



**Warren Wilson**  
**COLLEGE**

# **Warren Wilson College**

## **Catalog**

**2021 – 2022**

**P.O. Box 9000  
Asheville, NC 28815-9000**

**1-800-934-3536  
Fax: 1-828-771-2073**

**[www.warren-wilson.edu](http://www.warren-wilson.edu)**

## **0.1 - Academic Calendar**

<https://www.warren-wilson.edu/academics/calendar/>

## **0.2 - Warren Wilson College Catalog**

### **0.2.1 - Nondiscrimination Policy**

Warren Wilson College does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, gender or gender identity, age, marital status, disability, or sexual orientation, in the administration of its educational policies, recruitment or admission of students, scholarship, grant or loan programs, athletic or other College administered programs, employment procedures, training programs, promotion policies or other related personnel practices.

The College prohibits taking any retaliatory action against any employee for opposing a practice that he or she believes to be discriminatory, including the filing of an internal grievance or a charge with a state or federal civil rights enforcement agency. (Approved by the President, June 26, 2012)

### **0.2.2 - Title IX**

The following person has been designated to handle inquiries regarding Title IX:

**Tacci Smith**

Interim Dean of Students &  
Title IX Coordinator  
Dodge House  
PO Box 9000  
Asheville, NC 28815-9000  
tsmith@warren-wilson.edu  
Office phone: 828.771.3768

For more information, and for a list of deputies, please go to:

[www.warren-wilson.edu/student/center-for-gender-and-relationships/title-ix](http://www.warren-wilson.edu/student/center-for-gender-and-relationships/title-ix)

If you want to learn more about your rights, or if you believe that the college is violating Federal law, you may contact the U.S. Department of Education, Office for Civil Rights, at (800) 421-3481 or ocr@ed.gov. If you wish to fill out a complaint form online, you may do so at: <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

### **0.2.3 - Disclaimer**

This publication is not a contract or an offer to contract. The College reserves the right to change information or conditions contained in this publication without notice. The information contained in this document is current as of June 2021.

## **0.3 - From the President**

As Warren Wilson College's 8<sup>th</sup> President, I am proud of our history and excited about our future. Founded in 1894 as the Asheville Farm School to provide Appalachian boys not only an education but also practical skills for living, Warren Wilson evolved over time to become a distinctive four-year co-educational institution that offers a truly integrated, highly experiential, quality education with the development of the whole person in mind.

As one of only eight federally recognized work colleges in the nation, Warren Wilson remains as committed to providing intentionally integrated education, along with the acquisition of practical skills and career preparation, as we were at our founding moment. We are also highly invested in making our unique educational model accessible through our work grant and scholarship programs.

Our location is special and also defines who we are. Located on 1132 acres with a working farm and forest in the southern Appalachian Mountains, just minutes from the creative and thriving city of Asheville, Warren Wilson has a profound sense of place and an unwavering commitment to environmental stewardship and sustainability as well as to arts and culture.

I am blessed to be a part of this caring and highly engaged community, all of us committed to the success of every student. Let us live each day with intention and purpose, making a difference in the world.

Lynn M. Morton  
President

## **0.4 - Accreditation and Licensure**

### **0.4.1 - Accreditation**

Warren Wilson College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Bachelor of Arts, Bachelor of Science, Master of Arts, and Master of Fine Arts degrees. Questions about the accreditation of Warren Wilson College may be directed here:

#### **Southern Association of Colleges and Schools**

Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033-4097

Telephone 1-404-679-4500

[www.sacscoc.org](http://www.sacscoc.org)

The Social Work Baccalaureate Degree Program is accredited by the Council on Social Work Education. Visit [www.cswe.org](http://www.cswe.org) for further information.

### **0.4.2 - Licensure**

Degrees awarded by the Board of Higher Education, State of North Carolina.

### **0.4.3 - Religious Legacy**

In covenant relationship with the Charlotte, New Hope, Salem, and Western North Carolina presbyteries of the Presbyterian Church (U.S.A.) and the Synod of the Mid-Atlantic of the Presbyterian Church (U.S.A.).

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## **1.01 - Mission**

### **1.01.1 - Introduction**

Warren Wilson College is an independent, accredited, four-year liberal arts college, which awards the Bachelor of Arts and Bachelor of Science degrees in a variety of disciplines, the Master of Arts in Critical Craft Studies, and the Master of Fine Arts degree in Creative Writing.

The College was founded by Presbyterians in 1894, and we are a current member of the Association of Presbyterian Colleges and Universities. The roots of this historic relationship continue to nurture the College's commitment to fostering civic identity, diversity, community, and sense of place. We welcome those from all religious faiths and secular perspectives who share similar commitments.

### **1.01.2 - Mission Statement**

Warren Wilson College's distinctive approach to education intentionally integrates academics, work, and community engagement to cultivate curiosity, empathy, and integrity. We empower graduates to pursue meaningful careers and lead purposeful lives dedicated to a just, equitable, and sustainable world.

## 1.02 - History

Warren Wilson College began as the Asheville Farm School in 1894. The school was founded by the women's home missions board of the Presbyterian Church, in order to give mountain boys vocational training and classroom study. Initially the school enrolled 25 students in grades one through three. Higher grades were added as enrollment increased, and in 1923 the first high school class graduated.

In 1942 the Asheville Farm School, Dorland-Bell School of Hot Springs, N.C., and Mossop School of Harriman, Tenn., merged to become the coeducational Warren H. Wilson Vocational Junior College and Associated Schools. The expanded institution in the Swannanoa Valley was named for the late superintendent of the Presbyterian Church's Department of Church and Country Life.

After graduating its final high school class in 1957, Warren Wilson remained a junior college until 1967, when it became a senior liberal arts college offering a bachelor's degree. The first seniors in the four-year program graduated in 1969. Four years later, the College officially separated from the Presbyterian Board of National Missions and became an independent college guided by a board of trustees.

An international and cross-cultural emphasis is a major part of the history and heritage of the College. Faculty, staff, and administrators have sought to advance intercultural understanding since the 1920s, when Cuban students enrolled in the Asheville Farm School. The College admitted a boy in 1939 whose parents had fled Nazi Germany, and perhaps even more remarkably, enrolled two Japanese-American students in 1942, after the Pearl Harbor attack. In 1952 -- two years before the landmark Brown v. Board of Education decision began to slowly integrate schools in the old South -- the College admitted its first African American student, Alma Shippy of Swannanoa. Today the College enrolls students from many nations, and through its international program offers all students study, internship, and service opportunities across the globe.

Set within one of the most biodiverse regions in North America, Warren Wilson has an environmental ethic anchored in the early history of its land and promised in its mission. Students, faculty and staff honor these traditions and, through the College's educational program, apply formal commitments to sustainability in their work, service, and academics. Warren Wilson was one of the first institutions in the nation, in the 1970s, to pioneer an environmental studies major.

Since 1967, Warren Wilson College has come far as a four-year college. The curriculum has greatly expanded as enrollment has increased. Students can now choose from a wide variety of majors, concentrations, and minors, plus honors and pre-professional programs. Although the College has remained primarily an undergraduate institution, in 1981 it added a graduate program, the MFA Program for Writers, that has become nationally acclaimed with many award-winning faculty and alumni. In 2018, the College added the MA in Critical Craft Studies, the first program of its kind.

The College's recent past also has been distinguished by the forging of numerous partnerships with the broader community, including The Center for Craft, Creativity, & Design; Buncombe County Schools; the City of Asheville, toward climate goals; and, on the edge of campus, North Carolina Outward Bound School and Verner Center for Early Learning. In 1996 the College and the Eastern Band of Cherokee Indians became official partners in the Cherokee Archaeology Field School on campus near the Swannanoa River.



## 1.03 - Admission

Undergraduate Admission to Warren Wilson College represents a selection based on both the personal and the academic qualifications of the applicant. All available information is considered, including previous school record, evidence of academic and social maturity, extracurricular activities, community service, scores on the SAT or ACT (if submitted), interview, references, recent grade trends, and general contributions to school and community. The criteria are designed to build a balanced student body with high standards of scholarship, personal integrity, serious educational and personal goals, and a willingness to support the mission of the College.

### 1.03.01 - The First-Year Student Admission Process

All students must possess either a high school diploma, a GED, or an associate's degree upon matriculation. Each candidate for admission should be enrolled in a college preparatory curriculum showing competency in the following as a recommended minimum admission standard:

- four years of English
- two years of algebra
- one year of geometry
- two years of laboratory sciences
- three years of social sciences
- two years of a foreign language strongly recommended

The deadline for fall semester First Year applications is November 1 for Early Decision, November 15 for Early Action, and Regular Decision applicants are reviewed on a rolling admissions basis (see "Early and Regular Decision"). A decision may be made at any time once the application has been submitted. Other materials requested for the evaluation process may include the following:

1. the Warren Wilson College application or the Common Application
2. an official high school transcript
3. a recommendation from the student's guidance counselor
4. other recommendations
5. demonstrated English proficiency (see the English Proficiency policy)

On-campus meetings with an admission counselor are strongly encouraged.

For First Year students with college credit, see "College Credit While in High School (Dual-Enrollment)." Prior to matriculation, all students must provide the College with their final, official high school transcript that includes their graduation date.

Please note that students who are accepted to Warren Wilson College will need to meet additional standards once enrolled in order to declare a major in Art or Integrative Studies. See program requirements for more information.

### 1.03.02 - The Transfer Student Admission Process

The deadline for Spring semester transfer applications is November 1 and applicants are reviewed on a rolling basis (see "Early and Regular Decision"). The deadline for fall semester transfer applications is July 26. A decision may be made at any time once the application has been submitted. Other materials requested for the evaluation process may include the following:

1. the Warren Wilson College application or the Common Application
3. proof of high school graduation: the final, official high school transcript including the graduation date
4. official transcripts from all colleges or universities attended

5. Transfer College Registrar's Report
6. demonstrated English proficiency (see the English Proficiency policy below)

In addition, for transfer students to be competitive applicants, they should meet the following conditions:

1. students must be eligible to return to their most recently attended college
2. students must be in good standing at colleges previously attended

On-campus meetings with an admission counselor are strongly encouraged.

Please note that students who are accepted to Warren Wilson College will need to meet additional standards once enrolled in order to declare a major in Art or Integrative Studies. See program requirements for more information.

### **1.03.03 - The International Student Admission Process**

Deadlines for international students are the same as outlined in the First-Year and Transfer Admissions sections. Warren Wilson does not take Spring semester applications from International students due to visa timelines. Other materials required for admission include the following:

1. the Warren Wilson College application or the Common Application
2. an official high school transcript
3. results of external examinations (GCE-O, GCE-A, West African Examinations, CAPE)
4. demonstrated English proficiency (see the English Proficiency policy below)
5. official bank statements
6. photocopy of passport

All documents submitted must be in English.

*Please be prepared for a Skype interview with the international admission counselor. A final high school transcript with the graduation date must be provided before matriculation. Transfer students, please have your final college transcript submitted prior to matriculation.*

### **1.03.04 - The Home School Student Application Process**

Applicants who have been homeschooled should follow the same guidelines indicated in the First-Year and Transfer Admissions sections. In addition, applicants must submit the following:

1. a homeschool transcript listing course titles, content, and grades
2. a letter of recommendation (not from a parent)
3. a document that serves as the "diploma" including a copy of the rules under which the home school was formed (state requirements, for example)

On-campus meetings with an admission counselor are strongly encouraged.

### **1.03.05 - Graduate Equivalency Degrees (G.E.D.)**

A GED may be accepted in place of a regular high school diploma. Applicants with a GED will receive close scrutiny to determine whether they have had the appropriate courses to succeed at Warren Wilson. In general, a GED is used for older students who now show good reason to enroll in college, or home-schooled/early admission students. Applicants must have a minimum battery average of 500 per section on the GED. In addition, all applicants with the GED must provide the College with:

1. the Warren Wilson College application or the Common Application
2. official GED scores

3. official transcripts from the high school that show the courses completed before withdrawal

On-campus meetings with an admission counselor are strongly encouraged.

### **1.03.06 - College Credit from Other Institutions**

Academic work presented for transfer credit must be from a college or university accredited by one of the following agencies: Middle States Commission on Higher Education (MSCHE); New England Commission of Higher Education (NECHE), Higher Learning Commission (HLC); Northwest Commission on Colleges and Universities (NWCCU); Southern Association of Colleges and Schools Commission on Colleges (SACSCOC); WASC Senior College and University Commission (WSCUC); and Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (ACCJC)

All transcripts are subject to final evaluation by the College Registrar's Office. Transfer credit is granted for comparable college-level courses in which a "C-" or better was earned. Courses graded on a Pass/Fail or Satisfactory/Unsatisfactory basis do not transfer. Warren Wilson College accepts a maximum of 64 credits from a two-year college program. For courses transferred, grades/quality points are not included in the computation of a student's grade point average.

Some courses in areas not offered at Warren Wilson, such as certain applied technical courses, are not accepted for transfer, but most liberal arts courses are. The Registrar evaluates a transfer course to determine if it is comparable to a Warren Wilson College course. To make this determination, the Registrar may ask the student to submit a course description and, in some instances, a syllabus of the transfer course. If the course is not clearly comparable to a Warren Wilson course, the Registrar consults with the chair of the appropriate academic program to determine whether the course may transfer. Students who wish to appeal an initial transfer credit decision or who wish to have transfer credit evaluations reviewed for a General Education or major requirement may contact the registrar directly or may inquire with their counselors (or, once they've matriculated, their advisors) about applying their credits to these categories. The Registrar consults with the appropriate academic program chair and the Associate Provost to address the appeal. The program chair's decision shall be final with respect to courses clearly within the discipline. The Associate Provost's decision shall be final with respect to courses that lie beyond clear disciplinary boundaries of programs offered at Warren Wilson College.

In order to earn a degree from the institution, students must complete at least 32 semester hours at the junior or senior level at Warren Wilson College.

Please see the section on "Baccalaureate Degree Requirements" for information on credit totals required, the residency requirement, and other requirements to graduate.

### **1.03.07 - College Credit While in High School (Dual-Enrollment)**

Dual-enrollment students are those who completed high school while earning college credit (AP, IB, early college, middle college) before coming to Warren Wilson. First-year students who have taken college courses prior to entering Warren Wilson College must report such work on their application and to their admission counselor. A copy of the college transcript may be reviewed for admission and to assess transferable credit. Should the student choose to matriculate, the final, official college transcript must be provided in order for the Registrar to evaluate the credits earned and then correlate these to the General Education fulfillments or relegate them to elective credit. Please note that a high school transcript that includes the college courses may not substitute for the official transcript from the college that awarded the dual-enrollment credits.

Students who arrive at Warren Wilson with dual-enrollment college credits that they completed while in high school will have exemptions from certain first-year requirements, depending on how many credits they transfer in. Please see the ranges of dual-enrollment transfer credits below for guidance:

- **Transfer in 0-23 credits:** Must complete all expectations for first-year students, including First-Year Seminar/Writing across the Curriculum (FYS/WAC) Level 1 and PEG 1 of the Community Engagement Commitment.
- **Transfer in 24-59 credits:** Students may be exempt from FYS, after consultation with their advisor. However, students who opt out of FYS but who have not transferred in a course comparable to Writing across the Curriculum (WAC) Level 1 (such as a course titled “College Composition” or “Expository Writing”), must enroll in a WAC Level 2 course during the first semester and must enroll in a second WAC Level 2 course in a subsequent semester. Students are exempt from PEG 1 of the Community Engagement Commitment.
- **Transfer in 60 or more credits:**
  - Students are automatically exempt from FYS and PEGs 1 & 2 of the Community Engagement Commitment.
  - Students who enter with 60 or more transferred credits are considered juniors. They must formally declare a major by the end of Week 7 in their first term at Warren Wilson. Students in this category are strongly encouraged to plan ahead with their advisors during the orientation period before the first semester, in order to ensure a timely graduation. *See subsection on “The Major” under Academics in this Catalog.*

### 1.03.08 - Advanced Placement (AP) Credit

Academic credit may be granted to enrolled students dependent on the score received on College Board Advanced Placement tests. **Refer to “Advanced Placement” under Academic Policies and Regulations** to determine the required score, amount of credit, General Education fulfillment, and/or course equivalent.

### 1.03.09 - International Baccalaureate (IB) Credit

Academic credit may be granted to enrolled students dependent on the score received. **Refer to “International Baccalaureate” under Academic Policies and Regulations** to determine the required score, amount of credit, General Education fulfillment, and/or course equivalent.

### 1.03.10 - Falsification of Records

Entering the College using falsified or misleading documents or intentionally omitting documents can lead to a revocation of admission status, dismissal, or degree revocation if matriculated.

### 1.03.11 - Day Students

Warren Wilson College is primarily a residential community. It is desired that most students live on campus throughout their enrollment. Students who wish to be day or non-residential students must qualify as one of the following:

1. living with parents
2. married
3. single parent
4. financially independent as determined by the IRS

Students who have lived on campus for one full year may petition the Vice President for Student Life for day student status before April 1 (for fall semester) or November 1 (for spring semester). Considerations may include space on campus, the Work Program, and residential aspects of the community. Day students will not qualify for the NC Free tuition or Milepost One programs.

**Notes:** All students must participate in the Work Program for at least one full year; beyond this requirement, day students do not ordinarily participate in the Work Program. Full-time interns are automatically approved for day student status, if they seek it.

### **1.03.12 - Early Decision and Regular Decision**

There are three application types.

#### **Early Action**

Students who are highly interested in Warren Wilson College and have strong academic records may apply as Early Action candidates. Applications must be received by November 15. A commitment is not required until May 1, as this is a non-binding process. Applications submitted for Early Action will receive admission decisions in December.

#### **Early Decision**

Students who are highly interested in Warren Wilson College and, if accepted, are prepared to make a commitment in the form of a non-refundable deposit, may apply as Early Decision candidates. Applications must be received by November 1. Decisions will be made no later than December 1. Early Decision is binding for accepted students, with the deposit due January 15. At that time, accepted students must agree to withdraw applications made to other schools. If a student chooses not to deposit at that time, the offer of admission will be withdrawn. Any student not granted admission under Early Decision will automatically be put into the Regular Decision pool of applicants.

#### **Regular Decision**

Applications received after the November 1 or November 15 deadlines will automatically be rolled into the Regular Decision applicant pool. Regular Decision is non-binding, and a commitment in the form of a deposit is not due until May 1.

#### **Spring Admission**

Applications for the spring admission (first year and transfer) must be received by December 1 with a commitment in the form of a non-refundable deposit due by January 1. Exceptions to deadlines may be made only by the Vice President for Enrollment.

(See sections regarding the application process for First Year and for Transfer applicants.)

### **1.03.13 - Wait List**

The College may assign some applicants to a wait list. Students assigned to the wait-list may be offered admission later in the year if space becomes available or may be offered admission to a future semester. Students who are assigned to the wait-list may contact the Office of Admission to determine their positions on the list and to learn the list's history in previous years.

### **1.03.14 - Deferred Admission**

Accepted students may have the opportunity to defer their offers of admission for one semester or one year. In order to defer admission, a Deferral of Admission Request form must be submitted to the Office of Admissions. Each request is reviewed on its individual merits and deferments are not automatically granted. The Director of Admissions, in consultation with the Vice-President for Enrollment and the student's Admissions Counselor, makes the final deferral decision. Students deferring admission must remit the non-refundable deposit of \$300.00. Students who have deferred may have their acceptance revoked if they are contacted by the Office of Admissions three times over the course of a year with no response. If a student takes courses at another college or university, the deferral is no longer valid and the student must reapply.

### **1.03.15 - Readmission**

Applications for readmission (after a period of non-enrollment) are available through the Warren Wilson College website. An abbreviated application and essay outlining the desire to return and the student's academic goals is required. A student who was suspended or on any form of probation when last enrolled must include pertinent information as to why reinstatement should be granted. If another college or university has been attended during the period of non-enrollment, a transcript must be presented with the request for readmission.

The readmission process does not apply to students who have submitted an approved Leave of Absence application form to the Registrar's Office.

### **1.03.16 - Appealing an Admission Decision**

If applicants feel that circumstances exist that warrant a reconsideration of a previous admissions decision, they are invited to complete Undergraduate Admissions Appeal Form, available from the Office of Admissions, and return it, along with the appropriate supporting documents, to the Vice-President for Enrollment.

A complete appeal packet includes: Completed Admissions Appeal Form; Statement written by the applicant outlining why the applicant feels the application should be re-evaluated; and a plan for success at Warren Wilson College. Some students may choose to submit an updated transcript to demonstrate academic readiness. This is optional.

Once a complete appeal packet is received, the application is reviewed a second time by the Vice-President of Enrollment, in conjunction with a community admissions committee that includes at least the VP for Student Life, a faculty member, and the applicants' admissions counselor. A final decision that cannot be appealed is made within two weeks of receiving the complete appeal.

### **1.03.17 - English Language Proficiency Policy**

A satisfactory command of the English language is required for admission to Warren Wilson College. Please note that this requirement applies to all applicants, including resident aliens and citizens. Requiring valid proof of English language proficiency is a mandate of the College. Thus, only the College can approve any exceptions.

#### **Valid Proof of English Language Proficiency**

The following criteria represent different ways to prove English proficiency. Please note, only **one** of these criteria needs to be met:

- Achieving the minimum required official score on any of the following tests:
  - the International Test of English as a Foreign Language (TOEFL)
  - The International English Language Testing System (IELTS) exam

- The GTECH CBT English test
- The Sakae English Placement Test (SEPT)
- Duolingo

Test scores are valid for two years after the test date but are still considered valid if the score exceeded the minimum requirement and the applicant has maintained continuous residency in the United States since the exam date

- The completion of three consecutive years, and graduation from an accredited high school where English is the language of instruction
- Completion of an associate's, bachelor's, master's, doctorate, or professional degree at an accredited college or university where English is the language of instruction
- Obtaining an SAT verbal section score of 450 or better
- Obtaining an ACT reading section score of 18 or better
- Obtaining an official score of four or higher on either the International Baccalaureate Higher Level Language A examination in English, or the College Board Advanced Placement Program (AP) examination in English Language
- Being selected by one of our approved exchange program partners to attend Warren Wilson College through an approved exchange relationship.

### **Minimum Test Score Requirements**

#### **TOEFL:**

Paper-based - 550 overall

Computer-based - 213 overall

Internet-based - 79 overall

#### **IELTS:**

6.5 overall

**GTECH CBT:** 1176

**SEPT:** 8

**Duolingo:** 100

## **1.03.18 - Graduate Admission**

Information on admission to the Master of Fine Arts in Creative Writing can be found in the Graduate Programs MFA section of this Catalog and on the MFA for Writers website: [www.wwcma.org](http://www.wwcma.org).

Information on Admission to the Master of Arts in Critical Craft Studies can be found in the Graduate Programs MA section of this Catalog and at [www.warren-wilson.edu/admission/graduate-students/craft-ma-application/](http://www.warren-wilson.edu/admission/graduate-students/craft-ma-application/)

Please note that the graduate programs do not accept transfer credits.

## 1.04 - Financial Aid

Warren Wilson College provides an educational opportunity for many students who might otherwise not be able to attend college. The College endeavors to keep expenses at a minimum by offering substantial and comprehensive financial aid to those who are eligible.

The basis for determining eligibility is the Free Application for Federal Student Aid (FAFSA). The FAFSA must be filed each year that students wish to be considered for aid. The amount of assistance from the College may increase or decrease from one year to the next depending on the financial circumstances of the family. Aid for evaluated need is offered to students as long as funds remain available, and students make Satisfactory Academic Progress toward completion of their courses of study.

### 1.04.01 - Federal and State Programs Available

The College complies with all federal and state educational assistance agencies including Vocational Rehabilitation and other agencies that aid students in obtaining a post-secondary education. Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal WorkStudy, Federal Work College, William D. Ford Federal Direct Loan Program, and all state programs are directed through the College to the students by the Financial Aid Office. Additional information may be obtained from the Financial Aid Office website:

[www.warren-wilson.edu/finaid](http://www.warren-wilson.edu/finaid)

### 1.04.02 - Veterans Administration Benefits

Warren Wilson College is an approved institution for veterans to attend and receive VA educational benefits through Chapters 30, 31, 33 (Post 9/11 GI Bill), 35, 1606, and 1607 in all of the offered undergraduate programs. The Master of Fine Arts and Master of Arts degrees are approved programs for Chapter 33. These degrees are approved for tuition and fees only, and do not include housing benefits. The College does not participate in “Yellow Ribbon.”

Veterans who have never received VA educational benefits may begin the application process online at <https://www.va.gov/education/how-to-apply/> or call 1-888-442-4551. A copy of that application should be retained and a copy submitted to the Registrar’s Office at Warren Wilson College. Once eligibility for benefits is approved, the veteran receives a Certificate of Eligibility (COE). Send a copy of the COE to the Registrar’s Office.

If VA educational benefits have been received at a previous college, complete a Request for Change of Program or Place of Training online at [www.va.gov](http://www.va.gov). A copy of that form should be retained and a copy submitted to the Registrar’s Office at Warren Wilson College. A new Certificate of Eligibility (COE) confirming remaining eligibility for the benefits will be generated. Send a copy of the new COE to the Registrar’s Office.

Warren Wilson College will not impose any penalty, including the assessment of late fees; the denial of access to classes, libraries, or any other institutional facilities; or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet their financial obligations to the College due to the delayed disbursement funding from VA under chapter 31 or 33. Veterans’ eligibility for VA educational benefits will not affect their eligibility for Title IV aid (Pell Grant, Federal Direct Loans, Federal Work Study, Federal SEOG, etc.). Veterans are encouraged to complete the FAFSA: [www.fafsa.gov](http://www.fafsa.gov). VA benefits MAY affect their eligibility for state aid depending upon the policies of their state of residency.

For questions regarding eligibility for education benefits, veterans may contact their nearest Veterans’ Administration Office, go on-line or call 1-888-442-4551.

To assist students in determining eligibility and making school choices, the Department of Veterans Affairs offers the GI Bill Comparison Tool at [www.va.gov/gi-bill-comparison-tool](http://www.va.gov/gi-bill-comparison-tool). This tool provides information about the



percentage of Tuition and Fees payable at the school selected, calculates the Basic Allowance for Housing (BAH), and provides the maximum book stipend based on eligibility percentage. Information about the number of VA students, graduation rates, loan default rates, and median borrowing at the selected school may also be found using this tool. If you have questions about your benefits or need further information please contact the Registrar's Office at Warren Wilson College by email, registrar@warren-wilson.edu or by phone at 828-771-2086.

### **1.04.03 - Financial Aid Deadline**

The priority date for students to apply for financial aid for the fall semester is March 1. Since the implementation of early FAFSA and using prior year taxes, the FAFSA is available on October 1 for the following academic year. For example, the FAFSA for 2021-2022 is available October 1, 2020. Applications completed prior to March 1 will be given priority in the award process for grants and scholarships. *Applications received after March 1 will be handled on a date-priority basis.* The availability of need-based grants is limited, so file early and complete all documents as soon as possible.

### **1.04.04 - Campus Work Program**

All resident students, regardless of their financial resources, are required to participate in the Campus Work Program during the academic year. The College also offers work contracts during the summer and other break periods, but these are limited. Students may apply to the Work Program Office for break employment. The College's work program is supported by Federal Work Study, Federal Work College, and/or Institutional Work Study funds.

### **1.04.05 - Scholarships**

**Merit Scholarships:** Warren Wilson College offers merit scholarships to newly admitted students based on academic achievement and promise, not on financial need. To be considered, new students should contact the Admission Office. Merit scholarships are available for renewal for four years as long as the student is making Satisfactory Academic Progress.

**North Carolina Need-Based Scholarship (NC NBS)** established by the 2011 NC General Assembly to provide need-based funding for students attending eligible private institutions. Eligible students must be NC residents enrolled in one of the eligible private institutions and demonstrate eligibility based on a calculation of need, using income data from the Free Application for Federal Student Aid (FAFSA). The value of the award varies, based on legislative appropriations. Consideration for the grant is automatic once the FAFSA is filed and will have a requirement to complete residency determination on the state residency website (ncresidency.org). Late applicants may be denied if sufficient funds are not available. North Carolina students are required to file a FAFSA to be considered for the North Carolina Need-Based Grant. Students are encouraged to file their FAFSA early and complete the residency determination process early to be considered, as funds are limited.

Dependents of Presbyterian ministers may receive a \$1,000 grant from Warren Wilson College. A letter of verification is required for this grant. Warren Wilson College will also match up to \$500 per semester any scholarship provided by a Presbyterian Church to one of its students. The scholarship from the congregation must be applied to tuition charges. For further information, contact the Financial Aid Office.

### **1.04.06 - Required Financial Aid Forms**

Students begin the financial aid process by completing the Free Application for Federal Student Aid (FAFSA) online at [www.studentaid.gov](http://www.studentaid.gov). Please add our school code so Warren Wilson College will receive the results of your FAFSA

electronically. Our school code is 002979 and we are listed as located in Asheville, NC. Both students and parents must apply for a FSA ID (electronic signature) to submit the FAFSA. Please note students and parents must safeguard their FSA ID as they are electronic signatures for subsequent FAFSA filings and loan application materials. Students and parents should visit [fsaid.ed.gov](https://fsaid.ed.gov) to create an FSA ID.

Requests for financial aid will be considered after applicants have been officially accepted for admission to the College and their aid files are complete.

### **1.04.07 - Satisfactory Academic Progress Standards**

Students receiving Title IV Federal Aid, need-based state grants, and/or institutional aid are required to make Satisfactory Academic Progress (referred to as “SAP”) toward a degree to maintain eligibility for aid. Warren Wilson College also applies the same “progress” standards to our work program and institutional aid (need-based scholarships, honor/merit scholarships, international grants, etc.) for all students. SAP is evaluated for all students on a semester basis. In reviewing students’ progress, these standards are applicable regardless of whether financial aid has previously been received. For administering financial aid, WWC defines an undergraduate academic year as two 15-week semesters during which undergraduate students complete a minimum of twelve (12) credit hours per semester (full-time). Please keep in mind, if you earn only 24 credits each year, this is fewer than the number needed to progress in classification: freshman to sophomore, etc.

*This policy may be amended whenever federal and state laws and regulations are changed. This policy will be included in the college catalog and other appropriate college publications. The policy will also be provided to each financial aid recipient on the college website at [www.warren-wilson.edu/finaid](http://www.warren-wilson.edu/finaid)*

The federal and state governments require each educational institution to define standards of progress for students seeking financial aid. All students who wish to qualify for financial aid while attending Warren Wilson College will be assessed on the following criterion at the end of each semester, including summer (if applicable):

- Maintain a minimum grade point average, semester *and* cumulatively (see chart below)
- Meet a minimum credit hour completion rate (67% of attempted versus earned, both semester *and* cumulatively)
- Not exceed 150% of required credit hours required for your degree
- Complete a degree within the maximum number of credit hours it requires to graduate

These standards are applied uniformly to all Warren Wilson College financial aid recipients. If a student meets these standards, they are eligible to be considered for financial aid. If a student does not meet these standards, they will not be eligible to receive financial aid. Procedures for re-establishing financial aid eligibility are described in this policy. Financial aid is defined as all federally funded aid programs, all state funded student programs, and all institutionally funded programs, which includes our work program funding.

In this policy, “eligible for financial aid” means that a student meets the standards of the Satisfactory Academic Progress (SAP) Policy for financial aid. A student must also meet all other financial aid requirements to receive financial aid.

**Incomplete Grades:** If a student has incomplete grades for the semester in which SAP is being evaluated, their SAP status cannot be determined. Therefore, the student will *not* be making SAP until their incompletes are turned into a grade or transcripts are received from various programs, such as, study away programs. Once the student’s incomplete grades have been entered and assessed by the Registrar’s Office at WWC, the student may request an appointment with financial aid to re-evaluate their SAP status.

**Minimum Grade Point Average:** Undergraduate students’ semester GPA must meet standards established by the Warren Wilson College Academic Catalog for Scholastic Standing purposes. For SAP, we also adopt these GPA

standards as a threshold for maintaining SAP. If your semester and cumulative GPA falls below the minimum standard, you will be placed on Financial Aid Warning for the next semester. If you continue to not meet the GPA standard, you will be placed on Financial Aid Probation and must submit an appeal. Financial aid will be cancelled immediately for any student who is academically suspended.

<i>Classification</i>	<i>Required GPA</i>
Freshman	1.500
Sophomore	1.600
Junior	1.750
Senior	1.960
Graduate Students	2.950

**Minimum Credit Hour Completion Rate Requirement:** At the end of each academic semester a student (undergraduate and graduate) must earn a minimum of 67% of the hours they were registered for at the end of add/drop. Add/drop is usually during the first 5 to 7 days into the semester; please check the academic calendar for specific dates. *All students must also complete 67% of their cumulative attempted hours, this will show pace toward completion of their degree.*

This completion requirement measures both semester and cumulative hours and is referred to as *pace*. Pace defines the rate at which a student must progress to ensure educational program completion within the maximum timeframe.

*Number of hours student attempted x 67% = number of hours student must successfully complete to make SAP.  
(You would also use this calculation with your attempted vs. earned cumulative hours.)*

**Completion of a Degree within a Maximum Number of Credit Hours:** Students are eligible to receive financial aid for a maximum of 150% of the hours required for their degree.

The length of an undergraduate program at Warren Wilson College is 128 hours. For undergraduate students, 150% of the 128 hours required is 192 hours. If you have *attempted* more than 192 hours, you will no longer be eligible for financial aid.

Graduate students may receive financial aid for a maximum of 150% of the hours required for the degree as well.

**You are meeting the Completion Rate Requirement if:**

*overall attempted hours < = 150% of hours required for the degree*

**General Information:** Grades of F, W, NC (no credit), or I (INCOMPLETE) are *not* acceptable for SAP. Therefore, if you have incompletes, you will *not* be making SAP. This is a result of an incomplete GPA and hour evaluation for courses not completed. Once the student's incomplete grades have been entered and assessed by the Registrar's Office at WWC, the student may request an appointment with financial aid to re-evaluate their SAP status.

**Re-establishing Financial Aid Eligibility:** The Financial Aid Office will notify students of their failure to meet the standards of this policy. Each student is responsible for knowing their own status, whether or not they receive this notification. If a student is not making SAP, they will be placed on Financial Aid Warning for the following semester. Students who fail to meet the minimum requirements at the end of the Financial Aid Warning semester will be placed on Financial Aid Probation. At that time, they will lose eligibility for financial aid until such time that the minimum SAP requirements have been met. All students placed on Financial Aid Probation because of the failure to meet these SAP standards have the right to appeal.

- **Financial Aid Warning** is a warning only that the student has failed to meet the minimum SAP requirements. The student has one (1) semester to meet the minimum SAP requirements. Students will be notified by the Financial Aid Office if they are placed on Financial Aid Warning. **Students may receive funds during their warning period. However, students who fail to meet the minimum SAP requirements at the end of the warning period will be placed on Financial Aid Probation.**
- **Financial Aid Probation** is when a student fails to meet the SAP requirements during their warning semester. **Students will not receive funds during their probation period until they submit all documentation for their appeal, and it is approved. Students may receive a maximum of two Financial Aid Probations (non-consecutively) during their academic career at Warren Wilson College. After the second probation, students will no longer be eligible for federal financial aid. Exceptions to this standard must be approved by the Director of Financial Aid.** An appeal will include a written detailed statement from the student with attached documentation to support their appeal AND an academic plan processed and signed by the student and the academic support office. Other documentation may be requested on a case-by-case basis, based on the student's detailed statement.
- **Financial Aid Suspension** occurs when a student does not meet their academic plan OR make SAP during their Financial Aid Probation period and the student is no longer eligible for federal, state, or institutional aid (including work, which will impact residential status). At this point all financial aid will be canceled for the Financial Aid Suspension semester. If the student wishes to remain at WWC, they can pay in full to potentially regain a satisfactory SAP status. Students on FA Suspension are not allowed to live on campus, as they are not eligible for a work contract.

Please refer to the Warren Wilson College SAP appeal process. You can find this policy on the Warren Wilson College Financial Aid website. ( [www.warren-wilson.edu/finaid](http://www.warren-wilson.edu/finaid) )

**Students who fail to meet the standards of this policy may re-establish their financial aid eligibility at Warren Wilson College in one of two ways:**

1. *The student can earn the number of credit hours* for which they are deficient or improve their GPA without financial aid. **These hours may be earned at WWC, or they may be earned at another institution and transferred to WWC for any term after the deficiency occurs.** Students should get prior approval from the Registrar's Office to ensure that courses taken at another institution will be accepted. After the deficiency is resolved, the student must submit a written appeal requesting the Financial Aid Office to review their eligibility to receive financial aid. Reminder, grades are not transferred in, therefore any courses you transfer back to WWC will only affect your hours earned. **Thus, if you are not making SAP due to not meeting GPA standards this scenario will not benefit you.**
2. If there were circumstances beyond the student's control that prohibited the student from keeping the standards of this policy, and those circumstances are now resolved, and those circumstances can be documented, the student may submit a written appeal to the Financial Aid Office, according to the SAP appeal calendar to re-evaluate their status based on documentation submitted.

### **SAP Appeal Calendar**

To receive financial aid for any semester, you should appeal no later than that the week before the semester you wish to attend. This gives our office time to process your appeal and finalize your financial aid if your appeal is approved. Once all documentation is received by the Financial Aid Office, you should expect an answer within two weeks. Therefore, it is best to turn in your appeal weeks in advance for proper processing time.

### **SAP Appeal Process**

Warren Wilson College students who are on Financial Aid Probation have the right to appeal. Students may obtain a **SAP Appeal Form *and the* Financial Aid Probation: Academic Plan Form** from the Financial Aid Office. Both forms are required, along with detailed documentation to be considered for an appeal.

The appeal documents should be based on one of the following categories:

- **Death in the immediate family or relative (you must include documentation)**
- **Illness/injury or medical condition of the student or immediate household family member (you must include documentation)**
- **Extenuating/mitigating circumstances that are out of the students control (you must include documentation of the circumstances)**

Appeals must include a detailed description of the extenuating circumstances that occurred during the semester in which the student failed to meet this policy. The appeal must also include all necessary documentation to support the existence of the circumstances described and evidence that the circumstances have been resolved. If you do not have documentation of your extenuating circumstance, you will be asked to resubmit your appeal with documentation. Students are encouraged to contact WCC Academic Support, to develop an **Academic Plan**. This must be submitted with your appeal.

Students will be notified in writing of the decision within two weeks of all documentation being received. *(Please note that students are responsible for any charges incurred until the appeal has been approved or denied.)*

#### **Appeals may be approved or denied.**

- **Approved appeals** – A student whose appeal is *approved* will be eligible to receive financial aid for the upcoming semester for which they wish to attend.
- **Denied appeals** – A student whose appeal was *denied* may take courses at their own expense until they meet the minimum SAP requirements. If an appeal is denied, the student may submit a request to meet with the Director of Financial Aid for a second appeal. Once this appeal has been reviewed by the director, notification will be sent to the student along with any other options available. If an appeal is denied a second time, the student may only be eligible for specific types of private/alternative loans. It will be the student's responsibility to secure a private loan if they wish.

**Students seeking to re-establish financial aid eligibility remain ineligible to receive financial aid assistance until the appeal process is complete and a decision has been made by the Financial Aid Office. Students should be prepared to pay tuition, fees, and other educational expenses until they have been approved to receive financial aid. You will not be allowed to start classes or move on campus until you have made arrangements to pay your bill with our Student Accounts office. You may call them at 828.771.2062.**

*For further details, please visit the Warren Wilson College Financial Aid Office web page:*

[www.warren-wilson.edu/finaid](http://www.warren-wilson.edu/finaid)

*Updated June 2021*

## **1.05 - Withdrawal and Return of Aid Policy**

The Warren Wilson College withdrawal and refund policy is established to provide equitable treatment to finances of both the student and the College. Since Warren Wilson College makes financial commitments on behalf of each student at the time of enrollment, those costs will be shared with the student as explained in the following policies.

The College operates on a traditional semester basis (minimum of 15 weeks). Academic credit is awarded by the

semester. Tuition, room, board, and fees are charged by the semester. Financial aid is offered and posted to the student account by the semester (not the "term"), but remember your financial aid offer will be for the academic year. A minimum of 12 attempted (registered) credits is determined to be full-time and will be charged at the full-time rate.

- If a student lives in a residence hall, the student is required to be full-time and will be charged for a minimum of 12 credits; however, a student's aid will be adjusted if they fail to register full-time.
- If a student's aid package is based upon the student attending Warren Wilson College full-time, the student is required to register, attend, and complete a minimum of 12 credits.
- If a student registers for 12 credits, begins attendance in all courses but fails to complete those 12 credits due to an official withdrawal from the College, the student's aid status will be evaluated and determined by the College's "Satisfactory Academic Progress Policies."
- If a student registers for 12 credits but fails to begin attendance in all or part of those courses prior to an official withdrawal from the College, the student's federal and state aid will be recalculated to three-quarter, half-time, or less-than-half-time. The withdrawal calculation will then be processed based upon the student's reduced aid package (costs will not be reduced).
- Students are particularly vulnerable to financial issues if they are registered for Term 2 or Term 4 courses that make them full-time (minimum 12 credits) and they withdraw prior to beginning attendance in those Term 2 or Term 4 courses.

### 1.05.01 - Institutional Withdrawal Policy

A student may begin the process of an **official withdrawal** by contacting the Center of Academic and Integrated Advising and Careers on the first floor of Jensen. The date of determination will be the date that the college is notified of the student's decision to withdraw. This may be verbal notification; however, written notice is preferred. If a withdrawal is by written notice, the withdrawal date is the date the student begins the official process or otherwise gives notification to a campus official. If there are extenuating circumstances determined to be beyond the student's control such as illness, accident or grievous personal loss, the VP for Student Life can, prior to the last day of classes within the current semester, set a withdrawal date based upon the student's last documented date of attendance at an academically-related activity.

A student establishes an academic record once the student registers for a class. In order to complete the **official withdrawal** process, students must complete the official withdrawal form and complete an exit interview with the VP for Student Life. Upon completion of this process, the division of Student Life notifies the Registrar's Office, Financial Aid Office, Student Accounts Office, Residence Life, and Work Program Office. Should a student withdraw from school after the end of the fourth week of a term course or the end of the ninth week of a semester course, the student will receive grades of WF for all enrolled courses.

For financial aid purposes, an **unofficial withdrawal** date will be set as the midpoint of the payment period (semester) if a student "drops out" without officially completing the exit/withdrawal process through the Center of Integrated Advising and Careers. It is also an **unofficial withdrawal** if a student does not **pass at least one of the attempted courses** since the College cannot make a presumption that the student attended. Charges will **not** be adjusted for unofficial withdrawals; however, federal grants and loans, both student and parent, will be prorated per the federal return of funds policy (section 4.2.4 of this handbook). The student will be billed for any aid that was required to be sent back to the federal and/or state government.

### 1.05.02 - Medical or Administrative Withdrawal

A student, or a parent or guardian acting on the student's behalf when the student is unable, may request a medical withdrawal when illness, injury or a significant personal situation occurs that makes it impossible for the student to continue with classes. A medical withdrawal may be used in response to matters of both physical and mental health. To be recorded as a medical withdrawal, documentation from a licensed medical practitioner must be submitted to



the VP for Student Life outlining the nature of the illness or injury and confirming that the student would not be able to complete course work as a result. Medical withdrawals will be dated according to the date that the college was notified of the intent to withdraw. As with official withdrawals, resident students are expected to leave campus within three days of the withdrawal date. Medical withdrawals can be recorded up to the last day of class for the semester, excluding exam week, and are not retroactive. The College is not responsible for items left in student living spaces after withdrawal. Students are strongly urged to take or store their personal belongings off campus. In the case of a medical withdrawal, all grades are recorded as "W" regardless of the time in the semester, unless a term 1 or 3 course has already been completed and the grade submitted. As with institutional withdrawals all relevant offices and faculty will be notified. A student may also be required to take a medical withdrawal at the request of the College when a student's illness or associated behaviors present a risk to the safety of the student or others or are significantly disruptive to the community. The VP for Student Life in consultation with medical professionals will make the determination of when a mandatory medical withdrawal will be required. Students who have taken a medical withdrawal are eligible to apply for readmission and must do so through the Admissions Office. Students are strongly encouraged to take a full semester away from the college to address the medical issues before seeking to return. Depending on the situation and the time in the semester that the withdrawal takes place, a semester away may be a required condition of readmission. Students who leave on a medical withdrawal will be asked to submit confirmation that they have addressed the medical condition and are ready to return to full participation in the educational program of the College. This may require documentation from a licensed medical practitioner. All acceptances will be based on space available.

See Administrative Withdrawal Policy under Academic Policies and Regulations below.

#### **1.05.04 - Institutional Charges Policy to Return Federal and State Aid**

"Refund" is the term used to return federal and state aid to the same source from which it came (i.e. Direct Loan lender, Pell Grant fund, community/private donor, etc.). Special expenses such as private rooms, lab fees, parking stickers, admission deposits, registration deposits and fees (comprehensive and orientation) are non-refundable. Therefore, institutional charges may or may not be adjusted on a prorated basis. For more detailed information regarding the refund of charges on your student account please visit:

<http://www.warren-wilson.edu/student/student-accounts>

If a student withdraws prior to the College's receipt of the student's aid (loan check from bank; scholarship check from donor; grant funds from state agencies; etc.), the student may have to forfeit those funds if the funds cannot be approved for late or post-withdrawal disbursement. The student may also forfeit government funds that are not allowed to be pro-rated or whose eligibility has a precondition tied to another grant or full-time status.

In most cases, a withdrawn student will leave WWC with a "balance due." Since resident students may choose to apply their campus work earnings toward the cost of tuition, room and board, this defers (delays) payment to the College. A withdrawn student may leave WWC owing at least the equivalent value of hours not worked in the semester or an amount equal to any aid the College is required to return as a result of the Refund Policy. Scholarships/grants/loans that have been designated for the spring semester cannot be used to cover a withdrawn student's unpaid costs from the fall semester.

#### **1.05.04 - Return of Federal Funds**

The treatment of Title IV funds is governed by the Higher Education Amendments of 1998, Section 484B 34 CFR 668.22 (**Return of Federal Funds**). The Law requires the college to determine the amount of aid a student earned based upon the length of time the student is enrolled during a payment period (semester). If a student completes 60% or less of the semester, the percentage of the period completed is the percentage of aid earned. Refer to the pro-ration calculation as an example. If a student completes at least one day beyond the first 60% of the semester, the student will

have earned 100% of the aid disbursed. Eligibility for late disbursements will be considered on a case-by-case basis. Exceptions are “unofficial withdrawals” as described on the previous page. (Work earnings are excluded from these calculations. The student will be paid for actual hours worked.)

Software provided by the Department of Education is used to determine your “earned” versus “unearned” federal aid based on your official withdrawal date. Any unearned federal aid will be returned first to an Unsubsidized Direct Student Loan, Subsidized Direct Student Loan, PLUS for parents of students, Pell Grant, FSEOG then all other Title IV programs--in that order. *A copy of this worksheet is available upon request.*

### **1.05.05 - Return of State Funds**

(Only applies to these state funding programs: NC/VT/others if applicable) Awards made by a state will be refunded back to that state as directed by that state’s policy. Most are consistent with the same process as “Return of Federal Funds”. North Carolina provides us with their own policy and refund calculation worksheet. *Copies of any completed refund calculation worksheets are available upon request.*

### **1.05.06 - Return of All Other Funds**

This same earned and unearned percentage will be used for the remainder of a student’s institutional financial aid (institutional/private donor when applicable). Any remaining unearned non-federal aid will be returned to WWC institutional and/or private/outside donor funds - in that order. Any designated outside scholarships (civic club, church, etc.) will be handled as instructed by the donor. If there are no special instructions, designated outside scholarships will be applied towards any remaining balance due to Warren Wilson College or refunded to the donor. Alternative educational bank loans and VA Chapter 33 benefits may also be applied towards any remaining balance due to the college. Any remaining alternative loan funds held by WWC after direct costs have been paid will be returned to the borrower’s lender as a prepayment.

Spring awards cannot be applied towards fall charges. Any remaining VA Chapter 33 funds will be refunded to the student (VA recipient). The VA recipient will be responsible for repaying, if necessary, any unearned veteran funds to Veteran Affairs. **Questions regarding VA benefits should be directed to the Registrar’s Office (registar@warren-wilson.edu)**

*(Updated June 2021)*



## **1.06 - Campus Life**

For Campus Life information, regulations, and resources, please see the Campus Life website at [my.warren-wilson.edu/ICS/Campus\\_Life/](https://my.warren-wilson.edu/ICS/Campus_Life/) and the Student Handbook at [warren-wilson.edu/student/handbook](https://warren-wilson.edu/student/handbook).

## 1.07 - Pew Learning Center and Ellison Library

Faculty & Staff: David Bradshaw, Brian Conlan, Criss Guy, Teresa Imfeld, Christine Nugent (Director), Diana Sanderson

### 1.07.01 - Overview

**Mission:** The Ellison Library is an active partner in shaping the College's distinctive educational program. The library provides a dynamic space of inquiry, exploration, and discovery. Library staff and faculty strive to create an atmosphere that facilitates learning, sparks curiosity, and inspires discovery by thoughtfully curating a collection of diverse information resources and by providing a variety of learning spaces.

The library staff and faculty aspire to

- Serve as a welcoming social and intellectual center of the College, honoring differences to create an inclusive atmosphere where diverse voices are heard.
- Partner with students, faculty, and staff in creating a learning environment that fosters intellectual curiosity, discovery, creativity, collaboration, and growth.
- Enable and facilitate the development of skills necessary for research and academic discourse.
- Embrace transformations in research and collections, building on the foundational collaboration between collections, technology, and media to redefine library services.
- Empower a creative and energetic staff to experiment, expand the library's reach across campus, and anticipate student needs in a rapidly changing world.
- Adapt and design facilities, collections, formats, and access to promote an open and experiential learning environment.
- Foster a productive work environment in which student crew members thrive and where their contributions are valued and celebrated.
- Nurture a collegial work environment built on collaboration and consensus that values and celebrates the contribution of all staff members and supports their professional growth.

The library is open 70 hours a week, with additional hours before final exams; there is 24/7 access to a study room equipped with three high-end computers, a printer, and wireless capabilities; all electronic resources and online research support are available 24/7 as well. An instructional room is equipped for multimedia presentations.

The library maintains a collection of over 81,000 print titles and provides access to about 220,000 electronic books and 48,000 electronic media titles. The collection supports all areas of the College curriculum and contributes to the cultural and recreational enrichment of students. The alternative press magazine collection ensures that alternative and minority viewpoints are represented.

The library has a large collection of streaming videos and offers e-audiobooks. It also offers a collection of DVDs that students may either view in the library or check out.

The library is a charter member of the NC LIVE (North Carolina Libraries in Virtual Education) program and is part of the ACA BCLA (Appalachian College Association Bowen Central Library of Appalachia). Both provide extensive library resources to students at participating colleges and universities. These and other services include full text coverage of over 77,000 periodicals and newspapers, extensive databases, and many other information resources.

The library provides access to the Internet and the World Wide Web through the campus network, including wireless capabilities throughout the building. Librarians continuously update and expand the library homepage at <http://www.warren-wilson.edu/academics/library> to serve as the gateway to information resources.

Books and journal articles not available from WWC may be requested from other libraries.

The library offers many opportunities for instruction in the use of its resources. They include individual research support, instruction in library research skills, library orientation and instruction for new students and staff, instruction in conjunction with college courses, workshops for faculty and staff, and training for students who work on the library crews.

The library also houses a Creative Technologies Lab, a Sound Lab, and a Media Lab. In the Creative

Technologies Lab students, faculty and staff can explore the uses of emerging technologies in higher education. Currently, the Lab is stocked with two 3D Printers, 3D scanning equipment, motion-controlled computing hardware, and multiple computers, tablets and e-readers. Occupying a room on the main floor, the space is designed to encourage independent exploration and collaborative learning. The Sound Lab is a dedicated space for the creation of digital sound. It encourages experiential and applied learning and offers opportunities for students to engage with media in new, creative and accessible ways and to build oral and aural communication skills. The Media Lab offers high-end computers with a variety of specialty software, a TV for presenting, and a satellite Sound Lab on the main floor of the library.

### **1.07.02 - The Arthur S. Link Archives and Elizabeth Shepard Special Collections**

The College Archives (located in the lower level of the library) holds the legal, fiscal, administrative, historical and cultural records from 1894 through the present. Materials include manuscripts, records, printed materials, audiovisual items, photographs, and artifacts. The archives hold personal papers of administrators, faculty, staff members, students, and alumni. The Archives accepts physical and digital copies of student research and senior capstone papers, as well as the theses submitted by graduates of the Master of Fine Arts in Creative Writing and the Master of Arts in Critical Craft Studies. Printed materials include news clippings, graphics, and programs from official college events, yearbooks, course catalogs, handbooks, school newspapers, and literary and administrative publications. Audiovisual holdings include oral histories, mountain and folk music recordings, and videos and movies of concerts, commencements, and other events. Photographic collections include some 40,000 prints, negatives, slides, and digital files that document the campus and people from the 1890s to the present.

The Elizabeth Shepard Special Collections holds rare books on a variety of topics, as well as books on the cultural and natural history of Southern Appalachia, and those written by school administrators, staff, faculty, and alumni.

For more information about the archives, visit <https://www.warren-wilson.edu/academics/library/archives/>

## 1.08 - Educational Resources and Services

### 1.08.01 - Academic Support Services

The Academic Support Center offers assistance to students so that they can become more effective, engaged and intentional learners. Academic Support services are designed to provide support for students at all stages of their college careers. These services help students develop the skills necessary to be successful learners by providing a supportive learning environment that fosters intellectual growth.

Within a supportive environment, students work collaboratively and one-on-one with support staff to achieve academic success by

- gaining an understanding of their learning behaviors
- mastering learning strategies that can be applied to general knowledge acquisition or specific course work
- connecting students with campus resources to assist them throughout their learning experiences at Warren Wilson College

### 1.08.02 - Acadeum Online Courses

Warren Wilson College offers a selection of online courses through the Acadeum college consortium, a network of accredited colleges and universities that share online course offerings. The consortium courses provide students the opportunity to make up credit hours, get ahead in coursework or to repeat a course to improve their grade point average. It is important to note that an Acadeum course is included in the Warren Wilson College GPA.

A list of pre-approved Acadeum courses is available on myWWC. A student must complete an Acadeum Consortium agreement 14 days prior to the course start date. Final enrollment requires Registrar approval and timely payment.

**Academic Accommodations:** If you are eligible for academic accommodations, you will be able to access those accommodations via the host institution. Likewise, other academic support, such as tutoring, is provided by the host institution. Check the course syllabus for information on these services or ask your faculty member once the course has begun.

**Financial Aid:** Acadeum courses have a flat rate for which students may have financial aid eligibility. However, in most cases, students have already been allocated the maximum package available, so they should understand that full payment will be expected prior to registration. Please contact the Financial Aid Office at [finaid@warren-wilson.edu](mailto:finaid@warren-wilson.edu) or 828-771-2082 to explore this possibility.

#### **Policies for Acadeum Courses:**

- **Add/drop:** Add/drop deadlines are set by the host institution offering the course, rather than by Warren Wilson. The deadline is firm, and students are responsible for full payment once the deadline has passed. Students must submit their decision to add or drop a course to the Warren Wilson registrar at least 24 hours (one business day) before the host institution's drop/add deadline. If the host institution's deadline is close, students should follow up with the Warren Wilson registrar to confirm that their add/drop request has been processed.
- **Course Withdrawals:** Course withdrawals are possible after the drop date, in accordance with the host institution's policies. There are no financial reimbursements for withdrawn Acadeum courses. However, students who follow the host institution's withdrawal deadlines will earn a W for the course. Those who miss the withdrawal deadline will have an F recorded. If a student withdraws from an Acadeum course, they should also notify the Warren Wilson registrar of this action immediately.

- **Fall/Spring Courses and Full-time enrollment:** Most Acadeum courses are currently available during a shorter winter or summer term. However, as Acadeum courses become available to Warren Wilson students during the fall and spring semesters, students who wish to enroll in an Acadeum course may do so only if they are already registered in a minimum of 12 credits at Warren Wilson. The Acadeum credits will be in addition to the 12 or more Warren Wilson course credits.

**Restrictions:**

- Students may not enroll in an Acadeum course in a semester when that course is offered at Warren Wilson.
- Acadeum courses are not covered under Tuition Waiver for Staff or Staff Dependents, the Milepost One Tuition Program, or the NC Free Tuition Program.

### **1.08.03 - Asheville Area Education Consortium**

Degree-seeking students enrolled at Warren Wilson College may enroll for credit in courses offered at Mars Hill University and the University of North Carolina at Asheville through the Asheville Area Educational Consortium. Credit hours will be transferred to Warren Wilson College. Students interested in participating should contact the Registrar for approval and for registration information.

Participation guidelines:

1. The consortium is open to full-time, degree-seeking students who have completed at least one semester at Warren Wilson College and who meet a minimum cumulative GPA requirement of 2.5.
2. Students may not normally cross-register for courses currently available at Warren Wilson College.
3. Students may not cross-register for courses offered during summer terms.
4. Spaces in courses are made available to students who wish to cross-register only after all students at the host campus have registered. Permission of the instructor does not guarantee registration for a course.
5. Warren Wilson College tuition will be charged.

### **1.08.04 - English Language Learners Opportunities**

The College supports international students in English Language Learners (ELL) tutoring and classes throughout the regular school year. Warren Wilson students interested in teaching English Language Learners also can become involved as conversation partners or in the College's English Language Learners classes and activities conducted during the regular academic year.

### **1.08.05 - The Writing Studio**

Located in the lower level of the library, the Writing Studio offers individually tailored writing assistance for members of the Warren Wilson community. We will collaboratively review any piece of writing, for any field of study, and at any stage of the writing process. Most writing sessions take place with collaborative peer tutors who are undergraduate students employed through the college's Work Program.

**Mission Statement:** To us, every writer is unique and different. Every writer who comes to our studio comes with a part of themselves in written form and we make efforts to diversify our crew to suit these needs. Our mission in the Warren Wilson College Writing Studio is to empower students through the process of writing. We are peer tutors trained and equipped to provide a direct and helpful service to serve our students and our community. From different backgrounds and majors, we offer a space for all students to feel supported and comfortable. We also strive to be inclusive to all people with differing kinds of writing abilities and interests.

We influence, not only how people write, but how they interact with sources and reading materials from lab reports

to personal essays. We offer services that will benefit the student throughout their college experiences. Our goal is to assist students through any part of their writing process with trust, confidence, respect, and most importantly creativity.

For more information about the Writing Studio, visit the website:

[https://my.warren-wilson.edu/ICS/Academic\\_Resources/Writing\\_Studio/](https://my.warren-wilson.edu/ICS/Academic_Resources/Writing_Studio/)

## 1.09 - Center for Integrated Advising and Careers

### **Center for Integrated Advising and Careers:**

The Center for Integrated Advising and Careers supports access to and optimization of a Warren Wilson College education by 1) engaging students in identifying and accessing opportunities to meet personal and professional goals; 2) providing guidance for students to develop a clear and intentional post-graduation career plan; and 3) supporting student success and progress towards graduation. We offer both individualized guidance and program opportunities with a focus on pre-major exploration/advising and career development. We support the development of skills, networks and knowledge that empower students to live, learn, and work with meaning and purpose.

The Center for Integrated Advising and Careers is grounded in the following beliefs:

- Each student is unique in their values, beliefs, life experiences, and life choices. These individual traits are respected throughout their interactions with CIAC.
- We are educators who maintain a student-centered disposition.
- Students are the designers of their Warren Wilson education; as such, students bear final responsibility for all decisions regarding their college experience.
- Integrated Advising is a collaborative process between the student, Integrated Advising Coach, and other members of the students' advising team.

### **Center for Integrated Advising and Careers Program Objectives**

- 1) Support students in the development of the skills and knowledge needed to successfully attain a Warren Wilson College degree and create a meaningful and purposeful post-graduation plan.
- 2) Engage students in ongoing self-evaluation, action planning and critical reflection in order to develop, analyze, and make progress towards personal and professional goals.
- 3) Promote career readiness through career education, programming, and coaching to assist in a successful transition into post-graduate opportunities.
- 4) Facilitate students' ability to integrate their WWC experiences and understand and discuss the value of their Warren Wilson College education and the development of their civic identity.
- 5) Promote and advocate for institutional programs, policies, requirements, and procedures that enrich the student experience and facilitate student persistence to graduation.

### **Student Learning Outcomes**

Through active engagement with the Center for Integrated Advising and Careers during all years of attendance at Warren Wilson College, students will:

- Be able to locate and utilize advising tools and other resources that support personal success and progress towards graduation.
- Be aware of time management and organizational skills and resources.
- Understand how to effectively communicate their questions and advocate for themselves.
- Explore and articulate personal values, skills, and interests and how these inform major selection, community engagement and work choices, and post-graduation plans.
- Establish action plans to achieve personal and professional goals and identify and navigate potential obstacles that hamper goal achievement.
- Link with various constituencies who provide opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities

- Take ownership for understanding the requirements and policies for obtaining their Warren Wilson College degree and planning toward graduation.
- Build their advising team in order to engage with practical and vocational questions and make progress on action plans.
- Intentionally choose their academic, community engagement and work experiences.
- Identify opportunities and utilize resources to engage in the career development process and create a post-graduation plan.
- Understand how their work, academic, community engagement and student life experiences complement each other and lead to a more complete understanding of themselves, their academic field, and their career path.
- Provide evidence of the knowledge, skills, and accomplishments resulting from their college education so that they can effectively pursue a post-graduation plan.

### Roles and Responsibilities of the Advising Team

Incoming students are assigned an Integrated Advising Coach (IAC) who works with them throughout their college career. When students officially declare a major with the Office of the Registrar, they select a major advisor as a member of their advising team. Both the IAC and the major advisor will continue to work with the student through graduation.

Students are responsible for their education and should actively engage in asking questions, employing campus resources and tools, finding answers, and taking ownership of their decisions. The following outlines the expectations of the student and Integrated Advising Coach and/or Major Advisor in the advising relationship:

Students are expected to:	The Advising Team (Integrated Advising Coach and Major Advisor) will:
<ul style="list-style-type: none"> <li>● Take an active, leading, role in their Warren Wilson College experience by asking questions, employing campus resources and tools, finding answers, and taking ownership of their decisions.</li> <li>● Schedule regular appointments or make regular contacts with their IAC and/or major advisor during each semester.</li> <li>● Maintain responsibility for scheduling, canceling, and rescheduling advising appointments.</li> <li>● Prepare for advising sessions, bring appropriate resources or materials and arrive on time.</li> <li>● Explore and clarify personal values and goals.</li> <li>● Accept responsibility for personal and academic decisions.</li> <li>● Become knowledgeable of, and adhere to, institutional policies, procedures, and requirements.</li> <li>● Follow through on actions identified during each advising session.</li> <li>● Evaluate the advising system, when requested, in order to strengthen the advising process.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide accurate information about institutional policies, procedures, resources, and programs</li> <li>● Assist students in monitoring their progress toward a timely graduation.</li> <li>● Refer students to appropriate resources and individuals, when appropriate.</li> <li>● Assist students in periodic evaluations of their educational performance and thus the effective progress toward established goals and educational plans.</li> <li>● Assist students in considering personal and professional goals by providing opportunities to discuss interests, skills, abilities, and values; helping students to relate these to community engagement, work and academic opportunities, careers, and the nature and purpose of higher education.</li> <li>● Guide students in an appreciation for the liberal arts education and how to integrate academic and applied learning opportunities.</li> <li>● Maintain good documentation of all interactions and discussions and confidentiality of all of student records and discussions.</li> </ul>



## 2.1 - Educational Program Overview

Warren Wilson College is the only national liberal arts college with integrated work and service programs blended in a residential setting. The College's rigorous liberal arts education incorporates experiential learning, challenging work experiences, and deliberate community engagement. Graduates of Warren Wilson College are committed to engaging in collective action to foster a just, equitable, and sustainable world.

The distinctive program at Warren Wilson College empowers students to explore and develop their own civic identity. Students learn and practice the knowledge, skills, values, and collective action that comprise their civic identity, using a developmental model. Warren Wilson College graduates demonstrate capacity for and commitment to civic responsibility through intentional engagement with community.

### **Knowledge**

Students matriculate at Warren Wilson with a diverse array of backgrounds, experiences, and expectations. They begin with a sense of self-awareness that they strengthen and contextualize in their first year. As they advance, they broaden their self-awareness and add to it a contextual understanding of complex issues.

### **Skills**

Critical inquiry permeates the Warren Wilson College experience. Students hone this skill in the classroom through their Major, their General Education courses, and their electives; outside of the classroom, students hone this skill through their work crews, their service, and as part of the campus community. Upper-level students use the skills they have acquired from diverse and distinct experiences to effectively engage in a pluralistic setting.

### **Values**

Community mindedness is central to the ethos of Warren Wilson College. In conjunction with practicing critical inquiry - through their coursework and through engagement beyond the classroom - students explore and deepen the values central to their civic identity. Advanced students demonstrate commitment to ethical integrity, justice, and equity across campus and as global citizens.

### **Collective Action**

Collective action may be performed by a community, a small group, or an individual. The key is that collective action takes others' plans and needs into account: empathy is crucial. Students demonstrate empathy through compromise, civility, and mutual respect. Students practice empathy holistically, within and beyond the classroom. Advanced students engage in creative and collaborative problem solving with diverse partners as preparation for a lifetime of such work.

## 2.2 - Academics

### 2.2.01 - Global Engagement Office: Study Abroad Opportunities

Warren Wilson College's Global Engagement Office offers many options and highly encourages every qualified student to study abroad. Although international study is not required for graduation except in select majors, many students completing degrees at Warren Wilson College each year have taken advantage of our financially-supported study abroad opportunities to develop their awareness and understanding of cultural and international issues. Study abroad qualification is based on credit hours, residency, good standing (including a minimum 2.5 GPA), compliance with program rules and procedures, and participation in pre-departure class meetings and orientation sessions. Full-time, regular students who have met residency and other conditions may take advantage of the program and begin formal application for the program in a prescribed manner as early as first semester freshman year (for faculty-led courses) and sophomore year (for semester and year-long programs).

The Global Engagement Office offers certain study abroad options and identifies specific sites as part of the program. These options and sites may change from year to year. Although all College study abroad program options are supported in part through College funding, application and program fees are also required in all cases. These fees vary depending on such variables as the distance of the international location, the time to be spent in the field, and the special needs of particular programs.

**Semester or Year Abroad:** The College offers numerous education abroad and intercultural opportunities through partner institutions and collaborative partnerships. Through these connections, students may elect to spend a semester or year at one of 180 partner universities through our membership in the ISEP non-profit exchange network; in Japan at the International College of Liberal Arts or Kansai Gaidai University; in South Korea at Hannam University; in Northern Ireland at the University of Ulster or the Queen's University of Belfast; in China at Liaocheng University; in France at the Université Catholique de l'Ouest; in Finland at Mikkeli University of Applied Sciences; in Mexico at the Universidad Popular Autónoma del Estado de Puebla; in Greece at the American Farm School; and in Spain, India, Argentina, Botswana, Costa Rica, Australia, and many other countries through Warren Wilson College's collaborative partnerships. Selection for placement in these programs may be competitive, and in some cases a certain level of foreign language competence is required. Full academic credit is available for work completed through exchanges and partnership institutions.

To participate in any of these programs, students must apply, meet all study abroad requirements, and must have their proposed studies approved in advance by their academic advisors. For further details, contact the Global Engagement Office.

**Short-term faculty-led courses:** Several short-term, intercultural/international courses in various academic disciplines are offered each year. This option combines on-campus study with two to three weeks of group travel during the summer or winter break directly following the academic term. Students and instructors study on campus and then travel together for further study, service, and applied learning in such places as Chile, Costa Rica, England, Ghana, Greece, Ireland, Italy, Micronesia, New Zealand, Thailand, China, Nicaragua, or Alaska. Travel is not permitted without satisfactory performance in the on-campus study preceding departure.

**Term-length courses** are also periodically offered. Similar to short-term courses, term-length courses spend three to five weeks in the field following on-campus study, offering more depth in academic and cross-cultural immersion as well as service opportunities. Previous term-length courses have been offered in Guatemala, Mexico, Sri Lanka, India and Chile.

**Other (external) program options:** Students meeting study abroad qualifications may choose to participate in another U.S.-accredited academic study abroad program administered by a different U.S. college or organization. Many excellent U.S. study abroad programs are offered in a wide range of disciplines and locations around the world. For example, several students have participated in programs offered through the Council on International

Educational Exchange (CIEE) or the School for International Training (SIT), which have special relationships with Warren Wilson College. To receive College support for an external study abroad option, students must plan carefully in advance with their academic advisors and obtain approval from the Registrar and the Global Engagement Office by specified deadlines during the semester prior to their planned period of study. Details are available from the Global Engagement Office.

### **2.2.02 - Honors Programs**

The Warren Wilson College Honors Program offers students of high academic achievement and commitment the opportunity to pursue intensive seminar discussion, innovative class activities, and problem-solving and applied learning opportunities with faculty and with other students in the Honors Program.

1. **General Education Honors:** Students may be invited into Honors sections of First-Year Seminar and other interdisciplinary Honors seminars in their first two years. The Honors seminars are designed to explore a topic focused enough to be uniquely interesting, academically challenging and relevant to students, yet broad enough to facilitate team teaching, interdisciplinary scholarship and project collaboration. These courses are marked as “Honors” on the college transcripts.
2. **Honors in the Major:** Honors Programs are also offered for Majors in the Departments of Biology, Biochemistry, Chemistry, English, Environmental Studies, and Psychology. The objectives of these programs are to set high academic standards to which all students can aspire, to encourage students to pursue scholarly research, and to provide incentives and recognition for students of exceptional ability and achievement. Students who complete all requirements for graduation with Honors in the Major will have this distinction included on their transcripts. See relevant program sections for details of each Major Honors Program.

Graduation Honors through Grade Point Average (GPA): Graduating seniors who have earned a minimum of 60 credits at Warren Wilson and have completed their degrees within the following overall GPAs will receive graduation Honors. This distinction will appear on the diplomas and transcripts:

3.65-3.79 GPA= *cum Laude*  
 3.80-3.94 GPA= *Magna cum Laude*  
 3.95-4.00 GPA= *Summa cum Laude*

Students who earn an overall GPA of 3.65-4.0 are not required to enroll in Honors courses to earn graduation Honors. Completing designated Honors courses does not ensure that a student will earn graduation Honors. (Updated June 2019)

### **2.2.03 - The Warren Wilson Advantage Program**

The Warren Wilson Advantage Program offers students several accelerated graduate degree opportunities. Current offerings include the following:

- Bard College
  - Master of Business Administration (MBA) in Sustainability
  - Master of Science (MS) in Environmental Policy
  - Master of Science (MS) in Climate Science and Policy
- Duke University
  - Master of Forestry (MF)
  - Master of Environmental Management (MEM)
- Vermont Law School
  - Juris Doctor (JD)

- Master of Environmental Law & Policy (MELP)
- Master of Energy Regulation & Law (MERL)
- Master of Food and Agriculture Law & Policy (MFALP)

For application details, program details, and contact information for program directors, please visit the webpage: <https://www.warren-wilson.edu/academics/advantage/>

## 2.2.04 - General Education Program

### GENERAL EDUCATION AT-A-GLANCE

(See full description & requirements following this table)

<p>Through General Education, students develop the knowledge, skills, values, and collective problem-solving action that prepare them to engage in significant scholarship, pursue meaningful careers with professionalism, and lead purposeful lives dedicated to fostering a just, equitable and sustainable world.</p>	<p><b>Civic Identity Values</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Social Justice</b> <i>Two out of three:</i></li> <li><input type="checkbox"/> <b>Intercultural Perspectives</b></li> <li><input type="checkbox"/> <b>Environmental Responsibility</b></li> <li><input type="checkbox"/> <b>Service Learning</b></li> </ul>
<p><b>Writing across the Curriculum</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>First-Year Seminar</b></li> <li><input type="checkbox"/> <b>Writing &amp; Research in the Liberal Arts</b></li> <li><input type="checkbox"/> <b>Writing &amp; Research for the Major</b></li> <li><input type="checkbox"/> <b>Capstone Writing &amp; Research</b></li> </ul>	<p><b>Foundational Knowledge &amp; Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Artistic Expression</b></li> <li><input type="checkbox"/> <b>Humanities X 2</b></li> <li><input type="checkbox"/> <b>Society &amp; Human Behavior</b></li> <li><input type="checkbox"/> <b>Quantitative Reasoning</b></li> <li><input type="checkbox"/> <b>Natural Science</b></li> </ul>

An education not only brings knowledge, but also the skills to think through complicated real-world problems that arise in complex and diverse communities of which all people are a part. A Warren Wilson College education enables students to gain a clearer perspective on themselves and to better comprehend the perspectives of those around them. The General Education program includes scaffolded requirements that provide developmental guidance, while allowing students the flexibility to pursue their individual passions and approaches. Through experiential learning, students acquire knowledge, develop skills, and hone values that comprise their identity. Graduates participate broadly and effectively in the collaboration that is human culture and work collectively for a more just, equitable, and sustainable world.

Any course for which a student has earned credit and that is listed as fulfilling or partially fulfilling a General Education requirement may count toward the completion of that General Education requirement. In cases in which a General Education course is also a requirement for a student's major, the student will need to meet the grade requirement for that major, which may be at a higher threshold than for earning General Education credit.

## **Foundational Knowledge and Skills**

Creative problem solvers have the tools for invention, synthesis, and imagination in unexpected contexts. Likewise, empathy is a critical skill for living within a community, as is the ability to provide data-driven analyses and evaluation. Engagement with a variety of disciplines is critical for development of these tools and skills; it also empowers students to become more aware of their passions and limitations.

### **Humanities** - 8 credit hours

Students must earn 4 credit hours in courses from two of the following designations: Historical Analysis, Literary Analysis, or Philosophical Inquiry.

*Historical Analysis* courses engage students in critical analysis of the past to gain an awareness of the historical context of the present and an understanding of persisting historical debates. Courses emphasize informed and historical approaches to the use of sources and to the evaluation and presentation of evidence, and require students to approach questions in the same way as professional historians or art historians.

*Literary Analysis* courses emphasize close reading and interpretive skills by introducing students to literary works in their historical and cultural contexts. These courses have primary works of imaginative literature as their main subject matter, and these works are examined from the perspectives of literary criticism and scholarship. Students are required to write original, formal literary critical essays.

*Philosophical Inquiry* courses emphasize deep questioning and rational argumentation through the study of philosophical or religious texts. Courses emphasize an informed philosophical approach to the use of sources and to the evaluation and presentation of theoretical positions, issues, arguments, worldviews, and implications. Students engage in written and oral critical analysis of the justifications for and the implications of fundamental views and positions.

### **Artistic Expression** - 4 credit hours

Artistic Expression courses enable students to develop proficiency in the production, interpretation, and critical understanding of the literary, visual, and performing arts. These courses focus on creative endeavor and artistic practices and processes in creative writing, visual arts, music, dance, or theatre, and require students to engage directly in the creative process.

### **Society & Human Behavior** - 4 credit hours

Society & Human Behavior courses engage students in the systematic study of human behavior and social interactions. Courses have the social lives of individuals or human groups as their central focus and introduce students to the theoretical framework within a social science discipline. Students analyze human activity or social structure as practitioners of that discipline.

### **Quantitative Reasoning** - 4 credit hours

Quantitative Reasoning courses introduce students to the mathematical method and applications that involve quantitative and abstract reasoning. These courses focus substantially on abstract and quantitative reasoning and on employing technology.

### **Natural Science** - 4 credit hours

Natural Science courses are designed to enable students to develop the skills necessary to employ the scientific method and assess scientific information. Courses meeting this requirement prepare students to evaluate scientific claims, consider alternative hypotheses for empirical findings, and appreciate the

uncertainty often surrounding such findings.

Additionally, students may count a maximum of 52 course credits from any one area of study towards the 128 credits required for a degree.

### **First-Year Seminar - 4 credit hours**

The First-Year Seminar (FYS) is a theme-centered, writing-intensive course that fosters several foundational skills and areas of knowledge toward civic identity development: self-awareness; critical inquiry; community-mindedness; and collective action through compromise, civility, and mutual respect. The course fulfills the Writing Across the Curriculum (WAC) Level 1 requirement and partially fulfills PEG 1 of the Community Engagement Commitment.

#### *Dual Enrollment or Early College Program Credits and the First-Year Seminar*

Enrolling in a First-Year Seminar/Writing across the Curriculum Level 1 course is strongly recommended for all incoming first-year students. However, first-year students who have transferred in at least 24 college credits from a dual-enrollment high school or early college program may be exempt from FYS, after consult with their advisor. Students who opt out of FYS but who have not transferred in a course comparable to Writing across the Curriculum (WAC) Level 1 (such as a course titled “College Composition” or “Expository Writing”), must enroll in a WAC Level 2 course during the first semester and must enroll in a second WAC Level 2 course in a subsequent semester. Students who opt out of FYS should also consult the staff of the Center for Community Engagement to determine whether they are exempt from the PEG 1 requirement, which is typically fulfilled in part through the First-Year Seminar. Students who transfer in only AP or IB college credit may not be exempt from First-Year Seminar.

#### *Transfer Students*

Transfer students who have not transferred in a college composition or designated writing intensive course from their previous institution or submitted the appropriate AP or IB scores must complete two WAC Level 2 courses, in lieu of the WAC Level 1 and WAC Level 2 sequence.

#### *Withdrawal from First-Year Seminar*

Students may withdraw from FYS only under the following conditions: Students earning a D or F in FYS on the midterm grade report should consult with their instructor and advisor to determine whether a withdrawal / pass (W) before the deadline is advisable. The instructor and advisor will consider carefully, based on the student’s performance in the course thus far, whether the student’s grade is likely to improve over the remaining weeks of the semester. They will recommend to the Director of First-Year Seminar whether the student should be able to withdraw (W). The Director of FYS must give approval for a withdrawal (W) from the FYS. Students who withdraw from or fail FYS must complete the requirement by enrolling in a second WAC Level 2 course.

### **Writing Across the Curriculum**

Communication is a crucial skill. Effective citizens navigate rhetorical interactions with a variety of audiences. Writing Across the Curriculum (WAC) is a scaffolded series of courses in which students master key practices of academic research and writing and apply them toward scholarly work in their fields of study. In each course, they use research and writing as tools to learn course content; they use the research and writing process to prepare work for an audience; and they contribute their own knowledge to scholarly conversations through thesis-driven, evidence-based, and well-structured prose.

**WAC Level 1: First-Year Seminar** - 4 credit hours

See description above under First-Year Seminar. Students enroll in an FYS/WAC 1 in their first semester at college. They use informal writing to deepen critical thinking about course content, particularly civic identity development. Students complete at least three formal writing assignments, one at least five pages in length and one from the program-wide Civic Identity prompt. They use rhetorical knowledge, critical thinking, and writing processes to shape what they have learned for audiences. Through incorporating the voices and ideas of others and through reaching audiences with their work, students experience writing as a conversation and communication as a tool of their civic identity.

**WAC Level 2: Writing and Research in the Liberal Arts** - 4 credit hours

Students take a WAC Level 2-designated course in their second or third semester, either within or outside of their intended major, and are encouraged to take additional WAC Level 2 courses throughout college. Students use informal writing to deepen their understanding of course content and to guide their self-directed inquiry, and students produce at least 20 pages of formal written work. At the end of the course, students are assessed on their readiness to enroll in WAC Level 3.

*Please Note:* A course that fulfills WAC Level 2 may also be used to fulfill a requirement from Foundational Knowledge and Skills requirements or a requirement from Civic Identity Values.

**WAC Level 3: Writing and Research for the Major** - 4 credit hours

Advanced students in any discipline are trained researchers and writers. They are able to situate their own ideas within the intellectual context of their field, to assemble a networked body of scholarly work, and to write within the context of that research. An Aim 3-designated course provides students with practice toward or direct preparation for their Capstone project. Students produce over 20 pages of writing, including at least one research-based assignment that is firmly situated in contemporary scholarly conversations in their field of study. This requirement must be completed at Warren Wilson College as part of the coursework in the major. *Please note that some major programs require students to complete a particular WAC Level 3 course in the major, while others expect students to consult their major advisor in order to identify a WAC Level 3 course that suits students' program goals.*

**WAC Level 4: Capstone Writing and Research** - 1 credit hour

Students apply and synthesize their academic training through a specific culminating project in their major that may take the form of a thesis based on original research, original artwork, an internship, applied project, or a combination of these elements. Students complete their Capstone work under a faculty mentor, and present their project publicly in both written and oral formats. This requirement must be completed at Warren Wilson College as part of the coursework in the major.

**Civic Identity Values**

A strong civic identity requires a strong sense of one's values. At Warren Wilson College, key values in the Mission Statement include "environmental responsibility, cross-cultural understanding, and the common good." In General Education, students incorporate these values as course designations of Environmental Responsibility, Intercultural Understanding, Social Justice, and Service Learning.

Exploration of one's values is a developmental process. Students engage with Foundational- and Intermediate-level Civic Identity courses that commit to ethical integrity, justice, and equality. These courses provide opportunities to build connections to a more diverse set of partners than one might otherwise meet, which fosters intellectual growth and the ability to work collectively and in community. This type of experiential learning is central to the distinctive Warren Wilson College education.



### **Civic Identity Values - 12 credit hours**

The Civic Identity Values (CIV) credit hours come from courses that have been designated as Social Justice, Intercultural Perspectives, Environmental Responsibility, or Service Learning. Of these 12 credit hours, at least 4 must be from a course designated as Social Justice. Of these 12 credit hours, at least 4 must be from a course in an area that is outside of a student's Major.

*Please Note:* A course that fulfills Civic Identity Values may also be used to fulfill a requirement from Foundational Knowledge and Skills or WAC Level 2.

*Social Justice* courses examine patterns of social inequality. These courses address concepts of race, ethnicity, class, gender, sexuality, and/or disability, considering these at both the level of individuals' lived experiences and within larger societal contexts.

*Intercultural Perspectives* courses have a primary focus on a region and culture outside the United States or a non-dominant cultural group within the United States. Courses may focus on a single region and culture, or may take a comparative view of the relationships between different nations, cultures, or regions. Students cultivate the ability to understand and respect diverse cultural and historical traditions.

*Environmental Responsibility* courses have substantial focus on the examination of environmental issues in light of their causes, impacts, contexts, or solutions. Students reflect critically about how their actions affect the environment and about their responsibility for engaging with environmental issues.

*Service Learning* courses have a substantial and integrated service component as part of the coursework. Service Learning is a method under which students learn and develop through thoughtfully organized service that is conducted in--and meets the needs of--a community. Service is integrated into the academic curriculum such that it enhances the students' learning experience.

## **2.2.05 - The Major**

The major at Warren Wilson College consists of a planned program of courses, whether in a single academic discipline or in an interdisciplinary field. The major program assists students in developing a thorough understanding of a particular subject or interdisciplinary topic and an awareness of the connections among its components and with related subjects. Study in the major helps students learn the approaches to inquiry used in the discipline and appropriate specialized skills.

A major consists of a minimum of 32 credit hours of coursework, including at least 12 credit hours at the 3000 and/or 4000 levels. A major consists of a maximum of 70 credit hours of coursework, with no more than 55 credit hours of course work within a single academic discipline.

As a requirement for the baccalaureate degree, a student must complete course requirements and any other requirements of a major department or program. See Programs of Study.

*Each student enrolled in the second semester of the sophomore year (that is, those whose earned and in-progress credits totals 44-59) must declare a major at least two weeks prior to registration for the first semester of the junior year. Forms for the declaration of a major are available online through the Registrar's Office webpage.*

*Note: a dual-enrollment student who completed high school and two years of college simultaneously and enters Warren Wilson as a junior must formally declare a major by the end of Week 7 in their first term. They are strongly encouraged to plan ahead with their advisors during the orientation period before the first semester, in order to ensure a timely graduation.*



### **2.2.06 - The Senior Letter**

Candidates for a degree must each write a letter addressed to the faculty and staff of the College, which includes an evaluation of their experiences at the College and reflections on their college careers. This letter is presented to the major department on or before a date fixed by the Associate Provost. Senior Letters are made available to the faculty and staff through the Registrar's Office.

## **2.3 - Work Program**

### **2.3.01 - Mission Statement**

The Warren Wilson College Work Program provides learning opportunities that are focused on a student-centered experience and career preparation. All placements engage students in meaningful work supported by mentors. Opportunities to develop transferable skills integrate with Academics and Community Engagement, enabling students to feel a sense of belonging to the broader community as they shape their civic identities.

This mission is accomplished through requiring all students to engage with work experiences that include feedback from a supervisor and opportunities for reflection on their work and its impact on both themselves and their community.

### **2.3.02 - Student Learning Outcomes**

Participation in the work program supports students in meeting the learning outcomes designated through the civic identity rubric. These include specific goals around the following:

- Self-awareness
- Problem-solving
- Communication
- Collaboration and teamwork
- Integrity

### **2.3.03 - Work Learning Experience**

Each work crew in the Work Program has identified crew-specific goals for learning and production. The Learning and Performance Goals (LPGs) are a learning contract between supervisors and students. They outline not only skills and abilities supervisors teach but also learning opportunities afforded during the semester.

Students provide essential work to operate the College. Students consider early in their educational careers the most productive ways to combine their academic, work, and community engagement experiences. A list of work crews and each crew's LPGs are available on the Work Program's website.

Students participate in and receive regular evaluations of their learning and performance based on their crew's LPGs. These evaluations help students understand their learning within the Work Program and identify ways to improve performance. Scores from these evaluations are used to calculate each student's Work Grade Point Average (Work GPA). Any notes made by the supervisor are included in a student's official Work Transcript.

Work crew supervisors are educators. Students are given the opportunity to evaluate their supervisors at the end of each semester. These evaluations provide the supervisor with feedback concerning their teaching and mentoring, as well as the overall work crew experience.

Students' performance histories are noted on their Work Program transcripts. Learning and Performance grades earned, Work GPA, honors received, and conduct actions become part of the transcript that is available from the Work Program Office upon request.

### **2.3.04 - Work Requirement for Graduation**

- I. All residential students must participate in the Warren Wilson College work program each semester.
- II. The work requirement for graduation is fulfilled in one of the following ways:
  - A. At least one year (one semester for transfer students with over 60 academic credit hours) of employment on campus within a work crew.
  - B. Participation in an approved internship or employment position on or off campus that includes learning objectives with evaluative feedback from a supervisor and associated successful completion of the college's internship course.

*Please note that the requirements of the Work Program are described in greater detail in the Student Handbook.*

### **2.3.05 - Student Recognition**

Commitment to total learning, including recognition of outstanding work performance, is part of the Warren Wilson tradition. Each year outstanding students receive awards for their performance in the Work Program. Students are nominated by faculty, staff, volunteers, and fellow students to receive awards at the end of the academic year. Awards are given for First Year Students (2), General Work (8), and Senior Work (1).

## **2.4 - Community Engagement**

### **2.4.01 - Mission Statement**

The mission of the Warren Wilson College Center for Community Engagement is to prepare students for effective community engagement.

Community Engagement fulfills its mission by

- Providing opportunities for students to gain relevant knowledge, skills, and experiences.
- Supporting students in the development of civic responsibility.
- Engaging in mutually beneficial community partnerships.

### **2.4.02 - Student Learning Outcomes**

As a result of participation in Warren Wilson Community Engagement students develop the following:

#### **Self-knowledge**

- Students explore and reflect on their interests, values, skills, and self-awareness in a community context.

#### **Understanding of complex issues**

- Students understand the complexity of a social or environmental issue through engagement and critical inquiry.

#### **Collaboration for community impact**

- Students complete a signature community engagement experience by working towards a community goal in collaboration with a community partner.

#### **Commitment to community engagement**

- Students examine their capacity for and commitment to civic responsibility by reflecting on their community engagement.

### **2.4.03 - Points of Engagement and Growth (PEGs)**

The mission of Warren Wilson College includes preparing students for community engagement, leadership, and meaningful lifelong work and learning. As part of the College's educational program, completion of the Community Engagement Commitment is one of the requirements for graduation. Students meet the Commitment by demonstrating learning in three Points of Engagement and Growth (PEGs):

- PEG 1: Explore
- PEG 2: Understand
- PEG 3: Impact

By graduation, students demonstrate a measurable level of learning in all three PEGs. Students' progress is to be supported by advisors and reviewed periodically to monitor successful progress.

### **2.4.04 - Requirements for Graduation**

## 2.4.05 - Community Engagement Commitment

All students at Warren Wilson College must complete the Community Engagement Commitment as a graduation requirement. This is achieved through successful progression through three Points of Engagement and Growth (PEGs)

### EXPLORE (PEG 1)

*Students explore and reflect on their interests, values, skills, and self-awareness in a community context.*

Requirements: Successfully complete a First-Year Seminar

### UNDERSTAND (PEG 2)

*Students understand the complexity of a social or environmental issue through engagement and critical inquiry.*

Requirement:

By the end of junior year, complete at least one of the following:

- Understand (PEG 2) Service-Learning Course
- Bonner-led Understand (PEG 2) opportunity

### IMPACT (PEG 3)

*Students complete a signature community engagement experience by working towards a community goal in collaboration with a community partner.*

Requirements:

- Collaborate with a community partner to address a specific social or environmental issue
- Impact (PEG 3) must help the community partner meet one or more of their goals
- This experience, a minimum of 50 hours, will be completed in one of the following ways:
  - Community-engaged Academic Senior Project/Capstone
  - Community-engaged Internship
  - Independent Community Project

### PULLING IT ALL TOGETHER

*Students examine their capacity for and commitment to civic responsibility by reflecting on their community engagement.*

Requirements:

- In their final semester students must complete a Final Reflection survey, available online on GivePulse.

### Dual-Enrollment Student Procedure

- Students who transfer in 0-23 credits: Must complete all expectations for first-year students, including First-Year Seminar, which satisfies PEG 1
- Students who transfer in 24-59 credits: Students may be exempt from FYS after consultation with their advisor. Students are exempt from PEG 1.
- Students who transfer in 60 or more credits are exempt from Explore (PEG 1) and Understand (PEG 2).

### Transfer Student Procedure

- Students who transfer in 59 or fewer credits must complete PEG 2 and PEG 3 (are automatically exempt from PEG 1).
- Students who transfer in 60 or more credits must complete PEG 3 (are automatically exempt from PEGs 1 & 2)

### **2.4.06 - Student Recognition**

Each year, Community Engagement presents the following awards to seniors with outstanding community engagement records:

1. Frederick Ohler Community Engagement Award – presented to one senior.
2. Hadley Scott Community Engagement Award – presented to 8 students.
3. Community Engagement Honor Roll – presented to approximately 15 students.

### **2.4.07 - Bonner Leadership Program**

The Warren Wilson Bonner Leaders work crew is supported in part through the Corella and Bertram F. Bonner Foundation, which provides funding, training, and technical assistance to community service and service-learning scholarship and leadership programs at colleges and universities across the eastern United States. Warren Wilson College Bonner Leaders' efforts are centralized through the Center for Experiential Learning.

## 2.5 - Baccalaureate Degree Requirements

**Degree Requirements:** Warren Wilson College's educational program develops skills, understanding, and breadth. Completing the requirements of the major provide students depth of understanding, and on-campus work combined with engagement in the wider community develop leadership skills and civic responsibility. This section describes the specific requirements for the B.A. or B.S. degree at Warren Wilson College.

**Residence:** For the B.A. or B.S. degree a student must complete a minimum of two full-time semesters and a minimum total of 32 credit hours in attendance at Warren Wilson College at the junior or senior level. For students transferring to Warren Wilson College, residence must include the senior year. An academic semester (full-time) is defined as completion of at least 12 semester credit hours.

**Credit Hours and Grade Point Average:** A minimum of 128 credit hours is required for the baccalaureate degree, with a grade point average of at least 2.00.

**Educational Program:** All students must complete the Warren Wilson College Educational Program (See **Section 2.1**).

It is expected that general education coursework be completed at Warren Wilson College. Once a student enrolls, a maximum of two (2) additional General Education courses may be taken at another college or university. For courses taken elsewhere, academic credit per course per area may be no less than three semester hours. Students seeking to earn general education credit by taking coursework at another institution must obtain prior approval from the Registrar's Office.

**Degree Candidacy:** A student becomes a candidate for the degree with the submission of the Senior Letter and a completed degree audit through the Office of the Registrar.

## 2.6 - Academic Policies and Regulations

### 2.6.01 - Academic Credit Definition

The credit hour is the basic unit of measure of college credit. Most courses at Warren Wilson College are offered for four hours of credit over the course of a 15-week semester. Courses may, however, meet for 2- or 4-credits over a 7-week term and still others may meet for 1- to 2-credits for a 7-week term or 15-week semester. Students are expected to allot substantial time outside the instruction periods for successful completion of course expectations. Courses carry differing credit hours and schedules depending on the type of instruction offered and the nature of academic work required. Explanations for discrepancies and variation from the formulae below are approved by the Provost as pedagogically sound, and are kept on file in the Office of Academic Affairs. Practice, performance and homework outside of instruction time do not count as instructional contact hours. For each hour spent in class, students are generally expected to have two hours of outside of class responsibility (homework, assigned projects, class preparation, writing assignments, etc.)

Instruction is classified into one of the following categories:

**Lecture/Seminar/Discussion: Independent Learning Emphasis:** This type of instruction typically involves interaction between an instructor or instructors and a group of students in a classroom environment, including formal lecture, seminar and discussions, with an emphasis on preparing students for independent research and other self-directed learning activities outside of class. One credit hour of this type of instruction is equivalent to 10.00 contact hours. A typical example at Warren Wilson College is a 4-credit course that meets for 80-minute sessions on Mondays and Wednesdays, or Tuesdays and Thursdays, for a 15-week semester.

**Lecture/Seminar/Discussion: In-Class Learning Emphasis:** This type of instruction typically involves interaction between an instructor or instructors and a group of students in a classroom environment, including formal lecture, seminar and discussions, with an emphasis on time dedicated to in-class discussion, group work, and community-engaged learning, under direct faculty supervision. One credit hour of this type of instruction is equivalent to a range from 11.25 to 15.00 contact hours. A typical example at Warren Wilson College is a 4-credit course that meets for 60-minute or 80-minute sessions on Mondays, Wednesdays and Fridays for a 15-week semester.

**Laboratory Instruction:** This type of instruction typically involves student interaction with equipment or processes related to the discipline of instruction under the supervision of an instructor in the laboratory or field setting. For this type of instruction, one credit hour is equivalent to a minimum of 14.00 contact hours up to a maximum of 21.88 contact hours. A typical example at Warren Wilson College is a 4-credit, 15-week semester course that includes a lecture/seminar/discussion component that meets for 80-minutes twice a week and a laboratory component consisting of two additional 80-minute sessions per week.

**Studio:** The teaching of studio disciplines includes a wide variety of hands-on experience involving both 2-D and 3-D media and their applications. For this type of instruction, one credit hour is equivalent to 15.625 contact hours. A typical example at Warren Wilson College is a 4-credit studio art course that meets for a 170-minute session once a week and an 80-minute demonstration session once a week for a 15-week semester.

**Ensemble Instruction:** Musical and dance ensembles consist of the united performance of an entire group of singers, musicians, dancers, etc. For this type of instruction, one credit hour is equivalent to 40.00 contact hours. Typically, these 1-credit courses meet for two 80-minute sessions per week for a 15-week semester.

**Group Applied Instruction:** Group applied instruction includes those courses in which students in a group setting are studying an applied skill such as learning a musical instrument. For this type of instruction, one credit is equivalent to 12.5 to 15.0 contact hours.



**Internship:** In the case of off-campus internships, the current standing policy is one credit hour is equivalent to 40 hours of internship. Students may register for 1-16 internship credits in a semester.

**Guided Study:** Students studying individually with instructors meet for a variety of purposes ranging from independent study courses to individual musical instrument instruction. These individual guided studies vary in contact hours per credit, and are typically decided upon by the instructor and student and are approved by the Associate Provost on a case-by-case basis. Records of contact hours for guided study are kept on file in the Registrar's Office.

**Summer School:** Residential summer classes typically align with the Lecture/seminar/discussion: Independent Learning Emphasis model above. One credit hour of this type of instruction is equivalent to 10.00 contact hours. Most 4-credit courses during the summer meet for 150-minute sessions (2 and ½ hours), Monday through Thursday, for a 4-week term.

**Study abroad:** Students enrolled in Warren Wilson College sponsored study abroad courses meet with instructors weekly for a minimum of 9.375 contact hours per credit prior to travel. Most courses typically include a minimum of 4 contact hours per day as well during the travel period, which is a minimum of 10 days and often longer. In addition to the minimum regular class meetings, study abroad courses typically incorporate some additional field trips, service projects, or cultural activities related to the course topic.

**MFA Program for Writers:** The low-residency MFA Program for Writers credit hour is equal to a minimum 16.66 contact hours during the residency period. The independent (directed) study semester is composed of 425-450 hours of work. Student work is primarily independent but does include significant engagement with the faculty advisor, who mentors the student through the semester. This engagement includes the presentation of work in progress and written evaluation. Adhering to the standards of the studio/research model, as defined by the AWP (Association of Writers & Writing Programs) Guidelines, a successful semester entails full participation in the residency, the completion of five to six exchanges of substantial creative and critical writing (including 12-15 critical annotations) which provide ample evidence of the dedication of at least 25 hours a week to program study, and the reading of 15-20 books.

**MA in Critical Craft Studies Program:** The low-residency MA in Critical Craft Studies credit hour is equal to approximately 9.6 contact hours. 81% of contact hours occur during the on-site residencies in January and July, while 19% occur off-site, during the semester following the residency. During each residency, classroom and field trip contact totals 109 hours; contact hours during the semester following the residency totals 26 hours. This calculation does not include time that students work independently.

## 2.6.02 - Advanced Placement (AP) Credit

Warren Wilson College awards credit for College Board Advanced Placement exams. **Refer to chart AP Examination Recommendations** to determine for each exam the score required for credit, the amount of credit awarded, General Education fulfillment, and/or course equivalency. To receive credit for examinations taken, request that the testing service send official scores directly to Warren Wilson College.

## 2.6.03 - International Baccalaureate (IB) Credit

Warren Wilson College awards credit for Higher Level (HL) International Baccalaureate (IB) exams. No academic credit is awarded for Subsidiary Level (SL) IB exams. **Refer to chart IB Examination Recommendations** to determine for each exam the score required for credit, the amount of credit awarded, General Education fulfillment, and/or course equivalency. To receive credit for any examination taken, request that the testing service send official scores directly to Warren Wilson College.

## AP EXAMINATION RECOMMENDATIONS

AP Exam Name	AP Exam Grade Required for Credit	No. of Sem. Hrs. Awarded	AP Exam Satisfies WWC Course	AP Exam Satisfies WWC Gen Educ.
2-D Art and Design	4, 5	4	ART1110 2D Design*	Artistic Expression
3-D Art and Design	4, 5	4	ART1120 3D Design*	Artistic Expression
Art History	4, 5	4	ART1470 Intro Art History	Historical Analysis
Biology	3, 4, 5	4	BIO1160 Gen Biology & Lab	Natural Science
Calculus AB	3, 4, 5	4	MAT2410 Calculus I	Quantitative Reasoning
Calculus BC	3, 4, 5	8	MAT2410 & 2420 Calculus I & II	Quantitative Reasoning
Chemistry	3, 4, 5	5	CHM1160 General Chemistry I	Natural Science
Comparative Government and Politics	3, 4, 5	4**	Elective toward graduation	Society & Human Behavior
Computer Science A	3, 4, 5	4	MAT2010 Computer Science I	Quantitative Reasoning
Drawing	4, 5	4	ART1160 Drawing I*	Artistic Expression
English Language and Composition	4, 5	4	Elective toward graduation	None
English Literature and Composition	4, 5	4	Elective toward graduation	Literary Analysis
Environmental Science	3, 4, 5	4	ENS1150 Perspectives in Environ. Studies	None
European History	3, 4, 5	4**	HIS1210 or HIS1220 Western Civilization	Historical Analysis
French Language and Culture	4, 5	4	Elective toward graduation	None***
Human Geography	3, 4, 5	4	Elective toward graduation	None
Macroeconomics	4, 5	4	ECO3020 Macroeconomics Theory	Society & Human Behavior
Microeconomics	4, 5	4	ECO3010 Microeconomics Theory	Society & Human Behavior
Music Theory	3, 4, 5	4	MUS2010 Music Theory	None
Physics C: Electricity and Magnetism	4, 5	4	PHY2520 Physics II	Natural Science
Physics C: Mechanics	4, 5	4	PHY2510 Physics I	Natural Science
Psychology	4, 5	4	PSY1000 Intro to Psychology	Society & Human Behavior
Spanish Language and Culture	4, 5	4	Elective toward graduation	None***
Spanish Literature and Culture	4, 5	4	Elective toward graduation	None***
Statistics	3, 4, 5	4	MAT1411 Applied Statistics	Quantitative Reasoning
United States Government and Politics	3, 4, 5	4**	PSC1510 Intro Political Science	Society & Human Behavior
United States History	3, 4, 5	4**	HIS1310 or HIS1320 US History I or II	Historical Analysis
World History: Modern	3, 4, 5	4**	HIS1110 East Asian Civilization	Historical Analysis

\* Requires review of portfolio to count toward the art major.

\*\* No more than 8 semester hours of AP credit may count toward the History/Political Science Major.

\*\*\* Students must take the Language Placement Examination to test out of language courses or Language Proficiency.

## IB EXAMINATION RECOMMENDATIONS

IB (HL) Examination	IB (HL) Exam Grade Required for Credit	No. of Sem. Hrs. Awarded	IB (HL) Exam Satisfies WWC Course	IB (HL) Exam Satisfies WWC Gen Educ.
Art : Visual Arts	5, 6, 7	4	Elective toward graduation	Artistic Expression
Biology	5, 6, 7	4	BIO1160 Gen.Biology & Lab	Natural Science
Chemistry	5, 6, 7	4	CHM1160 General Chemistry I	Natural Science
Economics	5, 6, 7	4	ECO2030 Survey in Economics	Society & Human Behavior
English A: Literature	5, 6, 7	4	Elective toward graduation	Literary Analysis
English A: Language and Literature	5, 6, 7	4	Elective toward graduation	None
French A/B	5, 6, 7	4	Elective toward graduation	None
German	5, 6, 7	4	Elective toward graduation	None
History - US	5, 6, 7	4*	HIS1310 or HIS1320 US History I or II	Historical Analysis
History - European	5, 6, 7	4*	HIS1210 or HIS1220 Western Civilization	Historical Analysis
Math	5, 6, 7	4	MAT2410 Calculus I	Quantitative Reasoning
Music Theory	5, 6, 7	4	MUS2010 Music Theory	None
Philosophy	5, 6, 7	4	Elective toward graduation	None***
Physics	5, 6, 7	4	PHY2510 Physics I	Natural Science
Psychology	5, 6, 7	4	PSY1000 Intro to Psychology	Society & Human Behavior
Spanish A/B	5, 6, 7	4	Elective toward graduation	None
Social Anthropology	5, 6, 7	4	ANT2000 Intro to Cultural Anthropology	Society & Human Behavior

\* No more than 8 semester hours of AP/IB credit may count toward the History/Political Science Major.

\*\* Students may submit their syllabi and exam essays to the Philosophy department to be considered for Philosophical Inquiry General Education credit.

## **2.6.04 - Student Responsibility**

*Students are responsible for knowing and following the policies and regulations stated in this catalog and for satisfying all degree requirements. Guidance should be obtained from an advisor; but final responsibility remains with the student.*

## **2.6.05 - Leave of Absence**

A student who is currently enrolled at Warren Wilson College may be eligible for a leave of absence for one or two complete semesters. The official leave of absence allows the student to maintain priority registration, priority housing, and a Warren Wilson email account. A student considering a leave of absence should first consult their integrated advising coach and, if applicable, their major advisor, as well as the Financial Aid Office.

A student may apply for a leave by completing the Leave of Absence form on the Registrar's webpage. Once the form is submitted, a representative from Student Accounts will contact the student with instructions on how to proceed with payment. The application is valid upon receipt of a \$300 payment (\$50 Leave of Absence fee and a \$250 non-refundable deposit that will be applied to the student's account when they return to campus). The deadline for submission of a Leave of Absence form is the last business day prior to the first day of classes of the semester for which the student is seeking a leave. However, students are advised to discuss plans for a leave with their advisors before the end of the currently enrolled semester.

To qualify for a leave of absence, a student's academic standing must be at an Academic Probation level or higher. A student who begins a Leave of Absence on Academic Probation will continue on Probation during the semester in which they return to campus.

## **2.6.06 - Modular Academic Calendar**

The fall and spring semesters are divided into two terms. Some courses run across the entire semester, while other more concentrated courses run for the term. This modular schedule may facilitate students' arrangements for internships, overseas study courses, and other field experiences.

## **2.6.07 - Registration and Course Load**

For continuing students, early registrations are scheduled in advance of the start of each semester. New students starting in the fall semester may register during the summer and new students starting in the spring semester may register during Orientation week prior to the start of the semester.

Although there are two terms in each semester, registration is for the semester as a unit. The normal number of credit hours carried during a semester is 16, with a range from 12 to 18. A minimum of 12 credit hours a semester must be carried to be classified as a full-time student, to be permitted residence in the residence halls, to participate in the Work Program, and to receive financial aid. Students must maintain an average of 16 credit hours each semester in order to accumulate a total of 128 hours required for graduation in eight semesters. Students wishing to take more than 18 credit hours during any one semester must obtain permission, in writing, from the Registrar or the Associate Provost. No more than 22 credit hours may be taken per semester. There is a fee per credit hour for any hours beyond 18. All courses for which students are registered at the end of the first four days of the semester are counted in the course load for that semester.

*Students who plan to withdraw from a term or semester course after the Add/Drop period in the first term of a semester should be certain that adding another course in the second term will not result in more than 18 credit hours for the semester.*

### **2.6.08 - Adding and Dropping Courses**

Courses may be dropped from the student schedule via MyWWC during the first four days of the semester or term.

Students not present at the first class meeting of a term may lose their place in the course if the course has a waiting list.

The first four days of each term are the official Add/Drop period, during which courses may be added or dropped. Following this period, no student is permitted to register for a new course. Courses dropped during that period do not appear on student records.

### **2.6.09 Waiting Lists for Registration**

During the registration period, if a student finds that a course they wish to enroll in is full, they should add their name to the class waiting list. If a seat or seats in a waitlisted course open before the first day of the semester, students on the waitlist will be added to the course. The only exception to following the waiting list order before the semester begins is that a student's graduation will be delayed if they are not admitted to the course. Once the semester has begun, students should attend the first class session or contact the instructor of the waitlisted course to ask if the instructor will admit them from the waitlist. Instructors are urged to follow the waiting list order in admitting students at the beginning of the semester, but they may use their discretion in weighing other criteria to add students during the add/drop period.

### **2.6.10 - Administrative Withdrawal**

The College considers the act of registering for any course to constitute a commitment by students to make a mature and responsible effort to succeed and to allow others the opportunity to succeed. Therefore, upon recommendation of the instructor and at the discretion of the Associate Provost, a student is subject to administrative withdrawal from a class at any time during the semester if that student has guaranteed a course grade of F by failing either to attend a sufficient number of class meetings or to submit a sufficient quantity of graded work, or has engaged in verbal abuse or the threat of physical violence or any other conduct disruptive to class meetings. Students should review course syllabi for descriptions of disruptive behavior. Administrative withdrawal during the first four weeks of a term course or the first eight weeks of a semester course results in the assignment of the grade of "AW." Subsequent administrative withdrawal results in the grade of "AF." Students who are actively enrolled in fewer than 12 credits as a result of administrative withdrawal may not reside in college housing. Students subject to 12 or more credits of administrative withdrawal in a semester may, at the discretion of the Associate Provost, be suspended from the College. Administrative withdrawal and suspension decisions made by the Associate Provost are subject to appeal to the Instruction Committee. Students should contact the Registrar within 24 hours of notification by the Associate Provost to initiate such action.

### **2.6.11 - Withdrawing from a Course**

Any courses from which students withdraw following the Add/Drop period remain on their permanent records and are counted in the course load for the semester as hours attempted. If a student withdraws from a course before the end of the first four weeks of a term course, or the first eight weeks of a semester course, a grade of "W" (withdrawn non-punitive) is assigned. Withdrawing from any course following the fourth week of a term course or the ninth week of a semester course automatically results in a grade of "WF" (withdraw failing), regardless of the student's performance in the course. A grade of "WF" is figured as an "F" in the calculation of the GPA. A grade of "W" does



not figure in the calculation of the GPA. For withdrawal from the college, see also Withdrawal and Return of Aid Policy.

Because of the Modular Academic Calendar, it is possible to withdraw from a semester course or a term course in the first term of a semester, and add another term course in the second term of the semester. There is a charge if the combination of course withdrawal and the addition of another course results in a semester course load of more than 18 credit hours (see "Registration and Course Load").

Students who earn a grade of "F" for a course because of academic dishonesty may not be awarded a "W" for the course.

### **2.6.12 - Pass/Fail Grades**

Some courses are classified as Pass/Fail by departmental action.

**Elective Pass/Fail:** From the second semester of attendance, students may elect to register for a Pass/Fail grade in any course which is not applied toward the major or general education requirements.

A form for registering for a course on a Pass/Fail basis may be obtained at the Registrar's Office. This form must be submitted to the Registrar's Office by the end of the Add/Drop period. The maximum number of courses taken for elective Pass/Fail is five and no student is permitted to elect more than one such course per semester.

### **2.6.13 - Independent Study**

Instructors may supervise individual independent study courses only with permission of the Associate Provost. Such studies may not duplicate a course offered during the current academic year, and the maximum for any student is four independent study credit hours per semester. First-year students may not register for independent studies. (Exceptions may apply to transfer students.) A proposal for independent study must be signed by the instructor, department chair, academic advisor, and library director (or a designated representative) and presented to the Associate Provost.

Forms are available electronically on the Registrar's Forms page located on myWWC. The completed proposal must be submitted to the Associate Provost prior to the first day of the term or semester. Independent Studies do not fulfill General Education requirements.

### **2.6.14 - Incomplete Grades**

Criteria for Incomplete Grade Request:

Incomplete grades may be assigned only if all of the the following circumstances are true:

- An emergent situation that is unforeseen and beyond the student's control has arisen after the withdrawal deadline for the course. (Documentation may be required.)
- The student was progressing steadily and was consistently submitting work for the course, with a recorded midterm grade of C- or above, until the emergent situation arose.
- A small amount of work for the course (25% or less) remains to be completed.

*A grade of incomplete is not available to a student who has fallen behind in the course, who needs to revise coursework, or who, without prior notice, has missed the final exam, final presentation, or the deadline for submitting a final project.*

**Incomplete Grade Request and Approval Process:**

- A student may make a request to the instructor for an incomplete course grade before the day of the last class meeting for the course (term or semester length). If the emergent and unforeseen situation makes it impossible for the student to contact the instructor directly, a family member may reach out to the Director of Disability Access to initiate the incomplete process on the student's behalf.
- If the course instructor determines that the student's academic progress meets the above criteria, the instructor has the discretion to recommend an incomplete grade for the course.
- If the instructor approves the incomplete grade request, they review submission deadlines and all outstanding work with the student.
- The instructor submits an Incomplete Grade Report Form.
- The Associate Provost and Dean of Student Success review the Incomplete Grade Report Form for approval.
- If approved, a grade of incomplete is recorded by the Registrar.

**Timeline for Student Submission to Instructor of Outstanding Work:**

- For Semester-Length courses: completed work must be submitted to the course instructor no later than 3 weeks after the final class meeting day before the exam period.
- For Term-Length courses: completed work must be submitted to the course instructor no later than 3 weeks after the final class meeting day before the exam period.
- A grade of incomplete is not available for a Term-Length course that is a prerequisite to a course for which the student is enrolled in the subsequent term.

**Timeline for Instructor Grade Submission for Incomplete Grades:**

- The course instructor will submit a Grade Change Request Form no later than the Monday of the week following the 3-week incomplete work submission deadline.
- Any alterations of incomplete deadlines are submitted to the Associate Provost for approval.

Please see the section on "Satisfactory Academic Progress" within the Financial Aid Policies of this catalog for information about the effects of an incomplete grade on the ability to evaluate Satisfactory Academic Progress (SAP) for financial aid awarding purposes.

**2.6.15 - Academic Honesty**

For the sake of personal integrity and for maximum educational benefit, students must be scrupulously honest about their work. All violations of academic honesty should be reported to the Associate Provost, including cases that have yet to be investigated.

1. The instructor is responsible for creating a learning environment that fosters critical thinking and that encourages honest work from students.
2. At Warren Wilson College, students are expected to be honorable. Cheating on examinations or quizzes, forging signatures, turning in work which is wholly or in part not their own material without clearly and accurately giving credit to the originator are all reprehensible forms of dishonesty in a scholarly society.
3. It is the responsibility of all students to make every effort that their actions are above reproach during an examination or in the performance of work that is supposed to be original. Students who knowingly allow others to copy or use their work are also culpable.
4. It is the responsibility of each student to avoid any act intended to advance the opportunities of one or more persons by limiting the opportunities of another person or persons.
5. Instructors announce to each class at the first meeting, and include in the course syllabus, the instructor's policy with respect to cheating and plagiarism. In the case of a clear infraction, the student earns, at the

very least, a grade of zero on the work or examination in question. Further consequences may include automatic failure for the course, or recommendation to the Associate Provost for suspension. Students who earn an F for the course because of academic dishonesty may not be awarded a "W" for the course during the first four weeks of the term or the first eight weeks of the semester.

### **2.6.16 - Contested Grades**

Students who believe that a grade has been reported incorrectly should consult the instructor for correction of a possible error. In exceptional cases, students may contest the grade record through a written appeal to the Associate Provost, whose decision in the matter shall be final. Copies of all relevant information must accompany this written appeal: papers, tests, syllabi, etc. The deadline for contesting a grade is the end of the second week of the following term. In the case of a spring semester or term four course, the deadline for contesting a grade is the end of the second week of term one of the following academic year.

### **2.6.17 - Repeating Courses**

Courses, up to a total of 13 credit hours, may be repeated to raise the grade. *No course may count more than once for credits toward graduation.* In the case of a repeated course, both grades appear on students' transcripts, but only the higher grade is counted in the GPA.

### **2.6.18 - Grade Reports**

At the end of each term, grades are reported to the Registrar. Students may view their mid-semester and final grades on-line using their personal identification numbers.

### **2.6.19 - Class Attendance**

Class attendance is vital to student academic engagement and success. In general, students are expected to attend every scheduled meeting of a class, including laboratories and other required meetings or field trips. Any student who will be absent from a class must communicate with the instructor prior to the missed class (or, in unusual cases, within 24 hours of having missed the class). Students are responsible for knowing and completing what course material they missed during an absence. In most instances, instructors have the prerogative to set attendance policies for their individual classes and to determine when absences are "excused" or "unexcused" and under what circumstances tardiness counts as an absence. Students should consult their course syllabi to determine whether their instructors designate certain absences as "excused." Even when absences are necessary and excused, there may be a threshold at which the student has not been present enough to earn course credit. Typically, "excused" absences include

- serious illness (student is too ill to attend any class, work, service, athletic, or social events that day)
- a family or household emergency
- officially representing the College at an off-campus event, such as presenting at a conference, performing with a College music ensemble, or participating in a varsity sports competition.
- unsafe travel conditions for off-campus students

In accordance with the College's Religious Accommodations policy, students are excused from class (including examinations and community engagement requirements) for religious observance, providing that they have submitted the Request for Religious Accommodation Form to their instructor prior to the tenth class day of the



semester and that the instructor has agreed to the terms of the accommodation. Instructors will provide alternatives for absences covered under this policy, such as offering the opportunity to make up missed work, if appropriate. In the event that the student and faculty member do not reach an agreement on the accommodation, one or both should consult the College Chaplain and Director of Spiritual Life. See the full Religious Accommodations policy in the Student Handbook for further information.

In fairness to other students, and in consultation with the instructor, the Associate Provost has the discretion to withdraw a student administratively from any course in which the student has missed 20% of the class sessions. (For example, in a 14-week, semester-long course that meets twice a week, more than 6 total absences may result in administrative withdrawal.) The Registrar will notify the student if this action has taken place. If the administrative withdrawal occurs before the withdrawal deadline for the term or semester, a grade of W will be recorded; if the student exceeds the absence limit after the withdrawal deadline, a grade of WF will be recorded. Administrative withdrawal from a course may have a bearing on a student's full-time status at the College and, therefore, on access to the Work Program, Study Abroad, Campus Housing, and Financial Aid. Students administratively withdrawn for lack of attendance who seek an appeal must contact the Provost within 48 hours of the notification of withdrawal by the Registrar.

### **2.6.20 - Classification**

Student classification by credit refers to credits earned and does not include credits in progress. Student classifications are used by the Registrar's Office to establish priority registration for the next semester. (For example, students whose credits put them in the "sophomore first semester" classification are eligible to register earlier than students in the "freshman second semester" classification.)

#### **Freshman**

First Semester - 0-13 credit hours

Second Semester - 14-27 credit hours

#### **Sophomore**

First Semester - 28-43 credit hours

Second Semester - 44-59 credit hours

#### **Junior**

First Semester - 60-75 credit hours

Second Semester - 76-91 credit hours

#### **Senior**

First Semester - 92-107 credit hours

Second Semester - 108 + credit hours

### **2.6.21 - Dual-Enrollment Students**

Dual-enrollment students are those who completed high school while earning college credit (AP, IB, early college, middle college) before coming to Warren Wilson. Students who arrive at Warren Wilson with dual-enrollment college credits that were completed while in high school may have exemptions from certain first-year requirements, depending on how many credits transfer in. Please see the ranges of dual-enrollment transfer credits below for guidance:

- **Transfer in 0-23 credits:** Must complete all expectations for first-year students, including first-year seminar (FYS) and PEG 1 of the Community Engagement Commitment.

- **Transfer in 24-59 credits:** Students may petition to be exempt from FYS, after consultation with the advisor; students are exempt from PEG 1 of the Community Engagement Commitment. However, students who opt out of FYS but who have not transferred in a course comparable to Writing across the Curriculum (WAC) Level 1 (such as a course titled “College Composition” or “Expository Writing”), must enroll in a WAC Level 2 course during the first semester and must enroll in a second WAC Level 2 course in a subsequent semester.
- **Transfer in 60 or more credits:**
  - Students are automatically exempt from FYS and PEGs 1 & 2 of the Community Engagement Commitment.
  - Students who enter with 60 or more transferred credits are considered juniors. They must formally declare a major by the end of Week 7 in their first term at Warren Wilson. Students in this category are strongly encouraged to plan ahead with their advisors during the orientation period before the first semester, in order to ensure a timely graduation.

*For further information regarding dual-enrollment, see subsection on “The Major” under Academics, description of First-Year Seminar under General Education, and the Community Engagement Program section.*

## 2.6.22 - GPA (Grade Point Average)

Grades are assigned the following numerical values:

A, A+	4.0 grade points
A-	3.7 grade points
B+	3.3 grade points
B	3.0 grade points
B-	2.7 grade points
C+	2.3 grade points
C	2.0 grade points
C-	1.7 grade points
D+	1.3 grade points
D	1.0 grade point
D-	0.7 grade point
F Failure	0.0 grade points
W Withdrawn Passing	Not included
WF Withdrawn Failing	0.0 grade points
P Passing	Not included

P (pass) credit hours are ignored when calculating a GPA. F (fail) credit hours are included in the GPA calculation. GPAs are calculated by semester and are cumulative on the transcript. Grade points are figured by multiplying the number of course credit hours by the numerical value assigned to the grade received in that course, summing these products and dividing by the total number of credits.

## 2.6.23 - Probation and Suspension

The Instruction Committee of the faculty meets after each semester and examines the grades of any student whose semester GPA or cumulative GPA falls below 2.00, as well as the progress of any student who does not earn at least 67% of attempted credits in a semester.

Semester GPAs below 1.0 result in suspension, in any given semester, regardless of the cumulative GPA. Cumulative GPAs are assessed using the following table:

Cumulative Credit Hours Attempted	Academic Probation if Cumulative GPA is between	Academic Suspension if Cumulative GPA is below
1-18 credits or enrolled in FYS	1.50-1.65	1.50
19-36	1.60-1.75	1.60
37-64	1.75-1.85	1.75
65-80	1.85-1.92	1.85
81-96	1.92-1.96	1.92
97-128	1.96-2.00	1.96

To be in good academic standing, students must complete at least 67% of attempted credits (attempted credits are the credits a student is registered for at the conclusion of the add/drop period). Students who earn below 67% of attempted credits at the completion of one semester receive a warning notice that they must improve their credit progress by the end of two semesters, regardless of GPA. Students who do not complete at least 67% of credits overall for two semesters in succession will be placed on Academic Probation, and students who do not complete at least 67% of credits overall for three semesters in succession will be Academically Suspended, regardless of GPA. Please note that while a withdrawal from a course with a grade of W does not affect GPA, it does affect academic standing through credit completion rate.

**Academic Probation:** A student receives an email from the Instruction Committee and/or the Office of the Registrar if placed on Academic Probation. Being placed on Academic Probation may impact financial aid (refer to Financial Aid policy, which has requirements that are separate from those in Academics and that follow a separate timeline). Probation signifies that a student's academic progress is unsatisfactory. The following conditions apply for students who are on Academic Probation:

1. Students on Academic Probation may not participate as a member of a College committee or student government.
2. Students on Academic Probation may not compete as members of an athletic team or travel with a College team to competitions. However, with permission of the Dean of Student Success, they may practice with the team and/or participate in other team activities, such as team study halls, leadership meetings, and general team meetings.

**Academic Suspension:** Suspended students may apply for readmission after one semester. In order to be considered for readmission a student needs to provide a transcript from a community or 4-year college demonstrating that the student has earned a grade of C or higher in 2 courses.

## 2.6.24 - Student Complaints and Appeals

Warren Wilson College is committed to supporting a campus climate that is respectful and supportive of all who work, live, study or participate in activities or events in the campus community. When disagreements arise, the College strongly encourages all members of the community to engage one another informally, within the spirit of the Community Commitment, which asks us to commit to "engage in honest and constructive communication."

However, if, after informally seeking a solution to a problem, a student wishes to formally register a complaint or appeal a formal decision, they should follow the processes outlined below. In the case of a hate/bias incident, students should *not* attempt an informal resolution.

All student complaints and appeals are routed to the appropriate responsible administrator, who will investigate the

situation, seek an equitable solution, and report back to the student in a timely manner.

The following steps make up the process for resolving a student complaint or appeal:

1. Student attempts informal resolution
2. Student submits written complaint or appeal via link below
3. Complaint or appeal is routed to the appropriate administrator
4. Administrator contacts student to confirm complaint or appeal
5. Administrator conducts investigation and makes decision
6. Administrator contacts student to communicate decision and options

#### Formal Complaint

A formal complaint arises when students believe, based on established College policies and procedures, that they have been treated in an inconsistent or arbitrary manner by a College employee and informal methods of resolving the concern remain unaddressed or unsatisfactory.

#### Appeal a Decision

An appeal arises when a decision made by a College employee remains unsatisfactory or when extenuating circumstances may reasonably support an appeal.

#### Hate/Bias Incident

In the case of a complaint that relates to a hate/bias incident, students should not attempt an informal resolution. Warren Wilson College defines a hate or bias-motivated incident as any disruptive conduct (oral, written, graphic, or physical) that is against an individual, or individuals, because of their actual, or perceived race, color, national origin/ancestry, religion, sex, age, disability, sexual orientation, gender identity/expression, veteran and National Guard status, marital status, pregnancy, political affiliation, or arrest/conviction record. If you believe the incident involves criminal conduct, please call Security at (828) 230-4592, in addition to completing the form.

All Hate/Bias Incident Reports will be handled by the College's Title IX Coordinator.

Warren Wilson College adheres to all student grievance and public complaint policy requirements of the U.S. Department of Education and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Information about complaints against the College or against SACSCOC is available on the College website.

For further information and links to relevant forms, please visit this webpage:

<http://www.warren-wilson.edu/student/complaints-and-appeals>

## 2.6.25 - Academic Freedom

In the interest of promoting intellectual inquiry, the development of knowledge, and the open exchange of ideas, Warren Wilson College recognizes that professors have the right to engage in intellectual debate, research, artistic endeavors, and inquiry without fear of censorship or retaliation. Faculty members have the right to remain true to their intellectual and pedagogical commitments, and express ideas and perspectives in speech, in writing, in publications, and through electronic communication, both on and off campus, without fear of sanction, so long as that expression does not significantly impair the rights of others.

Faculty members have the right to study the topics they select and to draw conclusions they find consistent with their research. When professors share ideas or research, academic freedom allows others to judge whether their work is valuable and their conclusions sound. Both the individual members of the faculty and Warren Wilson College have the right to maintain academic standards.

Warren Wilson College recognizes that professors have the right to disagree with administrative policies or proposals without facing reprisals. Academic Freedom does not give members of the faculty the right to express views which demonstrate that they are professionally ignorant, incompetent, or dishonest with regard to their discipline or fields of expertise, nor does it protect members of the faculty from sanctions resulting from misconduct or poor performance.

Warren Wilson College will not allow religious, political, or philosophical beliefs of politicians, administrators, or members of the public to be imposed on faculty. To protect academic freedom, Warren Wilson College will oppose efforts by corporate or government sponsors to block dissemination of any professor's research findings.

Academic freedom involves responsibilities as well as privileges. Teachers are entitled to freedom in the classroom in discussing course subject materials, but should be careful not to introduce controversial matter that is irrelevant to the subject taught. Although they may speak and write freely as private citizens without institutional censorship or discipline, professors should make every effort to indicate in such cases that they are not speaking for the Warren Wilson College.

### 3 - Programs of Study

#### 3.1.1 - Undergraduate Majors, Concentrations, & Honors

**BA Art** (CIP # 50.0101)

- Art History
- Painting and Drawing
- Photography and Media Arts
- Printmaking and Bookforms
- Sculpture and Ceramics

**BS Biochemistry** (CIP # 26.0202)

- Honors Program

**BS Biology** (CIP # 26.0101)

- Honors Program

**BA Business** (CIP # 52.0201)

**BA or BS Chemistry** (CIP # 40.0501)

- Chemistry, B.A.

- Chemistry, B.S.

- Honors Program

**BS Conservation Biology** (CIP # 26.1307)

- Honors Program

**BA Creative Writing** (CIP # 23.1302)

**BA English** (CIP # 23.0101)

- Honors Program

**BA or BS Environmental Studies** (CIP # 03.0103)

- Conservation and Society Concentration

- Ecological Forestry Concentration

- Environmental Education Concentration

- Environmental Policy & Justice Concentration

- Sustainable Agriculture Concentration

- Water and Earth Resources Concentration

- Honors Program Natural Sciences

- Pre-environmental Management Cooperative College Program

**BA Expressive Arts Therapy** (CIP # 44.0000)

- Art

- Music

- General

**BA Global Studies** (CIP # 30.2001)

- Culture, Power, and Place

Environment and Society  
Peace and Social Justice  
The Local and the Global

**BA History and Political Science** (CIP # 54.0101)

History  
Political Science  
Public Policy

**BA Integrative Studies** (CIP # 24.0102)

**BA Mathematics** (CIP # 30.0801)

**BA Music** (CIP # 50.0901)

General  
Traditional

**BA Outdoor Leadership** (CIP # 45.9999)

**BA Philosophy** (CIP # 38.0101)

Critical Theory and Social Justice

**BA Psychology** (CIP # 42.0101)

Honors Program

**BA Social Work** (CIP # 44.0701)

**BA Sociology / Anthropology** (CIP # 45.1101)

Archaeology  
Cultural Anthropology  
Gender and Women's Studies  
Sociology

For Writing, see **BA Creative Writing** (CIP # 23.1302)

### 3.1.2 - Undergraduate Minors

**Africana Studies**

**Art**

Art  
Art History  
Craft

**Biology**

**Business**

**Chemistry**

**Creative Writing**

**Education**

Early Childhood/Early Elementary Grade Track  
Middle Grades/High School Track

**English**

**Environmental Studies**

**Expressive Arts Therapy**

**Gender and Women's Studies**

**Global Studies**

Global Studies  
Global Studies: Appalachian Studies  
Global Studies: Applied Geospatial Technology  
Global Studies: Spanish Language in Context

**History, Political Science, and Economics**

Economics  
History and Political Science

**Interfaith Leadership**

**Mathematics**

Data Science

**Music**

Music: General  
Music: Traditional

**Outdoor Leadership**

**Peace and Justice Studies**

**Philosophy**

Physics  
Psychology  
    Psychology  
    Neuroscience  
Science Communication  
Sociology / Anthropology  
Theatre

### **3.1.3 - Graduate Programs**

Master of Arts in Critical Craft Studies (*CIP # 50.0701*)

Master of Fine Arts in Creative Writing (*CIP # 23.1302*)

## 3.2 - Undergraduate Programs of Study

### 3.2.01 - Africana Studies

Faculty: Julie Caro, Christey Carwile (Director), Daleah Goodwin, Rima Vesely-Flad

#### 3.2.01.1 - Program Overview

The minor in Africana Studies allows students to explore the cultural, historical, and political experiences of peoples of African descent from a global perspective. In this interdisciplinary course of study, students make connections between African, African American, and African diasporic forms and practices and gain a foundation in current theoretical perspectives on race.

The goals of the Warren Wilson College Africana Studies Program are the following:

1. To introduce students to the great diversity of historical, cultural, and artistic contributions made by peoples of African descent across the globe.
2. To teach students to critically examine and deconstruct the concept of race/ethnicity from both an individual and societal perspective.

#### 3.2.01.2 - Minor in Africana Studies

**Grades:** Students must pass courses at a grade of C- or better to count toward the minor. Students must also maintain a minimum overall GPA of 2.0.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours to fulfill the minor requirements.

#### Requirements:

I. The following courses (12 credits):

- ANT 2610 Cultures of Sub-Saharan Africa (4cr)
- HIS 3340 Topics in African American History (4cr)
- PHI 2575 Critical Race Theory (4cr)

II. Electives (12 credits): Students must complete at least 12 credits from the following list. Students must take at least one elective from the Social Science Division and one from the Fine Arts and Humanities Division.\*

#### Fine Arts and Humanities Electives

- ART 2250 African American Art and Thought (4cr)
- ART 2260 Harlem Renaissance: Art & Politics in the Jazz Age
- ENG 2700 African American Literature (4cr)
- HIS 2340 The African American Experience to 1877 (4cr)
- MUS 2860 Jazz Appreciation (4cr)
- Selected Topics in Dance (THR) (4cr)

#### Social Science Electives

- PAX 3100 Race and the Politics of Crime (4cr)
- REL 3210 Religion, Peace, and Social Justice: Seminar (4cr)

\*Relevant study abroad, special topics, or other courses fulfill the elective credit hours as well, as approved by the program director.



## **3.2.02 - Art**

Faculty: Eric Baden, Julie Levin Caro, James Darr, Leah Leitson, Lara Nguyen, Jessica White (Chair)

### **3.2.02.1 - Program Overview**

The mission of the Art Department is to affirm and nurture the creative spirit of each student and to promote the skilled production of artwork and the appreciation of art as a discipline that contributes to the cultures and histories of humanity.

The goals of the Art Program are the following:

1. To teach students to effectively utilize artistic processes and visual elements to express concepts and emotions.
2. To aid individuals in the development of skill, sensitivity, and creativity in the use of art media.
3. To help students develop critical thinking and the ability to analyze and evaluate visual images.
4. To promote the appreciation of art as a discipline and examine its contributions to culture.
5. To provide work and service opportunities for students to develop their artistic sensibilities and skills in support of the mission of the College.

The Art Department provides a course of study in the visual arts that supports, integrates, and contributes to the mission of the college. Each student is encouraged to develop a unique vision and to come to a greater understanding and appreciation of the diverse responses and contributions of others. Students explore how and why they work creatively and develop an appreciation for art in a historical context.

### **3.2.02.2 - Major in Art, B.A.**

The major in Art provides a basic foundation in the visual arts that allows each student to:

1. Discover and develop his or her own creative potential and direction,
2. Come to a greater understanding and appreciation of the unique contributions of others and the complex issues that confront art today, and
3. Develop the necessary skills, both technical and conceptual, to produce art as well as to understand and contribute meaningfully to contemporary issues and culture.

A major in Art prepares students to pursue careers as artists as well as further study in a graduate program or in art school. It can also open opportunities in interior design, graphic design, web page design, art management, museums and galleries, art-related businesses, and successful work as a studio artist. The art major is intended for students who are interested in making dedicated commitments to the visual arts within a liberal arts context. The major provides an experiential foundation in the visual arts. Students discover and develop creative potential and direction and come to a greater understanding and appreciation of the unique contributions of others and of the complex issues that confront those in the arts today.

To be eligible for admission to the art major, a student must have completed Drawing I, either 2D or 3D Design, and either Introduction to Art History or Modern and Contemporary Art with grades of C or better in each of these courses. Students must also have passed an art major review of their portfolio (see Department Chair for more information).

**Grades:** In order to count toward fulfillment of the art major, all art courses leading to the senior capstone sequence (ART 4120 Senior Project I and ART 4130 Senior Project II) must be passed with a grade of C or higher.

**Total Credits:** Students must earn a minimum of 52 credit hours in art to fulfill the major requirements, distributed as follows.

**Requirements:**

## I. Foundation Courses: Required of all Art majors; 28 credit hours as follows:

One of the following courses:

ART 1110 2D Design (4cr)\*

ART 1120 3D Design (4cr)\*

All of the following courses:

ART 1160 Drawing I (4cr)

ART 1470 Introduction to Art History (4cr)

ART 2470 Modern and Contemporary Art (4cr)

ART 3310 Research Methods in Art (4cr)

## II. Senior Capstone Experience: 8 credit hours required of all majors:

ART 4120 Senior Project I (4cr)

*For studio art concentrations only:*

ART 4130 Senior Project II: Studio Art (4cr)

*For art history concentration only:*

ART 4140 Senior Project II: Art History (4cr)

II. Studio art and art history concentrations: 16 credit hours from one of the following areas must be taken to constitute a studio or art history concentration. Students are admitted to the Senior Capstone sequence only after completing three of the four courses in their concentration.

Art History

ART 2190 The Language of Photography (4cr)

ART 2250 African American Art and Thought (4cr)

ART 2260 Harlem Renaissance: Art & Politics in the Jazz Age (4cr)

ART 2350 American Studio Craft (4cr)

ART 2905 Looking at Landscapes (4cr)

ART 3190 What is American Art? (4cr)

ART 3200 Art Now: Contemporary Art in a Global Context (4cr)

ART 4840 Undergraduate Research in Art (2 cr max.)

PHI 2510 Philosophy of Art (4cr)

With prior approval of the Art department: another 4cr art history elective, special topics course, study abroad course, or museum or gallery internship.

Painting/Drawing

ART 1030 Painting I (4cr)

ART 1110 2D Design (4cr)\*

ART 1610 Watercolor (4cr)

ART 2030 Painting II (4cr)

ART 2160 Drawing II (4cr)

ART 2450 Life Drawing (4cr)

ART 2600 Service Learning Mural Painting (4cr)

ART 3030 Painting III (4cr)

ART 3160 Drawing III (4cr)

ART 4030 Painting IV (4cr)

ART 4160 Drawing IV (4cr)

**Photography and Media Arts**

- ART 1090 Photography I (4cr)
- ART 2090 Photography II (4 cr)
- ART 2190 The Language of Photography (4cr)
- ART 3090 Photography III (4cr)
- ART 4090 Photography IV (4cr)

**Printmaking and Bookforms**

- ART 1041 Introduction to Printmaking (4cr)
- ART 1050 Bookforms (2cr)
- ART 1071 Letterpress and the Printed Book (4cr)
- ART 1080 Papermaking (2cr)
- ART 2040 Printmaking II (4 cr)
- ART 2480 Power of the Print (4cr)
- ART 2490 Books and Paper from the Land (4cr)
- ART 3040 Printmaking III (4cr)
- ART 4040 Printmaking IV (4cr)

**Sculpture/Ceramics**

- ART 1040 Introduction to Handbuilding (4cr)
- ART 1060 Introduction to Ceramics (4cr)
- ART 1120 3D Design (4cr)\*
- ART 1130 Introduction to Sculpture (4cr)
- ART 1140 Figure Modeling (4cr)
- ART 2000 Ceramics II (4cr)
- ART 2370 Furniture Design (4cr)
- ART 2700 Mold Making/Casting (4cr)
- ART 2710 Metal Sculpture (4cr)
- ART 3000 Ceramics III (4cr)
- ART 4000 Ceramics IV (4cr)

\*ART 1110 2D Design and ART 1120 3D Design may fulfill a studio elective only if they are not being used to fulfill foundation course requirements.

III. Studio / Art History Electives: 8 credit hours. Two studio courses outside the concentration, OR one studio course outside the concentration and an art history elective.

**3.2.02.3 - Minors****3.2.02.3.1 - Minor in Art**

**Grades:** Students must pass all courses at a grade of C or better to count toward fulfillment of the minor.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours in art to fulfill the minor requirements, distributed as follows.

**Requirements:**

- I. Foundation Courses: (12 credit hours)  
One of the following courses:  
ART 1110 2D Design (4cr)

ART 1120 3D Design (4cr)

All of the following courses:

ART 1160 Drawing I (4cr)

One of the following courses:

ART 1470 Introduction to Art History (4cr)

ART 2470 Modern and Contemporary Art (4cr)

II. Elective Courses: (12 credit hours)

Choose from courses in the Art Major Studio Concentrations above.

### 3.2.02.3.2 - Minor in Art History

Art history is a field of study that analyzes visual images and material objects and seeks to understand their form and why and how we use them. Art history is also the investigation of an artwork's historical context and mode of production. These inquiries can lead in many different directions involving issues of race, class, gender, and nationality; problems of patronage and taste; and questions of exchange, reception, conservation, and restoration. The history of art is an ideal field for students who wish to acquire a general cultural background in art; to develop analytical, writing, and oral presentation skills; and to sharpen critical sensibilities. The minor is designed for students who seek to study art history in depth as a complement to their major area of study. It allows students to study art historical topics that cover a variety of regions, cultures, and time periods.

**Grades:** Students must pass all courses at a grade of C or better to count toward fulfillment of the art history minor. In addition, students must maintain an overall GPA of 2.0.

**Total Credit Hours:** To fulfill the minor requirements for art history, students must earn a minimum of 24 credit hours distributed in the following way:

#### Requirements:

I. Foundation Courses (12 credit hours):

ART 1470 Introduction to Art History (4cr)

ART 2470 Modern and Contemporary Art (4cr)

Any four-credit Studio Art course

II. Elective Courses: (12 credit hours)

Choose from courses in the Art History Concentration above.

### 3.2.02.3.3 - Minor in Craft

Paired with the study of studio art and complementary to majors in the sciences and humanities, the craft minor enables students to learn about the design, production, and marketing of fine craft. The minor in craft gives students an opportunity to take studio art courses focused on craft practices and to gain additional craft-related experiences through extensive service on one of Warren Wilson College's work crews: Blacksmithing, Ceramics Studio, Fiber Arts, or Woodworking.

**Grades:** Students must pass all courses at a grade of C or better to count toward fulfillment of the craft minor. In addition, students must maintain an overall GPA of 2.0.

**Total Credit Hours:** To fulfill the minor requirements for craft, students must earn a minimum of 24 credit hours distributed in the following way:

#### Requirements:

I. Foundation Courses

- ART 1160 Drawing I (4cr)
- ART 1120 3D Design (4cr)
- ART 2350 American Studio Craft (4cr)

II. Electives: Students may choose twelve (12) credit hours from the following courses:

- ART 1040 Introduction to Hand Building (4cr)
  - ART 1050 Bookforms (2cr)
  - ART 1060 Introduction to Ceramics (4cr)
  - ART 1071 Letterpress and the Printed Book (4cr)
  - ART 1080 Papermaking (2cr)
  - ART 1103 Introduction to Craft and Material Studies
  - ART 2000 Ceramics II (4cr)
  - ART 2370 Furniture Design (4cr)
  - ART 2490 Books and Paper from the Land (4cr)
  - ART 2710 Metal Sculpture (4cr)
  - ART 3000 Ceramics III
  - ART 4000 Ceramics IV
  - Museum, gallery, or other internship with approval of the Art Department (4 cr max.)
- Students may also choose other four-credit studio art electives, independent study, Special Topics, Visiting Artist Topics, or Study Away courses with approval of the Art Department.

III. Work Requirement: In addition to the above credit hours, students must complete extensive service on one of the following crews:

- Blacksmithing
- Ceramics Studio Assistant
- Fiber Arts
- Woodworking

### 3.2.03 - Biology

Faculty: Kirk Adams, Paul Bartels, Amy E. Boyd, Mark Brenner, Liesl Erb, Jeffrey Holmes, Alisa Hove (Chair), Olya Milenkaya

#### 3.2.03.1 - Program Overview

The mission of the Biology Department is to ensure that students understand how a scientific approach to the natural world leads to both insight and an altered perception of the breadth and depth of life on our planet. This is done through reinforcing in students the knowledge, skills, and habits of thought that characterize the biologically trained mind.

The goals of the Biology Department are the following:

1. To ensure that every Biology major has a working and up-to-date knowledge of the fundamental concepts of biology.
2. To provide a B.S. degree curriculum that will allow students to succeed in any standard graduate program or career in a biology-related field.
3. To develop in its students--majors and non-majors--the skill of critical evaluation of scientific information and the ability to relate scientific concepts to real-world problems.
4. To encourage in its students an appreciation of and respect for biodiversity and natural systems.

Through a broad, rigorous academic study of the living world within the context of a liberal arts education, the Biology Department awards two degrees: a B.S. in Biology and a B.S. in Conservation Biology. Courses in the Biology program emphasize the process of gathering scientific information and building knowledge based on critical evaluation of experimental observation. The Biology major allows students to explore a broad range of biological disciplines and scales of organization (ranging from molecules to ecosystems), as well as the opportunity to explore one of several specialized areas in greater depth. The Conservation Biology major is designed for students wishing to specialize in conservation-oriented research, with the intent to pursue graduate school in the natural sciences and/or work as conservation scientists in academia, government, or the private sector. All students majoring in Biology and Conservation Biology follow a program of study that provides a broad fundamental understanding of all areas of the life sciences as well as chemistry and mathematics. In addition, all students conduct an independent research project on a topic of their choosing and present their findings to the College in the form of the Natural Science Undergraduate Research Sequence (NSURS).

#### 3.2.03.2 - Major in Biology, B.S.

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the major. This includes courses with BIO, CHM, MAT, PHY, and SCI prefixes. Prerequisites must also be passed with a grade of C- or better.

**Total Credit Hours:** Students must earn a minimum of 34 credit hours in biology, with an additional 27 credit hours in physics, chemistry, mathematics, and natural sciences (as specified below), to fulfill the major requirements.

**Requirements:** Biology majors may not take BIO courses numbered 1100 or below to meet Biology requirements.

##### I. Core Requirements:

- BIO 1160 General Biology (4cr)
- BIO 2020 Ecology (4cr)
- BIO 3220 Genetics (4cr)
- SCI 3900 Research Design (2cr)
- SCI 4860-4890 Natural Science Research (minimum 2 credit hours.)
- SCI 4930 Communication: Natural Science Seminar (1cr)

(See Courses of Instruction: Science, for requirements of the Natural Science Undergraduate Research Sequence.)

II. Other Requirements:

CHM 1160 General Chemistry I (5cr)  
 CHM 1170 General Chemistry II (5cr)  
 CHM 2250 Organic Chemistry I (4cr)  
 MAT 2410 Calculus I (4cr)  
 PHY 2510 Physics I (4cr)

III. Area Requirements: Students must complete a minimum of one course in each of the following three areas.

A. Cellular and Subcellular Biology:

BIO 2080 Cell Biology (4cr)  
 BIO 3450 Developmental Biology (4cr)  
 CHM 4070 Biochemistry I (4cr)  
 BIO 4500 Microbiology (4cr)

B. Botany:

BIO 2190 Plant Morphology and Anatomy (4cr)  
 BIO 2500 General Botany (4cr)  
 BIO 3400 Plant Ecology (4cr)  
 BIO 3420 Plant Physiology (4cr)  
 BIO 4400 Plant Taxonomy (4cr)  
 BIO 2330 Forest Biology (4cr)

C. Zoology:

BIO 2040 Mammalogy  
 ENS 2160 Introduction to Animal Science  
 BIO 2340 - General Zoology 4cr  
 BIO 2350 Vertebrate Zoology (4cr)  
 BIO 2410 Invertebrate Zoology (4cr)  
 BIO 3180 Ornithology (4cr)  
 BIO 3450 Developmental Biology (4cr)  
 BIO 3480 Animal Behavior (4cr)  
 BIO 3490 Herpetology (4cr)  
 BIO 3511 Animal Physiology (4cr)  
 BIO 4350 Comparative Vertebrate Anatomy (4cr)

IV. Electives: Students must complete an additional 10 credit hours of electives in Biology; refer to “Major Electives” below.

### **3.2.03.3 - Major in Conservation Biology, B.S.**

#### **Program Overview**

The mission of the Conservation Biology Program is to develop leaders who have the capacity to understand, investigate, and solve ongoing and future conservation problems. This is done through an interdisciplinary curriculum that builds foundational knowledge, applies that knowledge to conservation problems, and develops students’ conservation ethic.

The goals of the Conservation Biology Program are the following:

1. To ensure that every Conservation Biology major has a working and up-to-date knowledge of the fundamental

concepts of biodiversity conservation.

2. To provide a B.S. degree curriculum that prepares students to succeed in standard graduate programs or careers in a conservation-related field.
3. To develop in its students the skill of critical evaluation of scientific information and the ability to apply scientific concepts to real-world conservation problems.
4. To encourage in its students an appreciation of and respect for biodiversity and natural systems.
5. To prepare leaders for solving current and yet unforeseen conservation problems by developing their critical thinking, analytical, and interdisciplinary skills.

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the major. Prerequisites must also be passed with a grade of C- or better.

**Total Credit Hours:** A minimum of 63 credit hours in biology, chemistry, environmental studies, global studies, mathematics, philosophy, and natural sciences (as specified below), to fulfill the major requirements.

**Requirements:** Conservation Biology majors and minors may not take BIO courses numbered 1100 or below to meet major requirements.

I. Core Requirements:

- BIO 1080 Introduction to Conservation Biology (4cr)
  - BIO 1160 General Biology (4cr)
  - BIO 2020 Ecology (4cr)
  - BIO 3220 Genetics (4cr)
  - BIO 4020 Evolutionary Biology (4cr)
  - CHM 1160 General Chemistry I (5cr)
  - CHM 1170 General Chemistry II (5cr)
  - BIO 3100 Conservation Biology (4cr)
  - BIO 4700-4760 Topics in Conservation Biology (minimum 4 credit hours)
  - GBL 2250 Introduction to Geographical Information Systems (4cr)
  - PHI 2520 Environmental Ethics (4cr)
  - SCI 3900 Research Design (2cr)
  - SCI 4860-4890 Natural Science Research (minimum 2 credit hours)
  - SCI 4930 Communication: Natural Science Seminar (1cr)
- (See Courses of Instruction: "Science Communication & Research" for requirements of the Natural Science Undergraduate Research Sequence.)

II. Area Requirements: Students must complete a minimum of one course in each of the following three areas.

A. Quantitative Reasoning:

- MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)
- MAT 2410 Calculus I (4cr)

B. Botany:

- BIO 2190 Plant Morphology and Anatomy (4cr)
- BIO 2330 Forest Biology (4cr)
- BIO 2500 General Botany (4cr)
- BIO 3400 Plant Ecology (4cr)
- BIO 3420 Plant Physiology (4cr)
- BIO 4400 Plant Taxonomy (4cr)
- BIO 2330 Forest Biology (4cr)

C. Zoology:

- BIO 2040 Mammalogy
- BIO 2340 - General Zoology 4cr



BIO 2350 Vertebrate Zoology (4cr)  
 BIO 2410 Invertebrate Zoology (4cr)  
 BIO 3180 Ornithology (4cr)  
 BIO 3450 Developmental Biology (4cr)  
 BIO 3480 Animal Behavior (4cr)  
 BIO 3490 Herpetology (4cr)  
 BIO 3511 Animal Physiology (4cr)  
 BIO 4350 Comparative Vertebrate Anatomy (4cr)  
 Select Special Topics courses

### 3.2.03.4 - Honors Program in Biology and Conservation Biology

Graduation in Biology or Conservation Biology with honors is possible for qualified students. The objectives of the Biology and Conservation Biology Honors Programs are (1) to set high academic standards to which all students can aspire, (2) to encourage students to pursue scholarly research, and (3) to provide recognition of outstanding students.

**Requirements:** Students whose major or concentration requires Natural Science Undergraduate Research Sequence (NSURS) earn Honors by completing the requirements of the Honors Program in Biology. To meet the requirements, a student must

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Pursue a research project involving original laboratory or field work or an original analysis, synthesis, and evaluation of the peer-reviewed scholarly literature.
3. Identify the research project during the junior year by preparing a well-documented proposal, which must be submitted to the WWC Pugh/Sutherland grant, or other source for funding for the research or for presenting research at a conference. Alternatively, in lieu of applying for grant funding, the student may apply for an REU or equivalent summer research experience.
4. Present the completed project (including a formal written research report in a form suitable for publication) as part of SCI4930 NSURS Communication and earn a course grade of A- (90%) or better.
5. Either (a) present and defend the research report in a professional forum in addition to the Natural Science Undergraduate Research Sequence, OR (b) submit a manuscript for publication in a peer-reviewed journal.
6. Receive final acceptance for Graduation with Honors, which is contingent on an approval vote from the Biology faculty.

### 3.2.03.5 - Minor in Biology

**Grades:** Students must pass courses at a grade of C- or better to count toward the minor.

**Total Credit Hours:** Students must earn a minimum of 25 credit hours to fulfill the minor requirements.

**Requirements:** Biology minors may not take BIO courses numbered 1100 or below to meet Biology requirements.

- I. All of the following:
  - CHM 1160 General Chemistry I (5cr)
  - BIO 1160 General Biology (4cr)
- II. One of the following:
  - BIO 2020 Ecology (4cr)
  - ENS 2010 Applied Ecology (4cr)
- III. One of the following:
  - BIO 3220 Genetics (4cr)

BIO 2080 Cell Biology (4cr)

IV. Plus an additional 8 credit hours of Biology courses or Biology electives at or above the 2000 level.

### **3.2.03.6 Major Electives**

In general, any 2000-level or higher course approved by the student's major advisor in Biology may count as a major elective. This list is intended as a guide for students and advisors as they choose electives to best enrich and complement their paths through the major.

BIO 2040 Mammalogy (4cr)  
BIO 2080 Cell Biology (4cr)  
BIO 2082 Global Change Biology (4cr)  
BIO 2190 Plant Morphology and Anatomy (4cr)  
BIO 2290 Field Mycology (4cr)  
BIO 2330 Forest Biology (4cr)  
BIO 2350 Vertebrate Zoology (4cr)  
BIO 2410 Invertebrate Zoology (4cr)  
BIO 2500 General Botany (4cr)  
BIO 2600 Field Studies in Plant Ecology (4cr)  
BIO 2950 2989- Special Topics (2cr - 4cr)  
BIO 3100 Conservation Biology (4cr)  
BIO 3180 Ornithology (4cr)  
BIO 3400 Plant Ecology (4cr)  
BIO 3420 Plant Physiology (4cr)  
BIO 3450 Developmental Biology (4cr)  
BIO 3480 Animal Behavior (4cr)  
BIO 3490 Herpetology (4cr)  
BIO 3511 Animal Physiology (4cr)  
BIO 3700-3760 Topics in Biology (2cr)  
BIO 3950-3989 Special Topics (2cr - 4cr)  
BIO 4020 Evolutionary Biology (4cr)  
BIO 4350 Comparative Vertebrate Anatomy (4cr)  
BIO 4400 Plant Taxonomy (4cr)  
BIO 4500 Microbiology (4cr)  
CHM 4070 Biochemistry I (4cr)  
CHM 4080 Biochemistry II (4cr)  
CHM 4090 Biochemistry Lab (1cr)  
ENS 2160 Introduction to Animal Science (4cr)  
ENS 2170 Arthropods and Agriculture (4cr)  
ENS 3020 Aquatic Ecology (4cr)  
PSY3100 Biopsychology (4cr)  
PSY 3240 Sensation and Perception (4cr)

## 3.2.04 Business

**Faculty:** Wendy Seligmann (Chair), Puspa Shah, Justinn Steffe

### 3.2.04.1 - Program Overview

The mission of the Business Department is to provide students with a course of study, rooted in the College's mission, that will help them understand and apply the theories and practice of management and entrepreneurship. Warren Wilson's values of social justice and sustainability are integrated throughout the curriculum. Through a combination of coursework and applied learning, students are prepared to work effectively as leaders and professionals contributing to a complex and changing world.

Program goals are to:

- Provide students with essential skills that will help them succeed as professionals and entrepreneurs.
- Develop conscientious citizens who are informed by the values of sustainability and social justice.
- Provide opportunities for practical applications among community partners in Asheville and beyond.

Students gain a foundation of historical knowledge and current theories, quantitative and logical skills, and ethical practice that enables them to pursue a variety of professional and academic fields and/or further graduate study, including the MBA.

Business can be combined with other majors and minors (e.g., Art, Biology, Outdoor Leadership, Social Work, or Writing) to address specific combinations of interests and applications.

### 3.2.04.2 - Major in Business, B.A.

**Grades:** Students must earn a combined GPA of 2.0 for courses in the major.

**Total Credit Hours:** Students must earn a minimum of 50 credit hours, including the following, to fulfill the major requirements.

#### Requirements:

##### I. Core Requirements (38 Credits)

- ECO 2030 Survey in Economics (4cr)
- MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistic sequence.)
- MAT 2108 Introduction to Data Science (4cr)
  
- BA 1020 - Foundations of Business Success (2cr)
- BA 2010 Accounting I (4cr)
- BA 2111 Principles and Practices of Contemporary Management (4cr)
- BA 2200 - Sustainable Business Practices (4cr)
  
- BA 3042 Organizational Finance (4cr)
- BA 3205 Strategic Marketing (4cr)
- BA 4000 Applied Business and Consulting Capstone (4cr)

##### II. Elective Courses (12 Credits)

12 credit hours of 3000-level electives, 4 of which must be in Business or Economics. In consultation with the advisor, students may select the remaining 8 credits from Business, Economics, or from other fields that fulfill one or more of the following criteria:

- Quantitative and computing skills
- Managing people and creating incentives
- Functioning of institutions, systems, organizations, and culture
- Ethics, Sustainability, and Social Justice

Currently offered or approved courses which meet this criteria include:

BA 3150 Human Resource Management (4cr)  
 BA 3904 Contemporary Issues in Sports Management (4cr)  
 BA 3050 New Venture Business Plan Development (4cr)  
 BA 3202 Social Entrepreneurship: Leading Change - (4cr)

ECO 3800 Environmental and Ecological Economics (4cr)  
 MAT 3039 Advanced Topics in Data Science (4cr)  
 ENS 4400 Sustainable Farm Management (4cr)  
 GBL 3250 Advanced Geographic Systems (GIS) (4cr)  
 PSC 3410 International Political Economy (4cr)  
 PSY 3180 Social Psychology (4cr)

**III. Practicum: Preparation, Internship and Reflection (4 credits minimum):**

CD 3500 Career Preparation (2cr)  
 Internship (academic credit optional)  
 CD 4840 Internship Seminar (2cr)

### **3.2.04.3 - Minor in Business**

**Grades:** Students must complete the minor with a minimum overall GPA of 2.0.

**Total Credit Hours:** 20 credits hours

**Requirements:** The following 20 credit hours of coursework, including at least 8 credit hours at the 3000-4000 level:

ECO 2030 Survey in Economics (4cr)  
 BA 2111 Principles and Practices of Contemporary Management (4cr)  
 BA 2010 Accounting 1 (4cr)

BA 3042 Organizational Finance (4cr)  
 OR  
 BA 3205 Strategic Marketing (4cr)

One 3000-level elective that must be in Business or Economics (4cr)

## 3.2.05 - Chemistry

Faculty: Kim M. Borges (Chair), Langdon J. Martin, Yuemei Zhang

### 3.2.05.1 - Program Overview

The mission of the Warren Wilson College Department of Chemistry is to provide a high quality liberal arts education in Chemistry and Biochemistry promoting solid technical knowledge, reasoned discourse, creative thought, problem solving, and experiential learning framed within an educational mission of academics, service, and work.

This mission is accomplished with the following goals:

1. To provide a supportive environment for students with convenient access to professors and peer tutors.
2. To emphasize the connections between chemistry, biology, and environmental science.
3. To encourage students to become lifelong learners and scientifically responsible citizens.
4. To promote creative collaborations and research between students, staff, and faculty.
5. To maintain a collection of state-of-the-art instruments for use by chemistry students and faculty members as well as for use as a college-wide resource.
6. To train and support students on the chemistry work crew, promoting a strong work ethic, professional demeanor, and safe laboratory practices.
7. To promote collaborations between the department members and members of other academic departments.
8. To provide service and outreach to various groups external to the College.
9. To prepare students for meaningful careers as scientists, medical and health care professionals, and as science educators.
10. To provide a productive and fulfilling environment for faculty and staff members.

The B.S. track in Chemistry or Biochemistry prepares students for graduate school, for medical, dental, pharmacy, or veterinary school, as well as for good jobs as a traditional "bench chemist." The B.A. track in Chemistry is a suitable track for those students who have an interest in careers that emphasize teaching or technical work. It is also an excellent track for students who wish to double-major, or who desire flexibility for taking a wider-variety of liberal arts courses. The B.A. provides the knowledge-base to enter the workforce as an entry-level "bench chemist," teach math or science at the secondary level or pursue postgraduate studies in the health sciences at the bachelors or masters level. The Biochemistry major is suitable for students preparing for graduate programs in biochemical or biomedical fields, human or veterinary medicine, and all health areas. Opportunities for exciting careers in these areas should remain abundant in the future.

### 3.2.05.2 - Major in Chemistry, B.A.

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the major.

**Requirements:** Students must earn a minimum of 48 credit hours, as follows, to fulfill the major requirements.

- I. Core Requirements: all of the following courses (43 credit hours):
  - CHM 1160 General Chemistry I (5cr)
  - CHM 1170 General Chemistry II (5cr)
  - CHM 2250 Organic Chemistry I (4cr)
  - CHM 3210 Instrumental Methods (4cr)

CHM 3310 Thermodynamics and Kinetics (4cr)  
 OR  
 CHM 3320 Quantum Chemistry and Molecular Spectroscopy (4cr)

MAT 2410 Calculus I (4cr)  
 MAT 2420 Calculus II (4cr)  
 PHY 2510 Physics I (4cr)  
 PHY 2520 Physics II (4cr)  
 SCI 3900 Research Design (2cr)  
 SCI 4860-4890 Natural Science Research (minimum 2 credit hours)  
 SCI 4930 Communication: Natural Science Seminar (1cr)

II. Elective Credits: minimum of 5 credit hours from the following list:

CHM 3201 Organic Chemistry II (4cr)

CHM 3310 Thermodynamics and Kinetics(4cr)\*\*  
 OR  
 CHM 3320 Quantum Chemistry and Molecular Spectroscopy (4cr)\*\*

CHM 3330 Physical Chemistry Laboratory (1cr)  
 CHM 4070 Biochemistry I (4cr)  
 MAT 2430 Multivariable Calculus (4cr)\*  
 MAT 2500 Linear Algebra (4cr)\*  
 MAT 2510 Differential Equations (4cr)\*  
 Any physics (PHY) course, level 2900 or above  
 Select special topics courses in chemistry (4000 level)

\* Only one mathematics (MAT) course may be counted toward the elective credits requirement.

\*\* CHM 3310 Thermodynamics or Kinetics and CHM 3320 Quantum Chemistry and Molecular Spectroscopy may be taken to fulfill the elective requirements only if not taken to fulfill the core requirements.

### 3.2.05.3 - Major in Chemistry, B.S.

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the major.

**Requirements:** Students must earn a minimum of 58 credit hours, as follows, to fulfill the major requirements.

I. Core Requirements: all of the following courses (52 credit hours):

CHM 1160 General Chemistry I (5cr)  
 CHM 1170 General Chemistry II (5cr)  
 CHM 2250 Organic Chemistry I (4cr)  
 CHM 3201 Organic Chemistry II (4cr)  
 CHM 3210 Instrumental Methods (4cr)  
 CHM 3310 Thermodynamics and Kinetics (4cr)  
 CHM 3320 Quantum Chemistry and Molecular Spectroscopy (4cr)  
 CHM 3330 Physical Chemistry Laboratory (1cr)  
 MAT 2410 Calculus I (4cr)  
 MAT 2420 Calculus II (4cr)  
 PHY 2510 Physics I (4cr)  
 PHY 2520 Physics II (4cr)  
 SCI 3900 Research Design (2cr)

SCI 4860-4890 Natural Science Research (minimum 2 credit hours)  
 SCI 4930 Communication: Natural Science Seminar (1cr)

II. Elective Credits: minimum of 6 credit hours from the following list:

CHM 4070 Biochemistry I (4cr)  
 MAT 2430 Multivariable Calculus (4cr)\*  
 MAT 2500 Linear Algebra (4cr)\*  
 MAT 2510 Differential Equations (4cr)\*  
 Any physics (PHY) course, level 2900 or above  
 Selected special topics courses in chemistry (3000 level or above)

\* Only one mathematics (MAT) course may be counted toward the elective credits requirement.

### 3.2.05.4 - Major in Biochemistry, B.S.

The Biochemistry Major follows the curriculum recommended by the *American Society for Biochemistry and Molecular Biology*, stressing critical thinking, teamwork, and ethics in addition to solid knowledge and skills in the biological and chemical sciences. This major includes all academic requirements for admission to medical schools, veterinary schools, and graduate schools as well as strong preparation for a professional career.

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the major.

**Requirements:** Students must earn a minimum of 68 credit hours, as follows, to fulfill the major requirements in Biochemistry.

I. Core Requirements: all of the following courses (64 credit hours):

CHM 1160 General Chemistry I (5cr)  
 CHM 1170 General Chemistry II (5cr)  
 CHM 2250 Organic Chemistry I (4cr)  
 CHM 3201 Organic Chemistry II (4cr)  
 CHM 3210 Instrumental Methods (4cr)  
 CHM 3310 Thermodynamics and Kinetics (4cr)  
 CHM 4070 Biochemistry I (4cr)  
 CHM 4080 Biochemistry II (4cr)  
 CHM 4090 Biochemistry Laboratory (1cr)  
 BIO 1160 General Biology (4cr)  
 BIO 2080 Cell Biology (4cr)  
 BIO 3220 Genetics (4cr)  
 MAT 2410 Calculus I (4cr)  
 MAT 2420 Calculus II (4cr)  
 PHY 2510 Physics I (4cr)  
 SCI 3900 Research Design (2cr)  
 SCI 4860-4890 Natural Science Research (minimum 2 credit hours)  
 SCI 4930 Natural Science Seminar (1cr)

II. Elective Credits: minimum of four (4) credit hours from the following list:

Any CHM or PHY 2000-4000 level course not listed above  
 Any BIO 3000 or 4000 level course not listed above  
 MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)  
 PSY 3100 Biopsychology  
 PSY 3240 Sensation and Perception

PSY 4210 Behavioral and Cognitive Neuroscience

### 3.2.05.5 Chemistry and Biochemistry Honors Program

Graduation in Chemistry or Biochemistry with honors is possible for qualified students. The objectives of the Honors Program in Chemistry are (1) to set high academic standards to which all students can aspire, (2) to encourage students to pursue scholarly research, and (3) to provide recognition of outstanding students.

**Requirements:** A student completing a degree in Chemistry or Biochemistry must:

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Pursue a research project involving original laboratory or field work.
3. Identify the research project during the junior year by preparing a well-documented proposal, which must be submitted to the North Carolina Academy of Science (NCAS) or other source for funding.
4. Present the completed project (including a formal written research report in a form suitable for publication) to the Natural Science Presentation course, SCI 4930, and earn a course grade of A- (90%) or better.
5. Present and defend the research report in a professional forum in addition to the Natural Science Undergraduate Research Sequence (e.g., the NCAS Conference).
6. Receive final acceptance for Graduation with Honors, which is contingent on an approval vote from the faculty of the student's major.

### 3.2.05.6 - Minor in Chemistry

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the minor.

**Requirements:** Students must earn a minimum of 27 credit hours, as follows, to fulfill the minor requirements:

- I. Core Requirements (23 minimum credit hours):
  - CHM 1160 General Chemistry I (5cr)
  - CHM 1170 General Chemistry II (5cr)
  - CHM 2250 Organic Chemistry I (4cr)
  - PHY 2510 Physics I (4cr)
  - SCI 3900 Research Design (2cr)
  - SCI 4860-4890 Natural Science Research (minimum 2 credit hours)
  - SCI 4930 Communication: Natural Science Seminar (1cr)
- II. Elective Credits: 4 minimum credit hours from the following list:
  - CHM 3210 Instrumental Methods (4cr)
  - CHM 4070 Biochemistry I (4cr)

Note: Biology and Psychology majors seeking a Minor in Chemistry are encouraged to take CHM 4070 Biochemistry I. All other majors seeking a Minor in Chemistry are encouraged to take CHM 3210 Instrumental Methods. Permission of Department Chair is required for student enrollment in either course towards fulfillment of Minor requirements.



## 3.2.06 - Creative Writing

Faculty: Paula Garrett, Gary Hawkins, Rachel Haley Himmelheber (Chair), A. Michael Matin

### 3.2.06.1 - Program Overview

The mission of the Creative Writing Department is to provide students with the skills and resources--including classes, workshops, master residencies, and graduate-level experiences--to help them create original work and expand their understanding of historical and contemporary literatures.

In pursuit of this mission, the Creative Writing Department aims to achieve the following goals:

1. To engage in the ongoing practice of writing, through experimenting with different genres and forms, developing a personal aesthetic, and giving and receiving constructive feedback on new work;
2. To engage in the ongoing practice of reading, through learning to assess literary techniques, identify rhetorical elements, and recognize both innovative and traditional works and themes;
3. To pursue the study of literature from different centuries and cultures, learning to recognize narrative traditions, identify historical and cultural context, and find places of intersection within contemporary literature;
4. To nurture a beneficial relationship with the MFA Program that broadens the educational experiences and opportunities of students and faculty on both the graduate and undergraduate level.

Vision: The Creative Writing Department aims to provide a rigorous and innovative curriculum of creative and critical instruction for students pursuing a creative writing major or minor, as well as students wishing to broaden their liberal arts experiences.

### 3.2.06.2 - Major in Creative Writing, B.A.

The creative writing major leads students through the combined study and practice of both writing and literature with a breadth of experience in various genres, culminating in a capstone course devoted to exploring professional practices and creating a final project.

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the major.

**Total Credit Hours:** Students must earn a minimum of 44 credit hours in creative writing and English to fulfill the major requirements.

- I. Foundation Courses: 12 credit hours as follows:
  - WRI 1121 Forms and Theories in Fiction (WAC-2)\* (4cr)
  - WRI 1131 Forms and Theories in Poetry (WAC-2)\* (4cr)
  - WRI 1132 Forms and Theories in Creative Nonfiction (WAC-2)\* (4cr)
- II. Processes and Theories of Revision: 4 credit hours:
  - WRI 2210 Processes and Theories of Revision (4cr)
- III. Advanced Craft Study: 8 credits from the following:
  - WRI 3110/3120 Advanced Fiction Workshop\* (4cr)
  - WRI 3130/3140 Advanced Poetry Workshop\* (4 cr)
  - WRI 3160/3170 Advanced Creative Nonfiction Workshop (WAC-3)\* (4cr)
  - WRI 3840 Creative Writing: MFA Residency AND WRI 3950 Creative Writing: MFA Workshop (4 credit hours combined)\*

- IV. Research: 4 credit hours:  
WRI 3810 Research in Creative Writing (WAC-3)\* (4cr)
- V. Literature & Critical Reading: 12 credit hours as defined in an approved Plan of Study.\*\*
- VI. Capstone: 4 credit hours:  
WRI 4190 Senior Writing Project

\* May be repeated for credit

\*\* Plan of Study: As part of their completion of Foundations courses, every creative writing major will work with an advisor to draft an intentional Plan of Study. A plan asks students to select appropriate literature/reading courses from among the offerings of the English and creative writing departments that best support their course of study. To be accepted, a Plan of Study should support a student's interests while also expanding their awareness of literatures. A plan may be revised with advisor approval.

### 3.2.06.3 - Minor in Creative Writing

The Creative Writing Minor permits students with a strong interest in writing to combine this interest with study in other fields. The minor gives the student an opportunity to write extensively in a variety of genres that culminates in a capstone senior project.

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the minor.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours in creative writing to fulfill the minor requirements.

- I. Foundation Courses: 12 credit hours as follows:  
WRI 1121 Forms and Theories in Fiction (WAC-2)\* (4cr)  
WRI 1131 Forms and Theories in Poetry (WAC-2)\* (4cr)  
WRI 1132 Forms and Theories in Creative Nonfiction (WAC-2)\* (4cr)
- II. Processes and Theories of Revision: 4 credit hours:  
WRI 2210 Processes and Theories of Revision (4cr)
- III. Research: 4 credit hours:  
WRI 3810 Research in Creative Writing (WAC-3)\* (4cr)
- IV. Capstone: 4 credit hours:  
WRI 4190 Senior Writing Project

\* May be repeated for credit

Highly recommended: English literature and readings courses, advanced genre courses.

## 3.2.07 - Data Science

Chair: Holly Rosson (Mathematics)

### 3.2.07.1 - Program Overview

The Data Science minor is an interdisciplinary degree in which students learn how to program effectively in computer languages such as R and Python, as well as learn critical skills in mathematics, statistics, and geospatial technology that allow them to organize, extract information from, and analyze large data sets. Students are encouraged to think about applying these skills in areas such as human health, environmental sustainability, human behavior, and more.

### 3.2.07.2 - Minor in Data Science

**Grades:** Students must maintain a minimum GPA of 2.0 in courses that are requirements for the minor.

**Total Credit Hours:** Students must earn a minimum of 25 credits of mathematics courses to fulfill the requirements of the minor.

#### Requirements:

I. Core Requirements

MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)

MAT 2110 Principles of Computer Science with Python (4cr)

MAT 2108 Introduction to Data Science (4cr)

GBL 2250 Introduction to Geographic Information Systems (4cr)

II. Breadth Requirements (Choose one course)

MAT 2410 Calculus I (4cr) (or higher level calculus)

MAT 2500 Linear Algebra (4cr)

Courses with a significant data component from departments across the college may also meet this elective requirement with the approval of the program chair.

III. Depth Requirements (Choose one course)

MAT 3039 Advanced Topics in Data Science (4cr)

GBL 3250 Advanced Geographic Information Systems (4cr)

IV. Data Science Capstone (1cr)

Those students enrolled in MAT 3039: Topics in Data Science or GBL 3250: Advanced Geographic Information Systems that wish to complete the minor must complete a one-credit capstone component (MAT 4790) in which students apply their course knowledge to an application area. The application area could be in the student's major; however other possible avenues are to complete a PEG 3 in service learning or an internship by working with a community partner on a significant data-driven project.

## 3.2.08 - Education

Faculty: Maura Davis (Verner Liaison), Annie E. Jonas (Chair)

### 3.2.08.1 - Program Overview

The Education Program focuses on introducing students to the field of education as a possible career. Students in the program may pursue a minor in education with an emphasis on early childhood and early elementary grades or on middle grades/high school. The two tracks provide an opportunity for students to specialize in a particular area related to future career interest. Students interested in upper elementary grades (4-6 grades) would also benefit from the courses within this minor. Every required course in the minor includes a field component within a public school, early childhood center, or other learning environment, including after-school programs or tutoring programs serving children and youth.

The mission of the Education program is to introduce students to the field of education through an emphasis on teaching and learning as it is applied in diverse settings with diverse learners. The course work in the program provides modeling of best practice and features a strong experiential base that includes classroom observation and fieldwork experiences. The program emphasizes active learning and reflection through engaged experiences within the college classroom and in field-site and service-learning placements.

The goals of the Warren Wilson College Education Program are the following:

1. To enable students to develop an understanding of human development and learning theory as applied in educational settings.
2. To enable students to explore the field of education as a possible career.
3. To enable students to develop an understanding of best practices with regard to teaching and learning.
4. To provide students with the opportunity to bridge educational theory with practice through mentored field experiences in diverse educational settings.
5. To provide students with an understanding of how educators can actively engage in and advocate for equity and inclusion in the field of education.

### 3.2.08.2 - Minor in Education

The minor in Education is designed to provide students with an opportunity to explore the possibility of a career related to the field of education. Students may select one of two tracks within the minor: an early childhood/early elementary track or a middle grades/high school track.

**Grades:** Students must pass education courses with a grade of C or better to count toward fulfillment of the minor.

#### 3.2.08.2.1 - Early Childhood/Early Elementary Grades Track

**Total Credit Hours:** Students must earn a total of 22 credit hours to fulfill the minor requirements.

**Requirements:**

- I. Required Courses: (18 credit hours)
  - EDU 2090 Emergent Literacy for Children (4cr)
  - EDU 2350 Exploring Teaching: Elementary and Early Childhood (2cr)
  - EDU 3030 Learning with Children (4cr)
  - EDU 3050 Educational Psychology (4cr)

EDU 3150 Multicultural Education and Equity Pedagogy (4cr)

II. Elective Courses: (minimum 4 credit hours)

EDU 2070 Teaching Writing in Communities (2cr)

EDU 3140 Survey of the Exceptional Child in Education (4cr)

ODL 2150 Initiatives for Adventure Education (4cr)

ODL 4200 Program Planning and Design (4cr)

PSY 1000 Introduction to Psychology (4cr)

PSY 2010 Infant and Child Development (4cr)

PSY 3230 Learning and Conditioning (2cr)

SWK 2020 Skills for Communication and Partnering (2cr)

SWK 3050 Human Behavior and the Social Environment I: The Life Course (4cr)

SOC 2110 The Family (4cr)

Selected special topics and independent study courses within the Education department may count toward the elective credits for the minor.

### 3.2.08.2.2 - Middle Grades/ High School Track

**Total Credit Hours:** Students must earn a total of 22 credit hours to fulfill the minor requirements.

**Requirements:**

I. Required Courses:

EDU 2120 Teaching Foundations: Middle School/High School (4cr)

EDU 3050 Educational Psychology (4cr)

EDU 3150 Multicultural Education and Equity Pedagogy (4cr)

EDU 3140 Survey of the Exceptional Child in Education (4cr)

II. Elective Courses: (minimum 6 credit hours)

EDU 2600 Experiential Teaching Methods (4cr)

EDU 2070 Teaching Writing in Communities (2cr)

EDU 2210 Science Teaching Methods (2cr)

ODL 2150 Initiatives for Adventure Education (4cr)

ODL 4200 Program Planning and Design (4cr)

PSY 4210 Behavioral and Cognitive Neuroscience (4cr)

PSY 3250 Cognition (2cr)

SWK 2020 Skills for Communication and Partnering (2cr)

SWK 3050 Human Behavior and the Social Environment I: The Life Course (4cr)

Selected special topics and independent study courses within the Education department may count toward the elective credits for the minor, with approval of the program chair.

## 3.2.09 - English

Faculty: Debra Allbery, Paula Garrett, Gary Hawkins, Rachel Himmelheber, Carol Howard, A. Michael Matin, Jamieson Ridenhour, Candace Taylor

### 3.2.09.1 - Program Overview

The mission of the English Program is to encourage students to develop, through careful reading, an appreciation of the language and artistry of classic and modern works of literature and to guide students to gain a strong knowledge of these works in their historical and cultural contexts. The English Honors option helps make the program distinctive and intellectually challenging.

The mission is accomplished with the following outcomes:

- I. Reading: Students will understand, contextualize, and interpret a wide variety of texts.
- II. Writing: Students will produce original pieces of criticism in conversation with established scholars.
- III. History: Students will demonstrate an understanding of the historical contexts of texts, as well as the literary schools and genres from which they emerge.
- IV. Theory: Students will demonstrate a fundamental understanding of common approaches to interpreting texts.
- V. Diversity: Students will demonstrate a fundamental understanding of cultural diversity in literature.

### 3.2.09.2 - Major in English, B.A.

**Grades:** Courses must be passed with a grade of C- or better to count toward any English major or toward the English Minor.

**Requirements:** The English Major consists of 42 credit hours distributed as follows\*:

- I. Introductory course: Reading Lenses\*\* (4cr)
- II. 2 courses in pre-1900 literature, one of which must be pre-1800 (8cr)
- III. 1 course in culturally diverse literature (4cr)
- IV. 1 course in creative writing or theatre (4cr)
- V. 5 courses chosen in consultation with program advisor to create an Intentional Plan of Study\*\*\* in one of the following areas (20cr):
  - Communications
  - Film Studies
  - Genres
  - Literary Historical Periods
  - Queer/Gender/Sexuality Studies
  - Theatre
- VI. Capstone/senior seminar (2cr)

\*While all majors must fulfill the 42-credit requirement, 3-credit courses transferred in may fulfill a 4-credit requirement category, with approval of the program chair.

\*\*This course should ideally be taken in the first year of the major. Transfer students should consult with a program advisor about substituting a prior course for this requirement.

\*\*\*Intentional Plan of Study: Students will create a Plan of Study to be submitted to their advisor and the Program Chair by selecting appropriate literature/reading courses from among the offerings of the English and other departments that best support their course of study. These courses should support students' interests while also expanding their awareness of literatures. A Plan may be revised with advisor approval.

### **3.2.09.3 - Honors Program**

The English Honors Program provides students of unusual ability and interest in the study of literatures in English (American, British, and Anglophone Africa and Asia) to pursue intensive independent research while working closely with faculty and other students in the Honors Program. Students who successfully complete this program receive special designation at graduation and on their diplomas and transcripts.

#### **Requirements:**

- I. Students pursuing the Honors degree must designate two 3000-level courses as Honors. Please see the Program Chair and the instructor for the course during or before the first week of the term to arrange this designation and to determine course requirements. With permission of the Program Chair, it may be possible to substitute course work completed during a junior year abroad for an Honors course.
- II. In the senior year, students must enroll in ENG 4890 Honors Thesis and complete a senior thesis, usually of 40 pages. A student who expects to write a thesis on a topic that he or she has not studied extensively in a course should consider designing a two-credit independent study on that topic for the semester prior to the semester in which the thesis will be written. Such an independent study allows the student to develop the background necessary to carry out the intensive research and writing that the thesis requires.
- III. Students should maintain a B average overall and must earn grades of B or above in the honors offerings, including the thesis.

Students seeking to modify any of the above requirements must petition the Department Chair.

### **3.2.09.4 - Minor in English**

**Requirements:** 22 credit hours, including the Reading Lenses course and at least two courses at the 3000 level.

## 3.2.10 - Environmental Studies

Faculty: Kirk Adams, Joshua Arnold, Mark Brenner, David Ellum, Liesl Erb (chair), Amy Knisley, Mallory McDuff

### 3.2.10.1 - Program Overview

The mission of the Environmental Studies Department, an interdisciplinary learning community, is to prepare leaders who are able to critically assess, develop, and promote sustainable futures for life on Earth.

The goals of the Environmental Studies Program are the following:

1. To develop an interdisciplinary understanding of the interconnectedness of humans and Earth, promoting sustainability with a respect for natural systems.
2. To produce leaders in six sub-disciplines within environmental studies who have the ability to develop and critically assess appropriately-scaled environmental decisions leading to sustainability.
3. To improve students' abilities to think critically, apply theoretical knowledge to real-world problems, and communicate ideas.
4. To develop and promote a holistic integration of academics, work, and service.
5. To provide preparation and guidance for continued professional study and/or careers in fields that promote sustainability.

Courses are offered in the natural and social sciences and there are abundant natural resources on and near campus. Courses and work crews give Environmental Studies students the balance of theory, first-hand knowledge, and field experience. Internships off campus are also encouraged.

Interests of students majoring in Environmental Studies vary from forestry, agriculture, conservation biology, environmental chemistry, and soil science to economics and business, environmental policy, education, park interpretation, community activism, journalism, art, and urban gardening. Students may elect to major or minor in Environmental Studies. Successful programs most often result when students, with the help of an advisor, begin planning coursework and identifying goals during the freshman year.

**Requirements for Majors and Minors:** In order for students to declare a major or minor in Environmental Studies, they must have completed 32 credit hours and have a GPA of 2.8 or higher. Transfer students must have completed one semester at Warren Wilson College to declare a major in Environmental Studies and have a GPA of 2.8 or higher during that semester. Students declaring the Environmental Studies major must also declare a concentration within the major. Six concentrations are available. Earning a double concentration is possible; students should consult with their advisors.

**Total Credit Hours:** Students must earn a minimum of 64 credit hours for the major. The 64 credits are distributed among a programmatic core, courses required for each concentration, and major electives, as explained below.

**Degrees Offered:** The standard degree for an Environmental Studies major is Bachelor of Arts, but a Bachelor of Science can be earned as an alternative. (See below for details on the requirements for the B.A. and B.S. degrees.)

**Honors Program:** Graduation in Environmental Studies with Honors is possible for students who qualify. (See Honors section below for requirements.)

### 3.2.10.2 - B.A. or B.S. in Environmental Studies

**Bachelor of Arts:** The standard degree for an Environmental Studies major is Bachelor of Arts. To obtain a B.A. in Environmental Studies, see the major requirements below.



**Bachelor of Science:** Students can earn a Bachelor of Science degree in any concentration if they meet the course requirements for their concentration and:

1. Take one semester each at the college level of calculus and statistics;
2. Take a minimum of 24 credit hours of 2000-level or above laboratory science courses; and
3. Complete and pass the Natural Science Seminar sequence of courses.\*

\*See Natural Sciences course listing for requirements for the Natural Science Undergraduate Research Sequence. Students planning to complete a Natural Science Undergraduate Research Sequence should take SCI 3900 Research Design during the junior year.

### 3.2.10.3 - Major in Environmental Studies, B.A. or B.S.

**Grades:** Students must earn a combined GPA of 2.0 for all required core courses in the major. Students must also earn a final grade of C- or better in each individual course within a concentration including electives.

**Requirements:** A minimum of 64 credit hours as follows:

#### I. Required core courses for all Environmental Studies majors: (31 credit hours).

All of the following:

- BIO 1160 General Biology (4cr)
- BIO 2020 Ecology (4cr) **OR** ENS 2010 Applied Ecology (4cr)
- CHM 1160 General Chemistry I (5cr)
- ECO 2030 Survey in Economics (4cr)
- ENS 1150 Perspectives in Environmental Studies (2cr)
- ENS 2500 Topics in Environmental Governance (4cr)

Choose one from the following list:

- MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)
- MAT 2410 Calculus I (4cr)

Choose one from the following list:

- PHI 2520 Environmental Ethics (4cr)
- REL 2130 Religion and Environmental Justice (4cr)

II. **Courses within the concentration:** (21 to 26 credit hours, depending on the concentration). See below for a list of concentrations and their requirements.

III. **Environmental Studies Electives Systems:** (7 to 12 elective credit hours depending on the concentration). See individual concentration requirements for minimum elective credit hour requirements.

Contingent upon approval by the relevant head of concentration, any 2000 level or higher course may count as an elective toward the major. For reference and to use as an advising guide, the most common elective courses are organized below under Environmental Studies Elective Systems. In practice, the systems serve to guide students in their choices of electives to best enrich and complement their paths through the major.

### 3.2.10.4 - Concentrations

Environmental studies majors must declare a concentration, and each concentration requires specific courses in addition to the environmental studies core requirements. Earning a double concentration requires completion of all requirements for both concentrations, and is possible and encouraged for motivated students. It requires careful planning; interested students should consult with their advisors.

### 3.2.10.4.1 - Conservation and Society Concentration

**Requirements:** In addition to the requirements listed above for all environmental studies majors, the following requirements must be met to fulfill this concentration.

I. Required courses:

- BIO 1080 Introduction to Conservation Biology (4cr)
- BIO 4700-4760 Topics in Conservation Biology (minimum 4 credit hours)
- ENS 4600 Environmental Leadership in Community (4cr)
- ENS 4840 Environmental Studies Internship Seminar (1cr)
- ENS 4850 Environmental Studies Internship (2-16cr)
- GBL 2250 Introduction to Geographic Information Systems (4cr)

II. One of the following courses:

- ECO 3800 Environmental and Ecological Economics (4cr)
- ENS 3190 Community-Based Environmental Education (4cr)
- ENS 3220 Introduction to Environmental Law (4cr)
- ENS 3500 Global Environmental Health (4cr)

III. Elective Credit Hours: Minimum 10 elective credit hours; refer to section below on Environmental Studies Elective Systems.

### 3.2.10.4.2 - Ecological Forestry Concentration

**Requirements:** In addition to the requirements listed above for all environmental studies majors, the following requirements must be met to fulfill this concentration.

It is **strongly recommended** that all students pursuing the Ecological Forestry Concentration commit to a minimum of two years working on the Forestry Crew.

I. Required Courses:

- GBL 2250 Introduction to Geographic Information Systems (4cr)
- ENS 2330 Forest Biology (4cr)\*
- ENS 2335 Forest Measurements (2cr)
- ENS 3340 Silviculture (4cr)\*
- ENS 4350 Forest Management (4cr)\*
- SCI 3900 Research Design (2cr)
- SCI 4860-4890 Natural Science Research (minimum 2 credits)
- SCI 4930 Communication: Natural Science Seminar (1cr)

\*These courses build the discipline from theory to application and should be taken in the listed order.

II. Elective Credit Hours: Minimum 10 elective credit hours; refer to section below on Environmental Studies Elective Systems.

### 3.2.10.4.3 - Environmental Education Concentration

**Requirements:** In addition to the requirements listed above for all environmental studies majors, the following requirements must be met to fulfill this concentration.

## I. Required Courses:

All of the following courses:

- EDU 3050 Educational Psychology (4cr)
- ENS 1260 Introduction to Environmental Education (4cr)
- ENS 3190 Community-based Environmental Education (4cr)
- ENS 4840 Environmental Studies Internship Seminar (1cr)
- ENS 4850 Environmental Studies Internship (2-16cr)
- ENS 4200 Program Planning and Design (4cr)

Two credit hours from the following courses:

- ODL 1090 Whitewater Canoeing (1cr)
- ODL 1110 Whitewater Kayaking (1cr)
- ODL 1250 Introduction to Rock Climbing (1cr)
- ODL 1260 Backpacking (1cr)
- ODL 1280 Orienteering (1cr)
- ODL 2110 Intermediate Paddling (1cr)

## II. Elective Credit Hours: Minimum 12 credit hours; refer to section below on Environmental Studies Elective Systems.

**3.2.10.4.4 - Environmental Policy and Justice Concentration**

**Requirements:** In addition to the requirements listed above for all environmental studies majors, the following requirements must be met to fulfill this concentration.

## I. Required Courses:

- ECO 3800 Environmental and Ecological Economics (4cr)
- ENS 3220 Introduction to Environmental Law (4cr)
- ENS 4600 Environmental Leadership in Community (4cr)
- ENS 4840 Environmental Studies Internship Seminar (1cr)
- ENS 4850 Environmental Studies Internship (2-16cr)
- PSC 1510 Introduction to American Government (4cr)

## II. One of the following courses:

- ENS 3500 Global Environmental Health (4cr)
- SOC 2710 Environmental Sociology (4cr)
- SOC 3250 Gender, Development, and the Environment (4cr)

## III. Elective Credit Hours: Minimum 10 elective credit hours; refer to section below on Environmental Studies Elective Systems.

**3.2.10.4.5 - Sustainable Agriculture Concentration**

**Requirements:** In addition to the requirements listed above for all environmental studies majors, the following requirements must be met to fulfill this concentration. These courses build the discipline from conceptual understanding to practical application and have been designed to be taken in the order listed.

## I. Required Courses: all of the following:

- ENS 2490 Introduction to Sustainable Agriculture (4cr)

ENS 3300 Soil Science (4cr)  
 ENS 3410 Agroecology (4cr)  
 ENS 4400 Sustainable Farm Management (4cr)  
 ENS 4840 Environmental Studies Internship Seminar (1cr) (see III. Work Crew and Internship)  
 ENS 4850 Environmental Studies Internship (2-16cr) (see III. Work Crew and Internship)  
 SCI 3900 Research Design (2cr)  
 SCI 4860-4890 Natural Science Research (minimum 2 credits)

II. Elective Credit Hours: Minimum 9 elective credit hours; refer to “Major Electives.”

III. Internship: At least 100 hours as an intern with a farm, or an organization related to farming or food systems, is required. Students working on Farm or Garden Crew during the academic year may be eligible to apply that work to the internship requirement.

### 3.2.10.4.6 - Water and Earth Resources Concentration

**Requirements:** In addition to the requirements listed above for all environmental studies majors, the following requirements must be met to fulfill this concentration.

I. Required Courses:

The following two courses:

CHM 1170 General Chemistry II (5cr)  
 ENS 2040 Introduction to Environmental Engineering: Water and Waste Management (4cr)

One of the following courses:

CHM 2250 Organic Chemistry I (4cr)  
 CHM 3210 Instrumental Methods (4cr)

One of the following courses:

ENS 3020 Aquatic Ecology and Water Pollution (4cr)  
 ENS 3030 Hydrology (4cr)

One of the following courses:

ENS 2290 Environmental Geology (4cr)  
 ENS 2300 Geology (4cr)  
 ENS 3300 Soil Science (4cr)

The Natural Science Undergraduate Research Sequence:

SCI 3900 Research Design (2cr)  
 SCI 4860-4890 Natural Science Research (minimum 2 credits)  
 SCI 4930 Communication: Natural Science Seminar (1cr)

II. Elective Credit Hours: Minimum 7 credit hours; refer to “Major Electives.”

### 3.2.10.5 - Major Electives

In general, any 2000-level or higher course approved by the student’s major advisor in Environmental Studies may count as a major elective. The most common courses selected to count as major electives are organized into systems below. This is intended as a guide for students and advisors as they choose electives to best enrich and complement their paths through the major.

#### A. Natural Science Systems:

Natural Science Systems courses focus on understanding natural science systems.

BIO 2040 Mammalogy (4cr)  
 BIO 2080 Cell Biology (4cr)

BIO 2082 Global Change Biology (4cr)  
 BIO 2190 Plant Morphology and Anatomy (4cr)  
 BIO 2350 Vertebrate Zoology (4cr)  
 BIO 2410 Invertebrate Zoology (4cr)  
 BIO 2500 General Botany (4cr)  
 BIO 3100 Conservation Biology (4cr)  
 BIO 3220 Genetics (4cr)  
 BIO 3420 Plant Physiology (4cr)  
 BIO 3450 Developmental Biology (4cr)  
 BIO 3480 Animal Behavior (4cr)  
 BIO 3511 Animal Physiology (4cr)  
 BIO 4400 Plant Taxonomy (4cr)  
 CHM 1170 General Chemistry II (5cr)  
 CHM 2250 Organic Chemistry I (4cr)  
 CHM 3210 Instrumental Methods (4cr)

### **B. Natural Resource Systems:**

Natural resource courses focus on understanding and managing resources including food, forests, energy, and water. Social science courses focus on understanding the interaction of humans and resources.

ANT 3210 Traditional Agricultural Systems (4cr)  
 ENS 2040 Introduction to Environmental Engineering: Water and Waste Management (4cr)  
 ENS 2160 Introduction to Animal Science (4cr)  
 ENS 2170 Arthropods and Agriculture (4 cr)  
 ENS 2290 Environmental Geology (4cr)  
 ENS 2300 Geology (4cr)  
 ENS 2330 Forest Biology (4cr)  
 ENS 2490 Introduction to Sustainable Agriculture (4cr)  
 ENS 3020 Aquatic Ecology and Water Pollution (4cr)  
 ENS 3030 Hydrology (4cr)  
 ENS 3300 Soil Science (4cr)  
 ENS 3340 Silviculture (4cr)  
 ENS 3410 Agroecology (4cr)  
 ENS 4400 Sustainable Farm Management (4cr)  
 SOC 2710 Environmental Sociology (4cr)

### **C. Community Systems:**

Community Systems courses focus on creating sustainable communities, including courses from economics, political history, history, environmental studies, and global studies.

ECO 3010 Microeconomic Theory (4cr)  
 ECO 3020 Macroeconomic Theory (4cr)  
 ECO 3800 Environmental and Ecological Economics (4cr)  
 ENS 3220 Introduction to Environmental Law (4cr)  
 GBL 2250 Introduction to Geographic Information Systems (4cr)  
 GBL 3250 Advanced Geographic Information Systems (4cr)  
 HIS 2050 Environmental History of the United States (4cr)  
 PAX 3270 Environmental Justice: Peace or Conflict (4cr)  
 PSC 1510 Introduction to American Government (4cr)  
 PSC 2450 Environmental Politics in Global Perspectives (4cr)  
 PSC 3300 Politics of Developing States (4cr)  
 PSC 4310 Constitutional Law (4cr)  
 PSY 4160 Ecopsychology (2cr)

### **D. Educational Systems:**

Educational Systems courses focus on building skills in education and outreach including classes in education,

outdoor leadership, or environmental studies.

- EDU 2120 Teaching Foundations: Middle School / High School (4cr)
- EDU 2210 Science Teaching Methods (2cr)
- EDU 2350 Exploring Teaching: Elementary and Early Childhood (2cr)
- EDU 3050 Educational Psychology (4cr)
- ENS 1260 Introduction to Environmental Education (4cr)
- ENS 3190 Community-based Environmental Education (4cr)
- ODL 2100 Backcountry Skills and Techniques (4cr)
- ODL 2150 Initiatives for Adventure Education (4cr)
- ODL 2260 Instructor Development for Outdoor Leadership (8 credit Outward Bound course)
- ODL 4200 Program Planning and Design (4cr)

### E. Communication Systems:

Communication Systems courses focus on using the arts and humanities to communicate including courses from creative writing and art.

- ART 1710 Introduction to Digital Imaging (4cr)
- ART 2000 Ceramics Studio (4cr)
- ART 2090 Photography Studio (4cr)
- ART 2160 Drawing II (4cr)
- MUS 1120 Music Cultures (4cr)

### F. Spiritual Systems:

Spiritual Systems courses focus on connecting spirituality to conservation including courses from religious studies and philosophy.

- PHI 2520 Environmental Ethics (4cr)
- REL 1110 Exploring Religions (4cr)
- REL 2130 Religion and Environmental Justice (4cr)
- REL 2380 History and Literature of Buddhism (4cr)
- REL 3210 Religion, Peace, and Social Justice: Seminar (4cr)

## 3.2.10.6 - Honors Program in Environmental Studies

The objectives of the Environmental Studies Honors Program are (1) to set high academic standards to which all students can aspire, (2) to encourage students to pursue scholarly research, and (3) to provide recognition of outstanding students.

The first set of requirements is for Environmental Studies Major concentrations requiring the Natural Science Undergraduate Research Sequence (NSURS). The second set of requirements is for Environmental Studies Major concentrations that do not require NSURS.

**Requirements:** Students whose concentration requires NSURS seeking to graduate with Honors must

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Pursue a research project involving original laboratory or field work or an original analysis, synthesis, and evaluation of primary source material.
3. Identify the research project during the junior year by preparing a well-documented proposal, which must be submitted to the North Carolina Academy of Science (NCAS), WWC Pugh/Sutherland grant, or other source for funding for the research or for presenting research at a conference. Alternatively, in lieu of applying for grant funding, the student may apply for an REU or equivalent summer research experience.
4. Present the completed project (including a formal written research report in a form suitable for publication) as part of SCI4930 NSURS Communication and earn a course grade of A- (90%) or better.
5. Either (a) present and defend the research report in a professional forum in addition to the Natural Science Undergraduate Research Sequence (e.g., the NCAS Conference), OR (b) submit a manuscript for

publication in a peer-reviewed journal.

6. Complete an application for graduation with Honors in Environmental Studies, and receive a vote of approval from the Environmental Studies faculty.

**Requirements:** Students whose concentration does not require NSURS seeking to graduate with Honors must

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Complete the capstone course ODL/ENS 3200 Program Planning and Design (for Environmental Education Concentration) or ENS 4600 Environmental Leadership in Community (for Environmental Policy and Justice Concentration and Conservation and Society Concentration), give a presentation, and earn a course grade of A- or better.
3. Complete the ENS 4850 Environmental Studies Internship course, give a public presentation, and earn a course grade of A- or better
4. Complete an application for graduation with Honors in Environmental Studies, and receive a vote of approval from the Environmental Studies faculty.

### 3.2.10.7 - Minor in Environmental Studies

**Total Credit Hours:** Students must earn a minimum of 29 credit hours as follows to fulfill the minor requirements.

**Requirements:** The following courses must be completed with a minimum of a C average. An internship is suggested, and a program proposal for the minor is required.

- I. All of the following:

ENS 1150 Perspectives on Environmental Studies (2cr)

BIO 1160 General Biology (4cr)

CHM 1160 General Chemistry I (5cr) (or equivalent)

BIO 2020 Ecology (4cr)

OR

ENS 2010 Applied Ecology (4cr)

- II. Plus 12 additional credit hours of Environmental Studies.

### 3.2.10.8 - The Warren Wilson Advantage Program

The Warren Wilson Advantage Program offers several accelerated graduate degree opportunities. Several of these opportunities are especially well suited to Environmental Studies majors. This information below is also listed under the general section on **Academics** above. Current offerings include the following:

- Bard College
  - Master of Business Administration (MBA) in Sustainability
  - Master of Science (MS) in Environmental Policy
  - Master of Science (MS) in Climate Science and Policy
- Duke University
  - Master of Forestry (MF)
  - Master of Environmental Management (MEM)
- Vermont Law School
  - Juris Doctor (JD)
  - Master of Environmental Law & Policy (MELP)
  - Master of Energy Regulation & Law (MERL)
  - Master of Food and Agriculture Law & Policy (MFALP)

For application details, program details, and contact information for program directors, please visit the webpage:  
<https://www.warren-wilson.edu/academics/advantage/>



### 3.2.11 - Expressive Arts Therapy

Faculty: Julie Caro (ART), Rachel Himmelheber (WRI), Kevin Kehrberg (MUS), Lucy Lawrence (SWK), Jennifer Mozolic (PSY) (Chair), Candace Taylor (THR)

#### 3.2.11.1 - Program Overview

The Expressive Arts Therapy program aims to provide a multidisciplinary approach to the therapeutic relationship. In doing so, the program aims to offer students theoretical background and applied experience within a solid liberal arts context. The major is meant to prepare students for work in a variety of professional settings and/or for graduate work leading to professional credentialing in expressive arts therapy, art therapy, or music therapy. While the undergraduate major does not provide certification, it provides students with a solid and competitive background that prepares them for graduate training, certification programs, and careers in expressive arts therapy or art therapy.

#### 3.2.11.2 - Major in Expressive Arts Therapy, B.A.

**Grades:** Students must complete the major with a minimum overall GPA of 2.0.

**Total Credit Hours:** All students within the Expressive Arts Therapy major will complete 30 credit hours, with an additional 16-32 credits dependent on concentration.

#### Requirements:

- I. Required Psychology/Social Work Core Courses (16 credit hours)
  - PSY 1000: Introduction to Psychology (4cr)
  - One of the following courses:
    - PSY 2010: Infant/Child Development (4cr)
    - PSY 2040: Adolescent Development (4cr)
    - SWK 3050: Human Behavior and the Social Environment I: The Life Course (4cr)
    - PSY 3120: Psychology of Mental Health and Distress (4cr)
    - PSY 2310: Research Methods for the Social Sciences (4cr)
  
- II. Required Psychology/Social Work Elective Courses (6-8 credit hours)
  - At least two of the following courses:
    - EDU 3140: Survey of the Exceptional Child in Education (4cr)
    - PSY 3110: Theories of Personality (4cr)
    - PSY 3260: Theories and Techniques of Counseling and Psychotherapy (4cr)
    - SWK 2020: Skills for Communication and Partnering (2cr)
    - SWK 3200: Engaging the Change Process: Social Work Practice with Individuals and Families (4cr) (with permission of instructor)
  
- III. Requirements for Concentrations (see list for Art, Music, and General Concentrations below).
  
- IV. Required Capstone Courses (8 credit hours)
  - EAT 4830: Capstone Proposal: Expressive Arts Therapy (4cr)
  - EAT 4840: Capstone Practicum: Expressive Arts Therapy (4cr)
  
- V. Applied Learning: Students engage in service learning experiences through their coursework that help them at least partly to fulfill the requirements of PEGs 1 and 2 of the Community Engagement Commitment. Students also gain experience with the application of expressive arts in community or therapeutic settings through the Expressive Arts Capstone sequence (EAT 4830 and EAT 4840) above. Expressive Arts Therapy majors develop and file an approved Applied Learning Contract with the Director of Internships, with their

Practicum Supervisors (on and off-campus), and with the Psychology Department Chair. In addition, students have the opportunity to complete PEG 3 in service learning, internship, practicum or field placement experiences that focus on Expressive Arts Therapies. Students are advised to consult with their advisor, the Office of Community Engagement, and the Director of Internships to explore these opportunities.

### **3.2.11.3 - Concentrations**

Students may complete a general major in Expressive Arts Therapy, or may select a more focused Art or Music Concentration to complete the major. The more focused Art or Music concentrations are recommended for students who are considering applying to graduate programs that lead to professional certification in Art Therapy or Music Therapy. Students should consult with an academic advisor to select which of these three concentrations or major/minor combinations matches their post-graduate goals.

#### **3.2.11.3.1 - Art Concentration**

**Requirements:** In addition to the 30 required credits listed above for all expressive arts therapy majors, the following requirements must be met to fulfill this concentration.

**32 additional credits** (includes an Art Minor) as part of **62 total credits** for the major with this concentration

**Required courses:**

SWK 2950: The Art of Art Therapy (4cr)

ART 1030: Painting I (4cr), ART 1610: Watercolor (4cr), or ART 2600: Service Learning Mural Painting (4cr)

ART 1040: Introduction to Handbuilding (4cr), ART 1060 Introduction to Ceramics (4cr), or ART 1140: Figure Modeling (4cr)

ART 1110: 2D Design (4cr)

ART 1120: 3D Design (4cr) or ART 1130: Introduction to Sculpture (4cr)

ART 1160: Drawing I (4cr)

ART 1470: Introduction to Art History I (4cr) or ART 2470 Modern and Contemporary Art (4cr)

4 additional credits of elective studio art

#### **3.2.11.3.2 - Music Concentration**

**Requirements:** In addition to the 30 required credits listed above for all expressive arts therapy majors, the following requirements must be met to fulfill this concentration.

**16 additional credits** as part of **46 total credits** for the major with this concentration

**Required courses:**

PSY 2550: Introduction to Music in Therapeutic Settings (4cr)  
 MUS 2010 Music Theory and Ear Training (4cr)  
 8 credit hours of applied, group instruction, or ensemble music coursework

### 3.2.11.3.3 - General Concentration

**Requirements:** In addition to the 30 required credits listed above for all expressive arts therapy majors, the following requirements must be met to fulfill this concentration.

#### 26 additional credits as part of 56 total credits for the major with this concentration

Required courses:

At least one of the following two courses:

PSY 2550 Introduction to Music in Therapeutic Settings (4cr)

SWK 2950: The Art of Art Therapy (4cr)

At least one of the following three courses:

ART 1470: Introduction to Art History (4cr)

ART 1480 Modern and Contemporary Art (4cr)

MUS 2010 Music Theory and Ear Training (4 cr)

A minimum 18 additional credits of studio art or applied music courses

### 3.2.11.4 - Minor in Expressive Arts Therapy

**Total Credits:** 28 credit hours

**Requirements:**

- I. Expressive Therapies Course (4 credit hours)
  - SWK 2950: The Art of Art Therapy (4cr)
  - OR
  - PSY 2550: Introduction to Music in Therapeutic Settings (4cr)
- II. Social Sciences Foundation Courses (4 credit hours total)
  - PSY 1000: Introduction to Psychology (4cr)
  - OR
  - SWK 2010: Introduction to Social Work (2cr) AND
  - SWK 2020: Skills for Communication and Partnering (2cr)
- III. Electives in the Minor (20 credit hours)
 

Students must complete a minimum of 20 elective credits from the following lists, including 8 credits from the Division of Social Sciences (at least one 3000 or 4000 level course) and 12 credits from the Division of Fine Arts

  - Social Sciences Electives (8 credit hours, at least 4 credits upper level)
    - PSY 2010: Infant/Child Development (4cr)
    - PSY 2040: Adolescent Development (4cr)
    - PSY 2310: Research Methods for the Social Sciences (4cr)
    - PSY 2550: Introduction to Music in Therapeutic Settings (4cr) (if not taken to meet Part I requirements)
    - PSY 3110: Personality (4cr)
    - PSY 3120: Psychology, Mental Health, and Distress (4cr)
    - PSY 3260: Theories and Techniques in Counseling and Psychotherapy (4cr)
    - EDU 3140: Survey of the Exceptional Child in Education (4cr)

SWK 2020: Skills for Communication and Partnering (2cr) (if not taken to meet Part II requirements)

SWK 2950: The Art of Art Therapy (4cr) (if not taken to meet Part I requirements)

SWK 3050 Human Behavior and the Social Environment I: The Life Course (4cr)

SWK 3060 Human Behavior in the Social Environment II: Social Contexts (4cr)

SWK 3200 Engaging the Change Process: Social Work Practice with Individuals and Families (4cr)

SWK 4200 Systemic Change Strategies: Social Work Practice with Organizations and Communities (4cr)

Fine Arts Electives (12 credit hours)

Any applied music, group music instruction, music ensemble, studio art courses, dance, or theatre performance courses. Students should consult with their academic advisors about specific course selection.

## 3.2.12 - Gender and Women's Studies

Faculty: Christey Carwile, Sally Fischer, Carol Howard, Paula Garrett, Daleah Goodwin, Siti Kusujarti

### 3.2.12.1 - Program Overview

The mission of the Gender and Women's Studies Program is to introduce students to a critical and interdisciplinary perspective on the social construction of gender with opportunities to bring this framework to bear in a variety of areas of study and careers.

The goals of the Gender and Women's Studies Program include the following:

1. To understand the complex nature of gender, identity, gender expression, sexuality, and sexual orientation across time and location through interdisciplinary feminist perspectives and theories.
2. To critically examine the social construction of gender and its intersections with other relations of power, such as race, class, sexual orientation, nationality, religion, and age, using cross-cultural perspectives in a variety of disciplines.

Gender and Women's Studies is an interdisciplinary program that offers courses examining the formation of gender and intersections between gender and race, class, ethnicity, and sexuality; introduces students to women's intellectual, social, political, economic, spiritual, and artistic contributions and experiences of women in a variety of historical, global, and cultural contexts; and emphasizes the particular challenges that women face locally and globally. Students wishing to complete a major with a focus on Gender and Women's Studies have the option to major in Sociology and Anthropology with a concentration in Gender and Women's Studies (**see section 3.2.24.2.1.3**).

### 3.2.12.2 - Minor in Gender and Women's Studies

**Grades:** Students must pass courses at a grade of C- or better to count toward the minor. Students must also maintain a minimum overall GPA of 2.0.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours to fulfill the minor requirements.

#### Requirements:

- I. All of the following courses:
  - SOC 1030 Introduction to Gender and Women's Studies (4cr)
  - HIS 2300 Women in American History (4cr)
  - PHI 2580 Feminist Philosophy (4cr)
- II. 4 credit hours selected from the following courses:
  - ANT 3800 Gender in Cross-Cultural Perspective (4cr)
  - SOC 3250 Gender, Development, and the Environment (4cr)
- III. At least 8 credit hours selected from the following courses
  - ENG 1080 - Introduction to Queer Studies (4cr)
  - ENG 2270 - Gender and Sexuality in Literature (4cr)
  - ENG 2280 - Readings in Queer Studies (4cr)
  - ENG 2730 Literature by Women (4cr)
  - HIS 2300 Women in American History (4cr)
  - PHI 2580 Feminist Philosophy (4cr)
  - SOC 2110 The Family (4cr)
  - SOC 3100 Media and Social Inequality (4cr)

SOC 3240 Social Inequality (4cr)

SOC 3250 Gender, Development, and the Environment (4cr)

Selected gender and women's studies special topic courses and other courses approved by the Gender and Women's Studies program director

### 3.2.13 - Global Studies

Faculty: David Abernathy (Chair), Joshua Arnold, Christey Carwile, Ben Feinberg, Dongping Han, Matt Hoffman, Kevin Kehrberg, Jeffrey A. Keith, Ben Krakauer, Siti Kusujarti, Lucy Lawrence, David G. Moore, Christine Swoap, Rima Vesely-Flad

#### 3.2.13.1 - Program Overview

The mission of the Global Studies Program is to prepare students to be responsible citizens of the world by challenging them to understand contemporary global issues, address the historical and geographical contexts of global inequalities, and engage research agendas from an interdisciplinary perspective that integrates the humanities, the social sciences, and environmental studies.

The goals of the Global Studies Program are the following:

1. To help students develop an integrated understanding of global issues from a multidisciplinary perspective.
2. To provide opportunities for students to engage with a culture outside their own.
3. To provide students with the tools needed to critically examine their own local and regional culture and how it is shaped by an increasingly globalized society.
4. To prepare students for a globalized world through the study of a language other than English.
5. To provide students with research and writing skills that promote critical thought and the effective communication of ideas.

#### 3.2.13.2 - Major in Global Studies, B.A.

**Grades:** Students must maintain a minimum average GPA of 2.0 in courses counting toward the Global Studies major.

**Total Credit Hours:** Students must earn a minimum of 48 credit hours toward the Global Studies Major requirements. Of the 48 total credit hours, at least 16 must be upper level credit hours (including the 4-credit capstone thesis seminar).

##### General Requirements:

I. Program Proposal: Advanced planning with a Global Studies advisor is essential to successful and timely completion of all the major requirements. A written Global Studies major proposal must be approved by the Global Studies faculty and should be submitted to the Chair of Global Studies before official declaration of the major.

*Documentation:* A copy of this proposal and a course load plan must be shared with the Registrar's Office upon approval of the Global Studies Department and advisor.

II. Foundation Courses (12 credit hours): All majors must pass the following requirements in order to complete the major:

The following courses:

GBL 1170 Introduction to Global Studies (4cr)\*

ECO 2030 Survey in Economics (4cr)

Choose one of the following courses:

ANT 2000 Introduction to Cultural Anthropology (4cr)

SOC 1000 Introduction to Sociology (4cr)

\*This course provides an introduction to globalization and global studies and should be taken early in the major. Students majoring in Global Studies must complete this course before enrolling in GBL 3050 or GBL 4610.

- III. Capstone Cycle (8 credit hours): All Global Studies majors must pass the following two courses in order to complete the major:  
 GBL 3050 Thinking Globally: Contemporary Globalization in Context (4cr)  
 GBL 4610 Global Studies Seminar (4cr)
- IV. Thematic Concentration Courses (28 credits, 12 of which must be at the 3000-level or above): Students must choose from one of four thematic concentrations. Descriptions of these concentrations are listed below, and students must select their concentrations upon declaring their major in Global Studies. In consultation with their advisors, Global Studies students select coursework that applies to their concentrations. Lists of relevant courses are circulated to majors and advisors by the Department Chair in advance of registration every semester, but Global Studies students work with their advisors to design their concentration course load based upon their stated interests as articulated in their Global Studies Major Program Proposal.
- V. Off Campus Experience: The Global Studies major stresses the importance of experiential education. To this end, all students must complete part of their education away from the Warren Wilson College campus. This component of the major varies depending on student interest and is arranged in conjunction with the student's academic advisor. These experiences may range from a term or semester studying in a foreign country, to a short Warren Wilson international programs course, to an internship or extended service project. This component of the major should be planned well in advance. No credit is given for "prior learning." This requirement should be met prior to the student's senior year and must be met prior to the student's last semester before graduation.
- VI. Language Proficiency Requirement: For this major, proficiency is defined as the equivalent of three semesters of college-level study. Proficiency can be gained at Warren Wilson College, before students arrive at WWC, or through study at other institutions or in other countries.

### **3.2.13.3 - Thematic Concentrations**

#### **3.2.13.3.1 - Culture, Power, and Place**

*This concentration explores globalization's impact on customs and institutions, as well as how such developments relate to contested notions of identity, place, and nation.*

- I. Requirements: 28 total credits, 12 of which must be at 3000-level or above.  
 Students select these courses in consultation with their major advisor and with the oversight of the Department Chair.

#### **3.2.13.3.2 - Environment and Society**

*This concentration examines the intersection of politics, the economy, and the environment within the context of globalization.*

- I. Requirements: 28 total credits, 12 of which must be at 3000-level or above.  
 Students select these courses in consultation with their major advisor and with the oversight of the Department Chair.



### 3.2.13.3.3 - Peace and Social Justice

*This concentration considers the roles of peace, war, and justice in the era of globalization.*

I. Requirements: 28 total credits, 12 of which must be at 3000-level or above.

Students select these courses in consultation with their major advisor and with the oversight of the Department Chair.

### 3.2.13.3.4 - The Local and the Global

*This concentration investigates contemporary Appalachia in comparative, interdisciplinary, and global frameworks.*

I. Requirements: 28 total credits, 12 of which must be at 3000-level or above.

Students select these courses in consultation with their major advisor and with the oversight of the Department Chair.

## 3.2.13.4 - Minors in Global Studies

### 3.2.13.4.1 - Global Studies

**Grades:** Students must maintain a minimum average GPA of 2.0 in courses counting toward the Global Studies minor.

**Requirements:** 24 credit hours with a minimum GPA of 2.0, distributed in the following manner:

I. The following course (4 credit hours):

GBL 1170 Introduction to Global Studies (4cr)

II. Foundation Courses: Select 8 credit hours from the following courses:

GBL 1250 Introduction to Appalachian Studies (4cr)

ANT 2610 Cultures of Sub-Saharan Africa (4cr)

HIS 1110 East Asian Civilization (4cr)

MUS 1120 Music Cultures 4cr)

PAX 1100 Introduction to Peace and Justice Studies (4cr)

SOC 2510 Societies of Southeast Asia (4cr)

III. Thematic Courses: 12 credit hours from any one Thematic Concentration (Culture, Power, and Place; Environment and Society; Peace and Social Justice; and The Local and the Global) selected in conjunction with the Department Chair.

### 3.2.13.4.2 - Global Studies: Appalachian Studies

**Grades:** Students must maintain a minimum average GPA of 2.0 in courses counting toward the Global Studies: Appalachian Studies minor.

**Requirements:** A minimum of 24 credit hours from the following, with a minimum GPA of 2.0, distributed in the following manner:

## I. The following course:

GBL 1250 Introduction to Appalachian Studies (4cr)

## II. At least 8 credit hours from the following:

GBL 3790 Politics of Identity in the Appalachian Mountains (4cr)

GBL 3810 Filming Appalachia (4cr)

HIS 2510 Appalachian History (4cr)

MUS 2320 Appalachian Music & Dance (4cr)

MUS 3890 Traditions of Work & Music in the Southern Mountains (4cr)

Selected Special Topics courses with permission of the department

## III. At least 12 credit hours from the following:

ANT 1390 Native Americans of the Southeast (4cr)

ANT 3400 Archaeological Field School (4cr)

BIO 1020 Field Natural History (4cr)

ENS 2330 Forest Biology (4cr)

Selected Special Topics courses with permission of the department

### 3.2.13.4.3 - Global Studies: Applied Geospatial Technology

**Grades:** Students must maintain a minimum average GPA of 2.0 in courses counting toward the Global Studies: Applied Geospatial Technology minor.

**Requirements:** 24 credit hours with a minimum GPA of 2.0, distributed in the following manner:

## I. All of the following courses:

MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)

MAT 2108 Intro Data Science (4cr)

MAT 3039 Advanced Topics in Data Science (4cr)

OR

MAT 2110 Principles of Computer Science with Python (4cr)

GBL 2250 Introduction to Geographic Information Systems (4cr)

GBL 3250 Advanced Geographic Information Systems (4cr)

GBL 4990 Independent Study (4 credits required)

### 3.2.13.4.4 - Global Studies: Spanish Language in Context

**Grades:** Students must earn a minimum GPA of 2.0 in courses counting toward the Global Studies: Spanish Language in Context minor.

**Requirements:** 24 credit hours with a minimum GPA of 2.0, distributed in the following manner:

## I. The following courses (8 credits):

GBL 3540 Topics in Advanced Spanish (service-learning) (4 credits)

GBL 2010 Intercultural Communication (4 credits)

## II. At least 4 credit hours from the following:

CD 4840 Academic Internship Seminar (2cr) combined with CD 4850 Academic Internship (2cr)

Internship in a Spanish-speaking professional environment is arranged in conjunction with and approval from the department.

III. Spanish Language Study Away (4cr).

This component of the minor varies depending on student interest and is arranged in conjunction with and approval from the department.

IV. At least 12 credit hours from the following:

GBL 1170 Introduction to Global Studies

SOC 1000 Introduction to Sociology

GBL 2520 Spanish III: Peace and Social Justice

GBL 2530 Spanish IV: Environment and Society

SOC 2110 The Family

SOC 2710 Environmental Sociology

ANT 2000 Introduction to Cultural Anthropology

ANT 2410 Native Peoples of Guatemala and Mexico

ANT 2600 Language and Culture

EDU 3150 Multicultural Education and Equity Pedagogy

PHI 2890 Multiculturalism and the Politics of Identity

PSY 3180 Social Psychology

SWK 3060 Human Behavior in the Social Environment II: Social Contexts

PSY 4180 Cultural Psychology

ANT 4310-4350 Topics in Latin American Anthropology

Selected Special Topics or Capstone courses with permission of the department

### 3.2.14 - History, Politics, and Economics

Faculty: Christine Bricker, Daleah B. Goodwin (Chair), Dongping Han, Christopher Jones, Philip Otterness (*emeritus*)

#### 3.2.14.1 - Program Overview

The mission of the History, Politics, and Economics Department is to instruct students in the content and methodologies of History, Political Science, and Economics while serving as exemplars of scholars working in those disciplines.

The goals of the History, Politics, and Economics Department are the following:

1. To foster informed and engaged citizens through the department's teaching and scholarship.
2. To nurture a sense of educated skepticism toward the accepted truths of politics, government, economics, and history.
3. To promote the understanding that history, political science, and economics are disciplines based on argument.
4. To ensure that students see the complexity of the world's history and its political and economic systems, meaning that they understand that a critical, sophisticated, and informed approach is necessary for the mature understanding of these disciplines.

The department offers a major and a minor in History and Political Science and a minor in Economics.

Its courses emphasize critical reading and thinking, careful and thorough research, and effective writing. Besides preparing engaged citizens, academic training in History, Politics, and Economics is good preparation for careers in teaching, law, government service, journalism, archival and museum work, business, and public policy.

#### 3.2.14.2 - Major in History and Political Science, B.A.

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the major.

**Total Credit Hours:** Students must earn a minimum of 40 credit hours in history and political science to fulfill the major requirements. An additional 4 credits hours are required for the public policy concentration.

Students may complete the major in History and Political Science without a concentration or may complete a concentration in History, in Political Science, or in Public Policy.

All courses for the major and minor must have HIS or PSC prefixes except for two of the following classes for the major and one class for the minor:

- ECO 3060 Political Economy and Collective Choice (4cr) (non-American political science)
- ENS 3220 Introduction to Environmental Law (4cr) (political science, American government)
- GBL 3310 The Cold War, Globalization, and Popular Culture (4cr) (U.S. history)

In addition, for the Public Policy concentration only, the following non-HIS and non-PSC courses count for the major:

- ECO 2030 Survey in Economics
- Either MAT 1311 Applied Statistics or MAT 2108 Introduction to Data Science
- SWK 4100 Policy Advocacy for Social Change

Up to 8 credit hours of AP history or government credit may count toward the major or the minor. **See the AP Examination Recommendations chart.**

**Requirements (for the major with no concentration):**

40 credit hours distributed as follows:

- I. 12 credit hours in three 1000-level or 2000-level History courses. At least one course must focus on U.S. history (including Early America), and at least one course must focus on non-U.S. history.
- II. PSC 1510 Introduction to American Government (4cr).
- III. 4 credit hours in a 2000-level Political Science course.
- IV. 16 credit hours in four 3000-level or 4000-level History or Political Science courses. Two courses must be in History and two courses must be in Political Science.
- V. HIS 4800 Senior Seminar in History and Political Science (4cr).

**3.2.14.3 - Concentrations****3.2.14.3.1 – History****Requirements:**

40 credit hours distributed as follows:

- I. 16 credit hours in four 1000-level or 2000-level History courses. At least one course must focus on U.S. history (including Early America), and at least one course must focus on non-U.S. history.
- II. 4 credit hours in one 1000-level or 2000-level Political Science course.
- III. 12 credit hours in three 3000-level or 4000-level History courses. At least one course must focus on United States history (including Early America), and at least one course must focus on non-U.S. history.
- IV. 4 credit hours in one 3000-level or 4000-level Political Science course.
- V. HIS 4800 Senior Seminar in History and Political Science (4cr).

**3.2.14.3.2 - Political Science****Requirements:**

40 credit hours distributed as follows:

- I. PSC 1510 Introduction to American Government
- II. 12 credit hours in three 2000-level Political Science courses. At least one course must focus on non-U.S. government or politics, or international relations.
- III. 4 credit hours in one 1000-level or 2000-level History course.
- IV. 12 credit hours in three 3000-level or 4000-level Political Science courses. At least one must focus on U.S. government or politics, and at least one must focus on non-U.S. government or politics, or international relations.

- V. 4 credit hours in one 3000-level or 4000-level History course
- VI. HIS 4800 Senior Seminar in History and Political Science

### 3.2.14.3.3 Public Policy

#### Requirements:

44 credit hours distributed as follows:

- I. 16 credits consisting of the following four core courses:
  - PSC 1510 Introduction to American Government
  - PSC 2922 Introduction to Public Policy
  - PSC 2940 Local Politics
  - ECO 2030 Survey in Economics
- II. 4 credits in one 1000-level course in History (recommended HIS 1320 United States History II)
- III. 4 credits in one course in data analysis. Either MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.) or MAT 2108 Introduction to Data Science or a data analysis course approved by the department
- IV. 4 credits in one of the following 2000-level courses in Political Science:
  - PSC 2370 Voting, Campaigns, and Elections
  - PSC 2450 Environmental Politics in Global Perspective
  - PSC 2580 Comparative Government: Global North
- V. 4 credits in on 2000-level or 3000-level History course
- VI. 8 credits in two of the following courses. At least one must be in Political Science.
  - PSC 3500 Political Parties and Interest Groups
  - PSC 3913 Topics in Public Policy
  - PSC 4310 Constitutional Law
  - ENS 3220 Introduction to Environmental Law
  - SWK 4100 Policy Advocacy for Social Change
- VII. HIS 4800 Senior Seminar in History and Political Science (4 cr.)

### 3.2.14.4 - Minor in History and Political Science

**Grades:** Students must pass courses with a grade of C- or better to count toward the minor.

**Total Credit Hours:** Students must earn a minimum of 20 credit hours in history and political science to fulfill the minor requirements.

**Requirements:** The minor requires at least 4 credit hours in History and 4 credit hours in Political Sciences. At least 8 credit hours of the required 20 credit hours must be at the 2000-level or higher.

### 3.2.14.5 - Minor in Economics

**Grades:** Students must pass courses with a grade of C- or better to count toward the minor.

**Total Credit Hours:** Students must earn a minimum of 20 credit hours to fulfill the Economics minor.

**Requirements:**

- I. ECO 2030 Survey in Economics (4 cr.)
- II. 16 additional credits in four Economics courses (with the ECO prefix). At least two of the courses must be at the 3000-level.

With the approval of the History, Politics, and Economics Department, up to two courses may be used in place of an ECO course. These include, but are not limited to, the following:

ENS 2500 Topics in Environmental Governance

PHI 2560 Political Philosophy

PSC 3500 Political Parties and Interest Groups

SWK 4100 Policy Advocacy for Social Change

## 3.2.15 - Integrative Studies

Faculty: Gary Hawkins (Creative Writing) (Chair)

### 3.2.15.1 - Program Overview

The mission of the Integrative Studies major is to provide a means for well-disciplined and self-motivated students, whose interests integrate two or more disciplines and which cannot be adequately addressed by a single major program at Warren Wilson College, to design and carry out an individualized major.

The goals of the Integrative Studies Program are the following:

1. To assist students in conducting in-depth investigations of questions, issues, or areas of interest that may be most effectively examined from a variety of perspectives.
2. To provide guidance for students in designing and carrying out an individualized major.
3. To encourage students considering this major to take responsibility for identifying and articulating the area of interest.
4. To encourage students to work independently to complete the major.

### 3.2.15.2 - Major in Integrative Studies, B.A.

**Grades:** Students must have a 3.0 GPA in order to apply to this major. They must pass courses at a grade of B- or better to count toward fulfillment of the major.

**Total Credit Hours:** The Integrative Studies major consists of a minimum of 40 credit hours of courses, all of which bear upon the selected theme or topic and will assist the student in reaching an integrated, comprehensive understanding.

#### Requirements:

- I. Core Requirements: The program must consist of at least 12 credit hours of courses at the 3000 or 4000-level, and must also include INT 4800 Integrative Studies Thesis. The program may include an internship via INT 3910 Integrative Studies Field Study, and if it does, 8 credits of that course may be applied to the 40 credits for the major. Any member of the Integrative Studies Faculty Committee may provide assistance in developing the proposal. A member of the Integrative Studies Committee maintains records and serves as advisor for each accepted student.
- II. Special Requirements: In order to apply to the major, students must submit a proposal to the chair of Integrative Studies. In addition, the following prerequisites must be met in order to apply to the major:
  - A. Grade Average: a cumulative GPA of 3.0 is required for admission to the major.
  - B. Class Standing: Students must be between their first sophomore semester and second junior semester in order to be considered for entrance into this major.

### 3.2.15.3 - Integrative Studies Major Proposal

The student desiring candidacy for the Integrative Studies major shall prepare a written proposal. The proposal shall include:

- I. A title: The title will serve as the actual name of the major and should characterize the area or topic of the major succinctly and clearly.



- II. A description of the theme of interest: The theme or topic should be clearly described in such a way that it expresses the issues that the major will address as well as its relation to other disciplines or subjects. It is essential that the major truly have a theme and not just be a collection of courses.
- III. The rationale for Integrative Studies as the best vehicle for pursuing the theme: This section of the proposal will justify the need to develop a unique, individualized major to address the theme or topic. It is the student's responsibility to provide a convincing argument that the topic cannot be effectively pursued through one of the existing majors.
- IV. Proposed courses for study: This section will consist of a list of the actual courses that will make up the major. These may include courses already taken as well as those to be taken in the remaining years of study. The course list must include the following information: course department, number and name; number of credit hours; where and when taken; and a brief description of each course's relationship to the student's theme.
- V. Proposed thesis project: One of the requirements for the Integrative Studies major is a thesis that will provide a comprehensive integration of the topic. It will provide a connection among all of the courses and other activities that bear on the theme or topic and should serve as a culmination of the integrated understanding that the student has achieved in relation to the subject. The proposal should include one or more thesis or project ideas, including subjects to be covered and potential approaches. It need not be final at the time of application. However, prior to registration for INT 4800 Integrative Studies Thesis, a formal written proposal for the thesis project must receive approval by the Integrative Studies Faculty Committee.
- VI. The names of the three faculty members who have agreed to serve on the student's committee, one of whom must be a member of the Integrative Studies Committee (and is usually the student's temporary Integrative Studies Advisor.)

**Approval Process:**

Proposals are due on Monday of Week 6 via email to the Chair of Integrative Studies. The Committee meets in week 7 to deliberate on proposals.

The Integrative Studies Committee must approve all proposals. The decision is based on the completeness and coherence of the student's proposal, the ability of the College to support the proposed major in terms of courses offered, the evidence that the theme could not be pursued in an established major, and evidence of the student's ability to profit academically from such an independently developed program.

*Documentation:* A copy of the proposal must be shared with the Registrar's Office upon approval of the Integrative Studies Committee.

## 3.2.16 - Interfaith Leadership

Director: Matt Hoffman (Interfaith Initiatives)

### 3.2.16.1 - Program Overview

Reflecting trends in the academy and culture, the minor in Interfaith Leadership combines curricular and co-curricular experiences into a coherent set of skills and knowledge for students. Mirroring the rise in religious diversity and an increased interest in “interfaith dialogue,” this minor builds on existing strengths in academic and applied learning in order to create a coherent path for students interested in developing skills and knowledge to be leaders in interfaith work, or bringing interfaith awareness into other professional arenas. This minor provides students with a solid theoretical foundation, including a focus on religious literacy, application of theory, and the chance to develop interpersonal and group leadership skills. Students will also engage in a variety of applied learning experiences and will culminate their studies through an intentionally integrative capstone course.

#### Learning Outcomes:

Students will be able to:

- Analyze the category of religion and the field of interreligious studies, including the histories and theoretical models that inform them;
- Recognize and appreciate the contours of religious difference both within and between particular traditions;
- Recognize and explain the ways in which religious traditions and interreligious encounters are embedded within cultural, political and economic systems;
- Critique existing models for understanding and facilitating interreligious encounter and offer constructive suggestions for improving these models.
- Demonstrate leadership skills in communities or organizations consisting of or engaging with persons or groups who orient around religion differently.

### 3.2.16.2 - Minor in Interfaith Leadership

**Grades:** Students must earn a grade of C- or above for classes to count towards the minor

**Total Credit Hours:** The following 22 credit hours of coursework are required to fulfill the minor in Interfaith Leadership, including at least 4 credit hours at the 3000-4000 level.

#### Requirements:

Students declaring a minor will need to seek approval of a study plan from the Director of the program.

- I. REL 1210: Introduction to Interfaith Leadership (4cr) or REL 1110: Exploring Religion (4cr)
- II. Four credits in each of the following categories (at least one at 3000 level or above, see Interfaith Leadership Elective Course List below) (12cr)
  - A. Leadership Within Diverse Communities (courses that focus on both theory and practical skill development)
  - B. Religious Literacy (courses that explore the depth of a particular tradition)

- C. Religion in Context (courses that take up religion in relation to a particular issue or concern)
- III. An addition four credits from the Religious Studies course listing or from the Interfaith Leadership Elective Course List below (4cr)
- IV. Advanced Applied Learning Experience: PEG 3 community engagement experience, or work experience (through semester-long crew placement or internship of at least 50 hours) related to Interfaith Leadership learning outcomes.
- V. REL 4251 Interfaith Leadership Capstone (2cr)

**Interfaith Leadership Elective Course List:**

**Leadership Within Diverse Communities:**

EDU 2600: Experiential Teaching Methods  
 EDU 3150: Multicultural Education and Equity Pedagogy  
 ENS 1260: Introduction to Environmental Education  
 GBL 2010: Intercultural Communication  
 GBL 2890: Intercultural Development: Engagement and Communication for Social Justice  
 ODL 3100: Leadership for Adventure Education  
 ODL 2250: Universal Adventure Programming  
 SWK 2100: Resist. Reform. Revolt: History of Social Welfare  
 SWK 2020: Skills for Communication and Partnering  
 SWK 3050: Human Behavior and the Social Environment I: The Life Course 4cr  
 SWK 3060: Human Behavior in the Social Environment II: Social Contexts  
 Or other courses, including special topics courses, as approved by the Director of the minor.

**Religious Literacy:**

REL 1110: Exploring Religions  
 REL 2090: Introduction to Islam  
 REL 2380: History and Literature of Buddhism  
 Or other courses, including special topics courses, as approved by the Director of the minor.

**Religion in Context:**

ANT 2410: Native Peoples of Mexico and Guatemala  
 ANT 3110: Culture and Religion  
 ENG 2740: Religion in Literature  
 GBL 1250: Introduction to Appalachian Studies  
 HIS 3270: Renaissance and Reformation  
 PHI 2600: Philosophy of Religion  
 REL 2130: Religion and Environmental Justice  
 REL 3210: Religion, Peace, and Social Justice  
 REL 2540: Critical Race Theory  
 REL 2940: Socially Engaged Buddhism  
 SOC 2510: Societies in Southeast Asia  
 Or other courses, including special topics courses, as approved by the Director of the minor.

### 3.2.17 - Mathematics

Faculty: Holly J. Rosson (Chair) , Gretchen W. Whipple, Thomas C. Robacker

#### 3.2.17.1 - Program Overview

The mission of the Department of Mathematics is to serve every student on campus by providing courses that satisfy general education requirements, furnishing course content in support of several majors, and offering a comprehensive program for mathematics majors and mathematics and data science minors. The major requirements guide students in progressing from a procedural/computational understanding of mathematics to a broad understanding encompassing logical reasoning, generalization, abstraction, and formal proof, in accordance with the national standards published by the Mathematical Association of America. The faculty seeks to instill in all students an appreciation of the beauty and utility of mathematics, to facilitate improved confidence and ability in their mathematical skills and quantitative literacy, and, most of all, to foster in them a life-long love of learning.

The goals of the Mathematics and Computer Science Department are the following:

1. To provide all students with an appreciation of mathematics as an engaging field, rich in beauty, with powerful applications to other subjects and contemporary open questions.
2. To furnish all students with essential mathematical skills and hands-on technological experience.
3. To develop majors who are mature in the breadth and depth of mathematical skills as well as mature in mathematical thinking.
4. To enable majors to understand the importance of proof and to demonstrate an ability to communicate mathematical thought both orally and in writing.

#### 3.2.17.2 - Major in Mathematics, B.A.

**Grades:** Students must maintain a minimum GPA of 2.0 in courses that satisfy major requirements.

**Total Credit Hours:** Students must earn a minimum of 45 credit hours in mathematics or 41 credit hours in mathematics and 4 credit hours in physics to fulfill the major.

I. Core Requirements:

- MAT 2410 Calculus I (4cr)
- MAT 2420 Calculus II (4cr)
- MAT 2430 Multivariable Calculus (4cr)
- MAT 2500 Linear Algebra (4cr)
- MAT 2890 Introduction to Mathematical Rigor (1cr) or MAT 2880 Math Rigor (4cr)
- MAT 3100 Abstract Algebra (4cr)

II. Breadth Requirements: a minimum of two (2) breadth courses

- MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)
- MAT 2108 Introduction to Data Science (4cr)
- MAT 2110 Principles of Computer Science with Python (4cr)
- MAT 2510 Differential Equations (4cr)
- PHY 2510 Physics I (4cr) or PHY 2520 Physics II (4cr)

III. Depth Requirements: a minimum of three (3) depth courses

- MAT 3039 Advanced Topics in Data Science (4cr)
- MAT 3200 Geometry (4cr)

MAT 3300 Mathematical Modeling (4cr)  
MAT 3410 History and Philosophy of Mathematics (4cr)  
MAT 3660 Number Theory (4cr)  
MAT 4000 Real Analysis (4cr)  
Chemistry or Physics courses approved by the department

IV. Senior Capstone Project:

MAT 3880 Pre-Thesis Research (2cr)  
MAT 4890 Senior Thesis (2cr)

### **3.2.17.3 - Minor in Mathematics**

**Grades:** Students must maintain a minimum GPA of 2.0 in courses that satisfy minor requirements.

**Total Credit Hours:** Students must earn a minimum of 21 credits of mathematics courses to fulfill the minor requirements.

**Requirements:**

I. All of the following:

MAT 2410 Calculus I (4cr)  
MAT 2420 Calculus II (4cr)  
MAT 2500 Linear Algebra (4cr)  
MAT 2890 Introduction to Mathematical Rigor (1cr)

II. Additionally: 8 credits of courses above MAT 2100

### **3.2.17.4 - Minor in Data Science**

For the minor in Data Science, see Data Science Program section.

## 3.2.18 - Music

Faculty: Philip A. Jamison, Kevin Kehrberg (Chair), Benjamin Krakauer

### 3.2.18.1 - Program Overview

The mission of the Music Department is to provide a creative and intellectual environment for all students to study, perform, create, speak, and write about music.

The goals of the Music Program are the following:

1. To develop musicianship.
2. To foster knowledge and understanding of music in its cultural and historical contexts.
3. To promote a critical and analytical understanding of music.

The Warren Wilson music program is for students with career ambitions in music as well as those who wish to incorporate music into their broader liberal arts experience. It offers a major (BA) and minor, stressing regional and cultural contexts through a methodological hybrid of music theory and performance, Appalachian studies, cultural studies, musicology, and ethnomusicology. A cornerstone of the program is a unique concentration in Traditional Music that emphasizes the multicultural roots, influences, and varieties of vernacular music within southern Appalachia. Students with interests outside of Traditional Music can choose a concentration in General Music that maintains the framework of the degree with an alternative set of core criteria and coursework.

**Music: Traditional** - Taking advantage of its location in the southern Appalachian region, Warren Wilson College offers a unique concentration in Traditional Music with a focus on the music and dances of the southern mountains. The major pairs core courses in music theory and the history of musical practice in the southern Appalachians with relevant methodology coursework in cultural studies, musicology, and ethnomusicology. Areas of applied instruction include banjo, fiddle, mandolin, guitar, and bass, as well as traditional dance. Student ensembles include multiple old-time string bands and a bluegrass band that perform widely both on campus and around the region. In addition, a number of related music and dance events occur on campus throughout the year, including a weekly jam session, a weekly contra dance, a monthly concert series, and the annual Fiddles and Folklife festival.

**Music: General** - The General Music concentration is for students interested in focusing on classical music and/or jazz. In addition to core coursework in music history and music theory, the major offers a unique focus on regional and cultural contexts through a methodological hybrid of cultural studies, musicology, and ethnomusicology. Areas of applied instruction include voice, piano, percussion, guitar, and bass, as well as other instruments. A variety of student ensembles are available, including a college choir, jazz ensemble, and an Indonesian gamelan ensemble. Performance opportunities include applied studio classes and student recitals.

### 3.2.18.2 - Major in Music

To declare a music major, a student must pass an instrumental or vocal audition. The audition involves a short performance for a small panel of music faculty and an interview about the student's intended area(s) of focus in the major. The audition must occur before the end of a student's sophomore year. Transfer students and those who decide to declare a music major after the sophomore year must consult the department chair. For proper scaffolding of degree coursework, prospective music majors should complete the core requirements (16 credits) of the degree as soon as possible.

**Grades:** Students must complete the major with a minimum overall GPA of 2.0.

**Total Credit Hours:** Students must earn a minimum of 46 credit hours in music to fulfill the major requirements. The same course cannot be used to satisfy more than one requirement for the major.

Students select from one of the following two concentrations.

### 3.2.18.3 - Major Concentrations in Music

#### 3.2.18.3.1 - Music Major: Traditional

- I. Core: 16 credits
  - \*MUS 2010 Music Theory and Ear Training (4cr)
  - MUS 2320 Appalachian Music and Dance (4cr)
  - One methodology course from the following:
    - MUS 1120 Music Cultures (4cr)
    - ANT 2000 Introduction to Cultural Anthropology (4cr)
  - One regional studies course from the following:
    - GBL 1250 Introduction to Appalachian Studies (4cr)
    - HIS 2510 Appalachian History (4cr)
  
- II. \*\*Applied Music: Six (6) credits in up to two (2) applied areas
  - MUS 1170 Applied West African Music (1cr)
  - MUS 1220 Applied Bass (1cr)
  - MUS 2400 Applied Fiddle/Violin (1cr)
  - MUS 2420 Applied Mandolin (1cr)
  - MUS 2610 Applied Guitar (1cr)
  - MUS 2640 Applied Banjo (1cr)
  
- III. Ensembles: Six (6) credits
  - At least four (4) ensemble credits must come from the following:
    - MUS 2570 Old-Time Band (1cr)
    - MUS 2710 Bluegrass Band (1cr)
  - Two (2) ensemble credits may come from any of the following:
    - MUS 1050 College Choir (1cr)
    - MUS 1270 Jazz Ensemble (1cr)
    - MUS 1290 West African Ensemble (1cr)
    - MUS 1570 Beginning String Band (1cr)
    - MUS 1760 Gamelan Ensemble (1cr)
  
- IV. Music Culture and Performance Electives: 8 credits
  - At least one course (4 credits) from the following upper-level options:
    - MUS 3520-3560 Topics in Music and American Identity
    - MUS 3890 Traditions of Work and Music in the Southern Mountains
    - ANT 3150 Dance, Culture, and Identity
    - GBL 3780 Art and Social Change in Java and Bali
    - GBL 3790 Politics of Identity in Appalachia
    - GBL 3810 Filming Appalachia
    - Selected Special Topics courses with permission of the department
  - The remaining four (4) credit hours may be selected from any MUS course or courses except MUS 1201 Introduction to Music Theory
  
- V. MUS 3510 Exploring Music Vocations (4 credits)

- VI. Capstone: 6 credits  
 MUS 4840 Music Project Seminar (4cr)  
 MUS 4850 Senior Recital Practicum I (1cr)  
 MUS 4851 Senior Recital Practicum II (1cr)

### 3.2.18.3.2 - Music Major: General

- I. Core: 16 credits  
 MUS 1100 Music Appreciation  
 \*MUS 2010 Music Theory and Ear Training (4cr)  
 One methodology course from the following:  
 MUS 1120 Music Cultures (4cr)  
 ANT 2000 Introduction to Cultural Anthropology (4cr)  
 One regional studies course from the following:  
 GBL 1250 Introduction to Appalachian Studies (4cr)  
 HIS 2510 Appalachian History (4cr)
- II. \*\*Applied Music: Six (6) credits in one area  
 MUS 1170 Applied West African Music (1cr)  
 MUS 1220 Applied Bass (1cr)  
 MUS 1240 Applied Percussion (1cr)  
 MUS 1300 Applied Piano (1cr)  
 MUS 1350 Applied Voice (1cr)  
 MUS 2610 Applied Guitar (1cr)
- III. Ensembles: Six (6) credits  
 At least four (4) ensemble credits must come from repetitions of one of the following:  
 MUS 1050 College Choir (1cr)  
 MUS 1270 Jazz Ensemble (1cr)  
 MUS 1290 West African Ensemble (1cr)  
 MUS 1760 Gamelan Ensemble (1cr)  
 The remaining 2 credits may come from any ensemble course, including the following:  
 MUS 1570 Beginning String Band (1cr)  
 MUS 2570 Old-Time Band (1cr)  
 MUS 2710 Bluegrass Band (1cr)
- IV. Music Culture and Performance Electives: 8 credits  
 At least one course (4 credits) from the following upper-level options:  
 MUS 3520-3560 Topics in Music and American Identity  
 MUS 3890 Traditions of Work and Music in the Southern Mountains  
 ANT 3150 Dance, Culture, and Identity  
 GBL 3780 Art and Social Change in Java and Bali  
 GBL 3790 Politics of Identity in Appalachia  
 GBL 3810 Filming Appalachia  
 Selected Special Topics courses with permission of the department  
 The remaining four (4) credit hours may be selected from any MUS course or courses except MUS 1201 Introduction to Music Theory
- V. MUS 3510 Exploring Music Vocations (4 credits)



## VI. Capstone: 6 credits

MUS 4840 Music Project Seminar (4cr)

MUS 4850 Senior Recital Practicum I (1cr)

MUS 4851 Senior Recital Practicum II (1cr)

**3.2.18.4 - Minor in Music**

There is no audition requirement for the minor in music. For proper scaffolding of degree coursework, prospective music minors should complete the core requirements (8 credits) of the degree as soon as possible.

**Grades:** Students must complete the minor with a minimum overall GPA of 2.0.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours to fulfill the minor. The same course cannot be used to satisfy more than one requirement for the minor.

Students select from one of the following two concentrations.

**3.2.18.5 - Minors in Music****3.2.18.5.1 - Music Minor: Traditional**

## I. Core: 8 credits

\*MUS 2010 Music Theory and Ear Training (4cr)

MUS 2320 Appalachian Music and Dance (4cr)

## II. \*\*Applied Music: Four (4) credits in up to two (2) applied areas

MUS 1220 Applied Bass (1cr)

MUS 2400 Applied Fiddle/Violin (1cr)

MUS 2420 Applied Mandolin (1cr)

MUS 2610 Applied Guitar (1cr)

MUS 2640 Applied Banjo (1cr)

## III. Ensembles: Four (4) credits

At least three (3) ensemble credits must come from the following:

MUS 2570 Old-Time Band

MUS 2710 Bluegrass Band

One (1) ensemble credit may come from any of the following:

MUS 1050 College Choir

MUS 1270 Jazz Ensemble

MUS 1290 West African Ensemble (1cr)

MUS 1570 Beginning String Band

MUS 1760 Gamelan Ensemble

## IV. Music Culture and Performance Electives: 8 credits

At least one course (4 credits) from the following:

MUS 1100 Music Appreciation

MUS 1120 Music Cultures

MUS 2860 Jazz Appreciation

MUS 3520-3560 Topics in Music and American Identity

MUS 3890 Traditions of Work and Music in the Southern Mountains

GBL 3780 Art and Social Change in Java and Bali

Selected Special Topics courses with permission of the department  
 The remaining four (4) credit hours may be selected from any MUS course or courses except MUS 1201 Introduction to Music Theory

### 3.2.18.5.2 - Music Minor: General

I. Core: 8 credits

MUS 1100 Music Appreciation (4cr)

\*MUS 2010 Music Theory and Ear Training (4cr)

II. Applied Music: Four (4) credits in one area

MUS 1170 Applied West African Music (1cr)

MUS 1220 Applied Bass (1cr)

MUS 1240 Applied Percussion (1cr)

MUS 1300 Applied Piano (1cr)

MUS 1350 Applied Voice (1cr)

MUS 2610 Applied Guitar (1cr)

III. Ensembles: Four (4) credits

At least three (3) ensemble credits must come from repetitions of one of the following:

MUS 1050 College Choir

MUS 1270 Jazz Ensemble (1cr)

MUS 1290 West African Ensemble (1cr)

MUS 1760 Gamelan Ensemble (1cr)

The remaining one (1) credit may come from any ensemble course, including the following:

MUS 1570 Beginning String Band (1cr)

MUS 2570 Old-Time Band (1cr)

MUS 2710 Bluegrass Band (1cr)

IV. Music Culture and Performance Electives: 8 credits

At least one course (4 credits) from the following:

MUS 1120 Music Cultures

MUS 2320 Appalachian Music and Dance

MUS 2860 Jazz Appreciation

MUS 3520-3560 Topics in Music and American Identity

MUS 3890 Traditions of Work and Music in the Southern Mountains

GBL 3780 Art and Social Change in Java and Bali

Selected Special Topics courses with permission of the department

The remaining four (4) credit hours may be selected from any MUS course or courses except MUS 1201 Introduction to Music Theory

**\*Prerequisite:** MUS 1201 Introduction to Music Theory

This course is designed for students entering with little or no musical background. It does not count as elective credit for the major or minor. Students with prior experience may elect to take a placement examination in place of MUS 1201.

**\*\*All Applied Music courses carry an additional fee per credit hour. Contact the Department Chair about off-campus lessons for other instruments. As a prerequisite for Applied Music courses, students must complete a group class in the desired instrument or have permission of the instructor. For the concentrations in Traditional Music, students need permission of the faculty to fulfill the Applied Music requirement in more than one instrument/area.**

## 3.2.19 - Outdoor Leadership

Faculty: Mallory McDuff, Jill Overholt (Carol Grotnes Belk Endowed Chair)

### 3.2.19.1 - Program Overview

The mission of the Outdoor Leadership Studies Program is to prepare graduates who have the academic background, skills, and experience necessary to analyze, plan, implement, administer, and supervise outdoor adventure education programs.

The goals of the Outdoor Leadership program are the following:

1. To foster an understanding of the basic concepts of outdoor leadership through an integrated liberal arts and professional training curriculum.
2. To prepare leaders who can analyze, plan, implement, administer, and supervise outdoor adventure education programs.
3. To develop leaders who understand and exercise responsible leadership to promote sustainable communities.

The outdoor leadership curriculum focuses on education, facilitation, and experiential learning methodologies. It is not solely a technical skills training program. All outdoor leadership courses combine theory with practice and many incorporate service learning.

The course of study includes technical skills (such as backpacking, canoeing, kayaking, and rock climbing), interpersonal skills (such as group process, counseling, and leadership), and a broad understanding of administrative issues. In addition, students take supporting course work from various disciplines depending on career interest and needs. Options include, but are not limited to, social work, education, psychology, forestry, art, and environmental studies.

Opportunities available to majors in this program include:

- Leadership for the college Outdoors Program
- Development of a comprehensive, professional adventure education program
- Internship
- Participation in regional, national and international educational opportunities
- And, for the highly motivated student, the opportunity to assist faculty in teaching courses

### 3.2.19.2 - Major in Outdoor Leadership, B.A.

**Grades:** Students must earn a combined GPA of 2.0 for courses in the major.

**Total Credit Hours:** Students must earn a minimum of 49 credit hours, including the following, to fulfill the major requirements.

**Requirements:**

- I. All of the following:
  - CD 3500 Career Preparation
  - CD 4840 Academic Internship Seminar
  - ODL 1000 History and Philosophy of Outdoor Adventure Education
  - ODL 1250 Introduction to Rock Climbing
  - ODL 2100 Backcountry Skills and Techniques
  - ODL 2150 Initiatives for Adventure Education

ODL 2200 Wilderness First Responder  
ODL 2410 Natural Environments and Health  
ODL 3100 Leadership for Adventure Education  
ODL 3220 Challenge Course Facilitation and Management  
ODL 3251 Universal Adventure Programming  
ODL 4100 Administration and Management of Adventure Education Programs  
ODL 4200 Program Planning and Design  
PSY 1000 Introduction to Psychology

II. One of the following:

ODL 1090 Whitewater Canoeing  
ODL 1110 Whitewater Kayaking  
PED 1160 Lifeguard Training

III. One of the following:

PSY 2010 Infant and Child Development  
PSY 2040 Adolescent Development  
PSY 3170 Health Psychology  
PSY 3180 Social Psychology  
PSY 3260 Theories and Techniques in Counseling and Psychotherapy  
EDU 3050 Educational Psychology  
SWK 3050 Human Behavior and the Social Environment I: The Life Course

### 3.2.19.3 - Minor in Outdoor Leadership

**Grades:** Students must earn a combined GPA of 2.0 for courses in the minor.

**Requirements:** Students must earn a minimum of 21 credit hours including the following to fulfill the minor requirements

I. All of the following:

ODL 1000 History and Philosophy of Outdoor Adventure Education  
ODL 1250 Introduction to Rock Climbing  
ODL 2100 Backcountry Skills and Techniques  
ODL 2150 Initiatives for Adventure Education  
ODL 2200 Wilderness First Responder  
ODL 3100 Leadership for Adventure Education

II. One of the following:

ODL 1090 Whitewater Canoeing  
ODL 1110 Whitewater Kayaking  
PED 1160 Lifeguard Training

III. One of the following:

ODL 2410 Natural Environments and Health  
ODL 3220 Challenge Course Facilitation and Management  
ODL 3251 Universal Adventure Programming

## **3.2.20 - Peace and Justice Studies**

Faculty: Rima Vesely-Flad (Chair)

### **3.2.20.1 - Program Overview**

The mission of the Peace and Justice Studies Program is to help students gain the knowledge and skills necessary to become active, positive contributors to decisions, policies, and leadership in their communities and workplaces.

The Peace and Justice Studies Program at Warren Wilson College examines political and cultural identity in relation to social institutions, global processes, and conflict. In their course of study, students engage in critical thinking on race and class, domestic and international policy, nonviolence and warfare, religious ethics, and peacekeeping. The Peace and Justice Studies Program works closely with Gender and Women's Studies, Africana Studies, Global Studies, and Interfaith Leadership to offer a range of courses in social theory, public policy, political movements, human rights, and international institutions. Students are also encouraged to take courses in service learning, build relationships in Buncombe County communities, and study abroad

Peace and Justice Studies addresses themes of conflict resolution, nonviolent social change, human rights, social and environmental justice, and peacemaking efforts on the local, regional and global levels. A Peace and Justice Studies minor can fruitfully complement practically any major offered at Warren Wilson College.

The goals of the Peace and Justice Studies Program are the following:

1. To develop knowledge of political and cultural identity in relation to the causes of local and global conflicts and the ways of preventing or resolving them.
2. To learn how respect for human rights and the natural environment contributes to peace.
3. To become conversant with the works of major social justice activists and peace advocates.
4. To apply conflict resolution skills to contemporary issues.

The program oversees the Peace and Justice Studies minor and the Peace and Justice concentration in the Department of Global Studies.

### **3.2.20.2 - Peace and Social Justice thematic concentration within the Global Studies Major**

See Programs of Study: Global Studies - Peace and Social Justice.

### **3.2.20.3 - Minor in Peace and Justice Studies**

**Grades:** Students must pass each Peace and Justice Studies course with a grade of C or better for it to count toward fulfillment of the minor.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours in Peace and Justice Studies and elective courses to fulfill the minor requirements.

**Requirements:** PAX 1100 Introduction to Peace and Justice Studies and 20 additional credit hours that may be divided as follows: a minimum of 12 additional credit hours in PAX courses and up to 8 credit hours from elective courses listed below. A minimum of 8 credit hours of PAX courses must be at the 3000-4000 levels, exclusive of Independent Study credit hours.

**Peace and Justice Studies Elective Courses:**

ANT 4310-4350 Topics in Latin American Anthropology  
ECO 3830 Economic Growth and Development  
ENG 3240 - Global Literature of Imperialism  
SOC 1030 Introduction to Gender and Women's Studies  
HIS 3320 Civil War and Reconstruction  
HIS 3340 African American History  
HIS 3400 Conflict and Community in Early America  
PAX 3100 Race, Morality, and the Politics of Crime  
PSC 2570 International Relations  
PSC 3300 Politics of Developing States  
PSC 3360 United States Foreign Policy  
REL 1110 Exploring Religions  
REL 2130 Religion and Environmental Justice  
PHI 2575 Critical Race Theory  
REL 3210 Religion, Peace, and Social Justice: Seminar  
SOC 2710 Environmental Sociology  
SOC 3100 Media and Social Inequality  
SOC 3250 Gender, Development, and the Environment  
SOC 3660 Feminist Thought

Selected Special Topics courses with the prior permission of the Director of Peace and Justice Studies

### 3.2.21 - Philosophy

Faculty: Sally Fischer (Chair), Jason Miller, Rima Vesely-Flad

#### 3.2.21.1 - Program Overview

The Mission of the Philosophy Department is to provide students with knowledge and appreciation for the major philosophies and philosophical questions within their cultural and historical contexts. The Philosophy program focuses primarily on the Western tradition, both historically and in terms of thematic issues.

The goals of the Philosophy Program are the following:

1. To help students develop, through careful readings and discussion, critical thinking and reading skills, and to foster the ability to develop strong, articulate arguments, both verbally and in writing.
2. To help students gain the skills and understanding required for leading well-examined lives and to emphasize the relevance of philosophy in real life issues.
3. To provide those students with special and serious interest in philosophy the foundational knowledge and preparation for graduate study in philosophy.
4. To provide students with diverse perspectives in philosophy.

The major in Philosophy may serve as the focus of a broad range of liberal arts courses or as the core of a concentrated study of philosophy, perhaps as preparation for graduate study in Philosophy, interdisciplinary programs in Humanities, or Law.

#### 3.2.21.2 - Major in Philosophy, B.A.

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the major.

**Total Credit Hours:** Students must earn a minimum of 40 credit hours in Philosophy to fulfill the major requirements.

**Requirements:**

I. Basic courses:

PHI 1110 Introduction to Philosophy: A Search for Meaning  
WRI 2320 Argumentation

Please note: Declared Philosophy majors need to complete these courses as soon as possible. These courses should be completed before taking any upper division courses in Philosophy. All 3000 level courses have the following prerequisites: Two previous courses in philosophy and sophomore standing.

One course in ethics from the following:

PHI 2520 Environmental Ethics  
PHI 2570 Ethics

II. History of Philosophy courses:

PHI 3530 Modern Philosophy: Science, Perception, and Reality **AND**  
PHI 2590 Ancient Philosophy: Problems of Truth and Goodness  
**OR**  
PHI 2589 Gender Troubles in Ancient Greek Thought

III. Capstone Seminar in Philosophy: (Prerequisite: Students must have completed I) I, II, PHI 3530 Modern Philosophy, and have at least junior standing to enroll in the capstone seminar in Philosophy.)

PHI 4701 Capstone Research and Thesis

IV. Electives: 16 credit hours from the following courses, with at least one at the 3000 level:

PHI 2560 Political Philosophy  
 PHI 2580 Feminist Philosophy  
 PHI 2720 Introduction to Nietzsche  
 PHI 2500 Philosophy and Art at Black Mountain College  
 PHI 2510 Philosophy of Art  
 PHI 2890 Multiculturalism and the Politics of Identity  
 PHI 3560 Contemporary Philosophy  
 PHI 2575 Critical Race Theory  
 PHI 2589 Gender Troubles in Ancient Greek Thought  
 PHI 2900 Existentialism Through Film & Fiction  
 PHI 3760 Poets & Dictators: Germany Study Abroad  
 Selected special topics courses in philosophy

V. Diverse Perspectives Requirement: at least three courses from the following list. These courses may also count toward other philosophy requirements for the major.

PHI 2510 Philosophy of Art  
 PHI 2560 Political Philosophy  
 PHI 2570 Ethics  
 PHI 2890 Multiculturalism and the Politics of Identity  
 PHI 2580 Feminist Philosophy  
 PHI 3560 Contemporary Philosophy  
 PHI 2575 Critical Race Theory  
 PHI 2900 Existentialism Through Film & Fiction

### **3.2.21.3 Concentration in Critical Theory and Social Justice**

The Critical Theory and Social Justice concentration aims to broaden student understanding of social oppression, conflict, and social identity, and to foster critical thinking about theories and practices of state, social, and/or corporate power. In addition to courses in philosophy, courses in history, literature, social theories, social movements, and global conflict, as well as those involving human rights, humanitarianism, and peaceful solutions to conflict, are considered part of this concentration.

In addition to the general goals of the Philosophy program, specific goals of the Critical Theory and Social Justice Concentration are as follows:

1. To engage in higher level critical thinking and analysis about ethical-social-political structures and issues surrounding inequity, and to reconstruct political power by challenging social constructs such as race, gender, class, and sexuality.
2. To analyze theoretical frameworks such as human rights, collective identities and movements, political economy, and symbolic representation.
3. To develop strong research and writing skills, particularly using methodological skills cultivated in the Humanities.
4. To develop organizing and advocacy skills that support political change.

Total Credit Hours: Students must earn a minimum of 52 credits to fulfill the Concentration in Critical Theory and Social Justice.

Grades: Students must pass all courses at a grade of C- or better to count towards fulfillment of the major concentration.



**Core Requirements:**

## I. Core requirements: all of the following courses (12 credits):

PAX 1100: Introduction to Peace and Justice Studies  
 PHI 2575: Critical Race Theory  
 PHI 2580: Feminist Philosophy

## II. Area elective credits: 3 courses from the following (12 credits):

PHI 2560: Political Philosophy  
 PHI 2570: Ethical Theory and Practical Issues  
 PHI 2890: Multiculturalism and the Politics of Identity  
 PHI 2904: Contemporary Philosophy (or PHI 3560, in order to fulfill WAC 3 requirement)  
 SOC 3170: Social Theory

## III. Writing across the Curriculum (WAC) 3: 1 course from the following (4 credits):

PAX 3100: Race & the Politics of Crime  
 PHI 3140: Black Radicalism  
 PHI 3560: Advanced Contemporary Philosophy

## IV. Summer or semester-long internship (4 credits):

CD 4840: Academic Internship Seminar (2 credits)  
 CD 4850: Internship (2 credits)

## V. Capstone: (4 credits):

PHI 4701: Capstone Seminar in Philosophy

## VI. Breadth Electives (16 credits):

Students will consult with their major concentration advisor in Philosophy or Peace Studies to craft an intentional plan for breadth electives from among the following courses. Additional elective courses may be approved by the major advisor:

ANT 3110: Culture and Religion  
 ANT 3150: Dance, Culture, and Identity  
 ANT 2600: Language and Culture  
 ANT 2610: Cultures of Sub-Saharan Africa  
 ANT 4150: Subcultures  
 ENG 1080 - Introduction to Queer Studies  
 ENG 2270 - Gender and Sexuality in Literature  
 ENG 2280 - Readings in Queer Studies  
 ENG 2800: Literature and War  
 ENG 2730: Literature by Women  
 ENG 3450: Literature and Culture of the Enlightenment  
 ENG 3470: Colonial and Post-Colonial  
 ENG 3700 African American Literature  
 SOC 1030 Introduction to Gender and Women's Studies  
 GBL: 2010: Intercultural Communication  
 HIS 2340: The African American Experience to 1877  
 HIS 2300: Women in American History  
 HIS 3380: Grassroots Politics in the 20th Century  
 HIS 3340: Topics in African American History  
 HIS 3400: Conflict and Community in Early America  
 HIS 3380: Grassroots Politics in 20th C America  
 PHI *ALL COURSES*  
 PSC 2450: Environmental Politics in Global Perspective

PSC 2570: International Relations  
PSC 3300: Politics of Developing States  
PSC 3360: US Foreign Policy  
PSC 3910: ST Contemporary Policy Issues in the U.S.  
PSC 3970: Democracy  
SOC 2510: Societies in Southeast Asia  
SOC 2710: Environmental Sociology  
SOC 3120: Disaster and Society  
SOC 3240: Social Inequality  
SOC 3250: Gender and Development  
WRI 2201: Writing Across Communities

### **3.2.21.4 - Minor in Philosophy**

**Grades:** Students must pass courses at a grade of C- or better to count toward the minor.

**Total Credit Hours:** Students must earn a minimum of 20 credit hours in Philosophy to fulfill the minor requirements.

- I. Requirements: 20 credit hours in philosophy, including no more than two 1000-level courses in philosophy.
- II. Diverse Perspectives Requirement: at least two courses from the following list. This course counts toward the 20 credits required to fulfill the minor in philosophy.
  - PHI 2510 Philosophy of Art
  - PHI 2560 Political Philosophy
  - PHI 2570 Ethical Theory and Practical Issues
  - PHI 2580 Feminist Philosophy
  - PHI 2890 Multiculturalism and the Politics of Identity
  - PHI 3560 Contemporary Philosophy
  - PHI 2575 Critical Race Theory
  - PHI 2900 Existentialism Through Film & Fiction

## 3.2.22 - Physics

Faculty: David Coffey

### 3.2.22.1 - Program Overview

The mission of the Physics Department is to provide students opportunities for interactive engagement with physics principles and concepts, scientific thinking, communication, and research of solar cells.

The goals of the Physics Program are the following:

1. To provide a physics background for Biology, Chemistry, Biochemistry, Conservation Biology, Mathematics, and Environmental Studies majors.
2. To provide significant modern physics concepts (post-Newtonian) in all the departmental courses.
3. To provide courses in astronomy and physical science that fulfill the science general education requirement for non-science majors.
4. To provide a minor in Physics for students majoring in the sciences or mathematics.

Extensive emphasis is placed on communication of physics principles through regular assignments and student reports, writing for the extended community, learning transferable skills such as model fitting of experimental data, and providing areas for independent study and research (both student and faculty) in physics and photovoltaics.

### 3.2.22.2 - Minor in Physics

**Grades:** Students must pass courses at a grade of C- or better to count toward the minor.

**Total Credit Hours:** Students must earn a minimum of 20 credit hours in physics courses at the 2000 level and above and selected courses from related disciplines to fulfill the minor requirements. Courses from related disciplines may include CHM 3310 Thermodynamics and Kinetics (4 credits), CHM 3320 Quantum Chemistry and Molecular Spectroscopy (4 credits), CHM 3330 Physical Chemistry Laboratory (1 credit), approved special topics in physics, independent studies in physics, and SCI 4860-4890 Natural Science Research.

**Requirements:**

- PHY 2510 Physics I (4 cr)
- PHY 2520 Physics II (4 cr)
- Independent Study in Physics -- 2 credits minimum

In addition to the courses listed above, a student completing a minor in Physics should complete the Natural Science Undergraduate Research Sequence (SCI 3900 Research Design, SCI 4860-4890 Natural Science Research, and SCI 4930 Natural Science Presentation) approved and supervised by the physics department or the department of the student's major. Natural Science Research and Presentation courses supervised by physics faculty contribute towards the 20-hour minor requirement. However, Natural Science Research and Presentation courses supervised by another department do not contribute to the 20-hour minor requirement in physics. See Programs of Instruction: "Science Communication and Research" for details.

## 3.2.23 - Psychology

Faculty: Martha L. Knight-Oakley, Jennifer L. Mozolic (Chair), Cristina L. Reitz-Krueger, Robert A. Swoap

### 3.2.23.1 - Program Overview

The Psychology Department seeks to prepare graduates who are able to use their understanding of psychology as they pursue their careers, contribute to the larger community, and live full and meaningful lives. Its curriculum enables students to develop both breadth and depth of knowledge about psychology, its approaches to understanding human behavior and mental process, and its applications.

The goals of the Psychology Program are the following:

1. To help students develop an understanding of the theoretical concepts, methodology, and research-based findings in the foundation areas of psychology.
2. To help students understand applications of psychology to personal and societal issues.
3. To help students use and respect skeptical inquiry, critical thinking, and the scientific approach to understanding behavior and mental processes.
4. To help students express themselves effectively in written and oral communication.
5. To help students understand themselves and others in a cultural context and develop interpersonal skills for diverse settings over the lifespan.

Psychology majors complete a Bachelor of Arts degree which provides students with a breadth of coursework and experience across the diverse areas of psychology: biological, social/personality, learning and development, and mental health. Skills of critical thinking, research design, data collection, data analysis, and professional writing and speaking are developed throughout the major coursework. Upper level courses provide additional opportunities for students to pursue areas of particular interest in greater depth. In a two-course capstone sequence, students elect to pursue either advanced research or practicum experience. Additional research and internship opportunities are available either in conjunction with upper level courses or as independent study. Students work with their advisors to select those options within the major, as well as in service and work opportunities, that will best prepare them for their postgraduate goals.

The Neuroscience Minor can be combined with the Psychology Major and with other majors to develop more depth in the study of brain and behavior. This interdisciplinary field of Neuroscience is designed to help prepare students for careers and graduate study in research and clinical fields, as well as a wide variety of other areas where a comprehensive understanding of the brain and behavior would be advantageous.

Psychology can be combined with other majors and minors (e.g., Art, Biology, Business, Education, Expressive Arts Therapy, Outdoor Leadership, Philosophy, Social Work, or Writing) to address specific combinations of interests and applications. The Psychology Major prepares students for graduate study in psychology and related fields or for immediate employment in a wide range of human services settings. When combined with other appropriate coursework and experiences, psychology can also provide excellent preparation for law school or medical school.

### 3.2.23.2 - Major in Psychology, B.A.

**Grades:** Students must complete the major with a minimum overall GPA of 2.0.

**Total Credit Hours:** The Major in Psychology consists of at least 40 credit hours. The credit hours are distributed as follows to offer breadth and depth in the field.

- I. Foundational Courses (14 credit hours):  
    PSY 1000 Introduction to Psychology(4cr)

PSY 2250 Explorations in the Psychology Major (2cr)  
 PSY 2310 Research Methods in Social Science (4cr)  
 MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)

II. Breadth Courses (16 credit hours): Students select at least 4 credit hours from each of the following areas.

Biological (4 credit hours):

PSY 3100 Biopsychology (4cr)  
 PSY 3240 Sensation and Perception (4cr)

Social/Personality (4 credit hours):

PSY 3110 Theories of Personality (4cr)  
 PSY 3180 Social Psychology (4cr)  
 PSY 4250 Social Neuroscience (4cr)

Learning and Development (4 credit hours):

PSY 2010 Infant and Child Development (4cr)  
 PSY 2040 Adolescent Development (4cr)  
 PSY 4210 Behavioral and Cognitive Neuroscience (4cr)

Mental Health and Distress (4 credit hours):

PSY 3120 Psychology, Mental Health, and Distress (4cr)  
 PSY 3170 Health Psychology (4cr)  
 PSY 3260 Theories and Techniques in Counseling and Psychotherapy (4cr)

III. Advanced Courses (10 credit hours):

Seminar (2 credit hours): At least 2 credit hours of courses designated as psychology seminars that emphasize critical discussion of primary sources.

PSY 4010 Selected Readings in Psychology (2cr)  
 PSY 4020 History of Psychology (2cr)  
 PSY 4160 Ecopsychology (2cr)  
 PSY 4210 Behavioral and Cognitive Neuroscience (4cr)  
 PSY 4250 Social Neuroscience (4cr)

Selected special topics courses based on primary sources.

Capstone (8 credit hours):

PSY 4830 Capstone Proposal (4cr)  
 PSY 4840 Capstone Practicum (4cr)

OR

PSY 4850 Capstone Thesis (4cr)

### 3.2.23.3 - Honors Program in Psychology

The objectives of the Psychology Honors Program are (1) to set high academic standards to which all students can aspire, (2) to encourage students to pursue scholarly research or practicum projects, and (3) to provide recognition of students' outstanding academic performance.

**Requirements:** To meet the requirements, a student must

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Complete either PSY 4840 Capstone Practicum or PSY 4850 Capstone Thesis with a course grade of A- (90%) or better.
3. Either (a) present the completed project (based on the formal written report required for Capstone Thesis or Capstone Practicum) in a campus capstone presentation, as well as in a professional forum appropriate to the capstone project (e.g., Carolinas Psychology Conference, Georgia Undergraduate Research Conference in

Psychology, SYNAPSE, Association for Psychological Science, PACE, community partner organization), or (b) submit a manuscript for publication in a peer-reviewed journal.

4. Receive final acceptance for Graduation with Honors, which is contingent on an approval vote from the faculty of the student's major.

### **3.2.23.4 - Minor in Psychology**

**Grades:** Students must complete the minor with a minimum overall GPA of 2.0.

**Total Credit Hours:** The following 24 credit hours of coursework, including at least 12 credit hours at the 3000-4000 level.

**Requirements:**

- I. PSY 1000 Introduction to Psychology (4cr)
- II. At least 14 credit hours from the breadth areas within psychology (biological, social/personality, learning and development, and mental health and distress) selected to represent at least 2 credit hours in each of three of the four breadth areas. For a listing of courses that fulfill the different breadth areas, see the major above under "Breadth Courses."
- III. Six (6) additional elective credit hours in psychology.

### **3.2.23.5 - Minor in Neuroscience**

**Grades:** Students must complete the minor with a minimum overall GPA of 2.0.

**Total Credit Hours:** The following 25 credit hours of coursework are required to fulfill the Neuroscience Minor, including at least 12 credit hours at the 3000-4000 level.

**Requirements:**

- I. Core Courses (17 credit hours):
  - PSY 1000 Introduction to Psychology (4cr)
  - PSY 3100 Biopsychology (4cr)
  - BIO 1160 General Biology (4cr)
  - CHM 1160 General Chemistry I (5cr)
- II. Electives: 8 credit hours chosen from the list below. 4 of these 8 credits must be from a department outside the declared major.
  - PSY 3240 Sensation and Perception (4cr)
  - PSY 4210 Behavioral and Cognitive Neuroscience (4cr)
  - PSY 4250 Social Neuroscience (4cr)
  - BIO 2080 Cell Biology (4cr)
  - BIO 3220 Genetics (4cr)
  - BIO 3480 Animal Behavior (4cr)
  - BIO 3511 Animal Physiology (4cr)
  - Selected special topics courses in psychology and other relevant courses, with the approval of the Psychology Department.

## 3.2.24 - Science Communication

Chair: Liesl Erb (Environmental Studies)

### 3.2.24.1 - Program Overview

Students minoring in Science Communication will become better science storytellers, honing their audio, visual, and written communication skills. In the introductory course in Science Communication and Outreach, students receive an overview of production and dissemination techniques, including scientific writing, film, photography, and podcasting. They will gain depth of knowledge in the arts, humanities, and science disciplines of their choice via the Production and Science Skill Building course requirements and will share this work beyond Warren Wilson College via the Capstone Portfolio and Reflection course.

### 3.2.24.2 Science Communication Minor

#### Requirements:

#### I. Core Course (4 credits)

SCI 2900 Science Communication and Outreach (4cr)

#### II. Production: Any 12 credits selected from these options:

##### **Art studio classes**

Any ART course that counts towards the Artistic Expression General Education requirement

##### **Creative writing**

Any WRI course that counts towards the Artistic Expression General Education requirement

##### **Theater**

THR 1170 Acting I (4cr)  
 THR 1400-1500 Topics in Dance (variable topics; 2cr each)  
 THR 2030 Voice and Speech (4cr)  
 THR 2440 Improvisation for the Actor (2cr)  
 THR 3040 Acting II (4cr)

ENS 2907: Environmental Documentary Filmmaking (4 cr)

#### III. Science Skill Building: 8 credits selected from these options:

BIO 1020: Field Natural History (4 cr)  
 BIO 1070: Introduction to Microbiology (4 cr)  
 BIO 1090: Human Biology (4 cr)  
 BIO 1160: General Biology (4 cr)  
 BIO 3220: Genetics (4 cr)  
 BIO 4350: Comparative Vertebrate Anatomy (4 cr)  
 CHM 1150: General Chemistry I (5 cr)  
 CHM 1170: General Chemistry II (5 cr)  
 ENS 2490: Introduction to Sustainable Agriculture (4 cr)  
 ENS 2040: Introduction to Environmental Engineering (4 cr)  
 ENS 2160: Introduction to Animal Science (4 cr)  
 ENS 2270: Geology of the Southern Appalachians (2 cr)  
 ENS 2300: Geology (4 cr)  
 ENS 2330: Forest Biology (4 cr)  
 ENS 3030: Hydrology (4 cr)

ENS 3300: Soil Science (4 cr)  
GBL 2250 Introduction to Geographic Information Systems (4cr)  
GBL 3250 Advanced Geographic Information Systems (4cr)  
MAT 2108: Introduction to Data Science (4cr)  
MAT 3039: Advanced Topics in Data Science (4cr)  
MAT 2010 Computer Science I (4cr)  
MAT 2020 Computer Science II (4cr)  
PHY 1180: Contemporary Astronomy (4 cr)  
PHY 2510: Physics I (4 cr)  
PSY 3100: Biopsychology (4 cr)  
PSY 3240 Sensation & Perception (4 cr)  
PSY 4210 Behavioral & Cognitive Neuroscience (4 cr)  
PSY 4250 Social Neuroscience (4 cr)

IV. Capstone Portfolio and Reflection (1 credit)

SCI 4100 Science Communication and Outreach Portfolio



## 3.2.25 - Social Work

Faculty: Sarah A. Himmelheber, Lucy A. Lawrence (Director)

### 3.2.25.1 - Program Overview

The Social Work major is accredited by the Council on Social Work Education. The mission of the Social Work Program is to provide students preparation for beginning-level entry into the profession of social work through an undergraduate generalist social work education that is educationally sound, academically challenging, ethically principled, and socially relevant, and which is solidly framed by the integrated educational experience of community engagement, work, and education in the liberal arts.

The goals of the Social Work Program are the following:

1. To prepare practitioners for baccalaureate level generalist social work practice with diverse populations and multigenerational client systems of various sizes and types.
2. To prepare individuals to live in a global society committed to personal growth and contributing to the common good.
3. To foster the development of values and ethics related to the NASW Code of Ethics that guide professional social workers in their practice.
4. To prepare practitioners with a commitment to continuing their professional growth and development as a component of social work practice.
5. To prepare practitioners to practice effectively in the global, political, social, cultural, economic, technological, and spiritual environments of the 21st century.

The Warren Wilson College Social Work Program offers three areas of focus, which are reflected in the Program Objectives and are infused throughout the curriculum. The three areas are as follows:

**Multigenerational Practice** - This particular area of focus is supported by the CSWE Gero-Ed Curriculum Development Institute, of which the Warren Wilson College Social Work Program is a participant.

As the population ages, multiple generations co-exist as never before. Social workers today need to be skilled and knowledgeable about multigenerational needs, issues, and opportunities. Whether they work with children, teens, the elderly, communities, or social policies, social workers are bound to work with multiple generations at once.

**International/Global Perspective** - As the world becomes more and more "globalized," it is essential for social workers to approach their work with a global perspective. As students prepare for their profession, the understanding of global interdependence will aid them in working with client systems, whether domestically or abroad. The Social Work Program is affiliated with the Council on International Educational Exchange, which supports this area of focus.

**Environmental Sustainability** - As the state of the physical and natural environments has become more urgent, social work can no longer afford to ignore the effects of environmental degradation on people and communities or the relationship between social and environmental justice. Social workers today must be skilled and knowledgeable about our physical and natural surroundings as much as our social environments.

The major can be useful for students wishing to pursue careers or graduate work in social work or for students interested in other service-related fields, such as public health, recreation, city planning, public administration, and/or policy development and analysis.

### 3.2.25.2 - Major in Social Work, B.A.

**Grades:** Students must pass courses within the Social Work department with a grade of C or better, and courses outside of the department must have a grade of C- or better to count toward fulfillment of the major. Students must also maintain an overall GPA of 2.5.

**Total Credit Hours:** The social work major consists of the following 58 credit hours:

- I. Social Work Liberal Arts Perspective:
  - BIO 1090: Human Biology
  - PSY 1000: Introduction to PsychologyOR
  - SOC 1000: Introduction to Sociology
  
- II. Social Work Practice Perspective: Focuses on the development of professional social work knowledge, skills and values
  - PSY 2310: Research Methods in Social Science
  - SWK 2010: Introduction to Social Work
  - SWK 2020: Skills for Communication and Partnering
  - SWK 2100: Resist. Reform. Revolt: History of Social Welfare
  - SWK 3050 - Human Behavior and the Social Environment I: The Life Course 4cr
  
  - SWK 3060: Human Behavior in the Social Environment II: Social Contexts
  - SWK 4100: Policy Advocacy for Social Change
  - SWK 3200: Engaging the Change Process: Social Work Practice with Individuals and Families
  - SWK 4200: Systemic Change Strategies: Social Work Practice with Organizations and Communities
  
- III. Field Education: Semester-long block field placement and corresponding field seminar
  - SWK 4250: Orientation to Field Education
  - SWK 4300: Field Education
  - SWK 4350: Field Education Seminar

## 3.2.26 - Sociology/Anthropology

Faculty: Christey Carwile, Ben Feinberg, Siti Kusujarti (Chair), David Moore, Kristin Kelly

### 3.2.26.1 - Program Overview

The mission of the Sociology and Anthropology Department is to provide students with the values and skills needed to understand diverse cultures and societies and to participate in social transformations that will create a more just, equitable, and sustainable world through a rigorous academic program that provides a balance of depth and breadth of exposure to anthropological, archeological and sociological perspectives.

The goals of the Sociology and Anthropology Program are the following:

1. Enable students to recognize, understand, and apply different concepts and/or theoretical approaches in Sociology and Anthropology.
2. Teach students to appropriately use scholarly sources in the disciplines.
3. Train students to design and carry out research using sociological and anthropological methods.
4. Foster an appreciation for cultural difference and social justice by exposing students to diverse communities around the world and in the United States.

The Sociology and Anthropology major is an integrated one, which means that coursework and field study give students opportunities for shared experiences in Sociology and Anthropology. Students can prepare for graduate study in research or teaching, professional training in applied social science (e.g., health administration, urban planning, environmental programs), law, government service, work in community development, public service administration, and non-profit agencies. The program stresses a cross-cultural perspective, and some courses have a Service-Learning component.

### 3.2.26.2 - Major in Sociology/Anthropology, B.A.

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the major. Students must also maintain a minimum overall GPA of 2.0.

**Total Credit Hours:** Students must earn a minimum of 48 credit hours, including 40 in Sociology and Anthropology to fulfill the major requirements.

- I. Core Requirements (20 credit hours):
  - ANT 2000 Introduction to Cultural Anthropology (4cr)
  - SOC 1000 Introduction to Sociology (4cr)
  - SOC 3170 Social Theory (4cr)
  - SOC 4020 Sociology/Anthropology Research Craft (4cr)
  - SOC 4100 Directed Research in Sociology/Anthropology (4cr)
- II. Depth and Breadth Requirements: At least 20 credit hours of Sociology and Anthropology electives, including:
  1. At least 8 credit hours of electives at the 3000 or 4000 level.
  2. At least 4 credit hours of Sociology electives (courses listed SOC)
  3. At least 4 credit hours of Anthropology electives (courses listed ANT)
- III. Requirement in Related Area of Study: At least 8 advisor-approved credit hours in one other supplementary area, including at least 4 credit hours at the 3000 or 4000 level.

- IV. Language: Sociology and Anthropology majors are strongly encouraged to acquire fluency in a second language.
- V. Mathematics: Sociology and Anthropology majors are strongly encouraged to take MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)
- VI. Concentrations: Students may choose one of the following four concentrations, based on the way they fulfill their breadth and depth requirements. Students may elect to major in Sociology and Anthropology without a concentration by completing requirements one, two, and three above.

### **3.2.26.3 - Concentrations**

#### **3.2.26.3.1 - Archaeology**

At least 12 hours of the elective credit hours from section II (Depth and Breadth Requirements) must be selected from the following courses to fulfill this concentration. At least 8 hours in ANT 3400 Archaeological Field School and ANT 3420 Archeology Laboratory Method are required. Students must take at least 4 credits sociology elective course and 4 credits Anthropology elective course. Students must also conduct their senior research projects (SOC 4100 Directed Research in Sociology/Anthropology) on an advisor-approved archaeological topic.

- ANT 1440 North American Archaeology (4cr)
- ANT 1450 Archaeology of World Cultures (4cr)
- ANT 1480 Archaeological Field Methods (4cr)
- ANT 2510 Latin American Archaeology (4cr)
- ANT 2519 Experimental Archeology (4cr)
- ANT 3380 Archaeology and the Environment (4cr)
- ANT 3400 Archaeological Field School (4cr)
- ANT 3420 Archaeology Laboratory Methods (4cr)

#### **3.2.26.3.2 - Cultural Anthropology**

At least 12 hours of the elective credit hours from section II (Depth and Breadth Requirements) must be selected from the following courses to fulfill this concentration.

- ANT 2310 Medical Anthropology
- ANT 2410 Native Peoples of Mexico and Guatemala (4cr)
- ANT 2610 Cultures of Sub-Saharan Africa (4cr)
- ANT 2950 -2989- Special Topics (2cr - 4cr)
- ANT 3110 Culture and Religion (4cr)
- ANT 3149 Language and Culture (4cr)
- ANT 3150 Dance, Culture, and Identity (4cr)
- ANT 3210 Traditional Agricultural Systems (4cr)
- ANT 3800 Gender in Cross-Cultural Perspective (4cr)
- ANT 4150 Subcultures (4cr)
- ANT 4310-4350 Topics in Latin American Anthropology (2cr)
- SOC 1030 Introduction to Gender and Women's Studies

#### **3.2.26.3.3 - Gender and Women's Studies**

At least 12 hours of the elective credit hours from section II (Depth and Breadth Requirements) must be selected

from the following courses to fulfill this concentration. Students must also conduct their senior research projects (SOC 4100 Directed Research in Sociology/Anthropology) on advisor-approved topics that focus on gender and women's studies. In addition, the eight credits for the requirement in a related area of study (section three) should come from courses on gender and women's studies offered by other departments (see the Gender and Women's Studies listings in Courses of Instruction, Section 4.11).

- ANT 3800 Gender in Cross-Cultural Perspective (4cr)
- SOC 1030 Introduction to Gender and Women's Studies
- SOC 2110 The Family (4cr)
- SOC 3100 Media and Social Inequality (4cr)
- SOC 3240 Social Inequality (4cr)
- SOC 3250 Gender, Development and the Environment (4cr)

### **3.2.26.3.4 - Sociology**

At least 12 hours of the elective credit hours from section II (Depth and Breadth Requirements) must be selected from the following courses to fulfill this concentration.

- SOC 2110 The Family (4cr)
- SOC 2510 Societies in Southeast Asia (4cr)
- SOC 2710 Environmental Sociology (4cr)
- SOC 2950 - 2989 - Special Topics (2cr - 4cr)
- SOC 3100 Media and Social Inequality (4cr)
- SOC 3120 Disaster and Society (4cr)
- SOC 3240 Social Inequality (4cr)
- SOC 3250 Gender, Development and the Environment (4cr)
- SOC 1030 Introduction to Gender and Women's Studies

### **3.2.26.4 - Minor in Sociology and Anthropology**

**Grades:** Students must pass courses at a grade of C- or better to count toward the minor. Students must also maintain a minimum overall GPA of 2.0.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours, including at least 8 credit hours at the 3000 or 4000 level in Sociology and Anthropology, to fulfill the minor requirements.

#### **Requirements:**

I. 8 credit hours of introductory courses:

- ANT 2000 Introduction to Cultural Anthropology (4cr)
- SOC 1000 Introduction to Sociology (4cr)

II. At least 16 additional credit hours in Sociology and Anthropology including at least 8 at the 3000-4000 level. SOC 1030 may be used to fulfill this requirement.

## 3.2.27 - Theatre

Faculty: Candace Taylor (Artistic Director, Warren Wilson College Theatre)

### 3.2.27.1 - Program Overview

The mission of the Theatre Program is to empower students to form and bring to life artistic visions in concert with their peers and to prepare students to lead lives distinguished by self-awareness, open communication, and making a difference. In the context of a well-rounded liberal arts education, students expand their intellectual, emotional, and practical capacities by learning a broad range of skills needed to create theatre and by investigating the purpose of theatre as a collaborative art form.

The goals of the Theatre Program are the following:

1. To ensure that students develop their ability to recognize and articulate the purpose, value, and effectiveness of their own and others' artistic work.
2. To develop in students the fundamental skills necessary to participate in the effective implementation of a theatrical vision, and to extend that development as far as possible while they are in the program.
3. To foster in students an appreciation of the importance of a good collaborative process as they develop an ever-greater sense of personal responsibility for that process and for its artistic result.
4. To provide theatrical contexts in which students may integrate their academic, service, work, and international experiences.

The Theatre Program actively involves students in the study and practice of theatre as a literary and performing art with roots in the past and innovative possibilities for the future. It offers a minor in Theatre as a focus for liberal arts studies, and, as part of the English major, it offers an Intentional Plan of Study in Theatre as a focus for liberal arts studies.

Theatre students take courses spanning a range of plays, historical styles, and theatrical arts. They apply their classroom learning in productions and projects staged by the Warren Wilson Theatre, the department's performance laboratory. Here, in collaboration with faculty and staff, they explore contemporary staging techniques as applied to texts from various periods and cultures, as well as contemporary dramatic and postdramatic texts, musical comedy, original, and devised work.

Warren Wilson Theatre is open to participation by all students and members of the community and offers opportunities for educational, creative, and personal development. Warren Wilson Theatre aims to enrich the cultural life of the college and its neighboring communities by presenting theatre events that are artistically and intellectually stimulating.

### 3.2.27.3 - Minor in Theatre

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the minor.

**Requirements:** A minimum of 24 credit hours as follows, 8 of which must be at the 3000-level or above:

- I. THR 1130 Technical Theatre (4cr)
- II. At least 2 credits from the following:
  - THR 1010-1020 Performance/Production Practicum I (1-2cr)
  - THR 2010-2020 Performance/Production Practicum II (1-2cr)
- III. At least 8 credits from other Theatre offerings:

THR 1170 - Acting I 4cr  
THR 1400-1500 - Topics in Dance 2cr  
THR 1950 - 1989 - Special Topics 2cr - 4cr  
THR 2030 - Voice and Speech 4cr  
THR 2440 - Improvisation for the Actor 2cr  
THR 2950 - 2989 - Special Topics 2cr - 4cr  
THR 3010-3020 - Performance/Production Practicum III 1-2cr  
THR 3040 - Acting II 4cr  
THR 3410 - Shakespeare in Performance 4cr  
THR 3950 - 3989 - Special Topics 2cr - 4cr  
THR 4010-4020 - Performance/Production Practicum IV 1-2cr  
THR 4890 - Senior Project 4cr  
THR 4950 - 4989 - Special Topics 2cr - 4cr

III. At least 8 credits from the following courses in dramatic literature:

ENG 2250 - Readings in Early Theatre  
ENG 2260 - Readings in Modern Theatre  
ENG 2680-2690 - Readings in Contemporary Theatre  
ENG 3210 – Early Modern Literature and Culture  
ENG 3410 - Shakespeare  
ENG 3440 Literature and Culture of the Restoration

IV. At least one semester on the Theatre Crew

## 3.3 - Graduate Programs

### 3.3.1 Master of Arts in Critical Craft Studies

### 3.3.2 Master of Fine Arts in Creative Writing

## 3.3.1 - Master of Arts in Critical Craft Studies

Director: Namita Gupta Wiggers

### 3.3.1.1 - Program Overview

The MA in Critical Craft Studies is a low-residency graduate program in craft history and theory. This full-time, four-semester/ five-residency program is the first of its kind in the U. S.

Students and faculty meet for two week residencies at the start of each semester. Residencies include: lectures, workshops, seminars, readings, project work, and individual conferences, and are held each July and January. The two-year continuous program begins in July; all July residencies are held on the Warren Wilson campus, and January residencies are held in downtown Asheville with classes at the Center for Craft. Students return to campus for a fifth and final residency to present their final projects in a public symposium. Students work individually and collaboratively during residencies and semester terms. Each student will have experiences connected to research, writing, conducting research interviews, speaking, and curating, including the production of a faculty and student-led publication. They will spend 20-25 hours per week on readings, writing and research assignments, meetings with mentors in their place of residence, and online faculty sessions. Weekly, monthly, and semester projects and courses build to a final project which can take a form that demonstrates applied knowledge of craft histories and theories, and may include or expand on a thesis, an exhibition, curricular development with lectures, a scholarly conference with publication, or a series of short critical essays.

Courses include: History and Theory, Research Methods Lab, Materials Lab, Practicum Project. Focus in each course shifts thematically for each semester to examine research access, craft and communication; craft and public spaces; and craft and learning. Faculty include leading theorists, historians, scholars and artists in the field of craft studies, art history, art, material culture, anthropology and other connected disciplines from the US and abroad; faculty work with students during residencies and online during the semester. Mentors offer additional connections to the field; mentors meet in person or online with students each semester to connect curriculum and communities. Evening lectures and paired conversations during residencies are open to the public.

Undergraduates at Warren Wilson College connect with graduate students and program faculty through Work Crews, visitors during the academic year, exhibition development, library resources, and craft history courses.

For more details about the Program's design and degree requirements, please visit this website address: [www.warren-wilson.edu/academics/ma-in-craft/](http://www.warren-wilson.edu/academics/ma-in-craft/)

### 3.3.1.2 - The Degree

**Grades:** Students must pass courses with a grade of B+ or better to count toward fulfillment of the M.A. in Critical Craft Studies. Students must maintain an overall minimum GPA of 3.3.

**Requirements:** Each student is required to participate in 5 on-site residencies and 4 independent study/off-site courses. Students must earn a minimum of 60 credits hours, as follows, to fulfill the M.A. program requirements:



**CRFT 5130, 5230, 6130, 6230 - History and Theory I-IV (14 cr total)**  
**CRFT 5140, 5240, 6140, 6240 - Materials Lab I-IV (14 cr total)**  
**CRFT 5150, 5250, 6150, 6250 - Research Methods Lab I-IV (14 cr total)**  
**CRFT 5160, 5260, 6160, 6260, 6300 - Practicum Project I-V (18 cr total)**

### 3.3.1.3 - Program Details

**Overview:** Policies specific to the program are defined below:

**Admissions:** Applications are accepted at any time, but priority consideration is given to materials submitted by February 1 for the semester beginning in July. Applications received after February 1 are welcome, but they will be considered as space allows. Applicants to the program submit an online application form that includes a written response to a craft piece, a personal essay, letters of reference, and supporting materials. Applicants must also provide official transcripts for previous undergraduate/graduate degrees.

**Contested Grades:** A student who believes that a grade has been reported incorrectly should consult the instructor for correction of a possible error. In exceptional cases, the student may contest the grade record through a written appeal to the Provost, whose decision in the matter shall be final. Copies of all relevant information must accompany this written appeal: papers, tests, syllabi, etc. The deadline for contesting a grade is the end of the second week of the following term. In the case of a spring semester or term four courses, the deadline for contesting a grade shall be the end of the second week of term one of the following academic

**Conditions of Academic Probation:** Being placed on Academic Probation signifies that the student's academic work is unsatisfactory, and indicates that the student's highest priority should be to devote time and energy toward raising the academic performance to a satisfactory level. In the MACR program, students must pass all courses at a grade of B+ or better to count toward fulfillment of the degree. Students must maintain an overall minimum GPA of 3.3. Performing below grade level places a student on probation. If a student is placed on probation, they will be notified by the Director via written communication. The student will work with the Director and Faculty to determine if revision and resubmission of work can raise the grade above the B+ level. Students who are on probation for one semester and continue to work below a B+ grade in courses the following semester will forfeit scholarships for the subsequent semester, and may be asked to repeat the semester if the grade cannot be raised sufficiently through re-submission.

**Leave of Absence:** The MACR program will handle leaves of absence, be it for personal, medical, or other reasons, on a case by case basis. Contact the Program Director and/or the Provost to begin the conversation.

### 3.3.1.4 - Courses of Instruction in Critical Craft Studies

**CRFT 5130 (4cr), 5230 (4cr), 6130 (3cr), 6230 (3cr) - History and Theory I-IV (14 cr total)**

This four-semester course sequence focuses on craft history and theory. With a focus on writing and resources available in English, the course sequence addresses contemporary and modern thinking about craft from multiple global perspectives. Close attention is paid to representation, voice, and unsettling coloniality. This writing- and experience-focused course includes individual and group research projects, field trips, writing development, and work with mentors in addition to instructors and advisors. All courses begin during residencies and include workshop faculty mini-courses taught during those times.

During the first year in the program, students enroll in History and Theory I and II (CRFT 5130 and CRFT 5230, respectively). These first two courses center on craft discourse and the forms through which craft history is conveyed (e.g., survey texts, museum publications, anthologies). As students engage archives as a form and source

for research and knowledge construction, they examine how archives reinforce knowledge, and they explore ways to create knowledge outside of existing constraints.

During the second year in the program, students learn and apply multidisciplinary theoretical concepts in History and Theory III and IV (CRFT 6130 and CRFT 6230). Through close readings and applied projects that build research and communication skills, these final two courses in the sequence expand craft discourse, through the study of concepts drawn from multiple fields, such as anthropology, cultural studies, folklore, gender studies, material culture, and philosophy.

**CRFT 5140 (4cr), 5240 (4cr), 6140 (3cr), 6240 (3cr) - Materials Lab I-IV (14 cr total)**

This four-semester course sequence focuses on applying questions about materials and materiality through observation, analysis, and presentation of concepts in a range of formats (writing, audio guides, podcasts, zines, etc.).

During the first year in the program, students enroll in Materials Lab I and II. These courses shift thematically each semester and may focus on developing a variety of skills to convey research and observations through writing, examine topics connected to craft such as the environment and sustainability, or build object analysis skills.

During the second year in the program, students enroll in Materials Lab III and IV. These courses expand writing and observational skills to applied learning contexts, such as site analysis, audio guides, student-led publication, and symposium content development. The course sequence is designed to introduce a wide variety of ideas and ways of presenting them, from short-form to long-form essays, to journalistic texts, to films, to object analysis. These courses continue to develop students' analytical skills in connecting how craft materials and materiality is examined and communicated through multiple platforms and models. The courses include diverse sources from within and beyond academia.

*The reduced load of Materials Lab III and IV (3cr each) is structured to accommodate revisions of final Practicum Projects and completion of student-led publication/symposium.*

**CRFT 5150 (4cr), 5250 (4cr), 6150 (3cr), 6250 (3cr) - Research Methods Lab I-IV (14 cr total)**

This four-semester course sequence introduces students to a range of research methods, from historical archive analysis, to conducting research interviews, to data analysis, to public pedagogy.

During the first year in the program, students enroll in Research Methods Lab I and II. These courses offer a combination of textual analysis skill development with applied learning experience in developing, conducting, and analyzing research interviews through individual and group projects. Research Methods Lab II, in particular, is structured to prepare students to complete their Practicum Projects in the second year of the program.

Research Methods Lab III and IV continue the focus on applied learning through group projects. Students analyze a variety of online and other publications, and they explore social media platforms as tools to convey history and theory. They also learn data tracking and analysis, and hone their abilities to develop and clearly articulate research methods and strategies employed in their own research and projects. The courses consider scholarship in the broadest sense, to include indigenous knowledge and diverse voices, and to recognize power structures in how research is formulated, conducted, and conveyed.

*The reduced load of Research Methods Lab III and IV (3cr each) is structured to accommodate the application of course readings and analysis to each student's Practicum Project.*

**CRFT 5160 (3cr), 5260 (3cr), CRFT 6160 (5cr) CRFT 6260 (5cr) CRFT 6300 (2 cr) - Practicum Project I-V (18 cr total)**

The Practicum Project course series offers guided space to conduct, develop, and complete a research project. Practicum Project I introduces a range of possible formats for the final project, with opportunities to test nontraditional academic options. Practicum Project II connects student work in all courses with planning and developing the final research-driven Practicum Project. Practicum Project III focuses on developing and executing research and the completion of a working project draft, which can take the form of a long-form critical nonfiction essay, academic journal article, exhibition, podcast series, publication, conference, collection of short essays, and more. Practicum Project IV offers additional time for students to independently complete and submit their final project. Mentors in the second year connect specifically to student projects. In the 5th residency, Practicum Project V focuses on the presentation of students' projects in publicly accessible forms, such as: a publication, symposium

presentation, or website, timed to coincide with their 5th and final residency, and to share with currently enrolled students as well as leaders in craft and craft-adjacent fields. *One course credit for CRFT 5160 (3cr) and CRFT 5260 (3cr) includes ongoing research guidance and applied learning engagement with a mentor external to the program. One course credit for CRFT 6210 (5 cr.) and CRFT 6260 (5cr) includes working with a mentor on completion of the Practicum Project. Credit hours per semester are adjusted as the program progresses to accommodate students' need for analysis and communication development.*

## 3.3.2 - Master of Fine Arts in Creative Writing

Director: Debra Allbery

### 3.3.2.1 - Program Overview

The Warren Wilson College Master of Fine Arts degree requires successful completion of four semesters of study and represents mastery in creative writing, contemporary letters, applied criticism, and the tradition of literature. The course of study toward the degree is carried out by alternating on-campus residency sessions and six-month semesters of independent study under close faculty supervision. The residencies, ten days in early January and July, are attended by all faculty and students. Readings, lectures, classes, team-taught workshops, meetings, conferences to plan the independent study, and the informal exchange of the residencies, foster a strong sense of community and give direction for the semester. The Semester Project, designed during residency, is supervised through consultation between student and faculty supervisor conducted roughly every three weeks. The individualized course of study (faculty-student ratio is 3:1) and thorough engagement of faculty, occurring within the context of one's ongoing adult life, make the Program useful to writers at all stages of their development. Complete details about the Program's history, design, and requirements for semester credit and for the MFA degree are available on the Program website: [www.wvcmaf.org](http://www.wvcmaf.org).

### 3.3.2.2 - The Degree

**Grades:** No grades are assigned. Narrative assessment of all semesters and projects are included on transcripts.

**Requirements:** A total 60 graduate credits must be earned. Fifteen credits are granted for each semester successfully completed; no hours are awarded for incomplete work. The program does not accept transfer credits. All of the following criteria must be met for award of the degree:

- full participation in 5 residency periods
- successful completion of 4 semester projects with 4 different faculty supervisors, with a minimum accumulation of 60 graduate credit hours
- broad reading in literature and contemporary letters, as demonstrated by a bibliography of usually 50-80 entries
- the completion of at least 36 annotations, brief craft-based essays written in response to the student's reading
- a substantial 30-50 page analytical essay, typically completed in the third semester
- a Thesis Manuscript of poetry or fiction of high quality
- objective assessment of that manuscript by faculty and peers in Thesis Review
- a graduate class taught to peers during a residency period
- a public reading of the student's own work during residency

### 3.3.2.3 - Program Details

#### Residency

Held bi-annually, the intensive and stimulating 10-day residency period serves as the principal component of the Program and as the foundation of a supportive, committed community of writers. Each student attends the residency as the prerequisite to the non-resident semester's study. Lectures, classes, and seminars in literature and craft provide a broad curriculum covering a wide range of aesthetics and a strong background for the semester study projects; in the evening, poetry and fiction readings are presented by faculty and graduating students. Students are paired with their faculty supervisors for the term early in the residency; students and supervisor meet at least three times to plan the upcoming semester project. The residency marks the beginning of the new semester for all students except for

those about to graduate; during their final residency, graduating students serve on and are the subject of thesis interviews, teach a one-hour course to their peers, and present a public reading of their work.

### **Semester**

During the six-month non-resident semester, the student submits a packet of work (new poetry or fiction, revised pieces, brief craft essays written in response to his or her reading, and a substantive letter) to the faculty supervisor every three weeks. The faculty supervisor responds within three days with specific suggestions as well as general advice, criticism, and support. The six semester exchanges constitute an ongoing dialogue focused on each student's individual apprenticeship. During the non-resident semester, the student is expected to devote at least 25 hours a week to Program work; at least five packets must be successfully completed, substantial creative work, 12-15 annotations, and 15-20 books read in order for 15 credit hours to be granted. Thorough evaluations by both the faculty member and the student of the semester project become a part of the student's permanent record.

### **Admission**

Although an undergraduate degree is normally a criterion for admission, the program does accept a small number of students without B.A. degrees or undergraduate concentrations in literature and writing; however, the application manuscripts in these cases must be exceptionally strong. Many students enter the Program having already completed graduate degrees; neither these degrees nor graduate credit toward a degree can earn the student acceleration through the Program and thereby reduce the minimum four semesters required for the Master of Fine Arts.

Students are admitted to the Program primarily on the basis of an original manuscript. The manuscript should indicate sufficient quality of work, level of commitment, and sophistication of skills to suggest the applicant is ready for graduate work in writing and literature.

The application should give evidence of strong preparation in literature, a background in the humanities, the ability to do independent study, and an applicant's readiness to receive and use criticism. Publication and workshop experience will be given consideration, but are not weighted heavily. Transcripts from all previous colleges or universities attended by the applicant are required. The program also requires two letters of recommendation from persons who are familiar with the student's writing and able to assess his or her capacity for independent study and congeniality in a close-knit community. Two very important elements of the application are the brief essays requested from each applicant, one in response to some recently read piece of literature, and the other offering an assessment of his/her own writing, reasons for wanting to enter the program, and a general sense of goals.

### **The MFA Writer-in-Residence Series**

During the academic year, faculty members from the Master of Fine Arts Program in Creative Writing and/or other writers visit campus and are available to undergraduate students for discussions about writing. The Holden Visiting Writers give public readings, attend classes, and hold writing workshops to discuss student work. Visiting Writers have included Joan Aleshire, Wilton Barnhardt, Andrea Barrett, Robert Boswell, Liam Callanan, Anthony Doerr, Jennifer Grotz, David Haynes, A. Van Jordan, Laura Kasischke, Thomas Lux, Richard Russo, and Eleanor Wilner.

## 4.01 - Courses of Instruction

### 4.01.1 - Course Information

**Course Numbering:** Courses numbered 1000-1990 are open to all students and are particularly appropriate for first-year students. Courses numbered 2000-2990 are intended for sophomores and above. Courses numbered 3000-3990 are intended for juniors and seniors. Courses numbered 4000-4990 are intended primarily for seniors.

**Frequency of Course Offerings:** Some classes listed in this catalog are offered only once a year or once every other year. Consult the online course listings on MyWWC for each semester to determine exact offerings and times.

**General Education Curriculum:** Any General Education Curriculum requirements that a course fulfills are listed at the end of the course description after the  $\Delta$  symbol. A course can fulfill more than one General Education requirement. If no  $\Delta$  symbol is present, the course does not fulfill any General Education requirements. Common acronyms from the General Education curriculum include Writing Across the Curriculum (WAC) and Civic Identity Values (CIV). For more information on the General Education curriculum, please see General Education Requirements.

**Repeatable Courses:** Courses that are repeatable for credit are marked as such. Courses that are NOT marked as repeatable may not be repeated for credit.

**Independent Study Courses:** Independent Study courses are designated 1990, 2990, 3990, and 4990 within all disciplines. Depending on the course, credit hours vary from 1 to 4. *For more information, see Academic Policies and Regulations: "Independent Study."*

## 4.02 - Anthropology (ANT)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **ANT 1390 - Native Americans of the Southeast 4cr**

This course is a cultural history that explores the Native American cultures of the southeastern United States through archaeology, ethnography, and ethnohistory. The class is designed as a survey course and includes major discussions of Native American prehistory (archaeology), the Contact period, ethnography and ethnohistory of the Colonial period, the Removal Era, and southeastern Native Americans in the 20th century. Δ **Society and Human Behavior**

### **ANT 1440 - North American Archaeology 4cr**

This course is a survey of North American archaeology including prehistoric and historic periods to consider Native American, frontier, and colonial cultures. A regional approach explores the temporal and geographic range of cultures present in North America with an emphasis on the Southeastern and Southwestern regions. Students examine cultural processes including the emergence and migration of Native Americans in North America, hunter-gatherer traditions, and the evolution of cultural complexity in North America. *Satisfies requirement for Archaeology Concentration.* Δ **Society and Human Behavior**

### **ANT 1450 - Archaeology of World Cultures 4cr**

This course is a survey of world prehistory from the time of our earliest known human ancestors five million years ago to the rise of state-level societies, as exemplified by the civilizations of ancient Mesopotamia and Mesoamerica. Students explore cultural processes including the migration of our species throughout the world as hunter-gatherers, the beginning of settled life, and the evolution of cultural complexity with tribal and chiefly societies. *Satisfies requirement for Archaeology Concentration.* Δ **Society and Human Behavior**

### **ANT 1480 - Archaeological Field Methods 4cr**

This course is an introduction to archaeological field methods. Students learn basic concepts of archaeology as they relate to field investigations and learn and practice basic field methods. Hands-on field exercises include site identification and recording, site excavation, mapping, and reporting. Students also consider the role that archaeological methods play in developing research designs and in explaining archaeological phenomena. *Satisfies requirement for Archaeology Concentration.* Δ **Society and Human Behavior**

### **ANT 1950 -1989- Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **ANT 2000 - Introduction to Cultural Anthropology 4cr**

This course takes a cultural approach to anthropology in order to provide an appreciation for the diversity of the human experience. This survey course addresses topics such as the nature of culture, language and communication, ecology and subsistence, economic systems, kinship and family, gender, race, and other forms of identity, religion and magic, colonialism and globalization, culture and politics, and applied anthropology. The course also closely examines a small number of case studies from distant lands and from the United States. Students learn basic ethnographic methods and write an ethnographic paper based on original research. Δ **Society and Human Behavior & CIV: Intercultural Perspectives**

### **ANT 2310 Medical Anthropology 4cr**

This course introduces students to the major theoretical approaches and research methods used in the field of Medical Anthropology, focusing specifically on the interrelationship between culture, illness/disease, and healing practices. A basic premise of the course is that in order to understand the interactions of illness, health, and the body, we must take into account the social and cultural environment in which they are experienced. While we



examine Western biomedical models of health, this course gives particular attention to the many alternative models that exist throughout the world. Among the topics covered in this course are: the ethics of biomedicine and medical expertise; social suffering and structural violence; pandemic behavior, cross-cultural approaches to death and dying, religion and belief systems; organ donation and transplantation; sex, gender and reproductive technologies; race, class and the politics of medicine. This course counts as elective credit toward the Sociology/Anthropology and Global Studies majors.  $\Delta$  **CIV: Social Justice; Intercultural Perspectives**

### **ANT 2410 - Native Peoples of Mexico and Guatemala 4cr**

This course takes a historical and thematic approach to political, economic, religious, and cultural developments in indigenous Mexico and Guatemala. The course begins with a survey of pre-Hispanic Mexico and Guatemala continuing up to the present, focusing on how indigenous cultures, forms of government, and religious practices developed as a complex process in situations of unequal power. Students read classic and contemporary anthropological texts and complete a short service project that involves engagement with our region's Hispanic community. *Satisfies requirement for Cultural Anthropology Concentration.*  $\Delta$  **WAC 2: Writing and Research in the Liberal Arts & Society and Human Behavior & CIV: Intercultural Perspectives**

### **ANT 2510 - Latin American Archaeology 4cr**

This course is an introduction to the archaeology of Mesoamerica and South America. Students study the history of Latin American archaeology and explore the broad range of human cultural history in these regions. Study focuses on Formative, Classic, and Post-Classic cultural expressions with particular emphasis on the rise of complex societies in Mexico and in the Andean region. *Satisfies requirement for Archaeology Concentration.*  $\Delta$  **Society and Human Behavior**

**Prerequisite:** Sophomore standing

### **ANT 2519 - Experimental Archaeology 4cr**

This course focuses on the replication of artifacts and other features of ancient societies to better interpret those societies. In this class, students study material culture worldwide and create replica artifacts while testing archaeological hypotheses. The course contributes to the construction of replica Native American houses at the Warren Wilson site. *Satisfies requirement for Archaeology Concentration.*  $\Delta$  **Society and Human Behavior**

### **ANT 2610 - Cultures of Sub-Saharan Africa 4cr**

This is a thematic-based survey course covering the myriad cultures of sub-Saharan Africa. Students will become familiar with the geographic, historical, political, and social landscapes of the region as well as some of the important theories and debates that emerge from African studies. The first part of the course focuses on major factors in the history of sub-Saharan Africa, including colonialism and the Trans-Atlantic slave trade. The course then examines the effects of these and other globalizing and modernizing processes on the cultures of contemporary Africa and challenges students to recognize and deconstruct stereotypes and misrepresentations of African cultures. *Satisfies requirement for Cultural Anthropology Concentration.*  $\Delta$  **Society and Human Behavior & CIV: Intercultural Perspectives**

### **ANT 2790 - Supervised Internship 1-16cr**

The internship is a supervised work experience in an approved setting. One academic credit may be earned for each 40 hours of work in the internship placement.

**Prerequisites:** Departmental approval, prior to registration, of a written proposal that describes in detail the activities and educational objectives of the intern. Application materials may be obtained from Anthropology faculty members or the Social Sciences Department Chair.

### **ANT 2950 -2989- Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.



**ANT 3110 - Culture and Religion 4cr**

This course introduces students to both historical and current anthropological ideas in the study of religion and the supernatural. Students read classic theoretical texts as well as specific ethnographic and cultural studies from around the world. Students are encouraged to examine religion and religious practices from a broad, cross-cultural perspective. Discussion topics include ritual, taboo and magic, witchcraft and sorcery, shamanism and spirit mediumship, and mortuary and mourning practices. Religion is discussed as a social practice that has the potential to create peace and social cohesion as well as conflict and violence. *Satisfies requirement for Cultural Anthropology Concentration.* Δ **Society and Human Behavior & CIV: Intercultural Perspectives**

**Prerequisite:** ANT 2000 Introduction to Cultural Anthropology or permission of instructor.

**ANT 3149 - Language and Culture 4cr**

This course provides an introduction to Linguistics Anthropology--the study of the role of languages in the activities that make up the social life of individuals and communities. Topics include: language, thought, and culture; the ethnography of speaking and speech communities; sociolinguistics; language and race, gender, sexuality, and nation; performance; discourse and power; and language and technology. Students are evaluated on the basis of two exams and several written assignments, including a close analysis of a transcription of naturally occurring discourse and a research paper. Prerequisite: Sophomore standing or permission of instructor

Δ **WAC 2: Writing and Research in the Liberal Arts; CIV: Intercultural Perspectives; Society and Human Behavior**

**Prerequisite:** ANT 2000 Introduction to Cultural Anthropology or permission of instructor.

**ANT 3150 - Dance, Culture, and Identity 4cr**

From the Argentine Tango to American Hip-Hop, dance conveys meaning, inspires emotions, and communicates culture. This course takes an anthropological approach to the study of dance by examining it as a form of embodied cultural knowledge and a way of expressing cultural identities and histories. In studying several dance forms from around the world, students explore the ways in which dance can reveal, reinforce, and/or resist ideologies whether they are performed within national, ethnic, religious, local, or global contexts. Lastly, students discuss the history of dance ethnography and the benefits and challenges of doing dance research. *Satisfies requirement for Cultural Anthropology Concentration.* Δ **CIV: Intercultural Perspectives; Society and Human Behavior**

**Prerequisite:** ANT 2000 Introduction to Cultural Anthropology or permission of instructor.

**ANT 3210 - Traditional Agricultural Systems 4cr**

This course examines the origins of agriculture and the role agriculture plays in the evolution of cultural complexity. The course employs a cultural ecology and ecosystems approach, which considers agriculture as an integral part of the environment in which it is practiced (this includes the cultural environment as well as the physical environment). This course deals primarily with pre-industrial and, for the most part, non-commercial agricultural systems. *Satisfies requirement for Cultural Anthropology Concentration.* Δ **Society and Human Behavior**

**Prerequisite:** Junior standing or permission of instructor.

**ANT 3380 - Archaeology and the Environment 4cr**

This course explores the relationship or interaction between people and their environments through the disciplines of archaeology and anthropology. Among the topics that may be explored are "Garbology," Pleistocene extinction, human domestication of plants and animals, climate and culture, and Native Americans and their environments. *Satisfies requirement for Cultural Archaeology Concentration.* Δ **Society and Human Behavior**

**Prerequisite:** Junior standing or permission of instructor.

**ANT 3400 - Archaeological Field School 1-4cr**

This is a four week summer field course involving archaeological excavation at the Berry archaeological site in Burke County, North Carolina. The Berry site is the location of the Native American town of Joara where Spanish soldiers built Fort San Juan in 1567, making this the earliest European settlement in the interior of the United States.

Students learn all aspects of the investigations including excavation techniques, mapping, and specialized recovery techniques such as water-screening and flotation. This is an experiential course that allows each student to develop the skills necessary to engage in archaeological fieldwork. *May be taken for 1-4 credits and repeated. Satisfies requirement for Archaeology Concentration.*

**Prerequisite:** Permission of instructor.

### **ANT 3400 - Archaeological Field School 1-6cr**

This is a four-week summer field course involving archaeological excavation at the Berry archaeological site in Burke County, North Carolina. The Berry site is the location of the Native American town of Joara where Spanish soldiers built Fort San Juan in 1567, making this the earliest European settlement in the interior of the United States. Students learn all aspects of the investigations including excavation techniques, mapping, and specialized recovery techniques such as water-screening and flotation. This is an experiential course that allows each student to develop the skills necessary to engage in archaeological fieldwork. While most students enroll for one to four weeks during the regular summer term, the instructor may make prior arrangements for some students to enroll in an additional 1-2 weeks of study, to be included in the credits awarded for the course. *May be taken for 1-6 credits and repeated. Satisfies requirement for Archaeology Concentration.*

**Prerequisite:** Permission of instructor.

### **ANT 3405 - Archaeological Field School 1cr**

This is a one-week field school to introduce students to basic archaeological field methods associated with the excavation of a late 18th century historic house. The class may be repeated for one week and an additional credit.

### **ANT 3420 - Archaeology Laboratory Methods 4cr**

This course is an introduction to archaeological methods in the laboratory. Students learn about the processes linking laboratory and field work, learn to identify a variety of artifacts, and conduct hands-on analysis of excavated archaeological materials. Students also consider the role that laboratory methods play in developing research designs and in explaining archaeological phenomena and have the opportunity to apply these methods to actual research projects. *Satisfies requirement for Archaeology Concentration.*

**Prerequisite:** ANT 1480 Archaeological Field Methods or ANT 3400 Archaeological Field School.

### **ANT 3800 - Gender in Cross-Cultural Perspective 4cr**

This course guides students through a critical examination of gender as both a social construct and a social practice in differing cross-cultural contexts from an anthropological perspective. Students begin with an examination of how gender has been defined as a category of analysis within the discipline of anthropology and how gendered experiences affect anthropological fieldwork and research. Students examine connections between gender, identity, and the body, as well as how gender plays out in the arenas of kinship, sexuality, ritual, and performance. In addition, students look at the role of gender in processes of nationalism and globalization and conclude with considerations of gender, power, and resistance. Of great concern throughout the course is the concept of gender diversity - the variety of ways in which gender is practiced and perceived in different historical and cultural environments. *Satisfies requirement for Cultural Anthropology and Gender and Women's Studies Concentrations.*

**Δ CIV: Intercultural Perspectives; Society and Human Behavior**

**Prerequisite:** SOC 1030 Introduction to Gender and Women's Studies or ANT 2000 Introduction to Cultural Anthropology, or permission of instructor.

### **ANT 3950 3989- Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **ANT 4150 - Subcultures 4cr**

This course surveys different contemporary and recent subcultures through the lens of various modes of social analysis in order to appreciate the diversity of our society and to examine issues such as power, class, gender, sexuality, and resistance. Students read and discuss texts that focus on youth culture, gender, alternative religious

movements, and alternative forms of sexuality and kinship, among other topics. Students complete a major ethnographic paper based on original, hands-on research. *Satisfies requirement for Cultural Anthropology Concentration.* Δ **WAC 2: Writing and Research in the Liberal Arts; CIV: Intercultural Perspectives Society; Human Behavior**

**Prerequisites:** ANT 2000 Introduction to Cultural Anthropology and junior or senior standing or permission of instructor.

### **ANT 4310-4350 - Topics in Latin American Anthropology 2cr**

Each time this course is taught, it addresses a different issue or event that receives a great deal of attention in contemporary Latin American anthropology. Students explore the topic in depth, using current anthropological journals and recent books in a seminar format. Recent topics have included "Politics of Indigenous Culture in Latin America," "Gender Identity in Latin America," "Scandal and Controversy in Latin American Anthropology," "Native Peoples of Oaxaca," "Mayan Ethnohistory." *May be repeated for credit as long as the topic has changed.* *Satisfies requirement for Cultural Anthropology Concentration.* Δ **CIV: Intercultural Perspectives; Society and Human Behavior**

**Prerequisite:** ANT 1050 Survey of Latin America, ANT 2000 Introduction to Cultural Anthropology, or ANT 241 Native Peoples of Mexico and Guatemala.

### **ANT 4790 - Supervised Internship 1-16cr**

The internship is a supervised work experience in an approved setting. One academic credit may be earned for each 40 hours of work in the internship placement.

**Prerequisites:** Junior or senior standing and departmental approval, prior to registration, of a written proposal that describes in detail the activities and educational objectives of the intern. Application materials may be obtained from Anthropology faculty members or the Social Sciences Department Chair.

### **ANT 4950 4989- Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

## 4.03 - Art (ART)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **ART 1030 - Painting I 4cr**

This studio course introduces basic approaches to painting in oil and acrylic media, working from direct observation. The range of pictorial form correlates with the development of Western art from the Renaissance to the Modern period. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1040 - Introduction to Handbuilding 4cr**

The focus of this studio course is on sculptural and vessel concepts using hand-building techniques, emphasizing the development of construction skills and an understanding of form, surface and firing possibilities. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1041 - Introduction to Printmaking 4cr**

This studio course is an introductory survey of the printmaking processes of relief, intaglio, and silkscreen printing. Emphasis is on learning basic printmaking skills, tools, and processes while exploring possibilities of creating multiple images on paper, fabric, and on non-traditional materials. Students learn the skills needed to create prints in multiple methods, discuss aesthetic considerations, and learn the cultural and historical use of printmaking. Also included are the care and presentation of original prints and good print shop practices. Δ **Artistic Expression**

### **ART 1050 - Bookforms 2cr**

This studio course is an introduction to basic book structures used in traditional and artists' books. Students learn historical and contemporary bindings including the pamphlet stitch, stab bindings, accordions, multi-signature codices, and combinations thereof. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Partial fulfillment of Δ **Artistic Expression**

### **ART 1060 - Introduction to Ceramics 4cr**

This studio course introduces the potter's wheel along with basic hand-building techniques. Particular emphasis is placed on experimentation with different techniques and learning about the use and place of ceramic artwork in history and in different cultures. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1071 - Letterpress and the Printed Book 4cr**

This course is an introductory survey of letterpress printing, a method of creating prints using historic presses specifically made for printing wood and metal type. Emphasis is on learning the use of the tools, equipment, and techniques specific to this printing process while exploring personal artistic expression. Students learn the skills needed to create prints combining images with text, discuss aesthetic considerations, and learn the cultural and historical use of letterpress printing along with a selection of bookbinding techniques suitable for printed works. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1080 - Papermaking 2cr**

This studio course is an introduction to hand papermaking using materials ranging from bark fibers, to partially processed plant fibers, to fully processed cotton rag. Students learn how to prepare and beat fibers as well as form, dry, and finish sheets. Along with learning the history and chemistry behind hand paper making, they gain control over several qualities of paper including color, surface, strength, and size/shape. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Partial fulfillment of Δ **Artistic Expression**

### **ART 1090 - Photography I 4cr**

This studio course is an introduction to the basic functions of the camera, the technical processes of black and white photography, and the aesthetic considerations of design, composition, and presentation. Students must have a basic 35mm camera with manual controls and are required to purchase film and photo paper. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1103 Introduction to Craft and Material Studies 4cr**

In this hybrid studio/seminar course, students engage with the language of making while exploring the interpersonal and interdisciplinary dimensions of craft. Through hands-on work focused in Fibers, Blacksmithing, and/or Woodworking, along with guest speakers, readings and dialogue, students make their own connections to craft as an everyday affair in cultures past, present, and future and develop an understanding of craft materials, practices, and theories from a variety of perspectives. This is a foundations course for the Craft minor and an elective for the Art major and minor. Δ **Artistic Expression**

### **ART 1110 - 2D Design 4cr**

This studio course is an introduction to the visual elements and principles of design that are present in all 2-D and 3-D art. Emphasis in this course is on problem solving, critical understanding of the basic visual elements, and communication in a visual language. The format of the course is 2-dimensional with examples of applying the visual elements and principles to 3-dimensional forms. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1120 - 3D Design 4cr**

This studio course is an introduction to three-dimensional design concepts, materials, tools, and processes. Line, plane, volume, and spatial organization are explored with emphasis on creative problem solving. Students are introduced to a variety of materials and techniques to develop effective construction methods and safe studio working habits. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1130 - Introduction to Sculpture 4cr**

This studio course provides an overview of basic skills used to create three-dimensional art and explores traditional and contemporary sculpture materials. It introduces the role of sculpture in different times and cultures, placing emphasis on the creative use of tools and materials. Particular emphasis is placed on mold making, metal work, and woodworking. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1140 - Figure Modeling 4cr**

This studio course introduces students to the methods of modeling the human form from observation. Processes, such as mold making and casting, are used for taking the clay to a final form. Working from a live model in class, students learn anatomy, skeletal structure, proportion and aesthetic elements in creating a figurative sculpture. Students also study the works of historical and contemporary figurative sculptors. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1160 - Drawing I 4cr**

In this introductory studio course, emphasis is on developing the ability to think visually, to learn to see accurately enough to record what is seen, and to use drawing as a means of exploration and communication. Students gain experience with various drawing media including graphite, charcoal, conte crayon, pen and ink, and various kinds of paper. Emphasis is on observation of nature as well as understanding the elements that make up the visual language. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1470 - Introduction to Art History 4cr**

Covering selected works and artists from prehistory to the nineteenth century, this course introduces the social and cultural practices that defined traditions of art and the methods used by art historians to interpret art objects. Particular attention is paid to gender and representation, the meanings of materials and techniques, patronage and the art market, and the global dimensions of European artistic production.  $\Delta$  **Humanities: Historical Analysis**

### **ART 1610 - Watercolor 4cr**

This studio course is an introduction to the basic techniques of painting with the medium of watercolor. Exercises reveal the nature of watercolor and some of the more predictable "accidents" that occur. Students complete a series of paintings that explore a thematic idea. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.*  $\Delta$  **Artistic Expression**

**Prerequisite:** ART 1160 Drawing I or permission of instructor.

### **ART 1950 - 1989- Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **ART 2000 - Ceramics II 4cr**

This studio course engages students in an in-depth study of specific concepts and processes in ceramics. It encourages the development and articulation of individual concepts in ceramic design, including techniques in glazing. Experience in glaze composition and firing theory is initiated in this course. Students are required to help load and unload kilns, make glazes, and clean kiln shelves, as well as other important activities in the studio. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. May be repeated for credit as ART 3000 Ceramics III or ART 4000 Ceramics IV.*  $\Delta$  **Artistic Expression**

**Prerequisite:** ART 1060 Introduction to Ceramics or permission of instructor.

### **ART 2030 - Painting II 4cr**

This studio course emphasizes experimentation with materials and concepts. Students work on a series of paintings with a strong understanding of composition and color. Work is developed from direct observation. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. May be repeated for credit as ART 3030 Painting III.*  $\Delta$  **Artistic Expression**

**Prerequisite:** ART 1030 Painting I.

### **ART 2040 Printmaking II 4 cr**

This studio course offers a further exploration in the processes of printmaking and may include relief printing, letterpress, intaglio, lithography, and silkscreen. Students are encouraged to go in depth with a chosen medium or combine various printmaking media in their work and produce a portfolio of prints that includes a series of conceptually related pieces. The course includes independent research on print artists, techniques, and historical context. Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. *May be repeated for credit as ART 3040 Printmaking III or ART 4040 Printmaking IV.*

**Prerequisites:** ART 1100 2D Design or ART 1160 Drawing I, and any printmaking class, or with permission of the instructor.

### **ART 2090 - Photography II 4cr**

This multi-level studio course in photography is open to students at levels II, III, and IV. Students at level II learn new processes and techniques and continue with the development of photographic printmaking skills and the exploration of the medium as a creative tool. Students at levels III and IV pursue a personalized aesthetic and individualized body of work. Critical skills are developed through group and individual critiques, presentations, readings, and discussions of student work as well as historical and contemporary photographic works. Students are required to purchase film and photo paper. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. May be repeated for credit as ART 3090 Photography III or*



**ART 4070 Photography IV. Δ Artistic Expression**

**Prerequisite:** ART 1090 Photography I or permission of instructor.

**ART 2160 - Drawing II 4cr**

This studio course covers the development of skills to represent pictorial form from representation to abstraction. Compositional organization is stressed as well, giving students a wide range of pictorial possibilities. Students base finished drawings on direct observation. A variety of materials are used in this course. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. May be repeated for credit as ART 3160 Drawing III or Art 4160 Drawing IV.* Δ **Artistic Expression**

**Prerequisite:** ART 1160 Drawing I.

**ART 2190 - The Language of Photography 4cr**

This course explores the language of photography and its evolving role as a creative image-making tool in the visual arts. Emphasis is on image content and context rather than on technical process. Structured as a studio and seminar, this course incorporates both film-based and digital photography. The studio portion is based on the production and evaluation of photographs produced in response to assignments. The seminars involve a series of topical readings and visual presentations that examine the interface of art and technology, contemporary artistic practice, aesthetics, and the social meaning of pictures. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

**ART 2250 - African American Art and Thought 4cr**

This course surveys visual art produced by people of African descent in the United States, with an emphasis on the 20th century. Students cover a wide range of artistic production, including material culture (baskets, quilts, and pottery), painting, sculpture, photography, mixed media, and decorative arts. Through readings and discussions, students create a socio-historical framework for the interpretation and analysis of works of art. Although the voices of visual artists take the foreground, students also pay close attention to the thinkers who have helped shape the complexity, diversity, and contradictions of African American art. The underlying goal is to gain an understanding of the variety of art that is categorized under the heading African American and consider how race is constructed through visual art. Δ **CIV: Social Justice; Humanities: Historical Analysis**

**ART 2260 - Harlem Renaissance: Art & Politics in the Jazz Age 4cr**

This course explores the artistic, social, and political goals of the African American arts and culture movement known as the Harlem Renaissance during a period roughly encompassing the years between the World Wars. Some of the contextual themes of the movement studied include New Negro identity, modernism, primitivism, the uses of the folk, urban life, religion, and music. The Harlem Renaissance's legacy in art of the 1960s and 1970s is also explored. Δ **CIV: Social Justice; Humanities: Historical Analysis**

**ART 2350 - American Studio Craft 4cr**

This course explores how the current idea of craft has emerged and changed from 1850 to the present; tracing craft's origins in the 19th Century with the so-called industrial revolution and Arts and Crafts movement through to its bearing on contemporary deindustrialization, urban homesteading, Do-It-Yourself (DIY), and craftivism. By focusing on concepts like skill, material, taste, process, and display, this course asks: how does one "read" and interpret objects, what does it mean to make things, and what can craft objects tell us about the values of a society?

**ART 2370 Furniture Design 4cr**

This course concentrates on the concept of art furniture through the design and building of functional objects. Students will utilize steel fabrication and basic wood joinery to develop furniture concepts. Working drawings will be used to enhance conceptual exploration and the refinement of presentation skills. Alternative materials will be explored to promote sustainable practices. Δ **Artistic Expression**

**ART 2450 - Life Drawing 4cr**

This studio course deals with the structure, anatomy, design, and expression of the human form. Students gain

competency in drawing the figure as they explore various drawing media and develop an understanding of underlying skeletal and muscle anatomy. Students make use of the visual elements, as well as consider basics of composition and the expressive qualities of good drawing. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

**Prerequisite:** ART 1100 Design or ART 1160 Drawing I.

### **ART 2470 - Modern and Contemporary Art 4cr**

This course blends a chronological, thematic and global approach to the study of modern and contemporary art movements and practices and will cover painting, sculpture, and some photography, architecture, and design created from the mid-19th century to the present. We consider the artistic and theoretical basis for the development of abstract art, highlight the work of women artists and artists of color, as well as recent shifts in art-making practices and the inner workings of the art world. Δ **Humanities: Historical Analysis**

### **ART 2480 - The Power of Print: Printmaking as an Agent for Social Change 4cr**

This studio course is an introductory survey of the printmaking processes of relief, intaglio, and silkscreen printing. Emphasis is on learning basic printmaking skills, tools, and processes while exploring the historical and cultural significance of their use in enacting social change around the world. Also included are the care and presentation of original prints and good print shop practices. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

**Prerequisite:** ART 1110 2D Design or ART 1160 Drawing I.

### **ART 2490 - Books & Paper from the Land 4cr**

This studio course is an introduction to hand papermaking with an emphasis on using plant fibers and alternative papermaking materials harvested and found on campus land. Students will learn the craft of hand papermaking along with the history and chemistry behind papermaking, and will bind their papers into handmade books. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 2600 - Service Learning Mural Painting 4cr**

This course introduces conceptual, formal, and practical approaches to mural painting in the service learning context. From fresco to graffiti, students study early to contemporary techniques used to produce large-scale interior and exterior paintings. In class and on site, students learn to use various painting techniques and applications. As a service learning class, students develop an understanding of some of the social roles art has taken and the community impact of public art. Professional interaction and effective communication with community partners, making attainable goals, meeting deadlines and painting as a group endeavor are some of the hands-on experiences students gain from this course. Δ **Artistic Expression**

### **ART 2700 - Mold Making and Casting 4cr**

This course concentrates on constructing molds and producing multiples. A variety of mold-making techniques are explored, including open-face, two-part molds, block and brush on rubber molds. Students are able to realize their ideas utilizing a variety of materials, including plaster, plastics, concrete, and slip casting clay. Students cultivate reflective and critical thinking skills in regard to studio production by utilizing discussions, presentations, research, and writing. Δ **Artistic Expression**

### **ART 2710 - Metal Sculpture 4cr**

This studio course is designed to introduce students to creating sculpture in metal. The processes of metal fabrication are utilized as students create a series of sculptures expressing a theme. Students learn how to cut, bend and weld metal in the creation of sculptural forms. Processes such as MIG welding, TIG welding, oxygen/Acetylene applications and brazing are covered. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**



**ART 2810-2850 - Community Artist Topics 4cr**

The Art Department offers a Community Artist course each fall and spring semester. This semester-length, studio course is typically taught by an artist living and working in the region. The purpose of Community Artist courses is to give students the opportunity to experience different perspectives and new artistic processes that are not offered in the regular curriculum. Examples of previous topics include Mixed Media: From Collage to Assemblage, Glassblowing, Non-traditional Papermaking, and Materiality and Meaning in Fibers.  $\Delta$  **Artistic Expression**

**ART 2905 Looking at Landscapes 4cr**

This art history elective course examines when, why and where landscape art has been a major focus of aesthetic effort. Diverse definitions of "landscape" are explored through discussions of specific themes, schools, and styles. The course draws on examples varied in date, from ancient to contemporary times, and from sources reflecting many visual art traditions.  $\Delta$  **WAC 2: Writing and Research**

**ART 2950 -2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

**ART 3190 - What Is American Art? 4cr**

This course examines painting, sculpture, photography, and architecture produced in the U.S. from the colonial period through the present day. Using a contextual and case study approach, students learn to read images and objects as products of visual, social, cultural, and political history. In addition to well-known artists, students consider the diverse and often overlooked contributions of women, Native Americans, and folk artists.  $\Delta$  **CIV: Social Justice; Humanities: Historical Analysis**

**ART 3200 - Art Now: Contemporary Art in a Global Context 4cr**

This course examines artistic production since 1945 in the United States, Europe, and emerging global centers of art. Beginning with Abstract Expressionism and ending with present day forms of new art media and formats, this course highlights recent shifts in art-making practices and their relation to changing social, cultural, and historical circumstances.  $\Delta$  **WAC 2: Writing and Research in the Liberal Arts; Humanities: Historical Analysis**

**ART 3310 - Research Methods in Art 4cr**

In this art history course, students learn the research skills essential to any creative practice. Students engage with a wide variety of research methodologies for studio art and art history including: factual research in museums, libraries, and special collections; critical, analytical, and expository writing; sketching, drawing, and other forms of graphically recording and organizing their ideas. *This is a college composition course that requires critical writing and oral presentations.*  $\Delta$  **WAC 3: Writing and Research for the Major**

**ART 3950 - 3989- Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

**ART 4120 - Senior Project I 4cr**

In this studio course, students conduct research on their proposed project, begin developing a cohesive body of work, and produce exhibition quality examples of their artwork. Issues involved in being a professional artist are addressed. If successful in passing this course, students go on to ART 4130 Senior Project II to complete their proposed projects. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.*  $\Delta$  **WAC 4: Capstone Writing and Research**

**Prerequisites:** Senior art major standing and 12 credits in the student's major concentration.

**ART 4130 - Senior Project II: Studio Art 4cr**

In this studio course, students concentrate on completing the cohesive body of artwork initiated in ART 412 Senior Project I. The completed work must be of exhibition quality to culminate in an exhibition in the Elizabeth Holden

Gallery. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. Successful completion of this course is required for graduation of all art majors.*

**Prerequisite:** Successful completion of ART 4120 Senior Project I.

### **ART 4140 - Senior Project II: Art History 4cr**

This course serves as the second half of the senior capstone for art majors with a concentration in art history. In this tutorial, the student engages in intensive research and sustained critical writing. Under the supervision of one or more faculty members in art history and/or a related field, students prepare a thesis paper on a subject of their choice.  $\Delta$  **WAC 4: Capstone Writing and Research**

**Prerequisite:** Senior art major standing with a concentration in art history.

### **ART 4840 - Undergraduate Research in the Arts 2cr**

This course supports upper-level students interested in pursuing original research in fine arts. The research is self-directed academic work by an individual student, or team of students, that addresses a research question with the expectation of a scholarly or creative product intended for publication or presentation on or off campus. Students undertake this work with a faculty mentor during the course of an academic year and receive credit during spring semester. This course is an opportunity for student artists to pursue a research topic that underlies or informs their creative production. Such a project draws mainly on library and/or field research but it may also include experimental studio research.

**Prerequisite:** Permission of the Instructor.

### **ART 4950 -4989- Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

## 4.04 - Biology (BIO)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **BIO 1020 - Field Natural History 4cr**

This course covers methods and concepts facilitating the study and appreciation of natural history. Most weekly lab sessions are in the field to investigate various ecosystems and their inhabitants. Course topics may include forest succession, edible wild plants, field ecology methods, ponds and streams, and the use of identification keys, topographic maps, and collecting equipment. Each student conducts a detailed natural history project on a topic of interest. *Designed for non-science majors and does not count towards the BIO or ENS major.* Δ **Natural Science**

### **BIO 1050 - Ecology for Everyone 4cr**

Ecology is the wonderfully complex and fascinating biological study of species' relationships with each other and with their environments. In this course, students explore ecological principles, see how they apply to issues in the news, learn to collect and analyze ecological data, and become better acquainted with the ecosystems around us. We use online labs as well as field exercises to better understand the ecological concepts as well as the scientific process. *This course is intended for non-science majors only; it does not apply to a major in biology, environmental studies, or conservation biology.* Δ **Natural Science**

### **BIO 1070 - Introduction to Microbiology 4cr**

This class serves as an introduction to microbiology for the non-scientist. At the end of the course, the student should have knowledge of the roles of microbes in the environment and experience in isolating, handling, and identifying microorganisms, especially those associated with food spoilage, food production, and food-borne illness. Labs will focus on proper laboratory techniques, quality control, and properly handling microorganisms in the laboratory. *Designed for non-science majors and does not count toward the BIO or ENS major.* *Designed for non-science majors and does not count towards the BIO or ENS major.* Δ **Natural Science**

### **BIO 1080 - Introduction to Conservation Biology 4cr**

This course explores the historical and philosophical foundations and current practices of the field of Conservation Biology at regional, national, and global scales. Students explore how conservation is defined and conducted, with particular focus on case studies in the Southern Blue Ridge region. Δ **CIV: Environmental Responsibility**

### **BIO 1090 - Human Biology 4cr**

This course considers humans as a biological species. Topics include human anatomy and physiology, basic biochemistry and cell biology, genetics, human reproduction and development, immunology and infectious disease, nutrition, pharmacology, and the evolution of humans as a species. The biological understanding of what unites all humans and what accounts for our differences serves as a common theme. Ways in which an understanding of human biology can inform opinions on contemporary issues facing us as a society, as well as personal choices regarding our own health are explored. *Designed for non-science majors and does not count toward the BIO or ENS major.* Δ **Natural Science**

### **BIO 1160 - General Biology 4cr**

This course introduces students to the fundamental properties of living things on our planet. Topics include the concepts of genetics, biochemistry, cell biology, plant and animal physiology, and evolution. A survey of the diversity of life is included. The process of scientific investigation is stressed throughout the course and practiced in weekly laboratory exercises. *This course is a prerequisite for all upper-level biology courses and is not intended for students whose major interests lie outside the sciences.* Δ **Natural Science**

**Prerequisite:** Placement in or above CHM 1160 General Chemistry I or completion of CHM 1030 Principles of Chemistry.

### **BIO 1950 - 1989- Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **BIO 2020 - Ecology 4cr**

Ecology is the study of interactions of organisms with one another and with the physical world. This course covers the ways in which individual species, populations, communities, ecosystems and landscapes are characterized and analyzed, both quantitatively and qualitatively. Some of the various factors that affect the number and distribution of organisms are explored through a combination of lecture and regular laboratory exercise.

**Prerequisites:** BIO 1160 General Biology and CHM 1160 General Chemistry I.

### **BIO 2040 - Mammalogy 4cr**

This course explores not just *what* mammals are, but *why* they are. In other words, what ecological and evolutionary forces have led to the world's fascinating array of mammalian wonders? Students explore this question as a learning community through lectures, discussions, lab examination of specimens, field trips, films, and independent projects.

**Prerequisites:** BIO 2020 Ecology or BIO 3220 Genetics

### **BIO 2080 - Cell Biology 4cr**

This course provides a general overview of the cell as the fundamental unit of life. Beginning with the role of cells in determining the properties and behaviors of tissues, the course moves on to describe how the cytoskeleton, membranes, and organelles interact to generate the universal properties of life. Special emphasis is given to cell communication and protein function. Half the class time is devoted to lecture and discussion and half to laboratory exercises involving the fundamental techniques of cell study.

**Prerequisites:** BIO 1160 General Biology and CHM 1160 General Chemistry I.

### **BIO 2082 - Global Change Biology 4cr**

In recent years, global climate change has emerged as a complex, often contentious, and important issue facing humankind. This course introduces students to the discipline of Global Change Biology, which focuses on past, present, and future responses of the biosphere to large scale perturbations to the overall earth system. The course introduces the scientific basis for our understanding of the earth's climate system, discusses how our knowledge of past global change informs our understanding of current climate impacts, considers the predicted effects of global change (including climate change and land use change, and pollution) on genomic, species, and functional diversity on Earth. The course uses a series of case studies in conservation biology, phenology, fire ecology, and sustainable agriculture to consider the impacts of climate change, with an emphasis on how the scientists, resource managers, and communities are collaborating to address challenges. *The course counts as an elective toward the Biology and Environmental Studies majors.* **Δ CIV: Environmental Responsibility**

**Prerequisites:** BIO 1160 General Biology.

### **BIO 2190 - Plant Morphology and Anatomy 4cr**

This course is a survey of the internal and external forms of plants, fungi, and algae, with emphasis on vascular plants. Adaptive strategies and the structures that pertain to these strategies are emphasized. Laboratory work is designed to familiarize students with anatomical and morphological features and provide skills useful in plant identification.

**Prerequisites:** BIO 1160 General Biology, and BIO 2020 Ecology or ENS 2010 Applied Ecology. BIO 2020 Ecology or ENS 2010 Applied Ecology may be taken concurrently.

### **BIO 2290 - Field Mycology 2cr**

Our region has one of the highest diversities of fleshy fungi anywhere in North America, and much of this course focuses on identifying the major genera and species that inhabit this area. During the course, students make several forays into the field to collect samples. In addition to identification, students also learn about fungal growth and

reproduction, fungal ecology, and uses of fungi for food and medicine. Although edibility of wild mushrooms is discussed and students have the opportunity to sample some edible species that are found, this course is not intended to make students experts on identification of mushrooms for human consumption. *This course includes a mandatory weekend field trip.*

**Prerequisites:** BIO 1160 General Biology, and BIO 2020 Ecology or ENS 2010 Applied Ecology.

### **BIO 2330 - Forest Biology 4cr**

This course focuses on the patterns and processes that make forested ecosystems unique biological communities. Topics for examination include forest structure, composition and dynamics, and biotic/abiotic interactions at the species, stand, and landscape levels. The emphasis is on temperate forest systems of North America, especially those of the Southern Appalachians. Students spend considerable time in the field both during class periods and on their own learning woody plant identification and understanding the ecological context in which different species grow. *The course serves as the foundation for the Sustainable Forestry Concentration in Environmental Studies and is a prerequisite for ENS 3340 Silviculture and ENS 3330 Introduction to Forest Management. Includes a regular lab period. This course is cross-listed with BIO 2330 Forest Biology.*

**Prerequisite:** BIO 1160 General Biology.

### **BIO 2340 - General Zoology 4cr**

This course introduces students to the diversity of animal life. We explore form and function, evolutionary relationships, anatomy and physiology, and ecology across the major animal groups. Students gain experience in a variety of computational, laboratory, and field techniques used in the study of animal diversity, in addition to learning the identification and basic biology of local species.

**Prerequisite:** BIO 1160 General Biology

### **BIO 2350 - Vertebrate Zoology 4cr**

This course provides a taxonomic and evolutionary survey of all the vertebrate groups (fish, amphibians, reptiles, birds, and mammals) on a local and worldwide basis. Special consideration is given to salamanders and the conservation status of each vertebrate group. Students learn laboratory techniques and skills in field collection and identification through weekly labs.

**Prerequisites:** BIO 1160 General Biology, and BIO 2020 Ecology or ENS 2010 Applied Ecology. BIO 2020 Ecology or ENS 2010 Applied Ecology may be taken concurrently.

### **BIO 2410 - Invertebrate Zoology 4cr**

Animals without backbones make up 98 percent of all animals of earth and include the insects and most of the salt-water phyla. This course examines the identification, taxonomy, evolution, morphology, ecology, and behavior of this diverse group of animals. Laboratory exercises and collecting trips to the field are employed as a regular part of the course. *A weekend field trip is required.*

**Prerequisite:** BIO 1160 General Biology, and BIO 2020 Ecology or ENS 2010 Applied Ecology. BIO 2020 Ecology or ENS 2010 Applied Ecology may be taken concurrently.

### **BIO 2500 - General Botany 4cr**

This course explores the evolutionary, structural, cellular, and ecological aspects of botany. Traditionally, studies of botany included plants, cyanobacteria, fungi, and algae. Modern botany includes studies of vascular plants, as well as the sub-disciplines studying algae (phycology) and fungi (mycology). This course provides a survey of the major groups of plants, algae, and fungi, as well as their evolutionary history, reproduction, and development. Students are exposed to current topics in botany through lectures, labs, field trips, and readings.

**Prerequisite:** BIO 1160 General Biology

### **BIO 2600 - Field Studies in Plant Ecology 4cr**

This course exposes students to regional plant ecosystems, field-based research methods, and applications of ecological ideas through field studies in pollination ecology, herbivory, community structure, phenology and other systems. Students gain experience and skills in field techniques, experimental design, data analysis, and scientific

writing. To facilitate immersive field-based teaching, the course includes two overnight camping trips and several day-long class sessions.

**Prerequisite:** BIO 1160 General Biology

### **BIO 2950 -2989- Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **BIO 3100 - Conservation Biology 4 cr**

Conservation biology is the applied science of maintaining the earth's biological diversity. The main focus of this course is biological, but it is interdisciplinary and reaches into ethics, economics, and sociology. The explicit goal of this discipline is to conserve biodiversity at all levels of organization from genetics to populations, species, communities and ecosystems. We will explore both the theoretical and applied aspects of conservation at the local, national and international scales. **Δ CIV: Environmental Responsibility**

**Prerequisite:** BIO 2020 Ecology.

### **BIO 3180 - Ornithology 4cr**

This course explores the evolution, biology, and ecology of birds. Students study avian diversity, anatomy, physiology, and behaviors related to food, sex, sociality, communication, and migration. During the lab, students conduct an authentic research project with wild birds after learning to identify local species by sight and sound.

**Prerequisite:** BIO 1160 General Biology, and BIO 2020 Ecology or ENS 2010 Applied Ecology.

### **BIO 3190 - Biology of Fishes 4cr**

Fishes comprise approximately half of the vertebrates extant today. Accordingly, fishes exhibit a wide diversity of adaptations, making the group an excellent model to study form and function, ecology, and evolution. This course surveys the diversity of fishes, covering anatomy, physiology, and behavior. Field and lab exercises provide students the opportunity to learn local species taxonomy and natural history, as well as conduct a scientific research project.

**Prerequisites:** BIO 1160 General Biology or BIO 2020 Ecology or ENS 2010 Applied Ecology

### **BIO 3220 - Genetics 4cr**

This course provides a basic understanding of the nature of genes, the ways they are regulated, and their patterns of inheritance. It focuses primarily on the molecular understanding of genetics, but also introduces the ways in which genes determine an organism's form and function, as well as their role in evolution and speciation. Current molecular methods for analyzing genes are studied through their application to problems in clinical science and conservation biology. Class time is split evenly between laboratory exercises and lecture/discussion.

**Prerequisite:** BIO 1160 General Biology.

### **BIO 3400 - Plant Ecology 4cr**

Ecology is the study of interrelationships between organisms and their biotic and abiotic environments. It is these relationships that influence the abundance and distribution of organisms in space and through time. This course explores the ecology of plants at four different levels: the individual, the population, the community, and the ecosystem. Students gain hands-on experience designing and conducting plant ecological research. The lab portion of the class strongly emphasizes generating testable hypotheses, designing experiments, using statistics to analyze data, and communicating results in writing. **Δ WAC 2: Writing and Research in the Liberal Arts**

**Prerequisites:** BIO 1160 General Biology, and BIO 2020 Ecology or ENS 2010 Applied Ecology.

### **BIO 3420 - Plant Physiology 4cr**

This course is for students interested in the interaction between plants and the environment. Topics covered include structure and cell physiology, photosynthesis, respiration and metabolism, secondary metabolites, hormones and development, stress physiology, and plant biotechnology. The weekly laboratory for this course involves exercises on plant cell structures, photosynthesis, secondary metabolites, plant hormones, and phytochromes. **Δ WAC 2:**

**Writing and Research in the Liberal Arts**



**Prerequisites:** BIO 1160 General Biology. BIO 2020 Ecology or ENS 2010 Applied Ecology or BIO 3220 Genetics. BIO 2020 Ecology or ENS 2010 Applied Ecology and/or BIO 3220 Genetics may be taken concurrently.

### **BIO 3450 - Developmental Biology 4cr**

Animals must develop organs and internal systems of immense complexity from the beginnings of a single cell. In this course, animal development is covered from gametogenesis through fertilization, cleavage, gastrulation, organogenesis, germination, hatching (or birth), growth, and maturation. Some of the molecular genetic mechanisms responsible for establishing pattern formation and cellular fate and differentiation are covered as well.

**Prerequisites:** BIO 1160 General Biology, CHM 1170 General Chemistry II, and either BIO 2080 Cell Biology or BIO 3220 Genetics.

### **BIO 3480 - Animal Behavior 4cr**

Natural selection has created diversity in a variety of animal traits that aid in survival and reproduction, including the behavioral patterns and strategies used by animals. In this course, the theoretical foundations for the evolution of behavior are presented, including such topics as foraging, defense, aggression, dominance, cooperation, altruism, courtship, parental care, and communication. Techniques used in the study of animal behavior are presented in the lab, and students conduct a small-scale study on a locally available animal species.

**Prerequisites:** BIO 1160 General Biology, and BIO 2020 Ecology or ENS 2010 Applied Ecology.

### **BIO 3511 - Animal Physiology 4cr**

This course provides students with an understanding of how animals (with an emphasis on vertebrates) function from the cellular to organismal level. Much of the course will focus on organs and organ systems, and how they work in different animals under a variety of conditions. Topics include basic physical and chemical principles that underlie physiological processes; the activities of food intake, energy production and temperature regulation; how the body integrates function; movement and muscles; respiration and internal transportation; and electrolyte balance and excretion. Frequent laboratory sessions complement the lecture to provide hands-on experience in observation, data collection, measurement, and problem-solving skills.

**Prerequisites:** BIO 1160 General Biology, CHM 1170 General Chemistry II, and either BIO 2080 Cell Biology or BIO 3220 Genetics.

### **BIO 3700-3760 - Topics in Biology 2cr**

These rotating courses address recent developments and current issues in the field of Biology. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through more general Biology courses and provide greater depth in specific fields of study.

**Prerequisite:** Dependent on instructor and topic.

### **BIO 3950 -3989- Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **BIO 4020 - Evolutionary Biology 4cr**

Evolution is the underlying principle of biology; nothing in biology makes sense without it. A rigorous, comprehensive introduction to this vast and crucial field, this course covers the history of Darwinism, natural selection, evolutionary genetics, paleontology, processes of macroevolution, the origin of life, and human evolution.

**Prerequisite:** BIO 1160 General Biology and BIO 3220 Genetics.

### **BIO 4350 - Comparative Vertebrate Anatomy 4cr**

In this course, the functional morphology, development, and anatomical adaptations of vertebrates are studied through a comparative approach. For each major body system, students consider the relationship between form and function, developmental origins, and evolutionary history. In the laboratory, students examine the anatomy of selected protochordates and conduct an in-depth dissection of the domestic cat.

**Prerequisite:** BIO 1160 General Biology and junior or senior standing.

### **BIO 4400 - Plant Taxonomy 4cr**

This course acquaints students with aspects of modern plant taxonomy, focusing on families of flowering plants. Students become familiar with characteristics of various plant taxa and techniques and terminology needed to distinguish among them. Vegetative and reproductive morphology, floral dissections, and the use of keys are emphasized, but current approaches, such as molecular taxonomy and phylogenetics, are also included. The history and rationale of various taxonomic approaches are discussed, emphasizing the evolutionary relationships among taxa. A plant collection is required.

**Prerequisite:** BIO 1160 General Biology, and BIO 2020 Ecology or ENS 2010 Applied Ecology.

### **BIO 4500 - Microbiology 4cr**

This course covers the diversity of the microbial world and explores some of the ways it is studied. Organisms covered include viruses, bacteria, archaea, protists, algae, and fungi. A recurring theme is how an understanding of the microbial world challenges our metazoan biases about systematics, cell biology, biochemistry, evolution, and genetics. Infectious diseases are studied as problems in evolution and ecology. Class time is split evenly between laboratory exercises and lecture/discussion.

**Prerequisites:** BIO 1160 General Biology and, CHM 1170 General Chemistry II, and BIO 3220 Genetics.

### **BIO 4700-4760 - Topics in Conservation Biology 2cr**

These rotating courses address timely and current issues in conservation biology. Different subjects are taught in different terms. Students explore the topic within the field of conservation biology and learn how the principles of conservation biology are applied to the topic and used in conservation on the ground. These courses combine the theoretical knowledge students gain in conservation and wildlife biology and applied work in conservation. *May be repeated for credit as long as the topic has changed.*

### **BIO 4950 -4989- Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.



## 4.05 - Business (BA)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **BA 1020 - Foundations of Business Success 2cr**

Designed for students who intend to be business majors, this course offers exposure to various areas of business and management. Course focus will include professional development, career exploration, leadership development and team-building activities to develop tools and resources that students can use to be effective business majors. A diverse group of facilitators will present information in their areas of expertise and engage the class in thought-provoking discussions where participants are encouraged to share their experiences and learn from one another.

### **BA 1200 - Personal Finance 2cr**

This course sets a foundation for students in the important life skill of personal finance. All students finish the course with personal financial statements ready for use, and a basic understanding of their financial goals and ways to achieve them. The class focuses on the financial challenges faced by millennials as well as the opportunities that exist when one starts managing finances at a young age.

### **BA 1950 -1989- Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **BA 2010 - Accounting I 4cr**

This course is an introduction to Financial Accounting using journal entries, financial statement design, and an understanding of the major Balance Sheet accounts. Students are introduced to a range of accounting concepts, with a focus on the fundamental structures, providing them with the capacity to use accounting information in practical applications. Gaining a familiarity with accounting terminology and an understanding of the guiding principles, students are able to interpret financial information and understand the economic events of business. Students can employ this knowledge to shape discussions on community well being, sustainability, and issues of personal concern. Real world examples are incorporated into class assignments.

**Prerequisite:** Sophomore standing recommended.

### **BA 2030 - Introduction to Green Entrepreneurship 4cr**

Environmental issues, including climate change, are some of the most pressing concerns of the 21st Century. This course examines the role of green entrepreneurship in finding solutions. Questions to be explored include: What is green entrepreneurship? What forces are shaping contemporary green entrepreneurship? What is the entrepreneurship ecosystem? What support is available for entrepreneurs? Δ **CIV: Environmental Responsibility**

### **BA 2111 – Principles and Practices of Contemporary Management 4cr**

This course examines principles, practices and procedures for planning, organizing, leading and controlling people within organizations. Topics include organizational design, decision-making, managerial communication, and strategic management. More generally this course is an introduction to the field of Management that helps students think like a manager. Students learn about the environment managers operate in, develop an understanding of the triple bottom line, gain an understanding of the different management functions and some of the tools managers use. By understanding why and how managers do what they do, students are better equipped to be successful in an organization as well as decide whether they are interested in a career in management.

### **BA 2200 - Sustainable Business Practices 4cr**

This course provides a broad overview of business practices in sustainability and is designed to help students develop a strong foundation in this complex subject. The primary focus is helping students understand the business rationale for sustainability. Students will examine why and how a business is addressing environmental and

sustainability issues across sectors and industries. Additionally, the course covers the various principles, models, methodologies, and indicators of sustainability to help students understand how business awareness and practices in the field have evolved.  $\Delta$  **WAC 2: Writing and Research in the Liberal Arts**

**Prerequisite:** BA 2111

### **BA 2950 -2989- Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **BA 3042 – Organizational Finance 4cr**

This course dives deeper into the concepts of financial statements, investing and financial analysis. Students learn how to apply these concepts to both for profit and not for profit organizations. The information studied in this course serves as a foundation for creating detailed business plans and conducting business analysis in graduate school, as an entrepreneur or as an employee within corporate finance.

**Prerequisites:** ECO 2030 Survey in Economics and BA 2010 Accounting 1

### **BA 3050 New Venture Business Plan Development - 4cr**

Individually or in a team, students write complete business plans for new ventures they originate. Topics covered include research on the target industry and market; analysis of the competition and potential risk; the development of plans for marketing, operations, technology, and management; full pro-forma financial projections and considerations of milestones, exit, and social responsibility. All students in the course will be required to participate in the New Venture Challenge Competition at the end of the class.

### **BA 3202 Social Entrepreneurship: Leading Change - 4cr**

This course gives students an appreciation for the field of social entrepreneurship and social innovation. We examine key concepts of the field, including social mission, social innovation, social entrepreneurship, and social value; and we consider the historical perspective of the field to inform our current understanding of the evolution of social problem-solving. The course introduces students to the concepts, strategies, and approaches to social change. We review the necessary skills required of social entrepreneurs and others working to make change in communities around the world. Further, we look at cases of social entrepreneurs, intrapreneurs, innovators, and visionaries who are developing novel methods to address a variety of social issues utilizing different organizational forms, operating in international, domestic, and local contexts.

### **BA 3150 – Human Resource Management 4cr**

This course stresses how the human resource management function and its contemporary activities contribute to organizational effectiveness and the achievement of strategic organizational objectives. It is grounded in the assumption that traditional human resource management practices need to be reconsidered in light of the transformed employment relationship of the twenty-first century. Students consider human resource management issues from both the employer and employee perspectives (as well as other stakeholders where appropriate). The class delves into the material through experiential opportunities including role plays, a semester-long simulation, exercises, and cases.

**Prerequisites:** WAC 2 or permission of instructor.

### **BA 3205 – Strategic Marketing 4cr**

This course is an overview of marketing from a managerial perspective and is experiential and application-oriented. Emphasis is placed on customer-oriented marketing strategies as well as related product, distribution, promotional, and pricing decisions. Topics include the environment, global marketing, consumer behavior, business-to-business marketing, target market selection, e-business, marketing channels, advertising, marketing management, and marketing research. Social responsibility and ethical decision making is integrated throughout the course, and case studies with local, national, and international perspectives are used. Students immediately apply their marketing knowledge to create a detailed marketing plan for a business of their choice.  $\Delta$  **WAC 3: Writing and Research for the Major**

**Prerequisites:** Junior standing or permission of instructor.

### **BA 3904 – Contemporary Issues in Sports Management 4cr**

This Sports Management course offers an overview of the sports business industry, and examines the principles of sport business and entertainment management in professional, collegiate and Olympic sport. A primary focus of the course is the business of collegiate and professional sports with an additional focus on leadership in sport and diversity and ethical issues in sports. In this course, students apply the topics discussed in class and content from assigned readings and complete assignments that develop communication and presentation skills that contribute to future academic and career success.

**Prerequisites:** 2000-level writing course or permission of instructor.

### **BA 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **BA 4000 – Applied Learning and Consulting Project 4cr**

This course synthesizes the knowledge gained in the business discipline by combining all core competencies from marketing to management to finance. Students step out of the classroom and into the business world and act as consultants for a community organization. Each project team tests their core competencies by addressing a specific problem or area of growth for their assigned community partner. Emphasis is placed on demonstrating competence in oral and written communication, thinking critically and culminating with a comprehensive project presentation. Δ

#### **WAC 4: Capstone Writing and Research**

**Prerequisites:** BA 3205 Strategic Marketing and BA 3042 Organizational Finance

### **BA 4950 -4989- Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

## **4.06 - Career Development (CD)**

△ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **CD 1500 - Major Exploration 2cr**

This course is designed to help students develop a plan for choosing an academic major and to learn related skills that are valuable throughout college. Students engage in self-assessment, learn about and evaluating majors and careers, and develop strategies for decision-making. The class involves readings, experiential exercises and activities, informational interviews, small group discussions, and written exercises.

### **CD 1950 -1989- Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **CD 3400 - Career Awareness 2cr**

Using the educational mission of academics, work, and community engagement as a foundation, this course provides the opportunity for students to assess themselves (personality, values, skills, and interests), apply this knowledge to career options, and take active steps toward a future career choice. Designed for individuals who have started to focus on career exploration and are ready to take action, this course has an emphasis on career research, shadowing, and preparation for obtaining additional immersion experiences.

### **CD 3500 - Career Preparation 2cr**

In this course, students focus on the principles, methods, and practice in achieving career goals. Emphasis is placed on the process of self-reflection, exploration of career opportunities, identification of skills and strengths, recognition of identity in the workplace, resume and cover letter development, interviewing, networking, budgeting and finances, salary and benefits negotiations, and professionalism.

### **CD 3510 - Graduate and Professional School Preparation 2cr**

This course is designed to help undergraduate students ask and answer questions about graduate and professional school that will help them find the path that is right for them. Graduate school is a large commitment and a big life decision. Being clear about why a student wants to go and what a student intends to pursue helps make the most of time, energy, and money. The course offers an overview of the structure and organization of graduate and professional school education and focuses on helping students learn the skills to find resources, build a network, and make decisions about continuing their studies beyond the baccalaureate. Students work on identifying programs, writing personal statements, and preparing other materials that are necessary for the application process.

### **CD 3600 - Leading From Within 2cr**

Based on the pioneering work of Dr. Parker Palmer and drawn from Quaker practices, this course explores the use of Clearness Committees as a process for individual discernment within an atmosphere of community. Integrating theory and practice, students explore how to develop communities of trust that support them in the midst of their own development, questioning, and seeking. Students become familiar with disciplines that support the rigors of the inner journey, as they also enrich their capacity to listen deeply in community. There are opportunities for writing, reflection, small group interaction, and inclusion of poetry and stories from various wisdom traditions. Finally, there is consideration of how these practices may be integrated to enrich the life and vitality of the College.

### **CD 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **CD 4840 - Academic Internship Seminar 2cr**

In this course, students utilize their internship placement experiences to reflect upon their learning and growth as they draw correlations between their internship experiences and their skills, values, academic learning, personal and professional goals, and civic identity. Furthermore, students gain insight into career development competencies and other professional development strategies. *This course is a requirement for students interested in receiving academic and/or work credit for an internship.*

**Prerequisite:** Prior approval by the Director of Career Engagement, including a Learning Contract signed by the academic advisor.

### **CD 4860 - Advanced Academic Internship Seminar 2cr**

In this course, students utilize their internship placement experiences to reflect upon their learning and growth as they draw correlations between their internship experiences and their skills, values, academic learning, personal and professional goals, and civic identity. Furthermore, students gain insight into career development competencies and other professional development strategies. *This course is a requirement for students interested in receiving academic and/or work credit for a second internship.*

**Prerequisite:** Prior approval by the Director of Career Engagement, including a Learning Contract signed by the academic advisor.

### **CD 4850 - Academic Internship 1-14cr**

This course allows students to gain credit based on the work they have completed on-site during their internship experience. Students are eligible for no more than one credit for every 40 hours worked at their internship site, which can only be credited during the semester of their internship experience. *This course must be taken along with CD 4840 Academic Internship Seminar. This course is graded on a pass/fail basis.*

**Prerequisite:** Prior approval by the Director of Career Engagement, including a Learning Contract signed by the academic advisor.

### **CD 4870 - Advanced Academic Internship 1-14cr**

This course allows students to gain credit based on the work they have completed on-site during a second internship experience. Students are eligible for no more than one credit for every 40 hours worked at their internship site, which can only be credited during the semester of their internship experience. *This course must be taken along with CD 4860 Advanced Academic Internship Seminar. This course is graded on a pass/fail basis.*

**Prerequisite:** Prior approval by the Director of Career Engagement, including a Learning Contract signed by the academic advisor.

### **CD 4950 -4989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

## 4.07 - Chemistry (CHM)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **CHM 1030 - Principles of Chemistry 2cr**

This course serves students needing additional preparation for CHM 1160 General Chemistry I and introduces most of the major areas of chemistry with emphasis on the chemical basis of earth systems and biological organisms. These emphases make chemistry understandable, applicable, and fun. This includes group and laboratory activities. *This course is graded on a Pass/Fail basis. This course does NOT fulfill the Natural Science General Education requirement. A lab fee is required.*

### **CHM 1150 - General Chemistry I Laboratory 0cr**

This laboratory course explores reaction types, chemical formulas, stoichiometry, atomic structure, and spectroscopy. The material complements and reinforces the lecture course. *A lab fee is required.*

**Corequisite:** CHM 1160 General Chemistry I.

### **CHM 1160 - General Chemistry I 5cr**

This course provides a solid background in the fundamental principles of chemistry for science majors (including Environmental Studies majors). This course assumes a working knowledge of high school algebra and chemistry. Subject areas include atomic structure, thermodynamics, acid-base chemistry, stoichiometry, oxidation-reduction reactions, periodic trends, chemical bonding, and molecular structure. Δ **Natural Science**

**Corequisite:** CHM 1150 General Chemistry I Laboratory.

**Prerequisite:** CHM 1030 Principles of Chemistry or permission of instructor based on score on a placement test.

### **CHM 1170 - General Chemistry II 5cr**

This course provides a solid background in the fundamental principles of chemistry for science majors and assumes a working knowledge of high school algebra and chemistry. Subject areas include atomic and molecular structure, solutions, gases, acids and bases, buffers, oxidation-reduction reactions, reaction rates, thermodynamics, electrochemistry, and complex equilibria. Δ **Natural Science**

**Corequisite:** CHM 1180 General Chemistry II Laboratory.

**Prerequisite:** CHM 1160 General Chemistry I with a grade of C- or better, or permission of instructor.

### **CHM 1180 - General Chemistry II Laboratory 0cr**

This laboratory course explores kinetics, equilibria, thermodynamics, and acid-base topics. The material complements and reinforces the lecture course. *A lab fee is required.*

**Corequisite:** CHM 1170 General Chemistry II.

### **CHM 1950 -1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **CHM 2250 - Organic Chemistry I 4cr**

This course provides a basic understanding of the structure and function of organic molecules with emphasis on biological implications. Topics include principles of structure and bonding; functional groups; structural analysis; intermolecular forces; organic nomenclature; conformational analysis; stereochemistry; and an introduction to addition, substitution, and elimination reactions. The lab includes purification, extraction of natural products, synthesis, chromatography, and spectroscopy. Δ **WAC 2: Writing and Research in the Liberal Arts**

**Corequisite:** CHM 2251 Organic Chemistry I Laboratory

**Prerequisite:** CHM 1170 General Chemistry II with a grade of C- or better, or permission of instructor.

### **CHM 2251 - Organic Chemistry I Laboratory 0cr**

This laboratory course introduces fundamental skills including distillation, recrystallization, extraction, IR and NMR spectroscopy, and 1- and 2-step syntheses of small molecules. Modern instrumentation is used extensively. The material complements and reinforces the lecture course. *A lab fee is required.*

**Corequisite:** CHM 2250 Organic Chemistry I.

### **CHM 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme. .

### **CHM 3180 - Team Learning & Scientific Teaching 1cr**

Students who are selected to be Peer Supplemental Instructors are eligible to enroll in this course. Peer Supplemental Instructors lead General Chemistry students in workshops that focus on small-group work and problem solving. This course includes weekly meetings to discuss teaching and learning, leadership, and pedagogy. Participants create new workshop problems and write critical reflections that can be used as a basis for a Teaching Philosophy. *This course is graded on a Pass/Fail basis. This course does not meet the requirements for the major or minor.*

### **CHM 3201 - Organic Chemistry II 4cr**

In this course, important organic mechanisms are carefully explored, and an emphasis is placed on organic synthesis including retrosynthetic analysis. Functional group transformations and carbon-carbon bond-forming reactions are central to this course.

**Corequisite:** CHM 3202 Organic Chemistry II Laboratory.

**Prerequisite:** CHM 2250 Organic Chemistry I with a grade of C- or better.

### **CHM 3202 - Organic Chemistry I Laboratory 0cr**

This laboratory course builds on fundamental skills of synthesis, purification, and analysis introduced in the Organic Chemistry I Laboratory. Students design and perform a multi-step synthesis project that includes a Grignard reaction. Modern instrumentation is used extensively. The material complements and reinforces the lecture course. *A lab fee is required.*

**Corequisite:** CHM 3201 Organic Chemistry II

### **CHM 3210 - Instrumental Methods 4cr**

In this course, students design and execute targeted chemical analyses using modern instruments such as chromatographs (gas and liquid) and spectrometers (emission and mass). Students also use statistical methods to examine the quality of laboratory data and report on their experimentation in concise scientific writing for a variety of target audiences. Finally, students learn to perform basic instrument maintenance and troubleshooting. *A lab fee is required.*

**Prerequisites:** CHM 1170 General Chemistry II with a grade of C- or better.

### **CHM 3310 - Thermodynamics and Kinetics 4cr**

In this course, the first and second laws of thermodynamics are treated in detail from a molecular perspective. The thermodynamic functions of internal energy, enthalpy, Gibbs energy, Helmholtz energy, and entropy are interpreted and applied in studying chemical equilibrium, colligative properties of solutions, phase equilibria in multi-component systems, and ionic equilibria in electrochemical systems. The rates and mechanisms (kinetics) of reactions occurring on surfaces, in solution, and in the gas phase are also to be explored from a microscopic perspective.

**Corequisite:** CHM 3330 Physical Chemistry Laboratory.

**Prerequisites:** CHM 1170 General Chemistry II, MAT 2420 Calculus II, and PHY 2510 Physics I, all with a grade of C- or better or permission from the instructor.

### **CHM 3320 - Quantum Chemistry and Molecular Spectroscopy 4cr**

The topics covered in this course include quantum mechanics, statistical mechanics and spectroscopy. The goal of



the course is to interpret and explain the fundamental principles governing the observed spectroscopic behavior of a quantum mechanical system as predicted by statistical mechanics. The quantum mechanics of translation, vibration, rotation, and nuclear states are thoroughly explored. These concepts are then applied in understanding atomic and molecular structure and in interpreting the spectroscopic manifestation of quantum mechanical behavior on an atomic, molecular, and nuclear level.

**Prerequisites:** CHM General Chemistry II, MAT 2420 Calculus II, and PHY 2520 Physics II, with a grade of C- or better, or permission of instructor.

### **CHM 3330 - Physical Chemistry Laboratory 1cr**

Thermodynamic behavior, spectroscopy, phase equilibria for pure substances and mixtures, chemical equilibria, kinetics, and molecular modeling are explored. *A lab fee is required.*

**Corequisite:** CHM 3310 Thermodynamics and Kinetics

### **CHM 3700-3760 - Topics in Chemistry 2cr**

These rotating courses address recent developments and current issues in the field of Chemistry. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through more general Chemistry courses and provide greater depth in specific fields of study.

**Prerequisite:** Dependent on instructor and topic.

### **CHM 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme..

### **CHM 4070 - Biochemistry I 4cr**

In this course, the molecular logic of living things and the background necessary for understanding, at the molecular level, the life processes encountered in veterinary science, medicine, biotechnology, ecology, animal behavior, and botany are explored. A detailed understanding of the structure, chemistry, function and metabolism of the major classes of biological macromolecules are presented. An extensive study is made of enzyme systems in bioenergetics and metabolism. Photosynthesis, nutrition, and medical applications are also reviewed.

**Prerequisites:** CHM 2250 Organic Chemistry I and BIO 1160 General Biology, with a C- or better, or permission of instructor. Completion of BIO 2080 Cell Biology is recommended.

### **CHM 4080 - Biochemistry II 4cr**

This course continues the goals of Biochemistry I: understanding the anabolic and catabolic reactions of lipids and proteins. The course also explores the mechanisms of signaling across cell membranes and regulation of processes across the whole organism. Students will investigate nucleic acid chemistry and the chemistry of the processes involved in translating the genetic code into proteins. Students should enroll in CHM 4090 Biochemistry Laboratory concurrently.

**Corequisite:** CHM 4090 Biochemistry Laboratory.

**Prerequisite:** CHM 4070 Biochemistry I with a grade of C- or better.

### **CHM 4090 - Biochemistry Laboratory 1cr**

This course introduces students to biochemical laboratory techniques including protein purification, ion exchange and gel permeation chromatography, electrophoresis, immunoassay, enzyme kinetics, and genetic manipulation. Experiments illustrate concepts in the lecture course. Report writing and critical examination of the literature are stressed. *A lab fee is required.*

**Corequisite:** CHM 4080 Biochemistry II.

### **CHM 4950 - 4989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.



## 4.08 Creative Writing & Writing (WRI)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **WRI 1121 - Forms and Theories in Fiction 4cr**

Through this course, students are challenged to develop their practice and understanding of the craft of fiction, improve their critical skills in the reading of fiction by others, and gain increased depth and flexibility in their writing of narrative. This course concentrates on conventions, techniques, terminology, concepts, critiques, and theories within contemporary fiction. Students write and revise stories in a variety of forms and engage in substantial critical reading of published works. Students focus on close reading and craft analysis through the work of annotations and may complete a portfolio presenting the evolution and accomplishment of their work over the semester. *This course may be repeated one time for credit under a different topic.* Δ **WAC 2: Writing and Research in the Liberal Arts & Artistic Expression**  
**Prerequisites:** none.

### **WRI 1131 - Forms and Theories in Poetry 4cr**

Through this course, students are challenged to develop their practice and understanding of the craft of poetry, improve their critical skills in the reading of poems by others, and gain increased depth and flexibility in their writing of verse. This course concentrates on conventions, techniques, terminology, concepts, critiques, and theories within contemporary poetry. Students write and revise poems in a variety of forms and engage in substantial critical reading of published works. Students focus on close reading and craft analysis through the work of annotations and may complete a portfolio presenting the evolution and accomplishment of their work over the semester. *This course may be repeated one time for credit under a different topic.* Δ **WAC 2: Writing and Research in the Liberal Arts & Artistic Expression**  
**Prerequisites:** none.

### **WRI 1132 - Forms and Theories in Creative Nonfiction 4cr**

Through this course, students are challenged to develop their practice and understanding of the craft of creative nonfiction, improve their critical skills in the reading of nonfiction by others, and gain increased depth and flexibility in their writing of prose. This course concentrates on conventions, techniques, terminology, concepts, critiques, and theories within contemporary creative nonfiction. Students write and revise nonfiction in a variety of forms and engage in substantial critical reading of published works. Students will focus on close reading and craft analysis through the work of annotations and may complete a portfolio presenting the evolution and accomplishment of their work over the semester. *This course may be repeated one time for credit under a different topic.* Δ **WAC 2: Writing and Research in the Liberal Arts & Artistic Expression**  
**Prerequisites:** none.

### **WRI 1770 - ELL I: New Directions in Oral and Written Communication 4cr**

In this course, students whose first language is not English engage in extensive study and practice of linguistic, paralinguistic and rhetorical structures for academic oral and written composition in the area of intercultural understanding. In addition to completing in-class exercises and participating in discussions, students complete an analytical notebook, short formal papers, and oral presentations. Students consult individually with the instructor and design exercises to fit individual needs in the development of critical reading, writing, and thinking in a U.S. college. *This course is open to all non-native speakers of English and required by all English language learners who place below a high-advanced level on the American Council of Teachers of Foreign Languages (ACTFL) proficiency test.*

## **WRI 1780 - ELL II: Academic Structures and Rhetoric for Composition 2-4cr**

In this course, students whose first language is not English continue written and oral practice and instruction in English. They participate in discussion and oral presentation, write several short papers, prepare regular reading assignments, and complete grammar exercises as needed.

**Prerequisites:** WRI 1770 ELL I: New Directions in Oral and Written Communication or permission of instructor.

## **WRI 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

## **WRI 2010 - Reading Genre and Form 4cr**

Understanding the characteristics of genre, the requirements of form, and the evolution of these modes helps students of writing (and students of literature) realize the possibilities of a piece of writing. Students also begin to understand how their generic and formal choices create the context in which we read and write. This course involves the close study of a specific genre and its related forms. Topics vary. Consult the instructor for the specific theme.

*This course may be repeated one time for credit under a different topic.*

**Prerequisites:** none.

## **WRI 2080 - Reading Contemporary Writers 4cr**

In the arc of literary history, contemporary writing forms the trailing edge; and for student writers, the contemporary forms the immediate context in which they work. Entering the landscape of contemporary writing allows the student of writing (and the student of literature) to gain an awareness of the diversity of approaches and perspectives available and to consider their connections to historical roots. This course involves the close study of contemporary writing in multiple genres. Topics vary and are organized around movements or themes, or the course may focus on a single contemporary author. Consult the instructor for the specific theme. *This course may be repeated one time for credit under a different topic.*

**Prerequisites:** none.

## **WRI 2201 - Writing Across Communities 4cr**

This course explores how a commitment to community engagement and social justice influences our reading, research, and writing choices. We develop strategies to participate in and critique academic conversations, and also to read and write beyond academia. We immerse ourselves in several "communities," such as academic disciplines and social movements, studying how members use texts to build knowledge and effect change, and practicing writing as if we were members of those communities. Students gain extensive practice with reading, research, and writing strategies, and develop control over their own processes. Writing assignments include analyses of shared course texts, and also inquiry-based projects on student-selected topics. **Δ WAC 2: Writing and Research in the Liberal Arts**

**Prerequisite:** WAC 1: First-Year Seminar

## **WRI 2210 - Processes and Theories of Revision 4cr**

In this multi-genre course, students undertake multiple modes of revision, including the signature revision strategy in academic creative writing, the workshop. Through practice and study of the critiques and theories underpinning the workshop, students will participate in authoring their own workshops. Looking to craft essays, theories of creativity, and accounts of practicing writers for guidance, students begin to understand the many modes and strategies of revision available to them, while also refining their ability to give and receive feedback.

**Prerequisites:** successful completion of all three 1000-level foundations courses, WRI 1121, WRI 1131, and WRI 1132.

## **WRI 2320 - Argumentation 4cr**

This course provides an intensive study of three models of argumentation: classical argument and logic; Toulmin argumentation (a contemporary rethinking of classical argument), and Rogerian argumentation (aimed at building

and maintaining community in the course of argumentative deliberation, rather than the adversarial dynamic of the other two models). Students explore each of these models in their own writing (a shorter paper with required revision for each model), and they write a longer researched argumentative essay employing whatever models they believe appropriate to their intended audiences. There are other short, informal, ungraded writing assignments as well. The course includes whole-class, small-group, and one-on-one workshopping of drafts. We shall also devote some attention to the ethics of public deliberation. **Δ WAC 2: Writing and Research in the Liberal Arts**

### **WRI 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **WRI 3000 - Literary Magazine: History & Editing 4cr**

This course teaches students the history and purpose of literary magazines and literary publishing through reading, discussions, and magazine production. The course is production-oriented and students read, analyze, and critique blind submissions and learn the process behind editorial decisions; they also learn basic copyediting. Students learn how to market and advertise literary magazines; solicit authors; acquire and publish visual art, poetry, prose, criticism, and book reviews of literary and academic merit; and design layouts. This course includes editorial work, design, events planning, and marketing.

**Prerequisite:** Permission of instructor.

### **WRI 3110 - Advanced Fiction Workshop 4cr**

Students already familiar with writing fiction generate and revise new work and develop long-term goals that they can begin to approach with the help of this course. Students bring fiction to workshop for feedback to assist in the revision process, discuss structure and technique in published fiction (often in the form of written annotations), and complete writing exercises related to discussions of craft or content within their work. Students meet individually with the course instructor to review the progress of their work. Students may complete a portfolio presenting the evolution and accomplishment of their work over the semester, and this project may suggest directions for their Senior Portfolio. *This course may be repeated for credit as WRI 3120.*

**Prerequisite:** WRI 2210 Processes and Theories of Revision.

### **WRI 3130 - Advanced Poetry Workshop 4cr**

Students already familiar with writing poetry generate and revise new work and develop long-term goals that they can begin to approach with the help of this course. Students bring their poetry to the workshop for feedback to help them in the revision process, study the structure and technique in published poetry (often in the form of written annotations), and complete writing exercises related to the discussion of craft or content within their work. Students meet individually with the course instructor to review the progress of their work. Students may complete a portfolio presenting the evolution and accomplishment of their work over the semester, and this project may suggest directions for their Senior Portfolio. *This course may be repeated for credit as WRI 3140.*

**Prerequisite:** WRI 2210 Processes and Theories of Revision.

### **WRI 3160 - Advanced Creative Nonfiction Workshop 4cr**

Students already familiar with writing creative nonfiction generate and revise new work and develop long-term goals they can begin to approach with the help of this course. Students bring nonfiction to the workshop for feedback to help on the revision process, discuss structure and technique in published nonfiction, often in the form of written annotations, and complete writing exercises related to the discussion of the craft. Students meet individually with the course instructor to review the progress of their work. Students may complete a portfolio presenting the evolution and accomplishment of their work over the semester, and this project may suggest directions for their Senior Portfolio. *This course may be repeated for credit.* **Δ WAC 3: Writing and Research for the Major**

**Prerequisite:** WRI 2210 Processes and Theories of Revision.

### **WRI 3810 - Research in Creative Writing 4cr**

Students new to creative writing are often not aware of the substantial work many creative writers do to give their work a solid grounding in fact, or to usefully play with or respond to fact. Reading the work of published authors, students in this course detect the underpinning of research in creative work. Students then develop projects in poetry, fiction, or nonfiction that draw upon their previous studies in both creative writing and other fields, seeking a fruitful intersection of these creative genres and another discipline. They pursue these projects by seeking information discovered through individual research (which may include archival and field work as well as interviews), current course work in other disciplines, and the assistance of librarians and other faculty. The course is organized around an individual research plan developed specifically for each student project. *This course may be repeated for credit.* Δ

**WAC 3: Writing and Research for the Major**

**Prerequisites:** At least two 1000-level creative writing foundations courses and permission from the instructor.

**WRI 3840 - Creative Writing: MFA Residency 2cr**

Advanced writing students experience a rigorous and immersive course that takes them through a portion of the curriculum of the MFA Winter Residency, engaging them in graduate-level discourse and offering them some sense of the graduate school experience. Students are present for the ten-day January residency of the College's MFA Program, where they attend the readings, lectures, and courses offered by MFA faculty and graduating students. Alongside these events, students engage in seminar discussion of topics raised in the Residency, pursue the readings in greater detail, and map a work plan for the upcoming workshop. *Students may enroll in WRI 3840 alone but are strongly encouraged to enroll in the sequence. They may not take WRI 3950 Creative Writing: MFA Workshop without WRI 3840. An application is required. This course may be repeated for credit.*

**Prerequisite:** WRI 2000 Processes and Theories of Revision and permission of instructor.

**WRI 3950 - Creative Writing: MFA Workshop 2cr**

This course extends the work of WRI 3840 Creative Writing: MFA Residency into a mixed-genre advanced workshop. Students prepare an individual work plan outlining their creative and critical goals and defining the project that will constitute the work of the term. To achieve those goals they actively participate in the writing workshop: writing and revising their work, studying the work of professional authors (often writing critical annotations), and carefully critiquing the work of their peers. *An application is required. This course may be repeated for credit.*

**Prerequisites:** WRI 3840 Creative Writing: MFA Residency and permission of instructor.

**WRI 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

**WRI 4190 - Senior Writing Project 4cr**

This course offers guidance to senior creative writing majors, minors, and those with a creative writing concentration in the English major as they complete a chapbook-length senior writing project. The course helps students to set a revision schedule, to organize the manuscript, and to draft and revise the introduction to the project. The course initiates a discussion, with the help of occasional guests, about the rest of the students' lives as writers, including graduate school, careers for writers, submitting work, publishing, and writers' organizations. Students also plan and prepare for their senior reading. *Graduating students may enroll in either fall or spring semester, but must be prepared to submit their senior project in the same semester.* Δ **WAC 4: Capstone Writing and Research.**

**Prerequisites:** Senior standing as a Creative Writing major or minor or English /Creative Writing major and WRI 3810 Research in Creative Writing.

**WRI 4950 - 4989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

## 4.09 - Economics (ECO)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **ECO 2030 - Survey in Economics 4cr**

This course covers the foundations of the economic system covering both microeconomics and macroeconomics. Specifically, students explore what drives individual choices as well as studying the performance and management of the overall economy. The basic models of demand and supply in the market and international trade comprise most of the micro section, while economic growth, inflation, and unemployment make up the macro section. Policy and current issues are integrated throughout the course. *This course is recommended as the prerequisite for non-majors wishing to take upper level Economics courses.* Δ **Society and Human Behavior**

### **ECO 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **ECO 3010 - Microeconomic Theory 4cr**

Microeconomics is the study of how individuals, firms, and state actors make decisions, and how these may generate outcomes for society as a whole. This course introduces students to the theory of microeconomics with the use of elementary but rigorous mathematical techniques. In addition to learning about the behaviors of individuals and firms, students learn why higher taxes are levied on cigarettes, why certain towns have only one internet service provider, why we may need government, and why we may be stuck with voting for the lesser of two evils.

**Prerequisites:** ECO 2030 Survey in ANs, MAT 2410 Calculus I.

### **ECO 3020 - Macroeconomic Theory 4cr**

Macroeconomics is the study of the economy in aggregate. In this course, students study the factors that determine economic growth, short- and medium-term behavior of economies, monetary policy, fiscal policy, and the financial sector. Throughout, we relate our discussions to contemporary social problems in the United States and around the world. Δ **Society and Human Behavior**

### **ECO 3060 – Political Economy and Collective Choice 4cr**

This course introduces students to key issues of political economy such as the provision of public goods, property rights, and the role of the state in economic interactions. We learn how economists have tackled these issues in the past and the advantages and limitations of their approach. We begin the semester with an introduction to game theory to build up a common language. We shall then apply these to modeling power, social norms, and the state. Finally, we shall learn about the theory of voting and the consequences of various mechanisms of collective choice.

### **ECO 3800 - Environmental and Ecological Economics 4cr**

In this course, students explore the relationship between human social and economic systems and the environment. We analyze how markets fail, causing many environmental problems, how markets can be harnessed, and how various government strategies can lead to better management of environmental resources and ecosystem services. Topics such as resource valuation, cost-benefit analysis, and multi-criteria analysis are discussed as well as alternative government policy approaches. Students complete a major class project on an issue selected in coordination with the instructor.

**Prerequisite:** ECO 2030 Survey in Economics.

### **ECO 3830 - Economic Growth and Development 4cr**

The primary themes of this course are the process of economic development and growth, as well as the sustainability of growth. Topics include the meaning of and measures for development and underdevelopment, the connections between growth and development, the processes that lead to growth and development, and the economic, social, political, and cultural obstacles to growth and development and the policies that can alleviate them. Throughout the

class, the sustainability and desirability of growth is continually questioned. Students either write and present a country report, or participate in a regional group project studying a regional development issue. Students apply course material in a specific context, learning research, analysis, writing, and presentation skills.

**Prerequisites:** For Business and Economics majors: ECO 2030 Survey in Economics, ECO 3010 Microeconomic Theory and Practice, ECO 3010 Microeconomic Theory or ECO 3020 Macroeconomic Theory.

### **ECO 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme

## 4.10 - Education (EDU)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **EDU 1050 - Weekly Writing Sessions 1cr**

All writers benefit from sharing and discussing their work with knowledgeable, interested readers. This course provides such an opportunity, pairing each student writer with a peer tutor from the Writing Studio for weekly one-on-one writing sessions. With the peer tutor's support, the student writer works on planning, drafting, revising, and editing papers assigned for other classes. Some students bring creative writing. Some use the sessions as check-ins during long research projects, bringing notes, insights, outlines, questions, and drafts. The Writing Studio director oversees the course. Grading is based on participation and a portfolio of work completed for other classes and worked on with the peer tutor. *This course may be repeated for a second single credit as WRI 2060. Students are evaluated on a Pass/Fail basis.*

### **EDU 1160 - College Academic Strategies 1-2cr**

This course is rooted in the theories and practices of “Personalized Learning” and “Self Regulated Learning.” Students explore the learning terrain; how we think and as a result, learn through the various channels in which we absorb information. We reflect in order to become more effective and efficient learners. Who are we as learners? What learning strategies and skills have we developed in order to learn well? Do the strategies and skills work for us? How do we readjust learning to fit a particular need, experience, or expectation? What processes do we use to derive meaning from information? How can we improve upon these processes? Each student works individually with an instructor to define and address areas of need or interest that enhances the college academic experience. *Students are evaluated on a Pass/Fail basis.*

### **EDU 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **EDU 2060 - Theory & Practice of Tutoring Writing 2cr**

The course prepares students from all majors to work as interdisciplinary writing tutors at Warren Wilson and also gives them a foundation to teach and mentor in other school, service, and professional settings. Students analyze genres of academic writing; study theories of composing; and explore approaches to working with peers on grammar, style, structure, and argument. Students take the course during their first term working with the Writing Studio or Community Writing Studio; Community Writing Studio tutors are also required to take EDU 2070 Teaching Writing in Communities after completing this course.

**Prerequisite:** Permission of instructor.

### **EDU 2070 - Teaching Writing in Communities 2cr**

This course is designed for students who want to teach or tutor writing in college, high school, community settings, or abroad. Students examine writing practices of adolescents and adults, cultural and political dimensions of writing experiences, and local contexts of writing at Warren Wilson and in Buncombe County. Expectations include extensive reading, critical reading responses, a tutoring placement (on campus or through the Center for Experiential Learning), field notes about tutoring, and a research paper.

**Prerequisite:** EDU 2060 Theory & Practice of Tutoring Writing.

### **EDU 2090 - Emergent Literacy for Children 4cr**

This course is designed to allow students to examine the significance of emergent literacy skills, while exploring the amazingly rich world of children's literature. Emphasis is placed on understanding the development of literacy skills from infancy through third grade. Students read a variety of children's books from different genres, analyze for



quality, discover the benefits of bibliotherapy, create their own children's book, and explore strategies to support the development of children's strong literacy skills for all children.. We explore the impact of equity in young children's learning. Throughout the course, students have field experiences to practice teaching core literacy components with children in early childhood and kindergarten classrooms.  $\Delta$  CIV: **Social Justice**

### **EDU 2120 - Teaching Foundations: Middle School/High School 4cr**

This course gives students a theoretical framework for exploring the nature of teaching and learning within a public school setting for middle and high school students. Students explore the function of middle and secondary schools, the cognitive and social/emotional development of middle and high school students, and issues of equity and inclusion in schools and classrooms. Students also develop an understanding of contemporary issues facing schools and educators. The course features focused on-site observations and one-on-one teaching experiences within public middle and high school classrooms.

### **EDU 2210 - Science Teaching Methods 2cr**

This course is for students considering a career teaching science to children or adolescents. The focus is on the nature of science teaching in K-12 schools and in other settings not requiring teaching licenses, such as environmental centers. The course focuses on science teaching methods while also considering science teaching standards, philosophy, and assessment and challenges particular to the teaching of science. The course includes off-campus field work observing and participating in local schools and science centers. Careers in science education are explored and discussed.

### **EDU 2350 - Exploring Teaching: Elementary Education 2cr**

This course provides students an opportunity to explore the field of teaching in the early elementary grade levels. Relevant topics prepare students for experiences working with children in classrooms. Students learn about various educational approaches by visiting and observing in a variety of educational settings: a public school, a public charter school, a Montessori school, a Waldorf school and an independent school with a focus on experiential education.

### **EDU 2600 - Experiential Teaching Methods 4cr**

This course provides students a foundation in the history and application of the field of experiential teaching and learning. The course provides a framework for the philosophical foundations of experiential methodology and introduces models that frame the delivery of experiential education. Students explore the contemporary application of experiential methods in traditional and non-traditional learning environments. In this course, students explore and engage in experiential teaching and learning through a significant fieldwork experience. *This course may include an associated course fee.*

### **EDU 2020 - Asset-Based Care and Child Guidance 4cr**

Laying the foundation with the developmental needs children need to thrive, this course explores positive child guidance principles that promote the prosocial development of young children from birth to age 8. Throughout the semester, our work will concurrently address how to promote and practice asset informed care, gaining a more complete understanding of how trauma impacts children's lives.

### **EDU 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **EDU 3030 - Learning with Children 4cr**

This course provides students an opportunity to study specific concepts related to teaching young children in early education settings. Students gain practical experience observing and learning with infants, toddlers and preschoolers in both a traditional childcare setting and a Montessori school. In addition, students further their knowledge of child development and early childhood best practices, have fun creating curriculum and developing lesson plans, and learn about environmental arrangement., Throughout, we explore the impact of equity in young children's learning. This



course includes a service-learning component with opportunities to engage with children and teachers in local childcare settings.  $\Delta$  CIV: **Social Justice**

### **EDU 3050 - Educational Psychology 4cr**

This course covers psychological principles and research findings as they apply to teaching and learning. Topics include examination of appropriate developmental practices, intelligence, cognition, motivation, cultural diversity, educational equity and inclusion, classroom community, and classroom management. In addition, students examine and practice the implementation of a variety of instructional strategies that incorporate learning theory. Particular emphasis is placed on the application of research-based practices as they can be used in a variety of learning situations. A field component in which students observe and teach in a public school classroom is a significant component of this course.  $\Delta$  **Society and Human Behavior**

### **EDU 3140 – Survey of the Exceptional Child in Education 4cr**

Students develop a knowledge base and foundational skills to work with children who have diverse learning needs within a mainstream educational setting. A continuum of diverse needs is addressed, with emphasis on exceptionalities of high incidence, the Academically and Intellectually Gifted, and English Language Learners. Strategies and interventions to accommodate and adapt the learning environment to meet learning needs is covered. Historic, contemporary, and legal issues are discussed. In addition, students gain knowledge and experience in collaboration with families, school personnel and community service providers. This class involves a field component in which students observe and engage with teachers and service providers who work with individuals with diverse learning needs and with teachers and service providers.  $\Delta$  CIV: **Social Justice**

**Prerequisite:** EDU 2120 Teaching Foundations or EDU 2350 Exploring Teaching or PSY 1000 Introduction to Psychology or SWK 2010 Introduction to Social Work.

### **EDU 3150 - Multicultural Education and Equity Pedagogy 4cr**

This course is designed to prepare students to work with children and youth from a range of backgrounds and to help students develop a culturally competent teaching practice. Employing the frameworks of both cultural competence and critical pedagogy, we examine the school as a social institution concerned with the transmission of ideological, moral, and cultural values; social reproduction and change; and competing philosophical visions of the purpose of education. Within that context we focus our attention on the relationships between power, privilege, and knowledge both in the production of knowledge and regulation of peoples. The course considers the complicated nature of racism and white supremacy, the role it plays in schooling, and the roles schools play in its perpetuation. The course also explores intersecting categories of oppression related to similar systems of power in educational institutions. Through readings, discussions, classroom activities, and participation in a community based dialogue program, students examine their own relationship to racism and develop strategies to teach equitably in a range of contexts.  $\Delta$  CIV: **Social Justice**

### **EDU 3500 - Group Leadership Practicum 1cr - 8cr**

Students who are selected to be Peer Group Leaders are eligible to receive credit for this course. Each student is expected to participate in a training program, lead a peer group during orientation and throughout the first term, keep a journal, and write a summary paper. Students have the opportunity to develop, apply, and assess a broad range of leadership skills in a group setting. *This course is graded on a Pass/Fail basis.*

### **EDU 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

## 4.11 - English (ENG)

△ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **ENG 1070 - Introduction to Film Studies 4 cr**

This course is an introduction to film studies, with an emphasis on the visual as text and on spectacle in sound and video. It also considers the evolution of film from novelty or entertainment to film as an art form. △ **Humanities: Literary Analysis**

### **ENG 1080 - Introduction to Queer Studies 4cr**

This course is an introduction to queer literature, with an emphasis on queer theory and how it can be applied to literature, film, and popular culture. The course considers current terminology in this growing field and includes “queering” various texts. △ **Humanities: Literary Analysis**

### **ENG 1200 - Reading Lenses 4cr**

In this course, students practice reading and writing literary criticism and experiment with the application of various literary approaches such as feminism, Marxism, queer theory, structuralism, psychoanalysis, reader response, and new criticism. △ **Humanities: Literary Analysis**

### **ENG 1400 - Introduction to Reading and Writing about Literature and Culture 4cr**

In this introductory-level course, students familiarize themselves with the craft of reading literature and with the process of thinking about literature in various historical and cultural contexts. Students also consider different theoretical approaches to the study of literature and culture so that they become well prepared to meet requirements in subsequent courses. △ **WAC 2: Writing and Research in the Liberal Arts & Humanities: Literary Analysis**

### **ENG 1510 - Introduction to Reading Fiction 4cr**

Modern symbolism in literature is a tool for considering and communicating the antitheses and tensions of human living. In this course, students compare various uses of the literary symbol in selected works of fiction. △ **Humanities: Literary Analysis**

### **ENG 1550 - Introduction to Reading Poetry 4cr**

This course is an introduction to the close reading and interpretation of poetry; it is not an introduction to the writing of poetry. The course includes the basics of prosody--that is, the study of those qualities that make poetry different from prose, such as meter and rhyme. A variety of poems from a broad range of English-language poets spanning several centuries are studied. △ **Humanities: Literary Analysis**

### **ENG 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **ENG 2250 - Readings in Early Theatre 4cr**

In this course, students read selected works from the ancient Greeks through the eighteenth century, focusing on character, dialogue, plot, symbolism, language, and other aspects of dramatic literature. Students also consider drama in its historical, religious, and political contexts, and some consideration is given to dramatic theory, dramatic innovation, and the modern performance of classical plays. △ **WAC 2: Writing and Research in the Liberal Arts; Humanities: Literary Analysis**

### **ENG 2260 - Readings in Modern Theatre 4cr**

In this course, students read selected works from modern drama, with an interdisciplinary focus on literary issues and theatre history. The course may be focused narrowly on a specific writer or period, or it may approach the field

broadly.  $\Delta$  WAC 2: Writing and Research in the Liberal Arts; Humanities: Literary Analysis

### **ENG 2270 - Gender and Sexuality in Literature 4cr**

This course concerns the defining and redefining of gender and sexuality in literature. In order to explore cultural concerns about these concepts that perplex and sometimes polarize society, students read a variety of literary works and cultural documents as they assess the complex matrix of cultural attitudes out of which evolve dominant conceptions of gender and sexuality.  $\Delta$  WAC 2: Writing and Research in the Liberal Arts; Humanities: Literary Analysis

### **ENG 2280 - Readings in Queer Studies 4cr**

Each time it is offered, this course focuses on topics, subfields, and genres in queer studies. Students apply queer theory, read and analyze queer texts, and consider evolving social/political issues in the field. *This course may be repeated for credit under different topics.*  $\Delta$  WAC 2: Writing and Research in the Liberal Arts; Humanities: Literary Analysis

### **ENG 2600-2640 - Readings in the Humanities 1-4cr**

Each semester, topics vary according to areas of student interest. *This course may be repeated for credit under different topics.*  $\Delta$  WAC 2: Writing and Research in the Liberal Arts; Humanities: Literary Analysis

### **ENG 2650-2660 - The Novel 4cr**

Each time it is offered, this course focuses on a different topic within the study of the novel. Students explore historical development, cultural contexts, and major authors. *This course may be repeated for credit under different topics.*  $\Delta$  WAC 2: Writing and Research in the Liberal Arts; Humanities: Literary Analysis

### **ENG 2670-2680 - The Short Story 4cr**

Each time it is offered, this course focuses on a different topic within the study of the short story. Students explore historical development, cultural contexts, and major authors. *This course may be repeated for credit under different topics.*  $\Delta$  WAC 2: Writing and Research in the Liberal Arts; Humanities: Literary Analysis

### **ENG 2680-2690 - Readings in Contemporary Theatre 4cr**

In this course, students read selected works from contemporary drama, with an interdisciplinary focus on literary issues and theatre history. The course may be focused narrowly on a specific writer or period, or it may approach the field broadly. *May be repeated for credit under different number and topics.*  $\Delta$  WAC 2: Writing and Research in the Liberal Arts; Humanities: Literary Analysis

### **ENG 2700 - African American Literature 4cr**

Each time it is offered, this course focuses on selected African American writings (verse, drama, fiction, and non-fiction prose). *This course may be repeated for credit under different topics.*  $\Delta$  WAC 2: Writing and Research in the Liberal Arts; CIV: Social Justice; Humanities: Literary Analysis

### **ENG 2730 - Literature by Women 4cr**

Each time it is offered, this course focuses on English-language poetry, drama, fiction, and nonfiction prose by women and examines the aesthetic, social, and historical contexts of these writings. Readings may focus narrowly on one historical period or location, or may take the form of a broader survey. *This course may be repeated for credit under different topics.*  $\Delta$  WAC 2: Writing and Research in the Liberal Arts; CIV: Social Justice; Humanities: Literary Analysis

### **ENG 2740 Religion in Literature 4cr**

Students read selected plays, poems, essays, short fiction, and novels in which writers define and wrestle with world views and existential questions. Through reading and seminar discussion, students explore how authors adapt, reject, or transform religious traditions.  $\Delta$  WAC 2: Writing and Research in the Liberal Arts; Humanities: Literary

## Analysis

### **ENG 2790 - Literature and Philosophy 4cr**

This interdisciplinary course explores mutually illuminating works of literature and philosophy. Readings are divided into topics such as Platonic Idealism, Enlightenment Rationalism, Religious Faith, Marxism, Feminism, and Existentialism. Students read philosophical expositions well as works of fiction, poetry, and/or drama that explore the guiding ideas of each of these topics. A major aim of the course is to enrich the understanding of both literature and philosophy by engaging texts from each of the disciplines in a way that transcends the traditional boundaries between the fields.  $\Delta$  **WAC 2: Writing and Research in the Liberal Arts; Humanities: Literary Analysis**

### **ENG 2800 - Literature and War 4cr**

This course examines literary representations of war. Although the readings are broad-ranging and begin with selections from pre-classical and classical Greece, the main focus is on texts associated with World War One. Authors include Siegfried Sassoon, Erich Maria Remarque, George Orwell, and Kurt Vonnegut. War-related subjects, such as the literature of peace advocacy, are taken up as well.  $\Delta$  **WAC 2: Writing and Research in the Liberal Arts; Humanities: Literary Analysis**

### **ENG 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **ENG 3210 – Early Modern Literature and Culture 4cr**

In this course, students explore major representative works of sixteenth- and seventeenth-century literature.  $\Delta$  **WAC 3: Writing and Research for the Major; Humanities: Literary Analysis**

### **ENG 3220 – Early American Literature 4cr**

In this course, students trace developments in American literature from earliest indigenous writings to the middle of the nineteenth century, considering the literature in the context of American culture. Students also encounter key literary movements and genres.  $\Delta$  **WAC 3: Writing and Research for the Major; Humanities: Literary Analysis**

### **ENG 3240 - Global Literature of Imperialism 4cr**

In this course, students explore the development and legacy of British imperialism by reading the work of a variety of major Anglophone (i.e., English-language) novelists, playwrights, and poets. Students also read essays about the colonial and postcolonial conditions by some of the leading thinkers on this subject. Texts include works by authors from India, South Africa, Nigeria, and other post-imperial nations from around the world.  $\Delta$  **WAC 3: Writing and Research for the Major; CIV: Intercultural Perspectives; Humanities: Literary Analysis**

### **ENG 3250 - Irish Literature 4cr**

This course presents an introductory survey of selected works of Anglophone Irish fiction and drama from both the Republic of Ireland and Northern Ireland within the context of Irish political, social, and cultural history.  $\Delta$  **WAC 3: Writing and Research for the Major; Humanities: Literary Analysis**

### **ENG 3310 - Epic-Heroic Mode 4cr**

Rather than simply endorsing values held as heroic in their cultures, ancient writers offered critical examination of such values, challenging accepted attitudes toward war, conquest, and empire as they worked toward reformulations of traditional understandings of the heroic. In this course, students explore the dynamics of such critical reflection in great classical epics; they also consider how later writers, in composing their own works, emulated earlier epics.  $\Delta$  **WAC 3: Writing and Research for the Major; Humanities: Literary Analysis**

### **ENG 3350 - Medieval Life and Literature 4cr**

Students undertake investigations in the history of medieval ideas, cultures, and mentalities in this course. The main

focus is the study, in modern English translation, of seminal works of medieval literature, philosophy, theology, mystical speculation, ethics, and political theory, drawn from both English and continental traditions. *First-year students who have not yet completed a college-level literature course should consult with the instructor before enrolling in this course.* **Δ WAC 3: Writing and Research for the Major; Humanities: Literary Analysis**

### **ENG 3370 - Romanticism 4cr**

Students in this course explore the literature, ideas, and setting of that revolutionary era (late eighteenth and early nineteenth centuries) subsequently called the Romantic period. They consider how Romanticism develops from, yet stands over against Neoclassicism and how Romantic writers anticipate modern concerns. Students read some continental and American works, but their primary focus is on British Romanticism. **Δ WAC 3: Writing and Research for the Major; Humanities: Literary Analysis**

### **ENG 3380 - Literature and Culture of the Victorian Period 4cr**

This course will introduce the writers, works, and major cultural issues of Great Britain during the Victorian era, demonstrating the diversity of British literary and cultural heritage and the effects of artistic and philosophical influences on these writers and their works. Although a wide range of topics and themes are considered, the course repeatedly draws attention to ideas of class, gender, sexuality, and colonialism. **Δ WAC 3: Writing and Research for the Major; Humanities: Literary Analysis**

### **ENG 3390 - Modernism 4cr**

In this course, students read some of the major works of the modernist era, a period of great artistic experimentation and innovation. Of particular focus is the relationship between politics and literary production. For example, students explore how the rise of radical feminism and organized labor in the years before the outbreak of World War One, and the development of Communism and Fascism after it, affected fiction, poetry, and plays. **Δ WAC 3: Writing and Research for the Major; Humanities: Literary Analysis**

### **ENG 3410 - Shakespeare 4cr**

This course offers a close study of the texts of selected plays--histories, comedies, tragedies, and late romances. Students encounter a variety of critical and scholarly approaches to Shakespeare, including stage history and performance studies. **Δ WAC 3: Writing and Research for the Major; Humanities: Literary Analysis**

### **ENG 3440 - Literature and Culture of the Restoration 4cr**

During this period, English men and women witnessed continual wars with European powers, nation-shaking political plots and intrigues, a devastating outbreak of bubonic plague, the Great Fire of London, and the first actresses upon the London stage. Politicians and some writers of this age sought, against all odds, to restore stability to society and politics, while other writers and artists celebrated the new cultural freedoms at the royal court, as well as innovations in science, literature, and the theatre. **Δ WAC 3: Writing and Research for the Major; Humanities: Literary Analysis**

### **ENG 3450 - Literature and Culture of the Enlightenment Period 4cr**

This interdisciplinary course explores primarily the literature but also the aesthetics, politics, philosophy, and economic theory of a movement that corresponds roughly with the eighteenth century and whose legacy we are still living today. Works by British, continental, and American writers are considered, and, apart from a central focus on the revolutions in knowledge that characterize this period, literary topics may include the origins of the novel; Neoclassical and proto-Romantic satire, poetry, and poetics; and comic and tragic drama. **Δ WAC 3: Writing and Research for the Major; Humanities: Literary Analysis**

### **ENG 3500 - Selected Nineteenth-Century American Literature 4cr**

Each year, different American writers from the nineteenth century are considered in this course. Students examine the distinctive ways in which individual authors address significant issues of nineteenth-century culture. *This course may be repeated for credit under different topics.* **Δ WAC 3: Writing and Research for the Major; Humanities: Literary Analysis**

**ENG 3520 Twentieth- and Twenty-First-Century Literature 4cr**

Each year, different writers are considered in this course. Students examine the distinctive ways in which individual authors address significant issues of twentieth- and twenty-first-century culture. *This course may be repeated for credit under different topics.* Δ **WAC 3: Writing and Research for the Major; Humanities: Literary Analysis**

**ENG 3550-3569 Major Authors 4cr**

In this course, students read widely from the works of a notable author or authors focusing on biographical, historical, and aesthetic contexts. Authors to be studied are chosen by the instructor and vary semester to semester. *This course may be repeated for credit under different topics.* Δ **WAC 3: Writing and Research for the Major; Humanities: Literary Analysis**

**ENG 3650-3669 - Advanced Readings in the Humanities 2-4cr**

Each semester, topics vary according to areas of student interest. This course may be repeated for credit under different topics. Δ **WAC 3: Writing and Research for the Major; Humanities: Literary Analysis**

**ENG 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

**ENG 4880 - Senior Seminar in English 2cr**

This course offers a capstone experience for students majoring in English. Senior English majors reflect on their methodologies and experiences as students of literature and explore post-college professional options. Students each refine and orally present a sustained critical essay that they composed for upper-level literature courses. *This course is offered on a Pass/Fail basis.* Δ **WAC 4: Capstone Writing and Research**

**ENG 4890 - Honors Thesis 4cr**

This tutorial allows seniors to engage in intensive research and sustained critical writing. Under the supervision of one or more English faculty, students prepare senior honors theses on subjects of their choice. A departmental committee evaluates these theses. Students refine and orally present sustained critical and scholarly essays that are developed from works they have previously composed for upper-level literature courses.

**ENG 4950 - 4989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.



## 4.12 - Environmental Studies (ENS)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **ENS 1150 - Perspectives in Environmental Studies 2cr**

In this introductory course, students examine the interrelated scientific, economic, social, ethical, and political dimensions of environmental issues. Students visit field sites demonstrating the variety and complexity of the problems and solutions in environmental and sustainability studies, and hear from a range of faculty and staff associated with the Environmental Studies program. This course is required for the Environmental Studies major.

### **ENS 1260 - Introduction to Environmental Education 4cr**

This course explores the foundations and future of environmental education using service-learning and community engagement with a diversity of audiences, from children to senior citizens. Students gain hands-on experience teaching and learning with local community groups on issues such as nature awareness, food systems, and health and wellness. The course focuses on three aspects of environmental education: education, communication, and community organizing. Δ CIV: Environmental Responsibility

### **ENS 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **ENS 2010 - Applied Ecology 4cr**

Ecology is the study of the interactions of organisms with one another and with the physical world. It represents one of the most synoptic disciplines since it integrates biological, chemical, physical, and mathematical concepts. In this course, the characteristics of individual species, populations, communities, and ecosystems are examined and those principles applied to real world environmental problems and natural resource management decisions. Emphasis is on field work, focusing on ecological sampling methods and organism identification. Examples of applied topics that are covered include composting, wetland delineation, water pollution assessment, soil analysis, fish and wildlife management, bioremediation, and environmental impact assessment. *Includes regular lab period.*

**Prerequisites:** BIO 1160 General Biology and CHM 1160 General Chemistry I.

### **ENS 2040 - Introduction to Environmental Engineering: Water and Waste Management 4cr**

This course provides an overview of both traditional and emerging engineering approaches to address environmental issues. Topics covered include solid and hazardous waste management; soil and groundwater remediation techniques including phytoremediation and mycoremediation; drinking water systems; sanitary and industrial wastewater treatment systems; and stormwater management. The regulatory framework that governs environmental engineering approaches is integrated within specific topics. Lectures and field trips to local facilities and projects provide the contextual foundation. Activities include field and laboratory measurement of environmental parameters typically utilized in environmental engineering projects. Case studies are analyzed. Students taking this course must be prepared to be active participants rather than innocent bystanders. *Includes regular lab period.*

**Prerequisite:** CHM 1160 General Chemistry I.

### **ENS 2160 - Introduction to Animal Science 4cr**

This course focuses on the biology, husbandry, and human uses of domestic animals and is of special interest to pre-veterinary students and to those interested in small-scale animal agriculture. Topics include domestication, reproduction, basic genetics, artificial selection and breeding, animal health and disease, husbandry (management) of major domesticated animal species, and animal welfare. Laboratory exercises and field trips are incorporated into the schedule.

**Prerequisite:** BIO 1160 General Biology.

**ENS 2170 - Arthropods and Agriculture 4cr**

This course introduces students to pest management in sustainable agriculture systems. Students investigate the biology of common crop pests and their natural enemies during extensive field exercises. The course culminates with students implementing integrated and ecological pest management techniques to develop a pest management plan for common agricultural pests.

**Prerequisite:** BIO 1160 General Biology.

**ENS 2210 - Energy and the Environment 4cr**

This course provides a broad understanding of the global energy system, addressing the fundamentals of energy, types of energy and its uses, energy production, conversion, and consumption. Students also consider challenges related to energy, focusing on environmental impacts and examining some key technical and socioeconomic tradeoffs that must be considered when these challenges are taken seriously. Students investigate conventional and alternative energy sources and their role in current and future energy mixes, as well as domestic and international energy-related policy.  $\Delta$  **CIV: Environmental Responsibility**

**ENS 2270 - Geology of the Southern Appalachians 2cr**

This course is designed to help students gain an understanding of the geologic processes that formed the local environment. There are four field trips in which students observe the geologic environment of the southern Appalachians. There is one evening meeting during the first week TBA, and four meeting times on Saturdays.

**ENS 2280 - Geology of National Parks 2cr**

Topics in this course focus on the geologic context of North America through the study of representative national parks. Field trips visit several local parks.

**ENS 2290 - Environmental Geology 4cr**

This course covers the geologic conditions that impact development in the area. Topics include landslides, water resources, groundwater pollution, and rural/urban development.

**ENS 2300 - Geology 4cr**

This course provides an overview of earth materials and processes such as planet formation, plate tectonics, landscape development, and rock formation. Exercises include map studies and rock and mineral classification. Although primary emphasis is placed on physical geology and the interpretation of geologic processes, an introduction to historical geology is also provided. *Includes a regular lab period.*  $\Delta$  **Natural Science**

**ENS 2330 - Forest Biology 4cr**

This course focuses on the patterns and processes that make forested ecosystems unique biological communities. Topics for examination include forest structure, composition and dynamics, and biotic/abiotic interactions at the species, stand, and landscape levels. The emphasis is on temperate forest systems of North America, especially those of the Southern Appalachians. Students spend considerable time in the field both during class periods and on their own learning woody plant identification and understanding the ecological context in which different species grow. *The course serves as the foundation for the Sustainable Forestry Concentration in Environmental Studies and is a prerequisite for ENS 3340 Silviculture and ENS 3330 Introduction to Forest Management. Includes a regular lab period. This course is cross-listed with BIO 2330 Forest Biology.*

**Prerequisite:** BIO 1160 General Biology.

**ENS 2335 - Forest Measurements 2cr**

This course introduces students to the quantitative methods used to assess current forest conditions and develop professional forest inventories. Main topics include sampling designs for economic and ecological assessments; stand mapping; forest inventory protocols; and data analysis, interpretation, and presentation. A field component focuses on the use of standard forestry equipment including both analog and digital hypsometers and dendrometers. All data analysis and interpretation is conducted using Microsoft Excel.



**Prerequisite:** ENS 2330 Forest Biology.

### **ENS 2490 - Introduction to Sustainable Agriculture 4cr**

Agriculture is a central human endeavor connected to everything we care about on the planet: human and ecosystem health, food, water, nature, markets and trade, culture, art, power, energy, communities, climate change, and social justice. This course introduces students to principles and practices of sustainable agriculture through reading, writing, discussion, field exercises, and a final project. Students develop an intellectual foundation for the study of agriculture as well as some hands-on farming skills at the College Farm and Garden.

**Prerequisite:** ENS 1150 Perspectives in Environmental Studies.

### **ENS 2500 - Topics in Environmental Governance 4cr**

Who determines access to common timber, grasslands and waters? Do rivers and species have "rights" that must be acknowledged? When does the release of wastes and leftovers, a.k.a. "pollution," cross the line private to public decision? Is democracy compatible with good environmental governance? "Environmental governance" concerns the exercise of collective human authority over natural resources and systems. In this sophomore-level course, students review basic theories of governance then interweave theory, case studies, and relevant law to complete an introduction to environmental governance. *This course is offered in three versions, which use different topic areas to pursue a single set of learning outcomes. It cannot be re-taken for credit. In the "Woodland, Wetland, and Wild" version, the case studies and laws concern protection of endangered species and their habitats, and wilderness. In "Cleaning Up The Commons," they concern air and water pollution, including pollutants that are considered "hazardous." In "Food, Fiber, and Fuel," they concern agriculture, including its use to produce fuel, in addition to food and fiber.* Δ **WAC 2: Writing and Research in the Liberal Arts & Society and Human Behavior**

**Prerequisite:** Completion of WAC 1: First-Year Seminar strongly recommended.

### **ENS 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **ENS 3020 - Aquatic Ecology and Water Pollution 4cr**

This course presents the principles by which aquatic systems are organized and emphasizes the manner in which representative aquatic ecosystems function. Ecological theory relating to energy flow and matter cycling is a major topic as is studies of the adaptations for life in different types of aquatic systems. The second half of the course focuses on water pollution sources, effects, detection, and control. *One major weekend field trip with a fee of \$20 is required. Includes a regular lab period.*

**Prerequisites:** BIO 1160 General Biology and CHM 1160 General Chemistry I.

### **ENS 3030 - Hydrology 4cr**

This course is a study of hydrologic conditions and principles relevant to environmental science. There is a strong field focus. *Includes a regular lab period.*

**Prerequisites:** CHM 1160 General Chemistry I.

### **ENS 3190 - Community-Based Environmental Education 4cr**

The purpose of this course is to develop and implement programming for community-based environmental education, communication, and organizing. Students collaborate with community partners to address their needs for environmental education programs, from designing field experiences using the campus forest to facilitating workshops on healthful foods. This course involves research and curriculum development, event management, and community organizing with multiple stakeholders, from youth to adults.

Δ **WAC 3: Writing and Research for the Major & CIV: Environmental Responsibility**

**Prerequisites:** None.

### **ENS 3220 - Introduction to Environmental Law 4cr**

Environmental law, which began to take shape in earnest in the 1960s, is a relatively young and very dynamic subset

of law. After a review of how environmental policy is formulated within the pluralistic majoritarian setting of the United States, students in this course study the constitutional underpinnings of environmental law. Through close work with multiple major laws and case studies, students consider the interrelated importance of legislatures, courts, administrative agencies, and science in establishing and then enacting various versions and visions of environmental quality and protection. Students hear from guest speakers working in the field and take at least one field trip.

Reading materials include statutory text, agency regulations, court opinions, and a variety of popular and scholarly articles. **Δ WAC 3: Writing and Research for the Major**

**Prerequisites:** PSC 1510 Introduction to American Government and junior standing. Either ENS 2500 Topics in Environmental Governance, or a 2000+ level PSC course, is strongly recommended. ENS 1150 Perspectives in Environmental Studies is recommended.

### **ENS 3300 - Soil Science 4cr**

This course introduces soil as a natural body of critical importance to sustainable natural resource use. Students explore factors influencing soil development and investigate the impact of soil physical, chemical, and biological properties on ecosystem health and human well-being. Students gain experience in the identification of common soil characteristics in the field, practice the use of soil survey information in natural resource management and perform standard soil laboratory analyses. Specific soil management topics such as managing soils for agriculture, forestry, or urban uses are used as examples of general concepts but are not a main focus of this course. *Includes a regular lab period.*

**Prerequisites:** CHM 1160 General Chemistry I and ENS 1160 Introduction to Environmental Studies or ENS 1150 Perspectives on Environmental Studies.

### **ENS 3330 - Introduction to Forest Management 4cr**

This course provides an introduction to forest management policy and decision-making processes. Emphasis is on multiple-use management. Students learn to develop management plans to meet multiple objectives that best use diverse forest resources. *A three-hour lab period is included every other week.*

**Prerequisite:** ENS 2330 Forest Biology.

### **ENS 3340 - Silviculture 4cr**

Students examine the many silvicultural systems used in the United States with emphasis on the eastern U.S. forests. Each system is compared and analyzed with regard to silvics of the most important species, economics, management objectives, and environmental protection. *Includes a regular lab period.*

**Prerequisite:** ENS 2330 Forest Biology.

### **ENS 3410 - Agroecology 4cr**

This course provides an introduction to agroecology, which we define broadly as a framework for the design and transformation of agri-food systems. We will explore agroecology as a science, movement, and practice through lecture and experiential field learning. This course includes a semester-long agricultural experiment based on traditional agricultural practices. *Includes a regular lab period.*

**Prerequisites:** ENS 2490 Introduction to Sustainable Agriculture and either BIO 2020 Ecology or ENS 2010 Applied Ecology.

### **ENS 3500 - Global Environmental Health 4cr**

What we do to Earth, we do to ourselves. Human health depends on our ability to live within the rhythms of this planet. In many ways, we have pushed beyond these limits and see significant impacts on our health. These impacts divide clearly along "developed world" and "developing world" ones. This course introduces basic tools used in environmental health and then investigates several specific issues and societal responses. The topics in this course are presented through an environmental action lens in order to evaluate the efficacy of possible human responses. **Δ**

**WAC 3: Writing and Research for the Major**

**Prerequisites:** BIO 1160 General Biology.

### **ENS 3700-3760 – Topics in Environmental Studies 2cr**

These rotating courses address recent developments and current issues in the field of Environmental Studies. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through prior coursework in the field, and provide greater depth in specific topics relating to environmental studies and sciences. May be repeated for credit as long as the topic has changed.

**Prerequisites:** Dependent on instructor and topic.

### **ENS 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **ENS 4200 - Program Planning and Design 4cr**

This course takes an in-depth view of the role that program planning and development plays in adventure and environmental education programs, camps, and other educational organizations. Students design programs with specific emphasis on developing goals, philosophy, needs assessment, curriculum, budgeting, marketing, and evaluation. This is a technical writing course.  $\Delta$  WAC 4: Capstone Writing and Research

**Prerequisites:** Junior or senior status

### **ENS 4400 - Sustainable Farm Management 4cr**

This course introduces the principles and practices of sustainable farm management using a whole farm planning perspective and adaptive management strategies. Students develop an understanding of sustainable farm management at the individual farm scale by completing a five-year start-up plan for a new farm business using whole farm planning principles: goal setting, resource assessment, enterprise analysis, goal-directed crop and livestock production, and marketing and monitoring system performance with sustainability indicators.

**Prerequisites:** ENS 2490 Introduction to Sustainable Agriculture and ENS 3410 Agroecology, or permission of instructor.

### **ENS 4600 - Environmental Leadership in Community 4cr**

Guided by case studies in successful environmental protection, upper level students apply their interdisciplinary skills and knowledge to help plan and carry out an environmental protection project in the region. Although designed as a capstone course for Environmental Studies majors concentrating in either Conservation and Society or Environmental Policy and Justice, other interested students meeting the prerequisites are welcome. Students are assessed on quality of participation in project work, several research and writing assignments, and final project presentation and report.  $\Delta$  WAC 4: Capstone Writing and Research

**Prerequisites:** Junior Standing. ENS 2500 Topics in Environmental Governance and BIO 2020 Ecology or ENS 2010 Applied Ecology.

### **ENS 4840 - Environmental Studies Internship Seminar 1cr**

This seminar focuses on helping students identify placement sites that meet their personal and professional goals in environmental studies, prepare their proposals, and determine appropriate projects completed during the internship. The seminar helps students prepare for their internship experience by hearing from other students who have completed an internship.

**Prerequisite:** None.

### **ENS 4850 - Environmental Studies Internship 2-16cr**

The Environmental Studies Internship offers students majoring or minoring in Environmental Studies the opportunity to apply their course work in an off-campus situation. Required paperwork needs to be completed before the internship. Work is supervised by a Warren Wilson faculty member in Environmental Studies and by a staff member in the organization with which the student is placed. A follow-up project is required.

**Prerequisites:** ENS 4840 Environmental Studies Internship Seminar.

### **ENS 4950 - 4989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different

theme.

## 4.13 - Expressive Arts Therapy (EAT)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **EAT4830 - Capstone Proposal: Expressive Arts Therapy 4cr**

Students in this course develop a written proposal and secure approval for their Expressive Arts Therapy practicum project that is completed in the subsequent Capstone Practicum course. This is the first of a two-course sequence required for Expressive Arts Therapy majors. Δ **WAC 3: Writing and Research for the Major**

**Prerequisite:** PSY 2310 Research Methods in Social Science; at least 8 credits of upper-level expressive arts therapy coursework, including appropriate PSY or SOC courses; and junior standing; or permission of the instructor.

### **EAT 4840 - Capstone Practicum: Expressive Arts Therapy 4cr**

The activities and assignments in this seminar course support students' reflection on the practicum experience and integrate it with their major and the educational mission of academics, work, and service. Students demonstrate competency in professional ethics, understanding and application of relevant research, critical evaluation of professional literature, and written and oral communication of their practicum experience. Building on capstone practicum proposals, students complete a 120 hour practicum, practicum portfolio, and public presentation. This is the second of a two-course capstone sequence required for expressive arts therapy majors. Δ **WAC 4: Capstone Writing and Research**

**Prerequisite:** EAT 4830 Capstone Proposal: Expressive Arts Therapy or permission of the instructor.

## 4.14 - Global Studies (GBL)

△ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **GBL 1170 - Introduction to Global Studies 4cr**

This course provides an introduction to the broad scope of the interdisciplinary field of global studies. Students explore the unequal spatial distribution of humans, resources, wealth, and other phenomena across the globe and examine the root causes and local effects of these geographic patterns. By examining the many ways in which our world is portrayed - in text, on film, and especially with maps - students analyze the economic, cultural and political impacts of globalization on human-environment interactions. △ **CIV: Intercultural Perspectives; Society and Human Behavior**

### **GBL 1250 - Introduction to Appalachian Studies 4cr**

This course is an introduction to the field of Appalachian Studies. We study the region's modern history and the development of its distinctive cultural traditions, while learning about environmental and socioeconomic issues that affect the region today. Students become familiar with dominant themes in the interdisciplinary field of Appalachian Studies by engaging with course materials and participating in discussions. △ **CIV: Social Justice; Society and Human Behavior**

### **GBL 1520 - Spanish I: Culture, Power & Place 4cr**

This course introduces students to basic communication in Spanish. Emphasis is on developing socially and culturally appropriate proficiency in interpersonal, interpretive and presentational spheres, with a focus on intercultural awareness. This task-based communicative approach engages students in the Latinx community through various Service-Learning opportunities that explore the intersection of culture, power and place. Classes are conducted in Spanish. △ **CIV: Service-Learning**

**Prerequisite:** This course is for students who have had little or no instruction in Spanish or have placed into Spanish I through the placement exam.

### **GBL 1530 - Spanish II: The Local & the Global 4cr**

This course continues the introduction to basic communication in Spanish. Emphasis is on developing socially and culturally appropriate proficiency in interpersonal, interpretive and presentational spheres, with a focus on intercultural awareness. This task-based communicative approach engages students in the local Latinx community through various Service-Learning opportunities that consider the complex challenges of negotiating new places and spaces. Classes are conducted in Spanish. △ **CIV: Service-Learning**

**Prerequisite:** GBL 1520 Spanish I, or at least one year of high school Spanish or the equivalent, with placement test and/or permission from instructor.

### **GBL 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **GBL 2010 - Intercultural Communication 4cr**

This course is an exploration of the theoretical and practical foundations of intercultural communication. Through course exercises, assignments, service learning, and reflections, students develop competencies of interacting appropriately and effectively in various cultural contexts. Students develop dimensions of intercultural communication including motivation, self-and other-awareness, positive attitudes, and tolerance of uncertainty and ambiguity. As a major component of the course, students interact with others across cultures through experiential education exercises. This course prepares students for intercultural communication in educational and professional experiences such as study abroad and Peace Corps. △ **CIV: Social Justice; CIV: Intercultural Perspectives**

**Prerequisite:** Sophomore standing or permission of the instructor. Students are not permitted to add course after the first session.

**GBL 2250 - Introduction to Geographic Information Systems 4cr**

This course provides an introduction to geographic information systems (GIS) for students in the natural and social sciences. Students apply concepts and techniques of geographic information science as they view, manipulate, analyze and disseminate geographic data. Topics covered include vector and raster data models, database query, geoprocessing, geocoding, and cartographic techniques. Students conduct an in-depth individual research project that uses GIS techniques to address a particular question or problem.

**GBL 2520 - Spanish III: Peace & Social Justice 4cr**

This course is a continuation of GBL 1530 Spanish II. Emphasis in this course is on developing socially and culturally appropriate proficiency in interpersonal, interpretive and presentational spheres, with a focus on intercultural awareness. This task-based communicative approach engages students in the Latinx community through various Service-Learning opportunities that consider the roles of peace, war, and justice in the era of globalization. The course is conducted in Spanish.  $\Delta$  **CIV: Intercultural Perspectives/Service-Learning**  
**Prerequisite:** GBL 1530 Spanish II or equivalent, with placement test and/or permission from instructor.

**GBL 2530 - Spanish IV: Environment & Society 4cr**

The emphasis in this course is on further developing socially and culturally appropriate proficiency in interpersonal, interpretive and presentational spheres, with a focus on intercultural awareness. This task-based communicative approach engages students in the Latinx community through various Service-Learning opportunities that examine the intersection of politics, the economy, and the environment within the context of globalization. The course is conducted in Spanish.  $\Delta$  **CIV: Intercultural Perspectives; CIV: Service-Learning**  
**Prerequisites:** GBL 2520 Spanish III or equivalent, with placement test and/or permission from instructor.

**GBL 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

**GBL 3050 - Thinking Globally: Contemporary Globalization in Context 4cr**

Just how does one "think globally?" Globalization is arguably the key organizing construct of our time, yet understanding just what it is and what it means for people and places around the globe is a difficult undertaking. This course, designed for upper-level Global Studies majors, focuses on the concepts, theories, thinkers, and debates in contemporary globalization studies. The course provides a solid grounding in globalization thought for students preparing to undertake their own research in the Global Studies Capstone Seminar.  $\Delta$  **WAC 3: Writing and Research for the Major**  
**Prerequisite:** GBL 1170 Introduction to Global Studies and junior or senior standing.

**GBL 3250 - Advanced Geographic Information Systems 4cr**

This course is designed for students interested in furthering their understanding of geographic information science. Topics include spatial analysis procedures on raster and vector data, database management, topology, model design, 3D modeling, open source GIS, web mapping, and project management. Students design and conduct significant research projects, often for outside agencies or organizations.

**GBL 3310 - The Cold War, Globalization, and Popular Culture 4cr**

Students in this course study the Cold War to enhance their understanding of the history of globalization and the power dynamics within the contemporary world system. First, students learn about the international history of the Cold War. Second, they explore the role of popular culture in that struggle through case studies about subjects ranging from literature in Southeast Asia and art in Europe to jazz in Africa and film making across the globe.

**GBL 3540 - Topics in Advanced Spanish 4cr**

This service-learning course is a pursuit of the language in greater depth, focusing on interpretative, presentational



and production skills within a particular thematic area. Community engagement opportunities are provided for research and writing in Spanish in addition to intercultural learning and appropriate language use in socio-pragmatic context. The course is conducted in Spanish. *May be repeated for credit as long as the topic has changed.*

Δ **CIV: Intercultural Perspectives/Service-Learning**

**Prerequisite:** GBL 2530 Spanish IV or permission from the instructor.

### **GBL 3790 - Identifying Appalachia: Politics of Identity in the Appalachian Mountains 4cr**

This course's title conveys at least two significant meanings: 1) people who self-identify as Appalachian people are identifying as Appalachian to distinguish themselves from others, and 2) those who present Appalachian people to the broader public through various media are identifying Appalachian society as exceptional in some way. We analyze many of the ways people understand "Appalachian exceptionalism" by discussing the importance of place to identity formation, scrutinizing popular representations of mountaineers, examining the role of identity in the politics of regional development, and studying the sociological and historical roots for Appalachia's image as "the other America."

**Prerequisite:** GBL 1250 Introduction to Appalachian Studies.

### **GBL 3810 - Documenting Appalachia 4cr**

This course offers an exploration of feature films and documentaries about the southern mountains. Students watch movies together, but they also read books, articles, and historical documents related to filmmaking and documentary work in the mountains. Students also write and present film reviews to one another. Δ **Artistic Expression & CIV: Intercultural Perspectives**

### **GBL 3940 - International Field Study 4cr**

This course provides students with an opportunity to participate in a work-study-service field project. Students spend eight weeks in a supervised cultural immersion experience in a program of self-help sponsored by a local agency or organization. Students in this course develop an interdisciplinary, cross-cultural understanding of the community as well as experience conducting research in a cultural context. *Costs are met by the student.*

**Corequisite:** This course must be taken concurrently with GBL 3950 International Development Practicum.

**Prerequisites:** Student application, interview, language training, and orientation are required; a re-entry course may be required as well.

### **GBL 3950 - International Development Practicum 4cr**

Students in this course participate in a work-study-service field project. The course emphasizes providing useful service to local community programs through the use of appropriate skills acquired in the Warren Wilson College experience and gives students an opportunity to examine and reflect upon acquired perspectives in cultural context.

**Corequisite:** This course must be taken concurrently with GBL 3940 International Field Study.

**Prerequisites:** See requirements listed above for GBL 3940 International Field Study.

### **GBL 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **GBL 4610 - Global Studies Seminar 4cr**

This capstone course provides students with an opportunity to connect their interdisciplinary coursework with a topic examined during their off-campus cross-cultural experience. Students engage with contemporary concepts and theories of globalization while undertaking a substantial writing project. Students conduct research, participate in peer-review writing workshops, and present their findings in a public forum. Δ **WAC 4: Capstone Writing and Research**

**Prerequisite:** Junior or senior standing, or permission of the instructor.

### **GBL 4950 - 4989 - Special Topics 2cr - 4cr**



Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

## 4.15 - History (HIS)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **HIS 1110 - East Asian Civilization 4cr**

This course is a review of the societies and cultures of major East Asian nations. Included are studies of China, Japan, and the Korean peninsula. Δ **CIV: Intercultural Perspectives; Humanities: Historical Analysis**

### **HIS 1200 - European History: Ancient Greece to 1450 4cr**

This course is a survey of European history from ancient Greece through the Middle Ages. It examines a wide variety of topics in political, social, and economic history, including the nature of Greek society, the rise and fall of the Roman Empire, the spread of Christianity, and the functioning of the feudal system. Δ **Humanities: Historical Analysis**

### **HIS 1220 - European History: 1815 to the Present 4cr**

This course is a survey of European history from the end of the Napoleonic wars to the present. The course combines the approaches of political, economic, and social history to provide an overview of Europe during the nineteenth and twentieth centuries and covers such topics as the revolutions of 1848, World War I, World War II, and the Cold War. Δ **Humanities: Historical Analysis**

### **HIS 1310 - United States History I 4cr**

United States History I covers the period from 1492 to 1877. Beginning with the Age of Discovery, students examine the development of colonial societies and the transition from colonial status to independent nationhood. Following the examination of the era of the American Revolution, this course explores such topics as the Constitution of 1789, westward expansion, the rise of sectionalism, the institution of slavery, the Civil War, and Reconstruction. Δ **Humanities: Historical Analysis**

### **HIS 1320 - United States History II 4cr**

United States History II covers the post-Civil War period to the present. A major theme is the transformation of the United States from a predominantly rural and agricultural nation to one that has become urban and industrial in character and emerged as a great global power. This course is intended to foster an understanding of the United States in the 21st century. Δ **Humanities: Historical Analysis**

### **HIS 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **HIS 2050 - Environmental History of the United States 4cr**

This course is a history of the American land, from before settlement by the first immigrants (from Asia) to the present. Emphasis is on the changes in vegetation and landscape that have resulted from human use and management. Agriculture, logging of the old-growth forest, disposal of the public domain, conservation movements, national forests and parks, forestry and natural resource professions, and the environmental movement are all covered. Δ **Humanities: Historical Analysis & CIV: Environmental Responsibility**

### **HIS 2300 - Women in American History 4cr**

This course examines the social history of women in the United States from the colonial period to the present. Students explore how such issues as race, region, ethnicity, and politics have shaped women's lives and how women, in turn, have shaped their lives in response to these issues. From examining women's history and arguing about its meaning, students should gain a richer understanding of women's experience and a new perspective on American history. Δ **CIV: Social Justice; Humanities: Historical Analysis**

**HIS 2340 - African American Experience to 1877 4cr**

A chronological and thematic study of the experiences of African Americans in the United States from 1619 to 1877 including topics such as West African backgrounds, slavery, resistance, freedom, community building, institution building, organizational activism, work/labor, cultural expression, religion, family, and racial identity.  $\Delta$  CIV: Social Justice; Humanities: Historical Analysis

**HIS 2341: African American Experience since 1877 4cr**

A chronological and thematic study of the experiences of African Americans in the United States from 1877 to the present. Historical Analysis and Social Justice.  $\Delta$  CIV: Social Justice; Humanities: Historical Analysis

**HIS 2510 - Appalachian History 4cr**

This course concentrates on central and southern Appalachia from the point of earliest contact between Native Americans and Europeans to the turn of the twenty-first century, providing a cohesive narrative overview of Appalachian history. Students read primary documents that illustrate various topics and incidents in Appalachian history, while course lectures provide an overview of the region's historical development from the age of European colonialism to the present. Focused on the theme of people's relationships to the land, this course primarily explores the social and cultural implications of Appalachia's economic development.  $\Delta$  Humanities: Historical Analysis

**HIS 2700 - Modern German History 4cr**

This course covers German history from the creation of the modern German state in 1871 to the present. The course focuses broadly on the so-called Sonderweg or "different path" of German history while examining such topics as the German state under Bismarck, Weimar culture, the role of ordinary Germans in the Holocaust, East Germany and the state security policy, and life in re-unified Germany. Classic twentieth-century German films of the last 80 years will be used to enhance students' understanding of German culture throughout this period.  $\Delta$  Humanities: Historical Analysis

**HIS 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme

**HIS 3270 - Renaissance and Reformation 4cr**

This course analyzes the interaction between politics, religion, and society in the period from 1450 to 1680. It examines the erosion of authority of the Catholic Church and the growing centralization of power in the European states. Besides reading works by Machiavelli, Erasmus, Luther, and Calvin, students read several case studies of divorce and witchcraft to examine the intersection of state control and daily life.  $\Delta$  Humanities: Historical Analysis

**Prerequisite:** Sophomore standing or permission of instructor.

**HIS 3280 - England since 1603 4cr**

This course examines English history from the Stuart period to the present. It focuses on several themes in England's political, social, and economic history, including the evolution of parliamentary government and democracy, the industrial revolution, England's overseas colonial expansion, and the rise of the welfare state.  $\Delta$  Humanities: Historical Analysis

**Prerequisite:** Sophomore standing or permission of instructor.

**HIS 3320 - Civil War and Reconstruction 4cr**

This course begins with an analysis of the causes of the Civil War with emphasis on sectional differences over slavery, economic policy, and nationalism. This is followed by an examination of the politics and then analysis of why the North ultimately won the armed struggle. The course concludes with the Era of Reconstruction, in which emphasis is placed on the politics of national unification and the development of post-emancipation race relations.  $\Delta$  WAC 3: Writing and Research for the Major & Humanities: Historical Analysis

**Prerequisite:** Sophomore standing or permission of instructor.

### **HIS 3340 - Topics in African American History 4cr**

This course encompasses the story of the experience of black people in America over the entire span of the nation's history. Topics vary by semester and may include the African heritage, life under slavery, the impact of emancipation, the northward migration, the civil rights movement, and the continuing quest for full equality. Δ

**WAC 3: Writing and Research for the Major; CIV: Social Justice; Humanities: Historical Analysis**

**Prerequisites:** Sophomore standing or permission of instructor.

### **HIS 3380 - Grassroots Politics in Twentieth Century America 4cr**

This seminar course explores grassroots political movements in the twentieth century, focusing on the methods employed by grassroots groups to spread their message and influence party politics and the relationship between grassroots and national politics. Students also examine the relationship between popular culture and grassroots politics and consider the uses of culture to spread grassroots political ideas.

Δ **CIV: Social Justice; Humanities: Historical Analysis**

**Prerequisite:** HIS 1320 United States History II or permission of instructor.

### **HIS 3400 - Conflict and Community in Early America 4cr**

This course studies the formation of communities in colonial America. It analyzes how communities decided who belonged and who did not and how these decisions varied from place to place and over time. It also examines the complex interactions among Europeans, Africans, and Native Americans as they adapted to life in a country they suddenly shared with one another. The course includes extensive readings and a research paper on early American social or cultural history. Δ **Humanities: Historical Analysis**

**Prerequisite:** Sophomore standing or permission of instructor.

### **HIS 3970: Women and the Civil Rights Movement 4cr**

This course examines the Civil Rights Movement in the United States. The primary focus will be on women's involvement in the legal campaigns, political protests, and organization that responded to decades of racial exclusion and repression in education, public accommodations, politics, and the economy. Δ **CIV: Social Justice; Humanities Historical Analysis**

### **HIS 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme

### **HIS 4800 - Senior Seminar in History and Political Science 4cr**

This course is a senior capstone for students majoring in history and political science. In this course, students write a major research paper that relies heavily on primary source documents. The course has three aims: 1) to study and reflect on the disciplines of history and political science, 2) to learn research methods associated with history and political science, and 3) to refine writing skills, especially as they relate to writing a research paper in history and political science. To focus attention on the clarity and logic of writing, students prepare drafts of their papers to be reviewed by the entire class as well as by the instructor. Δ **WAC 4: Capstone Writing and Research**

**Prerequisite:** Senior standing.

### **HIS 4950 - 4989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

## 4.16 Integrative Studies (INT)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **INT 3910 - Integrative Studies Field Study 2-16cr**

This course provides an opportunity to explore issues relevant to the theme of an individualized major and usually also that of the thesis project. An Integrative Studies committee member serves as faculty supervisor. Most field studies take the form of an internship or other work with an off-campus organization. A member of that organization serves as the off-campus supervisor, approving of the proposal before the study begins, and submitting written evaluations at the conclusion of the study. Students also submit written self-evaluations and reflections. Faculty supervisors use the aforementioned documents to determine the grade. *One academic credit is earned for every 40 hours of fieldwork. This course may be repeated for a total of 16 credits. A maximum of 8 INT 3910 credits may count toward the minimum of 40 credits required for the major. INT 3910 credits do not count toward the 12 credits of 3000 and 4000 level courses required for the major. This course may not be taken concurrently with INT 4800.*

**Prerequisites:** Junior or senior standing. Integrative Studies major. Prior approval of an Integrative Studies proposal with Field Study included in the course of study. In addition, prior approval of a proposal for the Field Study itself, including objectives and activities in the study.

### **INT 4800 - Integrative Studies Thesis 4cr**

This course assists students in independently conducting an applied research or scholarly project, yielding a written thesis, and, occasionally, a creative product as a component of the thesis. The thesis demonstrates a comprehensive, integrated understanding of the theme or topic of the student's Integrative Studies major. Integrative Studies majors enrolled in this course meet regularly with each other and with the instructor, who is the Chair of the Integrative Studies committee, to discuss each other's projects and to provide responses to each other's drafts. The student's advisor and two thesis readers (the thesis committee) each grade the final paper, and the advisor averages the grades to determine the final grade.

**Prerequisites:** Senior standing. Integrative Studies major. Prior approval of a thesis proposal by the Integrative Studies committee.

## 4.17 Mathematics (MAT)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **MAT 1110 - Mathematics for Liberal Arts 4cr**

This course is a survey of mathematics that may focus on a historical, philosophical, computational, problem solving, and/or aesthetic point of view. The faculty member teaching this course chooses topics. Students study applications of linear and exponential functions. Δ **Quantitative Reasoning**

**Prerequisite:** Sufficient score on the math placement exam.

### **MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) – Applied Statistics 4cr (Two-course sequence)**

This is an introductory course in descriptive and inferential statistics. Students learn how to use statistics in real-world situations to gain insight to often complex data sets and how to present and discuss their results. Students use the R open-source software programming language to learn data visualization and analysis, which is an industry-standard tool for today's market. Examples cross disciplines and focus on normal distributions, Chi Square procedures, and Analysis of Variance (ANOVA). Δ **Quantitative Reasoning**

**Prerequisites:** Sufficient score on the math placement exam.

### **MAT 1510 - Precalculus I: Algebraic Functions 2cr**

This course is a continuation of the standard high school algebra sequence. It provides a background in some of the basic functions necessary to study MAT 2410 Calculus I and for applications in the sciences, environmental studies, and finance. Students investigate linear, quadratic, general polynomial, and rational functions.

Partially satisfies Δ **Quantitative Reasoning (with Mat 1520 Precalculus II)**

**Prerequisite:** Sufficient score on the math placement exam.

### **MAT 1520 - Precalculus II: Transcendental Functions 2cr**

This course is a continuation of MAT 1510 Precalculus I. It provides background in more of the basic functions necessary to study MAT 2410 Calculus I and for applications in the sciences, environmental studies, and finance. Students investigate exponential, logarithmic, and trigonometric functions. Partially satisfies Δ **Quantitative Reasoning (with Mat 1510 Precalculus I)**

**Prerequisites:** MAT 1510 Precalculus I: Algebraic Functions or a sufficient score on the math placement exam.

### **MAT 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **MAT 2108 - Introduction to Data Science 4cr**

This course is an introduction to data science. It uses a current programming language for data science to subset, efficiently clean and organize, and effectively summarize and visualize the data. Appropriate statistical methods are used to draw conclusions.

Δ **Quantitative Reasoning**

**Corequisite:** MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)

### **MAT 2110 - Principles of Computer Science 4cr**

This is an introductory course emphasizing the fundamental principles of modern structured and object-oriented programming. Topics include computer and programming basics, data types, control structures, functions/methods, classes and objects, data structures, graphics and an introduction to algorithms. There is significant emphasis on the methodical development of proper (Python) syntax as well as discussions on abstract computer programming

concepts.  $\Delta$  **Quantitative Reasoning**

### **MAT 2410 - Calculus I 4cr**

This course is an introduction to the mathematics of rates of change. Students explore limits, investigate the concept of the derivative, master differentiation techniques, apply the first and second derivatives to the graphing of functions, related rates problems, and maxima and minima problems, and glimpse an introduction to integration.

Mathematical software may be used extensively to explore and reinforce the material.  $\Delta$  **Quantitative Reasoning**  
**Prerequisite:** MAT 1520 Precalculus II: Transcendental Functions; or a sufficient score on the math placement exam.

### **MAT 2420 - Calculus II 4cr**

This course builds on the concepts and skills developed in Mat 2410 Calculus I. Students master integration techniques, apply integration to area and volume problems, explore numerical integration, manipulate sequences and series, and employ Taylor's Theorem to approximate transcendental functions. Mathematical software may be used extensively to explore and reinforce the material.  $\Delta$  **Quantitative Reasoning**

**Prerequisite:** MAT 2410 Calculus I or sufficient score on the math placement exam. equivalent.

### **MAT 2430 - Multivariable Calculus 4cr**

This course is an introduction to the calculus of functions in more than one variable. Students explore topics including vector algebra, lines and planes, partial derivatives, the gradient, graphing in three dimensions, multiple integrals, vector integral calculus, and Stokes' and Divergence Theorems. Mathematical software may be used extensively to explore and reinforce the material.

**Prerequisite:** MAT 2420 Calculus II or or permission of the instructor.

### **MAT 2500 - Linear Algebra 4cr**

This course is an introduction to solving linear systems of equations, matrix algebra, and abstract vector spaces. Students explore methods of solving linear systems of equations including Gaussian elimination, matrix algebra, geometry in three-dimensional Euclidean space, and general vector spaces and master the concepts of linear independence, eigenvalues, and eigenvectors and their applications. Mathematical software may be used extensively to explore and reinforce the material.

**Prerequisite:** Sophomore standing or permission of the instructor.

### **MAT 2510 - Differential Equations 4cr**

This course is an introduction to the theory of differential equations--the methods and theory of solving them. Students will learn to classify differential equations by type, to consider uniqueness and existence properties, and to employ analytic methods for solving first-order and second-order differential equations. Students explore series solutions, matrix methods, Laplace transforms, and numerical methods on computers to solve differential equations and applications. Mathematical software may be used extensively to explore and reinforce the material.

**Prerequisite:** MAT 2420 Calculus II.

### **MAT 2890 – Introduction to Mathematical Rigor 1cr**

This course is designed for students with a desire to pursue mathematical knowledge past Calculus. Students learn the language of mathematics through logic and proof techniques in the context of Calculus, geometry, number theory, and graph theory. Students gain experience necessary for the study of abstract and theoretical mathematics.

**Corequisite:** MAT 2420 Calculus II or permission of the instructor.

### **MAT 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **MAT 3039 – Advanced Topics in Data Science 4cr**

This course is a continuation of the Introduction to Data Science course. Students continue to use a current



programming language to help with the study of data. In addition to data analysis, students master machine learning techniques such as clustering, classification, and regression.

**Prerequisite:** MAT 2108 Introduction to Data Science or permission of the instructor.

### **MAT 3100 - Abstract Algebra 4cr**

This course is an introduction to abstract mathematical structures, principally groups, and rings. Students investigate axiomatic and abstract structures by exploring elementary group, ring, and field theory. They examine the properties of Symmetry Groups, Permutation Groups, and subgroups of the Real Numbers, homomorphisms, and isomorphisms and refine proof-writing and proof-reading skills.

**Prerequisites:** MAT 2880 Mathematical Rigor or MAT 2890 Introduction to Mathematical Rigor or permission of the instructor.

### **MAT 3200 - Geometry 4cr**

This course is an introduction to modern geometries, specifically Euclidean geometry, Riemannian geometry, and hyperbolic geometry. Students investigate the geometric properties of the plane, sphere, cylinder, cone, and hyperbolic plane and write mathematical arguments and proofs based on these investigations. Additionally, students complete a research paper and a written and oral presentation of a proof from Euclid's *The Elements*. Appropriate technologies may be used to explore and reinforce the material.

**Prerequisites:** MAT 2880 Mathematical Rigor or MAT 2890 Introduction to Mathematical Rigor or permission of the instructor.

### **MAT 3300 - Mathematical Modeling 4cr**

This course is designed to focus on the application of mathematical techniques to real world problems. The course content varies depending on instructor and student interest. Students may explore difference equations, Markov Processes and basic probability theory, probability and modeling random phenomena, dynamical systems, fractals, game theory, or mathematical methods in the physical sciences.

**Prerequisites:** Sophomore standing or permission of instructor.

### **MAT 3410 - History and Philosophy of Mathematics 4cr**

This course is a seminar designed to survey the central ideas in the history and philosophy of mathematics. Students consider mathematics as a human intellectual endeavor inspired by and impacting our culture, history, and philosophy. They explore the history and philosophy of mathematics by studying original proofs of great mathematical theorems, reading and discussing advanced mathematical results in their historical contexts, analyzing mathematical creative thought, rigor, and abstraction by studying mathematical thought from the Greek civilization through the twentieth century, and writing a research paper on a philosophical school and preparing a presentation on a recognized great theorem.

**Prerequisites:** MAT 2880 Mathematical Rigor or MAT 2890 Introduction to Mathematical Rigor or permission of the instructor.

### **MAT 3660 - Number Theory 4cr**

This course is an introduction to both the classical and modern questions about numbers. Students explore the integers, examining issues such as primes, divisibility, congruences, primitive roots, quadratic residues, and quadratic reciprocity. They master a variety of number theoretic techniques and computations and apply these in applications such as cryptography and coding theory.

**Prerequisites:** MAT 2880 Mathematical Rigor or MAT 2890 Introduction to Mathematical Rigor or permission of the instructor.

### **MAT 3880 - Pre-Thesis Research Seminar 2cr**

This course is designed for students preparing to embark upon study for a senior thesis in mathematics (see MAT 4890 Senior Thesis). Students read mathematical journal articles and present the material to the class. Students investigate several topics and, in conference with the professor, choose a particular topic for advanced study. Students complete sufficient background study to develop a cohesive plan for future research. A synopsis of this



study together with a written research proposal is submitted to the mathematics faculty for approval.  $\Delta$  **WAC 3: Writing and Research for the Major**

**Prerequisites:** MAT 2880 Mathematical Rigor or MAT 2890 Introduction to Mathematical Rigor or permission of the instructor. Junior standing is recommended.

### **MAT 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **MAT 4000 - Real Analysis 4cr**

This course is a theoretical exploration of the topology and calculus of the real number system. Students examine the real numbers as a linear vector space equipped with a norm; specifically the concepts of open and closed sets, limits, compactness, connectedness, continuity, metric spaces, and continuity of functions on metric spaces.

**Prerequisites:** MAT 2880 Mathematical Rigor or MAT 2890 Introduction to Mathematical Rigor permission of the instructor.

### **MAT 4890 - Senior Thesis 2cr**

This course is designed as the culminating course for students completing a major in mathematics. Students complete the research approved in MAT 3880 Pre-Thesis Research Seminar, submit written reports in the form of a thesis to the mathematics faculty for approval, and present their work in a public on-campus seminar.  $\Delta$  **WAC 4: Capstone Writing and Research**

**Prerequisite:** MAT 3880 Pre-Thesis Research Seminar.

### **MAT 4950 - 4989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

## 4.18 Music (MUS)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

**Applied Music Lessons** - Lessons may be taken in a number of areas: piano, voice, percussion, guitar, double bass, electric bass, fiddle, banjo, and mandolin. Emphasis is placed on developing individual and ensemble musicianship and performance repertoire. An extra fee per credit is charged for applied music lessons. Off-campus lessons for other instruments may be available for credit. *Contact the Department Chair for more information.*

### **MUS 1050 - College Choir 1cr**

Want to sing and listen and learn songs about resistance, struggle, love, loss, and hope? Want to feel more powerful as a singer in your own right as well as experience ensemble singing? Jump in with both feet to explore a cappella harmony singing from such places as Bosnia, South Africa, and the USA. This ensemble is for students who seek the opportunity to perform at the college level with members who represent a wide variety of academic majors. Auditions are not required, but students must demonstrate competence in musical ability and a desire to sing. Performances may include concerts, flash-mob appearances, and other on-campus and off-campus engagements. *This course may be repeated for a maximum of 8 credits.* Partially satisfies Δ **Artistic Expression**

### **MUS 1100 - Music Appreciation 4cr**

This course explores ways of engaging in music as a listener, performer, critic, and more. It focuses primarily on North American popular music. Students improve their ability to listen deeply, describe sound with words, and engage critical social issues in popular music. Δ **Artistic Expression**

### **MUS 1120 - Music Cultures 4cr**

This class explores the diversity of music making across time and place, as both a sonic phenomenon and a socially embedded practice. It looks at how music adds meaning, value, and cohesion to the lives of individuals and communities. Case studies range from the music culture of Warren Wilson College to various international contexts; along the way students critique the notion of “music culture” as a fixed or stable entity. This class takes an ethnomusicological approach, and addresses the intersections of music with religion, politics, race, gender, identity, and other critical themes.

Δ **CIV: Intercultural Perspectives; Artistic Expression**

### **MUS 1170 - Applied West African Music 2cr**

Through private lessons that meet for 30 minutes once per week, this course is designed to help the student gain proficiency and knowledge in playing and/or singing West African traditional music. Δ **CIV: Intercultural Perspectives; Artistic Expression**

### **MUS 1201 - Introduction to Music Theory 4cr**

This course introduces basic elements of music theory, including staff notation, time signatures, scales, chords, progressions, and intervals. Introduction to Music Theory is a prerequisite for Music Theory and Ear Training as well as certain applied music courses. It does not count as elective credit for the major or minor. Students with previous theory training are encouraged to take a placement exam to place out of this course.

### **MUS 1220 - Applied Bass 1cr**

This course is designed to prepare bass students for professional work in one or more of the following areas: classical music, jazz, traditional music, and other popular music styles. It develops fundamental abilities, principals, competencies, and concepts, helping students gain an increased repertoire of standard literature or tunes and improvement in the skills necessary for successful bass performance. Such skills may include standard notation reading, bass line construction, improvisation, and technique. *This course may be repeated for a maximum of 8*

*credits*. Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** MUS 1200 Beginning Music Theory or MUS 1201 Introduction to Music Theory or permission of instructor.

### **MUS 1240 - Applied Percussion 1cr**

This course is designed to help the student percussionist develop proficiency in one or more of the following four areas of percussion study: drum set, keyboard percussion, hand percussion, and/or band/orchestral percussion. Students also study relevant aspects of musical genre, performance practice, music theory, and music literacy. *This course may be repeated for a maximum of 8 credits*. Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** MUS 1200 Beginning Music Theory or MUS 1201 Introduction to Music Theory or permission of instructor.

### **MUS 1270 - Jazz Ensemble 1cr**

Each semester, the Jazz Ensemble explores music from different jazz styles (i.e. Swing, Dixieland, and Latin Jazz), and gives public performances of works learned. This ensemble is open to all Warren Wilson College students, staff, and faculty. Attendance at all rehearsals and performances is expected for the group to successfully attain excellence in collaboration and performance. *This course may be repeated for a maximum of 8 credits*. Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** Ensemble members must demonstrate command of their instruments.

### **MUS 1290 - West African Ensemble 2cr**

Each semester, the West African Music Ensemble explores music from various West African musical traditions and gives public performances of works learned.  $\Delta$  **CIV: Intercultural Perspectives; Artistic Expression**

### **MUS 1300 - Applied Piano 1cr**

Students with past keyboard experience may take this course. Literature appropriate to each student's ability is chosen from the Baroque, Classical, Romantic, and modern eras. Jazz, ragtime, or other suitable contemporary compositions are included as a part of every student's study. This course focuses on developing piano technique, expressiveness, and an understanding and appreciation of repertoire from different eras. *This course may be repeated for a maximum of 8 credits*. Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** MUS 1200 Beginning Music Theory or MUS 1201 Introduction to Music Theory or permission of instructor.

### **MUS 1350 - Applied Voice 1cr**

Students with prior vocal training may take this course. It focuses on development of the student's technical and artistic skills through lessons, practice, performance, and listening. Repertoire may be selected from classical vocal literature or more popular styles depending on student preferences and proficiency. *This course may be repeated for a maximum of 8 credits*. Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** MUS 1200 Beginning Music Theory or MUS 1201 Introduction to Music Theory or permission of instructor.

### **MUS 1400 - Old-Time Fiddle I 1cr**

This course for beginning fiddlers is an introduction to the traditions of southern old-time fiddling. Students learn the basics of tuning, fingering, and simple bowing patterns as well as open-string drones and double-stops. The class focuses on a basic repertoire of standard old-time southern dance tunes, in cross-tuning, as well as standard tuning, taught mostly by ear. This course is designed to accommodate those with prior classical training as well as those who are new to the instrument. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 1410 - Old-Time Fiddle II 1cr**

This course, a continuation of Old-Time Fiddle I, is for advanced-beginner and intermediate fiddlers, as well as students who have had classical violin training. The focus of the class is on traditional tunes and songs from the southern old-time fiddle repertoire. Students learn tunes, mostly by ear, in the various traditional cross-tunings as

well as standard tuning. Basic bowing patterns and the use of open-string drones and double-stops characteristic of southern old-time fiddling are also explored. It is assumed that students know basic fingering and scales. Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** MUS 1400 Old-Time Fiddle I or permission of instructor.

### **MUS 1420 - Mandolin 1cr**

This course is an introduction to the mandolin for beginners. Students learn simple scales, basic chords, and some old-time or bluegrass tunes and songs, as well as how to play backup to other instruments or vocalists. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 1550 - Appalachian Flatfooting and Clogging 1cr**

In this course, students learn the basics of Appalachian flatfooting and clogging, the traditional step dances of the Appalachian region. They also learn about the traditions of team clogging and have the opportunity to create a clogging group for performance. Through assigned readings, documentary videos, and possible visits to regional dance venues, students gain an understanding of the roots and history of these traditional dance forms and their role in the Appalachian community, past and present. Although prior dance knowledge is welcome, it is not a prerequisite for the course. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 1560 - Appalachian Square Dance 1cr**

This course, open to dancers of all levels, focuses on the traditional square dances of the southern Appalachian region. Students learn these dances and gain an understanding of their roots and history as well as their role in the Appalachian community, past and present. Contra dances, reels, and other dance forms that have influenced the southern dance tradition are also examined. Students who wish to (not required) learn how to call dance figures. Although prior dance experience is welcome, it is not a prerequisite for this class. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 1570 - Beginning String Band 1cr**

In this course for intermediate players with knowledge of basic chords and/or Appalachian repertoire, students learn how to play as an ensemble and create a band with opportunities to perform on campus for dances and other community events. Through the classic Southern Appalachian string band repertoire, the class explores rhythm, arrangements, lead and harmony singing, performance dynamics, and various possibilities of instrumental combinations. *This course may be repeated for a maximum of 8 credits.* Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** Some proficiency on an appropriate stringed instrument.

### **MUS 1610 - Guitar I: Beginning Folk Guitar 1cr**

In this introductory course, students learn the basics of acoustic guitar playing, including tuning, chords, strumming patterns, and picking out melodies. Repertoire is drawn from a variety of styles including folk, country, bluegrass, old-time, blues, and popular music. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 1620 - Guitar II: Flatpicking and Fingerpicking 1cr**

This intermediate level course is for students who have taken MUS 1610 Guitar I: Beginning Folk Guitar (or have prior experience) and are comfortable with basic guitar chords and technique. Students learn traditional fingerpicking styles as well as basic bluegrass flatpicking technique. Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** MUS 1610 Guitar I: Beginning Folk Guitar or permission of instructor.

### **MUS 1640 - Beginning Old-Time Banjo 1cr**

This course introduces basic techniques and repertoire of clawhammer banjo, with a focus on learning by ear. Tablature is also available. No background knowledge or performance experience is required. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 1650 - Beginning Bluegrass Banjo 1cr**

This course introduces basic techniques and repertoire of bluegrass banjo, with a focus on learning by ear. No

background knowledge or performance experience is required. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 1760 - Gamelan Ensemble 1cr**

Gamelan is a traditional instrumental ensemble of Indonesia that includes many metal percussion instruments. This ensemble is an introduction to Indonesian gamelan performance, and focuses on Central Javanese style or Sundanese (degung). While auditions are not required, students must demonstrate competence in musical ability.

*This course may be repeated for a maximum of 8 credits.* Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 1800 - Appalachian Ballads and Folk Songs 1cr**

This course is an introduction to the unaccompanied ballad and folk song traditions of Appalachia. Students learn Appalachian versions of British ballads that were brought to the southern Appalachians at the end of the 18th century as well as 19th century ballads that are native to America. In addition to singing, students learn about the history of the ballads, their cultural context in Appalachia, and the ballad collectors ("songcatchers") who came to the region in the early 20th century. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **MUS 2010 - Music Theory and Ear Training 4cr**

This is the core theory course for music majors and music minors. It is designed to familiarize students with fundamental characteristics of music theory and ear training as applicable to popular music performance, including the vernacular music traditions of North America. It explores relevant aural skills and examines such topics as intervals, chord construction, scales, and modes. In addition, it introduces the Nashville Number System, including concepts of simple chart writing and transposition. The course also covers practical applications of its content in performance settings.

**Prerequisite:** MUS 1200 Beginning Music Theory or MUS 1201 Introduction to Music Theory or a sufficient score on the music theory placement exam.

### **MUS 2140 - Vocal Harmony for Traditional Musicians 2cr**

This course offers instruction in vocal harmony styles and approaches as applicable to the traditional vernacular music of North America, with a focus on the music traditions of the southern Appalachian region. Such traditions include old time music, bluegrass, country music, and certain styles of gospel music. The course covers vocal harmony construction, specific vocal parts, singing intervals, elementary ear training and other relevant concepts. We focus on the practical application of these concepts in performance settings. Aspects of performance musicality are also covered. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 2141 - Art of Songwriting 2cr**

This course is an introduction to the craft of songwriting. It explores techniques behind the four components of effective song construction: lyrics, melody, harmony and rhythm. Students work on cultivating lyrics and music from a "seed" idea and fashioning these elements into a complete song. The course concludes with a public performance featuring material that students created based on concepts discussed during the semester. Students need not be experienced singers but must be willing to sing with their accompanying instrument in class and ultimately perform original songs in front of a supportive audience.  $\Delta$  **Artistic Expression**

### **MUS 2320 - Appalachian Music and Dance 4cr**

This course explores the music and dance traditions of the southern Appalachian region by tracing their historical development from their Scots-Irish and African folk roots to the present day. Topics include ballads and folk songs, sacred singing, dance music, early hillbilly recordings and radio, the folk music revival and contemporary old-time music, bluegrass and early country music, buckdancing, clogging, and square dancing. Although musicians are welcome, musicianship is not a prerequisite for this class.  $\Delta$  **Artistic Expression**

### **MUS 2400 - Applied Fiddle/Violin 1cr**

This course focuses on techniques and repertoire of the fiddle/violin through weekly individual lessons. Repertoire may be selected from vernacular fiddle styles (bluegrass, old-time, etc.) or classical violin pieces depending on student preferences and proficiency.

*This course may be repeated for a maximum of 8 credits. Partially satisfies  $\Delta$  Artistic Expression*

**Prerequisite:** Prior experience on the fiddle/violin.

### **MUS 2420 - Applied Mandolin 1cr**

This course focuses on techniques and repertoire of the mandolin through weekly individual lessons. Repertoire is generally selected from vernacular mandolin styles (bluegrass, old-time, etc.) depending on student preferences and proficiency.

*This course may be repeated for a maximum of 8 credits. Partially satisfies  $\Delta$  Artistic Expression*

**Prerequisite:** Prior experience on the mandolin.

### **MUS 2500- Applied Songwriting 1cr**

Students work to deepen their ability to write effective, expressive music and lyrics and gain a better understanding and awareness of how to compose meaningful new songs. They explore relevant music theory, vocal stylings, and project writing assignments. Instructor feedback appropriate to each student's individual ability and goals is a key component of their lessons. Students have an opportunity to perform at the Traditional Music Student Concert held at the end of the semester.

*This course may be repeated for a maximum of 8 credits. Partially satisfies  $\Delta$  Artistic Expression*

**Prerequisite:** MUS 2141 Art of Songwriting and permission of the instructor.

### **MUS 2570 - Old-Time Band 1cr**

This course is for musicians who are proficient on a traditional Appalachian instrument and have already had some experience playing as part of an ensemble. Students work together to form an old-time band that is capable of playing for dances or other performances both on and off campus. Topics include repertoire, arrangements, starting and endings, tempo, rhythm, lead, back-up, chord choices, singing, dynamics, how to achieve a cohesive band sound, and performance for dances and concerts. Students meet once each week with the professor for guidance and feedback and once every week as a group (on their own) for a band practice. *This course may be repeated for a maximum of 8 credits. Partially satisfies  $\Delta$  Artistic Expression*

**Prerequisite:** Proficiency on an appropriate stringed instrument, as well as permission of instructor. Students will be asked to audition at the beginning of the semester.

### **MUS 2610 - Applied Guitar 1cr**

This course focuses on techniques and repertoire of the guitar through weekly individual lessons. Repertoire is generally selected from vernacular guitar styles (blues, bluegrass, old-time, ragtime, etc.) or other popular music depending on student preferences and proficiency. *This course may be repeated for a maximum of 8 credits. Partially satisfies  $\Delta$  Artistic Expression*

**Prerequisite:** Prior experience on the acoustic guitar.

### **MUS 2640 - Applied Banjo 1cr**

This course features one-on-one instruction for technique, repertoire, and historical background of bluegrass or old-time banjo, with an emphasis on learning by ear. The bluegrass track includes techniques applicable to other musical styles, including improvisation, arranging, and harmony. The old-time track includes clawhammer, fingerstyle, and other regional techniques. MUS 1640, MUS 1650, or equivalent prior experience required.

*This course may be repeated for a maximum of 8 credits. Partially satisfies  $\Delta$  Artistic Expression*

**Prerequisite:** Prior experience on the banjo.

### **MUS 2710 - Bluegrass Band 1cr**

This course focuses on bluegrass repertoire and technique. Students develop arrangements, new material, and



ensemble playing skills. Students are expected to challenge themselves by learning repertoire, licks, solos, and vocal parts from recordings; by developing their own approaches to bluegrass improvisation; and by listening closely to each other and supporting each other's sound. One goal of this class is to recognize that bluegrass did not emerge from a blank slate in 1945 with Bill Monroe and the Blue Grass Boys, but arose from a confluence of styles including jazz, blues, Appalachian old-time music, etc. *This course may be repeated for a maximum of 8 credits.* Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** Proficiency on an appropriate stringed instrument and permission of instructor.

### **MUS 2860 - Jazz Appreciation 4cr**

Originating in the cultural and musical milieu of the United States during the early twentieth century, jazz has evolved into a worldwide phenomenon and one of the most influential art forms in modern history. Its development progressed through distinct stylistic periods and legendary performers with music that at times reflected important dynamics of race, class, gender, politics, and other cultural issues within American society. In this course, students engage jazz from the perspectives of musicians, listeners, and critics alike, exploring compelling intersections between certain historical eras, artists, musical concepts, and social issues. They also cultivate critical skills of listening, describing, and contextualizing the music in terms of its structure and performance.  $\Delta$  **Artistic Expression**

### **MUS 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **MUS 3520-3560 Topics in Music and American Identity 4cr**

Topics in Music and American Identity is a course series that examines the relationship between music and the formation and perception of American identity. What defines "American" music and dance, and how does our music and dance define us as Americans? Each time this course is taught, it has a different theme, subtitle, and course number. Different types of music (or dance) serve as the lens through which American identity is explored, and students may repeat the course for credit.  $\Delta$  **CIV: Social Justice**

**Prerequisite:** Dependent on instructor and topic.

### **MUS 3510 - Exploring Music Vocations 4cr**

How do people make careers in music? What kind of paths might a music major pursue to prepare for their post-graduation goals? This course, designed for upper-level music majors, explores these important questions. It provides an opportunity to learn from people who have made careers in various aspects of the music business. It also requires students to think through their own remaining work as music majors and prepares them to undertake their own signature work project in advance of the Music Project Seminar capstone course.  $\Delta$  **WAC 3: Writing and Research for the Major**

**Prerequisite:** Music major with junior or senior standing, or permission of the instructor.

### **MUS 3890 - Traditions of Work and Music in the Southern Mountains 4cr**

What's a gandy dancer? Which side are you on? And why did Gastonia Gallop? Such questions beg an examination of the ways work and music are bound together in modern Appalachian culture, and this course examines those connections while investigating intersections of musical and social history in this region. Students focus on three main themes: work music, music about work, and music as work. The entire class also completes service-learning components at area music events.  $\Delta$  **Humanities: Historical Analysis**

**Prerequisites:** MUS 1120 Music Cultures or GBL 1250 Intro. to Appalachian Studies or MUS 2320 Appalachian Music and Dance or permission of instructor.

### **MUS 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **MUS 4840 - Music Project Seminar 4cr**

This capstone course provides music majors with an opportunity to connect their liberal arts coursework in music and other disciplines with a culminating senior music project. Students conduct research, participate in peer-review workshops, and present their work in a public forum. The result of this project may be a written thesis (most common), or students may propose an alternative format (e.g., a film, a recording project, or the development of a viable music business plan). **Δ WAC 4: Capstone Writing and Research**

**Prerequisite:** Music major with junior or senior standing, or permission of the instructor.

### **MUS 4850/4851 – Senior Recital Practicum I/II 1cr**

For this practicum course, senior music majors complete work toward effectively designing, preparing, and promoting a senior music recital that culminates in their selected area(s) of performance specialization. During the senior year of study, music majors enroll in MUS 4850 in their first semester and MUS 4851 in their second semester. A student's primary applied instructor supervises senior recital practicum work.

**Prerequisite:** Music major with senior standing, or permission of the instructor.

### **MUS 4950 - 4989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.



## 4.19 Outdoor Leadership (ODL)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **ODL 1000 - History and Philosophy of Outdoor Adventure Education 2cr**

Through discussions, guest speakers, readings, and student presentations, this course explores the history, philosophies, approaches, and prospects for outdoor adventure education and recreation. Students become familiar with private, state, and federal organizations that offer outdoor adventure education and recreation programming.

### **ODL 1090 - Whitewater Canoeing 1cr**

This course is a basic introduction to recreational white water canoeing. Students learn to paddle a canoe effectively and safely through experience and instruction on the water. This two-day progression takes place on a *weekend*.

During the course, students become familiar with the following equipment and paddling skills: parts of a canoe, the equipment needed for safe paddling, features of a river, basic stroke mechanics, and safety concerns of white water paddling. *Fee charged. Students evaluated on a Pass/Fail basis.*

### **ODL 1110 - Whitewater Kayaking 1cr**

This course is a basic introduction to recreational white water kayaking. Students learn to paddle a kayak effectively and safely through experience and instruction on the water. This two-day progression takes place on a *weekend*.

During the course, students become familiar with the following equipment and paddling skills: parts of a kayak, the equipment needed for safe paddling, features of a river, basic stroke mechanics, and safety concerns of white water paddling. *Fee charged. Students evaluated on a Pass/Fail basis.*

### **ODL 1250 - Introduction to Rock Climbing 1cr**

This course provides an overview of the fundamentals of rock climbing - personal equipment, appropriate knots, belaying, safety checks and effective communication. During one weekend field trip, students explore these topics while climbing in a natural outdoor climbing venue (weather permitting). This course also provides instruction on climbing ethics, environmental stewardship and risk management. *Fee charged. Students evaluated on a pass/fail basis based on active participation.*

### **ODL 1260 - Backpacking 1cr**

This course provides an introduction to a lifetime leisure skill, as well as a technical skill utilized in many outdoor programs. During one *weekend* field trip, students develop the following backpacking skills: selection of proper clothing, packing a pack, appropriate choice of backpacking foods, safe travel techniques in a group, use of camp stoves, safety concerns while cooking, knowledge and treatment of environmental hazards, and low-impact camping techniques. *Fee charged. Students evaluated on a Pass/Fail basis.*

### **ODL 1280 - Orienteering 1cr**

This course is a basic introduction to the use of map and compass for field work and recreation. Through course discussion, on campus practice and a field trip, students develop the following orienteering skills: parts of a compass, reading a compass, features of a map, reading a map, following a bearing, using map and compass together, triangulation and its uses, and safety concerns for off-trail travel. *Fee charged. Students evaluated on a Pass/Fail basis.*

### **ODL 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **ODL 2100 - Backcountry Skills and Techniques 4cr**

This course provides students with the opportunity to learn and practice the skills necessary to become competent

backcountry instructors. To accomplish this goal, *students are required to participate in two overnight field trips that take place on two separate weekends*. During these trips, students have the opportunity to refine existing outdoor skills, develop new ones, and practice methods of relaying these skills to others. This is *not* a survival skills/minimalist course. Rather, students learn about and use specialized equipment and techniques associated with backcountry travel, while emphasizing safety and risk management. Students are asked to demonstrate a strong commitment to teaching others in a group setting, and to participating in the trip planning process. *This course includes two required weekend field trips.* **Δ CIV: Environmental Responsibility**

### **ODL 2110 - Intermediate Paddling 1cr**

This course is an intermediate level whitewater paddling course. Students establish personal goals or key skills that they would like to work toward. Students choose to canoe or kayak (decision based on which whitewater intro course the student has taken) with the goal of increasing paddling skills to accommodate class III whitewater safely. During a one *weekend* river trip, students have the opportunity to increase skills, learn more advanced river reading skills, and more advanced strokes. Students also learn self-rescue techniques applicable to an intermediate whitewater setting. *Fee charged. Students evaluated on a Pass/Fail basis.*

**Prerequisite:** ODL 1110 Whitewater Kayaking, ODL 1090 Whitewater Canoeing, or permission of instructor.

### **ODL 2150 - Initiatives for Adventure Education 4cr**

Many outdoor adventure education/recreation programs and school systems across the country utilize initiatives as part of their program offerings. This course is designed to help students learn about a program component that emphasizes the development of self-concept, group cooperation, and physical abilities. Students experience a variety of activities designed to promote group development and personal growth, while also developing skills in the areas of facilitation and debriefing. Students design and facilitate programs with local community groups as part of the course. **CIV: Service Learning.**

### **ODL 2200 - Wilderness First Responder 1-4cr**

This is a nine-day course in emergency medical care that addresses the issues of long-term patient care, backcountry rescue techniques, and survival skills. This is a professionally focused course for those individuals working with groups in back country settings. Participants who successfully complete the course are certified in Wilderness First Responder and CPR. The course normally takes place during our January break and is held off campus. *A fee is required.*

### **ODL 2240 - Swiftwater Rescue 1cr**

This swiftwater course introduces rescue philosophies; recognition and management of risks; knowledge and execution of systems; and techniques associated with rescues of self and others in swift water. This course emphasizes personal safety and simple, commonly used skills through demonstrations and scenarios to provide participants practice both individually and within a team/group context. The course meets *for one weekend*. *Fee charged. Students evaluated on a Pass/Fail basis.*

**Prerequisite:** ODL 1090 Whitewater Canoeing; or ODL 1110 Whitewater Kayaking; or ODL 2110 Intermediate Paddling; or permission of instructor.

### **ODL 2250 - Intermediate Rock Climbing 2cr**

This course builds on the knowledge of a novice climber who already has a basic understanding of climbing and belay systems. During two weekend field trips, students explore complex belay systems, anchoring, and rappelling while climbing in a natural outdoor climbing venue (weather permitting). *Fee charged. Students evaluated on a pass/fail basis based on active participation.*

**Prerequisite:** ODL 1250 Introduction to Rock Climbing.

### **ODL 2260 - Instructor Development for Outdoor Leadership 8cr**

This field-based course offers an extensive off-campus experience. Students examine teaching, leadership, and safety issues pertaining to outdoor adventure education. The course provides students the opportunity to develop knowledge and skills that assist them in teaching, living, and traveling in a backcountry environment. The course

has a strong commitment to the Outward Bound philosophy and methodology. It emphasizes group process, effective communication, wilderness medicine, risk management, and basic technical skill development including backcountry skills, no trace camping, rock climbing, orienteering, canoeing, and trip planning. *Students may not be enrolled in any other courses during the term that this course is offered because of the off campus component. This course is taught in conjunction with the North Carolina Outward Bound School.*

### **ODL 2270 - Top Rope Site Management 2cr**

This course explores the industry best practices for effectively managing a top rope climbing site - applicable to either a professional or recreational capacity. This class meets weekly for 2.5 hours in Bryson Gym and has one weekend field trip assessment. This course combines practical skills (establishing climbs, partner rescues, belayed rappels, personal security) as well as academic content (reading reflections and incident analysis presentations) with less of a focus on time spent rock-climbing. *Fee Charged. Students will be evaluated based on the practical assessment and completed assignments and assigned a grade.*

**Prerequisite:** ODL 1250 Introduction to Rock Climbing.

### **ODL 2410 - Natural Environments and Health 4cr**

Why do so many of us instinctively feel better when we are outside, near plants, or even simply have a view of nature from a window? This class begins to answer this question by exploring current research and writing about human-natural environment interactions, with a specific focus on the impacts of the natural environment on human health and well-being. In order to accomplish this task, this course encompasses a variety of readings, class discussion, experiential learning components (labs), engagement with community partners, and formal and informal writing assignments. This course highlights a variety of theories regarding this relationship, and students work towards articulation of their own views and application of course material to current issues.. **Δ WAC 2: Writing and Research in the Liberal Arts & CIV: Environmental Responsibility, Service Learning**

### **ODL 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **ODL 3100 - Leadership for Adventure Education 4cr**

This course is designed to examine the principles and practice of leadership in adventure education programs. Course time is spent on the examination of theories, practices, and problems of leadership in a backcountry environment. The course utilizes a number of case studies as well as direct, firsthand experiences where students are expected to engage in lesson planning and peer facilitation. Students are asked to engage in personal reflection in order to connect classroom learning with past and future leadership experiences in a variety of settings.

**Prerequisites:** Any ODL Outdoor Recreational Activities course and ODL 2100 Backcountry Skills and Techniques, or permission of instructor.

### **ODL 3220 - Challenge Course Facilitation and Management 4cr**

In this course, students gain the skills and knowledge that help them become effective, confident, competent, and safe challenge course leaders. The course is highly experiential and takes place out at the Gossmann and Cannon Adventure Learning Lab. Course topics include: policies and procedures of a challenge course; safety systems and standards; maintenance, inspection, and set up of courses; program planning and design; leadership issues; briefing/debriefing, accessible challenge programming; and risk management. Students may achieve a Level I certification from Alpine Towers International, and then work with both on- and off-campus groups on the challenge course.

**Prerequisite:** ODL 2150 Initiatives for Adventure Education or permission of the instructor. **CIV: Service Learning**

### **ODL 3251 - Universal Adventure Programming 4cr**

In this course, students explore “JEDI” – “Justice, Equity, Diversity and Inclusion”- in pursuit of creating socially just outdoor adventure education opportunities for all. Students gain the knowledge, understanding, and ability to

provide quality adventure programming in relation to staff and clientele's race, class, gender, and ability. We explore how to create socially just adventure programming through examining environmental, leadership, legal, and equipment modification opportunities for individuals and organizations. Students gain knowledge and experience in "universal adventure programming" through field experiences, guest speakers, experiential course sessions, readings, reflective writing, and active leadership opportunities.  $\Delta$  **CIV: Social Justice**

### **ODL 3510 - Leadership Practicum 1-2cr**

This practicum allows students to integrate and apply high-level leadership experiences within outdoor adventure programming. Students work with a faculty member to develop the practicum experience.

**Prerequisite:** Permission of the instructor only.

### **ODL 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **ODL 4100 - Administration and Management of Adventure Education Programs 4cr**

This course is an advanced study of outdoor adventure program management and administration. Students acquire knowledge and understanding in planning and administration related to safety and risk management in outdoor adventure programs. Specific focus on key aspects of management include staffing, fiscal management, public relations, strategic planning, liability, and risk management. Students also develop research and grant writing skills during the course.  $\Delta$  **WAC 3: Writing and Research for the Major****Prerequisite:** Junior/senior status or permission of instructor.

### **ENS/ODL 4200 - Program Planning and Design 4cr**

This course takes an in-depth view of the role that program planning and development plays in adventure and environmental education programs, camps, and other educational organizations. Students design programs with specific emphasis on developing goals, philosophy, needs assessment, curriculum, budgeting, marketing, and evaluation.  $\Delta$  **WAC 4: Capstone Writing and Research**

**Prerequisite:** Junior or senior status.

### **ODL 4950 - 4989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

## 4.20 Peace and Justice Studies (PAX)

△ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **PAX 1100 - Introduction to Peace and Justice Studies 4cr**

After an introduction to the peace philosophies of M. Gandhi, M.L. King, Jr., and others, this course examines the causes of conflict and peace and the roles of the United Nations and international law in resolving or containing conflicts and promoting weapon bans and nuclear disarmament treaties. Recent and current events and the work of some living peace promoters are also studied. △ CIV: Social Justice

### **PAX 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **PAX 2460 - Martin Luther King Jr. and the Civil Rights Movement 4cr**

This course covers the civil rights movement in the United States with a focus on Martin Luther King Jr.'s quest for social justice through non-violent means. Topics include King's social movements, his envisioned "Beloved Community," the struggle for workers' rights and gender equality, as well as the role of the US Supreme Court and national legislation.

### **PAX 2800 - Immigration Policy 4cr**

This course surveys migration theory, the history of the U.S. immigration policy, and the resulting multifaceted issues within the current system. The goal of the course is to enable students to brainstorm solutions to some of the most complex issues of our time.

### **PAX 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **PAX 3100 - Race and the Politics of Crime 4cr**

This course examines the historical antecedent of the present-day prison system and the multiple dimensions in which criminal justice policies impact particular communities today. The first half of the semester focuses on philosophies of punishment, theologies of race, and nineteenth-century economies of plantations, jails, and prisons. Over the second half of the semester, students examine present-day patterns of punishment, specifically addressing moral discourse in contemporary politics, the school-to-prison pipeline, and successful activist challenges to the pervasiveness of exploiting criminalized persons. △ WAC 3: Writing and Research for the Major & Humanities: Philosophical Inquiry & CIV: Social Justice

### **PAX 3270 - Environmental Justice: Peace or Conflict 4cr**

This course deals with the differing ways that human societies historically have interacted with and impacted on their natural environments so as either to intensify inequality and conflict leading in some cases to war and extinction or to achieve long-term environmental justice and peace. Case studies of societies of varying sizes, levels of technology, geographical locations, and time periods are examined.

### **PAX 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

## 4.21 Philosophy (PHI)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

All PHI courses meet Humanities: Philosophical Inquiry.

### **PHI 1110 - Introduction to Philosophy: A Search for Meaning 4cr**

This course offers an investigation into the meaning and structure of human existence by critically analyzing some of the perennial questions of human experience. In this course, students analyze important concepts and issues in metaphysics (the study of being), epistemology (the theory of knowledge), and ethics by considering the views of some of the great philosophers of the Western Tradition, as well as a diverse range of contemporary philosophers critical of that tradition. Students critically think through diverse positions and arguments, appreciating the depth and richness of the perennial “problems of being human.”

Δ **Humanities: Philosophical Inquiry**

### **PHI 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **PHI 2500 - Philosophy and Art at Black Mountain College 4cr**

Black Mountain College is best known as the famous interdisciplinary art school that attracted internationally-renowned (and in many cases, exiled) artists, musicians, poets, and inventors to the rural mountains of North Carolina. But what were the philosophical ideals that gave rise to Black Mountain College's unique spirit of collaboration, experimentation, and community? How did these develop in response to the politics of World War II? In this course, students explore how philosophical ideas (John Dewey, Kant, Confucius) relate to artistic practices (John Cage, Buckminster Fuller, Robert Rauschenberg). Students gain an appreciation of philosophy's role in the complex dynamic between art, community, education, and politics. Δ **WAC 2: Writing and Research in the Liberal Arts; Humanities: Philosophical Inquiry**

### **PHI 2510 - Philosophy of Art 4cr**

This course offers an analysis and philosophical evaluation of problems in art appreciation, art criticism and theories of art. Special emphasis is placed on understanding art in the context of concurrent artistic endeavor or experience. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.* Δ **WAC 2: Writing and Research in the Liberal Arts; Humanities: Philosophical Inquiry**

### **PHI 2520 - Environmental Ethics 4cr**

The central focus of this course is to develop an understanding of the proper relationship between humans and the non-human entities of the natural world. In doing so, the course explores the major Western approaches to environmental ethics and the central issues of the ethical status of plants and animals, the holism/individualism debate and the meaning of sustainability. A significant portion of this course is devoted to the Land Ethic, Deep Ecology, Ecofeminism and some Eastern approaches as well. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.* Δ **CIV: Environmental Responsibility; Humanities: Philosophical Inquiry**

### **PHI 2560 - Political Philosophy 4cr**

This course offers an investigation into political philosophy from the beginning of the Modern period to the present. Students gain an understanding of important political philosophers such as Hobbes, Rousseau, Locke, Kant, Mill, and Marx. In addition, students read contemporary essays, which focus on issues in contemporary society regarding race, gender, sex, and class theory, written by some of the top theorists in their respective fields. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes*



*diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.*

**Δ WAC 2: Writing and Research in the Liberal Arts; CIV: Social Justice; Humanities: Philosophical Inquiry**

### **PHI 2570 - Ethics 4cr**

This course investigates the fundamental philosophical issues and arguments involved in contemporary ethical issues such as free speech issues, racist and other hate speech on campus, euthanasia, medical testing, rights of transpersons and other marginalized groups, and entitlement issues within race, gender, and class contexts. These philosophical and practical issues are explored not simply in ideal terms, but as real-life social issues, considered along the lines of class, race, and sex/gender. Students learn to apply classical ethical theory and rigorous argumentation to real-world problems.. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.*

**Δ WAC 2: Writing and Research in the Liberal Arts; CIV: Social Justice; Humanities: Philosophical Inquiry**

### **PHI 2575 – Critical Race Theory 4cr**

This course examines the origins of race-thinking and the myriad ways in which race has been constructed and deconstructed. Students focus on a critical interpretation of what race is, what it does, and how contemporary racial meanings are produced and reproduced. Course readings are drawn from the fields of religious studies, philosophy, social theory, and legal studies, in order to draw on a broad vocabulary and set of references when engaging the meanings of race and racial presentation. **Δ WAC 2: Writing and Research in the Liberal Arts; CIV: Social Justice; Humanities: Philosophical Inquiry**

### **PHI 2580 - Feminist Philosophy 4cr**

This course investigates several historical and contemporary feminist philosophical perspectives with the aim of enabling students not only to work critically through some important feminist critiques, but also to appreciate the diversity of feminist thought. The majority of the readings in this course focus on contemporary feminist perspectives. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.* **Δ CIV: Social Justice; Humanities: Philosophical Inquiry**

### **PHI 2589 - Gender Troubles in Ancient Greek Thought 4 cr**

In this course students critically investigate and analyze how central philosophical ideas – truth, justice, revenge, relation to the divine, law, and love – were coded along gendered (as well as class, race, and ethnic) lines by the Hellenic people during different times in the Pre-Classical and Classical period. As we rethink many aspects of gender today, understanding its deep history in Ancient Greek culture and thought to which we are the heirs enriches our own understanding. Students read and critically think through canonical texts of the Western tradition, including: the *Odyssey*, *Homeric Hymn to Demeter*, *Antigone*, Plato's *Symposium*, and other works of the Archaic and Classical period. Students also choose and read a contemporary novel that takes up ancient gender themes in a contemporary perspective. **Δ WAC 2: Writing and Research in the Liberal Arts; Humanities: Philosophical Inquiry**

### **PHI 2590 - Ancient Philosophy: Problems of Truth and Goodness 4cr**

This course investigates how some of the basic questions of human life concerning how truth, justice, revenge, relation to the divine, law, and love were lived and understood by the Greeks during the Classical Period of ancient Greek history. Students discover the beginnings of systematic Western philosophy in Plato and Aristotle, touching on some of their influences, such as Socrates, Heraclitus, and Parmenides. One theme of this course, justice, is considered not only through the philosophical writings, but also in the context of Greek tragedy. Students read some of the most incredible works of tragedy of the Western tradition: *The Antigone* by Sophocles and *The Bacchae* by Euripides. **Δ WAC 2: Writing and Research in the Liberal Arts; Humanities: Philosophical Inquiry**

### **PHI 2720 - Introduction to Nietzsche 4cr**

This course offers an introduction into Nietzsche's thought. Students read and discuss several of Nietzsche's works and investigate important Nietzschean concepts such as the Transvaluation of Values, the Will to Power, and the Eternal Return, and furthermore understand these concepts as a fruitful way of approaching and critiquing philosophy and culture. In the last few weeks of the course, students explore contemporary interpretations of Nietzsche's texts by thinkers such as Derrida. These critiques allow students to see Nietzsche as a pivotal figure, a Modern thinker whose ideas open up philosophical possibilities by questioning the very foundations of the subject, truth, and philosophy.  $\Delta$  **Humanities: Philosophical Inquiry**

### **PHI 2890 – Multiculturalism & the Politics of Identity 4cr**

In this course, students explore a broad range of issues concerning identity and multiculturalism relevant to the field of political philosophy. These topics include core questions about what constitutes individual and collective identity as well as a number of specific questions about the status of identity forms with respect to legal rights, social customs, and cultural recognition.  $\Delta$  **WAC 2: Writing and Research in the Liberal Arts; Humanities: Philosophical Inquiry**

### **PHI 2900 - Existentialism Through Film and Fiction 4 Cr**

Existentialist philosophy represents a crucial development in the 20<sup>th</sup> Century, and calls on us to reflect meaningfully on our lives, particularly on our social and personal values. This course ties existentialist philosophy to social-philosophical questions in today's world, particularly those regarding race, gender, oppression and liberty. Students critically analyze pivotal existentialist texts alongside related films and novels, including: Nietzsche's *The Gay Science/Groundhog Day*; Sartre's *Existentialism is a Humanism/Crimes and Misdemeanors*; Camus' *The Stranger*; the film, *Ikiru*; de Beauvoir's *The Second Sex*/Monk Kid's *The Invention of Wings*, and Fanon's *Black Skin/White Mask*. Students appreciate the relevance of existentialist thought to issues of social, economic, and psychological oppression, especially in terms of race, class, and gender.  $\Delta$  **CIV: Social Justice; Humanities: Philosophical Inquiry**

### **PHI 2904 - Contemporary Philosophy 4cr**

This course offers an investigation into several leading contemporary thinkers in Continental philosophy: Michel Foucault, Angela Davis, Luce Irigaray, Judith Butler, bell hooks, Giorgio Agamben, Linda Alcoff, Gayle Salamon, and more. The general theme of the course centers on these philosophers' respective attempts to open up new ways of thinking about subjectivity, embodiment, rationality, gender, race, and citizenship that take into consideration the role of institutions such as language and social-political structures. Students critically analyze questions and ideas developed in the late 20th and early 21st centuries that Continental philosophers are working on right now. Students taking the course at the advanced level have different assignments that fulfill the WAC 3 Research and Writing for the Major.  $\Delta$  **Humanities: Philosophical Inquiry**  
**Prerequisites:** One previous course in Philosophy.

### **PHI 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **PHI 3140 - Black Radicalism 4cr**

This course examines several primary themes in the Black Radical Tradition: Nationalism, Internationalism, Anti-Capitalism (including Socialism and Communism), Reparations, the U.S. Penal System, and Black Feminism (including recent movements uplifting gender and sexual identity). We will explore these themes through a careful read of primary texts as well as history texts, with a particular emphasis on how Black thinkers critique(d) the exploitation of Black bodies under white supremacist institutions of slavery, colonialism, policing, and the prison. We will further examine how Black radical thinkers propose(d) new ideas of Black agency, nationhood, international political solidarity, female-bodied identity, and psychological healing.  $\Delta$  **WAC 3: Writing and Research for the Major; CIV: Social Justice; Intercultural Inquiry; Humanities: Philosophical Inquiry**



**Prerequisites:** PAX 1100 Introduction to Peace and Justice Studies and PHI 2575 Critical Race Theory

### **PHI 3530 - Modern Philosophy: Science, Perception, and Reality 4cr**

This course offers a study of some of the key thinkers during this broad period in the history of philosophy (16th-19th Centuries). We are today the inheritors of the Modern tradition in philosophy and in science. Students analyze the rich diversity in the Modern philosophers' respective methods and theories regarding knowledge, truth, and reality. Students read original texts by Bacon, Galileo, Descartes, Berkeley, Spinoza, Hume, Kant, and Hegel, and pay particular attention to the connection between philosophical and scientific method and theory. **Δ WAC 3:**

**Writing and Research for the Major; Humanities: Philosophical Inquiry**

**Prerequisites:** Two previous courses in Philosophy and sophomore standing.

### **PHI 3560 - Advanced Contemporary Philosophy 4cr**

This course offers an investigation into several leading contemporary thinkers in Continental philosophy and runs simultaneously with PHI 2904 Contemporary Philosophy. Students taking the course at the advanced level will have in-depth assignments that fulfill WAC 3. **Δ WAC 3: Writing and Research for the Major; Humanities:**

**Philosophical Inquiry**

**Prerequisites:** Two previous courses in Philosophy and sophomore standing.

### **PHI 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **PHI 4701 - Capstone Research and Thesis 4cr**

This course is a senior capstone for students majoring in Philosophy. In this course, students research and craft multiple drafts of a major research paper that focuses on advanced level primary texts and secondary sources in a given topic or historical movement, with the goal of refining the students' researching, writing, and oral argumentation skills at the highest undergraduate level. Students present their research and arguments at the Capstone Carnival in the spring. **Δ WAC 4: Capstone Writing and Research; Humanities: Philosophical Inquiry**

**Prerequisites:** Students must have completed Section I of the Philosophy major requirements, PHI 2589 Gender Troubles in Ancient Greek Thought **OR** PHI 2590 Ancient Philosophy, PHI 3530 Modern Philosophy, and have at least junior standing to enroll in a capstone seminar in Philosophy.

### **PHI 4950 - 4989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

## 4.22 Physical Education (PED)

### 4.21.1 Overview

Faculty: Donna Read

The Physical Education Department is designed to enhance the physical well-being of each participating student. It also provides knowledge of the requirements for keeping physically fit throughout life. The activity courses offer an introduction to recreational sports that an individual can enjoy and continue long after graduation. Most courses earn one credit and are offered on a Pass/Fail basis.

Academic credit is offered for participation in varsity athletics. Credit must be awarded in the semester of the sport's season and must be registered for in advance of participation. A season of successful participation is worth one grade and one credit. A single varsity course or a combination of varsity courses may be repeated for credit up to four semester credit hours. Courses that are repeatable for credit are marked as such. Courses that are not marked as repeatable may not be repeated for credit.

### 4.21.2 General Physical Education Courses

#### **PED 1070 - Strength Training I 2cr**

This introductory course provides instruction and participation in proper strength training techniques and injury prevention for the novice exerciser. Students gain competency in the stabilization and strength endurance phases of strength training. Students learn how to develop and implement strength training programs without machines. Students also learn flexibility and self-myofascial release training. The course covers body weight, exercise tubing, exercise ball, and foam roller training. *Fee charged. Students evaluated on a Pass/Fail basis.*

#### **PED 1080 - Introduction to Cardiovascular and Core Fitness Training 2cr**

This introductory course provides instruction and participation in proper cardiovascular and core stabilization training techniques for the novice exerciser. Core stabilization includes exercises to strengthen the trunk of the body (shoulders, torso, and hips). Students are introduced to a variety of cardiovascular options, including basic jogging, cycling, rowing, and elliptical training. The course also includes flexibility and self-myofascial release training. *Fee charged. Students evaluated on a Pass/Fail basis.*

#### **PED 1120 - Tennis 1cr**

This course provides instruction in the basic techniques of various tennis strokes and is geared toward beginning tennis players. *Students evaluated on a Pass/Fail basis.*

#### **PED 1160 - Lifeguard Training 2cr**

Students successfully completing this American Red Cross sponsored course are awarded academic credit and certification for three years in Lifeguard training and CPR/AED certification for one year. There is a pre-course test given on the first day of class that students must pass in order to continue in the course. This is not a learn-to-swim class, but a class for students already comfortable with swimming who are interested in learning rescue skills used for professional Lifeguards. *ARC standards limit class size to 10 students.*

#### **PED 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

#### **PED 2060 - Yoga for Resilience 2cr**

Students will engage in the practice of gentle and restorative yoga, meditation, breath work and multiple relaxation

techniques rooted in the context of yoga. This course will be accessible to all levels and will focus on the practical skills that can profoundly impact our day to day lives, both on the mat and off the mat. Techniques for addressing stress, tension, anxiety, overwhelm, depression as well as habits for well-being will be shared.

### **PED 2070 - Strength Training II 2cr**

This intermediate level course provides instruction and participation in strength training techniques and injury prevention for students who have basic strength training experience. Students gain competency in the strength endurance, muscle hypertrophy, and maximal strength phases of training. Students practice self-myofascial release and flexibility training in each class session. *Fee charged. Students evaluated on a Pass/Fail basis.*

**Prerequisite:** PED 1070 Strength Training I or proven strength training experience.

### **PED 2080 - Advanced Cardiovascular and Core Fitness Training 2cr**

This course provides instruction and participation in high intensity cardiovascular and core fitness training for the experienced exerciser. Prior to the completion of the course, students complete a 50-mile bike ride; a 10-mile, high intensity hike; and a 3-mile run. Alternative modalities are provided based on student need. This course also introduces the concepts of intervals and power training techniques. *Fee charged. Students evaluated on a Pass/Fail basis.*

**Prerequisite:** PED 1080 Introduction to Cardiovascular and Core Fitness Training or proven cardiovascular training experience.

### **PED 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **PED 3070 - Strength Training III 2cr**

This advanced course provides instruction and participation in strength training techniques for the experienced exerciser. Preferably, students will have completed PED\*2070 Strength Training II and have been practicing strength training for at least six weeks prior to the beginning of the course. Students gain competency in the muscle hypertrophy, maximal strength, and power phases of training. The course utilizes a variety of equipment, both in and out of the weight room. *Fee charged. Students are evaluated on a Pass/Fail basis. In season athletes are excluded from this course.*

**Prerequisite:** PED 2070 Strength Training II or permission of instructor.

### **PED 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### 4.21.3 Varsity Sport Participation Courses

Academic credit is offered for participation in varsity athletics. Credit must be awarded in the semester of the sport's season, and students must register for credit in advance of participation. A season of successful participation is worth one grade and one credit. A single varsity course or a combination of varsity courses may be repeated for credit up to four semester credit hours. Courses that are repeatable for credit are marked as such. Courses that are not marked as repeatable may not be repeated for credit.

*A course or a combination of sports courses may be repeated for credit up to 4 credits.*

#### **PED 1290 - Varsity Cross-Country 1cr\***

Participation in varsity cross-country.. *Students are evaluated on a Pass/Fail basis.*

#### **PED 1330 - Varsity Cycling 1cr\***

Participation in varsity cycling.. *Students are evaluated on a Pass/Fail basis.*

#### **PED 1370 - Varsity Basketball 1cr\***

Participation in varsity basketball.. *Students are evaluated on a Pass/Fail basis.*

#### **PED 1410 - Varsity Soccer 1cr\***

Participation in varsity soccer.. *Students are evaluated on a Pass/Fail basis.*

#### **PED 1450 - Varsity Swimming 1cr\***

Participation in varsity swimming.. *Students are evaluated on a Pass/Fail basis.*

## 4.23 Physics (PHY)

Faculty: Langdon Martin, David Coffey

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **PHY 1180 - Contemporary Astronomy 4cr**

This course introduces students to the science of astronomy through regular observations, hands-on telescope use, location and identification of celestial objects, and photography with cameras, telescopes, and computer imaging equipment. Topics include the solar system, stars and measurements of stars, galaxies, black holes, stellar composition, and stellar evolution. Students also learn the properties of light, color, gravity, Newton's laws, and Einstein's principles. The students participate actively in the observations and measurements of astronomical phenomena. *Students are expected to complete evening observation sessions throughout the term.* Δ **Natural Science**

### **PHY 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **PHY 2510 - Physics I 4cr**

This course offers an introduction to physics provided through the study of Newtonian physics, energy, thermodynamics, and statistical thermodynamics. Special emphasis is given to contemporary physics. Students learn skills useful in other disciplines as well as physics: laboratory record-keeping, problem solving, and computer simulation. This course is centered around laboratory experience and the importance of learning physics through the observations and measurements in the laboratory. Δ **Natural Science**

**Prerequisite:** MAT 1510 Precalculus I and MAT 1520 Precalculus II. MAT 2410 Calculus I or permission of instructor.

### **PHY 2520 - Physics II 4cr**

This course continues PHY 2510 Physics I. Topics include electricity and magnetism, electronics, optics, light, and special relativity. Calculus is used.

**Prerequisites:** PHY 2510 Physics I with a C- or better or permission of the instructor. MAT 2410 Calculus I. MAT 2420 Calculus II is recommended but not required.

### **PHY 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **PHY 3700-3760 – Topics in Physics 2cr**

These rotating courses address recent developments and current issues in the field of Physics. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through more general Physics courses and provide greater depth in specific fields of study.

**Prerequisites:** Dependent on instructor and topic.

### **PHY 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

## 4.24 Political Science (PSC)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **PSC 1510 - Introduction to American Government 4cr**

This course is an introduction to the major institutions and actors of the American political system, including parties, interest groups, and the legislative, executive, and judicial branches of government. Attention is given to cultural, ideological, and economic contexts. The fundamental concepts of political science are applied to the structure of power and the policy-making process in America. Δ **Society and Human Behavior**

### **PSC 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **PSC 2370 - Voting, Campaigns, and Elections 4cr**

This course explores the electoral process in the United States with special attention paid to the current election, including study of the factors that influence individual voting behavior; the actions that candidates, political parties, and interest groups take to influence election outcomes; and the importance of the structure of electoral institutions. Δ **Society and Human Behavior**

### **PSC 2380 - The American Presidency 4cr**

This course examines the role of the presidency in American politics. Topics include the evolution and contemporary status of the American presidency, nomination and election politics, relations with Congress and party leadership, control of the bureaucracy, the international political role, and presidential psychology and decision-making. Δ **Society and Human Behavior**

### **PSC 2450 - Environmental Politics in Global Perspectives 4cr**

This course surveys the emerging global environmental legal structures, norms, and standards. It examines the role of international non-governmental organizations (NGOs) in creating international regimes, and monitoring and tracking compliance of different states. It will also look into the dynamics of interactions between IGOs and NGOs in creating new global discourse communities in an era of increased environmental awareness. Δ **CIV: Environmental Responsibility; Society and Human Behavior**

### **PSC 2570 - International Relations 4cr**

This course is a general survey of the essential concepts and practices of international politics, examining the historical past of international communities as well as current international concerns and issues. Δ **CIV: Intercultural Perspectives; Society and Human Behavior**

### **PSC 2580 - Comparative Government: Global North 4cr**

This course examines the structure of government and political culture in the states of the Global North. The course focuses on, but is not limited to, the governments of Great Britain, Japan, France, Russia, and Germany. The principal forms of government, including parliamentary and presidential systems, are examined along with a wide variety of party systems and electoral systems. In addition, students compare and analyze the public policies of industrialized states in the areas of immigration, health care, education, and the environment. Δ **CIV: Intercultural Perspectives; Society and Human Behavior**

### **PSC 2590 - Comparative Government: Global South 4cr**

This course is a systematic and comparative study of the important political institutions, political culture, political legitimacy, policies, and politics of major third world countries in Asia, Africa, and Latin America. Students examine in a comparative manner what makes a state strong or weak in the global system, and why certain governments behave the way they do. Δ **CIV: Intercultural Perspectives; Society and Human Behavior**

**PSC - 2922 - Introduction to Public Policy 4 cr**

This course examines theories of public policy formation in the United States. Attention will also be paid to substantive policy areas such as drug and alcohol regulation, criminal justice, and immigration. By the end of the semester, students will be able to understand the theories of public policy and how they apply to policy making, implementation, and execution. Students will also have a basic understanding of specific substantive policy areas such as: welfare, immigration, criminal justice, and drugs and alcohol. **Δ Society and Human Behavior**

**PSC 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

**PSC 3200 - Chinese Government and Politics 4cr**

This course is an in-depth study of the origin and evolution of Chinese revolutions, and their impact on world power configuration and on transforming Chinese society and culture. Students study the dramatic events of the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square Incident and their aftermath for China and the world. Students learn to appreciate the dynamics of Chinese politics and their impact on regional as well as world politics. **Δ Society and Human Behavior & CIV: Intercultural Perspectives**

**PSC 3300 - Politics of Developing States 4cr**

This issue-oriented course examines important questions in the politics of developing states. Students look at the legacies of colonialism, neocolonialism, and nationalism in the developing state, as well as the impact of modernization, the WTO, IMF, World Bank, and other international institutions on the development of the third world countries. Population growth and its environmental impact are also examined through different case studies. **Δ Society and Human Behavior**

**PSC 3360 - United States Foreign Policy 4cr**

This course covers United States foreign policy and its geo-political consequences from the turn of the twentieth century to the present. Study begins with constitutional authority, and then students determine how foreign policy has been made, tracing various influences such as public opinion, the media, interest groups, and multinational corporations, as well as the military, congress, and the president. Students engage in extensive research into a major crisis in American foreign policy in the past thirty years, analyze the role played by dominant influences, and evaluate the leadership of the sitting administration in the crisis. Awareness of and application to current foreign policy issues continues throughout the course. **Δ Society and Human Behavior**

**PSC 3400 - International Politics in the Pacific 4cr**

This course examines the dynamics of international relations among major Asia-Pacific Nations including the United States, China, Russia, Japan, the two Koreas, Southeast Asian Nations, as well as the importance of the overseas Chinese community in Southeast Asian countries. Students strive to understand the cooperation and rivalry of these different nations through a discussion of the history, culture, economic, and security concerns of these different nations from World War II to the present. **Δ Society and Human Behavior**

**PSC 3500 - Political Parties and Interest Groups 4cr**

This course focuses on the roots of organized political power in American government. Students explore the role and influence of interest groups and political parties in the electoral process and in government. Historical and theoretical perspectives are used to analyze topics such as money in politics, lobbying and corporate power, social movements, political coalitions, third parties, and political polarization. **Δ Society and Human Behavior**

**PSC - 3913 – Topics in Public Policy 4 cr**

Each time this course is taught, it addresses a different public policy. Students explore the topic in depth, using current journal and newspaper articles and recent books in a seminar format. Recent topics have included “Institutional Segregation.” *This course may be repeated for credit one time under a different topic.*

### **Δ Society and Human Behavior**

#### **PSC – 3922 – Social Networks 4 cr**

In this course students learn the theory, methods, and applications of a systematic study of networks in politics. Networks are a ubiquitous feature of the natural and social world, and this course draws upon examples and lessons from many fields, from genetics to anthropology, to understand how networks operate in politics. The course covers theories of social network analysis and applies them to questions of politics. To do so, students apply methodological tools and software to social network data. The course is introductory and provides a survey of the field. Students are not required to have a quantitative background, but those who have previous experience with statistics or data analysis may have an advantage in becoming familiar with the techniques. **Δ Society and Human Behavior**

#### **PSC 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

#### **PSC 4310 - Constitutional Law 4cr**

Using a combination of history, jurisprudence, and case law, this course investigates the evolving role of the Supreme Court in shaping American politics. Topics to be considered include governmental structures, powers, and relationships; civil liberties; and civil rights. Students study legal history, legal theory, and examine some of the most important decisions handed down by the Supreme Court. **Δ Society and Human Behavior**

**Prerequisites:** PSC 1510 Introduction to American Government and junior or senior standing or permission of the instructor.

#### **PSC 4950 - 4989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.



## 4.25 Psychology (PSY)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **PSY 1000 - Introduction to Psychology 4cr**

This course provides a comprehensive overview of the field of psychology. Topics include the philosophical and scientific origins of psychology, research methods in psychology, biological and perceptual processes, learning, cognition and memory, emotion, personality, social psychology, psychological disorders, and psychotherapy. Δ **Society and Human Behavior**

### **PSY 1210 - Sport Psychology 4 cr**

This course examines theoretical, clinical, and applied aspects of sport psychology. It provides a broad overview of the major topics in the area (e.g., performance enhancement, mental rehearsal, motivation, competitive anxiety, aggression, injury recovery). The primary course objective is to facilitate understanding of how psychological factors influence involvement and performance in sport settings, and how participation in sports affects individuals and groups.

### **PSY 1310 - Drugs and Behavior 4cr**

The use of psychoactive drugs in human societies has a long history. This course provides an overview of drug-brain-behavior interactions. Accordingly, students will study a range of topics including drug actions on the nervous system, elementary principles of pharmacology, therapeutic uses of behaviorally active drugs, drug abuse and its treatment, and social policy. The term "drugs" is broadly defined and includes both legal and illegal substances. Δ **Society and Human Behavior**

### **PSY 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **PSY 2010 - Infant and Child Development 4cr**

In this course, students explore the remarkable development of humans from conception to age 12. This course covers information and issues in prenatal care and the development of physical, socio-emotional, linguistic, and cognitive processes in the context of home and school. Students analyze, interpret and apply theory to issues in the discipline. Δ **Society and Human Behavior**

### **PSY 2040 - Adolescent Development 4cr**

In this course, students explore the roles of home and school in the physical, cognitive, socio-emotional development of people between ages 13-18. The course emphasizes the use of psychological theories to understand the complexities of developmental processes. Δ **Society and Human Behavior**

### **PSY 2250 - Explorations in the Psychology Major 2cr**

This course is for newly declared psychology majors - or those who are considering changing their majors to psychology. It provides an opportunity for students to understand themselves, their majors, and future careers. As a part of the course, students create a plan that enables them to achieve their educational and career goals and practice major skills of the discipline.

### **PSY 2310 - Research Methods in Social Science 4cr**

This course provides students the opportunity to interpret, design, and conduct basic psychological research. Students learn to transform ideas into researchable questions by examining the nature of scientific thinking, research design, hypothesis testing, and quantitative methodology. Students apply their knowledge of research methods to prepare to conduct their own research, to become better able to critique scholarly reports of research, and to become

better consumers of social science research presented in the media.

**Prerequisite:** MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence) and SOC 1000 Introduction to Sociology or PSY 1000 Introduction to Psychology or permission of instructor.

### **PSY 2550 - Introduction to Music in Therapeutic Settings 4cr**

Survey of literature from the fields of music therapy, music psychology, and related expressive disciplines about the application of music in psychotherapeutic, medical, and rehabilitative settings. Students examine research, theory, and practical applications through didactic, experiential, and dialogic learning.

### **PSY 2790 - Supervised Internship in Psychology 1-16cr**

The internship is a supervised work experience in an approved setting. *One academic credit may be earned for each 40 hours of work in the internship placement.*

**Prerequisites:** Prior to registration students must obtain departmental approval of a written proposal that describes in detail the activities and educational objectives of the internship. Application materials may be obtained from Psychology faculty members.

### **PSY 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **PSY 3100 - Biopsychology 4cr**

Biopsychology is the study of how our behavior, thoughts, and emotions are supported by the nervous system. This course focuses on the fundamental brain structures and biological processes that underlie many different behaviors and disorders studied by psychologists, including development, brain injury, autism, movement, motivation, and addiction.

**Prerequisite:** PSY 1000 Introduction to Psychology.

### **PSY 3110 - Theories of Personality 4cr**

This course engages students in critical examination of theory and research in the study of human personality, individual differences, motivation and well-being. Theoretical approaches explored include psychoanalytic, dispositional, biopsychological, cognitive, phenomenological, humanistic, behavioral, and social learning perspectives. Students engage in comparison and contrast of these different perspectives and their underlying assumptions. This course also provides the opportunity for students to integrate their study across broad areas of psychology and to apply the study of personality to other fields such as creative writing, literature, philosophy, education, outdoor leadership, business, and social work. **Δ WAC 2: Writing and Research in the Liberal Arts**

**Prerequisites:** PSY 1000 Introduction to Psychology and junior or senior standing, or permission of the instructor.

### **PSY 3120 - Psychology, Mental Health, and Distress 4cr**

This course provides a broad survey of what is considered to be abnormal behavior. Students become familiar with the concepts of abnormal psychology and with some of the clinical and research findings upon which our knowledge of psychological disorders is based. Students critically review research and write about a particular area of abnormal psychology. It is expected that students not only gain an increased understanding of psychological disorders, but that they will have deepened empathy for those who have them.

**Prerequisites:** PSY 1000 Introduction to Psychology is required, and PSY 2310 Research Methods in Social Science is recommended.

### **PSY 3170 - Health Psychology 4cr**

The interaction between psychological, social, and biological factors has become increasingly clear. This course examines psychosocial factors in health and disease. Students will understand influences on how people stay healthy, why they become ill, and how they respond when they are ill. This course also helps students gain a better understanding of how their behavioral, emotional, and lifestyle patterns affect their health and wellness.

**Prerequisite:** PSY 1000 Introduction to Psychology.

### **PSY 3180 - Social Psychology 4cr**

Social psychology studies how the behavior of individuals and groups are influenced. This survey course examines the major theories and research traditions in social psychology. Topics include social cognition, perception of self and others, stereotypes and prejudice, social influence and persuasion, interpersonal attraction, group dynamics and leadership, conformity, aggression, and prosocial behavior. Students will explore applications to behaviors that impact environmental quality and sustainability, health and well-being, political participation and influence, and the workings of our legal system. **WAC 2: Writing and Research in the Liberal Arts**

**Prerequisites:** PSY 1000 Introduction to Psychology or SOC 1000 Introduction to Sociology is required, and PSY 2310 Research Methods in Social Science is recommended.

### **PSY 3240 - Sensation and Perception 4cr**

This course explores how human beings gather and interpret information provided by the sensory systems. The physical properties of the sensory signal, the physiological mechanisms of the sensory organs, and the psychological processes that filter, construct, and influence our perceptual experiences are examined.

**Prerequisite:** PSY 1000 Introduction to Psychology.

### **PSY 3260 - Theories and Techniques in Counseling and Psychotherapy 4cr**

This course explores major theories and techniques utilized in psychotherapeutic settings. Through a combination of readings, discussion, and active role-playing, students examine behavioral, cognitive, existential, humanistic, interpersonal, and psychodynamic approaches to treatment. Counseling skills (e.g., empathy and problem solving) are practiced in a supportive classroom setting. Students also present a clinical case study to their classmates focusing on a specific therapy approach.

**Prerequisite:** PSY 1000 Introduction to Psychology.

### **PSY 3410 -Expressive Arts Therapy: History, Foundations, and Practices 4cr**

This course engages students in examination and experience of the relationship between multimodal creative expression and individual and community mental health; social, psychological, and spiritual well-being; and social change. This course introduces the history, philosophy, and theory of expressive arts therapy, as well as its applications across diverse populations and in a wide range of therapeutic, healing, and self-reflective contexts. Students explore and experience the effects of multi-modal creative expression through texts, discussion, case studies, and experiential activities using many modalities, e.g. music, art, movement, drama, writing, and creative experiences in nature. Students are expected to participate individually and in groups to explore and reflect on their experiences with creative endeavors across these multiple modalities.

**Prerequisites:** Either PSY 1000 Introduction to Psychology OR SWK 2010 Introduction to Social Work plus SWK 2020 Skills of Helping Others; Recommended: SWK 2950 ST:The Art of Art Therapy, and/or PSY 2550 Introduction to Music in Therapeutic Settings.

### **PSY 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **PSY 4010 - Selected Readings in Psychology 2cr**

This course provides an opportunity for the investigation of important original contributions to psychological inquiry. It is organized around a particular theme, which may change from semester to semester. Readings may include theoretical and empirical scholarly articles and book chapters that have historical or contemporary importance for the field of psychology.

**Prerequisites:** PSY 1000 Introduction to Psychology and PSY 2310 Research Methods, or permission of the instructor.

### **PSY 4020 - History of Psychology 2cr**

This course explores the history of psychology through the use of primary sources. Students gain an understanding of important themes, developments, and figures in the history of psychology. Students read materials from archives and other sources in order to learn about the broad sociocultural context in which psychology has emerged. Further, in a fascinating component to the course, students peek in on original letters sent by leaders in the field in order to learn about important events, successes, and struggles through the individuals' own words.

**Prerequisites:** PSY 1000 Introduction to Psychology and PSY 2310 Research Methods.

### **PSY 4160 - Ecopsychology 2cr**

Ecopsychology examines relationships between people and the rest of nature. As a collection of theoretical perspectives, ecopsychology asserts that people have essential, unconscious connections with the rest of nature. Ecopsychology proposes that detachment from this relationship has dire psychological and environmental consequences and that restoration of this relationship furthers individual, community, and planetary health. This course critically explores ecopsychology as a theory and as a worldview. Through writing, direct experiences, and close reading of primary sources, students critically examine ecopsychology's theoretical roots and practical implications. Students also explore the relationship of ecopsychology to psychodynamic theory, transpersonal psychology, existentialism and phenomenology, deep ecology, ecofeminism, sociobiology, and evolutionary psychology. *This course meets elective requirements for majors in Psychology and Environmental Studies.* Δ CIV:

#### **Environmental Responsibility**

**Prerequisites:** ODL 2410 Nature, Environment, & Health, or PSY 3110 Theories of Personality, or PHI 2520 Environmental Ethics, or permission of instructor.

### **PSY 4210 - Behavioral and Cognitive Neuroscience 4cr**

This course will explore the wide variety of theories and studies that have helped us to better understand conscious thought and action as well as nonconscious regulation of behavior. Specifically, we'll focus on research into the neural mechanisms of thirst and hunger, emotion, attention, learning and memory, language, and decision-making. Students will participate in a number of lab exercises and demonstrations used to investigate course concepts. Students will also engage with primary sources to examine the purpose, methods, and implications of research into the biology that underlies the human experience.

**Prerequisites:** PSY 3100 Biopsychology, PSY 3240 Sensation and Perception, or permission of the instructor.

### **PSY 4250 - Social Neuroscience 4cr**

Social neuroscience integrates theories and methods of social psychology and cognitive neuroscience in order to explain social and emotional behavior at three levels of analysis: social, cognitive, and neural. Students use key concepts and methods from social neuroscience to analyze findings in core areas of social psychology, including emotional appraisal, person perception, emotion regulation, stereotyping, attitudes and beliefs, social decision making, cooperation, personality, and individual differences.

**Prerequisites:** PSY 1000 Introduction to Psychology and PSY 3100 Biopsychology or permission of the instructor. PSY 2310 Research Methods in Social Science or its equivalent is recommended.

### **PSY 4790 - Supervised Internship in Psychology 1-16cr**

The internship is a supervised work experience in an approved setting. *One academic credit may be earned for each 40 hours of work in the internship placement.*

**Prerequisites:** Students must be of junior or senior standing. Prior to registration students must obtain departmental approval of a written proposal that describes in detail the activities and educational objectives of the internship. Application materials may be obtained from Psychology faculty members.

### **PSY 4830 - Capstone Proposal 4cr**

Students in this course develop a written proposal and secure approval for their Capstone Practicum or Thesis project that is completed in the subsequent PSY 4840 Capstone Practicum or PSY 4850 Capstone Thesis course.

*This is the first of two capstone courses required for psychology majors.* Δ WAC 3: Writing and Research for the

**Major**

**Prerequisite:** PSY 1000 Introduction to Psychology; MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence); PSY 2250 Explorations in the Psychology Major; PSY 2310 Research Methods in Social Science; at least 8 credits of upper level psychology coursework; and junior standing; or permission of the instructor.

**PSY 4840 - Capstone Practicum 4cr**

The activities and assignments in this seminar course support students' reflection on the practicum experience and integrate it with their major and the educational mission of academics, work, and service. Students demonstrate competency in professional ethics, understanding and application of relevant research, critical evaluation of professional literature, and written and oral communication of their practicum experience. Building on capstone practicum proposals, students complete a 120 hour practicum, practicum portfolio, and public presentation. *This is the second of two capstone courses required for psychology majors.* **Δ WAC 4: Capstone Writing and Research**  
**Prerequisite:** PSY 4830 Capstone Proposal or permission of the instructor.

**PSY 4850 - Capstone Thesis 4cr**

Students in this course conduct and present their capstone research projects that were designed and approved in the PSY 4830 Capstone Proposal. Students meet regularly with their thesis advisor and other student researchers to engage in collaborative problem solving. Students demonstrate competency in professional and research ethics, implementation of research plans, theory use, critical evaluation of research findings, and written and oral communication of their research. This course is strongly recommended for all students considering application to graduate school in psychology. This is the second of two capstone courses required for psychology majors who entered Warren Wilson College beginning Fall 2014. **Δ WAC 4: Capstone Writing and Research**  
**Prerequisite:** PSY 4830 Capstone Proposal or permission of the instructor.

**PSY 4890 - Independent Research in Psychology 2-16cr**

The student completes an independent research project. The project proposal must be approved in advance by a faculty sponsor and by the department chair. The thesis report must be presented before a faculty committee selected by the student and faculty sponsor.

**Prerequisite:** Department approval of a written research proposal.

**PSY 4950 - 4989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

## 4.26 Religious Studies (REL)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **REL 1110 - Exploring Religions 4cr**

Exploring Religions is a survey designed to introduce students to selected religions of the world and to the academic study of religion. This course carefully examines a wide variety of primary and secondary sources to help students understand and appreciate the diversity of ways in which human beings have asked, answered, and responded to questions of life and death, values and ethics, power and danger. This course does not aspire nor pretend to cover all religions but instead will focus on a few selected religions such as Buddhism, Judaism, Christianity, Islam, or Daoism. Students learn how to employ research methods in the academic study of religion through their textual research and possibly on-site field experiences. Δ **Humanities: Philosophical Inquiry**

### **REL 1210 - Introduction to Interfaith Leadership 4cr**

This course serves as an overview of the multiple components of interfaith leadership. Students are introduced to the development and basic principles of interfaith work, dive deeply into the theological claims that guide individual engagement with the religious other, obtain first-hand experience working and serving across lines of religious difference, and examine various critiques of this particular form of engagement with religious diversity. The course looks at various local and national examples of interfaith dialogue as well as engage in a series of case studies.

Δ **CIV: Service-Learning; CIV: Intercultural Perspectives; Humanities: Philosophical Inquiry**

### **REL 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **REL 2090 - Introduction to Islam 4cr**

This course is a historical and thematic survey of the origins and development of Islam. The primary historical period covered is the so-called "classical period" of Islam (700 - 1300 CE). Students study the life and career of Muhammad as the Prophet of Islam in the 7th century and the rise of the early Muslim community. Formation of the Islamic polity and its struggles and challenges in terms of succession, cohesion, and expansion are surveyed. Central themes in this course include traditional *hadith* (known as "The Hadith of Gabriel"), *islam* ("submission"), *iman* ("faith"), and *ihsan* ("excellence"). Exploration of these dimensions of Islam is anchored on the Qur'an - its historical, theological, intellectual, juridical, and ritual aspects - and on Islamic "mysticism" as represented in the various Sufi movements. This course also examines the enduring significance of Islam in the modern world. Δ **CIV: Intercultural Perspectives ; Humanities: Philosophical Inquiry**

### **REL 2130 - Religion and Environmental Justice 4cr**

This course explores the ethical responsibilities of people who work to ameliorate environmental degradation as well as end oppression of human beings. Students explore the religious tenets of environmental justice movements internationally and in the United States. Course topics focus on Theravada Buddhism in Thailand, indigenous East African beliefs in Kenya, Catholic social teachings in the United States farmworkers' movement, and black liberation theology in the United States movement against toxic waste dumping in politically marginalized communities. Finally, students gain an understanding of the cultural symbols and negotiated relationships that are critical for successfully countering environmental degradation in complicated political contexts. Δ **WAC 2: Writing and Research in the Liberal Arts; CIV: Social Justice; CIV: Service-Learning; CIV: Environmental Responsibility; Humanities: Philosophical Inquiry**

### **REL 2380 - History and Literature of Buddhism 4cr**

This course introduces students to the history, fundamental doctrines, and practices of Buddhist traditions. It pays close attention to how Buddhism influenced the collective histories and personal lives of the people who identify themselves as "Buddhists" across the expanse of time and space. Readings of translations of Sanskrit, Pali, Chinese,

and Tibetan primary texts are complemented with biographies, ethnographies, and documentary films. Special attention is given to Thai, East Asian, and Tibetan Buddhism.

**REL 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

**REL 3210 - Religion, Peace, and Social Justice: Seminar 4cr**

This advanced seminar examines key religious values and practices, sacred and classic writings, and case studies of religious leaders and cultures where religions have contributed significantly to the making and sustaining of peace. Movements include the 19th-century abolitionist movement, the 20th-century Social Gospel movement, and the movement for civil rights. Δ WAC 3: Writing and Research for the Major; CIV: Social Justice; Humanities: Philosophical Inquiry

**Prerequisite:** One prior course in Religious Studies or permission of the instructor.

**REL 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.



## 4.27 Science Communication and Research (SCI)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### 4.26.1 Overview

Courses that appear with the SCI prefix include Science Communication minor offerings as well as courses within the Natural Science Undergraduate Research program. The undergraduate science research program at Warren Wilson College is designed to promote student intellectual independence and maturation, a personalized education, and close cooperative academic interaction with faculty members, staff, and peers. Specific objectives of the science research sequence include:

1. Designing a project that addresses an original question in the context of current literature. The relevance of the topic must be explained in a larger context and the research must be related to existing findings from the primary literature.
2. Implementing the project using appropriate methods and quantitative analysis, organizing individual steps in a large complex project, and practicing problem solution and critical appraisal.
3. Communicating the outcome of the project both orally and in written format, in a clear, concise, organized, and engaging way. This incorporates senior-level articulation, creative expression, logic, and an understanding of professional standards.

By the end of the sequence of three courses, students will have chosen a research advisor, defined a suitable research topic, carried out a comprehensive literature review, prepared a grant proposal, understood and used pertinent statistical, sampling, and experimental design techniques, presented results orally before a scientific audience, and prepared a scientific manuscript. Assessment occurs through assignments, exams, evaluations, drafts, attendance records, final thesis graded by the research adviser, and final presentation graded by participating faculty.

### 4.26.2 Courses

#### **SCI 2900 - Science Communication and Outreach 4cr**

Understanding how to effectively communicate science and conduct impactful outreach is an increasingly important tool for all science students. In this course, students learn and practice traditional aspects of science communication, including scientific writing and presentation, but also expand into digital outreach approaches through the practice of video, photography, and podcasting. Students use each of these media in depth, creating usable products and gaining experience with outreach tools such as social media, story mapping, and other web-based resources to disseminate their products. Scientific projects highlighted include Warren Wilson College faculty and student research, aiding our community in its efforts to communicate our science to the public.

#### **SCI 3900 - Research Design 2cr**

In this course, students begin the Natural Science Undergraduate Research Sequence. Included are lectures and activities that teach literature searching, experimental design, sampling, statistics, writing, and speaking. Students consult with faculty members, choose a research advisor, choose a research project, and write a grant proposal. Students also attend and critique Natural Science Undergraduate Research Presentations. Δ **WAC 3: Writing and Research for the Major**

**Prerequisite:** MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence) or MAT 2410 Calculus I

#### **SCI 4100 Science Communication and Outreach Portfolio**

Students develop a web-based portfolio for dissemination of the products they have created throughout their minor experience, including SCI 2900 and their 12 credits of production courses. In addition to curating their portfolio of products, students produce a written reflection on at least one scientific issue they have addressed through their



minor. This paper includes a discussion of the role and importance of the scientific issue in society, the challenges with presenting the issue to the general public, and how they feel they achieved communication of the issue through their production pieces. This reflection serves as an introductory page on the student's web portfolio.

**Prerequisites:** SCI 2900 and declaration of minor in Science Communication

### **SCI 4860-4890 - Natural Science Research 1-2cr**

These courses are for students doing research for the Natural Science Undergraduate Research Sequence. After completing SCI 3900 Research Design, students are ready to begin their independent research projects, working directly with a faculty research mentor. It is expected that students invest 40 hours of effort per credit hour. *A minimum of 2 credit hours are required.* Δ **WAC 3: Writing and Research for the Major**

**Prerequisite:** SCI 3900 Research Design.

### **SCI 4930 - Communication: Natural Science Seminar 1cr**

Some of the most essential skills for natural scientists include the abilities to investigate, organize, and present concepts to their peers--both orally and in written format. This is the purpose of Natural Science Presentation: it provides the forum for the presentation and evaluation of student research. Each student presents a 15-20 minute oral presentation on his/her research project and submits a formal thesis for the College archives. The formal paper includes a complete description of the research project, methods, analysis, final results, and scientific discussion. *A completed Research and Disciplinary Discourse paper must be submitted before the end of this course. The scheduling for the seminar presentation takes place during SCI 3900 Research Design one year before the presentation.* Δ **WAC 4: Capstone Writing and Research**

## **4.28 Social Work (SWK)**

### **SWK 2010 - Introduction to Social Work 2cr**

This course explores social work as a possible career path and as a professional means by which to affect individual and system change. Students learn about the values and ethics of the social work profession as well as the social, economic, political, historical, and cultural injustices that social work advocates to change. Through community engagement in a local social service agency and reflection on their experience, students examine their interest in the social work profession. Partially satisfies  $\Delta$  **CIV: Social Justice**; partially satisfies **CIV: Service Learning** and PEG 1.

### **SWK 2020 - Skills for Communication and Partnering 2cr**

This course assists students in developing skills necessary to establish and build helping relationships. Skills covered include both verbal and non-verbal communication. Active listening and empathetic communication are emphasized. This course creates a foundation for further course work in social work practice or other disciplines that use primarily verbal communication to enhance problem solving. Through experiential learning that involves direct interaction with others and reflection on their experience, students examine their interest in the social work profession and other helping roles.

### **SWK 2030 - Advocacy from the Ground Up 2cr**

Students engage in project-based experiential learning as they learn how to advocate for policy change at the state level. Students develop and practice the professional skills of advocacy through independent and small group research on social welfare policy priorities identified by the North Carolina Chapter of the National Association of Social Workers. Students practice advocacy skills and travel to Raleigh to participate in Social Work Advocacy Day at the North Carolina General Assembly. There, we network with over 600 social workers from around the state to advocate legislators on issues imperative to social work practice and values and ethics. Upon return to campus, students create and disseminate outcomes of their advocacy efforts to the Warren Wilson College community and the larger community.

$\Delta$  **General Education: CIV: Service Learning**

### **SWK 2100 - Resist. Reform. Revolt: History of Social Welfare 4cr**

This course explores the history and development of the social work profession and social welfare systems in the US within a contemporary global context. Emphasis is placed on the historical roots of societal values and beliefs that have influenced the development of social welfare policies and programs. This course also includes an examination of contemporary social welfare policies and programs and an introduction to policy analysis. Through 25 hours of community engagement, students are exposed to current, local policy issues, and they reflect on the role of policy practice in generalist social work.  $\Delta$  **WAC 2: Writing and Research in the Liberal Arts**; **CIV: Social Justice**; **CIV: Service Learning** and PEG 2.

### **SWK 2250 - The Art of Art Therapy 4cr**

In this course students learn about the history and development of art therapy, theories grounding the practice and the integration of modalities in helping professions. Students actively develop skills and techniques used in art therapy with individuals, groups, and communities. Students gain hands-on experience by engaging in service learning.

### **SWK 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **SWK 3050 - Human Behavior and the Social Environment I: The Life Course 4cr**

This course explores human development across the life course with emphasis on the biological, psychological, social, cultural, and spiritual dimensions. Students study the concept of generalist social work from an ecological

systems perspective that emphasizes the intersecting dynamics of humans with their environments. Consideration is given to the impact of human diversity, discrimination and oppression on the individual's ability to reach or maintain optimal health and well being across the life course. Students complete 25 hours of community engagement in which they explore life-course issues and reflect on a multigenerational perspective.  $\Delta$  **CIV: Social Justice; CIV: Service Learning.**

**Prerequisites:** BIO 1090 Human Biology and either PSY 1000 Introduction to Psychology or SOC 1000 Introduction to Sociology or permission of the instructor.

### **SWK 3060 - Human Behavior in the Social Environment II: Social Contexts 4cr**

This course is an exploration of social work from an ecological and social systems perspective to understand family, group, organization, and community systems. As a class group, students complete 15 hours of community engagement at a local human services agency. Special attention is given to the impact of human diversity, discrimination, and oppression in the contexts of families, groups, organizations, and community on individuals' and systems' abilities to reach or maintain optimal health, well being, functioning, and change.  $\Delta$  **CIV: Social Justice; CIV: Service Learning.**

**Prerequisites:** SWK 3050 Human Behavior and the Social Environment I: The Life Course, and concurrent enrollment with SWK 3200 Engaging the Change Process: Social Work Practice with Individuals and Families or permission of the instructor.

### **SWK 4100 - Policy Advocacy for Social Change 4cr**

This course continues the exploration of social work knowledge and skills initiated in SWK 2100 Resist. Reform. Revolt: History of Social Welfare regarding social welfare policies and services. Students learn to analyze current social policy within the context of historical and contemporary factors that shape policy. Content is presented about the political and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing social policies in light of the principles of social and economic justice. Contemporary social welfare programs and policies in the US are examined in a global context.  $\Delta$  **WAC 3: Writing and Research for the Major; CIV: Service Learning.**

**Prerequisites:** Completion of SWK 3200 Engaging the Change Process and Senior standing.

### **SWK 3200 - Engaging the Change Process: Social Work Practice With Individuals and Families 4cr**

This course focuses on the development of social work values, knowledge and skills in generalist social work practice with individuals and families. An ecological systems perspective is used to explore issues of diversity, discrimination, oppression and privilege in relation to assessment, problem-solving, intervention and evaluation in practice. Through 25 hours of community engagement in which they work closely with individuals, families and/or small groups, students identify and reflect on their strengths and challenge areas in relation to interpersonal, micro practice skills, knowledge and values.  $\Delta$  **CIV: Service Learning.**

**Prerequisites:** Formal declaration of the Social Work major, junior standing; and SWK 2010 Introduction to Social Work, SWK 2020 Skills for Communication and Partnering, SWK 2100 Resist. Reform. Revolt: History of Social Welfare, SWK 3050 Human Behavior and the Social Environment I: The Life Course. Concurrent with SWK 3060 Human Behavior in the Social Environment II: Social Contexts.

### **SWK 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **SWK 4200 - Systemic Change Strategies: Social Work Practice with Organizations and Communities 4cr**

This course focuses on social work methods relevant for practice with macro systems through investigating theory and learning and practicing skills and techniques that help to effect change, solve problems, and enhance social functioning. This course includes content on macro practice contexts (i.e. communities and neighborhoods, and

organizations) and the components of an effective change process (i.e. building power, planning, mobilizing human resources, securing financial resources, marketing and public relations, developing organizations, taking action, and evaluating change). Students participate in an engaged learning process by providing service to a community-based human services agency. Issues of race, class, gender, age, environment, sexual orientation, globalization, oppression, and privilege are explored within the context of generalist social work practice.

**Prerequisite:** SWK 3200 Engaging the Change Process: Social Work Practice with Individuals and Families and Senior standing or permission of the instructor.

### **SWK 4250 - Orientation to Field Education 2cr**

This course prepares students for the block field education placement. Students review knowledge, skills, and social work values related to generalist social work practice in a field agency setting. Students develop a professional portfolio that includes resume, reference letters, and examples of written work, as well as a comprehensive reflection of how their education through liberal arts and applied learning has contributed to their knowledge and skills in the practice of social work. Students apply for, interview, and establish an internship arrangement for the following semester. In preparation for their internship, students complete 12 hours of pre-service orienting and acclimating to their field placement agency.

**Prerequisite:** SWK 3200 Engaging the Change Process: Social Work Practice with Individuals and Families and senior standing.

### **SWK 4300 - Field Education 12 cr**

This is the social work field education practicum in which students intern four days per week in a social service agency. Professional social workers provide students supervision. Students perform a range of practice functions appropriate to beginning generalist social work practice such as intake, assessment, advocacy, case management, research, and education, as well as policy and program development and implementation. This course is PEG 3.

**Corequisite:** Must be taken concurrently with SWK 4350 Field Education Seminar.

**Prerequisites:** SWK 4250 Orientation to Field Education and formal admission to Field Education (see Field Education Manual).

### **SWK 4350 - Field Education Seminar 4cr**

This seminar is taken concurrently with SWK 4300 Field Education. This course allows students to integrate their academic preparation with their professional field experience. Students demonstrate professional competency in beginning level generalist social work through written and oral presentations that highlight skills, knowledge, and values necessary for micro, mezzo, and macro practice. Students engage in group discussions related to the field practicum experience including topics such as practice and ethical considerations, race, class, environment, gender, age, cultural competency, sexual orientation, research, policy, and problem-solving.

**Δ WAC 4: Capstone Writing and Research**

**Corequisite:** Must be taken concurrently with SWK 4300 Field Education.

### **SWK 4950 - 4989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

## 4.29 Sociology (SOC)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **SOC 1000 - Introduction to Sociology 4cr**

This course provides an introduction to the basic principles and procedures of sociology. Topics range from the micro-level analysis of everyday life (why don't we bump into each other when we cross the street?) to the macro-level analysis of inequality (will the poor always be with us?). Major topics include culture, socialization, deviance, and stratification both from local and global contexts. Δ **Society and Human Behavior & CIV: Social Justice**

### **SOC 1030 - Introduction to Gender and Women's Studies**

This course focuses on critical examination and understanding of the social construction of gender. Students explore a range of gendered experiences, including gender socialization, body image, reproductive rights, gender and work, and gendered violence, as well as how these differ by race, class, and sexuality. The course examines theoretical frameworks and methodological approaches to the critical examination of women's realities. This course provides a foundation for further courses in the Gender and Women's Studies major or minor. Δ **Society and Human Behavior & CIV: Social Justice**

### **SOC 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **SOC 2110 - The Family 4cr**

This course is a comparative study of the family as a social institution and as the most intimate environment of interpersonal relations. Students explore both theoretical perspectives and applied analytical approach of families in local and global environments. The main themes covered are diversity, change, and problems faced by the family as a social institution. Students have opportunities to critically analyze the connections between micro and macro level structures affecting various types of families. This is a Service Learning course that requires students to engage in an in-depth service experience connected to issues addressed in the course. *Satisfies requirement for the Sociology and/or Gender and Women's Studies Concentrations.* Δ **Society and Human Behavior & CIV: Social Justice**

### **SOC 2510 - Societies in Southeast Asia 4cr**

This course is designed as an interdisciplinary introduction to the societies and cultures of Southeast Asia. Students explore regional patterns, diversity, and uniquely local features of the societies. Through this course, students acquire a sense of the geography and history of the region while exploring some local social, cultural, political, religious, and economic issues. Through readings and assignments, students are exposed to and understand various problems in the region such as ethnic conflicts and regional tensions as well as the natural and cultural wealth of Southeast Asian societies. *Satisfies requirement for the Sociology Concentration.* Δ **Society and Human Behavior & CIV: Intercultural Perspectives**

### **SOC 2710 - Environmental Sociology 4cr**

This course focuses on the interrelationship between natural and social environments. Although the course covers a broad range of issues, emphasis will be given to the development of environmental sociology; various perspectives in environmental sociology; environment and culture; environmental justice; the interrelationship of ideology, materialism, and the environment; global environmental issues; and environmental activism. *Satisfies requirement for the Sociology Concentration.* Δ **CIV: Social Justice; Society and Human Behavior**

**Prerequisite:** Sophomore standing or permission of instructor.

### **SOC 2790 - Supervised Internship 1-16cr**

The internship is a supervised work experience in an approved setting. *One academic credit may be earned for each 40 hours of work in the internship placement.*

**Prerequisites:** Prior to registration, departmental approval of a written proposal that describes in detail the activities and educational objectives of the intern. Application materials may be obtained from Sociology faculty members or the Sociology and Anthropology department chair.

### **SOC 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **SOC 3100 - Media and Social Inequality 4cr**

This course allows students to examine the development of mass media and to examine data pertaining to the way in which different media operate. Students explore patterns of media ownership, including trends toward consolidation and conglomeration, and discuss ways in which these patterns may shape media content. In addition, course readings and discussions examine regulation of media, the influences of politics on media and of media on politics, media and violence, and the role of mass media in reflecting and/or shaping social inequality--particularly regarding race, class, gender, and sexual orientation. Students discuss tools and strategies for critical analysis of media and active responses to media. *Satisfies requirement for the Sociology Concentration and/or Gender and Women's Studies Concentrations.* Δ **CIV: Social Justice; Society and Human Behavior**

**Prerequisite:** SOC 1000 Introduction to Sociology, ANT 2000 Introduction to Cultural Anthropology, or SOC 1030 Introduction to Gender and Women's Studies.

### **SOC 3120 - Disaster and Society 4cr**

This course addresses the intersection of disaster and social inequality in local and global contexts. Disaster is perceived as a social process impacting different segments of societies unevenly depending on their positions in social stratification. Using sociological perspectives and other perspectives in social sciences, this course provides a critical analysis of how various groups of people are differentially at risk before, during, and after disaster. The main focus of this course is on natural induced disasters such as hurricane, earthquake, tsunami, and flood and how these disasters intersect with social, cultural, and political factors. *Satisfies requirement for the Sociology Concentration.*

Δ **CIV: Social Justice or Intercultural Perspectives; Society and Human Behavior**

**Prerequisite:** SOC 1000 Introduction to Sociology or ANT 2000 Introduction to Cultural Anthropology or permission of instructor.

### **SOC 3170 - Social Theory 4cr**

This course presents a history of the great adventure of social theory through the close study of the original writings of many of the most influential sociologists and anthropologists, from the mid-19th century to the present. The seminar explores the ways in which different paradigms have addressed the big issues concerned with understanding the human experience: power, social and cultural change, gender and other forms of identity, the relationship between agency and structure, the relationship between culture, society, and the environment and forms of subsistence, and the nature of our emerging global society. *This course is offered every fall, and Sociology and Anthropology majors are urged to take it during their junior years, but may take it their senior year, if necessary.* Δ

**CIV: Social Justice; Society and Human Behavior**

**Prerequisites:** SOC 1000 Introduction to Sociology and ANT 2000 Introduction to Cultural Anthropology, and junior standing, or permission of the instructor.

### **SOC 3240 - Social Inequality 4cr**

This course examines major forms of social inequality, sociological theory and concepts pertaining to social inequality, and empirical research examining the extent and consequences of social inequality in the United States. The class employs the concept of social location to explore ways in which socioeconomic class, gender, race, and sexuality affect life chances, and considers sociological theory and data pertaining to ways in which systems of social inequality are maintained, reproduced, resisted, and changed. *Satisfies requirement for the Sociology and/or Gender and Women's Studies Concentrations.* Δ **CIV: Social Justice; Society and Human Behavior**

**Prerequisite:** SOC 1000 Introduction to Sociology or ANT 2000 Introduction to Cultural Anthropology or SOC



1030 Introduction to Gender and Women's Studies, or permission of instructor.

### **SOC 3250 - Gender, Development and the Environment 4cr**

This course examines the changes in gender relations and the lives of women in "developing" countries or the global South as affected by the development process and their incorporation into global economic and political systems. Special focus is given to the interconnection of gender issues, development, and environmental problems in "developing" countries. Students learn how local and global inequality affects gender relations and environmental conditions in various countries and how development programs and policies may alter the positions of women and gender relations. *Satisfies requirement for the Sociology and/or Gender and Women's Studies Concentrations.* **Δ CIV: Social Justice or Intercultural Perspectives; Society and Human Behavior**  
**Prerequisite:** SOC 1000 Introduction to Sociology or ANT 2000 Introduction to Cultural Anthropology or SOC 1030 Introduction to Gender and Women's Studies, or permission of instructor.

### **SOC 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **SOC 4020 - Sociology/Anthropology Research Craft 4cr**

This course covers research methods specific to both sociology and anthropology through directed readings, lectures, and projects designed to prepare students for the applied research undertaken in SOC 4100 Directed Research in Sociology/Anthropology. Focus is on survey and field research, field notes, methods of ethnographic documenting, in-depth interviewing, content analysis, and questionnaire development. *Students are required to have their research proposals approved by the Social Sciences Institutional Review Board by the end of the semester. This course is offered every fall semester.* **Δ WAC 3: Writing and Research for the Major**  
**Prerequisites:** SOC 1000 Introduction to Sociology and ANT 2000 Introduction to Cultural Anthropology, and junior or senior standing, or permission of instructor.

### **SOC 4100 - Directed Research in Sociology/Anthropology 4cr**

In this course, students are engaged in applied research, write their theses and present their theses to the public. Students' work could be used in the following ways: by agencies in planning or policy development; in articles published for educational purposes; and for cultural documentation for museums, historical associations, communities and/or ethnic groups. *Students are required to have their research proposal completed and approved by the Social Sciences Institutional Review Board before starting this course. This course is offered every Spring semester.* **Δ WAC 4: Capstone Writing and Research**  
**Prerequisites:** SOC 4020 Sociology/Anthropology Research Craft and approval of research proposal by the Institutional Review Board.

### **SOC 4790 - Supervised Internship 1-16cr**

The internship is a supervised work experience in an approved setting. *One academic credit may be earned for each 40 hours of work in the internship placement.*  
**Prerequisites:** Junior or senior standing. Prior to registration, departmental approval of a written proposal that describes in detail the activities and educational objectives of the intern. Application materials may be obtained from Sociology faculty members or the Sociology/Anthropology Department Chair.

### **SOC 4950 - 4989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

## 4.30 Theatre (THR)

△ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **THR 1010-1020 - Performance/Production Practicum I 1-2cr**

This course allows students to earn credit for participating in a theatre project directed or supervised by a member of the Theatre Department faculty. Students' involvement might be as an actor, playwright, designer, stage manager, running crew or other technician, publicist, box office manager or staff, or in another approved manner. The Department strives to offer opportunities to work on productions in a wide variety of styles and genres. In addition to fulfilling production duties, Practicum students write a critical reflection on the production experience in light of their previous experience and future goals. *This course may only be added during the Add/Drop period each term.*

Partially satisfies △ **Artistic Expression**

**Prerequisite:** Permission of the Theatre Department Chair.

### **THR 1130 - Technical Theatre 4cr**

An introduction to several aspects of backstage work, this course includes set construction, working from scale drawings, scene painting techniques, prop construction, stage lighting, and stage sound equipment. Students learn how to safely use construction tools, lighting equipment, and stage rigging. Class work is divided between lecture, discussion, and hands-on demonstrations and projects. △ **Artistic Expression**

### **THR 1170 - Acting I 4cr**

This course introduces the related disciplines of acting and directing for the stage and is appropriate for students with varying degrees of theatre experience, including none at all. Daily physical and vocal work, exercises in concentration, awareness, simple action, and representation comprise the bulk of classroom instruction. Emphasis is placed on collaborative relationships and principles for fostering creative conditions; students are expected to spend significant time rehearsing together outside of class. When possible, the class culminates in a public performance. Attending some live performance events in the community and writing papers detailing and reflecting on these performances is required. △ **Artistic Expression**

### **THR 1400-1500 - Topics in Dance 2cr**

These courses teach basic concepts in various dance techniques. The styles change each term. Offerings may include: Ballet, Tap, Jazz, Hip Hop, African, Burlesque, and Salsa, among others. *This course may be repeated for credit.* △ **Artistic Expression**

### **THR 1950 - 1989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **THR 2010-2020 - Performance/Production Practicum II 1-2cr**

This course allows students to earn credit for participating in a theatre project directed or supervised by a member of the Theatre Department faculty. Students' involvement might be as an actor, playwright, designer, stage manager, running crew or other technician, publicist, box office manager or staff, or in another approved manner. The Department strives to offer opportunities to work on productions in a wide variety of styles and genres. In addition to fulfilling production duties, Practicum students write a critical reflection on the production experience in light of their previous experience and future goals. *This course may only be added during the Add/Drop period each term.*

Partially satisfies △ **Artistic Expression**

**Prerequisites:** THR 1010 or 1020 Performance/Production Practicum I and permission of the Theatre Department Chair.

### **THR 2030 - Voice and Speech 4cr**



Speaking with expression, clarity, and vocal freedom is a vital skill for actors and others. In this course, students employ daily practice to learn new possibilities for the use of their voices, as well as expanding their interpretive and expressive abilities. Students are given individual attention as they learn techniques to interpret text for speaking, to improve the muscularity of their articulators, and to free their breathing through methods meant to improve spontaneity and richness of vocal tone; therefore, this course involves regular physical exercises in breathing and stretching. Students are required to see performances presented both on campus and off and write papers detailing and reflecting the vocal aspects of these performances.  $\Delta$  **Artistic Expression**

### **THR 2440 - Improvisation for the Actor 2cr**

The ability to identify and act on impulses is central to acting and many other activities. This course teaches students to access their innate abilities to create spontaneously, and, in the process, to build self-confidence and collaborative skills. Activities include theatre games, movement exercises, storytelling exercises, and mask work. Because the work can lead in a number of directions (such as explorations of personality, social status, role-playing, character, and the use of improvisation as a rehearsal tool), the specific content of the course may change from year to year.  $\Delta$  **Artistic Expression**

### **THR 2950 - 2989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

### **THR 3010-3020 - Performance/Production Practicum III 1-2cr**

This course allows students to earn credit for participating in a theatre project directed or supervised by a member of the Theatre Department faculty. Students' involvement might be as an actor, playwright, designer, stage manager, running crew or other technician, publicist, box office manager or staff, or in another approved manner. The Department strives to offer opportunities to work on productions in a wide variety of styles and genres. In addition to fulfilling production duties, Practicum students write a critical reflection on the production experience in light of their previous experience and future goals. *This course may only be added during the Add/Drop period each term.* Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisites:** THR 2010-2020 Performance/Production Practicum II and permission of the Theatre Department Chair.

### **THR 3040 - Acting II 4cr**

The purpose of this course is to give students with some background in actor training an opportunity to deepen and broaden the various techniques that enable an actor to perform with commitment, sensitivity, honesty, and courage, and to collaborate successfully with others. Therefore, the course involves individual attention as well as deep collaboration. Students also expand the ability to analyze, perform, and critique contemporary plays, and should emerge from the class with a better knowledge of contemporary drama, both comic and dramatic. Students gain skill in building characters, expand ability to recognize dramatic action, increase skill and confidence in putting that action visibly on the stage, and work collaboratively with other members of the ensemble. When possible, the class culminates in a public performance. Attending some live performance events in the community and writing papers detailing and reflecting on these performances is required. *This course may be repeated for credit once as THR 4040.*  $\Delta$  **Artistic Expression**

**Prerequisites:** THR 1170 Acting I or permission of instructor.

### **THR 3410 - Shakespeare in Performance 4cr**

This course combines classical acting theory and practice with close study of Shakespearean texts. There is special emphasis on vocal and text preparation methods. Projects include the presentation of an ample selection of scenes, monologues, and sonnets. Students read and discuss several Shakespearean plays, considering Elizabethan context, as well as learn proper pronunciation of Shakespearean vocabulary. Students are required to memorize and perform these texts in both solo and ensemble situations. When possible, the class culminates in a public performance. Attending some live performance events in the community and writing papers detailing and reflecting on these performances is required. *This course may be repeated for credit once as THR 4410.*  $\Delta$  **Artistic Expression**

**Prerequisites:** THR 1170 Acting I or permission of instructor.

**THR 3950 - 3989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

**THR 4010-4020 - Performance/Production Practicum IV 1-2cr**

This course allows students to earn credit for participating in a theatre project directed or supervised by a member of the Theatre Department faculty. Students' involvement might be as an actor, playwright, designer, stage manager, running crew or other technician, publicist, box office manager or staff, or in another approved manner. The Department strives to offer opportunities to work on productions in a wide variety of styles and genres. In addition to fulfilling production duties, Practicum students write a critical reflection on the production experience in light of their previous experience and future goals. *This course may only be added during the Add/Drop period each term.*

Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** THR 3010-3020 and permission of the Theatre Department Chair.

**THR 4890 - Senior Project 4cr**

In this course, Theatre/English majors elect to undertake a project of substantial scope and challenge. Senior Projects in performance, directing, design and production are given departmental resources and public performances. Students may choose to undertake a project in dramaturgical or performance studies research, or creative writing for the theatre. All projects require a written comprehensive self-evaluation and analysis. *Students must submit a formal Senior Project Proposal in February in their junior year. Approved Senior Projects will be coordinated with other department productions, and seniors may be required to combine projects. Students should also plan to enroll in an Independent Study in the fall of senior year to prepare for spring project work.*

**Prerequisites:** Expected successful completion of the requirements for the Theatre/English major, a grade average of B or better in all Theatre courses, and permission of the Department.

**THR 4950 - 4989 - Special Topics 2cr - 4cr**

Special Topics are in-depth thematic courses, for 2 or 4 credits, that may be repeated for credit under a different theme.

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## **5.2** **Alumni Board**

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## **5.3** **Named Scholarships**

<http://www.warren-wilson.edu/giving/scholarships>