesmen, John Randolph of Virginia (1773–1833) and Nathaniel Macon of North Carolina (1758–1837), as a project of the Methodist Church in Virginia. The ethos of Randolph-Macon Woman’s College was ecumenical, although the College has always been proud of its historic and continuing relationship with the United Methodist Church.

When the College opened for its first session in 1893, William Waugh Smith was president; he served until his death in 1912. His successors have been William A. Webb (1913–1919), Dice Robins Anderson (1920–1931), N. A. Pattillo (Interim, 1931–1933), Theodore H. Jack (1933–1952), William F. Quillian, Jr. (1952–1978), Robert A. Spivey (1978–1987), Linda Koch Lorimer (1987–1993), Lambuth Clarke (Interim, 1993–1994), Kathleen Gill Bowman (1994–2006), Virginia Hill Worden (Interim, 2006–2007), John E. Klein (2007–2013), and Bradley W. Bateman (2013–).

The academic strengths of the College received acclaim early in its history. In 1902 it was the first women’s college to be admitted to the Association of Colleges and Preparatory Schools of the Southern States, and in 1916 it was the first women’s college south of the Potomac to receive a Phi Beta Kappa charter, becoming the Delta chapter of Virginia. It was admitted to membership in the American Association of University Women in 1919.

As national recognition led to growth in enrollment, the campus expanded from Main Hall, listed in the National Register of Historic Places, to the current complex of twenty buildings occupying one hundred acres. The spirit and ideals which called the College into being continue to characterize its life. Building on a heritage of strength, Randolph College continues to challenge students to *vita abundantior*, a life more abundant.

## THE CAMPUS

At the center of the campus stands Main Hall, a red brick structure whose towers rise above a tree-shaded hillside. Main Hall, built in 1893, and the other classroom buildings and residence halls, most of which are connected by enclosed corridors called trolleys, form a semicircle convenient to the more contemporary additions to the campus. The Blue Ridge Mountains are 20 minutes away and are visible from the campus, which is located on a 100-acre wooded tract near the James River in a residential section of Lynchburg.



*Louise Jordan Smith, A Campus Group, n.d., oil on canvas, 25 1/4 x 21 1/2 in. Bequest of the artist, 1929. Collection of the Maier Museum of Art at Randolph College, founded as Randolph-Macon Woman's College.*

## *Admission, Tuition, Scholarships and Financial Aid, & Student Life*

## Admission

The College seeks to enroll students who will benefit from the academic program and who will contribute to the shared life of the community. The Honor System requires that students assume responsibility for their own conduct and that they have a sense of concern for others.

Both traditional students and nontraditional students (age 24 and over) should contact the Admissions Office. To enroll, students must have graduated from high school, or in special cases, received the General Education Diploma (GED).

### UNDERGRADUATE STUDENTS

In making its selections of students, the Admissions Committee considers carefully many aspects of an applicant's credentials, including the quality of the academic record, the courses taken, statements of recommendation, an essay or graded writing sample, out-of-class commitments and activities, and scores on the tests of the College Board or the American College Testing Program.

### ADMISSION AND SCHOLARSHIP DEADLINES

The College has a series of deadline notification dates. Each application for admission is evaluated when all necessary materials are received.

#### Early Action

The deadline for submitting an application for Early Action is November 15 of a student's senior year. Unless other arrangements are made, the SAT or ACT should be taken during the junior year or at the earliest opportunity during the senior year. A student will receive a decision when all credentials, including junior-year grades, have been received.

#### Regular Decision

The deadline for submitting an application for Regular Decision is March 1 of a student's senior year. A student will receive a decision when all credentials, including first semester senior-year grades, have been received.

#### Rolling Admission

After the March 1 Regular Decision, students can apply and will be admitted on a rolling basis when all credentials, including first semester senior-year grades, have been received.

#### Transfers

Transfer students should apply by July 1 for the fall semester.

#### Spring Admission

First-year and transfer students who intend to begin study in the spring semester should apply by December 1.

**Enrollment Deposit**

Students accepted must notify the College of their plans to enroll and submit the initial \$300 enrollment deposit by May 1. The deposit is refundable if written notification is received in the Admissions Office by May 1.

**Application Requirements and Procedures**

Applicants should submit the *Common Application, the Universal College Application, or the Randolph College Application*, along with the following credentials:

1. *Secondary School Transcript*. An official transcript should be sent directly to the Admissions Office by the secondary school.
3. At least one *Letter of Recommendation* from the Guidance Counselor or from a senior-year teacher (optional).
4. Official *Test Scores*. Each first-year applicant is required to submit either scores from the SAT or the ACT.
5. *Essay or College-specified option (optional)*.

It is strongly recommended that applicants visit the College. Appointments for visits should be made in advance by contacting the Admissions Office. A student unable to visit the College should speak with a graduate or a current student. The Admissions Office will help with arrangements.

**Secondary School Preparation**

An applicant's secondary school program should include at least four college preparatory courses for each of the four years of secondary school. However, the Admissions Committee will give every consideration to an applicant whose course of study does not meet the recommendations outlined below. Recommended distribution of college preparatory courses:

English .....	4 Units
Foreign Language — French, German, Greek, Italian, Japanese, Latin, Portuguese, Russian, Spanish.....	3-4 Units (Three years of one foreign language are recommended, or applicants may offer instead two units of each of two languages.)
Mathematics (Algebra I, Geometry, and Algebra II).....	3 Units (A student must have successfully completed or be enrolled in Algebra II in the senior year in order for the application to be considered.)
History .....	2 Units
Biology, Chemistry, or Physics, with laboratory work .....	2-3 Units
Electives from other academic areas of study .....	1-2 Units

Students can receive credit or advanced placement for college-level work completed prior to entering the College. See **Pre-Entry Credit/Placement Policies** under **Academic Procedures and Regulations**.

**Home School**

The College welcomes applications from students who are home schooled. Each candidate receives careful individual attention, and each application for admission is evaluated when all necessary materials are received.

1. *Application for Admission*.
2. *Official Transcript*. There are two ways a student may submit a transcript:
  - (a) submission an official transcript from a home school association or
  - (b) submission of the Randolph College official *Home School Transcript Form* (available

on the College's website) with the curriculum approved through the local school board\*.

3. At least one *Letter of Recommendation*.
4. Steps 4 and 5 under **Application Requirements and Procedures**.

\* If necessary, the Admissions Office may ask for additional test scores or other documentation, such as a General Education Diploma and/or portfolio, to supplement the regular application requirements.

**ADMISSION OF TRANSFER STUDENTS**

An applicant who receives any college credit after receiving a high school degree or GED is considered a transfer student. Requirements for transfer students are listed below:

1. *Application for Admission*.
2. *Essay or College-specified option (optional)*.
3. *Official college transcripts* from every college and university attended and a statement indicating the name of your high school and your high school graduation date. Students *may* submit their high school transcript if they feel it will strengthen their application.
4. *High school transcript* required when less than 30 transferrable college credits.
5. *One letter of recommendation* from a college official (a faculty member from whom the student has taken a course or an Academic Dean or faculty advisor) (optional).
6. *SAT and/or ACT test scores* are required when less than 30 transferrable college credits.
7. Transfer applicants must be in good standing with the last institution attended.

The Registrar of Randolph College will evaluate all previous college work for which transfer credit is requested in consultation with appropriate faculty. See **Transfer of Credit Policy**. To be eligible for a degree from the College, transfer students must take at least 56 semester hours of their work at the College and must earn a cumulative grade point average of 2.0 (rounded) in all work for which a letter grade is recorded at Randolph College.

**INTERNATIONAL STUDENTS**

The College encourages applications from international students and offers scholarships for qualified applicants. International students use the same admissions application forms as candidates from the United States; however, they must submit scores from either (a) the Test of English as a Foreign Language (TOEFL) with a minimum of 79 internet-based, (b) International English Language Testing System (IELTS) with a minimum of 6.5, or (c) test results from either the SAT or the ACT.

## GRADUATE DEGREE PROGRAM

The Master of Arts in Teaching (M.A.T.) will prepare qualified curriculum and instruction and special education teachers to be leaders in education. Undergraduate students may complete initial teacher licensure in preK-6 or secondary education and a master's degree after a 5th year of study in a summer-fall-winter-spring cycle. This program provides students with endorsements in secondary subject areas, elementary education, or special education.

For more information on the Master of Arts in Teaching (M.A.T.), see **Education**.

### M.A.T. Candidates

Candidates for the Master of Arts in Teaching should submit the following to the Admissions Office:

1. *Graduate Application for Admission*.
2. *Personal statement* focusing on the rationale for entering the program.
3. *Official transcripts* from all undergraduate institutions attended.
4. A minimum GPA of 3.0 (rounded) on a 4.00 grading system in major or field of interest.
5. *Results of professional teachers' examinations* prescribed by the Virginia Department of Education.
6. *Two Letters of Recommendation*.
7. *Scheduled interview* with the Director of the Educator Preparation Program.

Students who hold a bachelor's degree from another institution may participate in the M.A.T. Program. Contact the Education Department for details and an evaluation of undergraduate transcripts for licensure. Additional coursework may be required for general licensure outside of the endorsement areas in curriculum and instruction or special education.

## NON-DEGREE PROGRAMS

### CERTIFICATE OF MAJOR PROGRAM

The Certificate of Major Program enables a student to earn, in effect, a second major in order to develop background needed for a career change, prepare for graduate school in a new field, or pursue a new interest in depth through fulfillment of the requirements of the major field. Applicants must have completed a bachelor's degree. The College awards a Certificate of Major upon completion of a minimum of 30 semester hours at the College and upon fulfilling of all the requirements of the major program. An applicant to the Certificate of Major Program must submit the following:

1. *Application for Admission*.
2. At least one *Letter of Recommendation*.
3. *Official college/university transcripts* from every college or university attended.
4. *Interview with an admissions counselor* (Alternative arrangements can be made for applicants who live some distance from campus).
5. *A statement* of personal and academic goals.

## COMMUNITY STUDENTS AND AUDITORS

A person who wishes to take courses at the College but is not planning to work toward a degree may apply to be a community student if he or she has interest in a particular course. Contact the Registrar's Office or look under *Registration Information* on the Registrar's website to obtain a *Special Student Application* and registration information. In addition, auditors must complete an *Audit Form* and obtain the permission of the instructor to audit a course.

## DUAL ENROLLMENT PROGRAM FOR HIGH SCHOOL STUDENTS

A secondary school student from the Lynchburg area who has an accelerated secondary school program may also enroll in specific courses at the College under the Dual Enrollment Program. Dual enrollment means that the student's courses count toward the high school degree program and may be transferred to a college program. Prospective students should contact the Registrar's Office or look under *Registration Information* on the Registrar's website for a *Special Student Application* that must be accompanied by a high school transcript and a recommendation from the high school principal.

## HIGH SCHOOL STUDENT NOT DUALY ENROLLED

A secondary school student from the Lynchburg area who wishes to enroll in a class that does not need to be part of the student's high school program may apply as a special student. Prospective students should contact the Registrar's Office or look under *Registration Information* on the Registrar's website for a *Special Student Application*. A copy of the student's high school transcript is required.

## TEACHER LICENSURE ONLY

Students, who have already completed a bachelor's degree and are seeking a Virginia Teaching License, can apply to the Teacher Licensure Program. An individual interested in licensure should contact the Director of the Educator Preparation Program before beginning an application. Also, students can complete prerequisite coursework for a graduate program. An applicant to Teacher Licensure must submit the following:

1. *Application for Admission*.
2. One *Letter of Recommendation*.
3. *Official college/university transcripts*.
4. *A statement* of personal and academic goals.
5. A minimum GPA of 2.5 on a 4.00 grading system in major field of interest.
6. *An interview with a faculty member in the Education Department* to review requirements for Teacher Licensure and entrance criteria for the Teacher Licensure Program, as described under **Education** in **Academic Programs and Courses of Instruction**.

## Tuition, Fees, and Expenses

Fees are payable at the Business Office on the dates indicated below. The catalog statement is considered sufficient notice of the time and terms of payment. As a reminder, however, statements are posted electronically for the convenience of families and students before each payment is due.

Annual tuition payment plans are available for parents who wish to spread payments over the respective academic year. The plan includes insurance protection against death or disability of the parent. Information about these plans is mailed directly to parents or students upon request to the Admissions Office or the Student Financial Services Office. If fees cannot be paid as stipulated in the schedule, or by loans or other sources, one of these plans should be seriously considered, since all fees are due and payable as stated.

A completed and returned Educational Benefit Account Agreement and College's Initial Disclosure (EBAA) is required of all students and their parent(s) or guardian(s) prior to matriculation. This form will remain on file in the Business Office for the duration of the student's enrollment. By completing this form, the student and parent(s) or guardian(s) agree to pay all financial obligations that are due to the College. This form grants permission to the College to discuss financial matters regarding tuition accounts with all parties to the EBAA.

### TUITION AND FEES FOR THE ACADEMIC YEAR 2017-18

For Full Academic Year	Resident	Non-Resident
Tuition	\$37,540	\$37,540
Residence (Room and Board)	<u>\$13,070</u>	
Annual Charge	\$50,610	\$37,540

*Payment Schedule:*

Enrollment Deposit	\$300	\$300
<b>(required only of NEW students and due May 1)</b>		
Fall semester payment due	.....	August 1
Spring semester payment due	.....	January 1

**For Students Entering at Mid-Year**

Tuition	\$18,770	\$18,770
Residence (Room and Board)	<u>\$6,535</u>	
Second Semester Charge	\$25,305	\$18,770

**Late Fee Policy on Past Due Accounts**

Payments not received by the due date are subject to a monthly late fee of 2% of the past due balance. Such fees are subject to change at the discretion of the Board of Trustees.

**Other General Policies**

The enrollment deposit is applied as payment toward the new student's account for the upcoming academic year and is refundable if a student submits a written request for a refund by May 1. The request should be submitted to the Admissions Office. For new students entering mid-year, the enrollment deposit is due December 1, and written requests for a refund to the Admission Office must be submitted by January 1.

Student financial aid awards are credited to accounts with 50% of the award credited to the fall semester payment and 50% to the spring semester payment.

Residence in a College residence hall is required of all undergraduate students except those who are classified as Day Students (those who reside with their parents or spouse within a 50-mile radius of the campus) or nontraditional students (age 24 and over). Students residing in the College residence halls must maintain a full-time course load as a condition of residency. Resident students may not rent or lease in part or whole any off-campus dwelling during the period of their enrollment without specific permission from the Vice President for Student Affairs/Dean of Students. Students who violate this policy may be subject to an administrative hearing to determine the appropriate sanction. Only students who are properly enrolled and have paid room and board fees may occupy residence hall rooms on campus.

### OTHER FEES FOR THE ACADEMIC YEAR 2017-18

**Orientation Fee**

All first-time, first-year, and transfer students will be assessed an Orientation Fee of \$150 in their fall tuition bill that covers the costs of materials, and programming for parents and the student, and student meals during Orientation Week.

**Student Activities Fee for Undergraduate Students (annual)**

Student Activities Fee ..... \$210

**Technology Fee (annual)**

Fee charged to all students to cover cable TV (basic service), computer labs, and network connectivity. If you would like to have a land line in your room, Telephone Services will lease a VOIP phone to you for \$150 per year and it will be charged to your tuition account. If you return the phone to Telephone Services in working order at the end of the year, \$100 of that deposit will be credited back to that same account.

Non-Residential Students ..... \$115  
Residential Students ..... \$350

**Graduation Fee**

All graduates (both bachelor's and master's) are charged a graduation fee of \$150 in the term in which they are scheduled to graduate. The fee is used to partially offset costs associated with Commencement, including the graduation robe, cap, and tassel, printing of diplomas and programs, speaker travel and accommodations, etc.

**Course Overload Fee**

Students taking in excess of 18 credit hours will be billed \$450 per additional credit hour.

**Graduate Student Fees**

Graduate students will be charged \$350 per credit hour for credit courses and \$175 per credit hour for auditing a course. Room and board is charged if the student resides on campus.

**Health Insurance Fee**

The College requires all full-time students to be covered under a health insurance plan. If you already have health insurance, review your existing policy to determine whether the coverage will be available in Lynchburg. If a student does not have health insurance coverage, the College offers an optional Health Insurance Plan for a yearly fee. The College automatically enrolls all students in the College Health Insurance Plan and the charge is placed on the student's account for the July 1 billing. Students covered under another health insurance plan are required to waive the optional College plan. If a student does not waive the optional College plan, the fee will remain as a charge on the student account. If the plan is waived, the fee is removed. The deadline to waive the insurance plan is August 15.

**Student Accident Insurance**

All full-time Randolph College students are covered by an Individual Student Accident Policy. This policy assures that if a student is injured during the academic year, there is up to a \$5,000 accidental medical benefit in place. The mandatory plan is a nominal charge of \$55 per semester charged to the student's tuition account. Since unforeseen illnesses and accidents do happen, Randolph College is working to facilitate a student's academic success by not having to worry about unforeseen medical bills due to lack of coverage.

**Art Fees**

Students enrolled in art classes may be charged an art fee in their tuition bill that covers the cost of materials during the semester ranging from \$50 to \$150 per course. Students will need to consult the professor for the fees associated with their particular course.

**Music Performance Fees**

One-half hour lesson (1 credit) .....(per semester) \$325  
 One hour lesson (2 credits) .....(per semester) \$600

The music performance lesson fee is waived for music majors or minors. If the student drops the music major or minor, music performance lesson fees will be charged retroactively for the semester.

**Parking Registration Fees**

First-year Student.....\$250  
 Sophomore .....\$200  
 Junior .....\$150  
 Senior/Graduate.....\$100  
 Commuter (Day) .....\$100  
 Continuing students are grandfathered in at their 2012-13 academic year rate of \$100. Parking registration fees are nonrefundable once the academic years starts.  
*Parking penalties are in addition to the normal registration fee.*  
 Parking Tickets.....(per ticket) \$40

**Part-Time Student Fees**

**Part-time, Degree, Nonresident** .....(per credit hour) \$1,565  
 Applicable to fifth year undergraduate students and nontraditional students (age 24 and over).

**Riding Fees**

There are three riding packages available based on the level of interest, skill, and experience of the student. All three riding packages carry physical education credit. The options, which range in cost from \$800 to \$2,400 per semester, should be discussed with the Director of Riding to determine which is the most appropriate. The Business Office will assess the appropriate riding charges on the student's account upon notification by the Director of Riding. For further details, call the Riding Center at 434-384-3231.

**Board (privately owned horses):**

First semester (4 months Sept.–Dec.) ..... \$3,250  
 Second semester (4 months Jan.–Apr.) ..... \$3,250

**Special Student Fees**

**Auditors** ..... (per credit hour) \$175

With prior permission of the instructor, a special, part-time, non-degree, non-resident student may audit courses, with the exception of courses in art studio, music performance lessons, physical education activity courses, riding, and science courses with required laboratory.

**Certificate of Major**..... (per credit hour) \$782.50

For program description, see **Certificate of Major** under **Admission**.

**Dual Enrollment of High School Students** ..... (per credit hour) \$150

This fee applies to all high school students who enroll for one or more courses which will transfer back to their high school and count towards graduation.

**Special, Part-time, Non-Degree, Nonresident** ..... (per credit hour) \$350

A student will be allowed to take up to 6 hours per semester for this special fee. In addition, only 15 hours at this fee may be used towards a degree at Randolph College. If the student takes more than 15 hours at this fee, the difference in fees (in effect at the time the course was taken) would have to be paid or the extra hours not used towards the degree. A student may transfer these credits to another institution at any time at no additional charge beyond the normal transcript fee in effect at the time the transcript is sent.

**Student Teaching (Undergraduate)**..... (12 student teaching hours) \$4,200

For Teacher Licensure Only students or for students who require a ninth semester solely for the purpose of completing intern teaching.

**Teacher Licensure Only** ..... (per credit hour) \$782.50

For program description, see **Teacher Licensure Only** under **Admission**.

**Study Abroad Fees**

Affiliated programs.....(per semester) \$1,500  
 (per academic year) \$2,500

Non-affiliated programs.....(per semester) \$250

**Summer 2017 Fees**

Independent Study ..... (per credit hour) \$150

Experiential Learning ..... (per credit hour) \$150

Online Course..... (per credit hour) \$450

Online courses can be dropped before the first day of class with a 100% refund.

If dropped during the first week, the student will be reimbursed 90% of payment.

If dropped sometime in the second week, the student will be reimbursed 50% of payment. Beyond the second week, there is no reimbursement.

**Transcript Fees**

Per Transcript .....	\$5
Rush Service .....	additional \$10 per order
Overnight Delivery .....	additional \$45 per destination

(subject to revision with changes in fees charged by overnight carriers)

**GENERAL FEE POLICIES**

**No student may be enrolled in or attend classes until all fees due at the time have been paid, nor will an official transcript be issued on behalf of a student having unpaid bills. Failure to keep accounts current may jeopardize participation in room draw and registration for the next semester. No senior who has an unpaid balance as of April 30 prior to commencement will receive a diploma. The College will, at its option, send a delinquent account to a collection agency and will add to the balance any costs of collection incurred.**

**Checks returned to the College for any reason will be added to the student’s account balance. In addition, the current returned check fee will be added to the account. These transactions will be reflected on the next statement sent and will be due upon receipt of that statement. Once the check is returned, the Business Office will not accept checks as payment of tuition and fees, even if the student wishes to use someone else’s check.**

**Online Textbook Purchases**

Each enrolled student is eligible to charge up to \$500 for textbooks through our virtual online bookstore to their tuition account in the first two weeks of each semester. Charges will be applied during the third week of classes and will be due within the next billing cycle.

**Off-Campus Study Programs – Domestic and Study Abroad**

Students participating in one of the off-campus study opportunities discussed in **Academic Opportunities** should consult that section for the tuition and room and board requirements of the individual programs.

**Part-time Student Policy**

All part-time students must pay for their classes at the time of registration, prior to class attendance. Part-time students who increase their hours during the add/drop period will be billed for the additional hours at the end of the add/drop period with fees payable upon receipt of the bill. Any reduction of hours will be credited per the College refund policy.

**Residence Damage Policy**

Charges for damages to residence hall rooms and common-use areas within the halls are applied to students’ accounts upon notification by the Residence Life Office. Damages to individual residence hall rooms and their furnishings will be charged to the room occupants unless the identity of others responsible for the damage is known and the charges are paid in full by these individuals. Charges for damages to common-use areas and furnishings therein will be assessed equally to all residents of the residence hall unless the identity of individuals responsible for the

common-use area damage are known and those individuals pay for the damages in full.

**Student Medical Costs**

The services of the College nurse practitioner, nurses, and counselors, and the use of the Health and Counseling Center are provided to residential students without additional cost. Non-residential, full-time students are charged a mandatory, non-refundable fee of \$50 per semester for Health Center and Counseling Center services. Patients are expected to pay for medications, laboratory work and, if additional medical attention is desired, for such fees as those of the hospitals, urgent care centers, surgeons, special nurses, and/or consulting physicians.

**ADJUSTMENTS WHEN A STUDENT WITHDRAWS**

**Tuition, Room and Board Adjustments**

Students who withdraw before a semester begins or on the first day of classes will be given a full refund of all charges less the enrollment deposit. If the withdrawal is prior to May 1, the enrollment deposit will also be refunded. The withdrawal date is established by the date of receipt by the Associate Dean of the College of written notice of intent to withdraw. For purposes of calculating refunds, a school week is defined as beginning on Monday and ending on the following Sunday. All refund calculations take into account any charges that are unpaid at the time of withdrawal. The student activities fee, the technology fee, and any other miscellaneous fees are not included in the refund policy calculations. There is a \$100 processing fee charged for all students who withdraw during the first eight weeks of a semester. Refunds for students withdrawing from programs with outside institutions will be calculated based on the other institutions’ guidelines. Refund requests must be made in writing to the College’s Business Office.

If withdrawal occurs, tuition, room and board are refunded based on the school week of the semester within which the student withdraws. The schedule of reductions for tuition and room and board follows. There will be no exceptions to this policy.

<i>Within the first or second week .....</i>	<i>90% reduction of tuition, room, and board</i>
<i>Within the third or fourth week .....</i>	<i>50% reduction of tuition, room, and board</i>
<i>Within the fifth to eighth week .....</i>	<i>25% reduction of tuition, room, and board</i>
<i>After the eighth week of the semester .....</i>	<i>no reduction of fees</i>

**Financial Aid Adjustments**

Grants and scholarships that are awarded from institutional funds will be reduced in accordance with the above procedure for adjustment of charges. The policy for federal financial aid funds is given below. Other financial aid funds (outside scholarships, state funds, etc.) will be refunded in accordance with the rules/regulations governing each specific program. For further information, including examples of return of Title IV financial aid, contact the Student Financial Services Office.

### Title IV Funds (Federal Financial Aid) Adjustments

The College follows the following mandatory policy when calculating the return of Title IV financial aid funds. During the first 60% of an enrollment period, federal financial aid is earned in direct proportion to the length of time that the student is enrolled. A student who remains enrolled beyond the 60% point earns all aid for the period. The percentage of the period that the student is enrolled is derived by dividing the number of days the student attended by the number of days in the enrollment period. Calendar days are used, but breaks of at least five days are excluded.

Federal aid that has been earned by the student and which could have been disbursed, but has not yet been received/dispensed by the school must be disbursed to the student's account after withdrawal. After calculating the amount of funds to return, the College must return unearned aid for which the school is responsible. Funds are repaid in the following order:

- |                                       |                            |
|---------------------------------------|----------------------------|
| 1. Federal Unsubsidized Stafford Loan | 5. Federal Pell Grant      |
| 2. Federal Subsidized Stafford Loan   | 6. Federal SEOG Grant      |
| 3. Federal Perkins Loan               | 7. Other Title IV Programs |
| 4. Federal PLUS Loan                  |                            |

The student (or parent for a PLUS loan) must return unearned aid for which the student/parent is responsible. If the student is unable to repay the portion of unearned aid a payment plan must be arranged with Randolph College or the U.S. Department of Education. Students who have not repaid or entered into a signed repayment agreement within forty-five days of notification may lose eligibility for Title IV funds and will not be eligible to receive an academic transcript from Randolph College.

## Scholarships and Financial Aid

Randolph College recognizes the challenges families face when choosing the appropriate college or university for their students and makes every effort to support each family to the fullest extent. Access to a quality liberal arts education is paramount to our mission. Each year, the College awards scholarships, federal need-based grants, campus employment, and low interest student loans. All students are encouraged to apply for financial aid, because it establishes eligibility for Federal grants and low interest student and parent loans. The Student Financial Services Office provides applicants with information regarding payment and loan alternatives.

### HOW TO APPLY FOR SCHOLARSHIPS AND AID

#### Applying for Randolph Scholarships and Merit Awards

The student's application for admission serves as an application for all scholarships and merit awards. Although the application deadline is March 1, first-year students are encouraged to apply for admission early in order to be given full consideration for all scholarships.

#### Academic Scholarships Based on Application for Admission for First-year and Transfer Students

Academic scholarships are awarded based on a wide range and combination of criteria, such as academic achievement, leadership experience, community involvement, and special talents. When a student is the recipient of an honor scholarship or merit award and it is determined that there is financial need, the honor scholarship or merit award is incorporated as a part of the comprehensive financial aid award. A student may be granted a maximum of one year on approved leave of absence and still retain the award upon returning with confirmation that the renewal criteria as noted in the original award letter were met. These scholarships are awarded to first-year students for full-time attendance provided the student remains in good standing. Scholarships are awarded to transfer students for a duration determined by the number of credit hours transferred into the College.

#### Applying for Need-Based Aid and Determination of Need

More than 60% of students qualify for need-based aid. To apply, students complete the *Free Application for Federal Student Aid (FAFSA)*. This application should be completed and submitted to Federal Student Aid after October 1, but before March 1 for incoming students and by April 1 for continuing students. Include the College's federal code number (003734). Students may apply online at [www.fafsa.gov](http://www.fafsa.gov). When applying online, both the parent and student must create a Federal Student Aid Identification (FSA ID) at [www.fsaaid.ed.gov](http://www.fsaaid.ed.gov). Families with special expenses/circumstances should provide written documentation directly to the Student Financial Services Office.

Eligibility for need-based assistance is determined as a result of the student filing the *FAFSA*. Students are awarded need-based grants, student loans, and campus employment based upon the results of this report. Financial aid is distributed in accordance with federal, state, and institutional guidelines. Applicants who have been accepted for admission will be notified of their financial aid status following the receipt of all necessary materials.

### Student Rights and Responsibilities

Students have the responsibility to submit accurately completed applications before the deadlines applicable to each program. Students are expected to read and understand their financial aid award or, in the case of a loan or student employment, to understand fully their obligations before signing a promissory note or work agreement. All students receiving financial assistance from the College are granted the right of appeal to the Financial Aid Committee for reconsideration. Requests for review must be submitted to the Financial Aid Director. Students with questions about consumer information/disclosure requirements should contact the Financial Aid Director.

## SOURCES OF AID

### NEED-BASED GRANTS

The *Free Application for Federal Student Aid (FAFSA)* serves as the application for most grant assistance programs; exceptions are noted below.

**Federal Pell Grants.** Need-based federal government non-repayable grants up to \$5,920 (est.) per year available to qualifying students. Eligibility is based upon a federal formula determination of a family's ability to pay for college.

**Federal Supplementary Educational Opportunity Grants (SEOG).** Need-based non-repayable grants up to \$1,000 per year available to qualifying students with exceptional financial need.

**Virginia Tuition Assistance Grants (VTAG).** Non-repayable grants up to \$3,200 (estimated maximum) available to Virginia residents who attend the College as full-time degree candidates. The VTAG was established to help reduce the difference between the tuition at private and state-supported educational institutions in the Commonwealth. **A student does not have to be eligible for need-based aid to receive a VTAG.** Applications are available online or can be requested by contacting the Student Financial Services Office. It is not necessary to reapply for this grant every year. The amount of this grant is subject to change based on state appropriations.

**Other State Assistance.** Several states offer state grant programs that can be used for attendance at an out-of-state college. Applications should be completed in accordance with state deadlines.

### CAMPUS EMPLOYMENT

Need-based financial aid recipients may be offered campus job opportunities. Off-campus community service jobs are also available. Funding is provided through the College and the Federal College Work-Study Program. Limited openings are available to students who have not demonstrated financial need. A typical campus job assignment involves 2-10 hours per week.

### PARENT AND STUDENT DIRECT LOANS

Most student and parent loans are made directly with the U.S. Department of Education and are referred to as Direct Loans. Direct Loans are low-interest loans for students and parents to help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education, though most of the contact will be with a loan servicer. With Direct Loans, families borrow directly from the

federal government and have a single contact for everything related to repayment, even if they receive Direct Loans at different schools. Students have online access to their Direct Loans account information through the loan servicer's website, they can choose from several repayment plans, and students can switch repayment plans if their needs change.

As with all federal student aid, students qualify for Direct Loans by filling out the *Free Application for Federal Student Aid (FAFSA)*. The information on the *FAFSA* is transmitted to the schools that are listed on the application, and those schools use the information to assess financial need for student aid. Direct Loans are generally awarded as part of a larger award package which may contain other types of aid as well, to help families meet the costs of going to college. For more information, go to [www.studentloans.gov](http://www.studentloans.gov) or contact the Student Financial Services Office.

The Direct Loans Program offers the following types of loans:

**Subsidized:** for students with demonstrated financial need, as determined by federal regulations. No interest is charged while a student is in school at least half-time, during the grace period, and during deferment periods.

**Unsubsidized:** not based on financial need, interest is charged during all periods, even during the time a student is in school and during grace and deferment periods.

**PLUS:** unsubsidized loans for the parents of dependent students and for graduate/professional students. PLUS loans help pay for education expenses up to the cost of attendance minus all other financial assistance. Interest is charged during all periods.

### OTHER STUDENT AND PARENT LOANS

**Plitt Loan Program (PLITT).** This student/parent loan program, funded by the Clarence Manger and Audrey Cordero Plitt Trust and the College, helps middle-income parents pay for college in regular installments over an extended period of time. Qualifying applicants may apply for a maximum of \$10,000 per year. Funds are limited and eligibility determination includes credit review as well as an analysis of the applicant's debt/income ratio.

**Private (or Alternative) Loans.** Private loans represent another option for paying the cost of a student's education after high school. Lenders are banks or other lending institutions that have agreed to offer loans for defraying higher education expenses. Students will likely need a cosigner in order to obtain an alternative loan. Interest rates can be fixed or variable, and repayment terms can vary as well. Borrowers are encouraged to exhaust their eligibility for federal Direct Loans before considering alternative loans as a financing option.

### FINANCIAL AID FOR INTERNATIONAL STUDENTS

The College offers merit-based aid to eligible international students who have been admitted to the College. Award amounts are based on grades in secondary school and test scores. International students should note that Randolph College financial aid packages are available for use solely on the Lynchburg campus and at the University of Reading, England (The World in Britain Program), and will not otherwise transfer to Randolph College study abroad programs or any other overseas study. All admitted international students are required to show adequate financial resources for attending Randolph College.

**FINANCIAL AID FOR STUDENTS STUDYING ABROAD**

If the College agrees to accept credit for a study abroad program toward the Randolph College degree, it will process federal Title IV financial aid on behalf of the student or sign a government-approved consortium agreement allowing the other approved college or university to process such assistance. Most honor scholarships are applicable when the student is in attendance at certain colleges or universities with which the College has a formal affiliation or exchange program.

International students should note that Randolph College financial aid packages are available for use solely on the Lynchburg campus and at the University of Reading, England (The World in Britain Program), and will not otherwise transfer to Randolph College study abroad programs or any other overseas study experience.

**ACADEMIC REQUIREMENTS FOR FINANCIAL ELIGIBILITY**

Federal regulations require that students make satisfactory academic progress according to institutional policy in order to receive federal Title IV funds. Randolph College also requires that students meet these standards in order to maintain eligibility for institutional funds. Financial Aid conducts a review of student progress every June.

**Quantitative Standard:** First-time, first-year students are expected to complete graduation requirements within a standard four-year time frame. The maximum time frame for satisfactory progress is 150% of the published program length of eight semesters. An entering first-time, first-year student is eligible to receive a maximum of eight semesters of institutional funding and a maximum of 12 semesters of federal funding. Transfer students are eligible to receive aid based on the number of hours accepted as transfer credit. Time frames for part-time students are adjusted proportionately according to whether the student is enrolled at least three-quarters time, half-time, or less than half-time. Non-degree candidates for Teacher Licensure must submit a proposed academic progress plan to be reviewed by the Financial Aid Committee for determination of the maximum number of semesters of eligibility for federal student loans.

In order to make satisfactory academic progress for financial aid review, a student must meet the following minimum criteria: after the first-year of study, 24 hours completed; after the second year of study, 56 hours completed; after the third year of study, 88 hours completed; and upon graduation, 124 hours completed.

Students who do not meet these standards during the annual progress review in June are placed on financial aid probation. During this probationary period, the student is eligible to receive financial aid. Students must progress to the appropriate level of hours completed before the next financial aid progress review, or financial aid will not be renewed for the upcoming academic year. Incomplete courses, withdrawals, and noncredit remedial courses are not counted as hours completed toward satisfactory academic progress. All periods of attendance, including summer sessions and semesters during which a student does not receive financial aid, are counted toward the maximum time frame and the qualitative component. Time frames are not adjusted based upon a change in major or degree.

**Qualitative Standard:** Students must maintain a minimum cumulative GPA in order to meet satisfactory academic progress standards for financial aid. As a part of the annual June financial aid progress review, students who are on academic probation will be placed on financial aid probation. During this probationary period, the student is eligible to receive financial aid. The student must attain the appropriate minimum cumulative GPA before the next annual progress review, or

the student will be ineligible to receive financial aid for the upcoming academic year. For the definition of good standing, see **Academic Procedures and Regulations**.

**Loss of Eligibility and Appeal Procedures:** Student eligibility is reviewed each June and students are notified of probationary or non-renewal status by July 1. To appeal this decision, the student must submit a typed letter of appeal by July 16. Students will be notified of the result of the appeal by August 1.

## Student Life

At the College there is a close relationship between the academic program and cocurricular activities among the students, faculty, and administrative staff. Traditions are a very important part of student life. Alternate classes united together so that the Odds (odd-year classes) and the Evens (even-year classes) enjoy many special events and share a spirit of rivalry with each other in fun. As students move through four years here, they participate in the important roles played by each class in serenades, the Daisy Chain, Ring Night, and Pumpkin Parade.

Randolph College is a small residential college, which accounts in part for the exceptional quality of student life. There are six residence halls, each with a head resident, and a staff of resident assistants. The Dean of Students Office, head residents, and resident assistants serve as valuable sources of information and support for students.

### RESIDENCE LIFE

Living on campus is required of all undergraduate students except those who are classified as Commuter Students (those who reside with their parents or spouse within a 50-mile radius of the campus) or nontraditional students (age 24 and over). Students who are transferring to Randolph from another higher education institution located within 50 miles of the Randolph campus, and who at the time of matriculation are renting in the local community, may request a one-time-only exception to the residency requirement. Such requests must be made at the time of initial matriculation and will not be granted at a later date. Students residing in the residence halls must maintain a full course load as a condition of residency. Resident students may not rent or lease in part or whole any off-campus dwelling during the period of their enrollment without specific permission from the Vice President for Student Affairs/Dean of Students. Only students who are properly enrolled and have paid room and board fees may occupy residence hall rooms on campus.

The charge for room and board provides a furnished room and board exclusive of the recess periods at Fall Break, Thanksgiving, Mid-Year Break, and Spring Break. College residence halls and the dining hall are closed during the break between semesters. While students may apply to stay on campus during Fall, Thanksgiving, and Spring Breaks, the dining hall is closed. Students may be required to transfer their possessions from their room at the end of the fall term. Students leaving possessions at the College during recess periods do so at their own risk; the College does not provide storage for student possessions over the summer. Students will complete a residence hall Room Condition Form (RCF) upon check-in each year, and rooms will be inspected each semester. Students will be charged for damage to individual rooms and their college furnishings unless the identity of others responsible for the damage is known and the charges are paid in full by these individuals.

Transferring college owned furniture from common areas to student rooms is not permitted. Common areas are regularly inspected, and residents will be charged for furniture found missing. Damage to residence hall public areas and furnishings will be charged to the student(s) responsible. If the responsible party cannot be identified, damage costs will be billed to the smallest identifiable group (suite, floor, hall). Those individuals responsible for damage will be properly assessed. **Although every effort is made to protect the property of students, the College is not responsible for loss or damage to the personal property of a student by fire, theft, or otherwise.**

### STUDENT ACTIVITIES

Student activities promote opportunities for leadership development, the pursuit of common interests, service to the community, and exploration of today's world. Through these activities a student learns to work with others and usually develops greater insight and confidence. These experiences, enhanced by leadership development programs, contribute substantially to the quality of life on campus and to the development of personal and professional skills that a graduate takes into the future. Membership in most organizations is open to any student who applies. For other groups the necessary qualifications or the basis of election are described in the *Student Handbook*.

#### ATHLETICS

Intercollegiate teams are active in the following sports for women: basketball, cross country, lacrosse, soccer, softball, swimming, tennis, track and field, and volleyball and for men: basketball, cross country, lacrosse, soccer, swimming, tennis, and track and field. The equestrian team is coed. All intercollegiate sports are conducted in accordance with the guidelines of the Old Dominion Athletic Conference, the National Collegiate Athletic Association, and the Intercollegiate Horse Show Association.

#### EQUESTRIAN PROGRAM

Participation and fun for riders of all levels of experience are emphasized in the riding program. All students have a minimum of two lessons per week in hunt seat equitation and those that choose to compete in hunter and jumper disciplines, may do so at in-house, local, USEF, and IHSA recognized shows. Additional fees are required at all levels of instruction and/or competitions.

#### LANGUAGE GROUPS

Lunch groups and language organizations, such as the French and Spanish Clubs, are maintained by students and faculty interested in foreign languages.

#### PHYSICAL FITNESS

The Student Center fitness areas and the Randolph Athletic and Dance Center weight room, gymnasium, pool, and aerobics room are open to students for general fitness activities. Outdoor venues include the track, turf field, grass field; tennis courts and disk golf are also available. A variety of intramural and recreational activities are also available and scheduled throughout the year.

#### SOCIAL AND RECREATIONAL ACTIVITIES

Bands, concerts, and coffee houses featuring student talent and professional musicians are held regularly. The film series includes showings of current releases as well as the classics. The Macon Activities Council plans these along with campus-wide and traditional events such as Fall Formal, Geek Week, and Summer-Sendoff. Group trips to Washington, D.C., Williamsburg, and nearby historical sites, such as Appomattox and Monticello, are organized throughout the year. On occasion, trips and other events are planned in conjunction with neighboring colleges.

## STUDENT MEDIA

*The Sundial*, the campus newspaper, involves the writing, administrative, and photography efforts of a surprisingly large number of students. The literary magazine, *Hail, Muse! Etc.*, publishes student works in poetry, prose, and the visual arts. The campus radio station, WWRM, broadcasts on campus and also webcasts at [www.wwrn.org](http://www.wwrn.org).

## THE PERFORMING ARTS

Randolph College offers students interested in various aspects of the performing arts a rich array of opportunities and experiences that foster a spirit of community and artistic collegiality.

The Theatre Department produces three main stage productions each year, where students work along side Theatre faculty and visiting guest artists. Student productions, workshops, and classroom projects round out the season. Theatre productions provide opportunities for students in performance, design, management, and technology, both as an extra-curricular activity and for academic credit. Theatre majors often join the artistic team on a main stage production for their senior capstone project. Recent productions include *Spring Awakening*, *Uncle Vanya*, *Avenue Q*, *A Midsummer Night's Dream*, and *Reasons To Be Pretty*.

Throughout the year the Dance Department brings in visiting artists who teach, choreograph, and stage works for the Annual Spring Dance Concert. Whether creating original works or re-staging others, the choreography highlights a broad variety of styles. In recent years, the Department has performed Paul Taylor's *Esplanade*, Isadora Duncan's *Dance of the Furies*, and Takehiro Ueyama's *Footsteps in the Snow*. These performances also include works choreographed by senior dance majors who create and stage their choreography. These works serve as their senior capstone project. Student-organized and directed, the Fall Dance Concert, features exclusively student choreography.

The Chorale, Touch of Harmony, and Chamber Orchestra are directed by faculty of the Music Department. Participation in these groups carries academic credit. Chorale prepares four programs per year including Christmas Vespers and the Spring Concert. Performance tours and composer commissions are a regular component of Chorale's activities. Touch of Harmony presents several programs in the community, on campus, and tours with Chorale. Repertoire has included vocal jazz, a cappella, popular and music theatre selections, gospel, and madrigals. Chamber Orchestra is quickly gaining a reputation in the Lynchburg area for fine and enjoyable performances of quality repertoire. The ensemble provides a rare and valuable opportunity for students to perform masterworks side by side with area professional musicians.

The Heritage Ensemble presents The Flavor Show each year, an evening of music, dance, and theatre. Other on-campus opportunities include student productions, an "improv" group, and open mic nights. The rich variety of these productions allows students to explore and invest in their creative and artistic interests whether their preference is onstage or backstage.

## VOLUNTEERISM

The Office of Leadership and Engagement offers a wide variety of opportunities for students to get involved in service on campus and in the Lynchburg community. Many students report that their lives have been changed for the better through service experiences at Randolph College. Students can help non-profit agencies as an individual and with groups of students. Students can also take part in some more

comprehensive community service based opportunities like our Alternative Fall Break and Spring Break trips. An Alternative Break Trip is defined as an experience where a group of college students (usually 10-12 per trip) engage in volunteer service for an extended period of time (3-10 days).

There are many clubs and organizations on campus that include volunteer work in their mission but two organizations in particular focus primarily on service: Circle K and Relay for Life. Circle K is the college branch of Kiwanis, Intl. Circle K provides students a leadership opportunity not only to serve but to also plan service projects for the campus community. Relay for Life is a student club that educates the community about cancer during a walk-a-thon event. Lynchburg has a wealth of non-profit organizations for students to volunteer with that support the following themes: children, healthy lifestyles, the environment, hunger/homeless, elderly community members, education, etc.

## STUDENT LIFE POLICIES

### HONOR SYSTEM

The Honor System at the College demands that all students abide by the highest standards of honesty and integrity in their academic, social, and personal life. This charge has been fundamental to conduct and governance since the opening of the College in 1893. The effectiveness of the Honor System depends upon the concept of dual responsibility: individuals assume the responsibility for their own actions and those of other students. The resulting atmosphere of mutual trust and the opportunity for self-awareness and personal growth make the Honor System a precious inheritance and an essential part of student life.

### STUDENT GOVERNMENT

Student Government is the student administrative body that promotes the general welfare of each student by creating an atmosphere conducive to student development in the spirit of a true liberal arts education. Student Government is responsible for the continuance of student clubs and organizations. It consists of those students elected or appointed to positions in the executive, legislative, and judicial branches of the government. Officers of Student Government are elected annually in the spring.

## STUDENT LIFE SERVICES

### COUNSELING SERVICES

The Counseling Center is open weekdays and staffed by licensed mental health professionals. Services provided include individual and group counseling, emergency on-call support, and referral to off-campus community resources, including psychiatry. On-campus services are at no charge for all full-time students and are confidential. Books and tapes are available on loan.

### HEALTH SERVICES

Health services for full-time students are provided by the staff of the Health Center which is open from 9:00 a.m. to 4:00 p.m. Monday through Friday. The Center provides a wide range of services, including treatment for most minor illnesses and counseling and education for common health concerns. In addition, informative

programs and materials are offered. Books and other materials are available free or on loan. Most health services are available to resident students as part of their housing fee. Small fees are charged for some procedures and tests that are done through the Health Center. Any non-resident student may pay a yearly fee to participate in an optional health service benefit.

All students are required to submit a completed *Medical Record* prior to the beginning of classes. Students who do not have a complete *Medical Record* on file at the Health Center will not be permitted to register for classes. Proof of health insurance coverage is required of all students during their enrollment. Students who cannot provide proof of coverage will be enrolled in the health insurance policy endorsed by the College and will be billed for the cost of that coverage. Information about the College endorsed policy and the process for waiving enrollment due to other coverage will be provided to all students.

The College cannot monitor, or assume responsibility for, any student's required medication or treatment. If a student must take specific medication in order to control a chronic physical or mental condition or must obtain specific treatment, it is the student's responsibility to do so.

#### ORIENTATION

All new students attend an Orientation Program prior to matriculation during which they are introduced to college life. Summer advising and fall orientation activities include information sessions, placement examinations, and social and recreational events. Students have an opportunity to meet key staff of the College, of student organizations, and of the faculty. Orientation Programs are provided for nontraditional, international, and transfer students.

#### SPIRITUAL LIFE

The College supports all sincere expressions of religious faith and is committed to the study of religion as a vital part of a liberal arts education. Campus spiritual life is fully ecumenical and students are encouraged to participate in the activities of the synagogue and local congregations. Area campus ministers of several denominations are available to students. In addition to the College chaplain, student groups often gather for Bible studies, fellowship meetings, and prayer groups as well as service and mission opportunities. Through a variety of options, a student may participate in or initiate activities which engage, promote, and nurture the development of an intellectual and spiritual life.



*Margrit Leuczuk, Chrysalis III, 2012, acrylic on linen, 60 x 48 in. Gift of the American Academy of Arts and Letters, New York; Hassam, Speicher, Betts and Symons Funds, 2013. Collection of the Maier Museum of Art at Randolph College, founded as Randolph-Macon Woman's College.*

## *The Academic Program*

## Academic Program

The academic program is the heart of Randolph College. Designed to develop the student as a whole person, the academic program is the vehicle for acquiring a broad base of knowledge while simultaneously preparing for a meaningful career. The liberal arts curriculum fosters numerous intellectual virtues, including critical thinking, scientific inquiry, and artistic expression. Additionally, the curriculum reinforces at all levels the fundamental importance of effective writing and speaking.

### THE GENERAL EDUCATION PROGRAM

The core idea behind a liberal arts education is that students should develop certain skills and be introduced to certain ideas that are not directly related to their career goals. Randolph College wants to balance the depth of a student's knowledge in her or his major with the breadth that comes from a more general education. Students are required to complete these requirements, but in most areas a significant amount of choice is available.

#### I. Skills

- A. Every student should develop the ability to write English correctly and effectively, to use College library resources and research processes, and to follow appropriate conventions in academic writing. Unless granted an exemption by the Department of English on the basis of an English Composition Placement Test or earned college credit for the equivalent, each student must successfully complete the following course in the first year:

English 103: Writing in College

For non-native speakers only, the following sequence must be begun in the first semester: English 101,102: English Composition I and II

- B. Every student should develop adequate skills in mathematical concepts or quantitative reasoning. Each student must take at least one 3-credit mathematics course or a quantitative literacy course.

ASTR 101; 103

BUS 255; 256; 334

CHEM 105-105L; 106-106L; 205-205L; 235-235L; 245; 335-335L

ECON 207; 227; 238; 303; 320

EVST 201

MATH 109; 113; 119R; 149R; 150R; 208; 227; 234; 241; 250; 331; 337; 343; 353; 360; 420; 426; 443

PHIL 230

PHYS 101; 105; 106; 115; 116

POL 231

PSYC 227R; 316

SOC 395

- C. Every student should develop some capability in a language, ancient or modern, other than her or his own. Fulfillment of this requirement may be accomplished in one of the following ways:
1. Successful completion of one year of a foreign language not previously studied;
  2. Successful completion of one year of foreign language study at the elementary or intermediate level in a language previously studied, depending on placement;
  3. Successful completion of a one-semester course above the intermediate level; or
  4. Exemption based on a qualifying SAT II score, an Advanced Placement score of 4 or better, an International Baccalaureate score of 5 or better, or departmental examination. International students fluent in a language other than English may request an exemption from the Office of the Dean of the College. Other students fluent in a language other than English may apply to the Board of Review for exemption.
- D. Every student should successfully complete a First-Year Seminars (FYS 101) and its experiential component (FYS 103,104) during the first year. Transfer students entering with 12 or more hours completed are exempt from this requirement.

## II. Distribution

- A. Every student should be acquainted with forms of artistic expression. This requirement may be fulfilled by successfully completing one course in literature or rhetoric and one course, or course equivalent (3 semester hours), drawn from creative writing or from history, theory, or performance courses in art, dance, music, or theatre.
1. LITERATURE OR RHETORIC  
ARTH/ENGL 378  
CHIN 106  
CLAS/THTR 275; CLAS/ENGL 274; CLAS/COMM 183  
COMM 301  
ENGL 111; 112; 113; 140; 142; 156; 253; 255; 256; 320; 328; 331; 333; 336; 338; 341; 342; 343; 346; 353; 357; 364; ENGL/THTR 276; 277; 381  
FREN 232; 319; 320  
GREK 302; 304  
LATN 301; 303; 304; 305; 306; 307; 308  
SPAN 222; 231; 366; 422; 431  
THTR 142; 241; 244
  2. CREATIVE WRITING OR FINE ARTS  
ARTH 101; 102; 238; ARTH/CLAS 179; ARTS 103R; 106; 201; 231R; 233R; 235; 248; ARTS/COMM 181R; 279; 376  
CHIN 105  
CLAS/THTR 181; 275  
COMM/ARTH 277; 380; 382; 384  
DANC 101, 102; 131; 132; 141; 142; 187; 207; 208; 231; 232; 241; 242; 261; 262  
ENGL 167; 261R; 263; 265; 266; 363; 367R; ENGL/THTR 279

- EVST 306  
MUSC 103; 107;108; 109; 207; 208; 227; Performance courses 129; 131; 133; 147; 149; 151; 159; 161; 163; 165; 172; 233; 271  
THTR 107R; 111R; 117; 123; 142; 215; 216; 224; 233; 241; 244
- B. Every student should have some understanding of the historical and philosophical or religious dimensions of the human experience. This requirement may be fulfilled by successfully completing one course in history and one course in philosophy or religion.
1. HISTORY  
CLAS/HIST 280  
ECON 311  
HIST 101; 102; 104; 123R; 137; 186 & 186S; 187; 203; 204; 205; 206; 221; 222; 226; 235; 236; 240; 242; 277; 278
  2. PHILOSOPHY OR RELIGION  
PHIL 122; 132; 133; 214; 230; PHIL/COMM 175; PHIL/CLAS 177;  
PHIL/ARTH 280  
RELG 111; 112; 128; 147; 168; 172; 188; 201; 202; 238; 240; 250; 253; 264; 266; 268; 270; 301; RELG/PHIL 183; 275
- C. Every student should learn how social and behavioral scientists acquire, organize, and apply knowledge in the study of society or human behavior. This requirement may be fulfilled by successfully completing one course in the social or behavioral sciences.
- COMM 102; 235  
ECON 101R; 102R  
EDUC 108  
G ST 203; G ST/SOC 276  
LBST 307  
POL 101; 105; 113R; 228; 239; 326  
PSYC 105R  
SOC 101; 394
- D. Every student should learn how scientists acquire, organize, and apply knowledge about nature based on experiments and observations. This requirement may be fulfilled by successfully completing a course in the natural sciences with a laboratory component.
- ASTR 101-101L; 103-103L  
BIOL 103-100L; 108-100L; 118-100L; 201-201L; 202-202L; 203-203L; 204-204L  
CHEM 105-105L, 106-106L  
EVST 104-104L; 325-325L; EVST/PHYS 176-176L  
PHYS 105-105L, 106-106L; 115-115L, 116-116L

**III. Dimensions**

Dimensions reflect distinctive goals as expressed in the mission statement. These goals arise from the long tradition of commitment to women's education, appreciation of other cultures, and tolerance within our own culture.

- A. Every student should understand the construction and implications of gender in a cultural, historical, and/or political context. This requirement may be met by completing one course devoting substantial attention to the study of gender in either a disciplinary or an interdisciplinary context.

ARTH/ENGL 378

COMM 235

DANC 208

ECON 242

ENGL 111; 338; 343; 364

EVST 326

FREN 319

G ST 201; 203; 301; G ST/SOC 276

HIST 186 & 186S; 203; 235; 236

MUSC 227

POL 222; 324

PSYC 212

RELG 253; 268

SOC 114R; 205; 216; 218; 222; 327

- B. Every student should increase her or his respect for the diversity of ideas and cultures and should broaden her or his global perspective. This requirement may be fulfilled by successfully completing three courses.

1. One course focusing on the cultural, intellectual, or social traditions of the United States:

AMCP 272

ARTH 215; 257; 315

COMM 102; 241; COMM/ARTH 277

EDUC 101; 213

ENGL 112; 140; 142; 328; 333; 346

EVST 326

G ST 203

HIST 137; 187; 235; 236; 240; 242; 285

MUSC 215; 218; 219

POL 101; 211; 228; 326

SOC 114R; 205; 231; 310; 342; 344; 385

- OR 2. One course focusing on the cultural, intellectual or social traditions of one or more European countries.

ARTH 101; 102; 204S; 238; 242; 243; 244; 263; 264; ARTH/CLAS 179; ARTH/ENGL 378

CLAS 132; 144; 243; CLAS/COMM 183; CLAS/P ED 175

ENGL/THTR 277

FREN 365; 366; 410

HIST 101; 102; 104; 203; 204; 205; 206; 277; 278

MUSC 222; 224; 226; 311; 312

PHIL 122; PHIL/CLAS 177

SPAN 333

THTR 241

3. One course focusing on the cultural, intellectual, or social traditions of one or more of the following areas: Asia, Africa, the Middle East, or Latin America.

ARTH 105; ARTS 248

CHIN 105; 106

COMM 432

FREN 320

HIST 123R; 221; 222; 226

I ST 186 & 186S

POL 115; 215; 328

RELG 128; 147; 168; 188; 202; 238; 264; 266; 270

SOC 335

SPAN 231; 335; 431

4. One course focusing on global issues of world-wide significance potentially affecting every nation in the world.

BIOL 305; 320-320L; 329

CHEM 235-235L; 245

COMM 204; 332; 334; 432

ECON 219; 320

EVST 101; 201; 203; 205; 215; 250; 315; 325-325L; EVST/PHYS 176-176L

GEO 203

HIST 102

MUHS 112

POL 107; 113R; 222; 239; 328; 332

RELG 201

SOC 101; 222; 335

**IV. Physical Education**

A liberal arts education includes development of the mind and body. Through active participation in a wide range of physical activity options, students gain an appreciation for the benefits that come from physical activity and exercise. One semester hour of credit is required and completion in the first two years of study is strongly recommended. Choose from the following list of courses.

DANC 121; 131, 132; 141, 142; 187; 222; 231, 232; 241, 242; 261; 262

P ED 101; 104; 110; 111; 112; 114; 116; 117; 118; 120; 122; 125; 130; 134; 147; 151; 217; 240; 254; 420; 422; 425; 428; 430; 432; 433; 434; 435; 437

**General Education Program Policies**

1. A course, or course equivalent, is defined as a minimum of three semester hours; a course with a laboratory component, as four semester hours.
2. Courses included in a Major or Minor Program may also be used toward General Education requirements.
3. Courses from a single department may not be used to fulfill more than two Dimensions areas.
4. No single course can be attributed to the General Education Program more than one time.
5. Credit given for Advanced Placement, the International Baccalaureate, CLEP subject tests, by college examination, and for courses taken at other institutions may be used to satisfy the requirements.
6. Excluded from fulfilling the requirements are Independent Study, Experiential Learning, Senior Seminar, Senior Research, and Honors.
7. Transfer credit may be used to fulfill General Education requirements. If the title and/or description of a course is substantially the same as that of an Randolph College course, the Registrar or Associate Dean may automatically approve the course as one which counts toward the requirements. If a course does not duplicate but approximates a Randolph College course, the Registrar or Associate Dean, in consultation with pertinent department chairs or other appropriate members of the faculty, may approve the course to count toward the requirements. If the student disagrees with the rulings described above, a written appeal may be submitted to the Board of Review for further consideration.
8. A student must satisfy the General Education requirements as stated in the catalog in effect upon matriculation or in any of the catalogs in effect while enrolled.
9. For one time only courses fulfilling general education requirements, please reference the semester class schedule.

**THE MAJOR PROGRAM**

Depth of understanding in one field, including both specialized knowledge and a grasp of methodology, is attained through the Major Program, which becomes the focus of the student's work during the junior and senior years. A major may be either departmental or interdisciplinary in character. In the English Department, the student selects an emphasis within the major. By meeting the requirements for the major in two separate departments, a student can complete a double major. A student may even elect to develop an Independently Designed Major Program of related courses chosen from two or more departments. For more information on declaring a major see **Academic Procedures and Regulations**. Departmental and interdisciplinary majors offered by the College include:

**Art History**

**Biology**

**Business**

**Chemistry**

**Classics**

**Communication Studies**

**Dance**

**Economics**

**Engineering Physics**

**English**

Literature

Creative Writing

**Environmental Studies or Science**

**French**

**Global Studies**

**History**

**Liberal Studies**

**Mathematics**

**Museum and Heritage Studies**

**Music**

**Philosophy**

**Physics**

**Physics Education**

**Political Science**

**Psychology**

**Religious Studies**

**Sociology**

**Spanish**

**Sport and Exercise Studies**

**Studio Art**

**Theatre**

**THE WRITING PROGRAM**

The College-wide Writing Program offers support and resources for the development of student writing skills at every ability level, across the curriculum, and through all four years. Faculty in all departments formally evaluate student writing skills at the end of every semester in every course where there is a basis for such judgment. Each semester the Writing Board submits to the Dean a list of students judged by two or more faculty members to have demonstrated excellent writing skills, and the Board also awards annual prizes for excellence in writing. Students judged by two or more faculty members to have deficiencies in writing skills must either pass a proficiency test or enroll in an appropriate English course or a weekly tutorial in the Writing Lab in any semester following low evaluations in order to remain eligible to continue at the College. See **Writing Skills Evaluation**.

All students must fulfill the general education requirement under Writing in College during the first year. The English Department also offers elective courses in creative writing, and the junior year program at the University of Reading in England provides an intensive writing experience modeled on the British tutorial system.

In the senior year, majors prepare and present seminar papers to their respective departments. Over four years, the essay tests and regular writing assignments undertaken in the small class and tutorial settings across the curriculum develop the critical thinking and communication skills that become a lifelong advantage for the liberal arts graduate.

A student who wants to develop writing skills by submitting additional writing assignments for a course may enroll in a writing-intensive (Z) section for an additional one hour of credit. A student electing a Z section must complete both the papers and coursework already assigned for the semester and a series of additional writing assignments to be developed in consultation with the instructor. Permission to enroll in a Z section must be obtained from the Director of the Writing Program during registration advising periods or no later than the last day of the first week of classes in the semester. Z sections may be taken for a grade or on a Pass/Fail basis. To elect Pass/Fail the student submits the appropriate form to the Registrar's Office. See **Pass/Fail Option**. Enrollment for a Z section in any one course is limited, in order to preserve the tutorial quality of the experience. A list of available Z sections in courses appropriate for intensive writing credit is compiled for each semester by the Director of the Writing Program.

#### THE SENIOR PROGRAM

The Senior Program is the culmination of a student's undergraduate studies in the major field. It should be a well-integrated and unified body of intellectual work which will permit evaluation of the student's initiative and independence in organizing, relating, and applying significant ideas within a major field. The form of evaluation shall be determined by each department. Evaluation can be achieved in many cases within the framework of a senior seminar, but alternatives or supplements such as the following may be used:

1. a project with results presented in either written or oral form,
2. a recital or exhibition,
3. an Independent Study Program, or
4. a program of courses.

An Honors Program may be designed to subsume any of the above. A brief description of the Senior Program for each department appears under **Academic Programs and Courses of Instruction**. All requirements of the Senior Program must be completed and results reported by the date that senior grades are due in the Registrar's Office. A student who has failed the Senior Program will not be eligible to receive the degree at Commencement of that year, but may, with the approval of the department, make up any deficiencies within a period of three years and receive the degree at the next Commencement following meeting all the requirements for the degree.

## Academic Options

#### THE MINOR PROGRAM

Each student may elect a maximum of two minors in addition to the major. A minor is a five-to-seven-course cluster that may be departmental, interdisciplinary, or independently designed by the student. The purpose of the minor may be to enrich the student's major, to emphasize the interconnectedness of liberal arts fields, or to provide an opportunity to pursue special academic or pre-professional interests. A student may self design a minor in collaboration either with a faculty advisor or with one of the faculty concerned. For more information on declaring a minor see **Academic Procedures and Regulations**. Minors offered include:

##### Departmental Minors

Art and Art History	Engineering
Art History	Environmental Studies
Studio Art	French
Biology	History
Chemistry	Mathematics
Chinese Studies	Multimedia Journalism
Classics	Music
Classical Civilization	Philosophy
Greek	Physics
Latin	Political Science
Communication Studies	American Politics
Curriculum and Instruction	Comparative Politics/ International Relations
Dance	Psychology
Economics	Religious Studies
Business	Sociology
Economics	Spanish
English	Sport and Exercise Studies
Creative Writing	Theatre
Literature	

##### Interdisciplinary Minors

American Culture	Gender Studies
Asian Studies	Global Studies
Earth Science Education	Human Services
Equine Studies	Museum Studies
Film Studies	Renaissance Studies

**EXPERIENTIAL LEARNING**

The Career Development Center coordinates a range of activities including internships, externships (job shadowing), and volunteer opportunities to assist students in developing career related skills. Qualified sophomores, juniors, and seniors have the opportunity to arrange internships for credit either on campus or in off-campus businesses and organizations where students may apply and expand their knowledge. Students receive expert guidance from a sponsoring faculty member and an on-site supervisor. Academic credit may be earned for a wide range of projects in industries such as business, communications, education, fine arts, law, medicine, public relations/marketing, science, and technology. See **Academic Procedures and Regulations**.

**HONORS IN THE MAJOR**

Students of exceptional ability are encouraged by the various departments to engage in independent Honors study for up to 12 hours. Honors work is done under the supervision of a faculty member in the student's major department and culminates either in the writing of a research paper or thesis upon which the student takes an oral examination or in a presentation suitable to the nature of the project. A student completing the program with distinction is awarded Honors in the major field at Commencement. See **Academic Procedures and Regulations**.

**INDEPENDENT STUDY**

Independent Study is a program that enables the student to pursue a course of study which is of special interest but is not offered in the regular curriculum. The College encourages the able student to undertake independent study as a means of increasing self-reliance, identifying educational objectives, and structuring a program to meet these objectives. The student is responsible for selecting and defining the topic to be pursued and for making important decisions determining the development and outcome of the project. See **Academic Procedures and Regulations**.

**LANGUAGE ACROSS THE CURRICULUM**

A student who wants to use skills in a foreign language to enrich a course outside the language disciplines may enroll in a Language-Across-the-Curriculum (LC) section by arrangement with the faculty member teaching the course. Courses available have a notation in their course description specifying the foreign language(s) offered. See **Academic Procedures and Regulations**.

**TRI-COLLEGE CONSORTIUM**

Three senior colleges in the Lynchburg area have formed a consortium, which increases the diversity of courses open to students and of professors with whom they may study. It also makes available other educational resources on the three campuses. The colleges involved, in addition to Randolph College, are Lynchburg College and Sweet Briar College. See **Academic Procedures and Regulations**.

## Academic Opportunities

Recognizing that a student's program may be enhanced through course work and experiences elsewhere, the College supports off-campus study opportunities, both domestic and abroad. Such opportunities should be consistent with the goals of a liberal arts education, demonstrate a level of academic rigor commensurate with Randolph College's institutional expectations, have well-defined academic and programmatic objectives, and offer academic and experiential opportunities that will enhance and contribute to a student's course of study. For study abroad, such opportunities should promote cross-cultural immersion and interaction with people of the host country, demonstrate quality in the delivery of support services to students, and contribute to programmatic and geographical diversity relative to existing programs.

The International and Off-Campus Programs Committee grants approval for off-campus study. With the exception of the American Culture Program and The World in Britain Program, off-campus study is a junior-year option. Students are expected to submit well-developed proposals that demonstrate that the program elected will enrich the overall degree program, ensure that the student will be prepared for the Senior Program, and demonstrate concretely the student's ability to meet degree requirements in the fourth year. The College encourages students to participate in its own programs and its affiliated programs of study.

**DOMESTIC STUDY****American Culture Program**

The American Culture Program, the first program of its kind in the country, was established in 1990 for implementation in 1991-92. The program draws on the specific advantages present at the College, such as the expertise of the faculty; the College's location in an area of the United States that is especially rich in museums, historic sites, and other places useful to the study of both America and preconceptions of America; and the College's nationally recognized collection of American art housed in the Maier Museum.

Taking the tension between perception and reality as its intellectual basis and offering an inclusive study of American society that properly recognizes women and minorities, the program involves a rigorous immersion into the study of American culture for one semester (spring). Study is concentrated, interdisciplinary, and often on-site at key locations in and near Virginia. The program is part of the curriculum of the College. All courses are taught by Randolph College faculty. See **American Culture Program in Academic Programs and Courses of Instruction**.

Admittance to the American Culture Program is open to any student who has completed the first three semesters and is not on academic probation, provided that the student completes the application process and is selected for participation. The program accepts applications from women and men undergraduates from both Randolph College and other campuses who can show an academic record of substance and promise. For full-time Randolph College students, fees for the program will be the same as those for a semester of study at the College. For full-time, one-year international students and students from other institutions, consult the Director for fee information. Financial aid is available; contact the Financial Aid Office. Program Director: Julio Rodriguez.

### Marine Biological Laboratory Ecosystem Center's Semester in Environmental Science

The College is an affiliate of the Marine Biological Laboratory (MBL) Ecosystem Center in Woods Hole, Massachusetts, which enables qualified students to participate in a one-semester, junior-year program offered each fall at the MBL. This program instructs students in basic methods and principles of ecosystems science in a manner that enhances and supplements existing curricula in natural and environmental sciences at the participating colleges. This interdisciplinary program focusing on environmental science and ecology stresses team research and emphasizes inquiry-based learning through student participation in laboratory and research projects.

Admission is competitive and the workload is demanding. Following pre-screening of applicants at the College, MBL selects students for admission. MBL does not guarantee acceptance. Tuition, room, and board fees are set by Randolph College, and students pay fees directly to the College. Financial aid is available; contact the Financial Aid Office. Faculty Coordinator: Karin P. Warren.

### Seven-College Exchange Program

Seven liberal arts colleges in Virginia have formed a consortium to broaden the educational opportunities of their students and to provide a diverse campus environment. In addition to Randolph College the participants are Hampden-Sydney College, Hollins University, Mary Baldwin College, Randolph-Macon College (at Ashland), Sweet Briar College, and Washington and Lee University. Under this exchange program, a student from any one of the consortium schools may apply to spend a semester or a year at member institutions. Students must be juniors.

Students enrolled in the consortium will pay Randolph College's tuition and room and board, which should be remitted to Randolph College according to the College's payment policy. If the other institution's tuition and room and board is more than Randolph College's, then the student must pay the additional charges. Special fees assessed by the host institution (for music, lab, riding, etc.) should be paid directly to the host institution. For information concerning financial aid, contact the Financial Aid Office. Coordinator: Director of International Programs and Study Abroad.

### Washington Semester Programs

The Washington Semester Programs are for juniors who wish an opportunity to combine academic courses at a university with observation of governmental activities in the national or international sphere. In these programs each student may develop a research project dealing with a governmental problem or process of special interest. The Programs, administered by The American University, include options for study in economic and foreign policy, peace and conflict resolution, theatre studies, journalism, international business and trade, American history and politics, justice, public law, international environment, law and organizations, and transforming communities. A distinctive feature of these programs is the opportunity for meeting throughout the semester in seminars with public officials, political figures, and others active in governmental and community service.

To be eligible to apply, a student must have earned a good academic record. In addition, the student must have completed courses that are required for admission to the specific program. Because enrollment is limited, there is a selection process. Students participating make financial arrangements through Randolph College and pay the full comprehensive fee charged to all Randolph College students. If the fees at American University are more than Randolph College's fees, the student is charged the additional amount. Financial aid is available; contact the Financial Aid Office. Coordinator: Director of International Programs and Study Abroad.

### STUDY ABROAD

The College established a strong identity as an international institution in the first decades of its history and is committed to offering international and cross-cultural experiences for students. Qualified students may elect to study abroad for one or two semesters during their junior year, provided that an overseas experience is appropriate to their program of study. Sophomore students may apply for special permission to attend Randolph@Reading/The World in Britain Program in England. Students may also request approval to enroll directly in a foreign university or to study abroad in an approved program coordinated by another U.S. institution.

If interested in the Randolph@Reading/The World in Britain Program, a student should consult the Coordinator of the Reading Program on the Lynchburg campus. Students interested in pursuing other study abroad options should consult with their academic advisor, as well as the Director of International Programs and Study Abroad. Students must obtain the approval of the International and Off-Campus Programs Committee before undertaking any study abroad program.

Unless otherwise noted, students pay Randolph College tuition to participate in Randolph College or affiliated study abroad programs. Since housing arrangements vary, room and board costs are established by each host institution and either will be charged to the student's Randolph College account or be paid directly to the program upon arrival. Students are also responsible for a required study abroad fee. Federal aid, Randolph College merit scholarships, and need-based assistance are applicable to most programs. International students should note that Randolph College financial aid packages are available for use solely on the Lynchburg campus and at the University of Reading, England (Randolph@Reading/The World in Britain Program) and will not otherwise transfer to Randolph College study abroad programs or any other overseas study experience. Several endowed global studies funds provide limited need-based scholarships to both U.S. and international students who wish to study abroad. For more information, consult the Director of International Programs and Study Abroad and the Financial Aid Office. See **Financial Aid for International Students and Students Studying Abroad** and see **Off-Campus Study** and **Transfer of Credit**.

### The World in Britain Program: Randolph College at the University of Reading, England

In 1968 the College established a Junior Year Program in England. Through affiliation with the University of Reading, the College provides the opportunity each year for up to 35 students to participate in British academic and social life. The academic program focuses on aspects of British culture in a global context but allows for individual interests as well. Students study in University courses and tutorials of their choice, and also participate in an interdisciplinary seminar that features guest lectures and field trips. In general, students may use all the facilities of the University; they may attend lectures, use the library and health service, and participate in intercollegiate athletics and all student clubs and social activities. Students are lodged in College-owned houses adjacent to the University campus. The well-equipped kitchens in our houses allow students to prepare their own meals at their convenience. A member of the Randolph College faculty directs the program.

The College sponsors a variety of excursions throughout the year, including trips to Stonehenge, Bath and Bristol, York and Osborne House, and the Globe Theatre in London. Reading's favorable location, midway between Oxford and London, encourages individual as well as group trips to concerts, theatres, museums,

and historical sites, as well as making field trips further afield, including to The Continent, an easy proposition.

Students enrolling in the The World in Britain Program pay a special study abroad fee to the College, but otherwise tuition and room and board charges for the Program are the same as for students in Lynchburg. Financial aid is also available on the same basis as for students on the home campus. Individual need-based grants in excess of \$17,500 are available to students from other institutions. Each student is responsible for travel expenses.

The academic year runs from about the first of September through the fourth week of April, with a month-long holiday at Christmas and a week-long spring break at the end of March. For more detailed information concerning the academic program, including the dates of semesters, the organization of the curriculum, and the courses of study, see **Academic Programs and Courses of Instruction, The World in Britain Program: Randolph College at the University of Reading, England**. Questions about the program should be addressed to the Director of International Programs and Study Abroad

#### **Centre Internationale d'Etudes Françaises (CIDEF) in Angers, France**

Randolph College has an agreement with l'Université Catholique de l'Ouest (UCO) in Angers, France. Students may study for a full academic year or a spring semester at CIDEF, which is part of UCO. All instruction is conducted in the French language. To participate in the program, students must have attained an intermediate proficiency in French. Faculty Coordinator: Jaymes Anne Rohrer.

#### **Intercollegiate Center for Classical Studies in Rome, Italy**

The Intercollegiate Center for Classical Studies in Rome provides undergraduate students with an opportunity to study Greek and Latin literature, ancient history, archaeology, and ancient art. The Center is operated through Duke University for a consortium of accredited American and Canadian four-year colleges and universities that offer a major in classical studies. Each semester approximately 30 qualified students from participating institutions, primarily juniors and seniors majoring in Latin, classical studies, archaeology, art or art history, with strong classical interests and background, are enrolled in the Intercollegiate Center. Because the College is a member of the consortium, qualified applicants receive priority in the selection process. Students pay the program fee charged by the Intercollegiate Center for Classical Studies to participate in this program. Only federal financial aid is applicable to this program. Faculty Coordinator: Susan T. Stevens.

#### **University of Santiago de Compostela, Spain**

Randolph College has an agreement with the University of Santiago de Compostela in Spain. Students may elect to spend their spring semester at this institution. All courses are taught in Spanish. The prerequisite for participation in this program is five semesters of college-level Spanish. Faculty Coordinator: Maria Vázquez-Castro.

#### **Sister School Relationships and Other Language Opportunities**

Students with previous instruction in a language may request information about other study abroad options. Students have attended sister schools in Japan as well as intensive language programs in Africa, Germany, and Russia. Contact the Director of International Programs and Study Abroad for more information.

#### **INTERNATIONAL STUDY SEMINARS**

Faculty members lead 1-3 week study seminars across a range of academic disciplines and in countries around the globe either during winter break, spring break, or the summer. After completion of one semester of study, all students are encouraged to participate in these unique programs, which may have prerequisite courses and include pre-departure sessions and post-trip activities. The average cost of each program is \$4,200 to \$4,800 and the fees typically cover tuition, lodging, meals, activities, and round-trip travel expenses. Limited need-based financial assistance for participation in these trips is available. For more information, contact the Director of International Programs and Study Abroad or visit the study abroad website.

## Academic Distinction

Academic work of superior quality is recognized by the College through the **Dean's List** and the **academic distinction** conferred with the degree. See **Graduation Honors**. The Dean's List is published twice a year. It is based upon the academic grades of the preceding semester and consists of the students in each class who have earned a superior record. Superior students are awarded the academic distinctions *summa cum laude*, *magna cum laude*, and *cum laude* with the degree. See **Academic Procedures and Regulations** for specific criteria. In addition, the College has the following honor societies:

### Phi Beta Kappa

Phi Beta Kappa is the oldest and most prestigious of academic honor societies. It was founded at William & Mary in 1776, and few American colleges and universities have a chapter. The Delta Chapter of Virginia was installed in 1917; its charter, obtained in 1916, was the first to be granted by Phi Beta Kappa to an independent college for women in the South. Each year certain members of the senior class are elected to membership in the society in recognition of their high achievements in scholarship and maintenance of a balanced program of study in the liberal arts.

### Alpha Kappa Delta

The Pi Chapter of Virginia of Alpha Kappa Delta, an international sociology honor society, promotes interest in sociology and social problems. Its membership is composed of juniors and seniors who have demonstrated serious interest in sociology and high academic achievement.

### Alpha Sigma Lambda

The Lambda Phi Chapter of Alpha Sigma Lambda was established in October 1997. This national honor society for students in continuing higher education honors those dedicated nontraditional students (age 24 and over) who, while ably handling their responsibilities at home and at work, achieve and maintain academic excellence. Each year membership is awarded to students on the basis of their scholastic achievements.

### Beta Beta Beta (TriBeta)

Beta Beta Beta (TriBeta) is a society for students, particularly undergraduates, dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. Since its founding in 1922, more than 200,000 persons have been accepted into lifetime membership, and more than 553 chapters have been established throughout the United States and Puerto Rico. TriBeta was founded in 1922 at Oklahoma City University--the Alpha Chapter--by Dr. Frank G. Brooks and a group of his students. The idea of an honor and professional society for biology students spread rapidly and by 1925, the society was a national organization. Biennial national conventions of student and faculty members began in that year and in 1930 the society journal, BIOS, began publication of student research, articles of interest to biologists and society news. As the society grew, it was divided into regional and district groups, each of which holds a convention annually. At the heart of every district and

national meeting are student research papers presented in the style of graduate meetings. Awards are given for outstanding individual and chapter accomplishment.

### Chi Alpha Sigma

This chapter of the National College Athlete Honor Society was established in March 2006 and honors those student-athletes who have earned a varsity letter while maintaining a 3.4 or better GPA throughout their junior and senior years. The society also serves to foster citizenship, moral character, and friendship among academic achievers in college athletics.

### Eta Sigma Phi

The Delta Alpha Chapter of Eta Sigma Phi was established in April 1961. This society encourages classical scholarship and appreciation of ancient learning. Each year students in advanced Latin and Greek courses are elected to membership on the basis of excellence of scholarship.

### Iota Sigma Pi

A national chemistry honor society for women, the La chapter (for Lynchburg Area) of Iota Sigma Pi was established in 1998. Founded in 1902, the objectives of the society are to promote interest in chemistry among women students, to foster mutual advancement in academic, business, and social life, and to stimulate personal accomplishment in chemical fields. The local chapter was founded by faculty at Lynchburg College, Sweet Briar College, and Randolph College, and serves to foster scientific and social interaction between the three colleges.

### Lambda Pi Eta

The Omicron Omega Chapter of Lambda Pi Eta, the communication studies honor society of the National Communication Association, was established in April 2005. The society seeks to recognize outstanding scholarship in the area of communication studies, stimulate interest in communications fields, and promote professional development for majors. This society represents what Aristotle described as the three ingredients of persuasion: character, credibility, and ethics.

### Omicron Delta Epsilon

The Phi Chapter of Omicron Delta Epsilon, the international honor society in economics, was established in the spring of 1998. Omicron Delta Epsilon has among its objectives the recognition of scholastic attainment, the honoring of outstanding achievements in economics, and the establishment of closer ties between students and faculty in economics. Membership is awarded to undergraduates who have a genuine interest in economics and who have attained an outstanding performance level, not only in their economics courses, but also cumulatively in all courses.

### Omicron Delta Kappa

Circle of Omicron Delta Kappa (ODK), a national leadership honor society, was established in the spring of 1989. ODK was founded upon the idea that leadership of exceptional quality and versatility should be recognized. The society recognizes and encourages achievement in scholarship; athletics; social service, religious activities and campus government; journalism, speech, and mass media; and the creative and performing arts. Membership is awarded to juniors and seniors and to members of the faculty and administration.

**Phi Alpha Theta**

The Alpha Kappa Alpha Chapter of Phi Alpha Theta, the national honor society in history, was established in the fall of 2001. Founded in 1921, Phi Alpha Theta seeks to promote the study of history through recognition of academic excellence, encouragement of scholarly research and good teaching, and facilitation of the exchange of ideas among students and faculty. Membership is not limited to history majors, but is open to anyone who has demonstrated serious interest in history and has met the societies' standards of academic achievement.

**Pi Delta Phi**

A chapter of Pi Delta Phi, the national French Honor Society, was established in spring of 2002. The purpose of the society is to recognize outstanding scholarship in the French language and its literatures, to increase the knowledge and appreciation of Americans for the cultural contributions of the French-speaking world, and to stimulate and encourage French and francophone cultural activities. Pi Delta Phi was founded in 1906. Students will be nominated in recognition of their academic achievement in at least one semester of upper-division French.

**Pi Sigma Alpha**

The Alpha Gamma Eta Chapter of Pi Sigma Alpha, the National Political Science Honor Society, was established in April 2005. Founded in 1920, Pi Sigma Alpha seeks to stimulate scholarship and intelligent interest in political science and to create an enriching environment by raising critical issues of public concern. Membership is not limited to political science majors but to any juniors and seniors who meet the standards of academic achievement set by the society.

**Psi Chi**

A chapter of Psi Chi, the national honor society in psychology, was chartered in April 1993. Founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology, Psi Chi is open to graduates and undergraduates who are making the study of psychology one of their major interests. Psi Chi is an affiliate of the American Psychological Association and the American Psychological Society.

**Sigma Delta Pi**

Chi Beta, a chapter of the national Spanish Honor Society Sigma Delta Pi, was installed September 29, 2005. Sigma Delta Pi seeks to deepen understanding of the Hispanic world, to foster an appreciation for Hispanic culture, and to recognize high student achievement in advanced Spanish courses. Membership is not limited to Spanish majors. As part of its mission of greater understanding of Hispanic culture, Sigma Delta Pi offers travel scholarships to countries where Spanish is the primary language. Any student member may apply for these competitive awards.

**Sigma Pi Sigma**

A chapter of Sigma Pi Sigma, the national honor society in physics, was established in 1999. Sigma Pi Sigma is an honor society which operates within the Society of Physics Students. Sigma Pi Sigma nurtures a spirit of professional community among its members. Students elected to membership must attain high standards of general scholarship and outstanding achievement in physics. Membership is not limited to physics majors, but is open to anyone who has met the standards and who has demonstrated an interest in physics.

**Sigma Tau Delta**

A chapter of Sigma Tau Delta was established in 2006. Sigma Tau Delta was founded in 1924 to recognize academic distinction among undergraduate students of English language and literature. Membership entails enrichment opportunities, including eligibility to submit creative work and literary criticism for publication in the Society's journals.

**Sigma Xi**

Sigma Xi was founded in 1886 to honor excellence in scientific investigation and encourage a sense of companionship and cooperation among researchers in fields of science and engineering. Faculty members of Sigma Xi can nominate graduating seniors who are going on to do research, and who have met the academic standards.

**Theta Alpha Kappa**

The Alpha Theta Omega Chapter of Theta Alpha Kappa was established in November 2007. The society cultivates scholarship in religious studies through various media, including its journal and awards. Seniors of quality and high attainment in religious studies and of general academic excellence are eligible.

## Advising

To facilitate their growth and to help them reap the greatest benefit from the academic opportunities that the College affords, students need sound advice from faculty mentors whose familiarity with the academic program can foster students' own strategic thinking about the college years, not as eight separate semesters, but as integrated stages of a personal four-year educational plan.

Consequently, an advising process that takes into account their evolving strengths, intellectual interests, and career plans is critical to helping students assess their academic and extra-curricular options, to select wisely, and to make meaningful connections. The kind of advising system that is consistent with the College's philosophy is one that views the college years as an integrated four-year process, encourages students to be equal partners with faculty in the advising relationship, and involves collaboration of faculty with student affairs and career development staff to coordinate services and share information about student activities, internships, and study abroad programs.

Each student works with an advisor to devise an academic program that meets requirements in skills and breadth of learning, major requirements, and, if the student chooses, requirements for a minor program. Reflective of the College's emphasis on developing a student's sense of responsibility, the advising process gives primary responsibility for establishing the academic program to the student.

Prior to matriculation, students are assigned a faculty advisor. These students remain with this advisor until they declare a major in the second semester of the sophomore year. Departmental chairs or their designated faculty representative(s) serve as advisors to students in the major. Each student who declares a minor is advised by the department chair, designated departmental representative, or program coordinator.

Pre-professional advisors in pre-law, the health professions, engineering, and teacher education are available to students interested in pursuing these career areas. See **Programs for Specific Careers** for more detailed information.

In addition, the vision of "education in the singular" embraces many other elements of the student's college experience. Community service, leadership activities, athletic participation, and career development have the potential to enhance a student's formal academic learning. As with academic coursework, students stand to benefit most from making strategic choices about the roles and experiences, both on and off campus, that will develop their leadership capabilities, challenge them to discover new talents, and support their career goals.

### THE RANDOLPH PLAN

The *Randolph Plan* is a way of looking at the undergraduate degree program, or a methodology for the journey from Orientation to Commencement. It is a process for addressing short- and long-range personal, educational, and professional goals.

It is our goal to provide students with the resources and guidance that will enable them to chart a degree program that is coherent, strategic, and uniquely tailored. Students work with a faculty advisor and staff members to create their own versions of *The Randolph Plan*, mapping out their plans, using interests, values, and goals as the basis for decisions about the curricular and co-curricular programs at the College—the major, minor, course electives, internships, vacation jobs, volunteer

work, leadership commitments and extra-curricular activities. The overview of *The Randolph Plan* that follows describes the goals and events of the undergraduate academic experience at the College and shows the parallel processes taking place from the perspectives of the career development staff and staff involved in the co-curricular life of students at the College.

### First-Year: Academic Exploration and Career Assessment

In the first year, the academic focus is on acquisition and honing of basic skills and competencies and the exploration of a wide variety of disciplines. Academic policy requires all first-year students to take courses in four different disciplines in each semester. The emphasis on General Education Program requirements complements this exploration and competency development. Students begin to identify strengths and weaknesses and to explore interests, a vital experience in preparation for the decisions to follow.

In the career development process, the first year is a time of self-assessment, a time for students to get to know themselves and to begin to identify interests (what they like to do), skills (what they do well), and values (what things are important to them). Thus, a first-year student is encouraged:

- to begin to identify career goals through readings, informational meetings, and assessment administered by the Career Development staff;
- to become familiar with various career options and assess possible interest in those fields through observation and an examination of the career information;
- to explore academic disciplines, preparatory to establishing a major, which are of greatest interest and support to possible career choices;
- to become involved in campus activities which reflect interests and to begin to accept responsibilities in organizations in order to establish a track record of achievement that is attractive to employers and graduate schools; and
- to develop a work-in-progress resume.

### Sophomore Year: Academic and Career Exploration

In the sophomore year, there is continuing focus on competency and skills development and on exploration in course selections through further attention to requirements. Each student declares a major at the end of this year. Practically speaking, this emphasis on competencies and skills, interests, and exploration makes it possible for students to have earned prerequisites for several major options and prerequisites for minors and supporting programs that can enhance the major and support career goals.

To meet career development goals, the sophomore year is a time for the student to gather information and continue self-assessment. Activities should include:

- reviewing, revising, and/or reaffirming interests, skills, and values in an effort to evaluate assets and liabilities;
- accepting leadership roles on campus to expand a track record;
- continuing to explore possible areas of career interest and learning what preparation is needed for certain fields under consideration, particularly through informational interviewing, where the student can talk with a person successful in that field and learn more about how one prepares for it, what it involves, and what the current possibilities of employment and advancement in it are;
- trying out a career field through an internship; and
- continuing to develop a work-in-progress resume.

### Junior Year: Academic Specialization and Career Experimentation

The academic focus in the junior year is on specialization. While there is still attention to requirements, students begin to see them in a different way, discovering that although they may seem to divert attention from high-level interest courses, they can contain content that will serve as enrichment and background to the major, require skill development that will improve competencies in the major, and provide knowledge and exposure that will make the major more marketable in the chosen career field.

The College's academic program offers students the option of declaring a minor and, in some majors, to emphasize areas of study within the major discipline in the form of an emphasis.

The student in the junior year should focus more seriously on the career fields of the greatest interest. The student is encouraged:

- to participate in Experiential Learning (Internships), working with a staff member to select possible sites, and to define projects that will provide an opportunity to try out career fields;
- to evaluate what background and skills are important for the career field of interest and then to set goals for acquiring the courses or experiences that will enhance employability in these fields;
- to become involved in leadership capacities in organizations and committees;
- to attend seminars and workshops relating to career decision-making; and
- if graduate school is an option, to begin researching those graduate schools that best fit the student's needs and goals and to determine entrance requirements and required tests as well as deadlines for application. Graduate school information and catalogs are available from Career Development staff, along with test booklets for all major pre-professional tests.

### Senior Year: Academic Specialization and Career Decision-making

Specialization continues throughout the final year, and the Senior Program serves as the "capstone" for the specialization. See the **Senior Program**. During the senior year, the student clarifies goals and commits to achieving those goals. The course of action taken depends on whether the student has chosen to seek employment or to pursue graduate study; many seniors continue to consider both for at least part of the final year. The senior seeking employment:

- prepares a search campaign, targeting employers, making contact with them, and learning to interview through workshops, resource information, and mock interviews which may be videotaped and discussed;
- writes a senior resume in an individual or group session with staff;
- opens a credential file for recommendation letters supporting employment or future graduate/professional school application;
- participates in job fairs that provide access to employers interested in employing students with liberal arts degrees;
- accesses current job openings through the Internet, the Job Hotline, job bulletins, and alumnae job referrals; and
- interviews and evaluates offers.

## Campus Resources

### ACADEMIC COMPUTER INFORMATION

PC computers, as well as a few iMacs, are provided in labs located on campus for student use 24 hours a day, seven days a week. Laser printers and scanners are also available in most labs. Access to a color laser printer is available at the Help Desk, located on the 5th floor of the Leggett Building, for special projects. Web-based information resources on the portal can be accessed from any Internet connected device by navigating to [www.myportal.randolphcollege.edu](http://www.myportal.randolphcollege.edu). From this site, students can access a variety of college information, including announcements, college email, and Powercampus Self-Service. Self-Service allows students to view their records, including billing and financial aid information, class schedules, and grades. Course management software is also accessible through the portal and allows professors to interact with students providing syllabi, class notes, and discussion groups. A mobile version of the portal for IOS devices, "Randolph College Mobile," may be downloaded free of charge from the App Store. For additional information, please visit <http://www.randolphcollege.edu/it>.

### ACADEMIC SERVICES CENTER

The Academic Services Center, located on the 4th floor of Lipscomb Library, offers free access to subject tutoring, a learning strategies lab, a writing lab, and disability services.

Peer subject tutors are available for the majority of 100- and 200-level courses. The learning strategies lab tutors assist students with more traditional areas of study skills, as well as with life skills. The writing lab is a responsive reader service for student, staff, and faculty writers. Tutors in both labs work one-on-one with students on a referral, walk-in, self-scheduled appointment, or contract basis. Students may schedule appointments using a web-based reservation system.

Any student with a disability needs to work with the Coordinator of Disability Services to determine reasonable and appropriate accommodations needed. Services are also available for students with temporary illnesses or injuries.

### CAREER DEVELOPMENT CENTER (CDC)

The Career Development Center provides individual assistance in planning and executing a job search or preparing an application for graduate or professional school. Students are offered a program of self-assessment, exploration, experimentation, and decision-making to help explore various career options and experience career areas of interest. Job shadowing and internship opportunities are provided. Internships are offered in a variety of work settings and include intentional learning goals. Whether a student is going into the world of work or into graduate school upon graduation, such activities are strongly encouraged to strengthen a student's career development. See **Experiential Learning (Internships)**.

The Center also provides career fairs, career-related workshops, job listings, a career resource library and a comprehensive career website. The curriculum provides excellent preparation for graduate or professional school. As early as possible in the undergraduate years, students should coordinate their academic programs with the entrance requirements of the schools or programs of interest. Information about graduate study is available through academic department chairs, faculty members, and the CDC. It is strongly recommended that students wishing to apply

to a graduate or professional school program complete at least one internship that relates to that field of study, during their college experience.

#### **CENTER FOR ANCIENT DRAMA**

With the Mabel K. Whiteside Greek Theatre at its heart, this center coordinates the Randolph College Greek Play and organizes the Ancient Drama in Performance Conference, each of which provides resources and experiential opportunities for students who are interested in the study of classics and ancient drama.

#### **CENTER FOR STUDENT RESEARCH**

The Center for Student Research helps students engage in meaningful research that enhances their education and their preparation for graduate studies, careers, and other opportunities after college. The Center coordinates the Summer Research Program, the RISE Program, the Lunch and Learn Program, and the Symposium of Artists and Scholars.

#### **ETHYL SCIENCE AND MATHEMATICS CENTER**

The Ethyl Science and Mathematics Center provides science and mathematics students and faculty an innovative facility for study and discussion. The Center's library includes a collection of information on careers in science and mathematics in addition to textbooks, reference materials, and trade books on science and mathematics topics. The small computer lab has a variety of specialized math and science programs.

#### **INTERNATIONAL PROGRAMS AND STUDY ABROAD OFFICE**

The Office of International Programs and Study Abroad houses extensive resource materials relating to off-campus study. The Director of International Programs and Study Abroad provides expertise and support through planning, advising, coordinating, and promoting off-campus study opportunities to both students and faculty.

#### **LIPSCOMB LIBRARY**

Lipscomb Library provides access for students to the intellectual and creative resources that support the liberal arts curriculum. Service to users is a primary focus, as well as providing guidance which encourages the process of discovery. The Lipscomb Library experience helps students gain confidence and competence on life's information journey.

Lipscomb Library's in-house collection of over 200,000 volumes provides books; current newspaper, magazine and journal titles with backfiles in microform and paper; and extensive holdings in audiovisual formats. Lipscomb Library's online collection of over 170,000 volumes offers e-books; electronic newspaper, magazine and journal titles with backfiles; and streaming video. Over 100 electronic databases enhance students' research experiences.

Lipscomb Library welcomes students over 90 hours per week during the fall and spring academic semesters. The building provides special purpose areas designated for group study, reserve materials, multimedia, and children's literature. Other features include computers, printers and scanners; periodical and current reading rooms; microform reading and printing; and copy machine. Special collections can be found in the Watts Rare Book Room, the Lininger Children's Literature Browsing Room, and the College Archives.

#### **MAIER MUSEUM OF ART**

The Maier Museum houses the College's collection of American paintings and works on paper which began in 1907. Representing all major movements in nineteenth, twentieth, and twenty-first century American art, the collection's breadth and quality have been cited by curators and collectors as one of the finest collections of American art in the country. Works by Jennifer Bartlett, Thomas Hart Benton, Mary Cassatt, Thomas Cole, Arthur Dove, Thomas Eakins, Hans Haacke, Childe Hassam, Robert Henri, Winslow Homer, Edward Hopper, Jacob Lawrence, John Marin, Elizabeth Murray, Georgia O'Keeffe, Philip Pearlstein, Maurice Prendergast, Betye Saar, J.A.M. Whistler, and Andrew Wyeth are among the works displayed in the Museum's galleries. Many other paintings hang in hallways and study areas throughout the campus, reflecting the College's belief that the first-hand study of art is an essential component of a liberal arts education.

The museum studies minor provides students with an understanding of the role of museums in society and the range of career possibilities within the museum field. The collection and staff of the Maier Museum of Art are integral to the program with students working directly with art objects and learning from the professionals. The minor capitalizes on the relationships the College has with institutions around the world which offer our students exceptional learning experiences in arts management, historic preservation, and art conservation. The College's unique partnership with the National Gallery, London, means that Randolph students are invited to intern there in the summer.

## Programs for Specified Careers

### ATHLETIC TRAINING

The College has an agreement with the Master of Science Athletic Training Program at Bridgewater College. Students meeting the prerequisites are eligible for guaranteed consideration in the admissions process. Students are required to complete a bachelor's degree in a field of their choosing as well as prerequisite coursework. Interested students must contact the program advisor as early as possible in their academic planning in order to be aware of these prerequisites.

### ENGINEERING

Employers have made it very clear that engineers benefit from a liberal arts education. Engineers need to be able to write, communicate, and understand the world around them in order to best design for the future. For the student interested in a career or a degree in engineering, there are many options at Randolph College. Students should meet with the engineering advisor early on in order to figure out which paths to explore. The options include, but are not limited to, a minor in engineering with degrees in related fields, pertinent research and internship experiences, and the dual degree program in engineering. Pre-engineering students generally follow a program of study which involves a rigorous selection of physics, chemistry, mathematics, and computer science courses. The student then has the option in the junior year to apply to an associated engineering school to complete the dual degree program, or to stay at Randolph and pursue a path which will prepare them well for a career in engineering. More than half of the College's physics majors get jobs in engineering upon graduation.

A student interested in a degree in engineering gets the best of both worlds with the dual degree program: a solid liberal arts education with the opportunity to work closely with faculty, which is appealing to graduate schools and the job market alike, and the experiences of studying at a large research university. Randolph College has agreements with engineering schools at Vanderbilt University, Washington University in St. Louis, and the University of Virginia. Admission to the fourth year at the engineering school requires at least a 3.25 or better GPA both overall and in the Randolph College major. At the end of the first year at the engineering school, the student may receive a Bachelor of Science degree in Engineering Physics from Randolph College and completion of the second year results in a Bachelor of Science or a Master's degree in the engineering field of choice from the university attended.

### LAW

The College subscribes to the policy of the American Association of Law Schools, which recommends an undergraduate program aimed at developing such basic skills as clear communication, critical understanding of institutions and values, and creative thinking. Experiences with corporate, criminal, and judicial internships with law firms and judges prepare students for the realities of a career as a lawyer. The Pre-Law Advisor assists students, who plan to apply to law schools, in selecting courses which prepare students to be successful law students and lawyers.

### MEDICAL AND HEALTH-RELATED STUDY

A student intending to enter a career in the health sciences following graduation should consult with the Health Professions Advisor or the Pre-Vet Advisor as early as possible and no later than the end of the first year. The courses listed below are among the minimum requirements for application to medical,

pharmacy, veterinary, and dental schools and students should plan to complete these courses by the end of the junior year (or by the end of the sophomore year, if they wish to participate in junior-year abroad programs): Biology: 201-201L; 203-203L; 204-204L; Chemistry: 105-105L, 106-106L; 205-205L, 206-206L; Physics: 105-105L, 106-106L or 115-115L, 116-116L; Psychology 105R; Biology 305 and 320 and Chemistry 335 are strongly recommended for medical and dental school and may be required for veterinary school. Chemistry 335, Psychology 105R, and an introductory sociology course are strongly recommended for MCAT preparation in addition to the courses listed above. Professional schools often have additional requirements. Check with the Health Professions Advisor or the Pre-Vet Advisor

The following timetable is suggested for students planning to pursue medical, dental, or veterinary school following graduation. **First-Year:** Start taking required courses and begin research on careers in the health fields. **Sophomore Year:** Continue required courses and look into volunteer opportunities or summer jobs in the health fields. **Junior Year:** Complete required courses, participate in Experiential Learning, interview with the Health Professions Advisory Committee, and prepare for any required standardized tests. Almost all medical schools require the Medical College Admission Test (MCAT). The Pharmacy College Admission Test (PCAT) and Dental Admission Test (DAT) are required by many of those schools. The Graduate Record Exam (GRE) may also be required. Most professional schools have a centralized application service to which a student will apply in the summer following the junior year. Information on standardized tests and application services is available from the Health Professions Advisor or the Pre-Vet Advisor and the Career Development Center. Standardized tests should be completed in the junior year. **Senior Year:** Participate in an Experiential Learning experience related to your field of choice.

### PHYSICAL THERAPY

The College has established an agreement with the Doctor of Physical Therapy Program at Lynchburg College. Students satisfying the prerequisites for the program are eligible for one of two guaranteed positions in the class. Students are required to complete a bachelor's degree in a major of their choosing, as well as to complete the required prerequisite coursework. Interested students should contact the program advisor as early as possible in their academic planning.

### TEACHER EDUCATION

The Educator Preparation Program (EPP) offers a nationally accredited and state approved four-year course of study that qualifies teachers for a Virginia License in elementary education (grades preK-6), in a variety of secondary education subject area endorsements (grades 6-12), and in certain specialty areas (preK-12). A student interested in the EPP should consult with the director or chair as soon as possible to plan the appropriate program of study. The College offers the liberal studies major as an option for students who plan to pursue the preK-6 elementary teaching license. Students seeking secondary licensure complete a major in the area they wish to teach (additional coursework in the major may be required). A 5-year master's program option is available for elementary, secondary and special education.



*James Abbott McNeill Whistler, Sketch of a Figure with Flowers and Japanese Fans, 1867-1870, 19 x 13 ½ x 2 ½ in. Purchase made possible by the Fine Arts Fund, 1953. Collection of the Maier Museum of Art at Randolph College, founded as Randolph-Macon Woman's College.*

## *Academic Procedures and Regulations, Academic Programs, & Courses of Instruction*

## Guide to Courses of Instruction

This catalog presents, subject to change, the major and minor programs and the courses currently available. **For specific courses taught in any given semester, consult the class schedule for that semester.**

The following numbering and lettering systems are used throughout for course identification. See the samples of course listings on the opposite page for further illustration.

- 100–199** a course primarily, though not exclusively, for first-year students
- 200–299** a course which assumes some previous college-level study in the field or a course primarily, though not exclusively, for sophomores
- 300–399** a course directed primarily to juniors or seniors, or one which assumes an intermediate level of intellectual maturity
- 400–499** a course directed primarily to seniors and which assumes knowledge gained in several college courses in the field or an advanced level of intellectual maturity

**Comma courses** The first semester of a comma course is normally the prerequisite to the second semester of the course.

**Dept./Dept.** A slash separating the names of departments in a course name indicates that the course is cross-listed in those academic areas. It is identical in both areas. See **Sample #2**.

**Even numbers** Courses generally offered second semester

**L after number** Laboratory course which accompanies a lecture course

**LC after number** Language Across the Curriculum courses which apply foreign language skills in other departments. Courses available for LC have a notation in their course description specifying the foreign language(s) offered. See **Academic Regulations**.

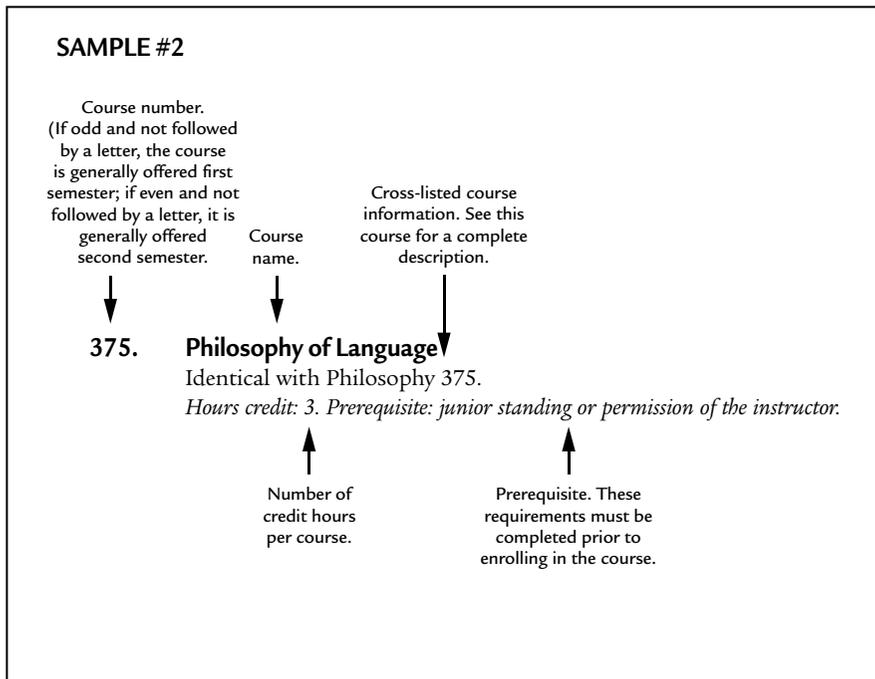
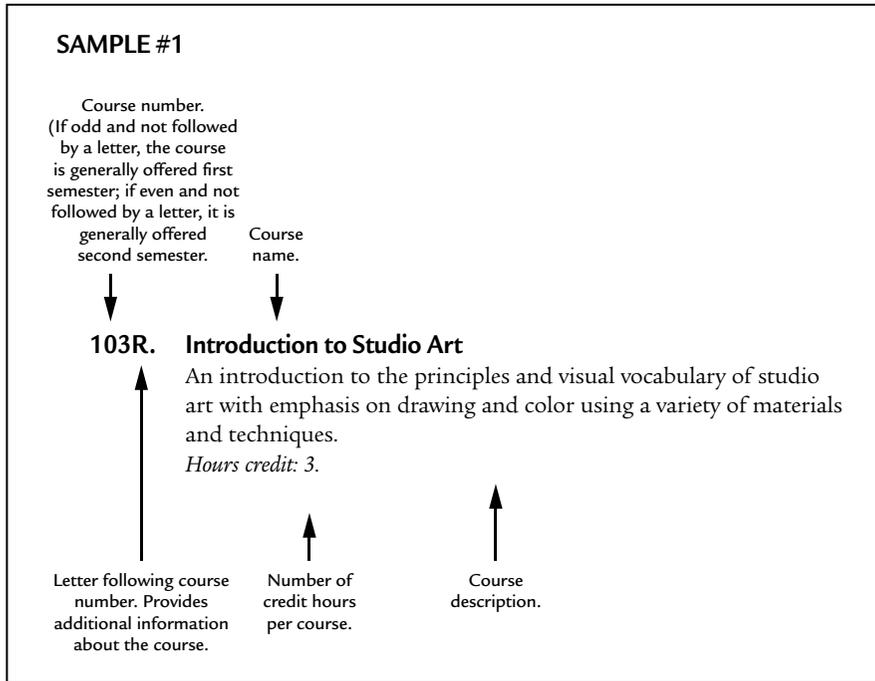
**Odd numbers** Courses generally offered first semester

**P after number** Field experience component which accompanies a lecture course

**R after number** A course normally offered in both semesters. See **Sample #1**.

**S after number** A course offered during the summer

**Z sections** Writing intensive course sections identified on student records by a Z following the three-digit course number. See **The Writing Program**.



Year: Semester:	First		Sophomore		Junior		Senior	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd
Cross-Listed, One-Time Only Courses	173	174	273	274	373	374	473	474
Cross-Listed Courses	175	176	275	276	375	376	475	476
	177	178	277	278	377	378	477	478
	179	180	279	280	379	380	479	480
	181	182	281	282	381	382	481	482
	183	184	283	284	383	384	483	484
One-Time Only Courses	185	186	285	286	385	386	485	486
	187	188	287	288	387	388	487	488
Independent Study		190	289	290	389	390	489	490
Experiential Learning					391	392	491	492
Senior Programs							493	494
							495	496
Departmental Honors Program					397H	398H	497H	498H

## Course Designations Key

AMCP	American Culture Program	GREK	Greek
ARTH	Art History	HIST	History
ARTS	Studio Art	I ST	Interdisciplinary Studies
ASTR	Astronomy	LATN	Latin
BIOL	Biology	LBST	Liberal Studies
BUS	Business	MATH	Mathematics
CHEM	Chemistry	MLLC	Modern Languages, Literatures, and Cultures
CHIN	Chinese	MUSC	Music
CLAS	Classics	MUHS	Museum and Heritage Studies
COMM	Communication Studies	P ED	Physical Education
CSCI	Computer Science	PHIL	Philosophy
DANC	Dance	PHYS	Physics
ECON	Economics	POL	Political Science
EDUC	Education	PSYC	Psychology
ENGL	English	RELG	Religious Studies
EQST	Equine Studies	SOC	Sociology
EVST	Environmental Studies	SPAN	Spanish
FREN	French	THTR	Theatre
G ST	Gender Studies		
GEO	Geography		

## Academic Procedures and Regulations

### ACADEMIC STANDING

In order to achieve the graduation requirement of 124 hours with a grade point average (GPA) of 2.0, an undergraduate student must attain an average grade of C. Experience shows, however, that students who have difficulties in the first semester frequently make sufficient improvement in subsequent semesters to overcome their deficit in grades. For this reason, the College has set a rising scale of minimum requirements for the successive semesters shown in the chart below in determining the eligibility of the student to continue in college.

First-year students and sophomores failing to meet the standards outlined in the chart below are *academically ineligible to return to the College*. First-year students and sophomores who meet the eligibility standards but fall below a cumulative GPA of 2.0 are placed on *academic probation*. Juniors and seniors who fail to achieve a 2.0 average are placed on academic probation and given the subsequent semester to remedy the deficit in GPA. Failure to achieve that average at the end of the probationary period results in ineligibility to continue. First-year students with 3 or more low grades (F, D-, D, D+, M, and U) at midterm and students on probation are required to complete an individually prescribed program as a condition for eligibility to continue. All enrolled undergraduate students validly registered are considered to be in good academic standing for the purposes of enrollment verification and athletic participation.

<i>At the end of:</i>	<i>Minimum GPA for Eligibility to Continue</i>
First Semester, First Year	1.2
First Year	1.6
First Semester, Sophomore Year	1.8
Sophomore Year	2.0

In addition, students must achieve a cumulative 2.0 in their major by the middle of the junior year and each semester thereafter. Students failing to maintain the standard will be placed on academic probation. Failure to achieve a 2.0 at the end of the probationary semester will result in ineligibility to continue in the major.

Graduate students must maintain a minimum cumulative GPA in order to meet satisfactory academic progress standards. As a part of the academic progress review each semester, graduate students must meet the good academic standing criterion defined as a cumulative grade point average of 3.0 (B). Graduate students who do not meet this standard will be placed on academic probation and must attain the appropriate minimum cumulative GPA before the next progress review or they will be ineligible to continue at the College. Any graduate student earning more than six hours with grades of C+ or below will be ineligible to return to the program for a minimum of one semester.

Students failing to meet the standards outlined above because of mitigating circumstances may appeal in writing for reconsideration by the Board of Review. Appeals should be submitted to the Office of the Dean of the College.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

The College is sensitive to the special needs of students with disabilities and is committed to providing support to all academically qualified students. In compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, Randolph College guarantees the rights of all students with documented disabilities equal access to an education and supports students in obtaining reasonable and appropriate accommodations. Individual accommodations for a student with a disability may be designed in accordance with professional assessment and recommendations through the Coordinator of Disability Services in consultation with the Office of the Dean of the College and appropriate faculty. Disclosure by the student and official documentation are required in order to determine eligibility for accommodations due to a disability.

**ASSESSMENT**

To assess and improve its academic programs, the College must obtain periodic measurements of student perceptions and intellectual growth. Participation in assessment activities is expected of all students. The information obtained through these assessment procedures is used solely to improve the quality of the educational experience.

**CERTIFICATE OF MAJOR**

The Certificate of Major Program is open to students who have already completed a bachelor's degree and wish to pursue a second major for career exploration, graduate school preparation, or personal enrichment. Certificate of Major students must fulfill all the requirements for the Major Program and must complete a minimum of 30 semester hours in residence at the College. A second bachelor's degree is not awarded. For admission procedures, see **Non-Degree Programs**.

**CLASSES**

All courses except seminars meet a minimum of fifty minutes of scheduled class time a week for each credit hour. Seminars are normally courses offered at the 300 and 400 level, demanding a high level of student maturity, independent work, and participation. They normally meet for a minimum of 40 minutes per credit hour. At the beginning of each semester faculty members are responsible for making clear their individual policies on students' attendance and participation in class. In line with this policy, each student assumes responsibility for attending scheduled classes. An absence does not relieve the student from responsibility for the work required while the student was absent.

**CLASSIFICATION**

The classification of a student during any academic year will be the responsibility of the Registrar. Students will be classified with their entering class when there is a reasonable expectation that they can meet the requirements to graduate with that class.

Undergraduate students are expected to maintain progress toward degree completion according to the Academic Progress Chart below.

<i>At the end of:</i>	<i>Academic Progress Chart (in semester hours)</i>
First Semester, First Year	12
First Year	24
First Semester, Sophomore Year	41
Sophomore Year	56
First Semester, Junior Year	75
Junior Year	88
First Semester, Senior Year	108
Senior Year	124

A student who is strongly motivated to accelerate needs to consult the Associate Dean of the College about such plans as soon as possible. A student undertaking an accelerated program will be reclassified upon completion and approval of a *Request to Change Graduation Date Form* if enough credits have been accumulated to make it clear that the student will graduate early.

**COURSE EXAMINATIONS**

An examination or its equivalent shall normally be given in each course at the end of each semester; all students are required to take these examinations. A period of approximately five days is set aside for examinations at the end of each semester. Students are responsible for deciding at what time during this period they will write each of their examinations. No student may take a final examination in a course at any time except within the period officially set aside for this purpose without the written permission of the Dean or Associate Dean of the College. All tests and examinations are conducted under the Honor System. Any violation of the trust which this involves is considered a serious offense.

**COURSE LOAD**

For full-time status an undergraduate student normally maintains a course load between 12 (exclusive of physical education activity and experiential learning courses) and 18 credit hours each semester. The typical course load in order to graduate in eight semesters and achieve the required 124 semester hours is 15.5 credit hours a semester. A student enrolling in more than 18 credit hours is considered to be maintaining a course overload. Overloads are not recommended unless the student has received an academic average of at least 3.0 in the previous semester and has a cumulative average of at least 2.75. The College charges a fee for credits in excess of 18 for which the student is not already paying an additional fee.

Traditional students may not take fewer than 12 credit hours (exclusive of physical education activity and experiential learning courses) in any semester except under extraordinary circumstances and with written permission from the Associate Dean of the College. Nontraditional students who may be enrolled on a part-time basis are exempt from this regulation.

For full-time status, a graduate student normally maintains a course load of at least 9 credit hours each semester.

**COURSE WORK**

A student must obtain, in advance, specific permission from all professors involved in order to submit a particular paper, or similar papers, for credit in more than one course. All written work for courses undertaken must be turned in no later than 4:30 p.m. on the last day of classes of the semester. Papers serving as whole or part of final examinations must be turned in no later than the end of final examinations of the semester.

**DEAN'S LIST**

At the end of each semester the Dean of the College publishes the Dean's List. To be eligible for the Dean's List, an undergraduate student must have earned the following grade point average, rounded to one digit after the decimal:

<i>Credit Hours Undertaken for the Semester</i>	<i>GPA Needed</i>
12.0 or 12.5	4.0
13.0 or 13.5	3.9
14.0 or 14.5	3.8
15.0 or 15.5	3.7
16.0 or 16.5	3.6
17.0 or 17.5	3.5
18.0 or more	3.4

When a student receives a grade of **Satisfactory Progress**, the hours for the course in which the **SP** was received will be counted toward credit hours undertaken when calculating eligibility for Dean's List. A student whose record contains an **Incomplete** is not eligible for the Dean's List until that **I** is changed to a letter grade; at that time, the student becomes eligible provided that the other requirements are met. A student who receives an **F** is ineligible. When a student has been named to the Dean's List, a notation is included on the academic record. Part-time students carrying fewer than 12 hours per semester are recognized on an annual Dean's List covering the full year's work.

**DECLARATION OF MAJORS AND MINORS****Declaration of Major**

Students declare a major by completing a *Declaration of Major Form*. A major may be either departmental or interdisciplinary in character. By meeting the requirements for the major in two separate departments, a student can complete a double major. The student has the option of satisfying the requirements for the major as stated in the catalog in effect during the year in which the major was declared or in any of the catalogs in effect while the student is continually enrolled in the major.

The student must earn a cumulative grade point average (GPA) of 2.0 (rounded) for all courses required in the Major Program. Courses taken on a Pass/Fail basis may not be used to fulfill the minimum requirements for a major unless the course is being offered only on a Pass/Fail basis. If all of the requirements as specified in the student's governing catalog cannot be completed, then a *Request for Substitution of Major/Minor Requirement Form* must be submitted to the Registrar's Office prior to enrollment in the substituted course.

**Declaration of Independently Designed Major**

A student who desires to work out an individualized program consisting of related courses chosen from two or more departments should consult with appropriate faculty in each department involved. A cumulative GPA of at least 2.5 is required at the time of the application of the independently designed major.

The major must be consistent with the liberal arts and sciences and cannot duplicate an existing major. There must be sufficient faculty and resources at the College to support the proposed program of study. The proposal must present a solid intellectual course plan that demonstrates a coherent whole with intellectual depth as evidenced by a sufficient number of upper-level courses.

After meeting jointly with the department chairs involved and other faculty as may be appropriate to work out the program, the student shall complete the *Declaration of Independently Designed Major Form*. The completed form should be submitted to the Dean of the College, along with the rationale underlying the major, explaining how the courses selected (and their prerequisites) contribute to the major and describing the Senior Program. In addition, a letter of support from the faculty member who is designated as the major advisor must be sent to the Dean of the College. If the Dean of the College approves the program, the proposal will be forwarded to the Curriculum Committee for final approval. In the event that this program should involve any course work taken as Independent Study, the student must meet the general college-wide requirement of a cumulative GPA of at least 2.3 at the time of registration for these courses. If the Senior Program involves independently designed courses, these shall be designated as Interdisciplinary Studies 493 and 494 rather than Independent Study and thus not subject to the GPA requirement of the latter. A student may not use more than two courses from an independently designed major toward any other major or minor.

**Deadlines for Declaring Majors**

A student must select a major (departmental, interdisciplinary, or independently designed) in the sophomore year prior to the spring advising period. A junior transfer student may wait until just prior to the advising period of the first semester in residence.

If judged essential and all parties agree on when requirements can be completed, then a major may be changed and/or a double major declared if prior to the end of the spring advising period of a student's junior year. In mitigating circumstances, such as the student is abroad, this deadline can be extended until the second week of the first semester of a student's senior year but only for departmental and interdisciplinary majors. A student may drop a second major or change from a BS degree to a BA degree in the same major at any time.

Additional adjustments in declarations of majors may be made at a later date as deemed necessary by the department chair in consultation with the Registrar for departmental and interdisciplinary majors and by the major advisor(s) in consultation with the Dean of the College for independently designed majors.

**Declaration of Minor**

Students declare a minor by completing a *Declaration of Minor Form*. A student may elect a maximum of two minors in addition to the major. The student may not elect a major and a departmental minor from the same department, except in the Departments of Art and Art History, Economics and Business, and Physics.

Unless otherwise specified, courses in an interdisciplinary minor can count toward a major in a contributing department, and courses in a departmental minor can count toward a major in another department. However, a student taking two minors may not count any of the same courses for both. In addition, not more than two courses in an independently designed major, or an interdisciplinary major, can be used toward a minor. The student has the option of satisfying the requirements for the minor as stated in the catalog in effect during the year in which the minor was declared or in the catalogs in effect while completing the minor. A student may design a minor in collaboration either with a faculty advisor or with one of the faculty concerned. The *Declaration of Independently Designed Minor Form* must be completed which requires a rationale in writing and approval of the departments involved, of the Dean of the College, and of the Curriculum Committee. Approved declaration forms are forwarded to the Registrar's Office.

The student must declare any minor (departmental, interdisciplinary, or independently designed) by the day seniors register for spring semester classes, but ideally the student would discuss it with an advisor and begin it earlier. The student must earn a cumulative GPA of 2.0 (rounded) for all courses required in the Minor Program. Courses on a Pass/Fail basis may not be used to fulfill the minimum requirements for a minor unless the course is being offered only on a Pass/Fail basis. If all of the requirements as specified in the student's governing catalog cannot be completed, then a *Request for Substitution of Major/Minor Requirement Form* must be submitted to the Registrar's Office prior to enrollment in the substituted course.

## DEGREE OPTIONS

### Bachelor's Degrees

At the undergraduate level, three degrees, the Bachelor of Arts, the Bachelor of Fine Arts, and the Bachelor of Science, are conferred. The Bachelor of Arts degree may be elected by any student. The Bachelor of Fine Arts degree may be elected by students who declare a major in Dance, English (Creative Writing), Music (Performance), Studio Art, or Theatre while the Bachelor of Science degree may be elected by students who declare a major in Biology, Chemistry, Engineering Physics, Environmental Science, Mathematics, or Physics. Students who declare a double major must elect which degree will be displayed on their diploma.

#### Requirements for the Undergraduate Degree

1. First-year students must include in their programs for each semester courses in at least four different departments.
2. A senior, in order to qualify for graduation, must present credit for at least the following:
  - a. 124 semester hours of work. This total may include a maximum of 8 semester hours in physical education activity courses. No more than 18 semester hours of credit earned in summer school after entry to Randolph College will count toward the degree requirement in hours.
  - b. 8 semester courses (no fewer than 24 semester hours) in a Major Program are required as a minimum; any department, however, may set the requirements for the major above this minimum. See **Courses of Instruction** for requirements for particular majors (whether departmental or interdisciplinary), including the Senior Program.

- c. 12 semester courses (no fewer than 36 semester hours) outside the major(s).
  - d. No more than one-half the credit offered for graduation by a student may be in any one department.
  - e. Requirements for the General Education Program. See **General Education Program**.
  - f. Students must complete at least one approved intercultural experience involving substantial intercultural interaction. See **Intercultural Competence**.
3. 56 semester hours of courses completed in residence at Randolph College. The required resident hours must include the work of the senior year except for dual degree programs. Fifteen hours of the courses in the major, including the equivalent of the senior program, must be completed in residence at Randolph College. Also, six hours of the courses in any minor must be completed in residence at Randolph College. With the support of the major or minor department, students may appeal to the Board of Review for exceptions to the major or minor residency requirements.
  4. The student must have earned a cumulative grade point average of 2.0 (rounded) both for all courses taken for a grade and for all courses counted toward major requirements.

### Master's Degrees

At the graduate level the Master of Arts in Teaching is conferred.

#### Requirements for the Graduate Degree

1. 36-38 credit hours of graduate coursework must be completed.
2. A maximum of 6 credit hours may be transferred to Randolph College at the graduate level.
3. All requirements, including transfer courses, must be completed within a period of six calendar years.
4. The student must have earned a cumulative grade point average of 3.0 (rounded) both for all courses taken for a grade and for all courses counted toward major requirements. Only one course with a grade of C+ or below will count toward degree requirements.

### EXPERIENTIAL LEARNING (INTERNSHIPS)

A sophomore or junior or senior with a grade point average of 2.0 or higher may earn up to 3 hours per semester, up to 3 hours during a semester break, or up to 3 hours during the summer under the Experiential Learning Program. A maximum of 6 hours of Experiential Learning may be counted toward the Randolph College degree. This 6-hour limit for Experiential Learning credit applies as well to practica, with exceptions allowed for students taking education laboratories. Each 3 hours of credit earned under this program must represent a different learning experience. Students undertaking Experiential Learning in any semester must be registered for a minimum of 12 hours exclusive of physical education activity courses in addition to Experiential Learning. The 12-hour minimum does not apply to qualified part-time students. Experiential Learning is graded on a Pass/Fail basis only. A student may undertake up to 3 hours of Independent Study and 3 hours of Experiential Learning in the same semester.

Applications to obtain credit for Experiential Learning must be signed by the on-site supervisor, the faculty sponsor, and the faculty advisor, and submitted to the Career Development Center. The minimum number of hours needed for the experience per semester hour of credit is 42 hours. The tuition for a 3 credit-hour course taken during the summer is payable by June 1.

## GRADES

The system used in assigning and recording grades is as follows:

Grade	Explanation	Grade	Explanation
A, A-	Excellent	SP	Satisfactory Progress
B+, B, B-	Good	F	Failure
C+, C, C-	Satisfactory	W	Withdrawn from Course
D+, D, D-	Passing	I	Incomplete
P	Passing	AU	Auditor
S	Satisfactory		

### Course Repeats

If a grade of D+, D, D-, or F is earned, the student may elect to take the course again. Courses with grades above D+ may not be repeated. The subsequent grade will be averaged with the original into the grade point average, but both grades will appear on the transcript. If the course is offered on a Pass/Fail basis only, a P will be equated to a C for the purposes of computing the grade point average (exceptions: physical education activity courses). Credit will be granted for the course only once.

### Pass Grade

A grade of **P** is given only when registration is on a Pass/Fail basis. For Dance repertory, non-majors are graded on a Pass/Fail basis only while majors receive regular grades.

### Satisfactory Grade

A grade of **S** is given in the thesis seminar for the Master of Education Program when the student is making satisfactory progress and needs additional time to complete the thesis. It will remain on the transcript to indicate that the thesis work is ongoing.

### Satisfactory Progress Grade

Grades of **SP** may be changed under the following conditions: A grade of **SP** may be given at the end of the first semester in an Honors course, in a senior seminar offered in a two-semester sequence, and in a few other courses. It is a temporary grade, to be replaced by a letter grade at the end of the following semester.

### Incomplete Grade

The temporary grade of **(I) incomplete** may be granted if the student has done the majority of the course work satisfactorily but is unable to complete the work for a term because of illness or other circumstances beyond the student's control.

There are two approval methods for granting a grade of **I**. First, the **I** grade may be granted for failure to complete all of the required course work. In this case, the student must have the approval of the faculty member involved and must file

a completed *Authorization for a Grade of Incomplete Form* (available in the Registrar's Office) with the Registrar's Office by 4:30 p.m. on the final day of classes. This form requires the signatures of the student and the faculty member responsible for the course. Second, an **I** grade may be granted (for an emergency situation only) if a student cannot take the final exam during final exam week. This grade of **I** can be granted only by the Associate Dean of the College, who shall notify the faculty member of this decision.

A grade of **I** automatically becomes an **F** unless the student has submitted all required work before the end of the second week of classes of the following semester and the professor has filed a change of grade in the Registrar's Office before the end of the third week.

### Withdrawal Grade

A grade of **W** is recorded if a student withdraws from a course subsequent to the first four weeks of classes in a semester and prior to the last four weeks of classes. A student may withdraw from a course during the first four weeks without penalty of the recording of a grade. Withdrawal without filing the standard drop slip with the Registrar before the last four weeks of classes results in the recording of an automatic F. Note: If the duration of the course is only for one quarter instead of a semester, withdrawal must occur during the first two weeks of classes in order for the withdrawal to be without penalty or the recording of a grade. The standard drop slip must be filed before the last two weeks of the quarter if the student is to avoid the recording of an automatic F. This rule applies to courses in physical education and to any academic course offered for only a quarter.

### Audit

A designation of **AU** is given when a student has registered as an auditor and has met the requirements set forth by the instructor for the audit. An auditor has the privilege of attending classes but receives no credit. To audit a course, a student must obtain written permission from the instructor and from the faculty advisor. Student may not audit courses in art studio, music performance lessons, physical education activity courses, riding, and science courses with required laboratory. If the requirements set by the instructor for the audit are not met, the course will be removed from the student's academic record.

### GRADE CHANGE POLICY

A change in a recorded grade must be made in writing by completing a *Change of Grade Form* available in the Registrar's Office. Change of SP and I grades only require the instructor's signature. Change of grades other than the grade of SP or I may be made by a professor only with the consent of the Dean of the College, who must also sign the *Change of Grade Form*.

**GRADE POINT AVERAGE**

The academic average for work carried at Randolph College is the ratio of grade points earned to semester hours for which a letter grade is recorded. The grade points per semester hour for each grade are as follow:

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F	0.0

Excluded from the computation of the grade point average are S, SP, W, and I. P is also excluded, except as indicated under **Course Repeats**.

The computation of grade points does not include the results of courses carried at another institution except for the schools with which Randolph College has affiliations: *Domestic Study Programs*: the Marine Biological Laboratory Semester in Environmental Science, the Seven-College Exchange Program (except programs abroad sponsored by these institutions where courses are not taught by members of their faculty), the Tri-College Consortium, Washington Semester Programs, and Dual Degree Programs (engineering schools at Vanderbilt University, Washington University in St. Louis, and the University of Virginia); and *Study Abroad Programs*: College Year in Athens Program, Centre Internationale d'Etudes Françaises (CIDEF), Denmark International Study Program (DIS), Intercollegiate Center for Classical Studies, and the University of Santiago de Compostela. However, letter grades for work accepted through transfer are used in the computation of a student's eligibility for graduation honors.

**GRADE REPORTS**

In order for a student to receive a grade or credit in a course, the student's name must appear on the official class list provided by the Registrar's Office. Students and faculty advisors have electronic access at all times to grades both at midterm and at the end of the semester. Whenever a student's progress in a course is unsatisfactory, the professor shall file an *Academic Alert/Low Grade Report* with the Dean of the College's Office. The Office of the Dean of the College will send a copy of this report to the student and to the student's faculty advisor who will counsel the student. After two have been received for a first-year student, sophomore, or junior or one for any senior, the Associate Dean of the College also counsels the student. Faculty members may also submit to the Associate Dean of the College a commendation for any students doing exceptional work in a particular course, project, examination, or paper. Copies of the *Commendation Form* will become a part of the student's file and will be forwarded to the academic advisor.

**GRADUATION APPLICATION AND INFORMATION**

Rising seniors are asked to complete their degree application one year ahead and this normally happens during spring registration for fall semester courses. Master's degree candidates are asked to complete their degree application by October 1 for May commencement. The application for degree includes the *General Education Audit* (available on the portal on the Students tab), updated major declaration forms, and any minor declaration forms. These must be submitted to the Registrar's Office.

Information obtained from degree applications is used in the ordering of diplomas and in the preparing the *Commencement Program*.

Degree completion dates are in May, August, and January with a Commencement exercise occurring only in May. Undergraduate students who have not completed all academic requirements for the degree may not participate in the Commencement ceremony with the exception of dual degree program participants and students continuing into the College's graduate Teacher Education Program. Graduate students who have completed all academic requirements for the degree except for the summer courses may participate in the Commencement ceremony.

**GRADUATION HONORS**

Undergraduate students of superior academic achievement are awarded the academic distinctions of *summa cum laude*, *magna cum laude*, and *cum laude* with the bachelor's degree as follows:

<i>Summa cum laude</i>	a grade point average of 3.9
<i>Magna cum laude</i>	a grade point average of 3.7
<i>Cum laude</i>	a grade point average of 3.5

The preceding grade point averages, rounded, must be achieved when they are computed on *each* of the following bases: 1) all courses taken at Randolph College and 2) all courses accepted toward graduation (including work accepted by transfer). *Students should note that in evaluating a student's record for graduation honors, grades and credit from all courses entered on the Randolph College transcript from other institutions are considered even if the grades are not on the Randolph College transcript.* When unusual circumstances are present, rare exceptions to this ruling may be granted by the Dean of the College in response to a petition by the student, after the appropriate college committee has considered the case.

**HOLDS ON STUDENT RECORDS**

The College will not issue academic transcripts or diplomas for various financial reasons, including but not limited to the following: 1) tuition accounts with overdue balances above zero, 2) federal loans held by the student that are in collections or in default, and 3) institutional loans (e.g., Plitt) for the student that are in collections or in default. Additionally, transcripts and diplomas are also held for non-tuition related charges including, but not limited to the following: 1) overdue books or fines due to the library, 2) unpaid miscellaneous fees assessed to the student account (e.g., parking violations, health center charges, etc.), and 3) College property in the possession of the student.

Transcripts and diplomas may also be held by the Registrar and Dean of the College if there are any unresolved discrepancies in credentials. Registered students who incur a hold may correct their schedule through add/drop/withdrawal activities and receive their semester grades.

**HONOR PLEDGE**

Randolph College students agree to act with honesty and integrity in all matters, whether academic or personal, from the time they enter the College for orientation. An atmosphere of freedom and trust is the result, as are unproctored tests, pledged works, and self-scheduled exams. All students sign the Honor Pledge

below. Actions that violate the Honor Pledge include but are not limited to lying, cheating, stealing, plagiarism, submitting a particular paper, or similar papers, for credit in more than one course without obtaining prior specific permission from all professors involved, and misuse of library materials that constitutes obstruction to research, administration, or other College activities. The spirit of honor on the Randolph College campus lies in the broader challenge of the Honor Pledge: the commitment not only to be honest in all aspects of one's life and to hold others to that standard as well, but also to maintain the integrity of one's word and respect the rights of others.

One of the actions that violates the Honor Pledge is plagiarism defined as using the words or ideas of another person without properly acknowledging their source. When a student presents work for academic credit, the instructor assumes that the work is original except where the student shows through correct documentation that he/she is citing the work of another. Inadequate or improper documentation is grounds for a student being charged with plagiarism. Whether the student is found to have been ignorant of the conventions for documentation, careless in applying his/her knowledge of those conventions, or dishonest in presenting someone else's work as though it were the product of his/her own understanding, the result is the same: the student has committed plagiarism. The Honor System requires that a student who has committed plagiarism go through the judiciary process. For full information on the Honor System, see the Honor System in the *Student Handbook*.

The Honor Pledge: *I pledge absolute honesty in my academic work and in all personal relationships at Randolph College. I will maintain the integrity of my word, and I will respect the rights of others. Realizing that these standards are an integral part of life at Randolph College, I assume my obligation to uphold this honor pledge. If at any time I fail to live up to my obligation of this pledge, I will report myself to the Chair of the Judiciary Committee. I will also ask others to report themselves for any infraction of this pledge.*

## HONORS IN THE MAJOR

To encourage students of exceptional ability to engage in independent and intensive study in their fields of interest, faculty of the College are authorized to offer Honors courses as described below. A junior or senior who has a cumulative academic average of 3.45 in all academic work recorded for a letter grade and a cumulative average of 3.7 in the major is eligible to read for Honors in the Major on an approved topic. A student whose overall average qualifies but whose major average does not may petition faculty in the major to read for Honors. If at the end of the first semester of the senior year the student's cumulative GPA in the major falls below 3.5, the student is no longer eligible to continue the Honors Program. Students who enter with academic credit may, after at least two semesters at the College, apply to read for Honors. In such cases, both the quality of work completed at Randolph College and that completed elsewhere are considered.

The candidate shall take from six to twelve hours in Honors work. In order to complete six hours of Honors, a student who has fulfilled the above eligibility requirements may apply (upon the student's own initiative or at the suggestion of a faculty member) at the end of the junior year for permission to undertake Honors work. All Honors work must be done in the senior year. In order to complete nine hours of Honors, a student may either apply at the end of the sophomore year and complete six hours as a junior and three hours as a senior, or the student may apply

at the end of the first semester of the junior year to do three hours as a junior and six hours as a senior. If the student obtains approval to take twelve hours (six hours in the junior year and six hours in the senior year), the student shall apply at the end of the sophomore year and begin the Honors Program in the junior year. Whatever plan is followed, the student must take at least three hours of the Honors Program as a senior. The application must be made to the department or program chair of the student's major, who shall report to the faculty the names of those students who are reading for Honors. The *Candidate for Honors Form* must be completed and submitted to the Registrar's Office to authorize Honors work, and the appropriate courses, 497H and 498H, included in the student's program of study.

An Honors course shall be planned for the individual student or students concerned and shall be conducted through seminars or weekly conferences. The Honors work shall be distinct from that of other courses; in no case shall it be constituted of additional assignments given in connection with classes open to students who are not reading for Honors. At the option of the department or program chair involved, the Honors Program may be regarded as constituting the student's Senior Program. The student who has a double major may do an integrated Honors Program or do individual Honors Programs in one or both majors. If the student does not have an integrated Honors Program, the student shall complete the Senior Program in the major in which the student does not read for Honors.

The department or program chair, in consultation with the student, shall assign each Honors student a special Honors Supervisor who will be in immediate charge of the student's program. If the field of the student's Honors work embraces more than one major, the appointment of the Honors Supervisor shall be made by the department and program chairs of the majors in consultation. The manner in which the Honors work shall be carried on shall be determined by the faculty concerned.

The Honors student must submit a thesis or completed project in a field of special interest. This thesis or project shall be under the direction of the student's Honors Supervisor, but when completed must be approved by a majority of members of the examining committee. In the case of a thesis, the student shall send electronically one copy of the approved Honors paper to the Lipscomb Library, which catalogs such papers and maintains a file of them in the Library archives. This copy shall contain any revisions which the examining committee has required and bear the signatures of the majority. In the case of a project in the areas of fine arts or performing arts, the project shall be recorded on tape, video tape, film, slides or photographs (whichever is most appropriate), signed by the majority of the examining committee, and given to the Lipscomb Library. *These Honors projects must be submitted to the Library by the date senior grades are due.*

The examining committee shall be composed of an odd number of faculty members, usually three, including the Honors Supervisor, the department or program chair of the major or a faculty member appointed by the chair, and one faculty member from another department. The members of the committee shall be appointed by the Honors Supervisor, subject to the approval of the Dean of the College, who shall notify members of this appointment. This appointment shall be made during the first eight weeks of the semester which precedes the semester of the examination in order to allow the student to consult with other members of the examining committee during the course of the Honors work. It shall be the purpose of the examining committee to determine whether the student's work merits the designation of Honors. The examining committee for each student's program

shall meet at the end of the first semester of the senior year to decide whether there has been sufficient progress to permit the completion of the program. The committee may decide that the program should continue, should be converted to an Independent Study project, or should be discontinued.

The Honors student shall take an oral examination of at least one hour's duration on the subject of the Honors work. This examination shall be given on a date prior to the end of the senior examination period. The Honors Supervisor is responsible for notifying the Dean of the College of the date of the Honors examination.

A successful Honors project shall receive the grade of **A** or **A-**. A student whose work does not merit the designation of Honors will receive a grade commensurate with the quality of the work and will receive the hours credit earned. These hours of credit shall appear on the transcript as either Independent Study or the Senior Program in the major. The student's Honors work shall be entered on the permanent record and, if the candidacy is successful, a notation such as "Degree with Honors in Psychology" or "With integrated Honors in Psychology and Sociology" shall be placed on the permanent record.

#### INDEPENDENT STUDY

Independent study is a program which enables the student to pursue a course of study which is of special interest but is not offered in the regular curriculum. The College encourages the able student to undertake independent study as a means of increasing self-reliance, identifying educational objectives, and structuring a program to meet these objectives. The student is therefore responsible for selecting and defining the subject or topic to pursue and for making important decisions determining the development and outcome of the project. The sponsoring faculty member alone has responsibility for supervision and evaluation of the work. After a student has successfully completed a semester's program at Randolph College or another accredited college, the student may apply to any department for independent study to be carried on during the academic year or during the summer (upon payment of a summer tuition fee by June 1). *Independent Study Forms* are available on the portal. Permission is contingent upon the following conditions:

1. The student is in good standing academically and has a cumulative grade point average of at least 2.3. In addition, if it is a summer project, the student must have earned an average of at least a 3.0 in the subject area of the project. Permission to undertake an independent study project must be applied for by submitting an application form to the Curriculum Committee as follows: for the fall and spring projects, before the end of the last day of the first week of classes of the semester in which the project is to be completed; for summer projects, no later than the end of the last day of classes of the spring semester.
2. A qualified faculty member is willing to serve as supervisor.
3. The proposed project has been approved by the supervisor, chair of the department in which the study is being done, and the Curriculum Committee.
4. A project does not duplicate the work of a course regularly available at the College.
5. The project is to be completed within the confines of a given semester or during a single summer. During the academic year, the student in independent study may earn 1, 2, or 3 hours of credit per semester; during the summer, the student may earn 3 hours. Credit hours awarded for satisfactory completion of independent study projects may not exceed 15 within the minimal number of hours completed for the degree, and normally not more than three hours are permitted per

semester. The Honors Program is a separate program and does not affect this limitation. A student may undertake up to 3 hours of independent study and 3 hours of Experiential Learning in the same semester.

The tuition fee for each course taken during the summer is payable in advance and nonrefundable. If a student decides not to complete a summer independent study project after having registered, the fact of the registration shall not appear on the academic record provided the student withdraws formally before the end of the first week of classes of the fall semester. If notification of the withdrawal is not received by the Registrar before that time, a grade of F shall be entered for the course. Any student failing to hand in a final report on such a project by the end of the fourth week of the fall semester shall receive an automatic grade of F.

#### INTERCULTURAL COMPETENCE

Intercultural competence involves the development of one's knowledge, skills, and attitudes in successfully interacting with persons of diverse backgrounds. While globalizing and internationalizing were popular concepts in the 20th century, the new imperative of liberal learning in the 21st century is intercultural competence. To be eligible for graduation, students must complete at least one of the following intercultural experiences involving substantial intercultural interaction prior to the last day of classes in the first semester of their senior year. The experience must be intentional and completed after enrollment at the College. Students need to submit their *Intercultural Competence Form* to the Registrar's Office. Options marked as needing pre-approval require pre-approval by the Intercultural Competence Project Committee.

- Participation in the American Culture Program.
- Study abroad or college-approved off-campus program (short-term/summer, semester, or year-long).
- One semester of a foreign language course at the 300-level or above.
- Pre-approved courses (See online form for listing.)
- An internship (pre-approved).
- A service-learning or volunteer experience (pre-approved).
- An experience funded by the RISE award (pre-approved).
- A student-designed intercultural competence initiative (pre-approved).
- An essay by international students about their experience in the U.S.

#### LANGUAGE ACROSS THE CURRICULUM

A student who wants to use skills in a foreign language to enrich a course outside the language disciplines may enroll in a Language-Across-the-Curriculum (LC) section by arrangement with the faculty member teaching the course. The work involved will be arranged in advance at the discretion of the professor, who will design it with either the student or the appropriate language professor. The work will include readings in a foreign language relevant to the content of the course it complements and consonant with the language skills of the student. It can, but need not, include speaking and/or writing in the foreign language. The standard award of credit is one hour; grading is Pass/Fail. The prerequisite is permission of the instructor; the corequisite is the course the LC section complements. Courses available for LC have a notation in their course description specifying the foreign language(s) offered.

**NOT-ENROLLED-STUDENT STATUS**

If a student wishes to take a leave of absence from the College for medical or personal reasons, the student must apply to the Associate Dean of the College. *Not-Enrolled-Student Status Application Forms* are available in the Office of the Dean of the College. Re-entry to the College is assured provided plans have been approved and all previous financial obligations have been met.

**OFF-CAMPUS STUDY**

Off-campus study is normally a junior-year option. A student not on academic probation wishing to spend a semester or a year at another domestic college or university must apply to the Associate Dean of the College. For study abroad and certain domestic affiliations, the student should apply to the Director of the International Programs and Study Abroad. In order to receive permission for an off-campus study program, the student's proposed plans must ensure normal progress toward meeting the requirements for the degree at Randolph College and have the approval of the major advisor. Course work to be taken must be approved in advance on a *Transfer of Credit Approval Form*. The student's re-entry to the College is assured provided that the program is approved in advance and that the student maintains good standing while pursuing off-campus study. Forms for applying for non-affiliated off-campus domestic study are available in the Office of the Dean of the College and for study abroad in the Office of International Programs and Study Abroad while *Transfer Credit Approval Forms* are available on the Students tab on the portal under Forms. See **Transfer of Credit**.

**PASS/FAIL OPTION**

To stimulate an undergraduate student to extend the range of choice of courses beyond the fields in which the student has special competence, the College has adopted the grading option of Pass/Fail. See **Grades**. *Pass/Fail Forms* are available in the Registrar's Office and require the signatures of both the student's advisor and the instructor of the course to be taken on a Pass/Fail basis. A student may register for a course on a Pass/Fail basis under the following conditions:

- a. the student has completed at least one semester at an accredited college or university;
- b. the student has the permission of the professor and the faculty advisor;
- c. the student is applying to take only one course on this basis during that semester; and
- d. the student fills out the appropriate form available in the Registrar's Office.

Departments also have the option of designating certain courses to be taken only on a Pass/Fail basis. Enrollment in a course so designated shall not affect a student's option for such registration in another course.

Courses taken on a Pass/Fail basis may not be used to fulfill the minimum requirements for a major or a minor unless the course is being offered only on a Pass/Fail basis. Non-degree international students participating in Randolph College exchange programs are exempt from the regulations above, and are allowed to take up to 9 credit hours each semester on a Pass/Fail basis with the approval of the faculty members involved and the Associate Dean of the College.

**PRE-ENTRY CREDIT/PLACEMENT POLICIES**

There are several ways in which students can receive credit or advanced placement for college-level work completed prior to entry, as follows:

**Advanced Placement Program**

The College participates in the Advanced Placement (AP) Program conducted by the College Board by awarding academic credit or advanced placement to entering students who have made specified scores on AP examinations taken prior to entry to the College. Accepted students should have AP score reports sent directly to the College (College code 5567) in the summer following the senior year of high school. Faculty members of the appropriate academic departments establish policies for academic credit and advanced placement in each discipline. Entering students who have earned scores of "3" or better on AP Program examinations may be considered for advanced placement in college courses and for credit toward graduation, at the discretion of the department chairs involved. Most departments require a minimum score of "4" before granting credit. Upon request, the Office of the Dean of the College will provide details of department policy.

**College Courses Taken prior to High School Graduation**

College courses taken while in high school will be considered as part of transfer credit and can be transferred contingent upon compliance with policies and procedures outlined in the **Transfer of Credit** section.

**College-Level Examination Program (CLEP)**

Applicants offering scores on a CLEP Examination will be awarded credit provided 1) the examination is a Subject Examination covering a subject area offered in the Randolph College curriculum, 2) the examination is taken prior to entry, and 3) the score received is equal to or better than the mean test score of students who earn a grade of C in the corresponding course. The amount of credit awarded is determined by the corresponding program according to the coverage of courses in that program. Subject Examinations in foreign languages will not be afforded credit unless they represent a level of achievement beyond that of previous high school or college preparation.

**GCE A-Levels**

Students may submit official results of General Certificate of Education (GCE) A-Level examinations for consideration of academic credit if such examinations are taken prior to entry. No grade below a C is considered and no credit will be awarded for AS-, AO-, or O-level results.

**International Baccalaureate**

The College recognizes the successful achievement of students participating in the curriculum of the International Baccalaureate organization. The student who has earned individual course Certificates or Program Diplomas may submit credentials for evaluation. Entering students who have earned scores of "5" or better on IB Higher Level Subject Examinations may be considered for advanced placement in college courses and for credit toward graduation, at the discretion of the department chairs involved.

**Military Credit**

Credit will be allowed for military service school experiences if credit is recommended in *The Guide to the Evaluation of Educational Experiences in the Armed Services* produced by the American Council on Education and if the course work is relevant to the liberal arts curriculum offered at Randolph College. A copy of official discharge papers (DD-214) and official military transcripts should be submitted to the Registrar's Office for evaluation.

**Randolph College Placement Tests**

Placement tests in English, mathematics, and foreign languages are administered online and/or during Orientation Sessions. Students who demonstrate college-level ability may be granted placement and/or exemption from certain requirements.

**RANK**

The College will not release information on a student's specific rank in class. However, if a student desires it, the College will release information regarding academic standing according to the following classifications: top 1% of the class, top 5% of the class, and each decile of the class.

**READMISSION**

Students who voluntarily withdraw or who have been declared academically ineligible to continue must apply for readmission to the College if they wish to return. Students must submit an application form available from the Associate Dean, official transcripts of any college course work completed since leaving the College, if applicable, and a nonrefundable fee of \$25. If the withdrawal was for medical or disciplinary reasons, clearance by the Dean of Students Office is also required. For the fall semester, readmission applications will not be accepted prior to the preceding April, and for the spring semester, readmission applications will not be accepted prior to the preceding November. Application must be made at least three weeks prior to the start of classes.

In addition to the application form, a student declared academically ineligible must submit at least one recommendation from a professor or official at any institution attended and any other information demonstrating that the student should be readmitted. The College's Board of Review will base its decision on these materials. A student who is readmitted after being declared ineligible will be placed on academic probation and will be informed of the specific criteria for maintenance of good standing. A student normally may not be readmitted to the College a second time after having been declared ineligible twice.

**RECORDS RETENTION POLICY**

The academic record of a student will be maintained either in paper copy or electronic format by the Registrar's Office according to the following schedule: *Permanent retention* is maintained for the academic transcript and the students' file folders which contain application forms, high school and college transcripts, major declarations, graduation certification materials, and other information kept in the student file folder. *Three-year retention* from the date of origination is maintained for registration and add/drop/withdrawal forms. *One-year retention* from the date of

origination is maintained for transcript request forms, change of student address information, and verification of enrollment forms.

**REGISTRATION, ADD/DROP, AND WITHDRAWAL FROM A COURSE**

Registration is required before a student may attend classes. Specific registration information is available at the Registrar's Office, in the class schedule each semester, and on the Students tab on the portal. After the initial registration each semester, students may make adjustments to their schedule within the following time frames. A student may add full semester courses during the first week of the semester. A student may drop a full semester course during the first four weeks of the semester and not have the course become a part of the student record. Physical education and other quarter courses are subject to different deadlines; check the *Registrar's Academic Calendar* for specific dates. Summer sessions of varying lengths have comparable deadlines.

A grade of W is recorded if a student withdraws from a course after the drop period but prior to the last four week of classes. Withdrawal during the last four weeks of classes or failure to file the standard drop slip prior to this time results in the recording of an automatic F except under medical or other serious mitigating circumstances which must be documented. Mitigating circumstances must be evaluated by the Associate Dean of the College and include a certification by the faculty member that the student was making satisfactory progress at the time of the mitigating circumstances.

**STUDENTS' RIGHTS OF ACCESS TO THEIR EDUCATIONAL RECORDS**

The College complies with The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended (often referred to as the "Buckley Amendment"), which protects the privacy of educational records, establishes students' rights to inspect their records, provides guidelines for correcting inaccurate or misleading data, and permits students to file complaints with the Family Educational Rights and Privacy Act Office. Specifically, students are afforded the following rights with respect to their educational records:

- a. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access.** Students should submit to the Registrar, Dean of the College, Dean of Students, chair of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, the official shall advise the student of the correct official to whom the request should be addressed.
- b. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.** Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

**c. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.** The right to inspect a student's academic record is limited to the student. Access to students' records, except directory information which may be released, is never granted to individuals from off campus requesting information, unless the student involved has given written permission or as applicable law requires. Directory information is defined as the student's name, photograph, college email address, hometown (city and state of home address), program of study, degrees granted and awards received, classification, enrollment status, dates of attendance, participation in officially recognized activities and sports, and height and weight of members of athletic teams. Students may restrict access to their directory information by contacting the Registrar's Office and filing a written request. In addition, the College will publish for internal use a student directory which includes names, pictures, campus addresses, major program of study, and class year. Further, to minimize the risk of improper disclosure, academic and disciplinary records are kept separate.

The College expects that students will discuss their academic progress with their parents. Students may authorize disclosure of information to parents or anyone else by completing a *Consent to Disclose Information from Education Records Form*. Upon request the college will exercise its discretion to disclose information from the student's education records to authorized individuals under the following circumstances: 1) through the written consent of the student; 2) by submission of evidence that the parents declared the student as a dependent on their most recent Federal Income Tax form; 3) and in compliance with a subpoena. In cases of divorce, separation or custody, when only one parent declares the student as dependent, an institution may grant equal access to information from the student's education records. However, when access is given to one parent, the College must grant equal access to the other parent upon request, unless there is a court order, state statute, or legally binding document stating otherwise. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including security personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill professional responsibility.

**d. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with requirements of FERPA.** The name and address of the office that administers FERPA is Family Policy Compliance Offices, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605.

## TRANSCRIPTS

Current and former students may request that copies of their transcripts be forwarded to other educational institutions, employers, or any person designated by the student. Students must authorize release of their transcript by completing a *Transcript Request* available in the Registrar's Office or on the Registrar's website. There is a \$5.00 per copy fee for a transcript. Electronic (PDF) transcripts, rush service, and overnight delivery are available for an additional fee. Generally transcript requests will be processed within five working days.

Due to limitation on access to student information under the Family Educational Rights and Privacy Act of 1974, telephone and third party requests for transcripts cannot be honored. The College also does not release transcripts if there are outstanding financial obligations.

As required by the Code of Virginia, the Registrar must include a notation on the transcript of any student who has been suspended for, has been permanently dismissed for, or withdraws from the institution while under investigation for an offense involving sexual violence. See *Student Handbook* for details.

## TRANSFER OF CREDIT

Work done at another institution will be given credit at Randolph College provided the course work represents collegiate course work relevant to the liberal arts degree program of study, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in Randolph College's own undergraduate degree program. In assessing and documenting equivalent learning and qualified faculty, the College may use recognized guides which aid in the evaluation for credit. Such guides include those published by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers, and the Association of International Educators. In order to be acceptable for transfer, a course does not necessarily need to duplicate exactly a course offered at Randolph College; however, approval is based on the appropriateness of the course to a liberal arts degree program of study. The student who is transferring credits to Randolph College is responsible for having an official transcript of work mailed to the Registrar as promptly as possible.

Current students interested in pursuing summer school course work or other off-campus work should note the following in selecting courses and assessing credit potential. Each course taken needs to be **approved in advance** by the student's faculty advisor(s) and by the Registrar. Approval is obtained by completing a *Transfer of Credit Approval Form*. A course *not approved in advance* may or may not be approved. Following initial entry, an undergraduate student may transfer a maximum of 18 semester hours of credit earned in summer school, through part-time off-campus study, and through online course work toward the Randolph College degree requirements. Students should read major, minor, and degree requirements carefully before taking a course off-campus. It is also preferable for a student to take the basic courses in the department in which the student plans to major at Randolph College. Courses taken to fulfill General Education Program, major, or minor requirements require special approval, which must be noted on the *Transfer of Credit Approval Form*.

**General Transfer of Credit Policies**

- Each course selected for transfer must not duplicate a course already completed or a course to be taken at Randolph College.
- A grade in the **C** range or better must be earned in each course considered for transfer to Randolph College.
- No credit will be granted for courses taken on a Pass/Fail basis.
- At the undergraduate level, a maximum of 68 semester hours may be transferred toward Randolph College requirements.
- At the graduate level, a maximum of 6 semester hours may be transferred to Randolph College.
- Not more than 12 semester hours of credit in social work or photography courses will transfer.
- Modern language courses taken online must have an acceptable oral/aural component.
- Online courses with an accompanying laboratory component require additional review by the department to be considered for transfer.
- No grade earned elsewhere will be recorded on the Randolph College transcript nor will the hours of credit and grades earned be included in computing the academic average, with the exception of grades earned at certain institutions with which Randolph College has affiliations: *Domestic Study Programs*: the Marine Biological Laboratory Semester in Environmental Science, the Seven-College Exchange Program (except programs abroad sponsored by these institutions where courses are not taught by members of the faculty), the Tri-College Consortium, Washington Semester Programs, and Dual Degree Programs (engineering schools at Vanderbilt University, Washington University in St. Louis, and the University of Virginia); *and Study Abroad Programs*: College Year in Athens Program, Centre Internationale d'Etudes Françaises (CIDEF), Denmark International Study Program (DIS), Intercollegiate Center for Classical Studies, and the University of Santiago de Compostela. *Students should note that in evaluating a student's record for graduation honors, letter grades and credit from all courses entered on the Randolph College transcript from other institutions are considered.*

**TRI-COLLEGE CONSORTIUM**

Undergraduate students may enroll without payment of any additional tuition in an approved liberal arts course at Lynchburg College or Sweet Briar College during the academic year, provided the course is not currently available at Randolph College, the prerequisites for the course have been met, and there is space in the class for a guest registrant. To participate, a student must carry a full-time overall course load. Student may not sign up to take more than half of their work at another campus in any one semester, although exceptions can be made by the deans of the institutions concerned. Students wishing to undertake internships for credit offered through the Tri-College Consortium must satisfy Randolph College's eligibility requirements for Experiential Learning and abide by policies governing both Experiential Learning and general Tri-College enrollment as stated above. *Tri-College Registration Forms* are available on the portal. Students from Lynchburg College or Sweet Briar College may enroll in credit-bearing courses at Randolph College under the same arrangement.

**WITHDRAWALS**

Any student planning to withdraw from the College, either during or at the end of a semester, must complete the exit procedure initiated by completing a Voluntary Withdrawal Form. Before a voluntary withdrawal during a semester may be authorized, a dependent student must have a parent or guardian confirm that the academic and financial consequences of such action are understood. This confirmation may be given in writing or orally, but must be received before the withdrawal can be granted. Unless the student follows these steps, any student who voluntarily withdraws during a semester will forfeit the right to honorable withdrawal. The record of a student who voluntarily withdraws will reflect withdrawal from courses according to standard criteria. The College reserves the right to require at any time the withdrawal of any student whose conduct or academic standing it regards as undesirable or whose continued presence is a risk to the student or others. Students who decide to return to the College after withdrawal must apply for readmission. See **Readmission**. For some students needing to interrupt their studies for a specific length of time, a leave of absence is another option to consider. See **Not-Enrolled-Student Status**.

**WRITING SKILLS EVALUATION**

Recognizing the importance of strong writing skills to success both in college and after, the College provides ongoing instruction and evaluation of each student's writing during the years on campus. All students must fulfill the English writing requirement by the end of the first year. In addition, at the end of each semester, the faculty of all courses assess the writing competence of each of their students using the following scale: Excellent; Adequate for satisfactory academic work; Weak or clearly inadequate, could be detrimental to academic work; No basis for judging writing performance.

To ensure that students who need to strengthen writing skills receive the assistance they need, the procedures described below have been adopted by the faculty. Any student who receives a rating of weak from two different faculty members will be required to elect one of the following options during the semester following low evaluations in order to maintain eligibility to continue at the College for the subsequent semester:

1. Enroll in and satisfactorily complete a designated writing intensive course,
2. Complete an individual tutoring program under a contract with the Director of the Writing Program in the Writing Lab, or
3. Pass a writing proficiency examination to be prepared and evaluated by the Writing Board.

Choice of option will be made by the student based upon the recommendation of the Director and in consultation with the faculty advisor.

## American Culture Program

*Faculty:* Julio Rodriguez, Noel K. Wolfe

The American Culture Program offers an opportunity for an analysis of the United States in ways that transcend traditional approaches to American studies. The Program is based on the thesis that America is more than a geographic location; that for centuries it has also been a state of mind and a set of hopes. Accordingly, the Program focuses not only on what Americans are but also on what they think they are, and not only on American realities but also on the development and transmission of an American consciousness. Students study how Americans present themselves through museums, historic sites, and places of entertainment, as well as through books, movies, politicians' speeches, civic celebrations, and television. In approaching America as both a social reality and a cultural construct, each of which has been subject to continual debate, students should develop a deeper sense of the nation's complex character as well as a more precise conviction about what they themselves wish the nation to be.

Normally, students admitted to the Program will take twelve hours structured as four courses (AMCP 272, 302, 304, and 322) that comprise the curricular core. Students will also enroll in either a program-sponsored practicum or one course from the regular curriculum of the College. In some cases, a student in AMCP 302 or 304 may be able to obtain credit in a department, in consultation with departmental personnel, if the student's graded projects are relevant to the particular discipline.

The American Culture minor offers students the opportunity to formalize and augment their experience in the American Culture Program.

### American Culture Minor

Courses	Course Title	Credit Hours
AMCP 272	American Images	3
AMCP 302	American Voices I	3
AMCP 304	American Voices II	2
AMCP 322	American Culture Seminar	4
Two additional courses, one at the 300 level, chosen in consultation with the minor advisor, that focuses on a theme, topic, or problem in American culture or society.		6
<b>Total for Minor in American Culture</b>		<b>18</b>

### 272. American Images

An interdisciplinary exploration of the ways Americans represent themselves in intellectual and popular culture from the nineteenth through the twenty-first centuries. By considering themes such as race, ethnicity, class, gender, and environment, students will examine visual, literary, and musical texts for the diverse and distinctive images of America. The course will make use of the Maier Museum of Art.

*Hours credit:* 3. *Prerequisite:* admission to the American Culture Program.

### 302. American Voices I

An interdisciplinary lecture/discussion course in which competing viewpoints about the nature of the United States will be heard, debated, and analyzed. Most classes will hear from guest speakers; for example, public policy analysts, academics, media professionals, representatives from business and the military, and social, political, and environmental activists.

*Hours credit:* 3. *Prerequisite:* admission to the American Culture Program.

### 304. American Voices II

A study/travel course that takes advantage of the College's central location in order to visit a variety of work places, government institutions, churches, museums, and historic sites and to hear from workers, bureaucrats, ministers, curators, and interpreters about their identities as Americans. Travel will include day trips, some weekend trips, and one week-long journey.

*Hours credit:* 2. *Prerequisite:* admission to the American Culture Program.

### 322. American Culture Seminar

An interdisciplinary seminar that will examine selected themes in American culture from the perspectives of faculty expertise. The course will include extensive reading and a tutorial writing component wherein the student will work individually with faculty on writing assignments.

*Hours credit:* 4. *Prerequisite:* admission to the American Culture Program.

### 332. American Culture Practicum

A course that offers Program students the opportunity to experience research and work in businesses and organizations that relate to thematic considerations of the Program. The hours in this course will count as Experiential Learning.

*Hours credit:* 1, 2, or 3. *Prerequisite:* admission to the American Culture Program. *Offered on a Pass/Fail basis only.*

## Art and Art History

*Faculty:* Andrea W. Campbell, James R. Muehlemann, M. Kathy Muehlemann, Lesley Shipley

Visual literacy is critical to understanding our increasingly complex world and its images. Courses in the Department provide a framework for the study of art through knowledge of its principles and history and through creative studio work. The Department's courses develop critical and creative skills that prepare students for the demands of a changing marketplace.

The Department encourages qualified students to pursue graduate study. Graduates have gone on to degree programs in architecture, art history, art therapy, and studio art at the University of Pennsylvania, Parsons, University of Virginia, Pratt, University of Chicago, George Washington University, Royal Ballard Institute of the University of London, American University, the School of the Art Institute of Chicago, New York University, Queens College, Virginia Commonwealth University, and the Fashion Institute of Technology, among others.

### ART HISTORY MAJOR

Courses	Course Title	Credit Hours
ARTH 101	Art, Culture, and Society before 1400	3
ARTH 102	Art, Culture, and Society after 1400	3
ARTS 103R	Introduction to Studio Art	3
One additional Studio Art course		3
One of the following Ancient/Medieval Art courses:		3
ARTH/CLAS 179	Masterworks of Greek and Roman Art	
ARTH 238	Medieval Art	
One of the following Renaissance/Baroque Art courses:		3
ARTH 242	Baroque Art and Architecture	
ARTH 263	Early Renaissance Art and Architecture	
ARTH 264	High Renaissance Art and Architecture	
One of the following Modern I (Nineteenth-Century Art) courses:		3
ARTH 215	American Art and Architecture	
ARTH 243	19th-Century European Art	
One of the following Modern II (Post-1900) courses:		3
ARTH 244	Modern European Art	
ARTH 257	Post-War and Contemporary Art	
One of the following 300-level courses		3
ARTH 314	Special Topics in Art	
ARTH/ENGL 378	Gender in Renaissance Art and Literature	
<i>Senior Program</i>		
ARTH 493,494	Senior Seminar, Senior Paper	6
<b>Total for B.A. Degree in Art History</b>		<b>33</b>
• Students may major in both Art History and Studio Art or major in one field and minor in the other field. For multiple programs, the only courses that can overlap are ARTH 101, ARTH 102, and ARTS 103R.		

### STUDIO ART MAJOR

Courses	Course Title	Credit Hours
ARTH 101	Art, Culture, and Society before 1400	3
ARTH 102	Art, Culture, and Society after 1400	3
ARTS 103R	Introduction to Studio Art	3
Four additional Studio Art courses		12
Two of the following:		6
ARTH 105	Introduction to Asian, African, and Islamic Art	
ARTH 215	American Art and Architecture	
ARTH 238	Medieval Art	
ARTH 242	Baroque Art and Architecture	
ARTH 243	19th-Century European Art	
ARTH 244	Modern European Art	
ARTH 257	Post-War and Contemporary Art	
ARTH 263	Early Renaissance Art and Architecture	
ARTH 264	High Renaissance Art and Architecture	
ARTH 314	Special Topics in Art	
<i>Senior Program</i>		
ARTH 425,426	Senior Studio I,II	6
<b>Total for B.A. Degree in Studio Art</b>		<b>33</b>
• Students may major in both Art History and Studio Art or major in one field and minor in the other field. For multiple programs, the only courses that can overlap are ARTH 101, ARTH 102, and ARTS 103R.		
<i>Additionally for B.F.A.</i>		
Students who intend to enroll in the B.F.A. must present a portfolio to be considered a candidate for the program; it is recommended that the portfolio be presented no later than the second semester of enrollment at Randolph College.		
ARTS 423,424	Advanced Studio	6
Interdisciplinary Base <sup>1</sup>		9
I ST 393R	Fine Arts Colloquium	3
I ST 495	Senior Fine Arts Colloquium	1
<b>Total for B.F.A. Degree in Studio Art</b>		<b>52</b>
<sup>1</sup> Students select the interdisciplinary base in consultation with their advisor. Courses selected must be from DANC, ENGL, EVST 306, MUSC, or THTR with two departments represented and must include one course in artistic expression.		
<b>Art History Minor</b>		
ARTH 101	Art, Culture, and Society before 1400	3
ARTH 102	Art, Culture, and Society after 1400	3
Three additional Art History courses		9
<b>Total for Minor in Art History</b>		<b>15</b>
<b>Studio Art Minor</b>		
ARTS 103R	Introduction to Studio Art	3
Four additional Studio Art courses		12
<b>Total for Minor in Studio Art</b>		<b>15</b>
• Studio art courses include drawing, painting, photography, printmaking, and sculpture. Any student wanting a minor in one of these areas must use the above minor in studio art.		

## RECOMMENDED COURSES

Art history majors: studio art, French language, classics, communication, history, literature, and philosophy courses. Studio art majors: art history, history, literature, and philosophy courses.

## SPECIAL PROGRAMS

The Maier Museum of Art houses the College's preeminent American art collection which is featured in the teaching of many art history and studio courses. The Maier also curates the longest-running annual exhibition of Contemporary Art held at a college or university in the country.

The Department maintains an active program of visiting artists and art historians who lecture on their work and offer workshops, critiques, or seminars for students. Polly Apfelbaum, Jake Berthot, Barbara Haskell, Bill Jensen, Elizabeth Murray, Maya Lin, Judy Pfaff, Jules Prown, Elena Sisto and Larry Silver are among past participants.

## EXPERIENTIAL LEARNING EXAMPLES

Randolph College is the only institution of higher learning in the U.S. that has an internship program at the National Gallery of Art, London. Art history and studio art majors are encouraged to apply for this very special opportunity. Numerous internships are offered by the Maier Museum of Art and the Career Development Center, and these can be applied to the minor in museum studies, an option attractive to many art majors. These offer qualified students the opportunity to gain marketable skills in numerous areas of museum work: curatorship, management, education, public relations, and conservation. Randolph College students are offered a scholarship to attend the Nantucket Preservation Institute where they earn graduate credit in historic preservation and are paid a stipend to intern in arts management at the Lyric Opera of Chicago. Students have successfully obtained competitive internships at distinguished institutions such as the Smithsonian Institution's American Art Museum, the National Gallery of Art in Washington, D.C., the Museum of Modern Art, and the Whitney Museum of American Art, New York. Studio majors have been accepted by competitive summer programs, including Yale/Norfolk, Chautauqua, and the Vermont Studio School, as well as to summer programs in France and Italy.

## ART HISTORY

### 101. Art, Culture, and Society before 1400

This course introduces students to the field of art history by giving an understanding of the major developments in a variety of forms of artistic expression as these are related to the unfolding of history. The course pursues the establishment of the Western artistic canon by the Greeks and Romans, its development over the course of the Middle Ages, and concludes with the Early Renaissance.

*Hours credit: 3.*

### 102. Art, Culture, and Society after 1400

What can be learned about culture through art? Explore history through this survey of European and American art from the Renaissance to the present by artists such as Michelangelo, van Gogh, Picasso, and Warhol. Examine artworks in their historical, religious, and cultural contexts to discover what meanings and messages they conveyed at the time of their creation.

*Hours credit: 3.*

### 105. Introduction to Asian, African, and Islamic Art

A survey of the visual arts of Asia, particularly India, China, and Japan, Africa, Oceania (islands of the Pacific Ocean), and the Islamic world examined within their socio-historical, political, and cultural contexts. Discussions revolve around aesthetics, practical methods of art making, identity, religion, the art market, contact with Western cultures, and the legacy of colonialism.

*Hours credit: 3.*

### 179. Masterworks of Greek and Roman Art

As an introduction to the artistic culture of ancient Greece and Rome, this team-taught course discusses select works of art and architecture in depth, from both art historical and archaeological perspectives. Its aim is to set works of art in their specific historical and cultural context while exploring the connection (in style, material, technique, aesthetic) between them and our world. Identical with Classics 179.

*Hours credit: 3. Rotating: offered second semester 2019–10.*

### 204S. Renaissance Art Study Tour: Rome and Florence

This two-week study tour will travel to sites where Renaissance art can still be seen in its original location and context. The group will also study art in the outstanding museum collections in Florence and Rome. Day trips to cities such as Siena and Ostia are also on the itinerary. All work must be submitted by the end of the fourth week of the fall semester following the tour.

*Hours credit: 3. Prerequisite: ARTH 263 or 264 or permission of the instructor.*

### 215. American Art and Architecture: Solving an Identity Crisis?

How did artists form a distinctly "American" style, or did they? Painting, sculpture, and architecture developed largely from European models from the colonial period through World War II by artists such as Copley, Homer, Cassatt, and Hopper. This course addresses issues of nationalism, race, and gender in its exploration of America's "identity crisis" following its independence. Special use will be made of the works in the Maier Museum of Art. Field trips to local architectural sites.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2018–19.*

### 238. Medieval Art : From Castles to Cathedrals

Through lecture and seminar-style discussion, this course introduces the major ideas and artistic trends of the Medieval period. The political, philosophical, and spiritual changes that shaped the Western world after the dissolution of the Roman Empire are related to a selection of artistic periods and styles so that students can achieve an understanding of Medieval art and architecture within its context.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*

### 242. Baroque Art and Architecture: Saints and Sinners

This course studies the emergence of the Baroque style in painting, sculpture, and architecture as a response to the political and spiritual upheaval wrought by the Protestant Reformation, the Council of Trent, and the Counter-Reformation. The formation of the style in Italy and its modification by northern European artists is addressed within their varied cultural contexts.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*

### 243. Nineteenth-Century European Art: Rebels, Rogues, and Royalty

Frequent revolutions, rapidly changing technologies, and radical artists caused drastic changes in European art. Modernization, experimentation, and rebellions by artists such as Courbet, Monet, and van Gogh against traditional art training characterize the 1770s to 1900. Various artistic styles such as Romanticism, Realism,

and Impressionism that developed during this turbulent century will be examined within their historical, cultural, and political contexts.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2017–18.*

**244. Modern European Art: Quest for the New**

Rapidly changing artistic styles re-defined art from the 1860s through World War II. The rise of the avant-garde and reactions to major political events resulted in a succession of “isms,” including Post-Impressionism (Cézanne), Fauvism (Matisse), Expressionism (Kandinsky), Cubism (Picasso), and Surrealism (Dalí).

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2017–18.*

**257. Post-War and Contemporary Art**

How did American and European art evolve after World War II? Discussion will focus on the interplay among artists, their work, critical writings, and historical events that exemplify the salient trends of the last sixty-five years, including abstraction (Pollock), Minimalism (Judd), conceptual art (Baldessari), feminist art (Wilke), multiculturalism (Neshat), and exploration of new media (Ai Weiwei). What will the next new trend be?

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2017–18.*

**261. Introduction to Museum Studies**

This course explores the history, philosophy, and functions of museums in society and the sociocultural meanings embodied in such institutions. Students interpret and critically examine museum collections and exhibitions, and are introduced to the various facets of museum work, including curating, education, conservation, and management. Special focus is placed on the exhibitions and programs of the Maier Museum of Art. Field trips are required.

*Hours credit: 3. Prerequisite: ARTH 101 or 102. Alternate years: offered 2017–18.*

**263. Early Renaissance Art and Architecture: An Age of Courts and Communes**

A bold, new style emerged in fifteenth-century Florence, setting the standard for European painting until it was challenged by Impressionism. The course examines the intellectual, spiritual, and cultural origins of the Italian Renaissance to explore why this change occurred and will examine the response in painting, sculpture, and architecture.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Rotating: offered second semester 2018–19.*

**264. High Renaissance Art and Architecture: Leonardo and His Legacy**

This class examines the relationship between patronage and the painting, sculpture, and architecture of major artistic centers in Italy such as Rome, Venice, and Florence. Contemporary artistic theory, rivalry among the artists, and the emergence of the “mannered” style will also be considered.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Offered first semester.*

**277. American Movies**

Identical with Communication Studies 277.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*

**280. Philosophy of Art**

Identical with Philosophy 280.

*Hours credit: 3. Prerequisite: sophomore standing.*

**314. Special Topics in Art History**

**First Semester 2017-18: A Change is Gonna Come: Art and Activism since 1960**

Can art change the world? What are the possibilities, and limits, to using art as an agent for social change? This seminar explores the history of art and activism in the U.S. from the 1960s to the present. Topics include, but are not limited to: the Black, Chicano, and Feminist Art Movements; the Art Workers Coalition; AIDS activist art collectives; art addressing immigrant and migrant rights; and environmental art.

*Hours credit: 3. Prerequisite: 200-level art history course or permission of the instructor.*

**315. Curatorial Seminar at the Maier Museum of Art**

Students will co-curate an exhibition drawing largely on artworks from the permanent collection at the Maier Museum of Art. The instructor, with the assistance of the museum staff, will supervise the students.

*Hours credit: 3. Prerequisites: ARTH 215 and 261 and permission of instructor. Offered as needed.*

**378. Power and Beauty: Gender in Renaissance Art and Literature**

This course seeks to understand, analyze, and interpret representations of gender and sex within Renaissance art and literature (in both England and Italy). Using contemporary texts when possible and readings from the disciplines of literature, social history, feminist theory, and art historical texts, the course aims for a fuller assessment of gendered Renaissance life as it pertains to art and literature. Identical with English 378.

*Hours credit: 3. Prerequisite: junior standing or permission of the instructor.*

**380. World Cinema**

Identical with Communication Studies 380.

*Hours credit: 3. Prerequisite: ARTH/COMM 277 or permission of the instructor.*

**382. Studies in the Film**

Identical with Communication Studies 382.

*Hours credit: 3. Prerequisite: ARTH/COMM 277 or permission of the instructor.*

**384. Documentary History and Theory**

Identical with Communication Studies 384.

*Hours credit: 3. Prerequisite: ARTH/COMM 277 or permission of the instructor.*

**493. Senior Seminar**

The seminar has two purposes: to provide a systematic consideration of the major methods practiced by art historians, both pre-modern and modern, ranging from connoisseurship, biography, iconography, and social history to feminism, semiotics, and post-structuralism; and to offer a framework for the early stages of work on the senior paper.

*Hours credit: 3. Prerequisite: permission of the Department.*

**494. Senior Paper**

Carefully supervised course, the purpose of which will be to produce a substantial research paper and public presentation on an issue or artist of historical significance. This is the culminating experience of the art history major.

*Hours credit: 3. Prerequisite: ARTH 493 and permission of the Department.*

**STUDIO ART**

Artistic expression is an integral component of a liberal arts education. The practice of art, as well as the study of its history, forms the studio art major.

The strength of the studio art program is the depth of study and practice of drawing and painting. Additional courses in photography and printmaking are offered on an alternating basis. This emphasis on the two-dimensional has enabled students to pursue graduate study at major universities, nationally and internationally, and to work in art-related fields. The Department welcomes the non-major and offers a variety of courses.

Students interested in studio art (especially those wishing to study abroad in their junior year) are encouraged to take the introductory course (ARTS 103R) as soon as possible and to consult with studio art faculty. Questions concerning studio fees should be directed to the individual course instructors.

**103R. Introduction to Studio Art**

An introduction to the principles and visual vocabulary of studio art with emphasis on drawing and color using a variety of materials and techniques.

*Hours credit: 3. Not open to students who have previously completed an advanced studio art course.*

**106. Animal Drawing**

In this course students will draw birds and other live animals. Skeletons of birds, reptiles, and other animals will also serve as our models. Films and field trips will augment this course.

*Hours credit: 3. May be repeated for credit up to a maximum of six hours. Offered first semester.*

**181R. Introduction to Digital Photography**

An introduction to the aesthetic and techniques of digital photography. Techniques include depth of field, lens choice, aperture settings, exposure, and use of software. Students will develop their creative vision, conceptualization skills, and technical proficiency leading to a portfolio. Identical with Communication Studies 181R.

*Hours credit: 3.*

**185. Romance and Reality: Life of the Artist in Film**

This course will explore what it means to undertake life as an artist. The means of exploration will be film and documentaries, talks by visiting artists, art exhibitions, and class discussion. There is a dimension of studio art that deserves a focused consideration and that is the why and how of being an artist. Students will examine multiple approaches that artists have taken to create work and life as an artist.

*Hours credit: 3. One time only.*

**201. Watercolor Painting**

An introduction to the materials and techniques of watercolor.

*Hours credit: 3. Prerequisite: ARTS 103R or permission of the instructor. May be repeated for credit up to a maximum of six hours.*

**210. Children's Book Illustration**

In this course students will develop, draw, and paint characters and creatures as illustrations for a children's book that they will produce. Source materials will include folk tales, contemporary children's books, and films for children.

*Hours credit: 3. Prerequisite: ARTS 103R or permission of the instructor. May be repeated for credit up to a maximum of six hours.*

**231R. Intermediate Drawing**

This course will focus on developing observational skills and hand/eye coordination. Drawing from the human figure will be emphasized. During the first semester, students draw from the figure. During a second semester, students will choose their own subject matter for the development of their drawings.

*Hours credit: 3. Prerequisite: ARTS 103R or permission of the instructor. May be repeated for credit up to a maximum of six hours.*

**233R. Oil Painting**

An introduction to the process of painting in oils. Both traditional and contemporary approaches will be used. During a second semester the emphasis is on the development of individual expression.

*Hours credit: 3. Prerequisite: ARTS 103R or permission of the instructor. May be repeated for credit up to a maximum of six hours.*

**235. Printmaking: Monotypes**

This course will focus on the history and technique of monotypes. Often called the "painterly print" monotypes have drawn artists to explore the spontaneous and expressive depths of this colorful print technique. Contemporary modes will be explored.

*Hours credit: 3. Prerequisite: ARTS 103R or permission of the instructor.*

**248. Special Topics in Studio Technique and History of Japanese Woodcuts**

An exploration of printmaking through the technique of woodcut. Inspiration will be drawn from the arts and culture of Japan.

*Hours credit: 3. Prerequisite: ARTS 103R or permission of the instructor. May be repeated for credit when topic differs.*

**279. Digital Film Making**

Identical with Communication Studies 279.

*Hours credit: 3. Prerequisite: ARTS/COMM 181R; ARTH/COMM 277; or permission of the instructor.*

**312. Special Topics in Studio Art****Second Semester 2017-18: Drawing with Gold and Silver**

Using genuine gold and silver as their tools and medium, students will learn the art of metalpoint. Begun in the Middle Ages and continuing into contemporary times this technique has attracted such luminous artists as Leonardo, Durer, Raphael, and Rembrandt. Students will learn how to make the necessary grounds and supports and how to use a rod of gold or silver to create their own delicate drawings.

*Hours credit: 3. Prerequisite: ARTS 103R or permission of the instructor. May be repeated for credit when topic differs.*

**323,324. Studio Drawing/Painting/Printmaking/Watercolor**

A student will continue study of a studio discipline at an increased level of challenging, independent work. This course is divided into sections as follows: Section A: Drawing; Section B: Painting; Section C: Printmaking; Section E: Watercolor.

*Hours credit: 3. Prerequisite: ARTS 231R; 233R; 235; or permission of the instructor. May be repeated for credit up to a maximum of six hours.*

**376. Advanced Digital Filmmaking**

Identical with Communication Studies 376.

*Hours credit: 3. Prerequisite: ARTS/COMM 279 or permission of the instructor.*

**423,424. Advanced Studio Drawing/Painting/Printmaking/Watercolor**

For students who have completed Art 323, 324. A student will continue study of a studio discipline pursuing a set of issues in depth. This course is divided into sections as follows: Section A: Drawing; Section B: Painting; Section C: Printmaking; Section E: Watercolor.

*Hours credit: 3. Prerequisite: ARTS 323, 324 and permission of the instructor. May be repeated for credit up to a maximum of six hours.*

**425. Senior Studio I**

Seniors are expected to develop their individual artistic sensibility that will allow them to explore, in-depth, some aspect of creative visual expression.

*Hours credit: 3. Prerequisite: permission of the instructor. Required of all studio art majors.*

**426. Senior Studio II**

Continuation of the Senior Studio I. At the end of the year students will present an exhibition of their work at the Maier Museum of Art.

*Hours credit: 3. Prerequisite: ARTS 425. Required of all studio art majors.*

## Asian Studies

### INTERDISCIPLINARY MINOR

*Coordinator:* Bradley K. Geisert

Since antiquity, Asia has made monumental contributions to humankind in the areas of political organization, religion, art, and technology. That continent's economic importance underlines the usefulness of knowledge of Asia. Nearly fifty years ago, the College became one of the first small liberal arts colleges in the South to provide its students with the opportunity to minor in Asian Studies. Today that commitment continues, enabling students to craft the sort of Asian Studies Program that best suits their needs.

Students of any major may choose to pursue a minor in Asian Studies. It will prepare students for the ever-increasing career opportunities available to those with a grasp of the languages, contemporary affairs, and rich traditions of Asia.

The goals of this minor are to ensure that the student has at least a minimal working knowledge of at least one Asian language, to provide an introduction to some aspects of traditional Asia, and to give exposure to facets of the modern political history, economy, diplomacy, and societies of Asian countries—especially the two most prominent players in East Asia: China and Japan.

<b>Courses</b>	<b>Course Title</b>	<b>Credit Hours</b>
CHIN 201,202	Intermediate Chinese	6
One of the following:		3
HIST 123R	Introduction to East Asian Civilization	
RELG 147	Religions of Asia	
Two of the following:		6
HIST 221	Modern China	
HIST 222	Modern Japan	
POL 115	Introduction to East Asian Politics and Culture	
One of the following:		3
ARTS 248	Special Topics in Studio Technique and History of Japanese Woodcuts	
CHIN 105	Chinese Culture through Film	
CHIN 106	Modern Chinese Literature	
HIST 307	Topics in Asian History	
POL 222	Gender Politics in Asia	
POL 328	Ethnic and Political Conflicts in Asia	
RELG 128	Hinduism and Visual Culture	
RELG 264	Tibet: Religion in the Land of Snows	
RELG 266	Hindu Traditions of India	
RELG 268	Gendering Enlightenment	
RELG 270	Buddhism	

**Total for Minor in Asian Studies****18**

- A history major may not count more than two courses toward both the major and the minor.
- Approved Tri-college courses may substitute for one or more of the above courses.
- In fulfilling the requirements listed above, the student must complete at least one course in political science and one course in religious studies. At least one semester of Asian language and two of the non-language courses must be completed in residence at Randolph College.

## Biology

*Faculty:* Kristin M. Bliss, Ronald D. Gettinger, Adam J. Houlihan, Amanda C. Rumore, Janna Russell, Douglas H. Shedd

The curriculum of the Department of Biology supports both the liberal arts and career interests of the student. Stressing current trends in biology and laboratory investigation, the curriculum for the major includes core courses in zoology, botany, physiology, and molecular biology; a wide variety of upper-level subjects; opportunities for independent study, experiential learning, and honors study in related areas; and a senior program focusing on topics in contemporary biology. Students majoring in biology may focus their major in environmental biology, molecular and cell biology, organismal biology, health-related biology, or choose a more general program. For the non-major, the Department offers courses, without prerequisite, in human biology and evolutionary biology, as well as introductory biology.

In addition to laboratory work, the Department also supports an active program of field studies. The location of the College in the Piedmont region of Virginia permits access to the Blue Ridge Mountains, especially the Blue Ridge Parkway, to two National Forests, to the Atlantic Ocean and coastal plain, and to the Washington, D.C., area for trips to the National Zoo and the Smithsonian Institution. Local trips are made to the Blackwater Creek Natural Area and to the College's nature preserves.

### BIOLOGY MAJOR

Courses	Course Title	Credit Hours
<i>Core Program</i>		
BIOL 100-level lecture and BIOL 100LR		4
BIOL 201-201L	Zoology and Lab	4
BIOL 202-202L	Botany and Lab	4
BIOL 203-203L	Physiology and Lab	4
BIOL 204-204L	Intro Genetics/Molecular Biology and Lab	4
Four 300-level Biology courses (at least two with labs)		14
<i>Senior Program<sup>1</sup></i>		
BIOL 495	Senior Program	3
<b>Total for B.A. Degree in Biology</b>		<b>37</b>
<i>Additionally for B.S.</i>		
CHEM 105-105L,106-106L	General Chemistry and Lab	8
CHEM 205-205L,206-206L	Organic Chemistry and Lab	8
MATH 149R or MATH 150R	Calculus I or II	3
Either of the following:		8-10
PHYS 105-105L,106-106L	Introductory Physics and Lab	
PHYS 115-115L,116-116L	General Physics and Lab	
<b>Total for B.S. Degree in Biology</b>		<b>64-66</b>

<sup>1</sup>The Senior Program also includes achieving a satisfactory score on the Major Field Achievement Test in biology. This test is normally taken in the second semester of the student's senior year.

### Biology Minor

Courses	Course Title	Credit Hours
Four 200- or 300-level Biology courses, at least three of which must have accompanying labs		
<b>Total for Minor in Biology</b>		<b>15</b>
• Twelve hours of the biology minor must be completed at Randolph College.		

### SPECIAL PROGRAMS

Majors have had a number of exceptional academic opportunities, including summer study at Oak Ridge National Laboratory, Mountain Lake Biological Station, Rocky Mountain Biological Laboratory, Shoals Marine Laboratory, Gulf Coast Research Laboratory, Bowman Gray School of Medicine, MIT, University of Alabama, and Mayo Clinic.

The Marnie Reed Crowell '60 Award in Field Biology provides funds for biology majors of promise to carry out summer study in environmental concerns at a field station of the student's choice.

### EXPERIENTIAL LEARNING EXAMPLES

Veterinary medicine (large and small animal); respiration therapy; physical therapy; medical technology; commercial and Virginia State laboratory testing; pharmaceutical quality control; public health; family-practice clinic; neonatal and pediatric care.

### 100LR. Biological Principles Laboratory

An introduction to fundamental principles in biology. Students explore cell structure and function, cell division, genetics, symbiotic relationships, evolution, and biodiversity, and learn basic laboratory techniques.

*Hours credit: 1. Concurrent enrollment in or previous completion of either BIOL 103; 108; or 118. Not open to students who have completed a 200-level biology course.*

### 103. Introductory Biology

A broad introduction to modern biology. Topics may include evolution and the origin of life, reproduction, genetics, cellular and molecular biology, biodiversity, ecology, environmental and population biology, and other current issues in biology. Biology 100LR may be taken concurrently.

*Hours credit: 3. Open to students who have not previously completed any other biology course or with permission of the instructor.*

### 108. Human Biology

Fundamentals of modern biology in a human context. Human evolution, genetics, development, physiology, population biology, ecology, and behavior are all considered in this examination of *Homo sapiens*. Biology 100LR may be taken concurrently.

*Hours credit: 3. Open to students who have not previously completed any other biology course or with permission of the instructor.*

### 118. Evolution

A survey of the historical and scientific development of the modern theory of evolution. The contributions of Darwin and Wallace, the modern synthesis, recent refinements in evolutionary theory, and evidence for evolution are among the topics considered. Biology 100LR may be taken concurrently.

*Hours credit: 3. Open to students who have not previously completed any other biology course or with permission of the instructor.*

- 201. Zoology**  
An introduction to the structure, ecology, behavior, and evolution of all major animal groups, including molluscs, annelids, arthropods, echinoderms, and chordates. Protists, the origin of multicellular forms, and basic environmental factors affecting multicellular animals also are considered.  
*Hours credit: 3. Prerequisite: BIOL 100LR and either BIOL 103; 108; 118; or the equivalent. Corequisite: BIOL 201L.*
- 201L. Zoology Laboratory**  
Laboratory and field studies illustrating the structure, ecology, behavior, and evolution of many of the organisms discussed in Biology 201. Students evaluate the major animal groups on a comparative basis through microscopy, dissection, and the study of live animals.  
*Hours credit: 1. Corequisite: BIOL 201.*
- 202. Botany**  
An introduction to the structure, function, physiology, evolution, and life history of plants. A comparative survey of the diversity found among other organisms including bacteria, fungi, and algae, formerly classified as plants, is also considered. Vascular plant morphology anatomy and physiology are explained.  
*Hours credit: 3. Prerequisite: BIOL 100LR and either BIOL 103; 108; or 118; or the equivalent. Corequisite: BIOL 202L.*
- 202L. Botany Laboratory**  
A survey of the diverse life histories of organisms studied in a botanical framework, including photosynthetic bacteria, fungi, algae, and plants. Emphasis is also placed on developing student's experimental design capabilities. Students design, conduct, and monitor plant experiments over the course of the semester.  
*Hours credit: 1. Corequisite: BIOL 202.*
- 203. Physiology**  
An introduction to the functional processes of animals. Physical and chemical principles that dictate physiological function are explored. Nervous, endocrine, muscular, cardiovascular, respiratory, excretory, and reproductive systems are examined at different levels of organization.  
*Hours credit: 3. Prerequisite: BIOL 100LR and either BIOL 103; 108; or 118; or the equivalent. Corequisite: BIOL 203L.*
- 203L. Physiology Laboratory**  
Exercises in cardiovascular, muscular, nervous, and respiratory physiology, as well as basic investigations in microscopy, cell function, and histology. Emphasis is on critical skills such as technical writing and data analysis.  
*Hours credit: 1. Corequisite: BIOL 203.*
- 204. Introductory Genetics and Molecular Biology**  
Examination of cellular processes involved in the storage, transfer, and expression of genetic information. Topics include mendelian genetics, inheritance probabilities, the structure, function, and synthesis of DNA, mutation and repair, protein synthesis, regulation of gene expression, and fundamentals of genetic engineering.  
*Hours credit: 3. Prerequisite: BIOL 100LR and either BIOL 103; 108; 118; or the equivalent; sophomore standing recommended. Corequisite: BIOL 204L.*
- 204L. Introductory Genetics and Molecular Biology Laboratory**  
Laboratory exercises involve multi-week projects implementing the fundamental tools of molecular biology and genetic engineering. Techniques include cloning, transformation, DNA isolation and restriction enzyme analysis, PCR, sequence analysis, and examination of protein expression, structure and function.  
*Hours credit: 1. Corequisite: BIOL 204.*
- 305. Advanced Genetics**  
An in-depth examination of transmission genetics, molecular genetics, population genetics, and molecular evolution. Students will read and analyze seminal papers in genetics and molecular biology.  
*Hours credit: 3. Prerequisite: two courses in biology at the 200 level, including BIOL 204. Alternate years: offered second semester.*
- 305L. Advanced Genetics Laboratory**  
Advanced exercises in classical and modern genetics, bioinformatics, and biostatistics.  
*Hours credit: 1. Prerequisite or corequisite: BIOL 305. Alternate years: offered second semester.*
- 306. Immunology**  
A presentation of the fundamentals of immunology blending theory with practical application. Topics include development of the cells of the immune system, antigens, antibodies, immunization, allergic reactions, organ transplants, immunology of cancer, the autoimmune phenomenon, and immunodeficiency diseases.  
*Hours credit: 3. Prerequisite: Biology 203-203L and 204-204L. Alternate years: offered first semester.*
- 316. Developmental Biology**  
An introduction to the patterns of embryonic development in several organisms, including chordates. The origin of differentiated tissues and the development of organ systems are considered. Comparative reproductive patterns of vertebrates, metamorphosis in insects and amphibians, and stem cells are also discussed.  
*Hours credit: 3. Prerequisite: BIOL 201 and 203 or 204, or the equivalent. Alternate years.*
- 316L. Developmental Biology Laboratory**  
Laboratory studies and experiments illustrating the concepts presented in Biology 316. The student gains familiarity with the important stages in the development of plants, amphibians, birds, and mammals. In addition, the student observes the process of fertilization in sea urchins and ferns, studies the development of living amphibian and bird embryos and investigates insect metamorphosis.  
*Hours credit: 1. Prerequisite or corequisite: BIOL 316. Alternate years.*
- 319. Ecology**  
The relationships of organisms to their environments are examined from an evolutionary perspective. Topics include speciation, adaptation, population dynamics, competition, predator/prey relationships, mutualism, productivity, succession, trophic dynamics, and biogeography. Students may also enroll in BIOL 319L but it is not required.  
*Hours credit: 3. Prerequisite: BIOL 201 and 202, or the equivalent. Offered second semester.*
- 319L. Ecology Laboratory**  
Field study of local natural history and an introduction to instrumentation and ecological methods.  
*Hours credit: 1. Prerequisite or corequisite: BIOL 319. Offered second semester.*
- 320. Microbiology**  
An introduction to microorganisms with an emphasis on bacteria and archaea. Topics may include microbial cell structure and function, metabolism, growth, evolution, classification, genomes, ecology, disease, and epidemiology.  
*Hours credit: 3. Prerequisite: two courses in biology at the 200 level, including BIOL 204. Corequisite: BIOL 320L. Offered first semester.*

**320L. Microbiology Laboratory**

Exercises on laboratory methods and their underlying concepts. Exercises may include isolation and identification of bacteria, effects of environmental factors on microbial growth, enumeration of bacteria, food microbiology, and clinical microbiology.

*Hours credit: 1. Corequisite: BIOL 320. Offered first semester.*

**321. Animal Behavior**

An introduction to the biology of behavior. Topics include the genetic basis for behavior, neural anatomy, the evolution of behavior patterns, behavioral ecology, communication, orientation and navigation, and comparative vertebrate social behavior. Emphasis on results from animal studies which lead to a better understanding of human behavior.

*Hours credit: 3. Prerequisite: two courses in biology at the 200 level, including either BIOL 201 or 203. Alternate years: offered second semester.*

**321L. Animal Behavior Laboratory**

Field and laboratory experiments in animal behavior, as well as projects and discussions supporting and complementing *Biology 321*.

*Hours credit: 1. Prerequisite or corequisite: BIOL 321. Alternate years: offered second semester.*

**324. Ornithology-Mammalogy**

An examination of the evolution, structure, ecology, and behavior of birds and mammals. Topics include the impact of Pleistocene glaciations on avian and mammalian evolution and diversity, predator-prey relationships, mammalian thermoregulation and water economy, mammalian echolocation, and the mechanics of avian flight.

*Hours credit: 3. Prerequisite: two courses in biology at the 200 level, including BIOL 201.*

*Corequisite: BIOL 324L. Alternate years.*

**324L. Ornithology-Mammalogy Laboratory**

Field and laboratory studies and experiments illustrating the concepts presented in *Biology 324*. Topics include the comparative skeletal anatomy of major mammalian groups and basic avian anatomy and physiology. Students also gain experience with preparing study skins and identifying Virginia species of birds and mammals.

*Hours credit: 1. Corequisite: BIOL 324. Alternate years.*

**329. Economic Botany**

An examination of how agriculture, industry, and medicine rely on plant diversity and their products. Topics include origin of crops, medicinal plants, plant fibers, spices, and industrial uses of plants. Emphasis is placed on analyzing primary literature.

*Hours credit: 3. Prerequisite: two courses in biology at the 200 level, including BIOL 202, or permission of the instructor. Alternate years.*

**336. Cell Biology**

An examination of form and function at the cellular level. Topics may include the chemical basis of cellular function, membranes and membrane transport, enzymes and the catalysis of cellular reactions, information storage and flow in the cell, cell growth and division, cellular metabolism, and cancer biology. Emphasis is on eukaryotic cells.

*Hours credit: 3. Prerequisite: BIOL 203 and 204. Corequisite: BIOL 336L. Alternate years: offered first semester.*

**336L. Cell Biology Laboratory**

Introduction to tissue culture as a laboratory technique, including techniques for the identification and characterization of cells such as protein isolation, histochemistry, fluorescent labeling, and immunocytochemistry. Students will learn how to present scientific data in the form of a poster presentation.

*Hours credit: 1. Prerequisite: BIOL 203 and 204. Corequisite: BIOL 336. Alternate years: offered first semester.*

**351. Topics in Biology**

This course is intended to develop and enhance student research skills through analysis of primary literature, presentation, class discussion, and written assignments. Research papers will be analyzed through a global lens and real world ramifications will be discussed.

*Hours credit: 3. Prerequisite: Two 200-level biology courses.*

**495. Senior Program**

Topics in biology. Students perform in-depth library research on a contemporary topic in biology that is relevant to their own post-graduate goals or general interests. Students present their findings in a formal paper and in an oral presentation.

*Hours credit: 3.*

## Chemistry

*Faculty:* William D. Bare, Ann M. Fabirkiewicz, Jesse L. Kern

Through lectures, laboratory work, research, and seminars, the program of the Department of Chemistry provides students with a basic knowledge and conceptual understanding of matter: its structure and properties and the nature, energetics, and dynamics of its transformations. The Department maintains small lecture and laboratory sections to ensure that students have extensive access to its faculty and to its exceptional facilities and instrumentation. Qualified majors have the opportunity of serving as laboratory assistants and tutors. The Department encourages and aids in the placement of students into summer research programs, which can, with permission from the Department, be used to partially fulfill the requirements for the senior program.

### CHEMISTRY MAJOR - B.A.

Courses	Course Title	Credit Hours
CHEM 105-105L,106-106L	General Chemistry and Lab	8
CHEM 205-205L,206-206L	Organic Chemistry and Lab	8
CHEM 235-235L	Environmental Chemistry and Analysis and Lab	4
CHEM 307-307L,308-308L	Physical Chemistry and Lab	8
One of the following:		3-4
CHEM 245	Environmental Chemistry of Energy & Atmosphere	
CHEM 312	Topics in Organic Chemistry	
CHEM 335-335L	Biochemistry and Lab	
CHEM 346-346L	Instrumental Analysis and Lab	
CHEM 425-425L	Inorganic Chemistry and Lab	

#### Senior Program

CHEM 491	Seminar I	1
CHEM 494 <sup>1</sup>	Research Project	2

**Total for B.A. Degree in Chemistry** **34-35**

### CHEMISTRY MAJOR - B.S.

CHEM 105-105L,106-106L	General Chemistry and Lab	8
CHEM 205-205L,206-206L	Organic Chemistry and Lab	8
CHEM 235-235L	Environmental Chemistry and Analysis and Lab	4
CHEM 307-307L,308-308L	Physical Chemistry and Lab	8
Two of the following, at least one must have a lab:		7-8
CHEM 245	Environmental Chemistry of Energy & Atmosphere	
CHEM 312	Topics in Organic Chemistry	
CHEM 335-335L	Biochemistry and Lab	
CHEM 346-346L	Instrumental Analysis and Lab	
CHEM 425-425L	Inorganic Chemistry and Lab	

#### Senior Program

CHEM 491	Seminar I	1
CHEM 493,496 <sup>1</sup>	Laboratory Research I-II	4

**Total for B.S. Degree in Chemistry** **40-41**

<sup>1</sup>Honors research replaces this requirement for students reading for Honors.

- Transfer students must complete the equivalent of the normal junior and senior year credit hour requirement in chemistry (a minimum of 15-21 hours) in residence at Randolph College.
- Additional courses required as prerequisites for courses for the chemistry major include MATH 149R and 150R and PHYS 115-115L,116-116L, or their equivalents.

### Chemistry Minor

Courses	Course Title	Credit Hours
CHEM 105-105L,106-106L	General Chemistry and Lab	8
CHEM 205-205L,206-206L	Organic Chemistry and Lab	8
One additional Chemistry course with lab		4

**Total for Minor in Chemistry** **20<sup>1</sup>**

<sup>1</sup>At least one-half of the credit hours must be earned in residence at Randolph College.

### RECOMMENDED COURSES

BIOL 103; PHYS 251, 302; MATH 241 and 250; PHIL 230; I ST 141; COMM 159.

### SPECIAL PROGRAMS

Forensic science at the Bureau of Forensic Science, State Regional Laboratory; Virginia Baptist Hospital-Physical Therapy and Clinical Pharmacy Units; "hazard communications" at Rock-Tenn Co.; Lynchburg General Hospital Pharmacy; Hampton Roads Sanitation District; Burke Veterinary Clinic; Central Virginia Laboratory.

For all prerequisites, unless stated otherwise, a student must have a passing grade or the equivalent or permission of the instructor. The first lecture and laboratory course in a comma course sequence are both prerequisites for the second course.

#### 105,106. General Chemistry I,II

An introductory course presenting atomic and molecular structure and reactions, bonding, stoichiometry, the periodic table, energy relationships, kinetics, equilibrium, acids and bases, and electrochemistry.

*Hours credit:* 3,3. *Corequisite:* CHEM 105L, 106L. *Prerequisite:* MATH 119R or equivalent or placement in a higher level mathematics course.

#### 105L,106L. General Chemistry Laboratory I,II

Laboratory experiences that supplement and illustrate the concepts presented in CHEM 105, 106.

*Hours credit:* 1,1. *Corequisite:* CHEM 105, 106.

#### 205,206. Organic Chemistry I,II

A systematic study of the compounds of carbon, with emphasis on modern electronic interpretations of reaction mechanisms and multistep organic synthesis.

*Hours credit:* 3,3. *Prerequisite:* CHEM 106 or the equivalent. *Corequisite:* CHEM 205L, 206L.

#### 205L,206L. Organic Chemistry Laboratory I,II

Laboratory experiences that supplement and illustrate the concepts presented in Chemistry 205, 206, including a survey of the techniques of organic chemistry, the preparation of representative organic compounds, and an emphasis on instrumental techniques including gas and high performance liquid chromatography, mass, infrared, magnetic resonance and ultraviolet spectroscopy.

*Hours credit:* 1,1. *Corequisite:* CHEM 205, 206.

**235. Environmental Chemistry and Analysis**

This course focuses on the complex chemistry of soils, rivers, streams, and oceans. Important topics will include acid-base chemistry, complex equilibria, redox chemistry, pE-pH diagrams, pollution, and waste water systems.

*Hours Credit: 3. Prerequisites: CHEM 106. Alternate years: offered 2018–19.*

**235L. Environmental Chemistry and Analysis Laboratory**

This laboratory course is the companion course to CHEM 235. In this course students will gain practical experience with the sampling and analytical techniques that are essential for the chemical analysis of the environment.

*Hours Credit: 1. Prerequisites: CHEM 106. Corequisite: CHEM 235. Alternate years: offered 2018–19.*

**245. Environmental Chemistry of Energy and the Atmosphere**

In this course students will study the chemical composition and behavior of the Earth's atmosphere. Special attention will be given the chemical reactions involved in global warming, ozone depletion, smog formation, and the production and consumption of energy.

*Hours Credit: 3. Prerequisites: CHEM 106. Alternate years: offered 2017–18.*

**250. Biochemical Nutrition**

The biochemical basis of nutrient digestion and absorption will be examined. Students will study the major metabolic pathways as they relate to dietary carbohydrates, lipids, proteins, fiber, vitamins, and minerals. Additional topics may include current issues in nutrition, such as genetically modified food sources, food borne illnesses, and fad diets.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2017–18.*

**291R. Chemical Research**

This course provides an opportunity for students to undertake an individual research project under the mentorship of a department faculty member. The course will introduce students to current chemical literature, laboratory research methods, and presentation of experimental results. The research project will culminate in a formal written report following the guidelines of the American Chemical Society. In some cases results will be published and/or presented at local, regional, or national conferences.

*Hours credit: 1, 2, or 3. Prerequisite: permission of the instructor. May be repeated for credit up to a maximum of nine hours.*

**307,308. Physical Chemistry I,II**

A survey of topics in physical chemistry, including classical thermodynamics, solution thermodynamics, kinetics, and quantum mechanics.

*Hours credit: 3,3. Prerequisite: CHEM 106; MATH 150R; PHYS 116; and junior standing; or permission of the instructor.*

**307L,308L. Experimental Physical Chemistry I,II**

Laboratory experiments that supplement and illustrate concepts presented in Chemistry 307, 308.

*Hours credit: 1,1. Corequisite: CHEM 307, 308.*

**312. Topics in Organic Chemistry**

A continuation of Chemistry 205, 206. Topics may include concerted reactions and reaction mechanisms, advanced nomenclature, linear free energy relationships, total synthesis, and organic spectroscopy.

*Hours credit: 3. Prerequisite: CHEM 206. Alternate years: offered 2018–19.*

**335. Biochemistry**

The chemistry of substances of biological importance and reactions involved in biological processes, including protein structure and function, metabolic pathways, and an introduction to the chemistry of genetic material.

*Hours credit: 3. Prerequisite: CHEM 206.*

**335L. Biochemistry Laboratory**

Laboratory experiences that supplement and illustrate the concepts presented in Chemistry 335, including basic biochemical techniques and procedures.

*Hours credit: 1. Prerequisite or corequisite: CHEM 335.*

**346. Instrumental Analysis**

A theoretical and practical course in modern methods of chemical analysis.

Molecular, atomic, and nuclear spectroscopy; electrochemistry; chromatography; electronics; and instrumental problem solving.

*Hours credit: 3. Prerequisite: CHEM 235 or permission of the instructor. Corequisite: CHEM 346L. Offered as needed.*

**346L. Instrumental Analysis Laboratory**

Laboratory experiences that supplement and illustrate the concepts presented in Chemistry 346.

*Hours credit: 1. Corequisite: CHEM 346. Offered as needed.*

**425. Inorganic Chemistry**

A survey of topics in inorganic chemistry, including the fundamentals of atomic structure, bonding theory, nomenclature, coordination chemistry, descriptive chemistry, and an introduction to the current literature in inorganic chemistry.

*Hours credit: 3. Prerequisite: CHEM 307 and permission of the instructor. Alternate years: offered second semester 2017–18.*

**425L. Inorganic Chemistry Laboratory**

Laboratory experiences that supplement and illustrate the concepts presented in Chemistry 425, including the preparation and characterization of inorganic compounds.

*Hours credit: 1. Corequisite: CHEM 425. Alternate years: offered second semester 2017–18.*

**491. Seminar I**

Literature searching techniques, use of chemical software, career development, webinars on a variety of topics, invited speakers, and student oral presentations.

*Hours credit: 1. Prerequisite: permission of the Department.*

**494. Research Project**

A senior paper, reflecting library or laboratory research under the supervision of a faculty member will be presented for evaluation by all members of the Department. Students will also present their work orally, including a final public presentation before a group of faculty and students representing different area colleges.

*Hours credit: 2. Prerequisite: permission of the Department. Only B.A. chemistry majors not reading for Honors take this course.*

**493, 496. Laboratory Research I,II**

A senior paper, reflecting intensive laboratory research under the supervision of a faculty member, will be presented for evaluation by all members of the Department. Students will also present their work orally, including a final public presentation before a group of faculty representing different area colleges.

*Hours credit: 1,3. Prerequisite: permission of the Department. Only B.S. chemistry majors not reading for Honors take these courses.*

## Chinese Language

See **Modern Languages, Literatures, and Cultures**.

## Chinese Studies

### INTERDISCIPLINARY MINOR

*Interdisciplinary Minor Chair:* Kun An

The growing importance of China as an economic power means that Chinese language skills are in increasing demand. Randolph College offers students opportunities to gain spoken proficiency in Mandarin, as well as Chinese reading and writing skills.

Beyond providing four levels of Chinese language training, the College offers a number of courses which give insight into the Chinese culture, society, and politics. Periodically, a travel-study course is offered that exposes students to the richness and variety of life in China. The College has a distinctive summer internship program which places selected students in positions with Energizer Holdings, Inc., located in Shanghai and presents them with an exceptional opportunity to gain first-hand experience in the Chinese business world.

Courses	Course Title	Credit Hours
CHIN 301, 302	Third-Year Chinese	6
CHIN 106	Modern Chinese Literature	3
HIST 221	Modern China: Reforms and Revolutions	3
One of the following: <sup>1</sup>		3
CHIN 105	Chinese Culture through Film	
HIST 123R	Introduction to East Asian Civilization	
HIST 307	Topics in Asian History (appropriate topic)	
POL 115	Introduction to East Asian Politics and Culture	
POL 222	Gender Politics in Asia	
POL 328	Ethnic and Political Conflicts in Asia	

**Total for Minor in Chinese Studies** 15

<sup>1</sup>With advisor approval, appropriate study abroad courses may be included.

**Chinese Courses** - See **Modern Languages, Literatures, and Cultures** for course descriptions

CHIN 101, 102	Elementary Chinese
CHIN 105	Chinese Culture through Film (in English)
CHIN 106	Modern Chinese Literature (in English)
CHIN 201, 202	Intermediate Chinese
CHIN 301, 302	Third-Year Modern Chinese
CHIN 310	Business Chinese
CHIN 401, 402	Fourth-Year Modern Chinese

## Classics

*Faculty:* Amy R. Cohen, Susan T. Stevens

The history of Western thought since the time of Aristotle has witnessed the fragmentation of knowledge into increasingly more specialized categories, a trend which continues unabated today. Yet in the public debate on almost any contemporary issue of significance, there are moral, political, aesthetic, or technological considerations which overlap and often conflict; an understanding of these interrelationships is crucial if one is to be a competent citizen in an increasingly complex world.

The unique virtue of a major in classics is that it is by nature interdisciplinary, entailing the study of language, history, art and literature, religion, and philosophy. Because many of the great issues which confronted the Greeks and Romans are precisely those which we are still trying to resolve, the study of the classics provides an excellent introduction to the many facets of human struggle and achievement. It is the essence of the liberal arts, to which, to borrow a phrase from Terence, no dimension of human experience is foreign.

Majors who plan to do graduate work in classics should begin Greek and Latin as early as possible. For those preparing to teach Latin in secondary schools, there is a minimum requirement of 24 semester hours of Latin courses above the intermediate level.

### CLASSICS MAJOR

Courses	Course Title	Credit Hours
CLAS 132	Classical Mythology	3
CLAS 144	Athens, Rome, and Alexandria	3
Three additional Classics course, one of which must be at the 200 level		9
Language Program		15
If studying one language, Latin or Greek 201 or above		
If studying both languages, nine hours in one language (Latin or Greek) 201 or above and six hours in the other language at any level		
<i>Senior Program</i>		
CLAS 494	Senior Project	3
<b>Total for B.A. Degree in Classics</b>		<b>33</b>

### Classical Civilization Minor

CLAS 132	Classical Mythology	3
CLAS 144	Athens, Rome, and Alexandria	3
Any three Classics courses or Greek and Latin courses at the 200 level or above		9
<b>Total for Minor in Classical Civilization</b>		<b>15</b>

### Greek Minor

GREK 201,202	Intermediate Ancient Greek	6
Three Greek courses at the 300 level		9
<b>Total for Minor in Greek</b>		<b>15</b>

**Latin Minor**

LATN 201,202	Intermediate Latin	6
Three Latin courses at the 300 level		9
<b>Total for Minor in Latin</b>		<b>15</b>

**RECOMMENDED COURSES**

ARTH 101; 102; 261; and RELG 111 and 112. For those planning graduate study in Classics, French and German are strongly recommended.

**SPECIAL PROGRAMS**

Students are encouraged to study abroad during the academic year or summer sessions with the College Year in Athens and the Intercollegiate Center for Classical Studies in Rome. See **Study Abroad**. There are occasional opportunities for summer study sponsored by the College and other institutions. The junior year program at the University of Reading, England, provides opportunities for the study of classics.

**GREEK****101,102. Elementary Ancient Greek**

An introduction to classical Greek, with emphasis on basic grammar and syntax. Reading of simple prose and poetry. Classical Greek is also excellent preparation for Homeric and biblical Greek.

*Hours credit: 4,4.*

**201,202. Intermediate Ancient Greek**

Students read a selection of unabridged ancient Greek prose and poetry with special attention to fluid translation and comprehension. Coursework will include review of basic grammar and syntax and introductions to the variations of Greek style and meter.

*Hours credit: 3,3. Prerequisite: GREK 102, two high school entrance units of Greek, or placement.*

**301. Plato**

As an introduction to his thought and Greek style, the course will focus on a whole dialog of Plato.

*Hours credit: 3. Prerequisite: GREK 202. Rotating: offered 2019–20.*

**302. Homer**

The course will present the Homeric dialect, the place of epic in ancient and world literature, and selections from the *Iliad* and *Odyssey*.

*Hours credit: 3. Prerequisite: GREK 202. Rotating: offered 2018–19.*

**304. Greek Choral and Lyric Poetry**

From Sappho to Pindar to Callimachus, the course surveys the varieties of non-Epic Greek poetry, with special concentration on the musicality of meters.

*Hours credit: 3. Prerequisite: GREK 202. Rotating: offered 2019–20.*

**305. Greek Rhetoric**

This course will delve into Athenian rhetoric through the speeches of Lysias and Demosthenes.

*Hours credit: 3. Prerequisite: GREK 202. Rotating: offered 2017–18.*

**307. Greek Dramatic Poetry**

A whole Athenian tragedy or comedy, with selections from other plays, will introduce students to the language and style of the earliest Western dramas.

*Hours credit: 3. Prerequisite: GREK 202. Rotating: offered second semester 2017–18.*

**309. Koine Prose: New Testament and the Greek Novel**

An introduction to the Greek that was the *lingua franca* of the eastern Roman Empire. With reference to classical Greek models for prose narrative style, the semester will be divided between selections from the New Testament and other early Christian writings and selections from ancient romances such as *Daphnis and Chloe* and *An Ethiopian Story*.

*Hours credit: 3. Prerequisite: GREK 202. Rotating: offered 2018–19.*

**LATIN****101,102. Elementary Latin**

An introduction to classical Latin, with emphasis on basic grammar and syntax and reading of simple prose and poetry.

*Hours credit: 3,3.*

**201,202. Intermediate Latin**

The first semester consists of reading a selection of unabridged Latin letters and includes a review of grammar and syntax. In the second semester, students focus fluid translation and comprehension of a works of Classical Latin prose or poetry.

*Hours credit: 3,3. Prerequisite: two or three high school entrance units in Latin, LATN 102, or placement.*

**301. Roman Comedy**

An introduction to the genre of ancient comedy through reading one play each of Plautus and Terence.

*Hours credit: 3. Prerequisite: LATN 202. Rotating: offered 2019–20.*

**302. Roman Historians**

An introduction to Roman historiography through reading selections from Livy and Tacitus. The course emphasizes the history of early Rome and the Julio-Claudian principate.

*Hours credit: 3. Prerequisite: LATN 202. Rotating: offered 2017–18.*

**303. Vergil**

Reading selections from the *Aeneid*. The course emphasizes the culture of the Augustan Age.

*Hours credit: 3. Prerequisite: LATN 202. Rotating: offered 2018–19.*

**304. Lucretius and Ovid**

Readings in non-heroic Roman epic with selections from Lucretius and Ovid.

*Hours credit: 3. Prerequisite: LATN 202. Rotating.*

**305. Cicero**

An introduction to Latin prose style through reading one of Cicero's oratorical works and a selection of letters. The course emphasizes the history of the late Republic.

*Hours credit: 3. Prerequisite: LATN 202. Rotating: offered second semester 2018–19.*

**306. Latin Prose Composition**

A survey of advanced grammar and syntax of the Latin language accompanied by extensive exercises in composition. The course also includes readings in Latin prose with an emphasis on sight reading.

*Hours credit: 3. Prerequisite: six hours of college-level Latin numbered above LATN 202. Rotating: offered first semester 2017–18.*

**307. Roman Satire**

An introduction to the Roman satirical poetry of Horace, Juvenal, and Persius.

*Hours credit: 3. Prerequisite: LATN 202 or permission of the Department.*

**308. Lyric Poets**

Introduction to Latin lyric through reading selections of Horace and Catullus.  
*Hours credit: 3. Prerequisite: LATN 202. Rotating: offered first semester 2020–21.*

**CLASSICAL CIVILIZATION****110S. Archaeological Conservation**

The course engages students in the discovery, appreciation, and preservation of tangible cultural heritage. It combines the study of principles and best practices of conservation and archaeology with hands-on experience with ancient artifacts, and technology in the laboratories of the Centro di conservazione archeologica in Belmonte in Sabina, Italy, and in the University of Sassari excavations of a late Bronze Age Nuraghic village at Sant'Imbenia, Sardinia.

*Hours credit: 2, 3, or 4. May be repeated a second time for up to a maximum of eight hours. Offered Summers.*

**132. Classical Mythology**

An investigation into the nature and uses of myth in ancient Greek and Roman cultures. Topics include the social significance of myth, the use of myth in art and literature, and the influence of Greco-Roman myth on Western civilization.

*Hours credit: 3.*

**144. Athens, Rome, and Alexandria**

This course examines Athens, Rome and Alexandria as the physical setting for the drama of daily life and history in three culturally distinct but interrelated urban centers in the ancient Mediterranean. Besides considering how the landscape, monuments, and material culture of these cities reflected and shaped the political, commercial, domestic, religious, and social lives of its citizens, the course reflects on the changing patterns of urban life in these living cities in the ancient, medieval, and modern worlds.

*Hours credit: 3. Rotating: offered first semester 2019–20.*

**175. Sport and Spectacle**

This course explores the ancient roots of modern athletics and mass entertainment through analyses of texts, works of art, and the archaeological settings of sport and spectacle that highlight their essential role in ancient societies. The Olympic games asserted Greek identity, civic virtue and competitive spirit; gladiatorial combat and chariot racing defined relationships between Romans and others, rulers and subjects. Identical with Physical Education 175.

*Hours credit: 3.*

**177. Classical Philosophy**

Identical with Philosophy 177.

*Hours credit: 3.*

**179. Masterworks of Greek and Roman Art**

As an introduction to the artistic culture of ancient Greece and Rome, this team-taught course discusses select works of art and architecture in depth, from both art historical and archaeological perspectives. Its aim is to set works of art in their specific historical and cultural context while exploring the connection (in style, material, technique, aesthetic) between them and our world. Identical with Art History 179.

*Hours credit: 3. Rotating: offered second semester 2019–20.*

**181. Greek Drama Production Laboratory**

This course is open to students who are full-time members of the cast or crew of the Greek Play but not enrolled in CLAS/THTR 275. It provides practical experience with

the production of an ancient play. Identical with Theatre 181.

*Hours credit: .5 or 1. Prerequisite: permission of the instructor. Alternate years: offered 2018–19. Offered on a Pass/Fail basis only. May be repeated for credit.*

**183. Classical Rhetoric and Persuasive Power**

We have inherited from ancient orators an understanding of the power of words to persuade and ideas about what makes a good speech appeal to an audience. Students will analyze speeches, delve into ancient rhetorical thinking, and apply its arts to speeches of their own. Students will read and write in English, but language across the curriculum provides opportunities for students who would like to add Greek or Latin language study to the course. Identical with Communication Studies 183.

*Hours credit: 3. Alternate years: offered 2017–18.*

**243. Archaeology of Daily Life**

As an introduction to the history, theories, methods, and practice of Classical archaeology, this course focuses on the techniques of recovery, preservation, description, analysis, and interpretation of artifacts as documents of social, cultural, and economic history. Students work with coins, pottery, and other objects of Roman daily life in the Randolph College collection.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered second semester 2018–19.*

**274. Ancient Poetry in Translation**

A survey of the major genres of ancient Greek and Roman poetry, including epic, lyric, drama, and satire. Texts will be read in English translation.

*Hours credit: 3. Prerequisite: ENGL 103, ENGL 113, or permission of the department. One time only. Identical with English 274.*

**275. Greek Drama**

The tragedies of Aeschylus, Sophocles, and Euripides and the comedies of Aristophanes studied in the context of ancient theatrical conventions, with an emphasis on theories and practices of performance. In-depth study of the play in production as the Greek Play, with required student participation (in any of a number of capacities) to put principles of the class into action. Identical with Theatre 275.

*Hours credit: 3. Alternate years: offered 2018–19.*

**280. Ancient History**

A survey of the history of the ancient Mediterranean before 1000 CE, with special attention to Greece and Rome. Identical with History 280.

*Hours credit: 3. Alternate years: offered 2018–19.*

**305R. Research Problems in Classics**

Each student investigates a special problem under the direction of the instructor. The research is supplemented by readings and conferences.

*Hours credit: 1, 2. Open only to classics majors with at least sophomore standing in consultation with faculty. Individual conferences to be arranged. May be repeated for credit up to a maximum of 8 semester hours. Sections might be offered on a pass/fail basis at the discretion of the instructor.*

**494. Senior Project**

An independent research project carried out in close consultation with the faculty supervisor. It will normally be an investigation of some aspect of Greek or Roman civilization and will typically utilize ancient source materials as well as modern scholarship.

*Hours credit: 3. Prerequisite: permission of the Department.*

# Communication Studies

*Faculty:* J. Nikol Beckham, Jennifer L. Gauthier

Communication studies is a broad inter-disciplinary field of inquiry. The program at Randolph College draws upon several critical traditions in the field: rhetoric, cultural studies, political economy, and film and media criticism. Courses help students to develop their communication skills, become thoughtful critics and practitioners of media, and acquire an understanding of the domestic and global political economic and cultural context within which contemporary media operate.

Majors and minors in communication studies explore and learn to apply theoretical concepts, design and carry out independent research, and gain practical experience through internships. A major in communication studies prepares students for graduate study and/or careers in a wide range of fields including, but not limited to, multimedia journalism, digital filmmaking, broadcasting, public relations, publishing, law, information science, and teaching.

## COMMUNICATION STUDIES MAJOR

Courses	Course Title	Credit Hours
COMM 102	Introduction to Mass Media	3
COMM 111	Introduction to Communication and Cultural Studies	3
COMM 204	Communication Technologies and Culture	3
COMM 301	Rhetorical Theory and Criticism	3
Four additional Communication Studies courses, two of which must be 300-level or above courses		12

### Senior Program

COMM 493,494	Senior Seminar, Senior Paper	6
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**Total for B.A. Degree in Communication Studies 30**

• *COMM 102, 111, 204, and 301 must be taken prior to the senior year; students planning to study abroad should complete these courses by the end of their sophomore year.*

## Communication Studies Minor

COMM 102	Introduction to Mass Media	3
COMM 111	Introduction to Communication and Cultural Studies	3
COMM 204	Communication Technologies and Culture	3
COMM 301	Rhetorical Theory and Criticism	3
One Communication Studies 200-level or above course		3
<b>Total for Minor in Communication Studies</b>		<b>15</b>

See **Film Studies Interdisciplinary Minor.**

## Multimedia Journalism Minor

COMM 102	Introduction to Mass Media	3
COMM 111	Introduction to Communication and Cultural Studies	3
COMM 213R	Newspaper Production Lab	3
One of the following:		3
COMM 211	Reading and Reporting the News	
COMM 212	Feature Writing	

Courses	Course Title	Credit Hours
One of the following:		3
ARTS/COMM 181R	Introduction to Photography	
ARTS/COMM 279	Digital Filmmaking	
One of the following:		3
COMM 334	Journalism and New Media	
COMM 432	Global Media and Communication	

**Total for Minor in Multimedia Journalism 18**

*\*In addition, an approved internship at a media outlet is strongly recommended. Students interested in broadcasting may also consider taking COMM 241 (American Radio and Television).*

## RECOMMENDED COURSES

ENGL 364; HIST 301 (when topic is Propaganda); PHIL 133; RELG 253, 261; and SOC 205, 342, 344.

## EXPERIENTIAL LEARNING EXAMPLES

Reporting with the Lynchburg *News & Advance*, news production and writing with WSET-TV; public relations for the Community Market, Big Brothers & Big Sisters of Central Virginia, marketing for Amazement Square and the Academy of Fine Arts, and other positions at area schools, hospitals, museums, voluntary organizations, and businesses.

### 102. Introduction to Mass Media

The study of the mass media's relationship to social and political power, democracy, and multiculturalism. Students will examine media industries, regulation, globalization, and the cultural production of race, class, gender, and sexuality. Media forms may include journalism, music, radio, television, film, magazines, books, internet, video games, advertising, and public relations.

*Hours credit: 3.*

### 111. Introduction to Communication and Cultural Studies

This course examines the way in which people construct and communicate meaning through visual and material culture. Students examine such cultural artifacts as film, television, music, clothing, advertisements, architecture, rituals, and public discourse. The course introduces students to various methods of analyzing forms of communication including textual analysis, audience research, and the study of institutions.

*Hours credit: 3.*

### 159. Public Speaking

Experience in public speaking. Emphasis on research, preparation, and delivery of the persuasive-informative public speech.

*Hours credit: 3.*

### 175. Practical Reasoning

Identical with Philosophy 175.

*Hours credit: 3. Offered second semester.*

### 181R. Introduction to Digital Photography

Identical with Studio Art 181R.

*Hours credit: 3.*

- 183. Classical Rhetoric and Persuasive Power**  
Identical with Classics 183.  
*Hours credit: 3.*
- 204. Communication Technologies and Culture**  
The study of the relationship between culture and communication technologies, including oral communication, visual symbols, print, film, radio, television, cassettes, and digital media. Examination of how media industries, governments, militaries, religious movements, audiences, and communities employ communication technologies in power struggles, ideological conflicts, and cultural clashes in various global contexts. Reflection upon philosophical conceptions of sensory perception and media consumption experiences.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Offered first semester.*
- 211. Reading and Reporting the News**  
Practice with leads, the inverted pyramid, quotes and attribution, documenting sources, layout, and editing; exploration of journalistic ethics, community responsibility, and the question of what is news.  
*Hours credit: 3. Prerequisite: ENGL 103 (or exemption) or the equivalent.*
- 212. Feature Writing**  
Students will learn to write feature articles for newspapers and magazines. Features, often called the “soft side” of news, can be about anything, from the science behind global warming, to a story about a university’s champion debating team, to a celebrity profile.  
*Hours credit: 3. Prerequisite: ENGL 103 (or exemption) or the equivalent.*
- 213R. Newspaper Production Lab**  
This course offers practical experience in all aspect of college newspaper production including interviewing, investigation, reporting, AP style, copy editing, and use of digital publishing software. Students in this class are primarily responsible for the regular production of the college newspaper, the Sundial.  
*Hours credit: 1 or 2 determined in consultation with the instructor. Prerequisite or corequisite: COMM 211 or 212 or permission of the instructor. May be repeated for credit up to a maximum of six credits. Offered on a Pass/Fail basis only.*
- 214R. Newspaper Production Editor**  
This course offers practical experience as a newspaper production editor, including newspaper and staff management, supervision and mentorship of staff writers and reporters, oversight of newspaper sections, story editing, copy editing, digital layout and design, new media coordination, and public relations. This class is intended for students who serve as editor-in-chief, managing editor, or section editor of The Sundial, the college newspaper.  
*Hours credit: 2 or 3 determined in consultation with the instructor. Prerequisite: COMM 211 or 212 plus 3 credit hours of COMM 213R or permission of the instructor. COMM 213R and COMM 214 together may be repeated for credit up to a maximum of nine credits. Offered on a Pass/Fail basis only.*
- 235. Understanding Human Communication**  
This course provides a survey of theories, concepts, and models that inform understanding of human communication processes. Students will explore the function of symbolic systems in self-concept development, the structuring of reality, and social discourse. Students will also consider the usage of verbal and nonverbal communication in a variety of cultural settings and contexts. This course provides a broad-based foundation of the breadth of research in the field of communication studies and places particular emphasis on its intersection with other disciplines in the liberal arts.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2018–19.*
- 241. American Radio and Television**  
A survey of the history of radio and television in the United States with emphasis on industry, policy, and the cultural production of race, ethnicity, gender, sexuality, social class, region, and national identity. Students will study entertainment and news programs, commercial and public networks, advertisers, regulation, and technology.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered second semester 2019–20.*
- 251. Transmedia Storytelling**  
This course introduces students to the process of creating and publishing stories across multiple media platforms. Students will gain experience producing short films as well as creating content for social media. Issues such as audience participation, the democratization of media, and how to create and sustain an online identity as a content producer will be put into interactive practice.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*
- 277. American Movies**  
An overview of the history and aesthetics of American films made both in Hollywood and independently. It examines the stylistic and narrative techniques utilized by filmmakers, the political economy of the film industry, and cinema’s role in the global market. Students will explore various types of writing about film and develop their critical analysis and writing skills. Identical with Art History 277.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*
- 279. Digital Filmmaking**  
This course is a basic introduction to filmmaking in the digital format; no previous filmmaking experience is necessary. It will familiarize students with the components of the digital video camera, the process of creating a moving image from single digital images, and the basics of non-linear digital editing. Identical with Studio Art 279.  
*Hours credit: 3. Prerequisite: ARTS/COMM 181R or ARTH/COMM 277 or permission of the instructor.*
- 301. Rhetorical Theory and Criticism**  
A study of persuasive strategies based in classical rhetoric and their use in contemporary society. Students will also explore several approaches to the criticism of persuasive messages including neo-Aristotelian, narrative, genre, semiotic, feminist, and ideological. Possible objects of study include speeches and public discourse, opinion editorials, television shows, art, music videos, and advertising.  
*Hours credit: 3. Prerequisite: COMM 111 and sophomore standing or permission of the instructor.*
- 332. Digital Media Studies**  
A survey of the history, theory, and contemporary manifestations of digital media. Course topics are digital journalism and democracy, media industries and media convergence, social media and online communities, new media and political activism, and digital aesthetics and cultural identity.  
*Hours credit: 3. Prerequisite: junior standing or permission of the instructor. Alternate years: offered 2017–18.*

**334. Journalism and New Media**

Examination of journalism and new media forms, e.g., newspapers, magazines, radio, television, the internet, and mobile phones. Investigation of contested conceptions of journalism as an objective, political, and commercial entertainment medium, as a radical, popular form for self-representation and citizen journalism, and as self-expression by marginalized groups, such as ethnic minority news, women's and feminist journalism, and the GLBT press. Case studies from local and global contexts.

*Hours credit: 3. Prerequisite: junior standing or permission of the instructor. Alternate years.*

**375. Philosophy of Language**

Identical with Philosophy 375.

*Hours credit: 3. Prerequisite: junior standing or permission of the instructor.*

**376. Advanced Digital Filmmaking**

This advanced course in the art of digital filmmaking teaches students how to create and tell visual multimedia stories in the digital age by using video, still images, time-lapse photography, and audio. Students will study new visual storytelling practices and film art using mobile devices and apps to produce narratives for the web, iPads, and smartphones. Identical with Studio Art 376.

*Hours credit: 3. Prerequisite: ARTS/COMM 279 or permission of the instructor. Rotating.*

**380. World Cinema**

This course explores the major movements in world cinema. It also examines such related issues as the impact of globalization on national cinemas, the role of the state in legislating film policy, and the integration of cinema with movements for political and economic change. Identical with Art History 380.

*Hours credit: 3. Prerequisite: COMM/ARTH 277 or permission of the instructor. Alternate years: offered 2020–21.*

**382. Studies in the Film**

The topic of this course will vary from year to year. Students may examine specific genres, directors, national cinemas, or film theories. Identical with Art History 382.

*Hours credit: 3. Prerequisite: COMM/ARTH 277 or permission of the instructor. May be repeated for credit when topic differs. Alternate years: offered 2019–20.*

**384. Documentary History and Theory**

This course is an introduction to the history, theory, and aesthetics of documentary film. It traces several major historical movements in the development of documentary from Russia and Great Britain to Canada and the United States. Students will explore questions of ethics in documentary production, the development of various formal techniques, and a number of theoretical approaches to analyzing documentaries. Identical with Art History 384.

*Hours credit: 3. Prerequisite: COMM/ARTH 277 or permission of the instructor. Alternate years: offered 2018–19.*

**425. Exploring Media Theories**

Participants in the seminar examine the ideas that have informed critical media theories and the application of those theories to studies of contemporary media institutions, policies, and practices.

*Hours credit: 3. Prerequisite: junior standing or permission of the instructor. Alternate years: offered 2019–20.*

**432. Global Media and Communication**

Analysis of global media and communication with emphasis on cultural production and exchange among the Middle East, Asia, Africa, and Latin America. Topics include cultural imperialism, global cultural pluralism, localization, hybridity, modernity, and cultural identity. Examination of the cultural politics of media representations and asymmetrical circulation from Western nations (Global North) to non-Western nations (Global South) as well as contra-flows and diasporic media. *Hours credit: 3. Prerequisite: junior standing or permission of the instructor. Alternate years: offered first semester 2017–18.*

**493,494. Senior Seminar, Senior Project**

A critical study of significant works in communication studies and a review of research methods and theory. In the second semester, students work independently with advice from the faculty to complete a project. Students electing the research option will write a research paper and deliver a public oral presentation. Students who select the creative media project will produce a short film, a website, a multimedia project, or an investigative journalism project and give a public screening/presentation.

*Hours credit: 3. Prerequisite: COMM 301 or permission of the instructor.*

## Dance

*Faculty:* Kelly Malone Dudley, Seyong Kim, Pamela P. Risenhoover (Director of Helen McGehee Visiting Artist Program)

*Accompanist and Artist-in-Residence:* Hiawatha Johnson, Jr.

The Dance Program at Randolph College offers students a full range of possibilities in the art and discipline of dance. Students can either major, pursuing a B.A. or B.F.A. degree, or minor in dance. It is also possible for students to simply take a single course in the Department. Courses are available in ballet, jazz, and modern dance techniques from elementary through advanced levels. These courses expose students to the joy and power of movement, as well as the discipline of dance. Students develop both physical and spatial awareness and increased flexibility and coordination. Students also gain a greater understanding and appreciation of the art form, making them more well-informed patrons of the art form.

Dance technique courses in ballet, jazz, and modern dance are taught by Pamela Risenhoover and an impressive array of guest teachers brought to the College through the Helen McGehee Visiting Artist Program. Throughout the academic year students study with guest instructors, choreographers, and dancers from the professional world of dance, many of whom have performed nationally and internationally with some of the most prestigious dance companies in the world, including: Metropolitan Opera Ballet, Martha Graham Dance Company, Paul Taylor Dance Company, Momix, and Joffrey Ballet. Many have trained and taught at leading conservatories, such as the Juilliard School. Dance technique courses have live musical accompaniment.

The Helen McGehee Visiting Artist Program is an endowed program that was founded in 1971 by Ms. McGehee who began her own dance training at the College. She was a leading soloist with the Martha Graham Dance Company for nearly thirty years. Because of her vision and commitment to the College, Helen McGehee has made it possible for generations of students to be inspired by these guest artists many of whom stage and choreograph works for student performances.

The Department also offers courses in anatomy, dance history, Pilates, dance composition, and repertory. Dance composition courses expose students to the art and craft of choreography. Students interested in performance take courses in repertory. These classes stress the demands and artistry of dance performance while exposing students to the work of many choreographers of note, including: Anton Dolin, Martha Graham, Jose Limon, Marius Petipa, Pilobolus, Paul Taylor, and many others. In addition, the department offers certification in dance education.

Students and recent alumnae have received competitive internships at the Kennedy Center for the Performing Arts, Chicago Lyric Opera, the Spoleto Festival, the Juilliard School and the American Dance Festival. Recent graduates have danced with various dance companies including: the Jump Rhythm Jazz Project, the Bebe Miller Dance Co., Ivy Baldwin Dances, and Hamby Dances. Students have attended graduate dance programs at American University, New York University, SUNY Brockport, Ohio State University, and the University of Illinois. Several teach dance at the elementary and secondary levels, others have taken positions at the Kennedy Center for the Performing Arts, the American Dance Festival, and the Houston Museum of Fine Arts.

## DANCE MAJOR

Courses	Course Title	Credit Hours
DANC 101,102	Composition	4
DANC 201,202	Intermediate/Advanced Composition	4
DANC 207 and 208	History of Dance I and II	6
Four hours of Living Anatomy and Pilates from the following:		4
DANC 121	Pilates Mat I	
DANC 209,210	Living Anatomy I-II	
DANC 222	Pilates Mat II	
Four hours of Dance Repertory from the following:		4
DANC 155,156	First-Year Repertory	
DANC 255,256	Sophomore Repertory	
DANC 355,356	Junior Repertory	
DANC 455,456	Senior Repertory	
Five hours of Dance Technique from the following:		5
DANC 231,232	Intermediate Dance Technique	
DANC 241,242	Intermediate Ballet	
DANC 261,262	Jazz/Dance in Musical Theatre	
DANC 331,332	Advanced Dance Technique I	
DANC 341,342	Advanced Ballet and Pointe I	
DANC 431,432	Advanced Dance Technique II	
DANC 441,442	Advanced Ballet and Pointe II	
<i>Senior Program</i>		
DANC 493,494	Senior Seminar	4
<b>Total for B.A. Degree in Dance</b>		<b>31</b>

*Additionally for B.F.A.*

Students who intend to enroll in the B.F.A. must audition to be considered a candidate for the program; it is recommended that the audition take place no later than the second semester of enrollment at Randolph College.

Dance Technique courses		19
Dance Repertory		2
Interdisciplinary Base <sup>1</sup>		9
I ST 393R	Fine Arts Colloquium	3
I ST 495	Senior Fine Arts Colloquium	1

**Total for B.F.A. Degree in Dance** **65**

<sup>1</sup>*Students select the interdisciplinary base in consultation with their advisor. Courses selected must be from ARTS, ENGL, EVST 306, MUSC, or THTR with two departments represented and must include one course in artistic expression.*

## Dance Minor (Option 1)

DANC 101,102	Composition	4
THTR 117	Basics of Design	3
Nine hours from the following:		9
DANC 131,132	Elementary Dance Technique	
DANC 141,142	Elementary Ballet	
DANC 231,232	Intermediate Dance Technique	
DANC 241,242	Intermediate Ballet	
DANC 331,332	Advanced Dance Technique I	

Courses	Course Title	Credit Hours
DANC 341,342	Advanced Ballet and Pointe I	
DANC 431,432	Advanced Dance Technique II	
DANC 441,442	Advanced Ballet and Pointe II	
<b>Total for Minor in Dance</b>		<b>16</b>
<b>Dance Minor (Option 2)</b>		
DANC 207 and 208	History of Dance I and II	6
Two hours from the following:		2
DANC 155,156	First-Year Repertory	
DANC 255,256	Sophomore Repertory	
DANC 355,356	Junior Repertory	
DANC 455,456	Senior Repertory	
Nine hours from the following:		9
DANC 131,132	Elementary Dance Technique	
DANC 141,142	Elementary Ballet	
DANC 231,232	Intermediate Dance Technique	
DANC 241,242	Intermediate Ballet	
DANC 331,332	Advanced Dance Technique I	
DANC 341,342	Advanced Ballet and Pointe I	
DANC 431,432	Advanced Dance Technique II	
DANC 441,442	Advanced Ballet and Pointe II	
<b>Total for Minor in Dance</b>		<b>17</b>

## RECOMMENDED COURSES

ARTH 101, 102; CLAS 132; MUSC 109; and THTR 117.

## SPECIAL PROGRAMS

Programs have included Master classes and performance by Susan Marshall & Dancers; Chuck Davis and his African-American Dance Ensemble; master class and performance with Taylor 2; summer dance workshops with Jump Rhythm Jazz Project, Taylor 2, the Pilobolus Institute; environmental dance composition.

## EXPERIENTIAL LEARNING EXAMPLES

Occasionally dance students have gained experience by teaching classes and/or staging choreography through Lynchburg Parks & Recreation, classes at local elementary and middle schools, etc. Students also participate as choreographers and dancers for theatrical productions on campus, as needed.

## DANCE HISTORY AND COMPOSITION

### 101,102. Composition

Studio work/lectures on the fundamentals of modern dance choreography through the development and awareness of a personal movement vocabulary and style. Course will explore rhythm, design in space, dynamics and motivation, as well as the development of thematic material and the devices used to manipulate that material. Assignments may include prop studies, pre-classic dance forms, and dance studies set to poetry.

*Hours credit: 2,2. Corequisite: a dance technique course.*

### 201,202. Intermediate/Advanced Composition

Studio work/lectures on various techniques used to generate movement material from theme and variation, theme and manipulation, improvisation, accumulation and game planning. At this level students will be urged to explore choreography and form for multiple dancers. Assignments may include character studies through movement, canonic studies, and movement studies exploring assorted artistic movements, such as archaic, impressionistic, expressionistic, or romantic.

*Hours credit: 2,2. Prerequisite: DANC 102 or permission of instructor. Corequisite: a dance technique course.*

### 207. History of Dance I

The first half of this course looks at defining dance; exploring who dances, how, why, where and when; dance and religion, dance as a form of ethnic identity; sex and social dance; and the development of theatrical dance forms. The second half of the class looks at the ancient roots of Western-based theatrical dance forms from ancient Egypt to eighteenth-century France.

*Hours credit: 3.*

### 208. History of Dance II

A survey of the history of Western-based dance forms beginning with era of Romanticism and going through to the present. Emphasis will be placed on the role women have played in the development of nineteenth- and twentieth-century social and theatrical dance forms in Europe and the USA.

*Hours credit: 3.*

### 301,302. Advanced Composition

Lectures and studio work in principles of movement as related to performing techniques. Experimentation with different contemporary points of view in solo and small group compositions.

*Hours credit: 2,2. Prerequisite: DANC 202.*

### 313,314. Special Topics

Concentrated individual work in the particular area in which the student desires additional training.

*Hours credit: 1,1; 2,2; or 3,3. Prerequisite: permission of the instructor.*

### 493,494. Senior Seminar

Since the focus of this seminar for each student is the creation of a fully-produced piece of choreography, students will be required to read, write and discuss aspects of the creative process before they begin work on their individual senior projects. Students will also be reflecting on the role of dance in American culture and the role of dance in education. They will also be responsible for a final paper that reflects on the each student's creative process and the final product of that process.

*Hours credit: 2,2 or 3,3. Prerequisite: permission of the Department.*

**DANCE TECHNIQUE**

The prospective dance major should consult the Chair of the Department of Dance for placement in the appropriate dance technique courses, beginning in the first year. All dance technique courses may be repeated for credit (up to a maximum of 3 credit hours) with the permission of the instructor. Permission to repeat a course will be based on departmental determination of placement.

**131,132. Elementary Dance Technique**

These courses introduce students to beginning modern dance technique and movement essentials, such as the locomotive movements of walking, running, slipping, and jumping, and the axial movements of bending, twisting, and turning.  
*Hours credit: 1,1 or 1.5,1.5.*

**141,142. Elementary Ballet**

This course introduces students to the foundations of ballet technique.  
*Hours credit: 1,1.*

**185. Dance Analysis/LMA**

This course is designed to introduce students to Laban Movement Analysis (LMA) which is a system of structural and dynamic concepts that simplify the understanding of human movement. Originating from the work of Rudolf Laban and Irmgard Bartenieff, this method of describing and interpreting movement is related to somatics and is multidisciplinary in approach. Using anatomy, kinesiology, psychology and dance notation, this system can be a tool used by dancers, actors, musicians, athletes, dance/movement therapists, physical and occupational therapists, as well as, in the fields of anthropology and health and wellness. This method is one of the most widely used systems of human movement analysis today. The student will be able to experience opportunities that support creative work with the LMA material and to ultimately demonstrate a broad range of movement possibilities.  
*Hours credit: 3.*

**187. Introduction to Dance and Movement Techniques for Men**

This course introduces classical and contemporary dance techniques emphasizing strength-training, flexibility, coordination, and alignment, as well as addressing some of the specific challenges men face with regards to flexibility and range of motion. It is intended to prepare dancers for the traditionally gender-specific roles that have been performed by men in Western-based theatrical dance forms. By improving body awareness, physical function, and the ability to move safely and efficiently in dance and sports modes, the information and experience in this course will help athletes, actor, dancers, and other movers in the prevention of injuries, while exposing students to dance as both art and physical education. Students will learn appropriate discipline-based behavior and will also be prepared for the rigors of lifts and partnering.  
*Hours credit: 1.*

**231,232. Intermediate Dance Technique**

These courses expose students to a variety of different modern dance techniques. Many of these techniques have principles or movement theories at their core, such as contraction/release, fall/recovery, shift of weight, etc.  
*Hours credit: 1,1; 1.5,1.5; or 2,2. Prerequisite: DANC 131, 132 or permission of the instructor.*

**241,242. Intermediate Ballet**

These courses allow students to continue their previous studies in the art and technique of classical ballet.  
*Hours credit: 1,1; 1.5,1.5; or 2,2. Prerequisite: DANC 141, 142 or permission of the instructor.*

**261. Jazz Technique**

This class will explore energy, time, and space by incorporating different qualities of motion, concepts of rhythm and accent-making, and employing those concepts through energy-driven exercises, movement sequences, and activities. Taught primarily in the Jump Rhythm technique, this class incorporates simple and complex rhythms in swinging and Latin jazz, blues, and funk music and focuses on sharing those rhythms and energy with peers in the class.  
*Hours credit: 1.*

**262. Dance in Musical Theatre**

This course exposes students to jazz technique and choreography as it relates to the musical theatre stage. Employing energy-driven exercises, movement sequences, and activities useful to those interested in dance and musical theatre, students will acquire performing confidence and knowledge that will help them choreograph for community theatre or audition for the Broadway stage.  
*Hours credit: 1. Prerequisite: 100-level dance technique course or permission of the instructor.*

**331,332. Advanced Dance Technique I**

These courses allow students to continue their previous dance studies by learning a variety of different modern dance techniques. Many of these techniques have principles or movement theories at their core, such as: contraction/release, fall/recovery, shift of weight, etc.  
*Hours credit 1,1; 1.5,1.5; or 2,2. Prerequisite: DANC 231, 232 or permission of the instructor.*

**341,342. Advanced Ballet and Pointe I**

These courses allow students to continue their previous studies in the art and technique of classical ballet.  
*Hours credit: 1,1; 1.5,1.5; or 2,2. Prerequisite: DANC 241, 242 or permission of the instructor. May be repeated for credit. Student works on pointe at the discretion of the instructor.*

**431,432. Advanced Dance Technique II**

These courses allow students to continue their previous dance studies by learning a variety of different modern dance techniques. Many of these techniques have principles or movement theories at their core, such as: contraction/release, fall/recovery, shift of weight, etc.  
*Hours credit: 1,1; 1.5,1.5; or 2,2. Prerequisite: DANC 331, 332. May be repeated for credit.*

**441,442. Advanced Ballet and Pointe II**

These courses allow students to continue their previous studies in the art and technique of classical ballet.  
*Hours credit: 1,1; 1.5,1.5; or 2,2. Prerequisite: DANC 341, 342 or permission of the instructor.*

**BODY ALIGNMENT AND CONDITIONING****121. Pilates Mat I**

Pilates is a body conditioning system developed by Joseph Pilates to enhance flexibility, coordination, and strength. The exercises emphasize breath, core-conditioning, and body awareness in a total body workout. Core stability creates proper alignment to promote long, lean muscles. Pilates is a safe, highly effective method of neuro-muscular conditioning to strengthen and streamline the body. This course focuses on the essential principles and progresses through a series of

fundamental exercises. These non-impact exercises are suitable for a broad spectrum of people with varying levels and abilities.

*Hours credit: 1. No prerequisites. No previous dance experience necessary. May be repeated for credit once. Considered an activity course. Offered on a Pass/Fail basis only.*

**209. Living Anatomy I**

A study of musculoskeletal anatomy of the living, moving human being. An examination of physical laws and principles affecting human motion. Through personal experience, reading and class discussion we explore balanced body alignment, and everyday and specialized movement patterns.

*Hours credit: 3. Prerequisite: Some exposure to dance technique or permission of the instructor. Alternate years: offered 2018–19.*

**210. Living Anatomy II**

An overview of various body therapies and elements of fitness that aid dancers and non-dancer in longevity of career and quality of life. A survey of the diagnosis and treatment of injuries to the musculoskeletal system.

*Hours credit: 3. Prerequisite: Dance 209. Alternate years:.*

**222. Pilates Mat II**

This course will review the essential principles and fundamental exercises of Joseph Pilates' body conditioning system (see Pilates Mat I) and progress to the intermediate and advanced exercises. The focus will be on total body exercises that rebalance the body to its optimal state of alignment and function.

*Hours credit: 1. No prerequisite, DANC 121 is recommended. May be repeated for credit once. Considered an activity course. Offered on a Pass/Fail basis only. Alternate years: offered 2018–19.*

**REPERTORY**

Courses in repertory are numbered 155, 156; 255, 256; 355, 356; and 455, 456 according to semester and student classification. Rehearsal and performance of dance works are choreographed by dance faculty, students, and visiting choreographers.

*Hours credit: 1,1. Corequisite: a dance technique course. For students not majoring in dance, these courses may be taken on a Pass/Fail basis only.*

## Earth Science Education

### INTERDISCIPLINARY MINOR

*Coordinator:* Margaret A. Schimmoeller

This minor is open to undergraduate students accepted into the Educator Preparation Program who seek to add the earth science endorsement to their base license. Students with this minor must also complete the Professional Studies course work excluding intern teaching (completion of intern teaching is required to qualify for the license).

### Earth Science Education Minor for Licensure

Courses	Course Title	Credit Hours
One of the following:		4
ASTR 101-101L	Astronomy: The Solar System and Lab	
ASTR 103-103L	Astronomy: Cosmology and Lab	
EVST 101	Environmental Science: Systems and Solutions	3
EVST/PHYS 176-176L	Physical Geology and Lab	4
EVST 201	Quantitative Aspects of Global Environmental Problems	3
EVST 205	Environmental Science Methods and Lab	3
EVST 325-325L	Climate Dynamics and Global Change and Lab	4

**Total for Minor in Earth Science Education 21**

• A student electing a major or minor in environmental studies may count no more than two courses used for the environmental studies program for any other major or minor, with the exception of the earth science education minor for licensure.

## Economics and Business

*Faculty:* John D. Abell, Mark R. Harrison, Jeffery M. Heinfeldt, Elizabeth A. Perry-Sizemore, Andria Smythe

The Department of Economics and Business provides a liberal arts education in the fields of economics and business. The Department offers the B.A. in Economics and the B.A. in Business, as well as minors in both disciplines. All courses of study emphasize critical thinking, a global perspective, social engagement, quantitative skills, and the ability to write and speak with clarity.

The economics curriculum treats economics as a social science; it develops analytic thinking. The economics program prepares students for professional careers in for-profit, government, and nonprofit organizations. At the same time, it prepares students for graduate studies in economics, business, law, and other fields. Coursework is offered in the core areas of macroeconomics, microeconomics, and international economics. Coursework is also offered in several topics of immediate social relevance (environment, labor, money and banking, e.g.). Several courses involve service learning and community based research. All economics majors complete a two-semester senior program culminating in the writing and presentation of an independently authored research paper.

The business curriculum treats business and management as applied disciplines; it develops skills in solving practical problems. The business program prepares students for professional careers in for-profit, government, and nonprofit organizations. At the same time, it provides a solid background for advanced training in business or management. Coursework is offered in the core areas of accounting, finance, management, and marketing. Coursework is also offered in international business and other advanced topics. All business majors complete a one semester senior capstone project and a three credit internship.

### ECONOMICS MAJOR

Courses	Course Title	Credit Hours
<i>Core Program</i>		
ECON 101R	Principles of Macroeconomics	3
ECON 102R	Principles of Microeconomics	3
ECON 206	Microeconomic Theory	3
ECON 207	Macroeconomic Theory	3
ECON 219	International Economics	3
ECON 227	Elementary Applied Statistics	3
MATH 149R	Calculus I	3
<i>Electives</i>		
Three additional Economics courses at the 200 and 300 level or BUS 334 or BUS 369.		9
<i>Senior Program</i>		
ECON 495,496	Senior Seminar, Senior Paper	6
<b>Total for B.A. Degree in Economics</b>		<b>36</b>

- The core program must be completed prior to the senior year.
- ECON 227 may NOT be used as a 200-level elective in the major.
- Fifteen hours of the major, including ECON 495 and 496, must be completed in residence at Randolph College.

- Student may major in both Business and Economics or major in one field and minor in the other field. For multiple programs, for double majors the only courses that can overlap are ECON 101, 102, and 227 and for a major and a minor ECON 101 and 102.
- Students reading for honors in economics must, prior to the senior year, complete ECON 303 for a letter grade and at least one other elective.

### BUSINESS MAJOR

Courses	Course Title	Credit Hours
<i>Core Program</i>		
ECON 101R	Principles of Macroeconomics	3
ECON 102R	Principles of Microeconomics	3
ECON 227	Elementary Applied Statistics	3
BUS 151R	Introduction to Business	3
BUS 255	Principles of Accounting I	3
BUS 261	Management	3
BUS 264	Marketing	3
BUS 334	Corporate Finance	3
Experiential Learning (EX L) in an approved area		3
MATH 149R	Calculus I	3
<i>Electives</i>		
Two Business courses at the 200 level or above		6
One Business course at the 300 level or above		3
One Economics course at the 200 level or above		3
<i>Senior Program</i>		
BUS 495R	Senior Capstone	3
<b>Total for B.A. Degree in Business</b>		<b>45</b>

- The core program must be completed prior to taking BUS 495R.
- ECON 227 may NOT be used as a 200-level elective in the major.
- Twelve hours of the BUS courses, including BUS 334 and BUS 495R, and fifteen hours of the major must be completed in residence at Randolph College.
- Student may major in both Business and Economics or major in one field and minor in the other field. For multiple programs, for double majors the only courses that can overlap are ECON 101, 102, and 227 and for a major and a minor ECON 101 and 102.
- Students reading for honors in business must take BUS 495 in the fall of the senior year and must declare their intention to read for honors in the preceding spring semester. Two of the three business electives must be completed prior to reading for honors.

### Economics Minor

ECON 101R	Principles of Macroeconomics	3
ECON 102R	Principles of Microeconomics	3
Economics courses at the 200 and 300 level or BUS 334 or BUS 369		9
<b>Total for Minor in Economics</b>		<b>15</b>

- Not more than two economics or business courses that are used in the completion of another major or minor may be used to fulfill the requirements for an economics minor.

### Business Minor

One of the following:		3
ECON 101R	Principles of Macroeconomics	
ECON 102R	Principles of Microeconomics	

Courses	Course Title	Credit Hours
BUS 151R	Introduction to Business	3
BUS 255	Principles of Accounting I	3
BUS 261	Management	3
BUS 264	Marketing	3
BUS 334	Corporate Finance	3

**Total for Minor in Business 18**

- BUS 334 must be completed in residence at Randolph College.
- Not more than two economics or business courses that are used in the completion of another major or minor may be used to fulfill the requirements for a business minor.

## RECOMMENDED COURSES

All students majoring or minoring in economics or business are encouraged to take COMM 159, Economics majors are also encouraged to take ECON 303. Students planning graduate study in economics should consider completing the mathematics minor with MATH 149R, MATH 150R, MATH 241, MATH 250, and either MATH 343 or MATH 331. All students majoring in business are encouraged to take BUS 256. Business majors and minors planning to pursue an MBA should consider taking BUS 271 and BUS 367.

## BUSINESS

### 151R. Introduction to Business

An introductory course covering current events in American business. Topics include basic theories and practice in the functional areas of accounting, finance, marketing, and management. Additional subject areas include ethics, social responsibility, economic systems, and organizational structure.

*Hours credit: 3.*

### 255. Principles of Accounting I

This course is directed toward an understanding of the utilization of accounting methods in the recording, classifying, and reporting of basic economic transactions. Special emphasis is placed on accounting as the language of business and its use in communication.

*Hours credit: 3. Prerequisite: BUS 151R.*

### 256. Principles of Accounting II

This course deals with the uses of financial information for internal management purposes. Stress is placed on accounting as an aid to management in the planning, direction, and control of business activities and in the evaluation of results.

*Hours credit: 3. Prerequisite: BUS 255.*

### 261. Management

A survey of the practice of management. Topics include the roles of the manager; planning, organizing, leading, and controlling the organization (both for-profit and nonprofit organizations); organizational behavior, motivation, and leadership. Case studies are used. Students apply theory to realistic managerial situations, analyze courses of action, and make recommendations.

*Hours credit: 3. Prerequisite or corequisite: BUS 151R or permission of the instructor. Offered second semester.*

### 264. Marketing

A study of the marketing function of a business. Topics include brand management, consumer behavior, market analysis, and the “four Ps” of the marketing mix. Case

studies are used. Students apply theory to realistic marketing situations, analyze courses of action, and make recommendations. Students also research a marketing venture, analyze the market, and create a marketing plan.

*Hours credit: 3. Prerequisite or corequisite: BUS 151R and 261 or permission of the instructor. Offered first semester.*

### 268. Advertising and Promotion

This course provides balanced coverage of marketing communication tools, including advertising, sales promotion, public relations, direct marketing, personal selling, POP, packaging, sponsorships, licensing, and customer service. The course gives special emphasis to the integration of these tools to send target audiences a consistent, persuasive message that supports the organization’s goals.

*Hours credit: 3. Prerequisite: BUS 264 or permission of the instructor.*

### 270. Topics in Management

#### Second Semester 2017-18: Digital Marketing

This course is a survey of principles required to successfully practice marketing in the digital environment of social media and e-commerce. Students will explore practices and technologies used for both B2B and B2C exchanges.

*Hours credit: 3. Prerequisites: ECON 101, or ECON 102, or BUS 151, or consent of the instructor. May be repeated for credit when topic differs.*

### 271. Organizational Behavior and Leadership

This course surveys theories of organizational behavior and leadership. Topics may include organizational change, organizational dynamics, intercultural competence, transformational leadership, servant leadership, power and influence, ethics, character formation, or others. Students will analyze realistic situations, apply theory to those situations, and recommend concrete courses of action.

*Hours credit: 3. Prerequisite: BUS 261 or permission of the instructor.*

### 334. Corporate Finance

The financial organization and management of a business corporation. Time value of money and risk/return concepts serve as the foundation for valuing (analyzing) the firm’s sources of capital (debt and equity) and effectively allocating these funds through the capital budgeting process.

*Hours credit: 3. Prerequisite: BUS 255; ECON 101R or 102R.*

### 367. International Business

A survey of the challenges of doing business internationally. Topics include intercultural management, international marketing, and strategies for international business ventures. Case studies are used. Students apply theory to realistic situations in international business, analyze courses of action, and make recommendations. Students also research a venture in international business, analyze the host country, formulate a strategy for the venture, and recommend a course of action.

*Hours credit: 3. Prerequisite: BUS 261; 264; and 334; or permission of the instructor. Offered second semester.*

### 369. Financial Markets and Institutions

An examination of financial markets (stock, bond, money, etc.) and the operations of various financial institutions (banks, thrifts, mutual funds, insurance companies, etc.) within the legal and competitive environment.

*Hours credit: 3. Prerequisite: BUS 334 or permission of the instructor.*

**370. Advanced Topics in Finance**

In-depth exploration of a selected topic in finance. Topics may include investments, financial theory, or other topics of interest.

*Hours credit: 3. Prerequisite: BUS 334 or permission of the instructor. May be repeated for credit when topic differs.*

**371. Advanced Topics in Business**

In-depth exploration of a selected topic in business. Topics may include sustainable business, entrepreneurship, or other topics of interest. Case studies are used.

Students will apply theory to realistic business situations, analyze courses of action, and make recommendations. Students research a business problem in the area, perform a situation analysis, and recommend a course of action.

*Hours credit: 3. Prerequisite: BUS 261; 264; and 334; or permission of the instructor. May be repeated for credit when topic differs.*

**495. Senior Capstone in Business**

Students integrate concepts from accounting, finance, marketing, and management and use them in concert to manage the business as a whole. Strategic theories such as Porter's "Five Forces" model of industry analysis and the resource-based view of the firm are applied to realistic situations. Students analyze situations at the level of the firm, evaluate courses of action, and make recommendations. Students complete a term project.

*Hours credit: 3. Prerequisite: major core or permission of the instructor.*

**ECONOMICS****101R. Principles of Macroeconomics**

An introduction to the concepts and analytical tools of the economist. The frame of reference is the macroeconomy. Working with a variety of economic models, attention is focused on issues like the business cycle, interest rates, inflation, deflation, the stock market, Federal Reserve policy-making, government policy, and international trade. Hands-on research projects help students to make connections between economic theory and the real world.

*Hours credit: 3.*

**102R. Principles of Microeconomics**

An introduction to the concepts and analytical tools of the economist as related to the microeconomy, which focuses on decision-making at the individual level. This course examines the behavior of consumers, firms, and industries, and their effects on resource allocation. Students study various market structures and gain an understanding of market failure and issues pertaining to the role of government at the microeconomic level.

*Hours credit: 3.*

**All students wishing to enroll in any economics course at the 200 level or above will normally have completed MATH 109 or 113, or will have placed into a higher-level mathematics course.**

**206. Microeconomic Theory and Its Application**

This course examines in detail, producer and consumer theory, market structure, game theory, market failures, and the role of government in the marketplace. Special attention is given to using microeconomic theory to analyze modern social and political problems.

*Hours credit: 3. Prerequisite: ECON 101R and 102R.*

**207. Macroeconomic Theory**

An analysis of the aggregate U.S. economy. There is an emphasis on the construction of macroeconomic models to describe and analyze the economy. Such models help to establish the linkages between financial markets, labor markets, markets for goods and services, and markets in the rest of the world. Students gain an understanding of economic policy making through study of theories, institutions and economic data. Hands-on statistical research will help analyze the relationship between economic theory and the real world.

*Hours credit: 3. Prerequisite: ECON 101R and 102R.*

**217. Economics of the Public Sector**

This course studies the nature and consequences of the spending and taxing behavior of governments. Microeconomics tools will be applied to the study of such issues as public goods and externalities, income redistribution, poverty, social security, health care, education, transportation, housing, and government revenue generation. Throughout the semester, students will participate in a class-wide Lynchburg community service project related to one of the above issues, thereby providing hands-on exposure to some of the objectives and constraints faced by economists, government officials, and urban planners.

*Hours credit: 3. Prerequisite: ECON 101R and 102R.*

**219. International Economics**

On the microeconomic level, this course examines international trade theories and policies. International finance issues comprise the macroeconomic portion of the course. Special attention is given to using the tools of the economist to analyze contemporary problems in both international trade and finance.

*Hours credit: 3. Prerequisite: ECON 101R and 102R.*

**220. Environmental Economics**

The application of economic principles in the analysis of contemporary environmental issues. Neoclassical as well as ecological perspectives will be considered.

*Hours credit: 3. Prerequisite: ECON 101R and 102R. Alternate years: offered 2017–18.*

**227. Elementary Applied Statistics for Economics and Business**

An introduction to descriptive and inferential statistics with applications for economics and business. Content includes probability theory, random variables, sampling distributions, hypothesis testing and the basics of linear regression and forecasting.

*Hours credit: 3. Prerequisite: BUS 151R or ECON 101R or 102R. A student may receive credit for two of these courses: ECON 227, MATH 227, POL 231, PSYC 227R, or SOC 395.*

**238. Money and Banking**

This course examines in detail the financial sector of the U.S. economy and the manner in which it is linked to global markets. Particular emphasis is focused on the study of central bank decision-making regarding interest rates and economic stabilization. In a number of simulation exercises using the data analysis tools of the spreadsheet package Excel, students will analyze real economic data with an eye toward determining the appropriate direction of monetary policy.

*Hours credit: 3. Prerequisite: ECON 101R and 102R. Alternate years: offered 2018–19.*

**242. Labor Economics**

A study of the participation of women and men in the U.S. labor force. Labor markets, labor law, and labor organizations will be examined. Topics include labor

mobility, wage differentials, inequalities in income distribution, discrimination, and public policy considerations.

*Hours credit: 3. Prerequisite: ECON 101R and 102R. Alternate years.*

## 250. Topics in Economics

### First Semester 2017-18: Urban Economics

Why do cities exist? Why do firms agglomerate into clusters? How do cities grow, and how do they function in society? What are the benefits of cities to society, and what social problems do they create? Urban economics explores these issues, using the tools of economic analysis.

*Hours credit: 3. Prerequisite: ECON 101R and 102R. May be repeated for credit when topic differs.*

## 303. Econometrics

A formal introduction to the use of economic theory and statistical inference as guides in the study of economic phenomena using observed data. This course focuses on the research process and the role of empirical modeling and regression analysis in economics.

*Hours credit: 3. Prerequisite: ECON 101R; 102R; 227 and MATH 149R; or permission of the instructor. Offered second semester.*

## 311. History of Economic Thought

A study of the development of economic thought and theory from the feudalistic period to the 20th century. Emphasis will be on the original writings of economists including Adam Smith, Thomas Robert Malthus, David Ricardo, Jeremy Bentham, John S. Mill, Karl Marx, W. Stanley Jevons, John B. Clark, Alfred Marshall, John M. Keynes, Milton Friedman, and others. Extensive economics background is suggested.

*Hours credit: 3. Prerequisite: 12 hours in economics, or a combination of 6 hours in economics with 6 additional hours in European or U.S. history, or permission of the instructor. Alternate years.*

## 320. Advanced International Economics

Advanced discussion, analysis, and empirical verification of international economic theory and policy. Likely topics include: 1) exchange rate impacts on international trade, and 2) distributional impacts of international trade.

*Hours credit: 3. Prerequisite: ECON 207 or 219. Alternate years: offered first semester 2018–19.*

## 495,496. Senior Seminar, Senior Paper

In the first semester of the senior seminar, students make connections across their previous economics courses through readings and discussions on globalization and history of economic thought. Students gain a better understanding of how economic theories and policies shape the world in which we all live and which future generations will inhabit. A principal course objective is to prepare each student for the preparation and presentation of the senior thesis. To this end, students read and evaluate professional journal articles, review and enhance their understanding of the research methods used by economists, and identify ways to use these methods in their own research. The final assignment for the class is a senior thesis proposal. In the second semester, there is preparation and presentation of a senior thesis.

*Hours credit: 3. Prerequisite: major core courses.*

# Education

*Faculty:* Cheryl A. Lindeman, Margaret A. Schimmoeller, Consuella K. Woods

## EDUCATOR PREPARATION PROGRAM

The Educator Preparation Program (EPP) at Randolph College is accredited by the Council for the Accreditation of Educator Preparation (CAEP) for a period of 7 years, from 4/24/2017 to 4/24/2024. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, relicensure, or other purposes. All licensure programs are approved by the Virginia Department of Education.

## UNDERGRADUATE PROGRAM

The Education Department provides an educational environment that supports teachers in becoming leaders and agents of equity and change with licensure at the elementary or secondary level. The requirements of initial licensure in Virginia include fulfillment of the College's requirements for a Bachelor of Arts or a Bachelor of Science degree and successful completion of the Professional Studies Program in Education. The EPP involves a sequential course of study and field experiences that prepare prospective teachers to provide quality instruction. Professional competence is developed through (1) comprehensive study of specialized teaching fields, (2) thorough study of the professional foundations common to all teaching, (3) specialized study of teaching principles, and (4) appropriate field-based experiences. The use of instructional technology and meeting the needs of diverse learners are addressed in teaching methods courses.

The responsibility for meeting College and EPP requirements rests with the student. Each student is cautioned to study the course requirements and to keep accurate count of semester hours applicable to graduation.

## LIBERAL STUDIES MAJOR RECOMMENDED FOR ELEMENTARY LICENSURE

The liberal studies major is strongly recommended for all students seeking elementary teacher licensure. Refer to the liberal studies major for a complete description of major requirements. Consult with the Director of the Educator Preparation Program concerning the application process.

**Note: Program requirements are subject to change to reflect current State recommendations and regulations. All students interested in the Educator Preparation Program are encouraged to schedule an advising appointment with the Director of the Educator Preparation Program.**

## LICENSURE CANDIDATES ONLY (HOLDING A BA OR BS DEGREE)

Students holding a B.A. or B.S. degree seeking a Virginia Teaching License should confer with a member of the Education Department to review the required prerequisites and outline the sequence of professional education courses.

## ENTRANCE CRITERIA FOR THE EDUCATOR PREPARATION PROGRAM

To apply to the Educator Preparation Program, students submit scores on the VCLA with PRAXIS CORE Math or eligible ACT/SAT scores to the Registrar's Office. Following the submission of passing scores, students may apply to the EPP

by submitting application materials to the Registrar’s Office by the third Monday in October or the third Monday in February. Students are required to consult with the Education Department faculty prior to submission of their materials.

**Note: Students are responsible for transportation to local schools for all field experiences (practica and intern teaching).**

**INTERN TEACHING**

**Application for fall intern placement is due the Monday following Spring Break. Application for spring intern placement is due the Monday following Fall Break.** All candidates for teacher licensure are required to intern teach in the area of their endorsement. Intern teaching, which consists of supervised classroom teaching, involves five full-day sessions each week for one semester plus weekly seminars. During the semester of intern teaching, the student is not ordinarily permitted to carry more than three semester hours of approved additional course work. These additional semester hours are scheduled outside the normal school day in order to keep the intern-teaching experience intact. All intern teaching assignments are supervised by Randolph College faculty and college supervisors.

Prerequisites for candidacy for intern teaching include (1) official acceptance into the EPP, (2) a grade point average of 3.0 in major and professional education courses combined, (3) submission of passing scores on the PRAXIS II exam and the Virginia Communication and Literacy Assessment, (4) formal application to intern placement, (5) fingerprint background and child protective services clearance, and (6) TB test verification.

Once students have been approved and placed, they may not withdraw except with the approval of the Director of the Educator Preparation Program. A student who withdraws without this approval forfeits future placement in intern teaching.

**EXIT CRITERIA FOR EDUCATOR PREPARATION PROGRAM**

1. Requirements for the bachelor’s degree with criterion GPA.
2. Intern Teaching Program.
3. Passing scores on a professional assessment (PRAXIS II) as prescribed by the Virginia Department of Education (additional cost).
4. Passing scores on the Reading for Virginia Educators Assessment (required for elementary and special education) (additional cost).
5. Passing scores on Virginia Communication and Literacy Assessment (additional cost).
6. Application for licensure to Virginia Department of Education (additional cost).
7. CPR/AED/First aid training (additional cost).
8. Child Abuse and Neglect Prevention Certificate.

**SPECIAL PROGRAMS**

The College operates a nursery school on campus. Students enrolled in teacher education will have an opportunity to observe in the nursery school.

**PROFESSIONAL COURSES FOR ELEMENTARY EDUCATION**

Students who successfully complete the elementary program are qualified to teach in grades preK–6.

Courses	Course Title	Professional	Practicum
EDUC 101	Foundations of Education and Teaching Prof	3	
EDUC 108	Education Psyc and Classroom Mgt	3	
EDUC 207-207P	Language and Reading Dev and Practicum	3	1
EDUC 213	Dim Global Society and Multicultural Ed	3	
EDUC 306-306P	Reading/Writing Inst and Diagnosis/Pract	3	1
EDUC 312	Math/Science Methods in Elem/Mid School	3	
EDUC 314P	Interdisciplinary Practicum		1
EDUC 315-315P	Curriculum & Instruction preK-12 and Pract	3	1
EDUC 361	Survey of Special Education	3	
EDUC 472P	Action Research Field Placement		2
EDUC 493R	Intern Teaching in Elementary Schools		12
<b>Total for Elementary Education</b>		<b>24</b>	<b>18</b>

• *EDUC 361 is not required for students opting for the M.A.T.*

**PROFESSIONAL COURSES FOR SECONDARY EDUCATION**

Endorsements for Secondary Licensure (grades 6–12) can be designed in: biology, chemistry, dance (preK–12), earth science, English, French (preK–12), health and physical education, history and social science, Latin (preK–12), mathematics, music instrumental and vocal/choral (preK–12), physics, Spanish (preK–12), theatre arts (preK–12), and visual arts (preK–12). Additional endorsement may be added in the area of mathematics - algebra I.

Courses	Course Title	Professional	Practicum
EDUC 101	Foundations of Education and Teaching Prof	3	
EDUC 203-203L	Leadership and Mentoring the Adolescent	2	1
EDUC 213	Dim Global Society and Multicultural Ed	3	
EDUC 230	Reading and Writing in the Content Area	3	
EDUC 315-315P	Curriculum and Inst preK-12 & Practicum	3	1
EDUC 318-318P	Secondary Teaching Subject Area & Practicum	1	2
EDUC 361	Survey of Special Education	3	
EDUC 495R	Intern Teaching in Secondary Schools		12
<b>Total for Secondary Education</b>		<b>18</b>	<b>16</b>

• *History licensure candidates must take GEO 203 and LBST 307.*

• *Secondary licensure requirements may differ from major coursework. Meeting with department chair is required.*

**CURRICULUM AND INSTRUCTION MINOR**

Courses	Course Title	Credit Hours
EDUC 101	Foundations of Education and Teaching Prof	3
EDUC 108	Education Psyc and Classroom Mgt	3
EDUC 213	Dim Global Society and Multicultural Ed	3
EDUC 315	Curriculum and Instruction preK-12	3
EDUC 315P	Practicum in Curriculum and Instruction	1
EDUC 361	Survey of Special Education	3

**Total for Minor in Curriculum and Instruction** **16**

*Only available to students not pursuing the Educator Preparation Program.*

- 101. Foundations of Education and The Teaching Profession**  
A survey of the historical, philosophical, cultural, political, legal, and social foundations underlying the role, development, and organization of public education in the United States.  
*Hours credit: 3.*
- 108. Educational Psychology and Classroom Management**  
Study of research findings relevant to the learner in the classroom with emphasis on factors that influence learning. Topics include the teacher's role in motivation, emotional development of learners, analysis of the teaching-learning situation including the dynamics of interaction, classroom management, guidance, and instruction preK-12.  
*Hours credit: 3. Offered first semester.*
- 203. Leadership and Mentoring the Adolescent**  
An opportunity for college men and women to explore gender issues in the classroom and the physical, psychological, and cultural issues affecting leadership development of girls and boys at the middle and high school levels. The course will focus attention on the ways that racial, economic and ethnic differences affect self concept and academic success of adolescent students.  
*Hours credit: 2. Corequisite: EDUC 203L and sophomore standing May be repeated once for credit.*
- 203L. Leadership and Mentoring the Adolescent Lab**  
Students will develop working relationships with middle and/or high school students that are supportive, educational and fun. The course will test students' theoretical knowledge and its application through mentoring and tutoring. College students will assist the mentors with community service projects. The lab component involves various weekly projects that will help foster leadership skills that include tutorial opportunities with elementary students.  
*Hours credit: 1. Corequisite EDUC 203 and sophomore standing. Offered on a Pass/Fail basis only. May be repeated once for credit.*
- 207. Language and Reading Development**  
Exploration of educational theories and scientific research on teaching reading. This course will focus on the early stages of literacy development from language acquisition to emergent reader including analysis and discussion of the five areas of reading instruction, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers develop high quality strategies for teaching reading to all students based on the Virginia Standards of Learning.  
*Hours credit: 3. Prerequisite: EDUC 108 and sophomore standing. Corequisite: EDUC 207P.*
- 207P. Practicum in Language and Reading Development**  
A supervised opportunity to observe children in preschool through second grade and to plan and implement teaching and assessment strategies with individuals and literacy based small groups in local schools based on Virginia Standards of Learning and national standards.  
*Hours credit: 1. Corequisite: EDUC 207 and sophomore standing.*
- 213. Dimensions of a Global Society and Multicultural Education**  
This course will focus on diversity in schools and society and the interrelated concepts of culture, worldview, and race/ethnicity. Students will analyze areas of concern teachers express about working with diverse students, multicultural education, and how our own cultural orientations can impact how we interact with those from other cultures.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*
- 230. Reading and Writing in the Content Area**  
Exploration of educational theories and scientific research on literacy development in adolescents. Participants develop skills in motivating adolescents, assessing reading and writing ability, selecting texts at appropriate level of difficulty, and in differentiating instruction to meet the needs of diverse learners. Techniques for developing comprehension and vocabulary will be emphasized based on Virginia Standards of Learning.  
*Hours credit: 3. Prerequisite: EDUC 101 and sophomore standing.*
- 306. Reading and Writing Instruction and Diagnosis**  
Theory and scientific research is used to advance an interactive perspective on reading and writing that lays the foundation for the assessment and instruction process. Through discussion of the component skills and strategies required to succeed in reading and writing teacher candidates make informed decisions in planning instruction based on informal and formal assessments and aligned with the Virginia Standards of Learning and national standards.  
*Hours credit: 3. Prerequisite: admission to the Educator Preparation Program. Corequisite: EDUC 306P.*
- 306P. Practicum in Reading Diagnosis**  
A supervised opportunity for teacher candidates to work with master teachers in assessing the literacy development of students in grades 3-5. Teacher candidates learn to administer and interpret appropriate assessment instruments, and write differentiated instructional plans designed to increase achievement for a diverse student population.  
*Hours credit: 1. Prerequisite: admission to the Educator Preparation Program. Corequisite: EDUC 306.*
- 312. Mathematics and Science Methods in Elementary and Middle School**  
This course is study of research and theories of developing and assessing mathematics and science concepts, process skills, and attitudes. Emphasis is on sciences and mathematics instruction based on National Standards and the Virginia Standards of Learning. Students will demonstrate the ability to design and implement age appropriate and content rich lessons.  
*Hours credit: 3. Prerequisite: admission to the Educator Preparation Program. Prerequisite or Corequisite: MATH 208. Corequisite: EDUC 314P.*
- 314P. Interdisciplinary Practicum**  
Supervised teaching opportunity centered on the implementation of selected elementary science and mathematics teaching methods and assessment strategies based on Virginia Standards of Learning and national standards.  
*Hours credit: 1. Corequisite: EDUC 312 and admission to the Educator Preparation Program.*
- 315. Curriculum and Instruction preK-12**  
General study of curriculum design and teaching methods for classroom teachers. Emphasis is on instructional planning, lesson presentation, assessment strategies, and classroom management based on Virginia Standards of Learning and national standards across all grade levels.  
*Hours credit: 3. Prerequisite: EDUC 108 or 203 and admission to the Educator Preparation Program. Corequisite: EDUC 315P.*
- 315P. Practicum in Curriculum and Instruction**  
A supervised opportunity to observe and implement selected instructional strategies and classroom management skills in local schools, based on Virginia Standards of Learning and national standards.  
*Hours credit: 1. Corequisite: EDUC 315 and admission to the Educator Preparation Program.*

**318. Secondary Teaching in the Subject Area**

Seminars and tutorials, arranged with local grades 6–12 teachers, focusing on the structure of the disciplines and subject-specific methods of teaching based on Virginia Standards of Learning and national standards.

*Hours credit: 1. Prerequisite: EDUC 315 and admission to the Educator Preparation Program.*

*Corequisite: EDUC 318P.*

**318P. Practicum in Secondary Teaching in Subject Area**

Supervised opportunity to implement subject-specific instructional strategies and classroom management skills in a local school based on Virginia Standards of Learning and national standards.

*Hours credit: 2. Prerequisite: EDUC 315 and admission to the Educator Preparation Program.*

*Corequisite: EDUC 318.*

**361. Survey of Special Education**

Theories, definitions, and characteristics of students with mild disabilities. Students study learning problems and difficulties students with learning differences face in the general education classroom, resources and curricular modification, instructional strategies that facilitate learning. Virginia alternative testing requirements are studied.

*Hours credit: 3. Prerequisite: sophomore standing.*

**472P. Action Research Field Placement**

Students entering the M.A.T. graduate program take this course instead of EDUC 493. Students will design and implement an action research project in a local school. The project requires students to work with a classroom teacher on the design process. Only open to students entering the graduate program.

*Hours credit: 2. Prerequisite: admission to the Educator Preparation Program. Corequisite: LBST 494.*

**493R. Intern Teaching in Elementary Schools**

Supervised teaching assignments in a local elementary school. Intern teachers maintain schedule of their assigned cooperating teacher. Students will maintain a reflective journal and create a professional portfolio of the intern teaching experience. Weekly reflective seminar emphasizes interactive activities and the development of the intern teaching portfolio based on Virginia Standards of Learning and national standards.

*Hours credit: 12. Prerequisite: admission to the Educator Preparation Program and to Intern Teaching and an interview with the Director of the Educator Preparation Program. A student enrolled in EDUC 493R may not enroll in any courses that interfere with intern teaching hours, except for the Senior Program of the major.*

**495R. Intern Teaching in Secondary Schools**

Supervised teaching assignments in middle and/or high school. Intern teachers maintain schedule of their assigned clinical teacher. Students will maintain a reflective journal and portfolio of the intern teaching experience and critique a video lesson of personal teaching. Weekly reflective seminars emphasize interactive discussion and the development of the intern electronic professional portfolio.

*Hours credit: 12. Prerequisite: admission to Intern Teaching and an interview with the Director of the Educator Preparation Program. A student enrolled in EDUC 495R may not enroll in any courses that interfere with intern teaching hours, except for the Senior Program of the major.*

**GRADUATE PROGRAM**

The Master of Arts in Teaching (M.A.T.) will prepare qualified elementary, secondary, and special education teachers to be leaders in education. Students may complete initial teacher licensure in elementary, preK-6, K-12 special education, general curriculum, or secondary education. Undergraduate students may earn the M.A.T. after the 5th year of study normally in a summer-fall-winter-spring cycle.

**Academic Standing**

Graduate students must maintain a minimum cumulative GPA in order to meet satisfactory academic progress standards. As a part of the academic progress review each semester, graduate students must meet the good academic standing criterion defined as a cumulative grade point average of 3.0. Students who do not meet this standard will be placed on academic probation. The student must attain the appropriate minimum cumulative GPA before the next progress review or the student will be ineligible to continue at the College. Any student earning more than six hours with grades of C+ or below will be ineligible to return to the program for a minimum of one semester.

Students failing to meet the standards outlined above because of mitigating circumstances may appeal in writing for reconsideration by the Board of Review. Appeals should be submitted to the Office of the Dean of the College.

**Admission Requirements**

See **Admissions**.

**Course Load**

For full-time status, a student normally maintains a course load of at least 9 credits each semester. The program can be completed on a full-time or part-time basis.

**Financial Aid**

For loan information, see **Student Financial Services**.

**Graduation Application and Information**

Master's degree candidates should complete degree applications by October 1 of the fall semester for May commencement. Information obtained from the degree applications is used in the ordering of diplomas and preparing the Commencement Program. Degree completion dates are in May, August, and January with a Commencement exercise occurring only in May. Students who have completed all academic requirements for the degree except for the summer courses may participate in the Commencement ceremony.

**Registration, Add/Drop, and Withdrawal from a Course**

See **Academic Procedures and Regulations**.

**Requirements for the Degrees**

Randolph College confers the Master of Arts in Teaching degree. Requirements for the degrees are:

1. 36-38 credit hours of graduate coursework must be completed.
2. A maximum of 6 credit hours may be transferred to Randolph College at the graduate level.

3. All requirements, including transfer courses, must be completed within a period of six calendar years.
4. The student must earn a cumulative grade point average of 3.0 (rounded) both for all courses taken for a grade and for all courses counted toward major requirements. Only one course with a grade of C+ or below will count toward degree requirements. Students may appeal to the Board of Review.

**Testing Requirements for Licensure**

Master of Arts in Teaching

1. PRAXIS II
2. Reading for Virginia Educators Assessment (elementary and special education only)
3. Virginia Communication and Literacy Assessment

**Tuition and Fees**

For tuition and fee information, see **Tuition, Fees, and Expenses**.

**MASTER OF ARTS IN TEACHING**

Courses	Course Title	Credit Hours
EDUC 505	Teaching with Today's Technology Lab	1.5
EDUC 511	Educational Assessment and Measurement	3
EDUC 523	Research and Inquiry into Teaching Practices	2
EDUC 527	Current Trends and Legal Issues in Schools	3
EDUC 601	Foundations of Education and Classroom Management	1
EDUC 611	Human Growth and Development	1
One of the following tracks:		10.5-12.5
<b>Curriculum and Instruction (Elementary) (11.5)</b>		
EDUC 517	Reading Assessment and Instruction Across the Curriculum(2)	
EDUC 517P	Reading Assessment and Instruction Practicum(1)	
EDUC 600P	Interdisciplinary Practicum (1.5)	
EDUC 605	Instructional Methods Across the Curriculum(3)	
EDUC 607	Early Language Acquisition and Reading(2)	
EDUC 614	Science Methods for Elementary and Middle School(1)	
EDUC 616	Mathematics Methods for Elementary and Middle School(1)	
<b>Curriculum and Instruction (Secondary) (10.5)</b>		
EDUC 600P	Interdisciplinary Practicum (1.5)	
EDUC 605	Instructional Methods Across the Curriculum(3)	
EDUC 606	Reading and Writing in the Content Area(3)	
EDUC 618	Instruction in the Subject Area(3)	
<b>Special Education (12.5)</b>		
EDUC 517	Reading Assessment and Instruction Across the Curriculum(2)	
EDUC 517P	Reading Assessment and Instruction Practicum(1)	
EDUC 602P	Special Education Practicum(1)	
EDUC 603	Methods for Teaching Students with Mild Disabilities(1.5)	
EDUC 606	Reading and Writing in the Content Area(3)	
EDUC 607	Early Language Acquisition and Reading(2)	
EDUC 616	Mathematics Methods for Elementary and Middle School(1)	
EDUC 620	IEP Development and Transitioning(1)	

EDUC 661	Survey of Special Education	3
EDUC 684	Seminar in Education Research and Teaching	3
EDUC 693	Intern Teaching for M.A.T. I	4
EDUC 694	Intern Teaching for M.A.T. II	4

**Total for M.A.T. Degree** **36-38**

**505. Teaching with Today's Technology Lab**

This course is designed around the national technology standards and the Virginia Technology Standards for teachers. Students will become familiar with a variety of technologies that are used in K-12 classrooms. Students will develop lesson plans for use in schools that integrate technology as a learning tool including PRS, SMART Board, Computer-based lab probes, and video editing.

*Hours credit: 1.5.*

**511. Educational Assessment and Measurement**

Students will examine and analyze the theories and practice in psycho-educational diagnosis and remediation of children's learning disabilities. The areas of perception, cognition, language, and motivation will be explored in relation to school subject matter and classroom performance.

*Hours credit: 3. Prerequisite: acceptance to the Program or permission of the instructor.*

**517. Reading Assessment and Instruction Across the Curriculum**

A study of the techniques for diagnosing elementary, middle, and high school students with reading difficulties, causes of reading problems, evaluation and instruction of frequently used tests and inventories including group and individual, ideas for integrating literature/writing into content area curriculum based on Virginia Standards of Learning, and techniques for improving reading/writing achievement of students of all ability levels.

*Hours credit: 2. Prerequisite: acceptance to the Program or permission of the instructor.*

*Corequisite: EDUC 517P.*

**517P. Reading Assessment and Instruction Practicum**

Integration of theoretical and practical aspects of a reading program in a supervised clinical setting. Students function as members of the literacy staff and are required to develop, implement, and evaluate diagnostic and remedial reading programs based on Virginia Standards of Learning for children in grades K-5.

*Hours credit: 1. Prerequisite: acceptance to the Program or permission of the instructor.*

*Corequisite: EDUC 517.*

**523. Research and Inquiry into Teaching Practices**

Qualitative and quantitative research methods on teaching and learning of diverse learners. Criteria for judging validity and applicability of research-based knowledge. Framing educational problems worthy of inquiry. Designing and assessing studies of teaching practices

*Hours credit: 2. Prerequisite: acceptance to the Program or permission of the instructor.*

**527. Current Trends and Legal Issues in Schools**

This course examines federal and state education law including the Individuals with Disabilities Education Act (IDEA). The first half of the course will involve the study and analysis of relevant case law and statutes. In the second half of the course students will apply their knowledge of education law.

*Hours credit: 3. Prerequisite: acceptance to the Program or permission of the instructor.*

**600P. Interdisciplinary Practicum**

Field placement focused on the practice of curriculum implementation and instructional strategies appropriate for corresponding methods course.

*Hours credit: 1.5. Prerequisite: acceptance to the Program or permission of the instructor.*

**601. Foundations of Education and Classroom Management**

This course examines the multidisciplinary foundations of instruction via historical, philosophical, and sociological research. The intersections and relationships of assessment, instruction, classroom management, and human growth and development are the primary focus. Informed, teacher candidates develop individual educational pedagogies and engage with various teaching approaches and strategies, to make decisions for improving instruction, classroom management, and student performance.

*Hours credit: 1. Prerequisite: acceptance in the Program or permission of the instructor.*

**602P. Special Education Practicum**

Field placement focused on best practices for special education students in inclusion and self-contained classrooms.

*Hours credit: 1. Prerequisite: acceptance into the Program or permission of the instructor.*

**603. Methods for Teaching Students with Mild Disabilities**

Focuses on the knowledge base for educational intervention of students with diagnosed mild learning differences. Course content includes strategies for reading, written expression, mathematics, social-behavioral, study skills, and vocational and career options. The development of individualized programs in collaboration with general and special education colleagues will be emphasized.

*Hours credit: 1.5. Prerequisite: acceptance to the Program or permission of the instructor.*

*Corequisite: EDUC 600P or 602P.*

**605. Instructional Methods Across the Curriculum**

Focuses on teaching and learning in schools (pre6-12) and includes the study of curriculum and methodologies suitable for a variety of content areas and students' learning needs. Emphasis is placed on developing teachers' leadership qualities in the classroom and in the school.

*Hours credit: 3. Prerequisite: acceptance to the Program or permission of instructor.*

**606. Reading and Writing in the Content Area**

Intervention techniques for accelerating the reading ability of striving readers in grades 6-12. Students learn to match instructional techniques to assessed areas of literacy needs and to differentiate instruction for varying levels of reading and writing achievement based on Virginia Standards of Learning.

*Hours credit: 3. Prerequisite: acceptance to the Program or permission of instructor.*

**607. Early Language Acquisition and Reading**

A study of the theories, processes, and acquisition of reading and language skills. Emphasis is on the cognitive, linguistic, social and physiological factors involved in oral and written language development. Emergent literacy and the relationship between language and reading acquisition are explored, including an examination of strategies for developing oral reading, comprehension, and literacy skills and techniques for building word recognition, phonics, integrating reading and writing, and comprehension.

*Hours credit: 2. Prerequisite: permission of the instructor.*

**611. Human Growth and Development**

This course is designed to give basic knowledge and understanding of human growth and development. Students will study the physical, social, emotional, and intellectual development of children and the ability to use this understanding in guiding learning experiences.

*Hours credit: 1. Prerequisite: acceptance to the Program or permission of the instructor.*

**614. Science Methods for Elementary and Middle School**

Students develop skills for effective science teaching grounded in research proven to be effective in working with diverse students. The course addresses science content and pedagogy connected with the Virginia and NGSS Standards. Students will design lessons appropriate for the diverse needs of children preK-6.

*Hours credit: 1. Prerequisite: acceptance to the Program or permission of instructor.*

**615. Curriculum and Teaching Problems in Elementary and Secondary Schools**

Each student investigates a special instructional problem under the direction of the instructor. The research is supplemented by field work in an appropriate grade/content area. Open only to students accepted into the graduate education program and who have met one of the cross listed requirements as an undergraduate. Individual conferences to be arranged.

*Hours credit: 3. Prerequisite: EDUC 511 and 523 or equivalent. May be repeated for credit up to a maximum of 6 semester hours.*

**616. Mathematics Methods for Elementary and Middle School**

Students develop skills for effective-mathematics teaching grounded in research proven to be effective with diverse students. The course addresses competence through an emphasis on mathematics content, connected with the Virginia Standards. Students will design lessons appropriate for the diverse needs of children pK-6. The course will expose students to current mathematics teaching reforms and research based teaching strategies.

*Hours credit: 1. Prerequisite: acceptance to the Program or permission of the instructor.*

**618. Instruction in the Subject Area**

Seminars focusing on the structure of the disciplines and subject-specific methods of teaching based on Virginia Standards of learning and national standards. Supervised opportunity to implement subject-specific instructional strategies and classroom management skills in a local school setting.

*Hours credit 3: Prerequisite: acceptance to the Program or permission of instructor.*

**620. IEP Development and Transitioning**

Overview and examination of Individualized Education Program (IEP) required components. Includes how IEPs are developed and used in the classroom. The roles and responsibilities of required members of IEP team will be reviewed and analyzed in relation to students, family members, and teachers. Students will develop the ability to prepare students and work with families to promote successful student transitions throughout the educational experience.

*Hours credit: 1. Prerequisite: acceptance to the Program or permission of the instructor.*

**661. Survey of Special Education**

Theories, definitions, and characteristics of students with mild disabilities. Students study learning problems and difficulties students with learning differences face in the general education classroom, resources and curricular modification, instructional strategies that facilitate learning. Virginia alternative testing requirements are studied.

*Hours credit: 3. Prerequisite: acceptance to the Program or permission of the instructor.*

**684. Seminar in Educational Research and Teaching**

This course is designed to provide M.A.T. candidates opportunities to conduct qualitative and quantitative research. Each candidate will work with a faculty supervisor to prepare a research project and develop a comprehensive proposal and IRB protocol. Candidates will present their work during an oral presentation for colleagues and faculty.

*Hours credit: 3. Prerequisite: acceptance to the Program and satisfactory progress in the professional licensure degree program.*

**693,694. Intern Teaching for M.A.T. I-II**

Supervised teaching assignments in local school settings. Intern teachers maintain schedule of their assigned cooperating teacher. Placements are made according to endorsement area.

*Hours credit: 4,4. Prerequisite: satisfactory completion of all graduate level course work required for the degree.*

## Engineering Physics

*Interdisciplinary Major Chair: Peter A. Sheldon*

A student interested in a degree in engineering, but who also wants the benefits of a liberal arts education can elect the engineering physics major. The engineering physics major takes a rigorous program of physics, chemistry, mathematics, and computer science courses while at Randolph College for three years. The student then has the option to apply to an associated engineering school to complete the program in two more years. Randolph College has agreements with engineering schools at Vanderbilt University, Washington University St. Louis, and the University of Virginia. The student is not limited to these choices. After the first year at the engineering school, a B.S. in engineering physics may be received from Randolph College, and after the second year, a B.S. or in some cases an M.S. in engineering is received from the engineering school. Admission to the fourth year at the engineering school requires at least a 3.25 or better GPA both overall and in the Randolph College major. If a student elects to remain at Randolph College, the possibilities are to complete the regular physics degree or possibly another degree depending on the courses taken.

### ENGINEERING PHYSICS MAJOR

Courses	Course Title	Credit Hours
PHYS 115-115L,116-116L <sup>1</sup>	General Physics and Lab	10
PHYS 216	Statics	3
PHYS 251	Relativity and Intro Quantum Mechanics	3
One of the following:		3
PHYS 331	Electronics Lab	
PHYS 332	Advanced Physics Lab	
CHEM 105-105L,106-106L	General Chemistry and Lab	8
MATH 149R and 150R	Calculus I and II	6
MATH 250	Calculus III	3
MATH 331	Differential Equations	3
Two of the following:		6
CSCI 151	Computer Programming I	
CSCI 156	Computer Programming II	
CSCI 225	Matlab and Labview	
One additional 300-level physics course		3

*Senior Program*

Successful completion of one year at an associated engineering school

**Total Randolph College hours for B.S. Degree in Engineering Physics 48**

<sup>1</sup>*In order to complete this major in three years at Randolph College, the general physics sequences and calculus I and II must be taken in the first year.*

- *A student cannot complete both a physics degree and the engineering physics degree.*
- *All General Education requirements must be completed at Randolph College.*

### RECOMMENDED COURSES

For chemistry-related engineering: an additional year of chemistry. For biology-related engineering: two years of biology.

## English

*Faculty:* Mara I. Amster, Gary R. Dop, Heidi M. Kunz, Daniel J. Stiffler, Laura-Gray Street

The major in English develops the student's sensitivity to language and literature and enriches knowledge of the artistic imagination. It exposes students to a broad range of literary works and helps them improve skills in speaking, writing, and critical thinking. Every English major, whether emphasizing creative writing or literature, should have:

- knowledge of literary traditions, periods, schools, styles, forms, and genres;
- practice in the creative process;
- acquaintance with various ways of reading and understanding texts; and
- experience with both analytical and creative writing.

The English major offers excellent preparation for advanced work in graduate or professional school and for a wide array of career options. Students considering graduate school in English should confer with their advisors to be sure they have planned appropriate curricula. Since most graduate schools require at least one modern language and some require a classical language as well, students should be proficient in at least one language other than English at the time of graduation.

There is only one major in the Department: the English major. Students may choose to emphasize either creative writing or literature, but the Department is firmly committed to the mutual support and dependence of the two emphases, both of which engage the student in reading, writing, and critical and creative thinking. The core requirements for the English major are organized so that students who elect the one emphasis will both contribute to and learn from those who elect the other.

### ENGLISH MAJOR WITH AN EMPHASIS IN LITERATURE

Courses	Course Title	Credit Hours
Three of the following:		9
ENGL 253	Reading Poetry	
ENGL 255	Reading Prose	
ENGL 256	Reading Fiction	
ENGL/THTR 276	Reading Drama	
ENGL 261R	Introduction to Creative Writing	3
Five courses from the following to include one from each group and no more than one course at the 100 level:		15
Genre or Mode		
ENGL 111	Writing Women	
ENGL 113	Introduction to Literary Studies	
ENGL 156	Pulp Fiction	
ENGL 320	20th-Century British and American Poetry	
ENGL 336	Inspired by the Sea	
ENGL 353	Satire	
ENGL 357	Radical Turns	
ENGL/THTR 381	Absurd Young Men	

Courses	Course Title	Credit Hours
Period or Topic or Movement		
ENGL 112	Sports Literature	
ENGL 113	Introduction to Literary Studies	
ENGL 140	Classics of African-American Literature	
ENGL/THTR 277	Shakespeare	
ENGL 328	Beats and Hippies	
ENGL 331	Topics in Literature	
ENGL 333	Literature of the American South	
ENGL 336	Inspired by the Sea	
ENGL 338	The Prostitute in Literature	
ENGL 357	Radical Turns	
ENGL 364	Feminist Literary Theory	
ART/ENGL 378	Gender in Renaissance Art and Literature	
ENGL/THTR 381	Absurd Young Men	
Author(s)		
ENGL 113	Introduction to Literary Studies	
ENGL 142	F. Scott and Zelda	
ENGL/THTR 277	Shakespeare	
ENGL 341	Author, Author!	
ENGL 342	Poe, Poe, Poe!	
ENGL 343	Transatlantic Brontë	
ENGL 346	Faulkner and Morrison	
<i>Senior Program</i>		
ENGL 493, 494	Senior Seminar, Senior Paper	6
<b>Total for B.A. Degree in English with an Emphasis in Literature</b>		<b>33</b>

### ENGLISH MAJOR WITH AN EMPHASIS IN CREATIVE WRITING

Courses	Course Title	Credit Hours
Three of the following:		9
ENGL 253	Reading Poetry	
ENGL 255	Reading Prose	
ENGL 256	Reading Fiction	
ENGL/THTR 276	Reading Drama	
ENGL 261R	Introduction to Creative Writing	3
ENGL 363	Advanced Creative Writing	3
ENGL 367R	Writer-in-Residence Master Class	2
Two of the following:		6
ENGL 263	Intermediate Poetry Writing	
ENGL 265	Intermediate Creative Nonfiction	
ENGL 266	Intermediate Fiction Writing	
ENGL/THTR 279	Intermediate Playwriting	
Three courses from the following to include at least two at the 300 level:		9
Genre or Mode		
ENGL 111	Writing Women	
ENGL 113	Introduction to Literary Studies	
ENGL 156	Pulp Fiction	
ENGL 320	20th-Century British and American Poetry	
ENGL 336	Inspired by the Sea	

<b>Courses</b>	<b>Course Title</b>	<b>Credit Hours</b>
ENGL 353	Satire	
ENGL 357	Radical Turns	
ENGL/THTR 381	Absurd Young Men	
Period or Topic or Movement		
ENGL 112	Sports Literature	
ENGL 113	Introduction to Literary Studies	
ENGL 140	Classics of African-American Literature	
ENGL/THTR 277	Shakespeare	
ENGL 328	Beats and Hippies	
ENGL 331	Topics in Literature	
ENGL 333	Literature of the American South	
ENGL 336	Inspired by the Sea	
ENGL 338	The Prostitute in Literature	
ENGL 357	Radical Turns	
ENGL 364	Feminist Literary Theory	
ART/ENGL 378	Gender in Renaissance Art and Literature	
ENGL/THTR 381	Absurd Young Men	
Author(s)		
ENGL 113	Introduction to Literary Studies	
ENGL 142	F. Scott and Zelda	
ENGL/THTR 277	Shakespeare	
ENGL 341	Author, Author!	
ENGL 342	Poe, Poe, Poe!	
ENGL 343	Transatlantic Brontë	
ENGL 346	Faulkner and Morrison	
<i>Senior Program</i>		
ENGL 493, 494	Senior Seminar, Senior Paper	6
<b>Total for B.A. Degree in English with an Emphasis in Creative Writing</b>		<b>38</b>
<i>Additionally for B.F.A.</i>		
Students who intend to enroll in the B.F.A. must present a portfolio to be considered a candidate for the program; it is recommended that the portfolio be presented no later than the second semester of enrollment at Randolph College.		
Additional two courses from the following:		6
ENGL 363 (repeatable for credit)		
EVST 306		
ENGL 367R ( additional third credit)		1
Interdisciplinary Base <sup>2</sup>		9
I ST 393R	Fine Arts Colloquium	3
I ST 495	Senior Fine Arts Colloquium	1
<b>Total for B.F.A. Degree in English with an Emphasis in Creative Writing</b>		<b>58</b>
<sup>2</sup> Students select the interdisciplinary base in consultation with their advisor. Courses selected must be from ARTS, DANC, MUSC, or THTR with two departments represented and must include 1 course in artistic expression.		

**Literature Minor**

Two of the following:		6
ENGL 253	Reading Poetry	
ENGL 255	Reading Prose	
ENGL 256	Reading Fiction	
ENGL/THTR 276	Reading Drama	
Three literature courses at the 300 level		9
<b>Total for Minor in Literature</b>		<b>15</b>

**Creative Writing Minor**

ENGL 261R	Introduction to Creative Writing	3
Three of the following:		9
ENGL 263	Intermediate Poetry Writing	
ENGL 265	Intermediate Creative Nonfiction	
ENGL 266	Intermediate Fiction Writing	
ENGL/THTR 279	Intermediate Playwriting	
ENGL 363	Advanced Creative Writing	
Three Hours from the following:		3
ENGL 167	Exploring Creative Writing	1
ENGL 367R	Writer-in-Residence Master Class	1-2
I ST 393R	Fine Arts Colloquium	1-2
<b>Total for Minor in Creative Writing</b>		<b>15</b>

**RECOMMENDED COURSES**

Courses in communication; British, American, and European history; mythology; Old and New Testament; gender studies; art and music history; philosophy; fine arts, studio and performance; and foreign languages and literatures.

**SPECIAL PROGRAMS**

An endowed fund allows the Department to invite distinguished writers to campus for residencies of varying lengths. Visiting writers have included Eudora Welty, Peter Taylor, Maxine Hong Kingston, Margaret Atwood, Richard Wilbur, Gerald Early, Ann Beattie, Ellen Douglas, and Pattiann Rogers. Majors are encouraged to participate in The World in Britain Program: Randolph College at the University of Reading, England.

**COMPOSITION****101,102. English Composition I, II**

Detailed instruction in language usage and writing techniques for students whose native language is not English. Students placed in English 101 are also required to take English 102.

Hours credit: 3,3. By placement only.

**103. Writing in College**

An introduction to writing at the college level, with attention to using English correctly and effectively, thinking analytically, identifying audiences, finding and evaluating source materials, developing an arguable thesis and supporting it with evidence, and using disciplinary conventions for citation and documentation.

Guided practice in generating, revising, and editing drafts of essays.

*Hours credit: 3. This course cannot be taken on a Pass/Fail basis.*

**ENGLISH AS A SECOND LANGUAGE****240. ESL Teaching Methods**

This course will help students who are considering teaching English to speakers of other languages develop a theoretical framework, explore methods of teaching, and then learn to plan effective lessons based on principles they can discuss and defend. Students will learn to evaluate materials for teaching and testing and to use the various resources (such as conferences, journals, Web sites) available for ESL (English as a Second Language) teachers.

*Hours credit: 3. Prerequisite: sophomore standing. This course fulfills the intercultural competence graduation requirement.*

**LITERATURE****111. Writing Women**

“Why are there no great women writers?” Virginia Woolf pondered in 1929 in order to examine and challenge the historical and cultural constraints on women's creativity and artistic production. This course explores selected poetry, fiction, and essays by women who have written—brilliantly—in spite of, out of, and/or from within those constraints. Thematic topics may vary by semester (examples include “Women Writing Romance” and “Science/Fiction”). Emphasis on critical approaches to literature and the writing of literary analysis. *Hours credit: 3.*

**112. Sports Literature**

Walt Whitman said of baseball, it “belongs as much to our institutions, fits into them as significantly as our constitutions.” This course examines sports as subject for both analytical and imaginative writing. Students read works that present an American identity through sport, the tension between being self-reliant and playing for the team; or, as Whitman would have it, “the snap, go, fling of the American atmosphere.”

*Hours credit: 3.*

**113. Introduction to Literary Studies****First Semester 2017-18: Shakespeare and Film**

We are immersed in a world where books are no longer just words between covers; rather, they are box office hits and Netflix series. How, though, do we come to form judgments about those filmed fictions? How do we compare what is on the page and what steps off of it? And how do we use our literary skills and critical language to express our opinions? Students will “read” both Shakespeare's plays and a number of filmed versions in order to explore questions of adaptation, to investigate our own expectations about what is acceptable or proper when we approach classic texts, and to consider how stories cross time and culture as they continue to speak to us and create meaning.

*Hours credit: 3. May be repeated for credit when topic differs.*

**140. Classics of African-American Literature**

A historical survey of artistically and culturally significant works by writers such as Equiano, W. W. Brown, Jacobs, Douglass, Keckley, Dunbar, B. T. Washington, DuBois, A. Grimké, J. W. Johnson, and various contributors to the Harlem Renaissance.

*Hours credit: 3. Alternate years: offered 2017–18.*

**142. F. Scott and Zelda**

How did a disorganized college student become a world-class novelist? This course traces the development of F. Scott Fitzgerald's art through the wide range of his writing, including fiction, nonfiction, poetry, and drama. Attention will be given to his collaboration and competition with Zelda Sayre Fitzgerald, as well as to relevant cultural phenomena such as media celebrity and the rise of Hollywood.

*Hours credit: 3. Alternate years: offered 2018–19.*

**156. Pulp Fiction**

Considering classics like Homer's *Odyssey* and the tales of the *Arabian Nights*, this course will examine how sensational literature has evolved into a mass-market genre. Emphasis will be placed on twentieth-century examples of fantasy, detection, romance, and adventure. Authors may include Edgar Rice Burroughs, Raymond Chandler, Ian Fleming, Stephen King, and Jacqueline Susann.

*Hours credit: 3. Offered first semester.*

**253. Reading Poetry**

A study of lyric, narrative, and dramatic verse. Students will discover meaning by examining the formal properties of poetry, including meter, diction, imagery, and tone. Readings will include a range of genres such as epic, elegy, pastoral, and ode. Representative authors may include Spenser, Milton, Wordsworth, Whitman, and Dickinson.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*

**255. Reading Prose**

A study of non-fiction prose, including autobiography, intellectual essay, reportage, criticism, and literary theory. Students will investigate the boundaries of critical thinking and creative imagination; of fact, fiction, and truth. Representative authors may include Aristotle, Montaigne, Douglass, Hazlitt, and Woolf.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Offered second semester.*

**256. Reading Fiction**

A study of the short story and the novel with particular attention given to form and technique. Students will explore a variety of narrative types such as picaresque, epistolary, naturalistic, satiric, and experimental. Representative authors may include Voltaire, Austen, Twain, Joyce, García Márquez, and Walker.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*

**274. Ancient Poetry in Translation**

A survey of the major genres of ancient Greek and Roman poetry, including epic, lyric, drama, and satire. Texts will be read in English translation.

*Hours credit: 3. Prerequisite: ENGL 103, ENGL 113, or permission of the department. One time only. Identical with English 274.*

**276. Reading Drama**

A study of tragedy, comedy, and other varieties of works for the theatre, with attention given to historical and social context. Students will examine periods such as the Restoration, types such as melodrama, and movements such as theatre of the

- absurd. Attendance at screenings and at live productions by the theatre department may be required. Representative authors may include Sophocles, Behn, Ibsen, Shaw, and O'Neill. Identical with Theatre 276.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*
- 277. Shakespeare**  
An introductory course dealing with the principles of Renaissance stagecraft, the nature of performance, the construction and themes of the plays, and the concept of genre or type. Representative plays in all genres from throughout Shakespeare's career. Identical with Theatre 277.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*
- 320. Twentieth-Century British and American Poetry**  
The major movements in poetry written in the English language during the twentieth century. Reading will include criticism and theory. Emphasis on discussion and written analysis.  
*Hours credit: 3. Prerequisite: 100- or 200-level literature course or permission of the instructor. Offered as needed.*
- 328. Beats and Hippies**  
An examination of post-World War II American literature, focusing on works of alienation and rebellion by such writers as Kerouac, Ginsberg, Burroughs, Brautigan, and Kesey. Attention is given to the influences of American Romanticism and Zen Buddhism on this counter-culture literature. The new and gonzo journalism of Tom Wolfe and Hunter S. Thompson will also be explored.  
*Hours credit: 3. Prerequisite: 100- or 200-level literature course or permission of the instructor. Rotating; offered 2018–19.*
- 331. Topics in Literature**  
The work in the course varies from year to year.  
*Hours credit: 3. Prerequisite: 100- or 200-level literature course or permission of the instructor. May be repeated for credit when topic differs.*
- 333. Literature of the American South**  
A seminar-style, topically-arranged investigation of prose, poetry, and drama of the southern United States through selections from four centuries of Anglophone writing in the region. Topics, e.g. The African-American South, The Southern Renaissance, Quintessential Faulkner, (Re)Constructions of the Old South, Belles and Ladies and Not, will vary.  
*Hours credit: 3. Prerequisite: 100- or 200-level literature course or permission of the instructor. Alternate years: offered second semester 2017–18.*
- 336. Inspired by the Sea**  
An exploration of the maritime imagination that proceeds from the sea as setting, subject, and figure to transnational notions of “sea consciousness” that challenge traditions of geopolitical “mapping” in literary and cultural studies. Texts will be selected from a range of ancient and modern writers such as Virgil, Columbus, Equiano, Melville, Conrad, and Carson.  
*Hours credit: 3. Prerequisite: 100- or 200-level literature course or permission of the instructor. Alternate years: offered 2018–19.*
- 338. Selling Sex: The Prostitute in Literature**  
The prostitute, the whore, the fallen woman, the sexually voracious woman, call her what you will, populates the literary landscape. She is a central figure in cultural debates about sexuality, about the role of women in public markets (both literal and authorial), and about the relationship between romance and fiction.  
*Hours credit: 3. Prerequisite: 100- or 200-level literature course or permission of the instructor.*
- 341. Author, Author!**  
The work in this course varies from year to year.  
*Hours credit: 3. Prerequisite: 100- or 200-level literature course or permission of the instructor.*
- 342. Poe, Poe, Poe!**  
Inventor of the detective story, master of the macabre, arbiter of literary taste, Mr. Edgar Allan Poe is alive and well in our literary world. Students will read Poe's fiction, poetry, and prose and then study how a 1950s philosophical debate about “The Purloined Letter” sparked a critical firestorm. In more recent years, writers have “solved” the murder of Poe's “Marie Rogêt” and the mystery of Poe's own death.  
*Hours credit: 3. Prerequisite: 100- or 200-level literature course or permission of the instructor. Rotating; offered 2018–19.*
- 343. Transatlantic Brontë**  
The British sisters Anne, Charlotte, and Emily Brontë burst upon the Victorian literary scene with novels featuring passion and violence. Their astonishing fictions evoked outrage and admiration, and inspired responses not only from other British writers, but also from writers in the United States. This course will explore the cultural and literary contexts -- and legacies -- of the transatlantic Brontë phenomenon.  
*Hours credit: 3. Prerequisite: 100- or 200-level literature course or permission of the instructor. Alternate years: offered 2018–19.*
- 346. Faulkner and Morrison**  
Arguably the greatest American novelists of the twentieth century, William Faulkner and Toni Morrison write from opposite ends of that period: he from the segregated South of pre-WWII, she from the empowered culture of post-civil rights and -feminist turmoil. Yet each has the same concern: depicting identity in a land of racial conflict. Provocative Pairings: *The Sound and the Fury* and *The Bluest Eye*; *Absalom, Absalom!* and *Beloved*; and *Sanctuary* and *Jazz*.  
*Hours credit: 3. Prerequisite: 100- or 200-level literature course or permission of the instructor. Rotating; offered 2017–18.*
- 353. Satire**  
A study of writers who ridicule the status quo not only for our amusement but also for our improvement. Attention given to irony, wit, and lampoon. Readings from canonical satirists such as Juvenal, Swift, Twain, Huxley, Parker, and Ellison are complemented by Kubrick's *Dr. Strangelove*, Trudeau's *Doonesbury*, and *The Colbert Report*. *The Onion*, “America's Finest News Source,” provides online late-breaking news.  
*Hours credit: 3. Prerequisite: 100- or 200-level literature course or permission of the instructor. Rotating; offered 2018–19.*
- 357. Radical Turns**  
Just before the turns of the 19th and 20th centuries, the vogues of Gothicism and Naturalism, respectively, featured radical imaginations that shocked readers and redefined the terms of literature. Works by British and U.S. writers will provide a study of the phenomenon of creative extremity, as well as its influence and enduring power.  
*Hours credit: 3. Prerequisite: 100- or 200-level literature course or permission of the instructor. Alternate years: offered 2017–18.*
- 364. Feminist Literary Theory**  
This course provides an introduction to feminist literary criticism/theory. It also examines the ways that this strand of criticism overlaps, influences, and expands other fields of literary criticisms, including (among others) Marxist theory, queer

theory, cultural studies, post-colonial theory, psychoanalytic theory, and new historicism.

*Hours credit: 3. Prerequisite: 100- or 200-level literature course or permission of the instructor. Rotating: offered 2018–19.*

**378. Power and Beauty: Gender in Renaissance Art and Literature**

This course seeks to understand, analyze, and interpret representations of gender and sex within Renaissance art and literature (in both England and Italy). Using contemporary texts when possible and readings from the disciplines of literature, social history, feminist theory, and art historical texts, the course aims for a fuller assessment of gendered Renaissance life as it pertains to art and literature. Identical with Art History 378.

*Hours credit: 3. Prerequisite: junior standing or permission of the instructor. Rotating: offered 2017–18.*

**381. Absurd Young Men**

Albert Camus proposes that man desires order in a world of chaos, leading to the absurd predicament. Question: whether to be angry about the human condition or, as Camus imagines Sisyphus, happy? Students will examine this existential paradox through the post-World War II dramas of playwrights such as Osborne, Pinter, Beckett, Ionesco, and Albee. Identical with Theatre 381.

*Hours credit: 3. Prerequisite: 100- or 200-level literature course or permission of the instructor. Rotating: offered 2018–19.*

**WRITING**

**167. Exploring Creative Writing**

A 7-week introduction to creative process and the writing of poetry, short fiction, plays, or creative nonfiction. Taught by the current Randolph Writer in Residence.

*Hours credit: 1. First-year students have registration priority. Offered on a Pass/Fail basis only.*

**261R. Introduction to Creative Writing**

The writing of poetry, fiction, and plays, focusing upon group discussion of student work. The work of modern and contemporary authors will be used as models for discussions of theme, theory, and technique.

*Hours credit: 3.*

**263. Intermediate Poetry Writing**

Intensive work in the writing of poetry. Reading of theory along with examples from contemporary poets as models. Primary focus on the workshopping of students' poems.

*Hours credit: 3. Prerequisite: ENGL 261R.*

**265. Intermediate Creative Nonfiction**

Intensive work in the writing of creative nonfiction. Reading of theory along with examples from contemporary writers as models. Primary focus on the workshopping of students' essays.

*Hours credit: 3. Prerequisite: ENGL 261R. Alternate years: offered 2018–19.*

**266. Intermediate Fiction Writing**

Intensive work in the writing of fiction. Reading of theory along with examples from contemporary fiction writers as models. Primary focus on the workshopping of students' stories.

*Hours credit: 3. Prerequisite: ENGL 261R.*

**279. Intermediate Playwriting**

In this course, students learn how to structure a scene, how to structure a play, how to create, hold, and release the tension of a dramatic moment through taut and convincing dialogue, how to create characters that an audience will identify with and care about. Through the reading of modern and contemporary plays, both short and full length, students will study the ways that highly accomplished playwrights solve the problems presented by a variety of dramatic situations, and will begin to implement into their own scenes and plays the elements of the craft that they discover. Identical with Theatre 279.

*Hours credit: 3. Prerequisite: ENGL 261R or THTR 142 or permission of the instructor.*

*Alternate years: offered 2017–18.*

**363. Advanced Creative Writing**

A workshop in the writing of poetry, fiction, creative non-fiction, or playwriting. Students may pursue the genre(s) of their choice.

*Hours credit: 3. Prerequisite: ENGL 261R and two of the following: ENGL 263; 265; 266; ENGL/THTR 279; or permission of the instructor. May be repeated for credit up to a maximum of nine hours.*

**367R. Writer -in-Residence Master Class**

A 4-week intensive study of the theory and practice of writing poetry, short fiction, plays, or creative nonfiction. Taught by the current Pearl S. Buck Writer in Residence or Anne Spencer Poet in Residence.

*Hours credit: 1. Prerequisite: ENGL 261R and/or permission of the Coordinator of the Creative Writing Program. Majors and minors have registration priority. Offered on a Pass/Fail basis only. May be repeated for credit.*

**SENIOR PROGRAM**

**493. Senior Seminar**

A course designed to help develop critical perspectives in literature. The aim is to increase understanding of such key concepts as genre, period, school, and critical approach. The course will require both essays and oral presentations.

*Hours credit: 3. Prerequisite: permission of the Department.*

**494. Senior Paper**

Each student will work closely with a faculty supervisor to prepare a major paper of about 25 pages. At the end of the semester, faculty and students will meet as a group to hear oral presentations of the students' work.

*Hours credit: 3. Prerequisite: ENGL 493 and permission of the Department*

## Environmental Studies

*Faculty:* Richard D. Barnes, Sarah L. Sojka, Karin P. Warren

The Environmental Program at Randolph College embodies the conviction that to pursue life work in the realm of the environment, you must grasp the complex interactions that characterize today's most pressing environmental problems. Since these problems lie at the nexus of natural sciences, social sciences, and humanities, our program provides a rigorous, interdisciplinary course of study, enriched with research and practical experiences. Many academic opportunities are available to environmental majors, such as the Natural History and Archeology Collections Project, the Randolph College Organic Garden, Marine Biological Laboratory in Environmental Science at Woods Hole Oceanographic Institute, Washington Semester Programs, summer and semester fieldwork, and study abroad options. The degree programs provide the knowledge base and the practical skills needed for graduate or professional school, private consulting, public advocacy or administration, and careers with government agencies and laboratories as well as non-governmental organizations. The minor in environmental studies is appropriate for students in any major program who wish to add an environmental perspective to their chosen field. Students majoring in environmental studies or environmental science are encouraged to pursue a minor in a relevant discipline, such as biology, business, chemistry, communication studies, creative writing, economics, engineering, global studies, mathematics, political science, or psychology. In particular, students with an interest in conservation are encouraged to minor in biology with courses including botany, zoology, and ecology.

### ENVIRONMENTAL STUDIES MAJOR - B.A.

Courses	Course Title	Credit hours
EVST 101	Environmental Systems and Solutions	3
EVST 104-104L	The Ecosphere and Environmental Issues and Lab	4
EVST/PHYS 176-176L	Physical Geology and Lab	4
EVST 201	Quantitative Aspects of Global Environmental Problems	3
EVST 205	Research Design and Geographic Information Systems	3
EVST 215	Water Resources	3
EVST 250	Sustainability Principles and Practice	3
EVST 315	Energy and Society	3
EVST 325-325L	Climate Dynamics and Global Change and Lab	4
Two of the following:		6
ECON 220	Environmental Economics	
EVST 306	Environmental Writing	
EVST 326	Environmental Problems: History and Culture	
PHIL 361	Environmental Philosophy	
PHYS 256	Green Engineering Design	
PSYC 320	Environmental Psychology	
SOC 222	Human Populations and Contemporary Issues	
One of the following: <sup>1</sup>		
Experiential Learning (EX L) in an appropriate area		0-2
EVST 394	Research Topics in Environmental Studies	0-2

Courses	Course Title	Credit hours
<i>Senior Program</i>		
EVST 495	Senior Seminar I	3
EVST 496	Senior Seminar II	1

**Total for B.A. Degree in Environmental Studies** **40-42**

<sup>1</sup>*With departmental approval, an appropriate non-credit summer research program or Honors in the major may be substituted for this requirement.*

### ENVIRONMENTAL SCIENCE MAJOR - B.S.

Courses	Course Title	Credit hours
EVST 101	Environmental Systems and Solutions	3
EVST 104-104L	The Ecosphere and Environmental Issues and Lab	4
EVST/PHYS 176-176L	Physical Geology and Lab	4
EVST 201	Quantitative Aspects of Global Environmental Problems	3
EVST 205	Research Design and Geographic Information Systems	3
EVST 215	Water Resources	3
EVST 250	Sustainability Principles and Practice	3
EVST 315	Energy and Society	3
EVST 325-325L	Climate Dynamics and Global Change and Lab	4
CHEM 105-105L,106-106L	General Chemistry and Lab	8
One of the following:		3-4
CHEM 235-235L	Environmental Chemistry and Analysis and Lab	
CHEM 245	Environmental Chemistry of Energy/Atmosphere	
One of the following:		3
MATH 149R	Calculus I	
MATH 227	Elementary Applied Statistics	
Either of the following:		8-10
PHYS 105-105L,106-106L	Introductory Physics and Lab	
PHYS 115-115L,116-116L	General Physics and Lab	
One of the following: <sup>1</sup>		
Experiential Learning (EX L) in an appropriate area		0-2
EVST 394	Research Topics in Environmental Studies	0-2

*Senior Program*

EVST 495	Senior Seminar I	3
EVST 496	Senior Seminar II	1

**Total for B.S. Degree in Environmental Science** **56-61**

<sup>1</sup>*With departmental approval, an appropriate non-credit summer research program or Honors in the major may be substituted for this requirement.*

### Environmental Studies Minor

EVST 101	Environmental Systems and Solutions	3
EVST 104-104L	The Ecosphere and Environmental Issues and Lab	4
EVST 250	Sustainability Principles and Practice	3
One of the following:		3
EVST 201	Quantitative Aspects of Global Environmental Problems	
EVST 205	Research Design and Geographic Information Systems	

Courses	Course Title	Credit hours
One of the following:		3-4
ECON 220	Environmental Economics	
EVST 215	Water Resources	
EVST 306	Environmental Writing	
EVST 315	Energy and Society	
EVST 325-325L	Climate Dynamics and Global Change and Lab	
EVST 326	Environmental Problems: History and Culture	
PHIL 361	Environmental Philosophy	
PHYS 256	Green Engineering Design	
PSYC 320	Environmental Psychology	
SOC 222	Human Populations and Contemporary Issues	
<b>Total for Minor in Environmental Studies</b>		<b>16-17</b>

## RECOMMENDED COURSES

BIOL 103 or BIOL 118 & BIOL 100LR; COMM 102; ECON 101R; 102R; PHIL 133; POL 113; PSYC 105; SOC 101.

### 101. Environmental Science: Systems and Solutions

A natural science-based introduction to many of today's most pressing and significant issues regarding the environment, including energy and resource use, population growth, air and water pollution, human-induced climate change, and sustainable development. The course combines informational lectures, readings, and media with in-class activities, discussion, and field work designed to highlight the diversity of environment-related problems and views.

*Hours credit: 3.*

### 104. The Ecosphere and Environmental Issues

Climate change, deforestation, and water pollution all impact natural ecosystems. This class will cover ecological concepts such as biogeochemical cycles, speciation, and biodiversity in the context of current environmental issues.

*Hours credit: 3. Alternate years.*

### 104L. The Ecosphere and Environmental Issues Laboratory

Students will gain scientific knowledge about ecological principles and see how scientific theory can be applied to environmental issues.

*Hours credit: 1. Corequisite or prerequisite: EVST 104. Alternate years.*

### 176. Physical Geology

Physical Geology is the study of the earth, its structure and composition, and the processes which shape it. This course offers an overview of geologic time, plate tectonics, volcanism, earthquakes, mountain building, weathering, erosion, soils, and the origin of minerals and rocks. Identical with Physics 176.

*Hours credit: 3. Alternate years: offered first semester 2017-18.*

### 176L. Physical Geology Laboratory

The laboratory provides hands-on exploration of physical geology topics and concepts, and will include the use of geologic maps and remote sensing, and field trips in the Blue Ridge Mountains and other environs. Identical with Physics 176L.

*Hours credit: 1. Alternate years: offered first semester 2017-18.*

### 201. Quantitative Aspects of Global Environmental Problems

An interdisciplinary, quantitative approach to understanding environmental issues. Students will learn practical applications of methods used to assess environmental

problems including estimation techniques, box modelling, and visual displays of data. Topics include transport and fate of persistent pollutants, impact of human activities on climate, climate feedbacks, air pollution, acid deposition, and other disruptions of biogeochemical cycles.

*Hours credit: 3. Prerequisite: EVST 101 or permission of the instructor. Recommended: MATH 113 or 119R and/or an introductory course in biology, chemistry, or physics. Offered second semester.*

### 203. Psychology and Environmental Change

In this course the principles of psychology are applied to understand the role of human behavior in environmental problems. Concepts from social, cognitive, and behavioral psychology are used to explore ways to promote more environmentally responsible attitudes and behavior and more sustainable communities.

*Hours credit: 3. Prerequisite: EVST 101 and 102 or permission of the instructor. Alternate years: offered second semester.*

### 205. Research Design and Geographic Information Systems

This course provides students with a basic understanding of measurement and analysis techniques in environmental science. The course is focused on experimental design, data analysis, and sampling techniques, and introduction to ARCGIS.

*Hours credit: 3. Prerequisite: one of the following EVST 101, EVST 104-104L, or other introductory class in natural science, or PSYC 105, or permission of the instructor. Alternate years: offered 2018-19.*

### 215. Water Resources

Water is critical for human health, agriculture, electricity generation and more and many of our water resources are threatened by climate change, pollution and overuse. In this class, students will study how water moves in the environment, water policy, water use and threats to water supply. The class will also look at the history of water use and water use conflicts.

*Hours credit: 3. Prerequisite: sophomore standing. Alternate years.*

### 250. Sustainability Principles and Practice

This course surveys the three areas of sustainability: economic, environmental, and social equity. Students will examine current global trends in these areas, interrelationships among them, and tools for implementing and assessing sustainability. The course incorporates current case studies evaluated in all three realms of sustainability and a focused project in an area of sustainability practice.

*Hours credit: 3. Prerequisite: EVST 101 or permission of the instructor.*

### 288. Sustainable Communities

This course explores recent trends in sustainable urban planning. Through readings, discussion and investigation of examples of sustainable communities in Europe and the U.S., students will examine elements of sustainable development and the influence of urban design in promoting sustainable behavior. Focus will be on the city as a complex urban ecology and on strategies for creating more sustainable communities.

*Hours credit: 3. Prerequisite: EVST 101 and 250 or permission of the instructor. One time only.*

### 306. Environmental Writing

An advanced creative-nonfiction workshop for students interested in using "creative" writing as a means of thinking about and evoking the natural world. Students explore nature writing in its various forms from personal narrative and memoir to green journalism and researched essays striving with each piece for imaginative

engagement, freshness, clarity, and insight. Readings from Rachel Carson, Mary Austin, and Loren Eiseley.

*Hours credit: 3. Prerequisite: EVST 101 or 102 or permission of the instructor. Offered as needed.*

**315. Energy & Society**

An interdisciplinary survey of human energy use, including its origins, constraints, consequences, and possible future scenarios. Students will develop analytical skills for addressing questions about energy, and will examine issues of sustainable energy futures, electric utility deregulation and restructuring, transportation policy, energy efficiency, and environmental impacts of energy and resource use.

*Hours credit: 3. Prerequisite: EVST 101; 201; or permission of the instructor. Alternate years.*

**325. Climate Dynamics and Global Change**

In this course students examine the structure and dynamics of the earth's atmosphere, ocean, and biosphere, and how they interact to drive changes in weather and climate. Topics include weather systems and forecasting, general circulation of the ocean and the atmosphere, paleoclimatological methods, historical climate change, natural climate forcing, regional climate variability such as the El Niño-Southern Oscillation, anthropogenic climate change, and mathematical modeling of climate.

*Hours credit: 3. Prerequisite: EVST 101; 201; or permission of the instructor. Alternate years: offered 2017–18.*

**325L. Laboratory in Climate Dynamics and Global Change**

The laboratory provides a hands-on approach to field work and scientific inquiry, including use of weather forecasting products and instrumentation, and climatological data.

*Hours credit: 1. Corequisite: EVST 325. Alternate years: offered 2017–18.*

**326. Environmental Problems: History and Culture**

The course grounds students in the literature of environmental history in order to provide a cultural and historical framework for analysis of contemporary environmental problems, from the local to the global. Students evaluate the origin, scientific significance, and challenges of some of today's most pressing environmental concerns. Special attention is given to the role and contribution of women in environmental history.

*Hours credit: 3. Prerequisite: EVST 101; 102; junior standing; or permission of the instructor. Alternate years: offered first semester 2018–19.*

**394. Research Topics in Environmental Science**

The student will participate in a research project in environmental science in conjunction with a faculty member, in an area of mutual interest. Research projects will vary from semester to semester and with different faculty members. The student will gain experience in research and problem solving methods and refine laboratory and field techniques. Research results are written up in formal lab reports and in some cases will be published and/or presented at local, regional, or national conferences.

*Hours credit: 1, 2, or 3. Prerequisite: permission of the instructor. May be repeated for credit up to a maximum of nine hours.*

**495. Senior Seminar I**

Students critically evaluate scholarly articles from pre-eminent environmental science journals, gain expertise in researching and writing literature reviews, and hone oral presentation skills. The seminar also provides practical preparation for graduate school and professional employment in environmental studies and science.

*Hours credit: 3. Prerequisite: senior standing.*

**496. Senior Seminar II**

A forum on the environmental realm. Guest speakers include environmental professionals from government, non-profit organizations, and consulting firms. Students gain practical experience to prepare for employment in environmental studies and science. Certification programs, training modules, and continuing education options will be discussed.

*Hours credit: 1. Prerequisite: senior standing.*

# Equine Studies

## INTERDISCIPLINARY MINOR

*Coordinator:* Amanda C. Rumore

The minor in equine studies provides students of various disciplines with the opportunity to supplement their major academic field with courses that build a strong foundation and knowledge of equine business, science, and management through a variety of courses, laboratory experiences, and internships. The core prescribed courses in the equine studies minor incorporate basic principles of animal science, business, stable management, veterinary care, and the equine industry. Additional courses are selected by the student to emphasize other, more specialized, areas of interest in business management principles and general animal genetics, physiology, and behavior. Students will develop skills for success in equine industry, veterinary or professional schools, and horse ownership. Practical application will be provided through an approved practicum/internship.

### Equine Studies Minor

Courses	Course Title	Credit Hours
EQST 101	Introduction to Equine Studies	2
EQST 102	Introduction to Equine Veterinary Science	2
BIOL 201-201L	Zoology and Lab	4
BUS 151R	Introduction to Business	3
Experiential Learning in an approved area		2
Two additional courses from the following:		6-8
BIOL 203-203L	Physiology and Lab	
BIOL 204-204L	Intro Genetics/Molecular Biology and Lab	
BIOL 321-321L	Animal Behavior and Lab	
BIOL 324-324L	Ornithology-Mammalogy and Lab	
BUS 255	Principles of Accounting I	
BUS 261	Management	
ECON 101R or 102R	Macroeconomics or Microeconomics	
EQST 203	Introduction to Equine Assisted Therapies	

**Total for the Minor in Equine Studies** **19-21**

• *Prerequisites for some courses make the number of required hours larger than it appears.*

### 101. Introduction to Equine Studies

This course introduces students to the basic care of horses and management of equine facilities, programs, and maintenance. Topics include techniques of grooming, braiding, bandaging, equipment care and maintenance, and basic first aid. Other topics include the evolution of the horse, characteristics and development of different breeds, facility design, and equine-related activities available.

*Hours credit:* 2.

### 102. Introduction to Equine Veterinary Science

This course covers the functioning of the skeletal, muscular, circulatory, respiratory, digestive, urinary, and reproductive systems of the horse. In addition, first aid for diseases, causes of unsoundness, and emergency situations will be discussed.

*Hours credit:* 2. *Prerequisite:* EQST 101 or permission of the instructor.

### 203. Introduction to Equine Assisted Therapies

An introduction to equine assisted therapies and fundamental study of the field. Topics covered include: origins and principles of equine assisted therapies, disabilities commonly encountered in therapeutic riding programs, facility accreditation and management, types of certifications, issues and ethics, and careers available in the field. Supervised workshops at a therapeutic riding facility are part of the course.

*Hours credit:* 3. *Prerequisite:* EQST 101 or permission of the instructor. *This course fulfills the intercultural competence graduation requirement.*

# Film Studies

## INTERDISCIPLINARY MINOR

*Coordinator:* Jennifer L. Gauthier

### Film Studies Minor

Courses	Course Title	Credit Hours
COMM/ARTH 277	American Movies	3
COMM 301	Rhetorical Theory and Criticism	3
Three of the following <sup>1</sup> :		9
COMM/ARTS 279	Digital Filmmaking	
COMM/ARTH 380	World Cinema	
COMM/ARTH 382	Studies in the Film	
COMM/ARTH 384	Documentary History and Theory	
RELG 261	Reel Religion	

**Total for Minor in Film Studies** **15**

<sup>1</sup>*In consultation with the advisor, an appropriate course taught in another department may be substituted for one of these classes.*

# First-Year Experience

## 101. First-Year Seminar

First-year seminars capitalize on the power of inquiry in the liberal arts and sciences. Course content varies by professor and section, with each section dealing with a topic in the professor's field of interest, and is designed to suggest the kinds of questions educated adults can and should ask in that field. The seminars immerse students in an engaging and challenging atmosphere where they learn to take responsibility for their own educational endeavors.

*Hours credit: 2. Required of all first-year students. This course cannot be taken on a Pass/Fail basis.*

## 103,104. First-Year Passport Program

*Hours credit: .5,.5. Required of all first-year students. Offered on a Pass/Fail basis only.*

# French

See **Modern Languages, Literatures, and Cultures.**

# Gender Studies

## INTERDISCIPLINARY MINOR

*Coordinator:* Danielle M. Currier

One purpose of a liberal arts education is to teach students to think about their place in society using perspectives from the social sciences, the humanities, and the sciences. The courses in this program focus on the importance of gender in society and culture and draw upon the insights and methodologies of a wide range of academic disciplines.

### Gender Studies Minor

Courses	Course Title	Credit Hours
G ST 201	Interdisciplinary Perspectives on Women	3
G ST 203	Interdisciplinary Perspectives on Men	3
Two of the following from two different departments:		6
G ST 301	Topics in Gender Studies	
HIST 337	Topics N.A. Soc & Cult Hist (appropriate topic)	
POL 222	Gender Politics in Asia	
POL 324	Civil Rights	
PSYC 212	The Psychology of Gender	
RELG 253	In Memory of Her	
RELG 317	Mod & Cont Religious Thought (appropriate topic)	
SOC 218	Family and Kinship	
SOC 262	Topics in Sociology (appropriate topic)	
SOC 327	Social Stratification	
SOC 335	Developing Countries of the Caribbean Basin	
Two of the following from two different departments with at least one course at the 200-level or above:		6
ARTH 314	Special Topics in Art (appropriate topic)	
ARTH/COMM 382	Studies in the Film (appropriate topic)	
CLAS 132	Classical Mythology	
DANC 208	History of Dance II	
ENGL 111	Writing Women	
ENGL 113	Intro to Literary Studies (appropriate topic)	
FREN 319	Women Writers	
HIST 235 or 236	American Women's History	
HIST 301, 306, or 307	Topics in History (appropriate topic)	
MUSC 227	Women in Music	
PSYC 205	Social Psychology	
SOC 114R	Contemporary U.S. Society	
SOC 205	Sporting America	
SPAN 422	Topics in Hispanic Literature (appropriate topic)	

**Total for Minor in Gender Studies** **18**

• *One-time only and special topic courses may be substituted with permission of the coordinator.*

**201. Interdisciplinary Perspectives on Women**

The study of women of diverse racial, ethnic, and class backgrounds. Topics explored are contemporary concerns within women's studies: relationships, sexuality, health, reproduction, socialization, media representations, law, and public policy.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2017–18.*

**203. Interdisciplinary Perspectives on Men**

An exploration of how social and cultural factors define and reinforce what is male and why this matters. Prominent themes addressed include race, class, sports, violence, sexuality, the power of the mass media, and personal agency.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2018–19.*

**276. Sociology of Gender**

Identical with Sociology 276.

*Hours credit: 3. Prerequisite: sophomore standing and SOC 101 or SOC 114R or G ST 201 or G ST 203 or permission of the instructor.*

**301. Topics in Gender Studies**

An examination of a topic or theme in the field of gender studies reflecting the research interests or the expertise of a faculty member or a visiting scholar.

*Hours credit: 3. Prerequisites: junior standing or permission of the instructor.*

## Geography

**203. Survey of World Geography**

This course encompasses a study of geography throughout the major regions of the world. Attention is given to the physical processes that shape the surface of the earth and to the relationship between human activity and the physical environment. In addition, the course will explore how political forces influence the division and control of the earth's resources. Maps, along with other geographic representations, tools, and techniques, will be used to demonstrate critical analysis of techniques for representation and presentation of information.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*

## Global Studies

*Interdisciplinary Major Chair: Vincent B. Vecera*

The global studies program prepares students for work in key areas of world affairs, including global political forces, the international economy, and issues on the global agenda. The program emphasizes a core knowledge base, choice in the student's area of interest, and essential skills, including language proficiencies, intercultural communication, and problem-solving, all of which are necessary for success in today's labor market. Practical training takes place through participation in National Model United Nations, intercultural exchanges, and internship opportunities. Graduates are prepared for graduate and law school and for work in the public, private, and non-governmental sectors in careers that call for a global perspective.

### GLOBAL STUDIES MAJOR

Courses	Course Title	Credit Hours
ECON 101R	Principles of Macroeconomics	3
ECON 102R	Principles of Microeconomics	3
ECON 219	International Economics	3
POL 113R	World Politics and Organization	3
POL 239	Global to Local Studies	3
Four Issue Focus Courses <sup>1</sup> ( <i>No more than two courses can be from the same department and three of the four courses must be at the 200-level or above.</i> )		12
Language <sup>2</sup>		0–16
<i>Senior Program</i>		
POL 496	Global Studies Capstone	3

### **Total for B.A. Degree in Global Studies 30–46**

- Only two courses used in fulfilling the requirements for a second major in a contributing discipline can be used in the Global Studies major.
- Fifteen hours of the courses in the major, including POL 496, must be completed in residence at Randolph College.

<sup>1</sup>Students, in close consultation with their advisor, identify a focus area that covers a global issue of interest. Possible focus areas include but are not limited to human rights, environmental sustainability, gender, conflict and its resolution, and war and diplomacy. Students should do a close reading of course descriptions and complete the Request for Course Credit in the Global Studies Focus Area (posted next to the Declaration of Major Form). Courses taken abroad and on other campuses within the U.S. are eligible for inclusion; topics courses offered on a one-time-only basis may also be eligible. Below is one example of a possible focus area:

<i>Sample Focus:</i>	<i>Human Rights</i>
ECON 242	Labor Economics
PHIL 133	Ethics and Public Life
POL 215	Human Rights in the Latin American Context
POL 330	International Law & Global Governance

<sup>2</sup>Language competency is a clear advantage in today's world, and the global studies student is encouraged to go as far as possible in language studies. The student majoring in global studies should understand that job opportunities and career options are enhanced by intentional effort to gain proficiency in languages that tie to the major focus. With this in mind, the major requires, at a minimum, intermediate-level proficiency in a modern language other than

*English. The student can demonstrate this proficiency either by earning a placement score beyond the intermediate level or by completing a fourth-semester, intermediate-level language course with a grade of C or better. The student who has completed secondary education at a school whose language of instruction is other than English can seek an exception to this language requirement.*

**Global Studies Minor**

Courses	Course Title	Credit Hours
ECON 101R	Principles of Macroeconomics	3
POL 113R	World Politics and Organization	3
POL 239	Global to Local Studies	3
POL 330	International Law and Global Governance	3
One course that encourages a global perspective <sup>1</sup>		3
Possibilities include but are not limited to:		
ARTH/COMM 380	World Cinema	
ECON 219	International Economics	
ECON 220	Environmental Economics	
EVST 250	Sustainability Principles and Practice	
PHIL 361	Environmental Philosophy	
POL 105	Comparative Democracies	
POL 107	Peace and Conflict Resolution	
POL 220	Global Issues at the United Nations	
SOC 216	Contemporary Social Problems	

**Total for Minor in Global Studies** **15**

<sup>1</sup>Course to be selected during advising.

**SPECIAL PROGRAMS**

Majors are encouraged to develop skills for good citizenship through community service and engagement. Majors are also encouraged to study and/or intern off campus to complement their program of study and career goals. See **Study Abroad.**

# History

*Faculty:* John d’Entremont, Bradley K. Geisert, Gerard F. Sherayko, Marjorie Wheeler-Barclay

The history program focuses not only on historical events, individuals, and institutions, but also on methodology, analysis and interpretation, and the critical examination of sources. Faculty employ various approaches to show the diversity of historical study. All courses include assignments designed to develop analytical and critical skills and the ability to present arguments based on evidence. The acquisition of an effective, clear style of written and oral expression is emphasized. The practical knowledge and skills acquired by the history major are respected by business, government, and professional and graduate schools.

In consultation with the staff, the major is encouraged to develop a field within the Department, specializing in a geographic region, in a period such as eighteenth- or nineteenth-century history, or in a thematic area such as women’s history or social/cultural history.

**HISTORY MAJOR**

Courses	Course Title	Credit Hours
Two American History courses:		6
HIST 137	North America from the Ice Age to Now	
HIST 235	American Women’s History to 1848	
HIST 236	American Women’s History since 1848	
HIST 240	The American Civil War and Reconstruction	
HIST 242	The History of Virginia	
HIST 335	Topics in the Era of American Civil War	
HIST 337	Topics in N. American Social/Cultural History	
Two European History courses:		6
HIST 101	Modern Europe to 1750	
HIST 102	Modern Europe 1750–1900	
HIST 104	Modern Europe 1900–Present	
HIST 203	Modern Germany, 1789–1918	
HIST 204	Modern Germany, 1918–Present	
HIST 205	British History, 1215–1763	
HIST 206	British History, 1763–Present	
HIST 277	Russian History, 9th–19th Century	
HIST 278	Russian History, 1900–Present	
HIST/CLAS 280	Ancient History	
HIST 301	Topics in Modern European History	
HIST 306	Topics in British History	
One Asian History course:		3
HIST 123R	Introduction to East Asian Civilization	
HIST 221	Modern China	
HIST 222	Modern Japan	
HIST 226	History of the Middle East	
HIST 307	Topics in Asian History	

Three additional History courses other than those selected above 9

Courses	Course Title	Credit Hours
<i>Senior Program</i>		
HIST 493,494	Seminar, Senior Project	6
<b>Total for B.A. Degree in History</b>		<b>30</b>
<ul style="list-style-type: none"> <li>• A maximum of nine hours of history courses at the 100 level can be used to fulfill major requirements.</li> <li>• Advanced Placement/International Baccalaureate work can be used to fulfill major requirements but the student must still complete 30 hours beyond this in the major.</li> </ul>		

**History Minor**

Focus in an area of historical inquiry	12
Additional History course	3
<b>Total for Minor in History</b>	<b>15</b>
<ul style="list-style-type: none"> <li>• Nine semester hours toward the minor must be completed at Randolph College.</li> <li>• Advanced Placement/International Baccalaureate credit cannot be used to fulfill minor requirements.</li> </ul>	

**SPECIAL PROGRAMS**

Majors in the Department are encouraged to participate in Randolph College's junior-year abroad program at the University of Reading, England, or other endorsed programs abroad.

**EUROPEAN HISTORY****101. Modern Europe to 1750**

This course will introduce the main social, political, economic, and cultural forces that shaped and reshaped European societies and Europe's relationship to the world in this period. Topics for discussion and study include the institutions of medieval Europe, the Renaissance, the Reformation, the emergence of modern commercial capitalism, the English Revolutions, and the Enlightenment.

*Hours credit: 3.*

**102. Modern Europe from 1750 to 1900**

Between 1750 and 1900 most of the characteristics associated with the "modern world" became established facts of life in much of Europe. This course will introduce the main social, political, economic, and cultural forces that transformed European societies and led to an era of European domination of much of the globe. Topics include the Industrial Revolution, the French Revolution, nationalism and the unification of Italy and Germany, imperialism, the emergence of modern feminism, and socialism.

*Hours credit: 3.*

**104. Modern Europe from 1900 to the Present**

This course explores European political, social, cultural and economic history from the turn of the twentieth century to today. Students will examine topics such as the Great War and its aftermath, the rise of Communism and Nazism, the Second World War, the Holocaust, the Cold War, the collapse of the Soviet Bloc, the impact of history and memory on European society, and the problems and possibilities facing Europe today.

*Hours credit: 3.*

**186. Travelers and Troubles, Memory and Meaning: Ireland and America**

This is the on-campus pre-trip component for this study/travel seminar. While "a nation of immigrants," America has been volatile in its attitudes and policies toward newcomers. This course explores the roots of America's conflicted relationship with immigration, focusing on the Irish, whose experience in Ireland and America illuminates current immigration controversies. In turn, the course studies Irish history and culture in depth, examining resistance to British domination; poverty and famine; family stress and a tradition of gender alienation; Ireland today; and its continuing, complex relationship with America.

*Hours credit: 1. One time only. Offered Spring 2018.*

**186S. Travelers and Troubles, Memory and Meaning: Ireland and America**

While "a nation of immigrants," America has been volatile in its attitudes and policies toward newcomers. This course explores the roots of America's conflicted relationship with immigration, focusing on the Irish, whose experience in Ireland and America illuminates current immigration controversies. In turn, the course studies Irish history and culture in depth, examining resistance to British domination; poverty and famine; family stress and a tradition of gender alienation; Ireland today; and its continuing, complex relationship with America.

*Hours credit: 2. One time only. Offered Summer 2018.*

**203. Modern Germany, 1789–1918**

This course explores German political, social, economic, and cultural history from the French Revolution through the First World War. Students will examine topics such as the impact of the French Revolution on the German lands, the conservative reaction after the downfall of Napoleon, the revolutions of 1848, the establishment of the German Empire, the emergence of modern culture and mass politics, and the outbreak of the First World War.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2018–19.*

**204. Modern Germany, 1918 to the Present**

This course explores German political, social, economic, and cultural history from the First World War to the present. Students will examine topics such as the impact of World War I, the Weimar Republic, the Third Reich, World War II, the Holocaust, the Cold War, the division and reunification of Germany, the impact of history and memory on German society, and the problems and possibilities facing Germany today. The course includes a required field trip to the U.S. Holocaust Memorial Museum in Washington, D.C.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2018–19.*

**205. British History from 1215 to 1763**

This course introduces students to the fundamental developments in British politics during this period including the decline of feudalism, the changing role of the monarch, the creation and evolution of Parliament, the Reformation, the origins and aftermath of the Civil War and the Glorious Revolution, and the beginnings of the British Empire. It also focuses considerable attention on social history, that is, the lives of ordinary men and women. Recommended for students applying to the World in Britain program at the University of Reading.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*

**206. British History, 1763 to the Present**

This course will examine the rise of the first modern industrial society, its emergence as the world's foremost "superpower" and its decline from that status in the twentieth century. Topics include the evolution of parliamentary democracy, the birth of a class society, the culture of Victorianism, the impact of two world wars, and the efforts of workers, women, and Britain's colonial subjects to transform the traditional hierarchies of state and society. Recommended for students applying to the World in Britain program at the University of Reading.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*

**277. Russian History, Ninth through the Nineteenth Century**

This course explores Russian political, social, economic, and cultural history from the founding of Kievan Russian through the beginning of Nicholas II's reign. Students will examine topics such as the impact of the Mongol invasion, the rise of Muscovy, the reigns of Ivan the Terrible, Peter the Great and Catherine the Great, the impact of the Napoleonic Wars, and developments in the Russian Empire as its leaders and people faced the changing, modernizing world of the nineteenth century.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2017–18.*

**278. Russian History, 1900–Present**

This course explores Russian political, social, economic, and cultural history from the turn of the twentieth century to today. Students will examine topics such as the Revolution of 1905, World War I, the Bolshevik Revolution, the reign of Joseph Stalin, World War II, the Cold War, the collapse of the Soviet Union, and the problems and possibilities facing Russia today.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2017–18.*

**280. Ancient History**

Identical with Classics 280.

*Hours credit: 3. Alternate years.*

**301. Topics in Modern European History**

Concentrated reading and discussion on a specific theme or themes in modern European history. Topics will be selected in advance. Themes/topics will vary from year to year.

**First Semester 2017-18: Genocide**

World history is marked by the intentional annihilation of masses of people due to ethnic, racial, religious, and/or political hatreds. This course explores the motivations, tactics, consequences and reaction to this phenomenon and why genocide has become more frequent, systematic, and deadly over the last century. Case studies include the Turkish massacre of Armenians during World War I, the Holocaust, the Killing Fields of Cambodia, and more recent genocides in Bosnia, Rwanda and Sudan.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. May be repeated for credit when topic differs.*

**306. Topics in British History**

Concentrated reading and discussion on a specific theme or themes in British history. Topics will be selected in advance. Themes/topics will vary from year to year.

**Second Semester 2017-18: Britain and the Great War**

The First World War is remembered as "the Great War" in British History; it was the experience of the years from 1914-1918 that set the pattern for modern total war as

lived by the British people, soldiers and civilians alike. Students will examine the role of British policy and diplomacy in the run-up to the war and the outbreak of armed conflict. The class will also discuss the war as experienced by soldiers and its impact on Britain's home front and on the British Empire.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. May be repeated for credit when topic differs.*

**AMERICAN HISTORY****137. North America from the Ice Age to Now**

Even before there was a United States, Americans wanted to be different, and longed to be special. But what did that entail? What would America mean, and stand for? What would being an American require? This survey of American history ponders the struggle—always passionate, sometimes bloody, and never complete—to answer those questions. Along the way we will learn about what is vital in America's past, what we should consider when we think about America, and what it all has to do with us.

*Hours credit: 3.*

**187. African American History, 1865 to the Present**

This course surveys African-American history from Reconstruction through the present, focusing on social, cultural and legal history. Through course reading, music, and film, students will explore the historical experiences of African Americans, including topics that highlight systemic discrimination, social activism, and the historical roots of modern day racial conflict. Students will also engage in a local oral history project.

*Hours credit: 3. One time only.*

**235. American Women's History to 1848**

This course explores North American women's history from precolonial American Indian cultures to the Seneca Falls woman's rights convention of 1848. It focuses on women's work, roles and status; their participation in the American Revolution and the Revolution's impact on them; the development of the separate spheres ideology; the origins and significance of the early woman's rights movement; and the effects of such variables as class, ethnicity, and region on women's lives, images and self-images.

*Hours credit: 3. Prerequisite: sophomore standing.*

**236. American Women's History since 1848**

This course surveys United States women's history from the 1848 Seneca Falls woman's rights convention to the present. It emphasizes connections between technology and women's roles; changing images and self-images of women; the impact of war on women's roles and lives; the woman suffrage movement; feminism's resurgence after 1960; women's increasing participation in the paid workplace, the military and elective politics; and the evolving debate over gender roles and the future of the family.

*Hours credit: 3. Prerequisite: sophomore standing.*

**240. The American Civil War and Reconstruction**

The Civil War was not something that happened to us; it was something we did to ourselves. In this course we explore why a rational, idealistic people slid into this fratricidal barbarism that killed one out of every fifty Americans. We think about slavery's impact and legacy. We ponder the concept of a "good war." We consider what the war and its aftermath solved, worsened, and bequeathed to us, undone.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2017–18.*

**242. The History of Virginia**

This course explores Virginia's crucial significance in the saga of America from pre-colonial Indian civilizations to the present, using Virginia as a laboratory in which to scrutinize central themes in American history: race, religion, democracy, violence, capitalism, and freedom.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2018–19.*

**285. The History of Incarceration in the United States**

This course explores the intersections of race and incarceration in the United States from a historical perspective. The course will begin with an examination of punishment during slavery, and the development of penitentiaries and specific women's prisons. The course will also cover prison uprisings, the War on Drugs and the dramatic expansion of the prison system in the 1990s.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. One time only.*

**335. Topics in the Era of the American Civil War****First Semester 2017-18: Abraham Lincoln and the Promise of America**

Abraham Lincoln's significance lies not only in his momentous, triumphant and tragic Presidency. Americans see in his character the traits they associate with their nation: ambitiousness, diligence, unpretentiousness, and a concern for moral principle. This seminar examines Lincoln's life, the forces that shaped his moral and political outlook, the evolution of his thought and actions regarding race and slavery, his prosecution of the Civil War, his Presidency's accomplishments, the texts of his pivotal speeches, and his place in folklore, tourism, and popular memory.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. May be repeated for credit when topic differs.*

**337. Topics in North American Social and Cultural History**

A seminar on a topic in the social and cultural history of North America from the colonial period to the twentieth century.

**Second Semester 2017-18: The Sinking of the Titanic and the Dawn of the Twentieth Century**

When the "unsinkable" British liner Titanic sank on April 15, 1912, killing 1500 passengers and crew, most viewed the event as more than just a maritime catastrophe. Some saw a challenge to nineteenth-century arrogance and certainty. Others denounced the class bias evident in the casualty list. Above all, many saw it as heralding a new century of danger and doubt. This seminar explores the Titanic disaster, and the many issues that it raised.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. May be repeated for credit when topic differs.*

**ASIAN HISTORY****123R. Introduction to East Asian Civilization**

A survey of the civilizations of China and Japan to 1600.

*Hours credit: 3.*

**221. Modern China: Reforms and Revolutions**

An introductory survey of the history of modern China from 1800 to the present, with emphasis given to political, social, and economic developments. Roughly one-

third of the course will focus on the rise of the Chinese Communist Party and post-1949 China.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*

**222. Modern Japan: Rise, Disaster, and Rebirth**

An introductory survey of the history of Japan from the 1860s to the present. The course will treat political, social, and economic developments.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*

**226. History of the Middle East**

A selective survey of Middle Eastern history from the time of Muhammad until the present. Primary emphasis is on the Islamic Middle East, although the course will also be concerned with the establishment of Israel.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Offered first semester.*

**307. Topics in Asian History**

Concentrated reading and discussion on a specific theme or set of themes in Asian history. Topics will be selected in advance and will vary from year to year.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. May be repeated for credit when topic differs.*

**GENERAL****111. Introduction to Public History**

What is public history, and why does it matter? Who authors the narratives found on historical markers, memorials, and in museum exhibits? How do these public media shape our collective consciousness? This course draws from the historical, theoretical, and practical applications of the field through readings, discussions, lectures, field trips, and experiential learning. Students will learn the art of historical storytelling, while gaining hands-on experience by curating a small exhibit.

*Hours credit: 3.*

**493. Seminar**

A selective study of historiography, historical evidence, and historical methodology, evaluating various approaches to history by academic, popular, and public historians.

*Hours credit: 3. Prerequisite: permission of the Department.*

**494. Senior Project**

Students will prepare an independent research paper or senior thesis on a topic of their choice, working under the supervision of a faculty member. The project is designed to develop skills in bibliography, in examination and use of evidence, and in the organization and writing of history.

*Hours credit: 3. Prerequisite: HIST 493 and permission of the Department.*

## Human Services

### INTERDISCIPLINARY MINOR

*Coordinator:* Danielle M. Currier

This minor is recommended for students interested in public service, volunteer work, social activism, or careers in the helping professions. Selections from among the designated courses should enable students to explore a variety of issues from different perspectives, which could help them prepare for responsible citizenship, employment, or graduate or professional training in a related field.

Courses	Course Title	Credit Hours
One of the following:		3
SOC 216	Contemporary Social Problems	
SOC 327	Social Stratification	
Experiential Learning (EX L) in an appropriate field		2
Five of the following:		15
ECON 102R	Principles of Microeconomics	
G ST 201	Interdisciplinary Perspectives on Women	
G ST 203	Interdisciplinary Perspectives on Men	
G ST/SOC 276	Sociology of Gender	
PHIL 133	Ethics and Public Life	
PHIL 214	Bioethics	
POL 113R	World Politics and Organization	
POL 239	Global to Local Studies	
POL 324	Civil Rights	
POL 330	International Law and Global Governance	
PSYC 205	Social Psychology	
PSYC 208	Developmental Psychology	
PSYC 212	Psychology of Gender	
PSYC 213	Abnormal Psychology	
PSYC 304	Child and Adolescent Psychopathology	
PSYC 330	Health Psychology	
SOC 209	Deviance and Social Control	
SOC 218	Family and Kinship	
SOC 310	Community	
SOC 321	Individual and Society	

**Total for Minor in Human Services** **20**

• *Students majoring in a contributing discipline must select at least four courses from outside their major department.*

The minor may be shaped to reflect a student's particular interests and objectives. Students interested in counseling might take PSYC 205, 213; SOC 321; in medical social work, PHIL 214; in work with children, PSYC 208 and SOC 218; in criminal justice and corrections, SOC 209. Students should select from among the courses listed in consultation with their advisors and participating faculty. In general, it is recommended that the student include courses which: (a) focus on the individual and the immediate social environment (PSYC 205, SOC 321); and (b) examine the larger institutional and societal contexts (ECON 102R).

## Interdisciplinary Studies

The courses listed below are interdepartmental in subject matter or faculty or both. They explore the relationship and mutual dependence of ideas, methods, and beliefs in different disciplines and areas of knowledge. In addition, the curriculum includes a number of courses taught jointly by members of two departments which may be counted toward departmental majors. These are shown within the offerings of the individual departments.

### 101. Academic Strategies

A tailored program for first-year students consisting of weekly one-on-one peer tutorials and homework assignments providing instruction and practice in study skills designed to increase academic success. The ASC Director, through initial study skill diagnostic, ongoing tutor/tutee conferences, and review of weekly journals/reports/assignments, guides content and evaluates progress. Tutorials are provided by peer tutors.

*Hours credit: .5. Offered on a Pass/Fail basis only. Enrollment is mandated for first-year students in receipt of three or more low grades at mid-term in the fall or spring semester. The course will be exempt from creating an overload situation for the student.*

### 111. Alexander Technique

The Alexander Technique is a somatic method for improving physical and mental functioning. The technique is useful for artists, athletes, performers, and those suffering from poor postural habits, stress and old injuries. Through guided experience the students learn to recognize habits that interfere with their natural comfort and balance. Ease, freedom and support replace fatigue, tension and discomfort.

*Hours credit: 2. Offered on a Pass/Fail basis only. Alternate years.*

### 115. Quantitative Lab

A one-credit option for students who intend to major in quantitative-heavy fields (sciences, mathematics, engineering, business, and economics) and whose summer placement exam or consultation with academic advisor indicates a want or need for practice and preparation before enrollment in the next needed quantitative course. Students will work independently, with faculty and tutorial support, to complete appropriate modules.

*Hours credit: 1. Offered on a Pass/Fail basis only.*

### 141. Library Research

This course examines the issues that libraries face in the twenty-first century, anticipates how these issues will affect the way in which we do research, and looks at a variety of research resources and the techniques required to develop logical, efficient, and effective search strategies. The emphasis is on electronic resources.

*Hours credit: 1. Offered second semester.*

### 186. The Culture and Arts of South Korea

Students will learn and experience Korean culture and arts through pre-trip lectures on Korean history and geography (16C – 1910 / 1911 – 1945 / 1946 – 2000 / 2000 – 2017), as well as an introduction to traditional and contemporary Korean culture through exposure to dance, costume, food, music (including K-pop), cinema, visual arts, martial arts (Tae Kwon Do), and language.

*Hours credit: 1. One time only.*

**186S. The Culture and Arts of South Korea**

Today the other side of the planet is just a click away. A virtual experience cannot replace the sights and energy of an actual, live experience. By learning about the culture and arts of Korea through travel and beyond the classroom, students broaden their horizons and observe the world beyond US borders. It is through visits to museums, theatres, Buddhist temples, and Korean War battlefields that students will learn about cross-cultural differences and similarities.

*Hours credit: 2. One time only.*

**393R. Fine Arts Colloquium**

Students will integrate their discipline with the other areas of fine arts through collaboration in these seminars. Attendance at presentations by visiting artists giving reading, recitals, talks, etc. will be required.

*Hours credit: 1. Prerequisite: junior standing or permission of the instructor. Offered on a Pass/Fail basis only. May be repeated for credit.*

**495. Senior Fine Arts Colloquium**

Students will integrate their discipline with the other areas of fine arts through collaboration in these seminars. Attendance at presentations by visiting artists giving reading, recitals, talks, etc. will be required. By having these seminars work in conjunction with the student’s senior program in the discipline, the interdisciplinary nature of the fine arts can be explored.

*Hours credit: 1. Prerequisite: senior standing in the B.F.A. Program. Offered on a Pass/Fail basis only.*

## Liberal Studies

*Interdisciplinary Major Chair:* Margaret A. Schimmoeller

The major in liberal studies provides students extended breadth and integration across the content areas of English/language arts, humanities/social sciences, mathematics, and the natural sciences. The general capacities of the students are developed through a comprehensive educational experience. It acquaints them with the major areas of knowledge and provides them planned opportunities for personal, social, and ethical development. The major is strongly recommended for all students seeking elementary teacher licensure. Students with this major must also complete the Professional Studies component and satisfy all requirements for Virginia Elementary Education preK–6 Licensure. See **Education**.

**Note: This major is linked to the preK–6 Teaching License.**

### LIBERAL STUDIES MAJOR

Courses	Course Title	Credit Hours
ENGL 240	ESL Teaching Methods	3
GEO 203	Survey of World Geography	3
HIST 137	North America from the Ice Age to Now	3
HIST 242	The History of Virginia	3
LBST 205	Teaching with Today’s Technology Lab	1.5
LBST 307	Civics and Economics Studies	3
LBST 309	Interdisciplinary Inquiry Science	3
MATH 208	Concepts of Elem & Middle School Mathematics	3
One of the following:		3
ECON 227	Elementary Applied Statistics	
MATH 227	Elementary Applied Statistics	
PSYC 227R	Research Methods in Psychology	
SOC 395	Social Research and Quantitative Analysis	
One of the following:		3
ARTH 101	Art, Culture, and Society before 1400	
CLAS 132	Classical Mythology	
CLAS 144	Athens, Rome, and Alexandria	
CLAS 243	Archaeology of Daily Life	
CLAS/THTR 275	Greek Drama	
CLAS/HIST 280	Ancient History	
One of the following:		4-5
ASTR 101-101L	Introductory Astronomy: Solar System and Lab	
ASTR 103-103L	Introductory Astronomy: Cosmology and Lab	
BIOL 103-100LR	Introductory Biology and Lab	
BIOL 108-100LR	Human Biology and Lab	
CHEM 105-105L	General Chemistry and Lab	
EVST/PHYS 176-176L	Physical Geology and Lab	
PHYS 105-105L	Introductory Physics and Lab	
PHYS 115-115L	General Physics and Lab	

	<b>Courses</b>	<b>Course Title</b>	<b>Credit Hours</b>
	<i>Senior Program</i>		
	LBST 494	Senior Seminar	3
	<b>Total for B.A. Degree in Liberal Studies</b>		<b>35.5-36.5</b>
<b>205.</b>	<b>Teaching with Today's Technology Lab</b>		
	This course is designed around the national technology standards and the Virginia Technology Standards for teachers. Students will become familiar with a variety of technologies that are used in K-12 classrooms. Students will develop lesson plans for use in schools that integrate technology as a learning tool including PRS, SMART Board, Computer-based lab probes, and video editing.		
	<i>Hours credit: 1.5.</i>		
<b>307.</b>	<b>Civics and Economics Studies</b>		
	Students will examine the roles citizens play in U.S. politics and government, and the basic economic principles that underlie the U.S. market economy. Students will investigate the processes by which decisions are made in the American market economy and explain the government's role in it. Students study how patriotism, respect for the law, willingness to perform public service, and a sense of civic duty facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society. This course is open to all students and required of students seeking elementary education licensure or students seeking the history/social science teaching licensure. Course content maps to the Virginia Standards of Learning.		
	<i>Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years.</i>		
<b>309.</b>	<b>Interdisciplinary Inquiry Science</b>		
	Students explore scientific connections among earth and life science, physics, chemistry, and biology. Students will understand the nature of science and scientific inquiry including the role of science, and the science skills of data analysis, measurement, observation, and experimentation. Project-based and inquiry lessons weave together concepts that reinforce the Virginia Standards of Learning and incorporate classroom work, and labs. Students develop the concepts essential to inquiry and safety procedures. This course is open to all students and required of students seeking elementary education licensure.		
	<i>Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.</i>		
<b>494.</b>	<b>Senior Seminar</b>		
	Students will evaluate and conduct qualitative and/or quantitative research. Each student will work with a faculty supervisor to prepare a research project. Students will present their work during an oral presentation for students and faculty.		
	<i>Hours credit: 3. Prerequisite: permission of the Department.</i>		

## Mathematics

*Faculty:* Marc S. Ordower, Michael Penn, Jia Wan

The Department of Mathematics wishes to share the beauty and usefulness of mathematics and computer science with as many undergraduates as possible; to provide training in analytical thinking; to prepare majors for advanced work in mathematics, computer science, and related fields; and to provide the background for various kinds of employment after graduation.

The faculty adheres to the philosophy that the only way to learn mathematics is to do it. Regular written assignments enable the student and faculty to monitor the student's progress and to verify the accuracy of the substance and style of the work. The Department's emphasis is on strengthening the student's problem-solving skills.

The Department is pleased to offer independent study courses for one semester-hour each on the application of mathematics to such fields as economics and business, political science, psychology, biology, chemistry, cryptology, linguistics, and physics. These courses are intended primarily for students in other disciplines who have done well in mathematics but do not wish to take additional three-hour mathematics courses. Interested students should contact the Department.

### MATHEMATICS MAJOR

<b>Courses</b>	<b>Course Title</b>	<b>Credit Hours</b>
MATH 241	Linear Algebra	3
MATH 250	Calculus III	3
MATH 360	Abstract Algebra	3
MATH 443	Introduction to Analysis	3
Four additional Mathematics courses from the following:		12
MATH 149R	Calculus I	
MATH 150R	Calculus II	
Mathematics courses numbered 234 and above		
<i>Senior Program</i>		
MATH 494	Senior Seminar	3
<b>Total for B.A. Degree in Mathematics</b>		<b>27</b>
<i>Additionally for B.S. Degree</i>		
CSCI 151 or CSCI 156		3
One Mathematics course numbered 234 and above		3
Two from the following:		6-10
CHEM 307-307L	Physical Chemistry I and Lab	
CHEM 308-308L	Physical Chemistry II and Lab	
PHYS 115-115L	General Physics I and Lab	
PHYS 116-116L	General Physics II and Lab	
PHYS 216	Statics	
PHYS 251	Relativity and Introduction to Quantum Mechanics	
Physics courses at the 300 and 400 levels		

**Total for B.S. Degree in Mathematics** **39-43**

- A student who elects mathematics will be placed in MATH 109, 113; 119R; 149R; 150R; or 241; according to preparation.
- Students majoring in mathematics who study abroad at the University of Reading may take major courses such as Abstract Algebra and Differential Equations abroad.

**Mathematics Minor**

Courses	Course Title	Credit Hours
Two Mathematics courses numbered 250 or higher		6
Three Mathematics courses from the following:		9
MATH 149R	Calculus I	
MATH 150R	Calculus II	
Mathematics courses numbered above 230		
<b>Total for Minor in Mathematics</b>		<b>15</b>

**RECOMMENDED COURSES**

CSCI 156; PHIL 230; PHYS 115, 116; and Russian or French languages (for advanced study in mathematics).

**MATHEMATICS**

- 109. Introduction to Quantitative Reasoning**  
This course presents mathematical ideas in a real world context. Topics covered include critical thinking and problem solving, the mathematics of finance, basic statistical principles, mathematics and the arts, and the theory of voting.  
*Hours credit: 3. Offered as needed.*
- 113. Elementary Mathematical Modeling**  
This course explores mathematical models of natural phenomena such as population growth and radioactive decay. Analysis of data using computer technology. Linear, quadratic, general polynomial, exponential, and logarithmic models will be discussed.  
*Hours credit: 3. Not open to students who have been placed into MATH 119R or above, except by permission of the Department.*
- 119R. Precalculus**  
A study of the properties of various functions, including polynomial, trigonometric, exponential, and logarithmic. Analytic geometry of conic sections.  
*Hours credit: 3. Prerequisite: MATH 113 or the equivalent. Not open to students who have been placed into MATH 149R or above, except by permission of the Department.*
- 149R. Calculus I**  
Limits, continuity, and differentiation of algebraic functions of one variable. Applications to curve sketching, optimization, and rates of change. The definite integral applied to finding the area under a curve.  
*Hours credit: 3. Prerequisite: MATH 119R or the equivalent.*
- 150R. Calculus II**  
A continuation of Mathematics 149R. Volumes and surface area of solids of revolution. Lengths of curves. The logarithm and exponential functions. Techniques of integration. Areas in polar coordinates. Improper integrals, infinite series, and power series.  
*Hours credit: 3. Prerequisite: MATH 149R or permission of the Department.*
- 208. Concepts of Elementary and Middle School Mathematics**  
Introduces elementary problem solving with emphasis on the nature of numbers and the structure of the real number system. Topics studied include the structure and properties of number systems and of Euclidean Geometry applicable in elementary and middle school classrooms. This course is open to all students and required of students seeking elementary education licensure.  
*Hours credit: 3.*

- 227. Elementary Applied Statistics**  
An introduction to statistics, including probability, binomial distributions, normal distributions, sampling theory, testing hypotheses, chi-square tests, and linear regression.  
*Hours credit: 3. Not open to students who have satisfactorily completed MATH 343. A student may receive credit for two of these courses: MATH 227, POL 231, PSYC 227R, or SOC 395. Offered second semester.*
- 229. Advanced Mathematical Problem Solving**  
In this course, students will be expected to solve and present solutions to a collection of problems gathered from various mathematics competitions. Problem solutions may involve the techniques of classical algebra, geometry, calculus, and combinatorics.  
*Hours credit: 1. Prerequisite: Permission of the Instructor. May be repeated for credit up to a maximum of 4 hours.*
- 234. Discrete and Combinatorial Mathematics**  
An introduction to set theory and counting principles. Techniques of mathematical proof. Combinatorics, including recursion and generating functions. The theory and applications of graphs.  
*Hours credit: 3. Prerequisite: MATH 149R.*
- 241. Linear Algebra**  
Systems of linear equations, vector spaces and subspaces, bases and dimension, linear transformations, eigenvalues and eigenvectors, and inner product spaces.  
*Hours credit: 3. Prerequisite: MATH 149R or permission of the Department.*
- 250. Calculus III**  
An introduction to vector calculus. Differential and integral calculus of more than one variable. Vector fields, including Green's, Stokes', and the Divergence Theorems.  
*Hours credit: 3. Prerequisite: MATH 150R and either MATH 241 or PHYS 115 or permission of the Department.*
- 320. Introductory Topology**  
An introduction to point-set geometry, including topological spaces, metric spaces, homotopy, the Urysohn lemma, and Tychonoff's theorem. Students explore topology as the underpinning of modern geometry.  
*Hours credit: 3. Prerequisite: MATH 241 or permission of the Department.*
- 331. Differential Equations**  
First order linear and non-linear equations, second and higher order linear equations, series solutions, Laplace transforms, and systems of linear differential equations. Applications, primarily to mechanics and population dynamics.  
*Hours credit: 3. Prerequisite: MATH 150R and 241 or the course may be taken concurrently with MATH 241 by permission of the Department.*
- 337. Number Theory**  
Properties of the integers. Unique factorizations, congruences and modular arithmetic. Diophantine equations, prime numbers, quadratic reciprocity, and integer functions. Applications to cryptology.  
*Hours credit: 3. Prerequisite: MATH 150R or permission of the Department. Alternate years: offered 2017–18.*
- 343. Mathematical Statistics**  
Probability. Discrete and continuous probability distributions. Sampling and the Central Limit Theorem. Confidence intervals, hypothesis testing, linear regression, and non-parametric tests.  
*Hours credit: 3. Prerequisite: MATH 250. Alternate years: offered 2018–19.*

**353. Mathematical Modeling**

The construction and analysis of mathematical models to solve problems in the physical and social sciences. Dynamical systems are emphasized with a particular concentration on linear and non-linear discrete dynamical systems. Topics may include dimensional analysis, stability, chaos, and fractals.

*Hours credit: 3. Prerequisite: MATH 150R and 241. Alternate years: offered 2018–19.*

**360. Abstract Algebra**

Groups, rings, integral domains. Homomorphisms and isomorphisms. Elementary number theory. The fields of rational, real, and complex numbers.

*Hours credit: 3. Prerequisite: MATH 241 or permission of the Department.*

**420. Numerical Analysis**

A study of algorithms for solving mathematical problems using computers. These problems include finding the roots of functions, solving systems of linear equations, interpolation, approximate integration, and solving differential equations. Implementation of these algorithms on the computer will be an important part of the course.

*Hours credit: 3. Prerequisite: MATH 150R and 241. Prerequisite or Corequisite: CSCI 156.*

*Alternate years: offered 2017–18.*

**426. Complex Variables**

The complex number system. Limits, continuity, and differentiability of functions of a single complex variable. Contour integration and Cauchy's Theorem. The calculus of residues. Conformal mapping.

*Hours credit: 3. Prerequisite: MATH 250. Alternate years: offered 2017–18.*

**443. Introduction to Analysis**

A rigorous study of limits, continuity, differentiation, and integration of functions of a real variable.

*Hours credit: 3. Prerequisite: MATH 250 or permission of the Department.*

**494. Senior Seminar**

Readings on the history of mathematics from the seventeenth century through modern times. Oral reports by students and faculty on topics of interest in mathematics. Written reports are also required.

*Hours credit: 3. Prerequisite: MATH 360 and 443.*

**COMPUTER SCIENCE****151. Computer Programming I**

An introduction to computers and computer programming. Emphasis will be placed on problem-solving with examples and exercises from social, natural, and mathematical sciences. Techniques of flowcharting and structured programming, development of algorithms, and types of computer hardware will also be discussed. Intended for students with no previous programming experience.

*Hours credit: 3. A student may not receive credit for this course after taking CSCI 156 or its equivalent.*

**156. Computer Programming II**

A continuation of Computer Science 151. Emphasis on top-down programming using methods. Topics include user-defined classes and advanced data types, arrays, recursion, algorithms for sorting, searching, exception handling, advanced GUIs and graphics, and embedding Java applets into HTML documents.

*Hours credit: 3. Prerequisite: CSCI 151 or the equivalent.*

**225. Matlab and Labview**

This course covers beginning and intermediate programming in the Matlab and Labview computer languages. Students will learn the basics of computer programming as well as the specifics of programming in Matlab and Labview including data input/output, code structuring, coding best practices and limitations, data acquisition and beginning GUI development. This course is project based with projects taken from real world computing problems.

*Hours credit: 3. Prerequisite: MATH 149R. Alternate years: offered second semester 2017–18.*

# Modern Languages, Literatures, and Cultures

*Faculty:* Kun An, Nancy H. Goulde, Chester S. Halka, Deborah R. Huntington, Jaymes A. Rohrer, Maria Vázquez-Castro, Françoise D. Watts

Students who complete a major or minor in the Modern Languages, Literatures, and Cultures Department gain an appreciation of modern cultures as well as a new perspective on their own heritage. Study of the literary, cultural, social, and political institutions of the country where the language is spoken help develop the student's awareness of international interdependence. At the same time, the departmental offerings encourage an increased understanding of the logic of language and a proficiency in speaking, writing, reading, and understanding a second language.

The Department offers majors and minors in French and Spanish, as well as a minor in Chinese Studies. Opportunities exist, too, for students interested in learning German<sup>1</sup>, and for those interested in teaching English as a foreign language. Additionally, Randolph College is a participant in the Virginia Foundation for Independent Colleges (VFIC), which operates a distance-learning language exchange. This language exchange is available to Randolph students and has offered courses in German, Mandarin Chinese, and Russian. Other languages may also be offered in the future.

Students majoring in French or Spanish become conversant with the language, literature, and culture of France and the Francophone countries of Africa and the Caribbean, or of Spain and Latin America. The Major Program in French or Spanish helps prepare the student for work in international business and industry and for graduate study in areas such as language and literature, art, music, law, international relations, and teaching, among others. Chinese Studies, an interdisciplinary minor, presents students the opportunity to gain spoken proficiency in Mandarin, as well as Chinese reading and writing skills. Beyond providing language training, the College offers a number of courses that give insight into Chinese culture, society, and politics.

Students are strongly encouraged to supplement their coursework in the Department by spending one or two semesters abroad, in a country where the language they study is spoken.

<sup>1</sup>*Courses in German are available to Randolph students at Lynchburg College, as part of a language agreement between the two schools.*

## SEE CHINESE STUDIES INTERDISCIPLINARY MINOR

### FRENCH MAJOR

Courses	Course Title	Credit Hours
Two of the following:		6
FREN 213	Conversation and Phonetics	
FREN 216	Grammar and Composition	
FREN 232	Reading French Literature	
Three of the following:		9
FREN 310	Topics in French Literature	
FREN 319	Women Writers	
FREN 320	Post-Colonial African and Caribbean Literature	

Courses	Course Title	Credit Hours
FREN 365	French Civilization I	
FREN 366	French Civilization II	
FREN 372	Advanced Language Workshop	
Six hours from the following:		6
FREN 410	Topics in French Civilization and Literature	
FREN 420	Topics in French and Francophone Literature	
<i>Senior Program</i>		
FREN 493, 494	Senior Seminar, Senior Thesis	6
<b>Total for B.A. Degree in French</b>		<b>27</b>

### French Minor

Fifteen hours of French courses above FREN 202

**Total for Minor in French 15**

### SPANISH MAJOR

Four courses from the following: <sup>2</sup>		12
Literature courses, in Spanish, at the 300 or 400 level		
Spanish Language courses at or above the 300 level <sup>1</sup>		
Latin American and Spanish culture courses at the 300 level		
Two of the following 400-level courses: <sup>2</sup>		6
SPAN 406	Advanced Language Study	
SPAN 422	Topics in Hispanic Literature <sup>3</sup>	
SPAN 431	Contemporary Latin American Literature	
<i>Senior Program<sup>4</sup></i>		
SPAN 469	Research for the Senior Program	1
SPAN 471	Seminar	3
SPAN 494	Senior Project	3

**Total for B.A. Degree in Spanish 25**

<sup>1</sup>*SPAN 321R may be repeated and up to 3 credits counted toward the major.*

<sup>2</sup>*With departmental approval, courses taken abroad may fulfill this requirement.*

<sup>3</sup>*When topic differs, SPAN 422 may be counted toward the major multiple times.*

<sup>4</sup>*A minimum of six hours of 400-level courses must be taken in the senior year.*

- *A student reading for Honors may replace SPAN 494 with three hours of Honors work.*
- *Advanced Placement/International Baccalaureate credits may be used to fulfill major requirements, but the student must still complete 25 hours beyond these credits in the major.*

### Spanish Minor

Fifteen hours in Spanish courses above SPAN 202

**Total for Minor in Spanish 15**

### RECOMMENDED COURSES

For majors: a second foreign language through the intermediate level; courses in European, French, Spanish or Latin American history; art; religion; philosophy; mythology; comparative politics; and in English, American, and foreign literature. For Spanish majors: courses in Latin American civilization, economics, and politics.

**SPECIAL PROGRAMS**

Majors are encouraged to study abroad in summer and junior year programs, to make use of the Media Center and the Department's collection of audiovisual materials and foreign language periodicals, and to participate in the language dining-hall tables and interest clubs. Exchange programs exist with the University of Santiago de Compostela in Spain and the l'Université Catholique de l'Ouest in France.

**EXPERIENTIAL LEARNING EXAMPLES**

Teaching in the elementary grades at James River Day School and interning in the marketing division of BWX Technologies, Inc. Internships are also available through the auspices of a sister cities program with Rueil-Malmaison, France.

**CHINESE LANGUAGE****101,102. Elementary Chinese**

An introduction to modern Chinese (Mandarin), emphasizing correct pronunciation, conversational skills, basic grammar, and reading and writing.  
*Hours credit: 4,4.*

**201,202. Intermediate Chinese**

This course focuses on acquisition of practical, oral vocabulary, as well as development of reading skills. In addition, it treats grammatical structures and idiomatic speech.

*Hours credit: 3,3. Prerequisite: CHIN 102.*

**301,302. Third-Year Modern Chinese**

This course sequence continues the development of vocabulary, as well as conversational and reading skills, acquired in the first two years of Chinese language training.

*Hours credit: 3,3. Prerequisite: CHIN 202 or the equivalent.*

**310. Business Chinese**

Designed for advanced Chinese language students, this course aims to develop a student's understanding of a business environment, mixing command-economy from the Maoist era and the market economy after Deng Xiaoping's reforms. Students will also learn courteous speech, business jargon, and the language of marketing and foreign trade.

*Hours credit: 1. Prerequisite: CHIN 202 and permission of the instructor.*

**401,402. Fourth-Year Modern Chinese**

This course sequence expands and extends material from third-year Chinese through the study of newspaper articles and films produced in the People's Republic of China. Through the reading and discussion of materials relating to current political and social issues, students are led to enhance their communicative skills (in both speaking and writing) to a more formal level, as well as to develop awareness of social issues in contemporary China. Instruction is in Chinese in a teacher-learner discussion format, with compositions and verbal debate required.

*Hours credit: 3,3. Prerequisite: CHIN 302.*

**CHINESE CULTURE AND LITERATURE COURSES IN ENGLISH****105. Chinese Culture through Film**

This course will study a broad variety of films produced in Mainland China, Taiwan, and Hong Kong and will provide a window into Chinese culture and society.

Discussion of films will enable students to improve their understanding of many aspects of Chinese culture.

*Hours credit: 3. Alternate years.*

**106. Modern Chinese Literature**

This course will introduce students to the ideas of important writers in the 20th and 21st centuries. By relating the modern fiction, poetry, and essays to those works' historical contexts, this course will provide students with insight into a) how the Chinese live, work, think, feel, interact, love, and die; b) how the beliefs, mentality, and social relations of the Chinese have changed and why they have changed; c) how the West has affected China; and d) how Chinese works and masterpieces stand on their own merit.

*Hours credit: 3. Alternate years.*

**ENGLISH COMPOSITION FOR NON-NATIVE SPEAKERS****101,102. English Composition I, II**

Detailed instruction in language usage and writing techniques for students whose native language is not English. Students placed in English 101 are also required to take English 102.

*Hours credit: 3,3. By placement only.*

**ENGLISH AS A SECOND LANGUAGE****240. ESL Teaching Methods**

This course will help students who are considering teaching English to speakers of other languages develop a theoretical framework, explore methods of teaching, and then learn to plan effective lessons based on principles they can discuss and defend. Students will learn to evaluate materials for teaching and testing and to use the various resources (such as conferences, journals, Web sites) available for ESL (English as a Second Language) teachers.

*Hours credit: 3. Prerequisite: sophomore standing. This course fulfills the intercultural competence graduation requirement.*

**FRENCH LANGUAGE, LITERATURE, AND CULTURE****101,102. Elementary French**

Introduction to the four basic skills and to French culture, with emphasis on oral communication. The program is strongly supported by audio and visual materials. Coursework is supplemented with weekly one-on-one conversation sessions with language tutors.

*Hours credit: 4,4.*

**201,202. Intermediate French**

Continued practice for oral proficiency with increased emphasis on reading and writing. The program is supported by audio and visual materials. Coursework is supplemented with weekly one-on-one conversation sessions with language tutors.

*Hours credit: 3,3. Prerequisite: satisfactory completion of a first-year college-level French language course or the equivalent, or placement.*

**213. Conversation and Phonetics**

Development of fluency and accuracy of spoken French, building discussion skills and listening comprehension, refining pronunciation through the study of

phonetics, and practice with audio materials. In addition to conversations on daily life, students will learn and practice higher level speaking skills to express and support opinions and discuss abstract ideas. Discussions may revolve around current social issues in French society.

*Hours credit: 3. Prerequisite: FREN 202, placement, or permission of the Department.*

**216. Grammar and Composition**

Review of French grammar as preparation for 300- and 400-level courses. Practice in aural-oral skills and also in building more complex sentences and organizing paragraphs and short papers.

*Hours credit: 3. Prerequisite: FREN 202, placement, or permission of the Department.*

**232. Reading French Literature**

An introduction to reading French literature through short stories, short novels, plays, and/or poetry. Emphasis is on the development of strategies and techniques for reading comprehension, building vocabulary, and developing the oral and written skills necessary for discussion and analysis of literature.

*Hours credit: 3. Prerequisite: FREN 202 or the equivalent, or permission of the Department.*

**310. Topics in French Literature**

This course will explore a particular topic, theme, era, or genre in French literature. Sample topics include “The New Generation: French Fiction Since 1990,” “Short Fiction Genres,” and “Power Plays: Master and Servant in French Literature.”

*Hours credit: 3. Prerequisite: FREN 213; 216; or 232; or permission of the Department. May be repeated for credit when topic differs.*

**319. Women Writers**

An introduction to French literature and literary analysis based on texts illustrating relationships, roles, and achievements of women from the Middle Ages to the present.

*Hours credit: 3. Prerequisite: FREN 213; 216; or 232; or permission of the Department.*

**320. Topics in Post-Colonial African and Caribbean Literatures in French**

Emphasis on the concepts of diversity, alienation and identity formation in post-colonial African and Caribbean literature, written in French. Topics may include “Literature of the Maghreb,” “Voices of Women from the Maghreb and Sub-Sahara,” “Cinema and Literature of Immigration.”

*Hours credit: 3. Prerequisite: FREN 213; 216; or 232; or permission of the Department. May be repeated for credit up to a maximum of six hours when topic differs. Offered as needed.*

**365. French Civilization I**

A historical approach to the understanding of French civilization, highlighting its importance in the making of contemporary society, politics, artistic, and intellectual life. This course will help students develop the speaking and writing strategies of advanced-level users.

*Hours credit: 3. Prerequisite: FREN 213; 216; or 232; or permission of the Department.*

**366. French Civilization II**

Understanding the French through their everyday life. This course will focus on contemporary aspects of French society: education, the political system, the economy, music and films, immigration, and globalization. Taught from a comparative perspective. This course will help students develop speaking strategies of advanced-level language users, such as the ability to formulate and defend opinions.

*Hours credit: 3. Prerequisite: FREN 213; 216; or 232; or permission of the Department.*

**372. Advanced Language Workshop**

This course will focus on the development of advanced competence in written French, with special emphasis on stylistic variations, lexical nuances, and complex

grammatical structures. Extensive revision and rewriting, in-class analysis and critique as well as individual conferences. Highly recommended for all students currently taking or planning to take upper-level work in French.

*Hours credit: 3. Prerequisite: FREN 216 and one 300-level course.*

**410. Topics in French Civilization and Literature**

This course will examine various themes that are relevant to French intellectual and social life. Past themes have focused on “French for Business,” “Voices of Marginality,” “French Cinema,” “Kings and Rebels in Seventeenth and Eighteenth Century Literature,” and “Images of Childhood in French Literature.”

*Hours credit: 3. Prerequisite: two 300-level courses, one of which must be in literature. May be repeated when the topic differs.*

**420. Topics in French and Francophone Literature**

The course will focus on a theme, movement, genre, or period which links the selected works in a common or conflicting tradition. Class discussion and short papers will aim at developing the ability to read literature critically.

*Hours credit: 3. Prerequisite: two 300-level courses, one of which must be in literature. May be repeated when the topic differs.*

**493. Senior Seminar**

Intensive study and discussion on a topic to be announced each year. The seminar is designed to help develop critical perspectives in literature and culture and to offer a framework for the early stages of work on the senior paper. The course will require both essays and oral presentations.

*Hours credit: 3. Prerequisite: permission of the Department.*

**494. Senior Thesis**

Each student will work closely with a faculty supervisor to prepare a substantial critical paper of about 25 pages to be presented to faculty and students of the Department. Introduction to schools of critical thought.

*Hours credit: 3. Prerequisite: FREN 493 and permission of the Department.*

**GERMAN LANGUAGE**

Courses in German are available at Lynchburg College as part of a language agreement between the two schools.

**SPANISH LANGUAGE, LITERATURE, AND CULTURE**

**101,102. Elementary Spanish**

First semester: Introduction to the basic phonological and structural patterns.

Emphasis on oral-aural skills. Second semester: Continuation of Spanish 101 with increased practice in simple reading and writing.

*Hours credit: 4,4.*

**201,202. Intermediate Spanish**

Continued practice in oral-aural skills. A grammar review designed to strengthen the command of the spoken and written language. Online exercises are used to improve fluency and comprehension. Spanish 202 is a continuation of Spanish 201.

*Hours credit: 3,3. Prerequisite: SPAN 102 or placement.*

- 222. Topics in Hispanic Literature**  
When offered, this course is identical to Spanish 422, except that the student may read much of the literature in English (a few works may be available only in Spanish), and may write papers in English. Classes are conducted in Spanish.  
*Hours credit: 3. Prerequisite: SPAN 302 or permission of the instructor. May be repeated for credit when topic differs.*
- 231. Modern Latin American Literature**  
Readings in the short story, the novel, drama, and poetry. Special focuses are political and social problems, as these are defined by contemporary Latin American writers, and literary styles and techniques. The course is conducted in Spanish, but non-Spanish majors may do most of the reading in English and may write their papers in English.  
*Hours credit: 3. Prerequisite: SPAN 302 or permission of the instructor. Alternate years: offered 2018–19.*
- 301,302. Composition and Conversation**  
Intensive practice in oral and written Spanish. Readings from a variety of texts and a review of grammar. The course includes weekly individual conversation sessions.  
*Hours credit: 3,3. Prerequisite: SPAN 202 or placement.*
- 321R. Conversational Spanish**  
This course provides the opportunity to practice conversational skills one hour per week. The course format may include class discussion of general topics, small group activities such as role playing, and weekly individual conversation sessions.  
*Hours credit: 1. Prerequisite: SPAN 301 or permission of the instructor. May be repeated for credit. Offered on a Pass/Fail basis only.*
- 333. Spanish Culture**  
An overview of the culture and civilization of Spain from pre-Roman times to the present. Focuses include geography, the arts, and social institutions and contemporary society in the post-Franco era. Recommended in preparation for study in Spain.  
*Hours credit: 3. Prerequisite: SPAN 302 or permission of the instructor. Alternate years: offered 2018–19.*
- 335. Topics in Latin American Culture**  
An exploration of selected aspects of Latin American Culture primarily through literature, painting, and film. More popular cultural elements such as music, cuisine, and leisure pastimes are also considered. Focuses include Latin American attitudes toward pre-Columbian civilizations, religion, social structures, and the U.S., as well as regional differences. Recommended as preparation for study in Latin America.  
*Hours credit: 3. Prerequisite: SPAN 302 or permission of the instructor. Alternate years: offered 2017–18.*
- 366. Approaches to Hispanic Literature**  
An introduction to the short stories, drama, and poetry of Spain and Latin America. The student will examine and practice various approaches to literary interpretation.  
*Hours credit: 3. Prerequisite: SPAN 302 or permission of the instructor.*
- 406. Advanced Language Study**  
Readings from periodicals, essays, and fiction will be used in conjunction with a grammar text to explore modern Spanish usage and contrasts between Spanish and English. Focuses include advanced grammar, use of idiomatic expressions, translation, word order, and stylistics. Students polish their language skills through

- writing and conversation. This course is recommended for those planning to teach Spanish.  
*Hours credit: 3. Prerequisite: SPAN 302 or equivalent. Alternate years: offered first semester 2017–18.*
- 422. Topics in Hispanic Literature**  
Special focuses on aspects of Hispanic and Spanish literature. Recent topics have included “The Modern Latin American Novel” and “An Introduction to Latino Literature.”  
*Hours credit: 3. Prerequisite: SPAN 302 or permission of the instructor. May be repeated for credit when topic differs.*
- 431. Modern Latin American Literature**  
Identical with Spanish 231, but readings and papers must be done in Spanish.  
*Hours credit: 3. Prerequisite: SPAN 302 or permission of the instructor. Alternate years: offered 2018–19.*
- 469. Research for the Senior Program**  
An independent study course for preliminary preparation of the spring senior project. Course requirements include compiling an annotated list of sources, meeting with a supervisor to explore the feasibility of possible topics for the senior project, and generally laying the groundwork for writing the senior paper. The goal is to maximize the time a student devotes to writing and revising the senior paper in the spring.  
*Hours credit: 1. Prerequisite: senior standing. Offered on a Pass/Fail basis only. This course is required of all senior majors who are not reading for Honors in Spanish.*
- 471. Seminar**  
Intensive study and discussion on a topic or author(s) to be announced each year. Preparation and presentation of short papers during the semester.  
*Hours credit: 3. Prerequisite: senior standing or permission of the Department. May be repeated for credit once when topic differs.*
- 494. Senior Project**  
An independent research or study project on a topic of the student’s choice under the direction of a member of the Department.  
*Hours credit: 3. Prerequisite: SPAN 471 and senior standing, or permission of the Department.*

# Museum and Heritage Studies

*Interdisciplinary Major Chair:* Andrea W. Campbell

*Faculty:* Andrea W. Campbell, Jennifer L. Gauthier, Douglas H. Shedd, Gerard F. Sherayko, Lesley E. Shipley, Susan T. Stevens

*Museum and Collections Staff:* Martha Kjeseth-Johnson, Laura A. McManus, Emily Smith

The museum and heritage studies major is a distinctively interdisciplinary program that introduces students to a rich variety of approaches for presenting and studying visual and material culture. The program is designed for a broad range of students in the arts, humanities and social and natural sciences. Majors will take core courses in museum and heritage studies, and select from supporting courses in several departments. Courses in the major encourage the development of fresh perspectives and practical skills, and are taught primarily by museum professionals at Randolph College and its faculty in archaeology, art history, biology and history who have developed a special interest in tangible cultural heritage. The major includes a senior program featuring an exhibition broadly defined, designed and executed by each major.

The program is based on Randolph College’s world-class Maier Museum of Art and the College’s notable natural history and archaeology collections, and has a strong commitment to hands-on, experiential learning in and out of the classroom. Majors are required to complete at least two internships. Jefferson’s Poplar Forest, and other local and regional historical and archaeological sites, and a variety of archives, collections, and museums give students access to exceptional resources for research and career exploration. The program also capitalizes on Randolph College’s impressive range of internships and fieldwork with professional organizations in the US and abroad, including at the Preservation Institute Nantucket, The National Gallery (London), and the Archaeological Conservation Institute (Italy).

## MUSEUM AND HERITAGE STUDIES MAJOR

Courses	Course Title	Credit Hours
One of the following:		3
ARTH 101	Art, Culture, and Society before 1400	
ARTH 102	Art, Culture, and Society after 1400	
COMM 111	Introduction to Communication and Cultural Studies	3
HIST 111	Introduction to Public History	3
MUHS 112	Natural History Collections	3
ARTH 261	Introduction to Museum Studies	3
CLAS 243	Archaeology of Daily Life	3
MUHS 201	Collections Management	1.5
MUHS 262	Museum Education	3
MUHS 301	Topics in Museum and Heritage Studies	3
Two MUHS Experiential Learnings (EX L) <sup>1</sup>		2
Two from the following:		6-8
All ARTH courses		
BIOL 118-100LR	Evolution and Lab	
BIOL 201-201L	Zoology and Lab	
BIOL 202-202L	Botany and Lab	
BIOL 319-319L	Ecology and Lab	

Courses	Course Title	Credit Hours
BIOL 324-324L	Ornithology-Mammalogy and Lab	
CLAS 144	Athens, Rome, and Alexandria	
CLAS/PED 175	Sport and Spectacle	
CLAS/ARTH 179	Masterworks of Greek and Roman Art	
EVST/PHYS 176-176L	Physical Geology and Lab	
All HIST courses		

*Senior Program*

MUHS 494	Senior Program	3
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**Total for B.A. Degree in Museum and Heritage Studies 36.5- 38.5**

<sup>1</sup>The two internships must carry at least one credit each and should be completed prior to enrolling in the senior program.

• Only two courses used in fulfilling the requirements for a second major in a contributing discipline can be used in the Museum and Heritage Studies Major.

### 112. Natural History Collections

An introduction to natural history as a way of understanding the earth’s biotic and abiotic diversity. Special attention will be paid to the scientific, cultural, and historical development of natural history collections and to the importance of these collections. Students will use the Randolph College collections and nature preserves as resources for interdisciplinary, hands-on natural history investigations.

*Hours credit: 3.*

### 201. Collections Management

This course focuses on information management and care of objects under a museum’s purview. Topics include acquisitions, cataloging and documentation using physical and electronic systems, storage and access, proper handling of objects, preventative conservation, and security measures. Students will be engaged in practical, hands-on training utilizing the collections of the Maier Museum of Art and the Natural History and Archaeology Collections.

*Hours credit: 1.5. Prerequisite: ARTH 261.*

### 262. Museum Education

This course focuses on the educational role of the museum. Students will put learning theories into practice by developing interpretive tools and activities. Topics include educational theory, audience characteristics, visitor studies, exhibition interpretation, object-based teaching, marketing, community and school partnerships, and digital technologies. The Maier Museum of Art and the Natural History and Archaeology Collections will be utilized. Fieldtrips included.

*Hours credit: 3. Prerequisite: ARTH 261.*

### 301. Topics in Museum and Heritage Studies

Concentrated readings and discussion on a specific theme or themes in museum and heritage studies. Themes/topics will vary from year to year.

*Hours credit: 3. Prerequisite: junior standing or permission of the instructor.*

### 494. Senior Program

The senior seminar for this interdisciplinary major has two major objectives: to give students an understanding of contemporary issues in heritage studies, especially those relevant to the fields of archaeology, art history, history, and natural history, and to guide students in the preparation of their capstone projects.

*Hours credit: 3. Prerequisite: MUHS 301 and senior standing.*

# Museum Studies

## INTERDISCIPLINARY MINOR

*Coordinator:* Andrea W. Campbell

The museum studies minor provides students of various disciplines with the opportunity to supplement their major academic field with an understanding of the career possibilities within museum work. Students will learn about the mission, functions, and societal role of museums in specialized courses. Courses in related disciplines teach students how artifacts are recovered and interpreted and the way people construct and communicate meaning in visual and material culture. Based on this foundation, students then develop an exhibition at the Maier Museum of Art in a curatorial seminar, or they choose an internship that allows them to pursue their area of interest. The college offers exceptional learning experiences in arts management, historic preservation, and art conservation, and our partnership with the National Gallery, London, provides a unique summer internship exclusively for Randolph students.

Courses	Course Title	Credit Hours
ARTH 261	Introduction to Museum Studies	3
COMM 111	Introduction to Communication & Cultural Studies	3
CLAS 243	Archaeology of Daily Life	3
EX L or ARTH 315	Internship or Curatorial Seminar	3
MUHS 262	Museum Education	3
<b>Total for Minor in Museum Studies</b>		<b>15</b>

# Music

*Faculty:* Emily Yap Chua, Hermina W. Hendricks, Daniel M. Raessler, Randall C. Speer

From the time of the early Greeks, music has been considered an important component of a liberal arts education. While a form of artistic expression, music employs a scientific language and is based on a logic of its own which fosters intellectual stimulation as well as aesthetic sensibility. Course offerings in the Department acknowledge this and provide the opportunity to pursue music's three interrelated areas: its theory, history, and performance. The curriculum provides opportunities for music study whether the students' interests are oriented towards career, avocation, or expanding their breadth of knowledge. Students may major or minor in music. Courses for endorsement for Secondary Licensure may be designed through the Education Department in conjunction with the music major. Some courses may be offered off-campus through Lynchburg College.

Most courses in performance involving individual instruction may be taken for one or two credits. Students enrolled for one credit receive one-half hour of instruction a week. Students enrolled for two credits receive one hour of instruction each week. To enroll for two credits, students must demonstrate an advanced level of proficiency.

All students wishing to study an instrument must consult with the Chair of the Department. Students who wish to study voice must audition prior to registration. Ordinarily, new voice students will be placed in MUSC 129R (voice class) before being considered for MUSC 131R (private voice lessons).

Students with no previous music study or minimal background may be required to take MUSC 103 or 107 as a prerequisite or corequisite for enrollment in lessons. Moderate proficiency is required of students continuing their study of strings or woodwinds, while students who wish to study organ, harpsichord, or fortepiano must have some keyboard proficiency. Lessons in strings, woodwinds, brass, and guitar are subject to the availability of an instructor.

There is no additional charge for music performance lessons to music majors or minors who have declared by the end of the second week of the semester. All other students taking music performance lessons will be charged \$325 each semester for weekly one-half hour lessons (1 credit) and \$600 each semester for weekly one hour lessons (2 credits). Should the student drop the music major or minor then music performance lesson fees will be charged retroactively for the semester.

All music performance lessons and ensembles (MUSC 131R through 172R, 209, and 233) are repeatable for credit.

For more information on departmental policies (including lesson procedures, recitals, and juries), please consult the Department of Music Student Handbook: [www.randolphcollege.edu/music handbook](http://www.randolphcollege.edu/music handbook).

## MUSIC MAJOR

Courses	Course Title	Credit Hours
MUSC 107-107L	Music Theory I and Lab	4
MUSC 108-108L	Music Theory II and Lab	4
MUSC 207-207L	Music Theory III and Lab	4
MUSC 208-208L	Music Theory IV and Lab	4
MUSC 311	History of Western Music I	3
MUSC 312	History of Western Music II	3
Additional music courses, excluding MUSC 103 and 109		6

<b>Courses</b>	<b>Course Title</b>	<b>Credit Hours</b>
Three credits from the following ensemble courses:		3
MUSC 133R	Chorale	
MUSC 172R	Chamber Orchestra	
MUSC 233R	Vocal Ensemble	
MUSC 271R	Ensemble	
<i>Senior Program</i>		
MUSC 493	Senior Seminar	3
One of the following:		1-3
MUSC 491R	Senior Recital	
MUSC 494	Senior Paper	
<b>Total for B.A. Degree in Music</b>		<b>35-37</b>
• <i>Students in the music major must pass a jury examination on their principal instrument and a piano proficiency exam. Students selecting the Senior Recital track will audition for the program in the first jury, and must pass three jury examinations after the audition jury but prior to the senior recital jury. Juries are held at the end of each semester.</i>		
<i>Additionally for B.F.A. in Music Performance</i>		
Students who intend to enroll in the B.F.A. must audition to be considered a candidate for the program. The audition jury must take place no later than the fall semester of the sophomore year. Students accepted to the degree program perform both a sophomore recital (MUSC 291) and a senior recital (MUSC 491).		
Individual Lessons		6
MUSC 291	Sophomore Recital	1
One of the following emphases:		8-9
Piano		
MUSC 241	Topics in Piano	4
MUSC 271R	Ensemble	2
Additional Music courses selected with advisor		2
Voice		
MUSC 235	Lyric Diction I	3
MUSC 236	Lyric Diction II	3
MUSC 332	Vocal Pedagogy	3
Other Instruments		
Music courses selected in consultation with advisor		8
Interdisciplinary Base <sup>1</sup>		9
I ST 393R	Fine Arts Colloquium	3
I ST 495	Senior Fine Arts Colloquium	1
<b>Total for B.F.A. Degree in Music Performance</b>		<b>63-64</b>
<sup>1</sup> <i>Students select the interdisciplinary base in consultation with their advisor. Courses selected must be from ARTS, DANC, ENGL, EVST 306 or THTR with two departments represented and must include one course in artistic expression.</i>		
<b>Music Minor</b>		
MUSC 107-107L	Music Theory I and Lab	4
MUSC 108-108L	Music Theory II and Lab	4
MUSC 109	Introduction to Music History	3
Additional music courses, excluding MUSC 103, with at least 2 credits at the 200 level or above		6

<b>Courses</b>	<b>Course Title</b>	<b>Credit Hours</b>
Two credits from the following ensemble courses:		2
MUSC 133R	Chorale	
MUSC 172R	Chamber Orchestra	
MUSC 233R	Vocal Ensemble	
MUSC 271R	Ensemble	
<b>Total for Minor in Music</b>		<b>19</b>
• <i>Students in the music minor must pass a jury examination on their principal instrument.</i>		

## RECOMMENDED COURSES

For music history: ARTH 101 and 102; and HIST 101; 102; 104; 203. For voice students: THTR 123R, 224; Italian, French, and German language study.

### 103R. Basic Elements of Music

An introduction to the components that constitute music. Topics include rhythm, melody, chords, harmony, tonality, scales, phrases, and how to read and write music notation.

*Hours credit: 2. Not open to students who have passed MUSC 107 or the equivalent.*

### 107. Music Theory I

An introduction to the terms, structures, and functions of music. After a review of fundamentals, students will study harmonic function, cadences, non-chord tones, part-writing (including figured bass, melodic analysis, and harmonization), and diatonic harmonic analysis. To include laboratory work, MUSC 107L should be taken concurrently.

*Hours credit: 3.*

### 107L. Music Theory I Laboratory

Ear training, sight-singing, and keyboard harmony studies designed to provide aural understanding and practical application of theoretical knowledge of tonal music.

*Hours credit: 1. Corequisite: MUSC 107.*

### 108. Music Theory II

Continued study of harmonic analysis and part-writing in diatonic harmony. Course material includes harmonic progression, cadences, counterpoint, and an introduction to analysis of form and compositional procedures. To include laboratory work, MUSC 108L should be taken concurrently.

*Hours credit: 3. Prerequisite: MUSC 107.*

### 108L. Music Theory II Laboratory

Continued study of ear-training, sight-singing, and keyboard harmony studies to correlate with MUSC 108.

*Hours credit: 1. Prerequisite or corequisite: MUSC 108.*

### 109. Introduction to Music History

A survey of the types and styles of Western (or classical) music from the Middle Ages to the present with an emphasis on the repertoire and how to listen to it. The class will consider major composers (Bach, Beethoven, Chopin, etc.) and types of music (symphony, opera, sonata, etc.).

*Hours credit: 3.*

### 129R. Introduction to Voice Study

Designed for students with no college-level voice study. An introduction to the art and science of singing. Topics for discussion include anatomy/physiology of the voice, diet and nutrition, fitness and exercise, and voice types. Basic principles of

vocal technique, musicianship, artistry, communication, posture, diction, breath control, and stage presence are also addressed.

*Hours credit: 1. Prerequisite: permission of instructor.*

**131R. Voice**

*Hours credit for each semester: 1 or 2. Prerequisite: by audition only. It is expected that all students enrolled in MUSC 131R will complete both semesters of MUSC 235, 236 (Diction for Singers) as prerequisite for a third year of MUSC 131R. Lesson Fee.*

**133R. Chorale**

A major performing ensemble which presents sacred and secular choral music of all periods. Concerts include Christmas Vespers, touring, Spring Concert, and collaboration with other ensembles.

*Hours credit for each semester: 1. Prerequisite: by audition only. Sight-reading proficiency strongly recommended.*

**147R. Piano**

*Hours credit for each semester: 1 or 2. Prerequisite: permission of the instructor. Lesson Fee.*

**149R. Organ**

*Hours credit for each semester: 1 or 2. Prerequisite: permission of the instructor. Lesson Fee.*

**151R. Strings**

*Hours credit for each semester: 1 or 2. Prerequisite: permission of the Department Chair. Lesson Fee.*

**159R. Guitar**

*Hours credit for each semester: 1 or 2. Prerequisite: permission of the Department Chair. Lesson Fee.*

**161R. Woodwinds**

*Hours credit for each semester: 1 or 2. Prerequisite: permission of the Department Chair. Lesson Fee.*

**163R. Brass**

*Hours credit for each semester: 1 or 2. Prerequisite: permission of the Department Chair. Lesson Fee.*

**165R. Drumset**

*Hours credit for each semester: 1 or 2. Prerequisite: permission of the Department Chair. Lesson Fee.*

**172R. Chamber Orchestra**

A major performing ensemble which presents orchestral and choral/orchestral repertoire. Concerts include Fall Concert, Christmas Vespers, Spring Concert, and collaboration with other ensembles.

*Hours credit for each semester: 1. Prerequisite: by audition only.*

**207. Music Theory III**

Introduction to contrapuntal procedures and continued study of harmonic analysis and part-writing including secondary function, chromatic harmony, and modulation. To include laboratory work, MUSC 207L should be taken concurrently.

*Hours credit: 3. Prerequisite: MUSC 108.*

**208. Music Theory IV**

The first half of the semester will address form and analysis, including sentence and period structure, binary and ternary forms, rondo, and sonata-allegro form.

The second half of the semester focuses on post-tonal practices and procedures. To include laboratory work, MUSC 208L should be taken concurrently.

*Hours credit: 3. Prerequisite: MUSC 207.*

**207L,208L. Music Theory III and IV Laboratory**

Continued study of ear training, sight-singing, and keyboard harmony to correlate with MUSC 207, 208.

*Hours credit: 1,1. Prerequisite: MUSC 108L. Prerequisite or corequisite: MUSC 207, 208.*

**209. Composition**

An exploration of musical composition through the elements of melody, harmony, rhythm, orchestration, and form. Projects include creating new musical works for various solo instruments, voices, and ensembles. Instruction is conducted by individual private lessons.

*Hours credit: 2. Prerequisite: MUSC 107 or permission of the instructor. Lesson Fee.*

**215. Ragtime, Blues, and Jazz**

A survey of the rise, development, and relationship among ragtime, blues, and jazz from the 1890s to the 1940s.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*

**218. American Popular Music, 1950s to the Present**

A survey of the societal trends, culture, and musical styles that evolved in America from the 1950s to the twenty-first century. Representative musical styles from rock and roll to hip-hop artists.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*

**219. America's Music**

In this course, the varieties of music that have been heard in the United States from colonial times through the early 20th century will be surveyed. The works that the students listen to and discuss span four centuries of music making, ranging from that of American Indians to spirituals, from ballads and traditional fiddle tunes to the concert stage.

*Hours credit: 3. Prerequisite: sophomore standing or permission of instructor.*

**222. Beethoven and His Era**

Beethoven lived during a time of revolutionary change in music, the period when classicism yielded to romanticism. Turning from tradition and casting aside convention, he created works of unprecedented complexity and force. The role and place of his compositions in that rapidly evolving milieu are the subject of this course.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years.*

**224. History of Western Opera**

An introduction to the colorful and varied history of opera from comic to serious, from ballad to grand. While focusing primarily on selected works currently in the repertoire, historically significant composers, works, and developments in opera will also be discussed.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years.*

**226. Romanticism in Music**

Romanticism, the period in music when such composers as Chopin, Brahms, and Tchaikovsky created some of the most enduring works in the repertoire, is the

subject of this course. Students will study the history and style of that era along with its leading composers, works, and genres.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*

**227. Women in Music**

A survey of the roles and achievements of women in the history of Western music. Students will consider social and historical perspectives, examining how attitudes have developed toward women in music and how women have achieved renown in the field. Study of classical music genres will comprise the first half of the semester, exploring women as performers, composers, teachers, conductors, and patrons. The second half will cover contemporary genres: pop/rock, jazz and blues, folk/country, and rap/hip-hop.

*Hours credit: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2019–20.*

**233R. Vocal Ensemble: Touch of Harmony**

A vocal chamber ensemble with emphasis on Renaissance madrigal, vocal jazz, and popular arrangements. Small ensemble rehearsal and performance techniques are developed, including performance without a conductor.

*Hours credit: .5. Prerequisite: by audition only. Sight-reading proficiency strongly recommended.*

**235. Lyric Diction I**

Principles of language diction for singers, with use of the International Phonetic Alphabet and practical application. IPA/English/German.

*Hours credit: 3. Strongly recommended for advanced voice study. Alternate years: offered 2018–19.*

**236. Lyric Diction II**

Principles of language diction for singers, with use of the International Phonetic Alphabet and practical application. IPA/Italian/French/Latin.

*Hours credit: 3. Strongly recommended for advanced voice study. Alternate years: offered 2018–19.*

**241. Topics in Piano**

Topics will be selected from keyboard mechanics (tuning, voicing, and other technical matters), piano literature, piano pedagogy, and vocal/instrumental accompanying.

*Hours credit: 2. Prerequisite: permission of the instructor. May be repeated for credit when topic differs.*

**247. Introduction to Conducting**

Fundamentals of conducting, exploration of expressive elements.

*Hours credit: 2. Prerequisite: MUSC 107. Alternate years: offered 2017–18.*

**271R. Ensemble**

The study and performance of chamber music repertoire.

*Hours credit for each semester: .5. Prerequisite: permission of the instructor. Offered on a Pass/Fail basis only.*

**291. Sophomore Recital**

Preparation for and performance of sophomore recital as part of candidacy requirements for BFA in music performance.

*Hours credit: 1. Prerequisite: sophomore standing and candidacy in B.F.A. Program. Corequisite: individual instruction. Offered on a Pass/Fail basis only.*

**311. History of Western Music I**

The history of music from the Middle Ages through the eighteenth century.

Discussion, which uses analyses of works and biography as points of departure, will be directed toward considerations of the development of the major style periods: Medieval, Renaissance, Baroque, and Classical.

*Hours credit: 3. Prerequisite: MUSC 108. Offered as needed.*

**312. History of Western Music II**

The history of music from the nineteenth century to the present. Discussion, which uses analyses of works and biography as points of departure, will be directed toward considerations of the development of Classicism, Romanticism, and modern music.

*Hours credit: 3. Prerequisite: MUSC 207. Offered as needed.*

**332. Vocal Pedagogy**

The mechanism of the human voice, and methods of teaching singing in private lessons or in coaching voices in an ensemble are studied. Particular attention is paid to physiology and diagnosis and correction of vocal faults.

*Hours credit: 3. Prerequisite: permission of the instructor. Alternate years: offered 2017–18.*

**491R. Senior Recital**

Preparation for and performance of senior recital.

*Hours credit: 1. Prerequisite: MUSC 493. Corequisite: individual instruction. Offered on a Pass/Fail basis only.*

**493. Senior Seminar**

Students will acquire bibliography and research techniques by studying selected compositions from the literature, writing papers, and making oral presentations of their research. This course will familiarize students with research and analysis methods in music and prepare students for success in the senior project, whether research paper or recital.

*Hours credit: 3. Prerequisite: MUSC 208 and 312.*

**494. Senior Paper**

Preparation and presentation of the senior paper.

*Hours credit: 3. Prerequisite: MUSC 493.*

# Philosophy

*Faculty:* Kaija Mortensen, David T. Schwartz

Philosophy is the discipline where humanity's innate curiosity about the world finds expression through rigorous, logical thinking. Philosophers think about all aspects of human existence: the nature of reality, the structure of knowledge and language, the principles of moral and aesthetic value, and the capacity of thinking itself. Philosophers share their thoughts through carefully-constructed arguments and critical discussions. By studying the work of past and present philosophers, and by honing their philosophical skills, students increase the reach of their minds. Studying philosophy develops analytical and critical abilities, stimulates the imagination, and promotes clarity in speech and writing. Because these skills are fundamental to virtually all human activities, philosophy has significant practical value for one's personal life and career success.

Studying philosophy at Randolph College provides a systematic introduction to the basic questions that humans have contemplated throughout history. Acquaintance with these ideas and methods is essential for the educated person, helping students harness their innate curiosity, draw valid conclusions about everyday observations, communicate precisely, and occasionally, catch a glimpse into the meaning of life.

## PHILOSOPHY MAJOR

Courses	Course Title	Credit Hours
PHIL 122	Early Modern Philosophy	3
PHIL 133	Ethics and Public Life	3
PHIL/CLAS 177	Classical Philosophy	3
PHIL 230	Logic	3
Two 300-level Philosophy courses		6
One additional Philosophy course		3
<i>Senior Program</i>		
PHIL 493	Seminar I	3
PHIL 494	Seminar II	3
<b>Total for B.A. Degree in Philosophy</b>		<b>27</b>
• PHIL 122; 133; 177; and 230 must be completed prior to enrolling in Senior Seminar.		

## Philosophy Minor

PHIL 122	Early Modern Philosophy	3
PHIL/CLAS 177	Classical Philosophy	3
Three additional Philosophy courses		9
<b>Total for Minor in Philosophy</b>		<b>15</b>

## SPECIAL PROGRAMS

Majors are encouraged to participate in experiential learning projects in a variety of fields, including medical and environmental ethics.

## 122. Early Modern Philosophy

Reading and discussion of selections from Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

*Hours credit:* 3.

## 132. Introduction to Philosophy: Knowledge and Reality

An introduction to philosophy through reading classical and contemporary authors on traditional issues. Topics will be selected from among the following: reason and religious belief, the grounds and limit of knowledge, mind and its place in nature, determinism and free will, and the meaning of life.

*Hours credit:* 3. *Offered first semester.*

## 133. Introduction to Philosophy: Ethics and Public Life

An introduction to philosophical thinking about morality and human nature. Readings address concrete issues such as world hunger, capital punishment, and pornography, as well as theoretical topics such as human happiness, the nature of right and wrong, and the relationship between morality and law.

*Hours credit:* 3.

## 175. Practical Reasoning

An introduction to the practice of reasoning and problem-solving. Emphasis on the analysis of arguments of the sort encountered in everyday discourse and in textbooks and lectures; on the clear and persuasive presentation of arguments, reports, and papers; and on the refinement of ordinary critical instinct. Identical with Communication Studies 175.

*Hours credit:* 3. *Offered second semester.*

## 177. Classical Philosophy

An introduction to ancient Greek philosophy. Topics include metaphysics, human nature, happiness, ethics, friendship, and political order. Readings are selected from the pre-Socratics, Plato, Aristotle, and others. Identical with Classics 177.

*Hours credit:* 3.

## 183. Faith and Doubt

Identical with Religious Studies 183.

*Hours credit:* 3.

## 214. Bioethics

A careful analysis of issues arising in medical practice and research. Topics include abortion, euthanasia, surrogate parenting, allocation of scarce resources, cloning, experimentation, and the doctor/patient relationship.

*Hours credit:* 3. *Prerequisite:* sophomore standing.

## 230. Logic

An introduction to formal logic covering truth-functions and quantification with identity. Attention is given to the nature of proof in formal theories and to the evaluation of arguments in natural language. There is a brief treatment of the decidability, soundness, and completeness of systems of logic.

*Hours credit:* 3. *Prerequisite:* sophomore standing or PHIL 175. *Offered first semester.*

## 275. True Religion

Identical with Religious Studies 275.

*Hours credit:* 3. *Prerequisite:* sophomore standing.

**280. Philosophy of Art**

A critical analysis of the views of philosophers and artists on issues such as the definition of art, the nature of artistic inspiration, the relation between art and craft, the social function of art, aesthetic judgment, interpretation, and the relation of art and morality. Identical with Art History 280.

*Hours credit: 3. Prerequisite: sophomore standing.*

**331. Existentialism and Continental Philosophy**

An advanced study of central ideas in European Continental philosophy from the nineteenth and early twentieth centuries, including works by Hegel, Nietzsche, Schopenhauer, Husserl, Heidegger, and Sartre. Topics include the nature of the human condition, human subjectivity and freedom, authenticity and bad faith, and the ontological significance of anxiety.

*Hours credit: 3. Prerequisite: PHIL 133 or PHIL/RELG 183. Alternate years: offered 2018–19.*

**351. Philosophy of Mind**

An advanced study of the views of contemporary philosophers on the mind and its place in nature. Topics include the mind-body problem, consciousness, and the problem of other minds. Students will also reflect on the relationship between scientific and philosophical investigation of the mind. The nature of representation, free will, concepts, emotions, perception, and the self may also be discussed.

*Hours credit: 3. Prerequisite: six hours of philosophy and/or psychology (excluding PSYC 227R). Offered second semester.*

**361. Environmental Philosophy**

An advanced study of ethical and aesthetic issues concerning the environment. Topics include attitudes toward nature; the moral standing of animals, plants, species, and ecosystems; the tension between environmental preservation and economic development; the right of property owners to exploit natural resources; and, the value of wilderness.

*Hours credit: 3. Prerequisite: PHIL 133 or 214 or EVST 102, or permission of the instructor. Alternate years: offered 2017–18.*

**375. Philosophy of Language**

A study of the relation of language to the world. The focus of the course is the analysis of meaning, reference, and truth. These analyses provide a framework for understanding how both communication and confusion can occur in the use of language. Identical with Communication Studies 375.

*Hours credit: 3. Prerequisite: three semester hours in philosophy or permission of the instructor.*

**376. Topics in Political Philosophy**

Identical with Political Science 376.

*Hours credit: 3. Prerequisite: junior standing.*

**493. Seminar I**

Detailed study and discussion of the work of a major philosopher, selected according to the interests and needs of the students enrolled.

*Hours credit: 3. Prerequisite: PHIL 122; 133; 177; and 230.*

**494. Seminar II**

Detailed study and discussion of a problem or topic in contemporary philosophy, selected according to the interests and needs of the students enrolled.

*Hours credit: 3. Prerequisite: PHIL 122; 133; 177; and 230.*

## Physical Education

*Faculty:* Meghan Halbrook, Carolyn Sarson

*Full-Time Staff and Coaches:* Bill Cooper, Sara Flinn, Rebekkah Gaston, Andrea Kendall, Kara Matthews, Jamie Megginson, Christopher P. Mitchell, Kevin Porterfield, Andy Sinclair, Alexis Waggoner, Bryan Waggoner

Physical education is a very important part of the student's overall development. The program includes lifetime fitness and skills, wellness-oriented activities, and academic courses. Students may earn a maximum of eight credit hours in physical education activity courses toward the 124 hours required for graduation.

The sport and exercise studies program focuses on introducing students to a framework of knowledge in areas supporting sport and exercise studies. A broad intellectual base challenges our students to explore foundations of human movement, personal health and fitness, and sport administration, with multi-dimensional courses such as kinesiology, motor development, exercise physiology, sport nutrition, exercise testing and prescription, sport management, and sport sociology. The integration of our classroom, laboratory, and field experiences with the college's general education program provides a well-rounded liberal arts education experience.

Graduates are prepared for master's programs in exercise science, kinesiology, health promotion, wellness management, athletic training, athletic administration, sport psychology, sport sociology, and therapeutic recreation, as well as careers in community, clinical, and corporate sport and exercise settings. A senior capstone and internship component are significant aspects of the educational experiences. In culmination of the senior year, students will orally present a literature review paper of a topic of interest in sport and exercise studies. The required internship experience allows the students to gain first-hand experience in a discipline of choice related to sport and exercise studies.

Students are encouraged to supplement the sport and exercise studies major with a minor that supports their discipline of interest. Minors in biology, business, dance, communication studies, psychology, or sociology provide additional opportunities to expand knowledge in areas supporting sport and exercise studies.

### SPORT AND EXERCISE STUDIES MAJOR

Courses	Course Title	Credit Hours
One of the following:		4
BIOL 103-100LR	Introductory Biology and Lab	
BIOL 108-100LR	Human Biology and Lab	
BIOL 203-203L	Physiology and Lab	4
P ED 143	First Aid and Safety	2
P ED 163	Nutrition and Fitness Performance	3
P ED 165	Lifetime Wellness	3
P ED 261	Exercise Physiology	3
P ED 263	Sport Management	3
P ED 307	Motor Learning and Development	3
P ED 361	Kinesiology	3

<b>Courses</b>	<b>Course Title</b>	<b>Credit Hours</b>
P ED 362	Exercise Testing and Prescription	3
One of the following:		3
P ED 161	Introduction to Athletic Training	
P ED 264	Evaluation of Athletic Injuries	
One of the following:		3
P ED 166	Sport Psychology	
P ED 364	Social and Ethical Issues in Sport	
SOC 205	Sporting America	
Activity classes:		
DANC 131/132 or DANC 141/142:	Elementary or Ballet	1
P ED 114	Aquatic Fitness and Conditioning	.5
P ED 117 or 217	Weight Training or Adv Strength and Conditioning	.5
Senior Seminar and Internship Experiences		
P ED 494	Senior Seminar	3
Experiential Learning (EX L) in an appropriate area <sup>1</sup>		1-3
<b>Total for B.A. Degree in Sport and Exercise Studies</b>		<b>43-45</b>

<sup>1</sup>Internships must be pre-approved by the Chair of Physical Education. The internship experience must be completed by the end of first semester senior year. Summer internships are also acceptable.

### Sport and Exercise Studies Minor

This minor is designed to provide courses in various fields of study that address human movement and physical activity. Especially recommended for students interested in health-related fields and in teaching or coaching.

Six of the following:

BIOL 108 or 203	Human Biology or Physiology with lab
DANC 209	Living Anatomy I
DANC 210	Living Anatomy II
P ED 143	First-Aid and Safety
P ED 161	Introduction to Athletic Training
P ED 163	Nutrition and Fitness Performance
P ED 165	Lifetime Wellness
P ED 166	Sport Psychology
P ED 204	Leadership and Organizational Dynamics
P ED 261	Exercise Physiology
P ED 263	Sports Management
P ED 264	Evaluation of Athletic Injuries
P ED 307	Motor Learning and Development
P ED 364	Social and Ethical Issues in Sport
SOC 205	Sporting America

**Total for Minor in Sport and Exercise Studies** 17-18

### ACTIVITY COURSES

All activity courses are offered on a pass/fail basis only and all may be repeated for credit. A maximum of 8 semester hours in physical education activity courses may count in the 124 semester hours required for a degree.

Courses numbered 100 to 172 denote beginning level of skill; 200 to 272, intermediate level; 300 to 372, advanced level; and 400 to 472, team level. Most of the activity courses are scheduled by quarters, each quarter lasting half a semester. Each quarter of an activity carries one-half credit hour. A student who is unable, because of physical limitations, to participate in the regular program of activities may take Physical Education 101, which will be designed to meet individual needs and interests. The riding curriculum offers Hunter Seat Equitation as the basis of the teaching system and seeks to refine and improve the rider's technique through lessons and competition in the show ring.

#### 101. Adapted Activities

An individualized program of physical activities for the student with health limitations.

*Hours credit: .5 Offered as needed. Prerequisite: permission of the instructor.*

#### 104. Running

*Hours credit: .5.*

#### 110. Fitness Walking

*Hours credit: .5.*

#### 111. Aerobic Activities

*Hours credit: .5.*

#### 112. Yoga

*Hours credit: .5.*

#### 114. Aquatic Fitness and Conditioning

*Hours credit: .5.*

#### 116. Disc Golf

*Hours credit: .5.*

#### 117. Weight Training

*Hours credit: .5.*

#### 118. Organic Gardening

*Hours credit: .5.*

#### 120. Self Defense

*Hours credit: .5.*

#### 122. Beginning Fencing

*Hours credit: .5. Additional fee.*

#### 125. Beginning Tennis

*Hours credit: .5.*

#### 130. Rock Climbing

*Hours credit: .5. Additional fee.*

#### 134. Tai Chi

*Hours credit: 0.5.*

#### 147. Intermediate Fencing

*Hours credit: .5. Prerequisite: P ED 122 or permission of the instructor.*

#### 151R. Introduction to Riding

Designed for the student who has no previous experience or has had no formal instruction in riding.

*Hours credit: 1.*

#### 217. Advanced Strength and Conditioning

*Hours credit: .5. Prerequisite: P ED 117.*

- 240. Lap Swimming**  
*Hours credit: .5.*
- 254R. Riding**  
*Hours credit: 1. Prerequisite: P ED 151 or approval of Riding Center staff.*
- 420. Indoor Track Team (third quarter)**  
*Hours credit: 0.5. Prerequisite: permission of the instructor.*
- 422. Outdoor Track Team (fourth quarter)**  
*Hours credit: 0.5. Prerequisite: permission of the instructor.*
- 425. Tennis Team (first quarter and second semester)**  
*Hours credit: .5 per quarter of participation. Prerequisite: permission of the instructor.*
- 428. Lacrosse Team (second semester)**  
*Hours credit: 1. Prerequisite: permission of the instructor.*
- 430. Basketball Team (second and third quarters)**  
*Hours credit: .5 per quarter of participation. Prerequisite: permission of the instructor.*
- 432. Swim Team (first semester and third quarter)**  
*Hours credit: .5 per quarter of participation. Prerequisite: permission of the instructor.*
- 433. Volleyball Team (first semester)**  
*Hours credit: 1. Prerequisite: permission of the instructor.*
- 434. Soccer Team (first semester)**  
*Hours credit: 1. Prerequisite: permission of the instructor.*
- 435. Cross Country Team (first semester)**  
*Hours credit: 1. Prerequisite: permission of the instructor.*
- 437. Softball Team (second semester)**  
*Hours credit: 1. Prerequisite: permission of the instructor.*

## ACADEMIC COURSES

- 143. First-Aid and Safety**  
This course uses lectures, demonstrations, and video with hands-on training and practice. Participants in this course learn to recognize and respond to emergencies including, but not limited to, shock, cardiac, and breathing emergencies for adults, children and infants. Students will gain First-Aid, CPR, and AED certification.  
*Hours credit: 2. Offered second semester.*
- 161. Introduction to Athletic Training**  
An introductory course which explores a variety of common athletic injuries and focuses on prevention, care, and rehabilitation. Other issues such as fitness, nutrition, and psychological effects of injury will be briefly discussed. Laboratory experience in taping and first-aid techniques will be included.  
*Hours credit: 3.*
- 163. Nutrition and Fitness Performance**  
The course will look at general nutrition with special emphasis looking at how food intake choices relate to exercise performance. Special issues such as diabetes, food allergies, protein, vitamin, and mineral supplementation, weight control, and fad diets will be discussed.  
*Hours credit: 3.*

- 165. Lifetime Wellness**  
This course will introduce dimensions of wellness including lifestyle choices that directly affect physical and emotional health. Health issues such as diabetes, cancer, coronary artery disease, stress, weight control, environmental health, and substance abuse will be discussed in the realm of prevention and recognition of effects on total wellness.  
*Hours credit: 3.*
- 166. Sport Psychology**  
This course prepares students to deal with the psychological principles related to sports. Students will study the various aspects of sports psychology (stress, anxiety, arousal, leadership, group dynamics, relaxation, motivation, personality, etc.).  
*Hours credit: 3.*
- 175. Sport and Spectacle**  
Identical with Classics 175.  
*Hours credit: 3.*
- 204. Leadership and Organizational Dynamics in Sport and Exercise**  
This course will examine the interactions and relationships between leadership and organizational culture within sporting institutions and sports teams. Primary topic areas covered include leadership styles, personality, diversity issues, motivation, levels of administration, conflict resolution, and creating positive change. Students will also have the opportunity to analyze the subject matter and develop their own leadership philosophy.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*
- 261. Exercise Physiology**  
A study of the human body's physiological adaptations to short-term and long-term exercise. Areas of study include energy metabolism, musculoskeletal function, cardiovascular and respiratory responses and adaptations, environmental factors (altitude, heat, cold), neurological control, and general conditioning principles including the development of coordination, agility, power, balance, and speed as they pertain to exercise.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*
- 263. Sports Management**  
The course will involve a study of sport industry roles and functions including collegiate, high school, professional, youth and community sport settings. Areas of content will include facility and event management, risk management, marketing, financing, sponsorship, communications and legal and ethical issues as they pertain to sport industry settings  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*
- 264. Evaluation of Athletic Injuries**  
A study of evaluative assessment of specific joint injuries. Topics include joint and muscle anatomy and mechanics, biomechanical effectiveness of human movement, etiological evaluations, and specialized testing of specific injuries and anatomical deficiencies.  
*Hours credit: 3. Prerequisite: P ED 161 or permission of the instructor.*
- 307. Motor Learning and Development**  
This course will discuss motor development throughout the lifespan. Students

will be able to trace the path of motor development and discuss the implications of general principles for appropriate physical education and movement specialist strategies to enhance motor skill learning. Special attention will be paid to motor learning in the preK-12 and special needs populations.

*Hours credit: 3. Prerequisite: sophomore standing. Offered second semester.*

### 361. Kinesiology

This course examines human anatomy and function of the musculoskeletal systems and mechanical aspects of human movement analysis as it relates to physical activity, exercise, and sport. Students will be able to analyze joint actions, muscle actions, and mechanical principles that apply to specific sport and exercise movements.

*Hours credit: 3. Prerequisite: junior standing or permission of the instructor.*

### 362. Exercise Testing and Prescription

This course prepares students in developing knowledge and skills to effectively administer health appraisals and fitness tests in measuring cardiovascular endurance, muscular fitness, flexibility, and body composition in varied populations of healthy individuals. Topics include medical/health screening, exercise program development, and related discussions on diabetes, pregnancy, coronary heart disease, arthritis, low back pain, children, and the elderly in exercise assessment and prescription.

*Hours credit: 3. Prerequisites: P ED 163 and 261 and junior standing or permission of the instructor.*

### 364. Social and Ethical Issues in Sport

This course examines the function of sports in contemporary American Society. Students will perform a critical analysis of sport-related controversies, and study the ethical considerations used in decision-making. As an upper level course, students will be expected to read and comprehend advanced material, contribute meaningfully to class discussions, and exhibit personal involvement in order to complete course objectives.

*Hours credit: 3. Prerequisite: junior standing or permission of the instructor.*

### 494. Senior Seminar for Sport and Exercise Studies

Students will explore readings and engage in discussions on current trends in sport and exercise studies. Students orally present a literature review paper on a topic area of interest in relation to sport and exercise studies.

*Hours credit: 3. Prerequisite: senior standing.*

## Physics and Astronomy

*Faculty: A. Katrin Schenk, Peter A. Sheldon, Sarah L. Sojka*

Physics is a discipline that seeks to explain the behavior of the natural world with a comprehensive set of fundamental laws. Success in physics requires a keen analytical mind, a strong desire to understand the fundamental principles of nature, and the ability to work hard and persevere.

A physics major earned in the context of a liberal arts education prepares the student for a wide variety of careers. Scientific careers in universities, research laboratories, and industry are the most obvious opportunities, but the training that a physicist receives in analytical reasoning prepares one for a career in medicine, engineering, law, and business as well. Problem-solving ability combined with knowledge of computer programming also leads to careers in computer science and computer programming.

The Bachelor of Arts degree is for the student interested in studying physics, but who is likely to pursue a career in a related field, or a field which requires an analytical mind. The Bachelor of Science degree is for those planning a career in physics or engineering, and for those considering going on to graduate school.

A student interested in a degree in engineering, but who also wants the benefits of a liberal arts education can elect the engineering physics major. See Engineering Physics for a description of the interdisciplinary major.

### PHYSICS MAJOR

Courses	Course Title	Credit Hours
PHYS 115-115L,116-116L	General Physics and Lab	10
PHYS 251	Relativity and Intro Quantum Mechanics	3
PHYS 302	Quantum Mechanics I	3
MATH 149R and 150R	Calculus I and II	6
One of the following:		3
PHYS 331	Electronics Lab	
PHYS 332	Advanced Physics Lab	
PHYS 341	Classical Mechanics	3
PHYS 361	Electromagnetic Theory	3
MATH 250	Calculus III	3
MATH 331	Differential Equations	3
<i>Senior Program</i>		
PHYS 494	Senior Research	1 or 3'
PHYS 495,496	Seminar I-II	1
<b>Total for B.A. Degree in Physics</b>		<b>39 or 41</b>
<i>Additionally for B.S. Degree</i>		
CHEM 105-105L,106-106L	General Chemistry and Lab	8
MATH 241	Linear Algebra	3
PHYS 331 or 332 (not taken in B.A.)		3
PHYS 351	Thermodynamics and Statistical Mechanics	3
PHYS 371	Topics in Theoretical Physics	3
PHYS 474	Quantum Mechanics II	3

Courses	Course Title	Credit Hours
One of the following:		3
CSCI 225	Matlab and Labview	
MATH 420	Numerical Analysis	
Any Computer Science course		

**Total for B.S. Degree in Physics** **65 or 67**

*†If the majority of senior research is completed in an approved summer research program than the student only needs one credit of PHYS 494 during the academic year.*

## PHYSICS EDUCATION MAJOR

Note: Students must also complete the Professional Courses for Secondary Education.

BIOL 103-100LR	Introductory Biology and Lab	4
CHEM 105-105L	General Chemistry and Lab	4
PHYS 115-115L,116-116L	General Physics and Lab	10
PHYS 251	Relativity and Intro Quantum Mechanics	3
PHYS 302	Quantum Mechanics I	3
MATH 149R and 150R	Calculus I and II	6
One of the following:		3
MATH 227	Elementary Applied Statistics	
PSYC 227R	Applied Statistical Analysis	
PHYS 331	Electronics Lab	3
PHYS 332	Advanced Physics Lab	3
PHYS 341	Classical Mechanics	3
PHYS 361	Electromagnetic Theory	3

Senior Program

PHYS 494	Senior Research	1
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**Total for B.A. Degree in Physics Education** **46**

• A student cannot complete both a physics degree and the physics education degree.

## Engineering Minor

CSCI 225	Matlab and Labview	3
PHYS 115-115L,116-116L	General Physics and Lab	10
PHYS 216	Statics	3
PHYS 256	Green Engineering Design	3
One of the following:		3
PHYS 331	Electronics Lab	
PHYS 351	Thermodynamics and Statistical Mechanics	

**Total for Minor in Engineering** **22**

• Additional courses required as prerequisites include MATH 149 and 150 or their equivalents.

• Students majoring in physics may also minor in engineering.

## Physics Minor

PHYS 115-115L,116-116L	General Physics and Lab	10
PHYS 251	Relativity and Intro Quantum Mechanics	3
PHYS 302	Quantum Mechanics I	3
One additional 300-level Physics course		3
<b>Total for Minor in Physics</b>		<b>19</b>

## RECOMMENDED COURSES

One year of biology; CHEM 307, 308; one year of computer science; MATH 343; 420; 426; and COMM/PHIL 175; 230.

## SPECIAL PROGRAMS

Recent physics majors have successfully participated in summer research programs at NASA, the University of Virginia, the College of William and Mary, the National Institute of Standards and Technology, Lehigh University, Bucknell University, Kansas State University, and the Thomas Jefferson National Lab.

## PHYSICS

### 101. Step-Up to Physical Science and Engineering at Randolph (SUPER)

This course is a lab/lecture course in which students will study physics and applied mathematics at the level of pre-calculus or calculus, depending on the level of the student enrolled. In the lab portion, students will study robotics and do a building project. This is an intensive class for new students and will meet for 45 hours over two weeks prior to August orientation.

*Hours credit: 3. Offered in the summer prior to the start of the fall semester.*

### 102. Science Outreach

This is a hands-on, experiential, cultural learning course for science enthusiasts. Students will build science demonstration apparatuses, learn about the educational benefits, and actually go out in the field and do science demonstration shows and classes in the Lynchburg area. Students will participate in a minimum of 15 hours of outreach (outside of class) each semester.

*Hours credit: 1. Offered on a Pass/Fail basis only. May be repeated for credit up to a maximum of four credits.*

### 105,106. Introductory Physics

An algebra-based introduction to fundamental topics in physics, including mechanics, thermodynamics, wave motion, and electromagnetism.

*Hours credit: 3,3. Prerequisite: MATH 119R or equivalent. Calculus is not required. Alternate years: offered 2017–18.*

### 105L,106L. Introductory Physics Laboratory

Laboratory work and experiments related to topics studied in Physics 105, 106.

*Hours credit: 1,1. Corequisite or prerequisite: PHYS 105, 106 or the equivalent. Alternate years: offered 2017–18.*

### 115,116. General Physics

Classical mechanics, heat, and electromagnetism. A calculus-based presentation of basic physical principles for students interested in the sciences or mathematics.

*Hours credit: 4,4. Prerequisite or corequisite: MATH 149R or the equivalent.*

### 115L,116L. General Physics Laboratory

Laboratory work and experiments related to the topics studied in Physics 115, 116.

*Hours credit: 1,1. Corequisite or prerequisite: PHYS 115, 116 or the equivalent.*

### 176,176L. Physical Geology and Lab

Identical with Environmental Studies 176, 176L.

*Hours credit: 3,1. Offered first semester.*

### 216. Statics

This course focuses on external (both applied and reactive) and internal forces on rigid bodies or particles that are stationary or moving with constant velocity. These concepts are applied to simple trusses, frames, and machines.

*Hours credit: 3. Prerequisite: PHYS 115. Alternate years: offered 2018–19.*

- 251. Relativity and Introduction to Quantum Mechanics**  
Topics include special relativity, wave/particle duality, the Bohr model of hydrogen, and an introduction to quantum mechanics.  
*Hours credit: 3. Prerequisite: PHYS 116.*
- 256. Green Engineering Design**  
Rising energy prices. Climate change. Massive oil spills. Engineering design is the process of devising a system to meet a need, and green engineering – one of the fastest growing fields in the US – addresses these pressing issues and more that are pertinent to our planet today. This course is meant to be a general introduction to the field of engineering, and students will be given a chance to see first-hand how engineers design power plants, buildings, and transportation to be cleaner and more energy efficient.  
*Hours credit: 3. Prerequisite: one semester of any science. Alternate years: offered first semester 2018–19.*
- 302. Quantum Mechanics I**  
A continued study of quantum mechanics including important one-dimensional applications and the hydrogen atom.  
*Hours credit: 3. Prerequisite: PHYS 251.*
- 331. Electronics Laboratory**  
A lecture laboratory course with emphasis on practical applications. Includes hands-on experience in building and testing electronic circuits and devices, and an introduction to digital logic, digital electronics, and computer interfacing.  
*Hours credit: 3. Prerequisite: PHYS 116,116L; MATH 150R. Alternate years: offered second semester 2017–18.*
- 332. Advanced Physics Laboratory**  
A lecture laboratory with experiments in various branches including optics and lasers of physics with emphasis on modern physics. Includes the study of physical systems through computer simulations and modeling as well as advanced techniques in data analysis.  
*Hours credit: 3. Prerequisite: PHYS 251, MATH 150R. Alternate years: offered 2018–19.*
- 341. Classical Mechanics**  
Topics include solutions of Newtonian equations of motion, Lagrangian and Hamiltonian dynamics.  
*Hours credit: 3. Prerequisite: PHYS 116 and MATH 250; 331. MATH 331 may be a corequisite. Alternate years: offered 2017–18.*
- 351. Thermodynamics and Statistical Mechanics**  
An introduction to thermodynamics and statistical mechanics, including review of important topics from statistics and probability, statistical description of particle systems, calculation of thermodynamic quantities, quantum statistics of ideal gases, and other basic methods and results of thermodynamics and statistical mechanics.  
*Hours credit: 3. Prerequisite: PHYS 116. Alternate years: offered second semester 2018–19.*
- 361. Electromagnetic Theory**  
A study of classical electromagnetic theory, including electrostatic and magnetostatic fields, Maxwell's equations, and electromagnetic plane waves.  
*Hours credit: 3. Prerequisite: PHYS 116 and MATH 250; 331. Alternate years: offered second semester 2017–18.*
- 371. Topics in Theoretical Physics**  
Topics selected from classical mechanics, electromagnetic theory, quantum

mechanics, statistical mechanics, optics, or other subjects of interest to faculty and students.

*Hours credit: 3. Prerequisite: PHYS 302; 341; and 361. May be repeated for credit when topic differs. Alternate years: offered 2018–19.*

- 394. Research Topics in Physics**  
Students take part in research projects in conjunction with a faculty member in a field of mutual interest and learn research and problem solving methods. Research results are written up in formal lab reports and in some cases will be published.  
*Hours credit: 1, 2, or 3. Prerequisite: permission of the Department. May be repeated for credit up to a maximum of nine hours.*
- 474. Quantum Mechanics II**  
Quantum mechanics including postulates and formalism, angular momentum, and spin.  
*Hours credit: 3. Prerequisite: PHYS 302 and MATH 241 and 331. Alternate years: offered 2018–19.*
- 494. Senior Research**  
Students complete individualized research projects. Research results are presented in a formal paper and an oral presentation before faculty and students. The senior research course also includes a comprehensive final examination in physics.  
*Hours credit: 1 or 3. Prerequisite: permission of the Department.*
- 495,496. Senior Seminar I-II**  
The seminar requires students to explore the areas of their personal interest in physics in order to inform their choice of research, graduate school, and employment. Students are also asked to make connections across topics in physics through a review of the major ideas in mechanics, electricity and magnetism, relativity, and quantum mechanics. In the first semester, students focus on careers and in the second semester the focus is on topics.  
*Hours credit: .5,.5. Prerequisite: permission of the Department.*
- ASTRONOMY**
- 101. Introductory Astronomy: The Solar System**  
An introduction to astronomy, including naked-eye astronomy, the historical development of astronomical models, and basic astrophysical principles with a focus on our solar system and the growing number of examples of extrasolar systems.  
*Hours credit: 3. Alternate years: offered 2018–19.*
- 101L. Introductory Astronomy Laboratory: The Solar System**  
Laboratory work and exercises related to topics studied in Astronomy 101. No previous laboratory experience is assumed.  
*Hours credit: 1. Prerequisite or corequisite: ASTR 101L. Alternate years: offered 2018–19.*
- 103. Introductory Astronomy: Cosmology**  
An introduction to astronomy, including naked-eye astronomy, the historical development of astronomical models, and basic astrophysical principles with a focus on astronomy outside of our solar system including surveying the stars, galactic dynamics, and the beginnings and fate of the universe.  
*Hours credit: 3. Alternate years: offered 2017–18.*
- 103L. Introductory Astronomy Laboratory: Cosmology**  
Laboratory work and exercises related to topics studied in Astronomy 103. No previous laboratory experience is assumed.  
*Hours credit: 1. Prerequisite or corequisite: ASTR 103L. Alternate years: offered 2017–18.*

## Political Science

*Faculty:* Mari Ishibashi, Aaron Shreve, Vincent B. Vecera

Political science is a wide ranging discipline composed of many separate fields and specializations at the local, national and international levels. What holds all the separate fields together is a common interest in questions regarding the following: governmental and international institutions and their sources of power, political conflict and its resolution, political mechanisms for defining and achieving justice, and the origins and results of policy choices at the local, national, and international level, among other things. The Department addresses these and other issues through a variety of courses in American government, comparative government, and international relations. Given the diversity of interests within the field, majors will work with their advisor to tailor their program to their particular interest. Most are encouraged to undertake internships or engage in other experiences to bolster their understanding of political processes. Majors are encouraged to take courses outside the Department that support their academic interests and/or their career goals. Those with a very strong interest in international politics and issues might want to consider the global studies major. Students may choose to major in political science or do one of the two minors.

### POLITICAL SCIENCE MAJOR

<b>Courses</b>	<b>Course Title</b>	<b>Credit Hours</b>
POL 101	American Politics	3
One of the following:		3
POL 105	Comparative Democracies	
POL 113R	World Politics and Organizations	
POL 231	Research Methods in Political Science	3
POL/PHIL 376	Topics in Political Philosophy	3
Five additional Political Science 200-level or above courses		15
<i>Senior Program</i>		
POL 495	Political Science Seminar	3
<b>Total for B.A. Degree in Political Science</b>		<b>30</b>
• <i>Fifteen hours of the courses in the major, including POL 495, must be completed in residence at Randolph College.</i>		
• <i>Advanced Placement/International Baccalaureate work can be used to fulfill major requirements, but the student must still complete 30 hours beyond this in the major.</i>		

### American Politics Minor

POL 101	American Politics	3
Four of the following:		12
POL 211	Elections and Public Opinion	
POL 228	The US Congress and Presidency	
POL 323	Constitutional Law/Politics	
POL 324	Civil Rights	
POL 326	Public Policy Analysis	
POL 387	U. S. National Security	
<b>Total for Minor in American Politics</b>		<b>15</b>

### Comparative Politics/International Relations Minor

<b>Courses</b>	<b>Course Title</b>	<b>Credit Hours</b>
POL 105	Comparative Democracies	3
POL 113R	World Politics and Organization	3
Three of the following:		9
POL 215	Human Rights in Latin American Context	
POL 220	Global Issues at the United Nations	
POL 222	Gender Politics in Asia	
POL 239	Global to Local Studies	
POL 328	Ethnic and Political Conflicts in Asia	
POL 330	International Law and Global Governance	
POL 332	Global Politics of Extremism	
POL 387	U. S. National Security	
<b>Total for Minor in Comparative Politics/International Relations</b>		<b>15</b>

### SPECIAL PROGRAMS

Majors with an emphasis on American politics are encouraged to participate in appropriate Washington Semester Programs at the American University or other programs combining practical experience with courses in Washington, D.C. See Domestic Study.

### EXPERIENTIAL LEARNING EXAMPLES

Law office intern; Circuit Court intern; staff aide to a member of Congress; campaign aide.

#### 101. American Politics

An examination of the American political system through an analysis of the political culture, Constitution, party and interest group structure, governmental institutions, and the decision-making process in the United States.

*Hours credit: 3.*

#### 105. Comparative Democracies

Provides students with an understanding of core concepts and theories in comparative politics. Through an examination of political institutions, ideologies, and political culture, the course will address various questions about democracy. Students will explore fundamental challenges countries (China, India, Nigeria, Iraq, and others) face such as economic development, ethnic conflict, political violence, and treatment of religious and gender minorities through seven case studies.

*Hours credit: 3.*

#### 107. Peace and Conflict Resolution

Introduces students to different ways of understanding peace, violence, and war and of analyzing the war culture which encourages aggression, violence, and injustice in our immediate and global communities. Toward the goal of social and political change, students will be challenged to examine various approaches to peacemaking and peacebuilding, including nonviolence, peace education, and reconciliation. *Hours credit: 3.*

#### 113R. World Politics and Organization

Surveys the dominant international relations theories and contemporary forces that shape human, national, and global security. Special attention is given to new players, such as intergovernmental organizations, nongovernmental actors, and civil society,

and issues, such as terrorism and the global justice movement, that are giving new shape to the global political environment.

*Hours credit: 3.*

**115. Introduction to East Asian Politics and Culture**

An introduction to the societies and politics of East Asia with the focus on Japan, China, and Korea. Topics covered will include gender and cultural issues, immigration, minority politics, and nationalism.

*Hours credit: 3.*

**211. Elections and Public Opinion**

An examination of the interaction of political parties and public opinion in electoral politics in the U.S. Topics will include the history and current status of political parties, the changing nature of elections, and trends in public opinion. The course is scheduled to coincide with a national election which will be used as a case study.

*Hours credit: 3. Prerequisite: sophomore standing. Alternate years: offered 2018–19.*

**215. Human Rights in the Latin American Context**

Examines the human rights landscape across contemporary Latin America. Themes include reconciliation following mass atrocity, economic versus political rights, and new social movements that prod governments to follow their human rights obligations. The unique role of the United States and free trade agreements is worked into the analysis of hemispheric human rights patterns.

*Hours credit: 3. Offered second semester.*

**220. Global Issues at the United Nations**

Covers the basics of the UN system, including its history, structures, and documentation system. Heavy emphasis is placed on writing, research, speaking, and collaboration skills. The class will undertake a parallel study of a specific country in conjunction with the spring National Model United Nations (NMUN) conference. Only students selected in late fall for the NMUN Conference can enroll in the course and participate in the NMUN conference. All conference participants must be enrolled in the course for full credit during the semester of the conference.

*Hours credit: 3. Prerequisite: permission of the instructor. May be repeated for credit when topic differs up to a maximum of 9 hours. This course fulfills the intercultural competence graduation requirement.*

**222. Gender Politics in Asia**

Surveys the ways gender is experienced by women in Asia. Issues covered include sexual and reproductive decision making, domestic violence, human trafficking, son preference, dowry, and honor killing drawn from Asia. The class will also learn how gender issues are treated in their societies and politics and explore how different actors seek solutions to these issues in the context of global politics.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*

**228. The U.S. Congress and Presidency**

This is an intermediate course on institutional politics in the United States, focusing on the behavior of members of Congress and presidents. Students will examine how the organization, rules, and norms of Congress influence both the individual behavior of congresspersons as well as legislative agendas and outcomes. The course will examine how presidents use the institutional advantages of the White House to pursue policy goals. Particular attention will be paid to conflicts between the three branches and how congresspersons, presidents, and judges attempt to enact favored policies.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Offered as needed.*

**231. Research Methods in Political Science**

This course familiarizes students with a variety of techniques for the investigation of political problems. The first half of the semester is an exploration of how to ask and answer social science questions. In the second half of the course students gain hands-on experience using statistical software to investigate and describe political problems. No prior familiarity with statistics is assumed.

*Hours credit: 3. A student may receive credit for two these courses: MATH 227, POL 231, PSYC 227R, or SOC 395. Alternate years: offered second semester 2018–19.*

**239. Global to Local Studies**

Surveys issues, such as health and food security, at the global and local levels of analysis. Students intending to major in global studies learn about the options for the focus area, and the class includes a service learning project that involves local leaders and contributes to the community in mutually beneficial ways.

*Hours credit: 3. Prerequisite: POL 113R.*

**323. Constitutional Law and Politics**

A study of the role of the Supreme Court in describing the powers of government and in defining the civil liberties guaranteed by the Bill of Rights. An emphasis is placed on freedom of expression and religion.

*Hours credit: 3. Prerequisite: junior standing. Alternate years: offered 2017–18.*

**324. Civil Rights**

An examination of the Constitutional and statutory basis for the rights of minorities and women. The readings consist mostly of Supreme Court opinions, supplemented with readings about civil rights movements and political and policy issues raised by the legal decisions.

*Hours credit: 3. Prerequisite: junior standing. Alternate years: offered 2017–18.*

**326. Public Policy Analysis**

This is an entry-level course on federal domestic policy making in the United States. In the first half of the course students will discuss the theory of public policy analysis, focusing on the influence of institutional norms and rules, interest groups, and the public. The second half of the course will consist of a series of case studies of domestic policy issues. Topics may include social security, health care, employment discrimination, criminal justice, and/or anti-poverty policy. Students will pay particular attention to how individuals and institutions interpret policy questions differently as a result of their position in society.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2018–19.*

**328. Ethnic and Political Conflicts in Asia**

This is an in-depth analysis of the causes, escalation, and resolution of ethnic and political conflicts within and between communities, societies, ethnic groups, and states in Asia. The class will examine various explanations of conflicts by analyzing the political implications of nationalism, race, ethnicity, and religion and explore ways to prevent, manage, and/or resolve conflicts.

*Hours credit: 3. Prerequisite: junior standing or permission of the instructor. Alternate years.*

**330. International Law and Global Governance**

A study of the principles and practices of international law and its major issue areas, including state responsibility, international versus domestic legal systems, and trends in universal jurisdiction. The course covers contemporary developments, such as the International Criminal Court, ad hoc war crimes tribunals, and post-9/11

debates governing the rules of torture. Later in the course, students simulate an international court on a topic of global concern.

*Hours credit: 3. Prerequisite: sophomore standing. Offered first semester.*

**332. Global Politics of Extremism**

Surveys why extremism emerges in societies and transcends borders. Through case studies, students will explore topics including psychology of terrorism, gendered violence, rhetoric of terror, recruitment and use of social networks, cyber terrorism, and the political economy of terrorism. This will be followed by a section on deradicalization and disengagement of extremist actors and groups.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2018–19.*

**376. Topics in Political Philosophy**

An examination of themes in Western political philosophy relying on the works of philosophers from the classical through the modern era. Topics will vary from year to year and will include themes such as justice, equality, liberty, and democracy. Identical with Philosophy 376.

*Hours credit: 3. Prerequisite: junior standing. May be repeated for credit when topic differs up to a maximum of 9 hours.*

**387. U. S. National Security**

A study of the development of national security policies since 1945. The course examines the decision-making and structure of the US national security policy process. The course also analyzes the foundational components of US national security, including deterrence and assumptions upon which it is based, the effects of nuclear weapons upon conduct of war, alliance systems, and the international system. The course will also include an examination of new threats to national security, like terrorism and climate change and a simulation of the US national security process.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. One time only.*

**494. Senior Research**

Each student will work on a research problem chosen in consultation with departmental faculty. A final paper embodying original research in an area of politics will be required.

*Hours credit: 3. Prerequisite: senior standing.*

**495. Political Science Seminar**

A discussion of current issues in U.S. world politics combined with a major research paper.

*Hours credit: 3. Prerequisite: permission of the Department. Required of all political science majors.*

**496. Global Studies Capstone**

Completes the student's course of study in the major. In addition to doing weekly assignments, each student undertakes a capstone project that integrates coursework done in the focus area and facilitates one class discussion on the topic.

*Hours credit: 3. Prerequisite: permission of the Department.*

## Psychology

*Faculty:* Richard D. Barnes, Dennis M. Goff, E. Blair Gross, Holly E. Tatum

Psychology is the scientific study of behavior and mental processes. Although psychology is a relatively new science (The first psychology laboratory was established in 1879 at the University of Leipzig, Germany), the College has had a psychology laboratory since the beginning in 1893. In fact, the College's psychology laboratory was the first at a college or university in the South. This tradition of a laboratory-based education continues in the current academic program.

The Department offers study in a broad range of the fields of psychology, including courses in abnormal behavior, cognitive processes, developmental, environmental, physiological, and social psychology. The emphasis within these areas is to prepare the student to evaluate critically evidence about behavior and mental processes with a strong emphasis on research design and interpretation of data. The knowledge and skills acquired in this liberal arts program enable students to pursue a career in related areas or to continue their education at the graduate level.

### PSYCHOLOGY MAJOR

Courses	Course Title	Credit Hours
PSYC 105R	Introduction to Psychology	3
PSYC 227R	Applied Statistical Analysis	3
PSYC 228R	Research Design and Methodology	3
PSYC 230	Experimental Psychology Lab	3
One of the following:		3
PSYC 209	Sensation and Perception	
PSYC 211	Cognitive Psychology	
PSYC 251	Biological Bases of Behavior	
Two of the following:		6
PSYC 202	Personality Psychology	
PSYC 205	Social Psychology	
PSYC 208	Developmental Psychology	
PSYC 212	Psychology of Gender	
PSYC 213	Psychological Disorders	
Two of the following:		6
PSYC 316	Testing and Measurement	
PSYC 320	Environmental Psychology	
PSYC 330	Health Psychology	
PSYC 334	Myths and Controversies in Psychology	
PSYC 338	Cognitive Neuroscience	
PSYC 341	Evolutionary Psychology	
PSYC 343	Psychopharmacology	
PSYC 361	Advanced Topics in Psychology	
PSYC 351	History of Psychology	3
<i>Senior Program</i>		
PSYC 493,494	Capstone Seminar in Psychology	6
<b>Total for B.A. Degree in Psychology</b>		<b>36</b>

**Psychology Minor**

<b>Courses</b>	<b>Course Title</b>	<b>Credit Hours</b>
PSYC 105R	Introduction to Psychology	3
PSYC 227R	Applied Statistical Analysis	3
PSYC 228R	Research Design and Methodology	3
One of the following:		3
PSYC 209	Sensation and Perception	
PSYC 211	Cognitive Psychology	
PSYC 251	Biological Bases of Behavior	
One of the following:		3
PSYC 202	Personality Psychology	
PSYC 205	Social Psychology	
PSYC 208	Developmental Psychology	
PSYC 212	Psychology of Gender	
PSYC 213	Psychological Disorders	
One 300-Level Course:		3
PSYC 316	Testing and Measurement	
PSYC 320	Environmental Psychology	
PSYC 330	Health Psychology	
PSYC 334	Myths and Controversies in Psychology	
PSYC 338	Cognitive Neuroscience	
PSYC 341	Evolutionary Psychology	
PSYC 343	Psychopharmacology	
PSYC 361	Advanced Topics in Psychology	
<b>Total for Minor in Psychology</b>		<b>18</b>

**EXPERIENTIAL LEARNING EXAMPLES**

Clinical work in child development, acute psychiatric care, marketing, juvenile and domestic courts, clinical social work, art therapy, residential treatment of adolescents.

**105R. Introduction to Psychology**

This course will survey basic principles of psychology. Topics include history of psychology, research methods, neuroscience and behavior, nature, nurture, development through the lifespan, thinking and language, psychological disorders, sensation and perception, states of consciousness, learning, memory, emotions, and social psychology. Additional topics could include motivation, personality, intelligence, health/stress, and therapy.

*Hours credit: 3.*

**202. Personality Psychology**

The study of theories and research on individual differences and the sense of self. Readings and discussion focus on the major theoretical perspectives on the structure and development of human personality, and on methods for assessing individual differences. Cultural differences in theories of personality are considered, and current research studies on biological and environmental influences on personality are explored.

*Hours credit: 3. Prerequisite: PSYC 105R. Alternate years: offered 2018–19.*

**205. Social Psychology**

An introduction to the scientific study of social behavior. Traditional areas such as attitudes, aggressive and prosocial behavior, interpersonal attraction, person perception, and group dynamics are covered, as well as the application of social psychological research to contemporary social problems.

*Hours credit: 3. Prerequisite: PSYC 105R.*

**208. Developmental Psychology**

An overview of growth, maturation, and change in the human from conception through adolescence. The topics discussed include prenatal effects on the development of behavior, development of cognitive abilities in early childhood, and the effects of social interactions on development of personality and cognition.

*Hours credit: 3. Prerequisite: PSYC 105R or permission of the instructor.*

**209. Sensation and Perception**

How do we come to learn about the world around us? How do we construct a conception of physical reality based on sensory experience? This course will cover the basic theories and methods of studying sensation and perception. The major emphasis is on vision and audition, although other modalities may be covered. Representative topics include receptor function and physiology, color, motion, depth, psychophysics of detection, perceptual constancies, adaptation, pattern recognition, and the interaction of knowledge and perception.

*Hours credit: 3. Prerequisite: PSYC 105R. Alternate years: offered 2017–18.*

**211. Cognitive Psychology**

This course is an introduction to human cognition and will cover how humans learn to deal with information from the environment. Students will concentrate on the classic topics including memory, attention, categorization, problem solving, language, reasoning, and decision making. Included is a discussion of the established theories and findings of cognitive psychology, how they relate to brain structure and functions, how these findings can be applied to real world problems, and how different methods of cognitive research can be used to understand mental processes.

*Hours credit: 3. Prerequisite: PSYC 105R. Alternate years: offered 2018–19.*

**212. Psychology of Gender**

Consideration of how gender is related to the way people think, feel, and act in the world, and how gender-related differences develop. Course will focus on theories, questions, methods, and findings of psychological research on gender and gender development. The role of gender will be studied in relation to gender roles, identity, child and adolescent development, sexuality, health (physical and mental), close relationships, family life, work (paid and unpaid), violence, and harassment.

*Hours credit: 3. Prerequisite: PSYC 105R or G ST 201. Alternate years: offered first semester 2018–19.*

**213. Psychological Disorders**

A survey of the etiology, diagnosis, and treatment of the various forms of psychopathology, e.g., a comparison of the physiological and environmental explanations of depression and the implication of each of these explanations for treatment.

*Hours credit: 3. Prerequisite: PSYC 105R.*

**227R. Applied Statistical Analysis in the Psychological Sciences**

An introduction to statistical analysis as it is practiced in Psychology. Topics include sampling, descriptive statistics, statistical inference, and introduction to both

nonparametric and parametric statistical tests. Students will also gain experience reading articles from the research literature.

*Hours credit: 3. Prerequisite: PSYC 105R or permission of the instructor. A student may receive credit for two of these courses: MATH 227, POL 231, PSYC 227R, or SOC 395.*

**228R. Research Design and Methodology**

Discussion of techniques used in psychological research. Topics include basic research designs, ethical concerns, the use of descriptive and inferential statistics within psychological research, drawing conclusions from results, and writing and reporting findings. Throughout the semester, students will develop an original research hypothesis and will write a research proposal in an APA-style paper.

*Hours credit: 3. Prerequisite: PSYC 105R and 227R.*

**230. Experimental Psychology**

Students learn how to critically evaluate published psychological research from the major sub-divisions of the discipline, design and conduct experiments, analyze data using SPSS, and write research reports in APA style. Students design and carry out an experiment and present it in a conference-style presentation. This course is writing intensive. Psychology majors have priority registration.

*Hours credit: 3. Prerequisite or corequisite: PSYC 228R.*

**251. Biological Bases of Behavior**

This course presents a survey of the biological bases of human behaviors. The first part of the course consists of an introduction to structure and functions of the nervous system including the role of hormones in that function. The latter part of the course explores the application of those concepts to explanations of behavior with a special focus on humans.

*Hours credit: 3. Prerequisite: PSYC 105R or permission of the instructor. Alternate years: offered second semester 2017–18.*

**305R. Research Problems in Psychology**

Each student investigates a special problem under the direction of the instructor. The research is supplemented by readings and individual conferences with the instructor.

*Hours credit: 1, 2, or 3. Open only to psychology majors in consultation with faculty. Individual conferences to be arranged. Prerequisite: PSYC 228R. May be repeated for credit up to a maximum of 9 semester hours. Sections might be offered on a Pass/Fail basis at the discretion of the instructor.*

**316. Testing and Measurements**

This course explores the theory and practice of psychological assessment. Major topics include test construction and validation, with attention to statistical techniques; appropriate test use, including legal and ethical issues; and major tests for measuring mental abilities, achievement, personality, and psychopathology. Throughout the semester, students will develop and validate an original measurement tool and will report on their research in an APA-style paper.

*Hours credit: 3. Prerequisite: PSYC 228R. Alternate years: offered 2018–19.*

**320. Environmental Psychology**

This course explores the interaction of humans with the designed physical environment and with natural environments. Topics include cognitive maps and wayfinding, personal space, territoriality, privacy, and environmental attitudes and behavior. Emphasis is placed on theories of environment-behavior relationships and applications of environmental psychology in architecture and urban planning, with

particular focus on contributions of psychology to design of sustainable buildings and communities.

*Hours credit: 3. Prerequisite: PSYC 105R or permission of the instructor. Alternate years: offered first semester 2017–18.*

**330. Health Psychology**

A study of psychological influences on health, illness, coping, stress, pain, and health-related behaviors. Discussion of how health is related to attitudes, emotions, personality, and social support. A focus on health-enhancing and health-compromising behaviors will allow students to develop and implement a personal health behavior modification program.

*Hours credit: 3. Prerequisite: PSYC 228R or permission of instructor. Alternate years: offered 2017–18.*

**334. Myths and Controversies in Psychology**

This course is a careful examination of common myths, controversies, and misconceptions in psychology. Topics include memory, learning, technologies, and psychopathology. For each topic, students will read and debate popular and professional presentations as well as new research articles to settle these issues. In doing so, students will strengthen their skills in evaluating research methodology and review advanced statistical practices.

*Hours credit: 3. Prerequisite: PSYC 228R or permission of the instructor. Alternate years: offered 2018–19.*

**338. Cognitive Neuroscience**

This course explores the link between processes of mind and brain. The class will investigate how scientists utilize current technologies to understand the neuronal activity and anatomy of the brain that supports perception, memory storage, and recall, among other topics. Students will read and evaluate scientific sources and compare those findings to one popular culture depiction of a mind - zombies.

*Hours credit: 3. Prerequisite: PSYC 228R or permission of instructor. Alternate years: offered 2017–18.*

**341. Evolutionary Psychology**

An examination of how the processes of evolution have influenced the development of human thinking and behaviors. Exploration may include the study of reproductive behaviors, parental behaviors, aggression, altruism, emotional expression, language, and others. The course will be conducted primarily as a seminar and include readings from popular press texts, theoretical scholarly articles, and original reports of research results.

*Hours credit: 3. Prerequisite: PSYC 228R or permission of instructor. Alternate years: offered 2018–19.*

**343. Psychopharmacology**

This course presents a look at the ways that drugs can affect behavior. The course will include an in depth review of neurotransmission including neurotransmitter systems and functions of the synapse. The effects of both recreational drugs and psychotherapeutic drugs on those systems will be presented along with discussion of behavioral consequences of using those drugs. Primary source readings will be used to explore the methodology of research in this area. Historical and contemporary social and medical policy for use and misuse of these drugs will also be considered.

*Hours credit: 3. Prerequisite: PSYC 228R. Alternate years: offered 2017–18.*

**351. History of Psychology**

This course addresses the roots of modern psychological thought and methodology, from their origins in philosophy and the natural sciences through the refinements

of psychology in its current form. In addition to learning about the major schools of psychology, e.g., Functionalism, Behaviorism, Psychoanalysis, students will explore how cultural forces shape psychological theories and the experiences of the people who develop them.

*Hours credit: 3. Prerequisite: twelve hours in psychology and junior standing or permission of the instructor.*

**361. Advanced Topics in Psychology**

Exploration of a focused research area of psychology through primary source readings and discussion. Topics will vary from year to year.

*Hours credit: 3. Prerequisite: PSYC 228R. Offered as needed.*

**493,494. Capstone Seminar in Psychology**

The two-semester seminar is focused on supporting development and execution of a senior research project. Supporting assignments include discussion of issues in contemporary psychology, research ethics, methodology, and style of presentation for psychological research. During the first semester each student, in consultation with faculty, develops a proposal for a research project in a chosen area of psychology. These projects are carried out during the second semester and are presented both in an American Psychological Association style research paper and orally to the seminar. Students present the results of their research at a regional conference.

*Hours credit: 3,3. Prerequisite: PSYC 228R, 229L, or permission of the instructor.*

## Religious Studies

*Faculty: Suzanne M. Bessenger, Gordon B. Steffey*

Why study religion? Integral to the configuration and exercise of political power, gender, sex, war, and work, world religions shape the institutional order and the individuals who dwell therein. Course offerings in religious studies reflect a multidisciplinary and intercultural approach to religious forms of life, past and present, with an eye to the cultivation of critical, adaptive, and just engagement in the global public square. Focus areas include the historical and conceptual footings of Abrahamic and ‘Eastern’ thought, textual criticism and transmission, philosophies of religion, and intersections with literature and culture.

Majoring in religious studies sharpens critical thinking, written and oral expression, and intercultural competence. To study world religions is to acquire fluency in a diverse range of worldviews that profoundly shape the values and behaviors of men and women in a pluralistic public square. Such fluency is integral to achieving the “life more abundant” which Randolph College commends.

### RELIGIOUS STUDIES MAJOR

Courses	Course Title	Credit Hours
RELG 201	Children of Abraham	3
RELG 202	Sons and Daughters of the Buddha	3
One of the following:		3
RELG 111	Hebrew Bible	
RELG 112	New Testament	
RELG 147	Religions of Asia	
RELG 264	Tibet: Religion in the Land of the Snows	
One of the following:		3
RELG 266	Hindu Traditions of India	
RELG 270	Buddhism	
One of the following:		3
RELG 172	Jesus to Jerry: Two Thousand Years of Christianities	
RELG 238	In the Footsteps of Muhammad	
RELG 240	The Man from Nazareth	
One or both of the following ( <i>students who take both will need only one special topics course below</i> ) <sup>1</sup> :		3-6
RELG 253	In Memory of Her	
RELG 268	Gendering Enlightenment	
One or two of the following special topics courses ( <i>one each in Abrahamic and Eastern traditions. Special topics courses are designated as either Abrahamic or Eastern in the course descriptions.</i> ) <sup>1</sup> :		3-6
RELG 128	Hinduism and Visual Culture	
RELG 168	Death, Dying, and Other Opportunities	
RELG/PHIL 183	Faith and Doubt	
RELG 250	God after Auschwitz	
RELG 261	Reel Religion	
RELG/PHIL 275	True Religion	
RELG 301	Immortal Longings	
RELG 317	Topics Modern and Contemporary Religious Thought	

<b>Courses</b>	<b>Course Title</b>	<b>Credit Hours</b>
Senior Program:		
RELG 493	Methods in Religious Studies	3
RELG 494	Writing Workshop	3
<b>Total for B.A. Degree in Religious Studies</b>		<b>30</b>
<i>'The major requires 30 hours, and students can choose to take either one or two special topics courses as indicated above.</i>		
<b>Religious Studies Minor</b>		
RELG 201	Children of Abraham	3
RELG 202	Sons and Daughters of the Buddha	3
One of the following:		3
RELG 147	Religions of Asia	
RELG 264	Tibet: Religion in the Land of the Snows	
RELG 266	Hindu Traditions of India	
RELG 270	Buddhism	
One of the following:		3
RELG 111	Hebrew Bible	
RELG 112	New Testament	
RELG 238	In the Footsteps of Muhammad	
RELG 240	The Man from Nazareth	
One of the following:		3
RELG 128	Hinduism and Visual Culture	
RELG 168	Death, Dying, and Other Opportunities	
RELG/PHIL 183	Faith and Doubt	
RELG 250	God after Auschwitz	
RELG 261	Reel Religion	
RELG/PHIL 275	True Religion	
RELG 301	Immortal Longings	
RELG 317	Topics Modern & Contemporary Religious Thought	
<b>Total for Minor in Religious Studies</b>		<b>15</b>

## RECOMMENDED COURSES

SOC 101, 310; COMM/PHIL 175; and appropriate courses in the History Department. Students aspiring to graduate school in religious studies should achieve fluency in a relevant ancient and/or modern language.

## EXPERIENTIAL LEARNING EXAMPLES

Internships in local hospitals and organizations, participation in summer language institutes, summer travel-study programs, volunteer opportunities with NGOs and humanitarian groups, and so forth.

### 111. Hebrew Bible

The Hebrew Bible is an anthology reflecting the religious life and thought of ancient Israel and a primary source for beliefs, desires, and norms that underpin Western civilization. Students study and employ a wide range of strategies proper to scholarly analysis of the diverse textual traditions enshrined in the Hebrew Bible. Topics

include founding legends, prophecy, wisdom, and apocalypse. Special emphasis on resettling the Bible into its ancient Near Eastern milieu.

*Hours credit: 3.*

### 112. New Testament

Scholarly analysis of the canonical anthology of the early Christian movement, emphasizing its origin in provincial Palestinian culture and efflorescence in Asia Minor of the first two centuries CE. Students study and employ a wide range of strategies for ascertaining the origin, setting, transmission, and aims of New Testament writings. Topics include scholarly reconstructions of the historical Jesus, diverse perspectives on Jesus among early Christian communities, the thought-world and ministry of the apostle Paul, formation of the New Testament canon, and the evolution of orthodoxy.

*Hours credit: 3.*

### 128. Hinduism and Visual Culture

This course examines the creation and transmission of those religious traditions of South Asia commonly labeled "Hinduism" via visually mediated interactions such as film, comic books, murti, puja, and darshan. Topics to be examined include caste and class, brahmanical and renouncer traditions, women and gender, diaspora, and the continuing relevance of visual renderings of great epics such as the Ramayana.

*Hours credit: 3.*

### 147. The Religions of Asia

This course provides a thematic and historical overview of Hinduism, Buddhism, Daoism, and Confucianism. To accomplish this ambitious goal, students focus on the major themes of each tradition, paying attention to how traditions developed in dialogue with each other, and how they crystallized into distinct traditions in reaction to each other.

*Hours credit: 3.*

### 168. Death, Dying, and Other Opportunities

What happens after we die? Is death an end, an interruption, or a beginning? How should the living relate to the dead? This course explores several Asian religions' answers to these questions. By surveying a variety of beliefs, rituals, and cultural practices about death and the afterlife, this course demonstrates how views about death intimately shape our understanding of life.

*Hours credit: 3. Alternate years: offered first semester.*

### 172. Jesus to Jerry: Two Thousand Years of Christianities

From Jesus to Jerry Falwell, inquisitors to snake-handlers, martyrs to mystics, orthodoxy to 'full gospel' Pentecostalism, this course surveys the first two millennia of the diverse global family called Christianity. Attending closely to historical context, students consider major theological innovations (from creeds to the black Jesus), spirituality (from desert ascetics to tent revivalists), modes of authority (from charisma to papal infallibility), and institutional formations (from monasteries to comunidades eclesiales de base).

*Hours credit: 3.*

### 183. Faith and Doubt

Is 'faith' a desperate pitch to gain influence over a world ill-suited to human desires? Is it a by-product of fear, resentment, wishful thinking, and/or a primitive stage in human intellectual development? Is it immoral? Is it coherent? This course investigates several historically significant instances of 'doubt' as representative of four general approaches to the critique of 'faith.' Special attention to repercussions

- for believers and to responses and strategies of response to critics. Identical with Philosophy 183.  
*Hours credit: 3.*
- 201. Children of Abraham**  
A historical overview of the principal religious traditions of Western civilization through close study of primary and secondary sources, with attention to the internal logic of each religion and to their respective views of cosmic order, divine and human natures, human community and responsibility, and divine service or worship.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*
- 202. Sons and Daughters of the Buddha**  
What is an ideal Buddhist life? Beginning with an examination of the life-narrative of the historical Buddha Shakyamuni, this course uses biographies, autobiographies, and narrative films to examine how Buddhist traditions in various historical periods and cultural contexts have come to understand what constitutes an exemplary human life. The course assumes no prior experience studying Buddhism or religious studies.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*
- 238. In the Footsteps of Muhammad**  
What is Islam? Concerned about shari'a? In love with Rumi? Angry with Orientalists? An introduction to the symbolic world and enduring venture of 'Islam,' to the shared grounds of all subsequent historical expressions of Islam and to alternative paradigms of authority and interpretation that underlie the historically and culturally diverse expressions of Islam. Readings from the Qur'an, Rumi, Edward Said, Tayeb Salih, Ziauddin Sardar, Fatima Mernissi, and others.  
*Hours credit: 3. Prerequisites: sophomore standing or permission of the instructor. Alternate years.*
- 240. The Man from Nazareth**  
Who was Jesus of Nazareth? Until recently the 'historical Jesus' was hidden by the transhistorical Christ, whose legacy was shaped in the centuries after Easter. Is the distinction between Jesus and Christ legitimate? Can the sediment of tradition be excavated in order to arrive at the 'real' life of Jesus? Analysis of 'primary' sources supplemented by readings in the field of historical Jesus research.  
*Hours credit: 3. Prerequisites: sophomore standing or permission of the instructor. Alternate years.*
- 250. God after Auschwitz**  
Should 'Auschwitz' revolutionize how Jews think of God and covenant? Is poetry 'after Auschwitz' an obscenity? Is Christianity? This course seeks to fathom the impact of the Holocaust (Shoah) on contemporary Jewish thought through analysis of theological, literary, testamentary, and filmic responses to it. Special attention to the dialectic between responses that reaffirm traditional forms of fidelity and those that question all prior securities. Abrahamic.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years.*
- 253. In Memory of Her**  
Luce Irigaray asks, "In what way are women subjects in our cultures and religions?" This seminar poses that question through analysis of women and gender in canonical and non-canonical Jewish and Christian literature of late antiquity. Students will practice feminist and other strategies for remembering 'her' in ancient traditions and omissions. Special attention to women's participation in Mediterranean religions to the 6th century and the imprint of ancient formations on contemporary outlooks. Abrahamic.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years.*
- 261. Reel Religion**  
Many films expressly or subtly treat religious themes and subjects. This course uses film to open up a discursive space wherein to think critically about religious desire and imagination, to reflect on the nature of film and representation, and to assess the strange progeny of 'Hollywood' and the 'Holy.' Films include *Nattvardsgästerna*, *The Exorcist*, *Blade Runner*, *Jésus de Montréal*, *Breaking the Waves*, *Jesus Christ Superstar*, among others. Abrahamic.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years.*
- 264. Tibet: Religion in the Land of Snows**  
This course is a survey of Tibetan Buddhism and its role in shaping Tibetan religion and culture throughout the Himalayas. In addition to surveying the foundations of Buddhist thought, this course will explore the history of Tibetan Buddhism, and the role of Buddhist beliefs in the shaping of Tibetan worldviews and religious and political institutions.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*
- 266. Hindu Traditions of India**  
Is Hinduism one religion or many? This question guides our historical exploration of those South Asian religious traditions commonly labeled "Hinduism." Concentrating on the classic Hindu religious ideals of dharma or duty, karma or action, and bhakti or love for the lord, we explore ritual in early Vedic texts, philosophical speculations in later Upanishads, Purana literature, and devotional poetry.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years.*
- 268. Gendering Enlightenment**  
The historian Caroline Walker Bynum wrote, "Religious experience is the experience of men and women, and in no known society is this experience the same." Taking this claim as our point of departure, this course uses scholarship from religious studies, anthropology, and gender studies to examine Buddhist philosophical conceptions of gender and the status of historical Buddhist women. Eastern.  
*Hours credit: 3. Prerequisites: sophomore standing or permission of the instructor. Alternate years.*
- 270. Buddhism**  
This course introduces Buddhist thought and practice, from its roots in ancient India to its efflorescence in Asia and elsewhere. Analysis of central Buddhist narratives and tenets are balanced with a study of the 'lived religion' in several diverse cultural contexts. Shared and distinctive commitments and practices of the three major living traditions, Theravada, Mahayana, and Vajrayana, will receive close attention. Sources include classical texts, memoirs, scholarly essays, and documentary and feature films.  
*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*
- 275. True Religion**  
A study of modern and postmodern philosophical reflection on religions, centering on modern efforts to distill 'true religion' from story and postmodern efforts to

reclaim the truth of story beyond supernaturalism and scientism. Course themes include the relationship between ‘faith’ and reason, religion and sex, religion and gender, religion and violence, the logic of religious discourse, the nature of religious experience, and the death of God. Abrahamic. Identical with Philosophy 275.

*Hours credit: 3. Prerequisite: sophomore standing.*

**301. Immortal Longings: Formations of Mystical Consciousness**

Seminar on ‘mystical’ traditions in world religions. Approaching these traditions in their native historical, cultural, institutional, and textual settings, the course will consider the logic of esoteric and exceptional uses of language in service of insight, the cultivation of ecstatic and special somatic states, and the relationship between masters of esoterica and the ‘establishment.’ Is ‘mysticism’ simply a scholarly fiction for assessing texts/practices that bypass ‘company’ gatekeepers? Does ‘mysticism’ name a transcultural core that transcends religious particularity? What did Eckhart mean: “I pray God that he rid me of God”? Abrahamic.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*

**317. Topics in Modern and Contemporary Religious Thought**

A seminar on a topic in modern and contemporary religious thought. Topics vary from year to year.

*Hours credit: 3. Prerequisite: junior standing or permission of the instructor. May be repeated for credit when topic differs.*

**493. Methods in Religious Studies**

This is the first part of a two-part senior program sequence, in which religious studies majors explore ethnographic method and discipline-specific theory, develop an individual research proposal, obtain approval from Randolph College’s Institutional Review Board for work with human subjects, and begin fieldwork and observation in a religious community.

*Hours credit: 3. Prerequisite: permission of the Department.*

**494. Writing Workshop**

This is the second of a two-part senior program sequence. In this semester, religious studies majors finish collecting textual and ethnographic data, before working with fellow department majors and professors to craft a senior project in completion of their major requirements.

*Hours credit: 3. Prerequisite: permission of the Department.*

## Renaissance Studies

### INTERDISCIPLINARY MINOR

*Coordinators: Mara I. Amster, Andrea W. Campbell*

This minor will allow students to make connections across disciplines and to experience one of the richest periods in the history of Western culture, refracted through several lenses of humanistic scholarship. Recommended for students majoring in one of the fields included in the program with a special interest in this historical period.

Courses	Course Title	Credit Hours
ENGL/THTR 277	Shakespeare	3
One of the following:		3
ARTH 263	Early Renaissance Art and Architecture	
ARTH 264	High Renaissance Art and Architecture	
One of the following:		3
HIST 101	Modern Europe to 1750	
HIST 205	British History from 1215 to 1763	
One of the following:		3
CLAS 132	Classical Mythology	
PHIL 122	Early Modern Philosophy	
Two of the following:		6
ARTH 238	Medieval Art	
ARTH 242	Baroque Art and Architecture	
ARTH 314	Special Topics in Art (appropriate topic)	
ARTH/ENGL 378	Gender in Renaissance Art and Literature <sup>1</sup>	
MUSC 311	History of Western Music	
RELG 111	Hebrew Bible/Old Testament	
RELG 112	New Testament	

**Total for Minor in Renaissance Studies 18**

<sup>1</sup>ARTH/ENGL 378 may be substituted for ARTH 263; 264 with permission of the program coordinators.

• Relevant courses in study abroad programs may be substituted for any course.

# Sociology

*Faculty:* Bradley P. Bullock, Danielle M. Currier, Julio Rodriguez

Sociology studies societies and cultures within a broadly comparative framework. The discipline illuminates the reciprocal relationship between human beings and their sociocultural environments and gives students a keener appreciation of their own social world, a less ethnocentric view of different ways of life, and a better understanding of the world system in which their society is one of many interdependent entities. The knowledge and perspective of sociology provide a useful approach to the analysis of interaction, inequality, and institutions, and offers insights into many topics of personal relevance and contemporary public debate. The Department emphasizes applied sociology, service, and experiential learning. Students contribute to their major through experiences outside the classroom. Moreover, sociology offers practical skills that lead to employment in a wide variety of professions.

## SOCIOLOGY MAJOR

Courses	Course Title	Credit Hours
One of the following:		3
SOC 101	Human Societies	
SOC 114R	Contemporary U.S. Society	
Sociology course at the 200 level		3
Sociology course at the 300 level or above		3
SOC 265	Social Theory	3
SOC 394	Social Research and Qualitative Analysis	3
SOC 395	Social Research and Quantitative Analysis	3
Experiential Learning (EX L) in an appropriate field <sup>1</sup>		3
Two additional Sociology courses <sup>2</sup>		6
<i>Senior Program</i>		
SOC 495	Seminar in Advanced Social Research	3
<b>Total for B.A. Degree in Sociology</b>		<b>30</b>

<sup>1</sup>Majors may not enroll in SOC 495 unless they have either completed their EX L requirement or have already completed arrangements for finishing it by the end of the fall semester of their senior year.

<sup>2</sup>Students will be encouraged to pursue SOC 496, Sociology Thesis; those completing SOC 496 will need only one additional course. One gender studies (G ST) course may be counted towards the major.

## Sociology Minor

One of the following:		3
SOC 101	Human Societies	
SOC 114R	Contemporary U.S. Society	
Sociology course at the 200 level		3
Sociology course at the 300 level or above		3
Two additional Sociology courses		6
<b>Total for Minor in Sociology</b>		<b>15</b>

## RECOMMENDED COURSES

BIOL 118; ECON 101R; G ST 201, 203; MATH 227; POL 105; and PSYC 205.

## EXPERIENTIAL LEARNING EXAMPLES

Research at the Central Virginia Planning District Commission; counseling and related programs at retirement centers, a halfway house for troubled youth, children's homes, and family-planning agencies; various projects in local government agencies and law offices; health services for recent immigrants; summer internships in social welfare agencies; service learning study abroad in the Caribbean.

### 101. Human Societies

A study of the development and structure of human societies. Students are introduced to major sociological concepts, principles, and theories which contribute to a better understanding of the social world.

*Hours credit: 3. This course cannot be taken on a Pass/Fail basis.*

### 114R. Contemporary U.S. Society

An introduction to contemporary social life in the United States through a survey of social structures, social interaction, and social change. Topics include the American family, sports, gender inequality, deviance and social control, electronic media, and the evolving concept of community.

*Hours credit: 3. This course cannot be taken on a Pass/Fail basis.*

### 205. Sporting America

An introduction to the cultural history of the United States through the lens of sport. Topics will include immigration and assimilation; the creation and maintenance of ethnic, racial, and national identities; class and leisure; industrialization and incorporation; civil rights; and women's rights.

*Hours credit: 3. Alternate years: offered 2017–18.*

### 209. Deviance and Social Control

Addresses the creation and enforcement of societal rules, why and how rules are violated, the repercussions of violating norms, and the ways that race, class, gender, and sexuality affect those repercussions. General explanations of deviance will be applied to a wide variety of specific examples ranging from gender non-conformity to white collar crime.

*Hours credit: 3. Prerequisite: SOC 101 or 114R or permission of the instructor. Alternate years.*

### 216. Contemporary Social Problems

An application of sociological and anthropological perspectives toward understanding some widely recognized contemporary social problems, such as sexual and racial discrimination, substance abuse, family violence and sexual abuse, AIDS, health care reform, global inequality, overpopulation, and the destruction of natural environments. The class focuses on creative and practical solutions, with particular attention to how countries similar to the U.S. address such problems.

*Hours credit: 3. Prerequisite: SOC 101 or 114R or permission of the instructor. Alternate years: offered first semester 2018–19.*

### 218. Family and Kinship

An examination of the social construction of family and kinship, with a primary focus on the contemporary U.S. Special attention will be given to the significance of gender, race, and class in systems of kinship and to the interaction between family and other institutions.

*Hours credit: 3. Prerequisite: SOC 101 or 114R or permission of the instructor. Alternate years: offered 2018–19.*

**222. Human Populations and Contemporary Issues**

The most challenging problems in the world are tied to changes in human populations and the future quality of life on our planet depends on how people address those demographic changes. This course is an introduction to population processes such as fertility, rapid world population growth and migration, and to human geography. Issues addressed include globalization, urbanization, human trafficking, conflict, geopolitics, and environmental change.

*Hours credit: 3. Prerequisite: sophomore standing or one course in sociology. Offered first semester.*

**231. America at the Margins**

An examination of the social construction of difference in late 20th and early 21st century America. This course focuses on social groups and communities that live on the physical and metaphorical borders of American culture such as addicts, queers, criminals, and illegal immigrants. Particular attention will be given to the ways in which their presence shapes contemporary ideological discourse.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2018–19.*

**262. Topics in Sociology**

Concentrated reading and discussion pertaining to a specific area or issue in sociology. Previous topics include Racial and Ethnic Relations, Inequality in American Life, and Mothers and Daughters in American Culture.

*Hours credit: 3. Prerequisite: sophomore standing and SOC 101 or SOC 114R or G ST 201 or G ST 203 or permission of the instructor.*

**265. Social Theory**

Discussion of the nature and role of theory in social research. Notable works in sociology will be read, discussed, and evaluated.

*Hours credit: 3. Prerequisite: SOC 101 or 114R or permission of the instructor.*

**276. Sociology of Gender**

An introduction to the sociological way of studying and understanding gender. Gender is social – it affects everyone, regardless of sex, sexual orientation, race, class, religion, etc. This class explores the ways gender is socially constructed and perpetuated. Students study how to examine gender at the micro (individual) and macro (social institutions, culture) levels in society. Identical with Gender Studies 276.

*Hours credit: 3. Prerequisite: sophomore standing and SOC 101 or SOC 114R or G ST 201 or G ST 203 or permission of the instructor. Alternate years: offered 2018–19.*

**310. Community**

This course is designed to give students some tools for thinking and talking about community, allowing them room to explore the meaning and value of that concept, in various guises and from varied points of view. While focused on the U.S., the course will frequently compare the concepts and practices of community in the U.S. to those of other societies. The course is structured around some large questions within which the class will consider issues or topics related to community. For example, around the question “In what ways does technology affect community?” The class will explore the use of automobiles and INTERNET chat-rooms. Around “How do we encourage or conserve community,?” students will examine ecology and architecture. It is better to see the course as an open, ongoing dialog, dynamic and circular, rather than a linear series of lectures about topics in some definite order.

The main objective of the course is to leave students with their own, informed sense

of community and enough ideas, concepts, skills, and resources to enhance their future understanding of community however they may create or experience it.

*Hours credit: 3. Prerequisite: junior standing or permission of the instructor. Alternate years: offered 2017–18.*

**321. The Individual and Society**

Focusing on sociological social psychology, this course examines how people’s ideas, thoughts, beliefs, attitudes, feelings, and actions are affected by the actual, imagined, or implied presence of others. The class highlights social and institutional influences on individuals, assuming that our lives are directed by both internal and external factors. Students study how cultural expectations about things like gender, race, sexuality, class, religion, agency, power, and inequality affect our self-conceptions and interactions with others.

*Hours credit: 3. Prerequisite: junior standing and SOC 101 or 114R or permission of the instructor. Alternate years: offered second semester 2018–19.*

**327. Social Stratification**

A study of the nature, causes, and consequences of social inequality. Students will analyze concepts of class, status, and power, and examine issues such as credentialism and upward mobility, welfare, unemployment, and comparable worth. The course concentrates on distributive processes in the United States but is broadly comparative and includes the study of international inequality.

*Hours credit: 3. Prerequisite: SOC 101 or 114R or permission of the instructor. Alternate years: offered second semester 2017–18.*

**335. Developing Countries of the Caribbean Basin**

An exploration of the challenges and obstacles facing the developing countries in this region. The course is structured to address a series of controversial issues such as: Why are some countries developing rapidly while others remain stagnant? Are rates of poverty, hunger, or other indicators of social well-being improving over time in countries that post economic gains? What roles, if any, should the United States or other industrialized countries play in providing technology, foreign aid, or other forms of assistance? Topics will include population growth, the emerging roles of women, the impact of transnational corporations and international trade, destruction of natural habitats, and eco-tourism. Students develop case studies of a particular country in the region and may choose to participate in a mock international forum.

*Hours credit: 3. Prerequisite: junior standing or permission of the instructor. Alternate years: offered second semester 2018–19.*

**342. Assuming Whiteness**

An examination of the creation, representation, and maintenance of “whiteness” as a racial category. It explores the process by which certain groups have moved from racial “other” to “white,” the visual representation of “whiteness,” and the social, cultural, and political ramifications of being white (and non-white) in America.

*Hours credit: 3. Prerequisite: junior standing or permission of the instructor. Alternate years: offered first semester 2018–19.*

**344. Race and Ethnicity in Film**

This course will provide a history of the representation of racial and ethnic minorities in popular film and its sociocultural implications; an application of sociological perspectives toward understanding popular film; and an examination of minorities as audiences and filmmakers.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years.*

**367,368. Research Project**

An investigation of a sociological problem, under the supervision of a member of the Department.

*Hours credit: 1,1; 2,2; or 3,3. Prerequisite: permission of the instructor.*

**385. Race and Cartoons**

This course traces the ways in which race has been depicted through drawn imagery from the 17th to 21st Centuries. By systematic exploration of political cartoons, comics, film, and advertising, this class will critically examine the functions of such imagery and how they represent ideological perspectives and power dynamics within a global world. Special focus will also be given to representations of sexuality, gender, religion, and nationality.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. One time only.*

**394. Social Research and Qualitative Analysis**

This course is an intensive, hands-on introduction to the gathering and analysis of qualitative data. Students will be introduced to various techniques for selecting and formulating research problems, designing research projects, and collecting and analyzing qualitative data. Specifically, students will focus on interviews, oral histories, field research, and content analysis. The research, writing, and analysis skills learned in this course are useful for a wide variety of jobs and are necessary for pursuing graduate study in any social science.

*Hours credit: 3. Prerequisite: SOC 101 or 114R and junior standing or permission of the instructor.*

**395. Social Research and Quantitative Analysis**

A practical workshop emphasizing learning by doing, survey research and quantitative analysis. Students will be introduced to basic techniques for selecting and formulating research problems, designing research projects, and collecting and analyzing data. The course is structured to practice basic quantitative skills. These skills are useful toward more advanced study in graduate or professional schools and are immediately desirable for many professions.

*Hours credit: 3. Prerequisite: SOC 101 or 114R and junior standing or permission of the instructor. A student may receive credit for two of these courses: MATH 227, POL 231, PSYC 227R, or SOC 395.*

**495. Seminar in Advanced Social Research**

In this capstone course for the major, students will focus on high-level, applied analysis of recent research in the field. Goals include sharpening analytical abilities, honing skills for writing or speaking professionally about important sociological issues, and finishing the major with knowledge of some important studies from major academic journals. Students will also practice skills needed for making the transition to graduate school or employment, including writing critiques of professional research in an area of the student's interest and selection of a previously written paper to revise as a writing sample. Finally, students will hear presentations or engage in other activities to facilitate meeting their goals following graduation.

*Hours credit: 3. Prerequisite: senior standing and either SOC 394 or 395 or the equivalent or permission of the instructor.*

**496. Sociology Thesis**

Students will undertake an original, independent research project under the supervision of a faculty member. The finished project will approach a paper of publishable quality, suitable for submission to professional conferences. Findings

from these projects will, at least, be presented to the faculty and majors. Note: this course is an option for students who meet a minimum GPA requirement in the major and who are advised to pursue the project based on their personal and professional goals.

*Hours credit: 3. Prerequisite: senior standing and SOC 495 or permission of the instructor.*

**496L. Advanced Analysis**

Students will collect original data or apply a specific method as part of their thesis project, under the direction of a faculty mentor. Students complete an analysis of data that meets professional standards and gain practical experience in conducting advanced research projects. Highly encouraged for students with plans for graduate or professional school or professional careers that prioritize analytical skills.

*Hours credit: 1. Corequisite: SOC 496. Offered on a Pass/Fail basis only.*

## Spanish

See **Modern Languages, Literatures, and Cultures**.

## Theatre

*Faculty:* Amy R. Cohen, Stephanie H. Earl, Christian Hershey, Kenneth A. Parks

Both in study and practice, theatre at the College is directed toward developing an understanding and appreciation of the interrelationship of actor, script, performing space, and audience. The Department's curriculum centers on courses that explore performance (acting and directing), text (literature and playwriting), and performing space (design and technology), and that recognize—in various considerations of styles, periods, history, standards, and conventions—the essentiality of the audience in completing the theatre circle.

Acknowledging the unique and elemental nature of theatre as live performance, the Department emphasizes direct and personal expression through production experience. Students from all majors participate in the production of plays and enroll in theatre courses. Theatre majors are guided through the academic and production programs to hone their specialty area of emphasis while cultivating a generalist approach to theatre. The Department is committed to helping students focus their career goals in theatre and prepares students to meet them by advising them from declaration about opportunities outside the Red Brick Wall to complement their work within the Department.

The Department presents two or three productions each academic year, with additional productions added through directing class, independent study projects, and allied programs. The production season serves as laboratory work for the academic program and production work is an inherent part of the major. Theatre majors are expected to develop skill in their specialty area through course work and assignments in every department production. This apprenticeship path leads to earning a major role or production responsibility that can serve as their capstone project in their senior year. Theatre majors receive regular semester evaluations to ensure their successful progress along that path.

Seasons of plays are chosen with deliberation. The Department strives to offer an artistically compelling and socially relevant season of plays to its students, to the College community, and to Lynchburg in general, a season that is entertaining while advancing our knowledge of the human condition. We are dedicated to exposing each student to the breadth of theatrical expression in their time on campus, emphasizing the best of period and contemporary work and the variety of production styles, while providing an individually crafted program of study and set of experiences that maximizes artistic growth.

### THEATRE MAJOR

Courses	Course Title	Credit Hours
THTR 111R	Stagecraft	3
THTR 117	Basics of Design	3
THTR 123	Beginning Acting	3
THTR 241	History of Theatre	3
THTR 244	Script Analysis	3
THTR 245	Stage Management	3
Multiple enrollment in one or both of the following:		3
THTR 107	Production Laboratory	
CLAS/THTR 181	Greek Drama Production Laboratory	

Courses	Course Title	Credit Hours
One of the following tracks:		12
Design		
One of the following:		
THTR 215	Lighting Design	
THTR 216	Scenic Design	
THTR 217	Sound for Theatre	
THTR 219	Costume Design	
THTR 246	Dress and Decor	
THTR 309	Design Studio	
THTR 311	Design/Technology Portfolio	
Acting		
THTR 127	Voice and Diction	
THTR 224	Interm/Advanced Acting	
THTR 228	Movement for the Stage	
THTR 347	Performance Portfolio	
Directing		
THTR 224	Interm/Advanced Acting	
THTR 233	Fundamentals of Directing	
THTR 337	Directing Workshop	
THTR 347	Performance Portfolio	
Production		
THTR 202	Computer Aided Design	
THTR 220	Advanced Stagecraft	
THTR 311	Design/Technology Portfolio	
One of the following:		
THTR 201	Scenic Art	
THTR 348	Technical Direction	
Dramatic Literature		
CLAS/THTR 275	Greek Drama	
ENGL/THTR 277	Shakespeare	
ENGL/THTR 279	Intermediate Playwriting	
One other drama literature course chosen with advisor		
<i>Senior Program</i>		
THTR 494	Senior Project	3
THTR 495,496	Senior Reading Group	2
<b>Total for B.A. Degree in Theatre</b>		<b>38</b>
<i>Additionally for B.F.A.</i>		
Students who intend to enroll in the B.F.A. must apply to the program; it is recommended that the application occur no later than the second semester of enrollment at Randolph College in order to be considered a candidate for the B.F.A. program. Students in the design, acting, directing, or production tracks may apply to the B.F.A. program. Audition is required for the acting track and portfolio review for the design, directing, or production tracks. Juried review required at the end of each year to continue in the program. Students in the theatre B.F.A. are expected to assume a leadership position in multiple productions and to select their additional courses in consultation with their advisor.		
Two additional Theatre courses in the chosen track		6
Multiple enrollment in one or both of the following:		
THTR 107	Production Laboratory	
CLAS/THTR 181	Greek Drama Production Laboratory	

Courses	Course Title	Credit Hours
Interdisciplinary Base <sup>1</sup>		9
I ST 393R	Fine Arts Colloquium	3
I ST 495	Senior Fine Arts Colloquium	1
<b>Total for B.F.A. Degree in Theatre</b>		<b>60</b>

<sup>1</sup>Students select the interdisciplinary base in consultation with their advisor. Courses selected must be from ARTS, DANC, ENGL, EVST 306, or MUSC with two departments represented and must include one course in artistic expression.

#### Theatre Minor

THTR 111R	Stagecraft	3
THTR 117	Basics of Design	3
THTR 123	Beginning Acting	3
THTR 241	History of Theatre	3
THTR 244	Script Analysis	3
THTR 245	Stage Management	3
<b>Total for Minor in Theatre</b>		<b>18</b>

#### RECOMMENDED COURSES

For students interested in performance: courses in business management and marketing, communication, literature, psychology, dance, and voice. For students interested in design and technical production: courses in art studio, geometry, and engineering physics.

#### 107R. Production Laboratory

Practical experience with departmental productions in the area of performance, stage management, technical production, or design, based on audition and/or assignment to a specific project with the current production. A minimum number of laboratory hours will be required for satisfactory completion of the assignment, based upon the nature of the project and dependent upon credit hours elected.

*Hours credit: .5, 1, or 1.5 (management only). Prerequisite: permission of the Department. Offered on a Pass/Fail basis only. May be repeated for credit.*

#### 111R. Stagecraft

An introduction to stage scenery, stage organization, and terminology. The methods and materials of set construction. Formal and self-scheduled laboratories provide practical experience with departmental productions.

*Hours credit: 3.*

#### 117. Basics of Design

An introduction to the principles of design as they apply to performance and the design process. This is a project-based class in which students will practice the basic techniques of costume, scenery, and lighting design. Practical experience with departmental productions.

*Hours credit: 3.*

#### 123. Beginning Acting

This course explores the process of preparing for a role. Through improvisational exercises and scene study, students explore approaches to the creative state, discovering physical actions, defining simple objectives, developing powers of observation, character development, expressing the super-objective, communicating subtext and the magic if. The course culminates in a final scene presentation.

*Hours credit: 3.*

#### 127. Voice and Diction

Voice and diction will develop student ability in vocal production and enhance clarity in public presentations. Students will be introduced to the International Phonetic Alphabet (IPA) and will address individual regionalisms. Students will improve their vocal power and clarity through physical and vocal exercises as well as individual presentations.

*Hours credit: 3. May be repeated for credit up to a maximum of six hours. Alternate years: offered second semester 2018–19.*

#### 142. Introduction to Theatre

A general orientation to dramatic and theatrical conventions, theatre periods and styles, dramatic genres, theatre organization and production. The roles of audience, actor, director, playwright, and designer. The reading and discussion of plays and musicals. Viewing and reviewing the play in production.

*Hours credit: 3. Offered first semester.*

#### 181. Greek Drama Production Laboratory

Identical with Classics 181.

*Hours credit: .5 or 1. Prerequisite: permission of the instructor. Alternate years: offered 2018–19. Offered on a Pass/Fail basis only. May be repeated for credit.*

#### 201. Scenic Art

This course will focus on building the skills required to recreate the various finishes called for in stage designs. Class work will include basic painting techniques, faux finishes, and creating reproductions of specific works and styles.

*Hours credit: 3. Prerequisite: THTR 111R and 117.*

#### 202. Computer Aided Design

This course will offer training in the use of the Vectorworks Program as well as introduction in the usage of other supplemental or auxiliary drafting and rendering programs. The training will be oriented towards the realization and implementation of primarily theatrical designs. Work will be produced in both two dimensional and three dimensional formats to provide students with the skills necessary to realize their ideas in this digital medium.

*Hours credit: 3. Prerequisite: THTR 111R and 117. Alternate years: offered 2018–19.*

#### 212. Topics in Theatre

Specialized study in areas of theatre technology, production, styles, or genres.

Depending upon topic, course work may extend from a minimum of four weeks to the entire semester and may call for practical experience with departmental/Sock & Buskin and senior theatre majors' productions.

*Hours credit: 1, 1.5, 2, or 3. Prerequisite: permission of the instructor. Offered at the discretion of the Department. May be repeated for credit when topic differs.*

#### 215. Lighting Design

An introduction to stage lighting, including the study of elementary electricity, optics, manual and computerized control, and the principles of lighting design. Exploration of the process of lightining through the analysis of design choices and development of lighting designs using standard graphic conventions. Practical experience with departmental productions.

*Hours credit: 3. Alternate years.*

#### 216. Scenic Design

An introduction to the design of theatrical scenery. Basic design techniques to be explored include thumbnail studies, scaled drafting of ground plans and design drawings, architectural rendering, paint elevations, and scale model building. Practical experience with departmental productions.

*Hours credit 3. Prerequisite: THTR 117. Alternate years.*

**217. Sound for Theatre**

An introduction to sound as a design element in stage production, the aural landscape, recording and sound creation techniques, sound reinforcement and reproduction in performance.

*Hours credit: 3. Prerequisite: THTR 117 or permission of the instructor. Alternate years: offered 2018–19.*

**218. Costume Technology**

An introduction to costume construction techniques for the stage. Topics include basic stitching technique for costume construction, identification and use of costume shop tools and equipment, shop safety and protocols, and professional wardrobe practices. Work on department productions is required.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2018–19.*

**219. Costume Design**

An introduction to the art of design with specific emphasis on its relation to costuming for the theatre. Students will explore the use of various media and techniques used for the creation of costume design. A variety of rendering techniques may be explored including collage, watercolor, and transfer drawing. Practical experience with departmental productions.

*Hours credit: 3. Prerequisite: THTR 117. Alternate years: offered second semester 2017–18.*

**220. Advanced Stagecraft**

This course is designed to further explore and build upon concepts presented in the stagecraft course. Topics covered will be advanced carpentry skills, including welding and wood joining techniques, advanced rigging load calculations and techniques as well as working with automated and moving scenery.

*Hours credit: 3. Prerequisite: THTR 111R. May be repeated for credit with consultation with the instructor required after 9 credit hours. Alternate years: offered 2017–18.*

**224. Intermediate/Advanced Acting**

This course builds upon the foundation laid in Fundamentals of Acting. Through movement and vocal exercises, scene study and topic specific exercises, this course introduces students to performing in a variety of styles and techniques, including the acting methods of Laban, Meisner, Chekov, Suzuki and Anne Bogart's Viewpoints, and addresses non-traditional, verse, absurdist and post-modern texts. The class runs on a three-semester cycle that rotates the subject matter every three semesters. The course culminates in a presentation of final scenes.

*Hours credit: 3. Prerequisite: THTR 123 or permission of the instructor. May be repeated for credit with consultation with the instructor required after 9 credit hours. Offered second semester.*

**228. Movement for the Stage**

This course aims to further the development of artistic expression through movement and body awareness. Students will learn the importance of physical expression as it relates to creating acting choices and other theatrical principles. The class will achieve this through the exploration of techniques such as core strengthening, conditioning, Suzuki, Laban, yoga, flexibility, stage combat, dance, visualization/movement exercises, clowning/mask, and monologue/scene work. The course will also work to foster a collaborative approach to theatre through partner and ensemble projects.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor. Alternate years: offered 2017–18.*

**233. Fundamentals of Directing**

Detailed play analysis. Development of the director's concept. Instruction in stage composition, picturization, movement, rhythm, and pantomimic dramatization. Direction of scenes from outstanding contemporary plays.

*Hours credit: 3. Prerequisite: THTR 117 and 123 or permission of the instructor.*

**241. History of Theatre**

A detailed survey of Western theatre in form and style with emphasis on production techniques and forces affecting the development of the theatre as a cultural phenomenon.

*Hours credit: 3. Prerequisite: Any 3-credit 100-level theatre course or permission of the instructor. Alternate years: offered 2018–19.*

**244. Script Analysis**

Play analysis techniques for dramatic literature from a variety of historical periods. Students will focus on language and structure created by playwrights with special attention given to dramaturgical conventions of various epochs.

*Hours credit: 3. Prerequisite: any 3-credit 100-level theatre course. Alternate years: offered 2018–19.*

**245. Stage Management**

An introduction to theatre organization and the forms and procedures of managing for the stage, including pre-planning, the rehearsal process, production management, and running a performance. Students will focus on organization and communication skills and the stage managers role in the production process. Practical experience with departmental productions.

*Hours credit: 3. Prerequisite: 100-level theatre course or permission of the instructor. Alternate years: offered 2018–19.*

**246. Dress and Décor**

A survey of major historic styles of clothing, architecture and artifacts throughout the world as an expression of cultural mores and their impact on performance and design, indexed with the development of theatrical form to distinguish period and style in visual design for the theatre.

*Hours credit: 3. Prerequisite: THTR 117 or permission of the instructor. 200-level design course recommended. Alternate years: offered 2018–19.*

**275. Greek Drama**

Identical with Classics 275.

*Hours credit: 3.*

**276. Reading Drama**

Identical with English 276.

*Hours credit: 3. Prerequisite: ENGL 103R (or exemption) or the equivalent.*

**277. Shakespeare**

Identical with English 277.

*Hours credit: 3. Prerequisite: sophomore standing or permission of the instructor.*

**279. Intermediate Playwriting**

Identical with English 279.

*Hours credit: 3. Prerequisite: ENGL 261R or THTR 244, or permission of the instructor.*

**309. Design Studio**

Intermediate/advanced study of scenic, lighting, and/or costume design with an emphasis on collaboration with other artists. Students will develop the appropriate research, paperwork, and presentation materials to conceive, communicate, and

realize their designs. Exploration of rendering and modeling techniques including computer applications, is encouraged.

*Hours credit: 3. Prerequisite: THTR 117 and THTR 215; 216; or 219. May be repeated for credit.*

**311. Design/Technology Portfolio**

This class will focus on presenting a polished and professional physical portfolio as well as the skills needed to be effective in design presentations and production meetings. The course will seek to further develop previous work and to help student designers and technicians build their professional image through mock presentations, interviews, and adjudications by guest artists.

*Hours credit: 3. Prerequisite: THTR 201; 215; 216; 217; 219 or 348. May be repeated for credit. Offered at the discretion of the Department.*

**337. Directing Workshop**

Further study and practice of concepts and techniques developed in Fundamentals of Directing (Theatre 233). Detailed examination and application of twentieth-century directing theories. Direction of short plays or scenes from classic and modern plays.

*Hours credit: 3. Prerequisite: THTR 142 and 233. May be repeated for credit.*

**347. Performance Portfolio**

This course is the pre-professional training that acting and directing students need to prepare them for graduate school and job pursuits. Actors will explore the skills and techniques that encourage effective auditioning. For them, the class will focus on personal preparation, script analysis, cold reading, effective interview techniques, receiving directorial adjustments, and monologue work. Resume preparation and headshot selection will also be touched upon. For directors, the class will guide each student through the process of creating their own directing portfolio and resume. Both actors and directors will develop the flexibility and confidence to handle actual job interviews and auditions.

*Hours credit: 3. Prerequisite: THTR 123 or 233. Alternate years: offered 2018–19.*

**348. Technical Direction**

Course work will include budget organization and implementation, technical rendering and realization, as well as crew management for production needs. Students will be given the opportunity to shadow and to assist the current Technical Director.

*Hours credit: 3. Prerequisite: THTR 202 or 220. May be repeated for credit with consultation with the instructor required after 9 credit hours.*

**381. Absurd Young Men**

Identical with English 381.

*Hours credit: 3. Prerequisite: 100- or 200- level literature course or permission of the instructor.*

**494. Senior Project**

Senior Project includes directed work in one or more of the following areas as arranged with the Department - design, technical production, management, directing, acting, playwriting, or dramatic literature. Seminar study and research.

*Hours credit: 1.5,3. Prerequisite: permission of the Department.*

**495,496. Senior Reading Group**

As part of students' capstone, majors will read widely from theatrical texts from ancient to contemporary and discuss their interpretations and staging implications.

*Hours credit: 1,1. Prerequisite: open to theatre majors.*

## Randolph@Reading/The World in Britain

The Reading Program maintains high academic standards and encourages depth as well as breadth of study. Each student is required to take a minimum of five courses each semester: the interdisciplinary World in Britain seminar course, at least three courses (9 credit hours) taught during the eleven-week University term, and an intensive course taught at the beginning of the fall semester before University classes commence and at the end of the spring semesters following spring break. Students earn a minimum of fifteen credit hours per semester or thirty credit hours for the year. With permission, students may take additional courses, but only in exceptional circumstances will they be permitted to earn more than thirty-six credit hours.

The interdisciplinary World in Britain seminar introduces students to the political and cultural history of Britain, with an emphasis on the ways in which Britain has shaped the wider world and has in turn been shaped by it. The course runs throughout each semester and includes a lecture series, discussion group meetings, required readings, short essays, and/or presentations, and several one-day and weekend field trips. Each semester students undertake a research project and produce a long essay. Students pursue their individual interests in University courses or in tutorial courses modeled on the Oxbridge system, in which a small group of students and a faculty member meet together weekly. University courses in many subjects also alternate lectures to a larger group with tutorial-type sessions. This intellectually rigorous system develops the student's power of analysis, independence of thought, and fluency of written and oral expression. In preparation for each tutorial, the student is required to read extensively on an assigned topic and prepare an oral report or write a critical essay on the subject.

British students describe themselves as reading rather than studying a subject, and the reason for this soon becomes clear to the Reading Program student. The student discovers that there are fewer class meetings and examinations than in the American system and that students are more responsible for their education through wide and careful reading. The British system fosters learning for its own sake and especially appeals to the motivated and mature student. Tutors submit written reports on students each term, as do the specialists who assess seminar papers. Reading Program courses may be counted toward the hours required for a student's major or minor program.

A list of recent courses with brief descriptions is available at <https://webapps.randolphcollege.edu/readingcourses>. The full list of University of Reading courses with extended descriptions is available at [www.reading.ac.uk/module](http://www.reading.ac.uk/module).

### READING PROGRAM CALENDAR, 2017–2018

Autumn Semester: August 28 to December 8

Spring Semester: January 8 to April 20

**SEMINAR: THE WORLD IN BRITAIN****IST 507. Renaissance, Reformation, and Exploration**

A survey of the principal social, political, and cultural developments in Britain from the Roman invasion to 1750. Within the overarching chronology, individual weeks will be devoted to issues that cut across time periods and national boundaries.

Topics include Britain as a naval power and the role of the monarchy.

*Hours credit: 3.*

**IST 508. Imperial Power and Its Aftermath**

A survey of the principal social, political, and cultural developments in Britain from 1750 to the present. Special topics might include Britain's role in a post-colonial world, the Empire's colonization of Britain, rural life through the ages, and the impact of revolution on the nineteenth century.

*Hours credit: 3.*

**INTENSIVE COURSES**

All students select one intensive course each semester. Each course earns three hours of credit. These courses deal with regional or global subjects related to but not restricted by some of the themes dealt with in the interdisciplinary seminar. They are especially designed to encourage students to use the extraordinary range of human and institutional resources in Reading, Oxford, and London. Typical subjects are:

**Introduction to Fossils and Understanding the Ancient Earth** – Fossils are remains or traces of lives from the past. In this course, students will be introduced to the world of fossils, learn to identify some common animal and plant fossils and look into what we can learn from them about life on earth thousands and millions of years ago. The course will utilize the rich collection of fossil samples owned by the University of Reading.

**Music and Ideas (MUSC 509)**– The development of western art music through its relationship to the major cultural and political events since 1600.

**The French Revolution** – In 1789 the monarchy of France, the most powerful state in Europe, collapsed and a revolution took place that had profound consequences for the country and for the rest of Europe. This course investigates the reasons for the collapse of the old regime and examines the turbulent course of events that began with the fall of the Bastille, continued with the flight of the king and the implementation of the government of the Terror and ended with the rise to power of the emperor Napoleon. The course concludes by considering the long term legacy of the Revolution.

**Asian Religions (RELG 5043)**– This course offers an introduction to Asian religions, exploring the basic tenets and practices of the non-Abrahamic traditions, in an attempt to gain an understanding of how Asian religions work, what part they play in people's lives, and why the very word 'religion' is called into question by their sometimes joyous expression, in practice and in theory. With an emphasis on Hinduism and Buddhism, students will examine the notion of caste, 'aims' in life, the Indian background and key concepts such as karma and rebirth.

**Utopian/Dystopian Fiction** - Towards the end of the 19th Century, a new genre of fiction emerged: the visit to another locality, sometimes separated by geography, and sometimes by time, in which an imaginary world is described by a brave explorer or messenger from the "present". Sometimes this world is utopian, describing idealized features of a society that is depicted as highly desirable; perhaps more often it is dystopian, describing features that are terrifying or menacing. In both cases these worlds seem to be extrapolations on the basis of trends the author detects in the "present" world of his own time and place. This course will examine the development of these genres, and the conditions which seem to engender them.

**War and Society in Early Modern Europe, 1500-1800 (HIST 509)**– Military history has traditionally been concerned with battles, tactics, and generals. This course avoids this 'badges, buttons and bugles' approach and instead situates armies and navies in their social, political, and economic contexts. It looks at the social composition of the military, what led men (and sometimes women) to sign on, the daily life of soldiers and sailors, how armies were supplied, and at the impact of war upon civilians and the development of the state.

**War and Strategy in the Nuclear Age (POL 509)**– An introduction to the development of strategy and the major military events during the Cold War and after, including such topics as theories of deterrence, nuclear proliferation, conventional wars in the nuclear age, the new world order, asymmetrical warfare, and the morality of military strategy.



*John James Audubon, Marsh Wren (from The Birds of America), 1830, engraving on paper, 31 1/2 x 23 3/8 in. Bequest of Charlotte Stephenson Oresman '41, in memory of her mother, Elizabeth Jackson Stephenson, Class of 1907, in honor of her sister, Mabel Stephenson Haemmel '46, 1979. Collection of the Maier Museum of Art at Randolph College, founded as Randolph-Macon Woman's College.*

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**Mary Gray Shockey '69, B.A.**  
Millwood, Virginia  
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**Anne W. Tucker '67, M.F.A.**  
Bellaire, Texas  
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**Randall J. Watts '77, B.A.**  
Lynchburg, Virginia  
Elected 2015.

**Katherine Clay Willis '89, B.A.**  
Virginia Beach, Virginia  
Elected 2015.

\*President, Alumnae and Alumni Association

## College Administrators

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*Vice President for Academic Affairs, Dean of the College, and Professor of Linguistics*

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*Coordinator of Disability Services*

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*Director of Lipscomb Library*

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*Director of the Academic Services Center and the Writing Program*

**Christine E. Harriger, M.Ed.**  
*Director of Career Services*

**Maureen B. Kiernan, Ph.D.**  
*Director of International Programs and Study Abroad*

**Martha Kjeseth-Johnson, M.A.**  
*Director of the Maier Museum*

**Barbara S. Thrasher, M.B.A.**  
*Registrar*

**Paula J. Wallace, M.A.**  
*Associate Dean of the College*

### COLLEGE RELATIONS

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*Director of College Relations*

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## Faculty

## Bradley W. Bateman (2013)

*President of the College and Professor of Economics*

B.A., Alma College; M.A., Ph.D., University of Kentucky.

## Carl A. Girelli (2012)

*Vice President for Academic Affairs, Dean of the College, and Professor of Linguistics*

B.A., M.A., Ph.D., University of Connecticut.

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*Date in parentheses indicates the year of first appointment at Randolph College.*

## John D. Abell (1991)

*Carl Stern Professor of Economics*

B.S., Centre College of Kentucky; M.S., Ph.D., University of Kentucky.

## Mara I. Amster (2001)

*Professor of English*

B.A., Duke University; M.A., University of Virginia; Ph.D., University of Rochester.

## Kun An (2007)

*Associate Professor of Chinese Language*

B.A., Beijing Normal University; M.A., Ph.D., University of Pittsburgh.

## William D. Bare (2002)

*Associate Professor of Chemistry*

B.S., Florida State University; Ph.D., University of Virginia.

## Richard D. Barnes (1981)

*Mary Sabel Girard '34 Professor of Psychology*

B.A., Vanderbilt University; M.A., Ph.D., University of Wisconsin.

## J. Nikol Beckham (2015)

*Assistant Professor of Communication Studies*

B.A., Virginia Tech; B.F.A., American Intercontinental University; M.A., San Diego State University; Ph.D., University of North Carolina.

## Suzanne M. Bessenger (2011)

*Associate Professor of Religious Studies*

B.A., Mills College; M.A., Ph.D., University of Virginia.

## Kristin M. Bliss (2001)

*Associate Professor of Biology*

B.S., M.A., College of William and Mary; Ph.D., Virginia Polytechnic Institute and State University.

## Lisa Lee Broughman (1999)

*Director of Lipscomb Library*

B.A., Randolph-Macon Woman's College; M.L.I.S., University of South Carolina.

## Bradley P. Bullock (1987)

*Professor of Sociology*

B.A. Baylor University; M.A., Ph.D., Vanderbilt University.

## Andrea W. Campbell (2004)

*Associate Professor of Art*

B.A., The American University; M.A., Ph.D., Rutgers, The State University of New Jersey.

## Emily Yap Chua (2002)

*Professor of Music*

B.A., Florida State University; M.M., D.M.A., College-Conservatory of Music, University of Cincinnati.

## Amy R. Cohen (1999)

*Catherine Ehrman Thoresen '23 and William E. Thoresen**Professor of Speech and Theatre and Professor of Classics and Theatre*  
B.A., Yale University; Ph.D., Stanford University.

## Danielle M. Currier (2011)

*Associate Professor of Sociology*

B.A., Grinnell College; M.S., Virginia Commonwealth University; Ph.D., University of Connecticut.

## John d'Entremont (1980)

*Theodore H. Jack Professor of History*

B.A., M.A., University of Virginia; M.A., Ph.D., Johns Hopkins University.

## Gary R. Dop (2013)

*Associate Professor of English*

B.S., North Central University; M.A., M.F.A., University of Nebraska.

## Kelly Malone Dudley (2005)

*Senior Lecturer in Dance*

B.A., Randolph-Macon Woman's College.

## Stephanie H. Earl (2015)

*Assistant Professor of Theatre*

B.A., Greensboro College; M.F.A., University of Houston.

Ann M. Fabirkiewicz (1987)  
*Charles A. Dana Professor  
of Chemistry and Natural  
Sciences and Mathematics  
Division Head*  
B.S., University of Michigan  
(Dearborn); Ph.D.,  
University of Tennessee  
(Knoxville).

Jennifer L. Gauthier (2004)  
*Professor of Communication  
Studies*  
B.A., Vassar College; M.A.,  
Wesleyan University; Ph.D.,  
George Mason University.

Bradley K. Geisert (1987)  
*Professor of History*  
B.A., Bridgewater College;  
M.A., Ph.D., University of  
Virginia.

Ronald D. Gettinger (1991)  
*Professor of Biology*  
B.S., Miami University of  
Ohio; M.S., Colorado  
State University; Ph.D.,  
University of California  
(Los Angeles).

Dennis M. Goff (1986)  
*Charles A. Dana Professor of  
Psychology*  
B.S., Lynchburg College; M.S.,  
Ph.D., Virginia Polytechnic  
Institute and State  
University.

Nancy H. Goulde (1991)  
*Senior Lecturer in English and  
Coordinator of International  
Student Services*  
B.A., Lone Mountain College;  
M.A., San Francisco State  
University.

E. Blair Gross (2016)  
*Assistant Professor of Psychology*  
B.A., M.A., Ph.D., University  
of Virginia.

Meghan Halbrook (2017)  
*Assistant Professor of Sports and  
Exercise Studies*  
B.A., University of Missouri-  
St. Louis; M.S., Ball State  
University; M.A., Ph.D.,  
West Virginia University.

Chester S. Halka (1986)  
*Professor of Spanish*  
B.A., Dartmouth College;  
M.A., Ph.D., Brown  
University.

Mark R. Harrison (2010)  
*Associate Professor of Business*  
B.A., Mississippi State  
University; M.S., Ph.D.,  
University of Texas  
(Austin).

Jeff M. Heinfieldt (2010)  
*Associate Professor of Economics/  
Business*  
B.S., M.B.A. Bowling Green  
State University; Ph.D.,  
Kent State University.

Christian Hershey (2015)  
*Visiting Assistant Professor of  
Theatre*  
B.A., M.F.A., Virginia  
Commonwealth University.

Hermina W. Hendricks (1997)  
*Senior Lecturer in Music and  
Director of Multicultural  
Services*  
B.S., Defiance College;  
M.M.Ed., James Madison  
University; C.A.G.S.,  
Virginia Polytechnic  
Institute and State  
University.

Adam J. Houlihan (2011)  
*Associate Professor of Biology*  
B.S., University of Southern  
Mississippi; Ph.D., Cornell  
University.

Deborah R. Huntington  
(1986)  
*Senior Lecturer in Spanish*  
A.B., Randolph-Macon  
Woman's College; M.A.,  
Brown University.

Mari Ishibashi (2002)  
*Associate Professor of Political  
Science*  
B.A., Sophia University  
(Japan); M.A., Ph.D.,  
University of Notre Dame.

Jesse L. Kern (2017)  
*Assistant Professor of Chemistry*  
B.S., Baker University; Ph.D.,  
University of Kansas.

Seyong Kim (2016)  
*Visiting Assistant Professor of  
Dance*  
M.A. Dance Education, New  
York University; B.A.,  
M.F.A., Sung-Kyun-Kwan  
University.

Heidi M. Kunz (1987)  
*Professor of English, Assistant  
Dean of the College*  
B.A., The College of William  
and Mary; M.A., Ph.D.,  
Vanderbilt University.

Cheryl A. Lindeman (2012)  
*Assistant Professor of Education*  
B.A., Wittenburg University;  
M.S., University of Akron;  
Ed.D., University of  
Virginia.

Rhonda Miller (2001)  
*Senior Lecturer in Spanish*  
Certificate of Major,  
Randolph-Macon Woman's  
College; B.A., Eastern  
Mennonite College; M.A.,  
University of Virginia.

Christopher P. Mitchell (2012)  
*Director of the Riding Center*  
B.A., Longwood University.

Kaija Mortensen (2013)  
*Assistant Professor of Philosophy*  
B.A., Colorado College; Ph.D.,  
University of California.

James R. Muehleemann (1997)  
*Professor of Art*  
B.F.A., University of Illinois;  
M.F.A., Syracuse University.

Mary Kathryn Muehleemann  
(1994)  
*Professor of Art*  
B.P.S., State University of New  
York, Empire State College.

Marc S. Ordower (2002)  
*Associate Professor of  
Mathematics*  
B.A., University of Waterloo;  
Ph.D., SUNY, Stony Brook.

Kenneth A. Parks (2001)  
*Associate Professor of Theatre*  
B.A., Centre College of  
Kentucky; M.F.A.,  
University of Mississippi.

Michael Penn (2017)  
*Assistant Professor of  
Mathematics*  
B.S., University of Arkansas  
at Little Rock; M.A.,  
Indiana University; Ph.D.,  
University at Albany.

Elizabeth A. Perry-Sizemore  
(2000)  
*Catherine Ehrman Thoresen '23  
and William E. Thoresen  
Professor of Economics and  
Social and Behavioral Sciences  
Division Head*  
B.A., Randolph-Macon  
Woman's College; M.A.,  
Ph.D., Virginia Polytechnic  
Institute and State  
University.

Daniel M. Raessler (1974)  
*Charles A. Dana Professor of  
Music*  
B.A., Fresno State College;  
M.A., Ph.D., University of  
California (Santa Barbara).

Pamela P. Risenhoover (1984)  
*Charles A. Dana Professor of  
Dance and Director of the  
Visiting Artist Program*  
B.F.A., The Juilliard School;  
M.F.A., University of North  
Carolina (Greensboro).

Julio Rodriguez (2001)  
*Associate Professor of Sociology*  
B.A., East Stroudsburg  
University; M.A., Ph.D.,  
Bowling Green University.

Jaymes Anne Rohrer (2000)  
*Professor of French*  
B.A., Hamilton College; Ph.D.,  
University of Pennsylvania.  
Amanda C. Rumore (2012)  
*Assistant Professor of Biology*  
B.S., Ph.D., Virginia  
Polytechnic Institute and  
State University.

Janna Russell (2014)  
*Biology Lab Instructor*  
B.S., Bridgewater College;  
M.Ed., Lynchburg College.

Carolyn Sarson (1990)  
*Associate Professor of Physical  
Education*  
B.S., Pennsylvania State  
University; M.Ed.,  
University of Virginia.

A. Katrin Schenk (2010)  
*Associate Professor of Physics*  
B.S., University of California  
at Los Angeles; M.S., Ph.D.,  
Cornell University.

Margaret A. Schimmoeller  
(1993)  
*Professor of Education and  
Director of Teacher Education*  
B.S., University of Dayton;  
M.A.T., Oakland University;  
Ed.D., University of  
Virginia.

David T. Schwartz (1997)  
*Mary Frances Williams Professor  
of Philosophy*  
B.A., Texas Christian  
University; M.A., Ph.D.,  
Rice University.

Michael W. Sechler (2012)  
*Librarian*  
B.A., Messiah College; M.A.R.  
Evangelical Theological  
Seminary; M.S.L.S., Clarion  
University of Pennsylvania.

Douglas Hallman Shedd  
(1978)  
*Catherine Ehrman Thoresen '23  
and William E. Thoresen  
Professor of Biology*  
B.S., Rutgers University; Ph.D.,  
Cornell University.

Peter A. Sheldon (1998)  
*Professor of Physics*  
B.A., Amherst College;  
M.S., Ph.D., University of  
Massachusetts.

Gerard F. Sheraiko (1998)  
*Professor of History*  
B.A., Widener University;  
M.A., Pennsylvania State  
University; Ph.D., Indiana  
University.

Lesley E. Shipley (2016)  
*Assistant Professor of Art History*  
B.A., University of Maryland;  
M.F.A., American  
University; M.A., Ph.D.,  
Bryn Mawr College.

Aaron Shreve (2017)  
*Visiting Assistant Professor of  
Political Science*  
B.A., Minnesota State  
University; M.A., University  
of Pittsburgh; Ph. D.,  
University of California,  
Davis.

Andria Smythe (2015)  
*Assistant Professor of Economics*  
B.A., Saint Joseph's University;  
M.A., Ph.D., Temple  
University.

Sarah L. Sojka (2012)  
*Assistant Professor of  
Environmental Studies &  
Physics*  
B.A., Eckerd College; M.S.,  
Ph.D., University of  
Virginia.

Randall C. Speer (2000)  
*Professor of Music*  
B.A., California State  
University, Fresno; M.A.,  
University of Iowa; D.M.A.,  
College-Conservatory  
of Music, University of  
Cincinnati.

Gordon B. Steffey (2004)  
*Barbara Boyle Lemon '57 and  
William J. Lemon Associate  
Professor of Religious Studies  
and Arts and Letters Division  
Head*

B.A., St. Olaf College; M.Div.,  
Yale University; M.A., Ph.D.,  
University of Virginia.

Susan T. Stevens (1993)  
*Catherine Ehrman Thoresen '23  
and William E. Thoresen  
Professor of Classics*  
B.A., University of South  
Carolina; M.A., Ph.D.,  
University of Wisconsin.

Daniel James Stiffler (1983)  
*Professor of English*  
B.S., Oregon College of  
Education; B.A., M.A.,  
Ph.D., University of  
Oregon.

Laura-Gray Street (1996)  
*Associate Professor of English*  
B.A., Hollins College; M.A.,  
University of Virginia;  
M.F.A., Warren Wilson  
College.

Holly E. Tatum (2004)  
*Professor of Psychology*  
B.A., Mary Baldwin College;  
M.A., Ph.D., University of  
Tennessee.

Maria Vázquez-Castro (1997)  
*Associate Professor of Spanish*  
B.A., Universidad de Santiago  
de Compostela; M.A.,  
Ph.D., University of  
Nebraska.

Vincent B. Vecera (2012)  
*Assistant Professor of Political  
Science*

B.A., Reed College; M.A.,  
Ph.D., University of  
Minnesota.

Jia Wan (2013)  
*Assistant Professor of  
Mathematics*

B.S., University of Science and  
Technology of China; M.S.,  
Ph.D., University of Idaho.

Karin P. Warren (2002)  
*Herzog Family Professor of  
Environmental Studies*

B.S., Cornell University;  
M.S., Ph.D., University of  
California (Berkeley).

Françoise D. Watts (1986)  
*Professor of French*  
*Maîtrise-es-lettres, University  
of Pau; M.A., Ph.D., Ohio  
State University.*

Frances E. Webb (1979)  
*Reference Librarian*  
A.B., Randolph-Macon  
Woman's College; M.S.L.S.,  
University of Kentucky.

Marjorie Wheeler-Barclay  
(1986)  
*Charles A. Dana Professor of  
History*  
B.A., University of Illinois;  
Ph.D., Northwestern  
University.

Noel K. Wolfe (2016)  
*Helen and Agnes Ainsworth  
Visiting Assistant Professor of  
American Culture*  
B.A., Franklin and Marshall  
College; J.D., Tulane  
University Law School;  
M.A., Ph.D., Fordham  
University.

Consuella K. Woods (2002)  
*Assistant Professor of Education*  
B.S., Bluefield College; M.A.,  
Lynchburg College.

#### RANDOLPH@READING

Lars Franke  
*Director and Assistant Professor  
of Music*

B.Mus. (Honors), M.Mus.,  
University of Surrey; Ph.D.,  
University of Southampton.

Gillian P. Edwards  
*Residence Manager*

B.A., University of Reading.

#### EMERITI FACULTY

Carolyn Wilkerson Bell  
*Susan Duval Adams Professor of  
English, Emerita*

A.B., Randolph-Macon  
Woman's College; A.M.,  
University of Pennsylvania;  
Ph.D., University of Texas.

Lawrence R. Bowden  
*Chaplain and Professor of  
Religion and Culture, Emeritus*

A.B., Monmouth College;  
M.Div., American Baptist  
Seminary of the West;  
Ph.D., Drew University.

Sarah I. Davis  
*Professor of English, Emerita*

A.B., A.M., University of  
North Carolina; Ph.D., New  
York University.

Patricia DeMars  
*Reference Librarian, Emerita*  
A.B., University of Rochester;  
M.S.L.S., University of  
Southern California.

Margot K. Frank  
*Charles A. Dana Professor of  
Russian Studies, Emerita*  
A.B., University of Maryland;  
Ph.D., Georgetown  
University.

Christopher H. Goldman  
*Associate Professor of Political  
Science, Emeritus*  
B.A., Albright College; M.A.,  
Georgetown University;  
Ph.D., Johns Hopkins  
University.

Mary B. Guthrow  
*Associate Professor of English  
and Director of the Writing  
Program, Emerita*  
A.B., Randolph-Macon  
Woman's College; M.A.,  
University of California  
(Berkeley); Ph.D., University  
of Pennsylvania.

Carla Wilson Heath  
*Catherine Ehrman Thoresen '23  
and William E. Thoresen  
Professor of Communication,  
Emerita*  
A.B., Smith College; M.A.,  
Ph.D., University of Illinois.

Carl E. Hester  
*Mary Frances Williams Professor  
of Religion, Emeritus*  
B.A., Duke University;  
M.Div., Union Theological  
Seminary (New York);  
Ph.D., Columbia University.

Ann R. Hill  
*Charles A. Dana Professor of  
French, Emerita*  
A.B., Wilson College; A.M.,  
Middlebury College; Ph.D.,  
University of Virginia.

James L. Hoban, Jr.  
*Catherine Ehrman Thoresen '23  
and William E. Thoresen  
Professor of Communication,  
Emeritus*  
B.A., M.Ed., University of  
Virginia; Ph.D., University  
of Illinois.

Paul L. Irwin (1974)  
*Charles A. Dana Professor of  
Mathematics, Emeritus*  
B.S., Rensselaer Polytechnic  
Institute; M.A., Ph.D.,  
University of Maryland.

Randolph W. Ivy  
*Director of World in Britain  
Program and Professor of  
English, Emeritus*  
B.A., University of Louisville;  
M.A., Ph.D., University of  
Chicago.

Jan Johnson  
*Librarian, Emerita*  
A.B., Sweet Briar College;  
M.S.L.S., University of  
North Carolina.

John Keith Justice, Jr.  
*Mary Frances Williams Professor  
of Philosophy, Emeritus*  
B.A., Abilene Christian  
College; Ph.D., University  
of Texas.

Anne S. Kimball  
*Charles A. Dana Professor of  
Romance Languages, Emerita*  
B.A., Mount Holyoke College;  
M.A.T., Harvard University;  
M.A., Middlebury School  
of French in France; Ph.D.,  
University of Wisconsin.

Elizabeth Johnston Lipscomb  
*Catherine Ehrman Thoresen '23  
and William E. Thoresen  
Professor of English, Emerita*  
B.A., Sweet Briar College;  
Ph.D., Harvard University.

Robert B. Lloyd  
*Mary Frances Williams Professor  
of Humanities (Classics),  
Emeritus*  
A.B., Oberlin College; A.M.,  
Ph.D., Johns Hopkins  
University.

Susan A. Lockhart  
*Professor of Political Science,  
Emerita*  
B.A., Colby College; M.A.,  
University of Nevada  
(Reno); Ph.D., University of  
California (Davis).

Ray Egan Luck  
*Charles A. Dana Professor of  
Music, Emeritus*  
B. Mus., University of London;  
D. Mus., Indiana University.

Helen McGehee  
*Professor of Dance and Director  
of the Visiting Artist Program,  
Emerita*  
A.B., Randolph-Macon  
Woman's College.

Thomas R. Michalik  
*Professor of Physics, Emeritus*  
B.S., Newark College of  
Engineering; M.A., Ph.D.,  
Temple University.

EMERITI FACULTY

James E. Peterson  
*Associate Professor of English,  
Writer in Residence, and  
Coordinator of the Creative  
Writing Program, Emeritus*  
B.A., M.A., Ph.D., University  
of South Carolina.

Fumiko Radile  
*Assistant Professor of Japanese  
and Coordinator of Japanese  
Sister School Program, Emerita*  
B.A., International Christian  
University; M.Ed.,  
University of Oregon.

Clarissa M. Rowland  
*Reference Librarian, Emerita*  
A.B., M.A., Oxford University;  
M.L.S., University of  
Maryland.

Elaine Dahl Saint-Vincent  
*Professor of Music, Emerita*  
B.S. in Music, Columbia  
University; Graduate of  
Juilliard School of Music;  
A.M., Boston University.

Kurt Seidman (1981)  
*Professor of Chemistry, Emeritus*  
B.S., Washington and Lee  
University; M.S., University  
of South Carolina; Ph.D.,  
Colorado State University.

Thomas W. Stephens  
*Catherine Ehrman Thoresen '23  
and William E. Thoresen  
Professor of Speech and  
Theatre, Emeritus*  
A.B., Gannon College; M.F.A.,  
The Catholic University of  
America; Ph.D., University  
of Denver.

Ivor B. Thomas  
*Professor of Religious Studies,  
Emeritus*  
A.B., Northwestern University;  
M.Div., Ph.D., Union  
Theological Seminary (New  
York).

Linda L. Thomas  
*Professor of German Studies,  
Emerita*  
B.A., University of South  
Carolina; M.A., Bowling  
Green State University;  
Ph.D., University of  
Connecticut.

Klawa Nepscha Thresher  
*Associate Professor of Russian,  
Emerita*  
B.A., M.A., Ph.D., University  
of Wisconsin.

Joanne Elizabeth Todd  
*Associate Professor of Physical  
Education, Emerita*  
B.S., University of North  
Carolina (Greensboro);  
M.Ed., University of  
Oklahoma.

## Degrees Conferred May 2017

### Master's Degrees

Maia Gabrielle Bayuzick\*  
M.A.T., Curriculum & Instruction

Anna Douglas Beuchert  
M.A.T., Curriculum & Instruction

Grant Michael Collier  
M.A.T., Curriculum & Instruction

Hannah Rebecca Cope  
M.A.T., Special Education

Connor Andrew Edelman\*  
M.A.T., Curriculum & Instruction

Katherine Theresa Hall  
M.A.T., Curriculum & Instruction

Victoria Leigh O'Reilly  
M.A.T., Curriculum & Instruction

Justina Morgan Malehorn\*  
M.A.T., Curriculum & Instruction

Carrie Anna McCane  
M.A.T., Special Education

Jessica Marie Nowak  
M.A.T., Special Education

Samuel Hudson Powell  
M.A.T., Curriculum & Instruction

Taylor Noelle Riccardi  
M.A.T., Curriculum & Instruction

Susan Carole Royer\*  
M.A.T., Special Education

Erin Linn Spina  
M.A.T., Special Education

Ayanna K. Stamps-Glover\*\*  
M.A.T., Special Education

Hannah Joan Winfree  
M.A.T., Special Education

### Bachelor's Degrees

Lady Kindy Owusu Acheampong  
B.A., Business & Economics

Heba Al-Agah\*  
B.A., Physics

Sean David Alberts  
B.A., Global Studies

Brian Patrick Anderson  
B.A., Global Studies & Sociology  
Summa cum laude  
Phi Beta Kappa

William Russell Address, Jr.  
B.A., Religious Studies  
Cum laude

Pyin Nya Bala\*  
B.A., Biology & Theatre

Sarah Louise Ballard-Abbott  
B.A., Psychology

Sarah Rachel Biegelsen  
B.A., History  
Cum laude

Sienna Rose Brown  
B.A., Global Studies & Psychology

Russell Hunter Burt\*  
B.A., Physics

Erin Paige Campbell  
B.A., Dance & Sport and Exercise Studies

Ryan Scott Campbell  
B.S., Mathematics & Physics  
Cum laude

Rachel Jacquelyne Carder  
B.A., Art & Dance

Angie Chen  
B.F.A., Studio Art

Zhe Yee Chen  
B.A., Business & Physics

Yolanda Naa Adjeley Cobblah  
B.A., Sociology

Alexis Theodora Collins  
B.A., English  
Cum laude

Jacob Alexander Collins  
B.A., Philosophy & Psychology

Emma Claire Cooke  
B.A., Psychology  
Magna cum laude  
Phi Beta Kappa

Douglas Hendrik Corbett  
B.A., Sport and Exercise Studies

Maggie Croft  
B.A., Sport and Exercise Studies

Austin Michael Davidson  
B.A., History

Penelope Anne Doss  
B.A., Sociology

Ashley Louise Dudding  
B.A., Psychology & Sport and Exercise Studies  
Magna cum laude

Holden Spencer Easterbrook  
B.A., English

Maureen A. Edu\*  
B.S., Biology

Bradley C. Ehilegbu\*  
B.A., Sociology

Lauren Michelle Elliott  
B.A., Communication Studies

Ashton Leigh Ewers  
B.A., Communication Studies

Samantha Ashley Fagg  
B.S., Biology

Abigail Nicole Fincher  
B.S., Biology

Jaime Sarah Fordham  
B.A., History

Callan Calloway Frye  
B.S., Biology  
Cum laude  
Phi Beta Kappa

Taylor Dawn Gamble  
B.A., Art History

McKinzie William Garnett  
B.A., Biology

Alissa Jayde Gembach  
B.S., Biology

Amy Marie Gerteisen  
B.A., Dance

Alan Matthew Gibson  
B.S., Biology & Physics

Hunter Rose Glavé  
B.A., Sport and Exercise Studies

Sarah Elizabeth Grissom  
B.S., Physics

Amelia Anne Harrington  
B.A., English  
Honors in English  
Magna cum laude

Korin Harris  
B.A., Sociology

Leslie Anne Harrison  
B.A., Business

Tristan L. Hartle  
B.S., Biology  
Cum laude

Abraham Peter Hebert  
B.A., Economics

Nathan Casey Heinicke-Peart  
B.A., Communication Studies

Eva Josephine Heitbrink  
B.A., Communication Studies & Political Science  
Magna cum laude  
Phi Beta Kappa

Danielle Nicole Hill  
B.A., Sport and Exercise Studies

Morgan Diem Hoke  
B.S., Biology  
Magna cum laude

Olivia Nichole Holden  
B.S., Biology

Brandon Alexander Howard  
B.A., English

Daisy Marie Howard  
B.F.A., Theatre  
Cum laude

Leah Nicole Hughes  
B.A., Psychology  
Cum laude

Trevor Colin Johnson  
B.A., Business

Caitlin Rebecca Jones  
B.A., Environmental Studies & Global Studies  
Honors in Environmental Studies  
Magna cum laude  
Phi Beta Kappa

Javonta Jabari Jones\*  
B.A., Sport and Exercise Studies

Tia Chanel Jones\*\*  
B.A., Curricular Studies

Troy Weston Journey  
B.A., Sport and Exercise Studies

Lucille Hope Lloyd Kindstrand  
B.A., History & Theatre

Ashley Victoria Koler  
B.S., Physics  
Magna cum laude

Shelby Lynn Koretko  
B.A., Psychology  
Honors in Psychology  
Magna cum laude  
Phi Beta Kappa

Britnee Cameron Kratochvil  
B.S., Biology  
Cum laude

Megan Leslie Kruse  
B.A., Sport and Exercise Studies

Gabriel Nasturel Kuhl  
B.A., Classics  
Summa cum laude  
Phi Beta Kappa

Alexander Edgar Leyva  
B.A., Sport and Exercise Studies

Jordan Christine Long  
B.A., English

Mitchell Thomas MacDonald  
B.A., Communication Studies

Shirin Eva Mahdavi  
B.A., Communication Studies  
Summa cum laude

Chelsea Leigh Marciniak  
B.S., Biology  
Cum laude

Alexandra Catherine Mariona  
B.A., History

Spencer Kenneth Matthews  
B.A., Business

Vanessa Roberta McBean\*  
B.A., Global Studies & Sociology

Erin Catherine McClelland  
B.A., Biology

Ryan Daniel McDonald  
B.S., Biology  
Cum laude

Annaleise Debbion Ruth McKenzie  
B.S., Biology

Natalie Rose Miller  
B.A., History  
Cum laude

Margaret Chandra Mishra  
B.A., Psychology

Adair Singleton Moore\*\*  
B.A., Curricular Studies

Meghan Grace Moran  
B.A., History

Rachel Wynn Morris  
B.A., English  
Magna cum laude  
Phi Beta Kappa

Ty Pearson Moseley  
B.A., Political Science

Kara Jeanne Mullin  
B.A., History

Hayatt Hana Natour  
B.A., Dance & Sport and Exercise Studies

Thao Phuong Nguyen  
B.A., Global Studies  
Magna cum laude  
Phi Beta Kappa

Devon Eaton Nowicki  
B.A., Sport and Exercise Studies

Danielle Josephine Ochoa-Ortega  
B.A., Spanish

Thomas Wilhelmus Overgaag  
B.A., Studio Art

Melissa Claire Pasierb  
B.S., Environmental Science & Studio Art  
Cum laude

\*August 2016 or January 2017 Graduate

\*August 2016 or January 2017 Graduate

\*\*Degree to be awarded upon completion of master's program.

Emily Elizabeth Phillips <i>B.A., Economics &amp; Environmental Studies</i> <i>Cum laude</i>	Jessica Lynne Sidebottom* <i>B.S., Biology</i>
Katherine Michaela Phillips <i>B.S., Biology</i> <i>Cum laude</i>	Sarah Maria Sirker <i>B.A., English &amp; Psychology</i> <i>Honors in English</i> <i>Cum laude</i> <i>Phi Beta Kappa</i>
Smokey Jo Powers <i>B.A., English</i>	Sarah Marie Sivick <i>B.S., Biology</i>
Erica Christi Quijano <i>B.A., Economics &amp; Global Studies</i>	Baylee Layne Caroline Snead* <i>B.A., Political Science</i> <i>Magna cum laude</i>
Erica Celeste Quinby <i>B.A., Global Studies &amp; History</i> <i>Magna cum laude</i> <i>Phi Beta Kappa</i>	Shane Colin Soghomonian <i>B.S., Mathematics &amp; Physics</i>
Anthony Alexander Quinn <i>B.A., Business</i>	Laura Allison Stacey <i>B.A., Psychology</i>
Taylor Lee Rama <i>B.A., Sport and Exercise Studies</i>	Jacob Paul Stachowiak <i>B.A., Physics</i>
Rebecca Diane Repass <i>B.A., Sociology</i>	John-Aubrey Stone <i>B.A., Classics</i>
Evie Marie Leigh-Ann Rigby <i>B.S., Physics</i>	Samantha Ann Strickler <i>B.A., History</i>
Andrew Joseph Risse* <i>B.A., Environmental Studies</i>	Brandon Scott Stroble <i>B.A., History</i>
John J. B. Ruml <i>B.A., Classics &amp; Theatre</i>	Quan Sun <i>B.F.A., Theatre</i>
Jennifer Lynn Sanborn** <i>B.A., Curricular Studies</i>	Jenna Kristine Sweet <i>B.S., Biology</i>
Evan Thomas Scarborough <i>B.A., Political Science</i>	Darian Michaela Thornton** <i>B.A., Psychology</i> <i>Cum laude</i>
Dario Schiano-Moriello* <i>B.A., Sport and Exercise Studies</i>	Tuan Nhat Tran <i>B.A., Communication Studies</i> <i>Cum laude</i>
Cole Wyatt Schreiner <i>B.F.A., Studio Art</i> <i>Cum laude</i>	Alyssa S. Umberger <i>B.S., Environmental Science &amp; French</i> <i>Summa cum laude</i> <i>Phi Beta Kappa</i>
Katya Lynne Schwab <i>B.A., Communication Studies &amp; Philosophy</i> <i>Summa cum laude</i> <i>Phi Beta Kappa</i>	Kyle Joseph Unruh <i>B.A., Sport and Exercise Studies</i>
Emily Caroline Scott* <i>B.S., Biology</i> <i>Cum laude</i>	Joseph Peter Uzdevinis* <i>B.S., Biology</i>
Erik Anton Seastead* <i>B.S., Physics</i>	Megan Elizabeth Villavicencio de la Fe <i>B.A., Communication Studies</i>

Marianne Louise Virnelson <i>B.A., Music &amp; Theatre</i> <i>Cum laude</i>
Jasmine Dennise Void <i>B.S., Biology</i>
John Tucker von Seggern <i>B.A., Physics</i>
Emily Grace Ward <i>B.S., Biology</i> <i>Magna cum laude</i> <i>Phi Beta Kappa</i>
Morgan Janay Wardlaw <i>B.A., Psychology</i>
Curtis Andrew Weaver <i>B.A., Communication Studies</i> <i>Cum laude</i>
Scott Coleman Wilkinson <i>B.A., Sport and Exercise Studies</i>
Lore'l Amanda Wright <i>B.A., Business</i>

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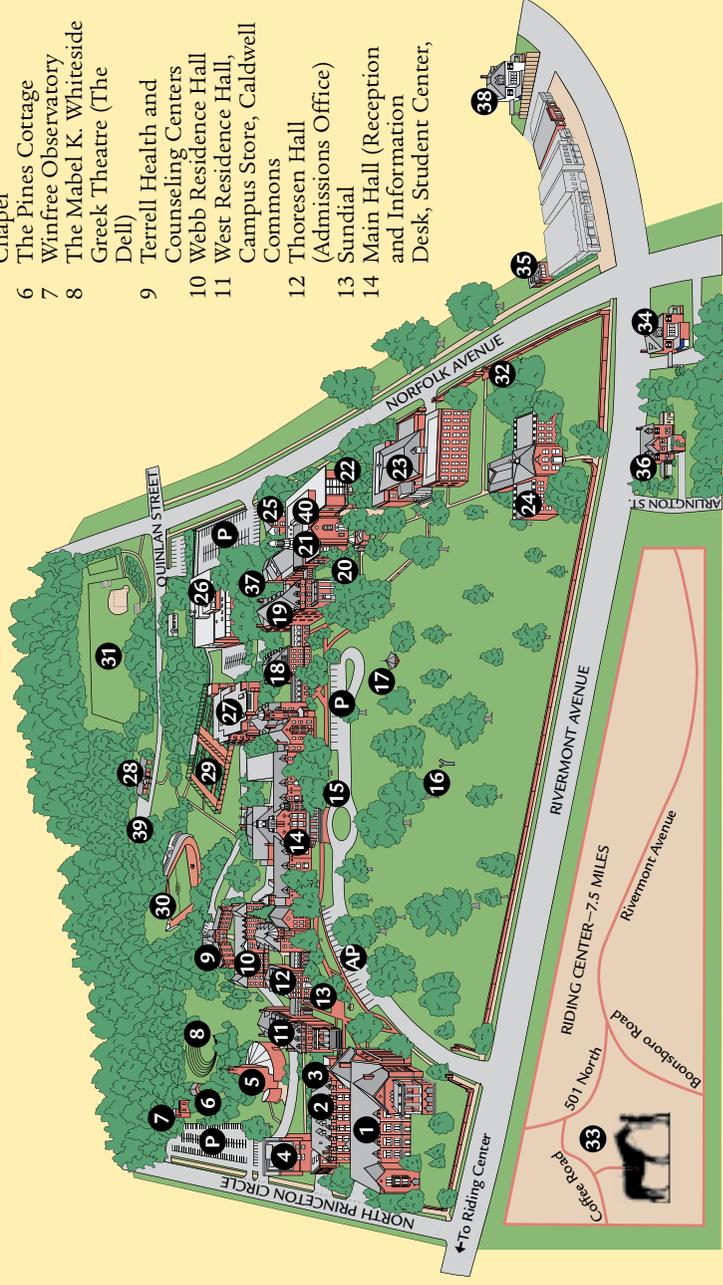
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- 4 Bell Residence Hall
- 5 Houston Memorial Chapel
- 6 The Pines Cottage
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- 8 The Mabel K. Whiteside Greek Theatre (The Dell)
- 9 Terrell Health and Counseling Centers
- 10 Webb Residence Hall
- 11 West Residence Hall, Campus Store, Caldwell Commons
- 12 Thoresen Hall (Admissions Office)
- 13 Sundial
- 14 Main Hall (Reception and Information Desk, Student Center,

- 15 Even Post
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  - 40 Academic Services Center
- P Parking Area  
AP Admissions Parking



# 2017-18

## RANDOLPH COLLEGE

2500 RIVERMONT AVENUE  
LYNCHBURG, VIRGINIA 24503-1526