

# **Warren Wilson College**

## **Catalog**

### **2010-2011**

**P.O. Box 9000  
Asheville, North Carolina 28815-9000**

**1-828-771-2000  
1-800-934-3536 (Admission)**

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

*The Warren Wilson College Catalog is primarily an online document, and the current version  
can be found here:*

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

## 0.1

### Academic Calendar 2010 – 2011

JULY	12-Feb	Thurs-Sun	MFA Summer Residency
	4	Sun	Swannanoa Gathering begins
	9	Fri	Admission Open House
AUGUST	7	Sat	Swannanoa Gathering ends
	9	Mon	New Personnel Orientation
	10	Tues	New Faculty Orientation
	10	Tues	Staff Convocation
	11	Wed	Supervisor's Meeting
	13-14	Thurs-Fri	Faculty Retreat
	16	Mon	New Students Arrive
	16-22	Mon-Sun	New Student Orientation
	18-19	Wed-Thurs	Registration for new students online Residence Halls open for continuing and readmitted students (1:00 pm)
	22	Sun	Classes begin Semester I/Term 1/Triad Day Schedule
	23	Mon	Forum (4:00pm)
	25	Wed	Deadline for Semester I/Term 1 add/drops (4:30pm)
	26	Thurs	Faculty Body Meeting (4:00pm)
SEPTEMBER	6	Mon	Semester II/Term 4 Incompletes due to Registrar
	8	Wed	Forum (4:00pm)
	10	Fri	New & ST Course Proposals for Spring due to Academic Affairs
	14	Tues	Chairs Committee Meeting
	17	Fri	Deadline to withdraw/pass from Term 1 course
	17	Fri	Book orders for Term 2 due to Bookstore
	21	Tues	Chairs Committee Meeting
	22	Wed	Forum (4:00pm)
	23	Thurs	Course schedule revisions for Spring due to Registrar (4:30 pm)
	30	Thurs	Homecoming/Family Weekend begins
	OCTOBER	4-Jan	Thurs-Sun
5		Tues	Faculty Body meeting (4:00pm)
6		Wed	Forum (4:00pm)
10-Aug		Thurs-Sat	Board of Trustees Meeting
15		Fri	Last day of classes Term 1
16-24		Sat-Sun	Fall Break
18		Mon	Mid-semester/Term 1 grades due to Registrar
25		Mon	Classes begin Term 2
27		Wed	Forum (4:00pm)
28		Thurs	Deadline for Term 2 add/drops (4:30 pm)
NOVEMBER	29	Fri	Deadline to withdraw/pass from Semester 1 course
	1	Mon	Senior Letters for Dec grads due to Dept Chairs
	2	Tues	Faculty Body meeting (advising time)
	6	Sat	Admission Open House
	8	Mon	Term 1 incomplete grades due to Registrar
	8-9 11-12	M-T Th-F	Registration for Spring

	10	Wed	Forum (4:00pm)
	19	Fri	Deadline for withdraw/pass from Term 2 course
	19	Fri	Book orders for Semester II/Term 3 due to Bookstore
	22	Mon	Senior letters for Dec grads due to Registrar
	24-28	Wed-Sun	Thanksgiving Break
	30	Tues	Faculty Body meeting (4:00pm)
DECEMBER	1	Wed	Forum (4:00pm)
	17	Fri	Last day of classes Semester I/Term 2
	17	Fri	Winter Break begins 4:30pm
	22	Wed	Semester I/Term 2 grades due to Registrar
JANUARY	13-Mar	Mon-Thu	MFA Winter Residency
	7	Fri	Supervisor's Meeting
	10	Mon	Regular work schedule begins
	11	Tues	Faculty Retreat
	13	Thurs	New students arrive
	13-14	Thurs-Fri	Orientation for new students
	14	Fri	Registration for new students online
	16	Sun	Residence Halls open for continuing and readmitted students (1:00 pm)
	17	Mon	Classes begin Semester II & Term 3
	17	Mon	Celebrate Martin Luther King Day
	19	Wed	Forum (4:00pm)
	20	Thurs	Deadline for Semester II/Term 3 add/drops (4:30pm)
	26	Wed	New & ST Course Proposals for Fall due to Academic Affairs
	31	Mon	Semester I incomplete grades to Registrar
FEBRUARY	1	Tues	Faculty Body meeting (4:00pm)
	2	Wed	Forum (4:00pm)
	4	Fri	Book orders for Term 4 due to Bookstore
	8	Tues	Chairs Committee Meeting
	13-Nov	Thur-Sat	Board of Trustees meeting
	11	Fri	Deadline for withdraw/pass from Term 3 course
	15	Tues	Chairs Committee Meeting
	16	Wed	Forum (4:00pm)
	25	Fri	Course schedule revisions for Fall due to Registrar (4:30 pm)
MARCH	1	Tues	Faculty Body meeting (4:00pm)
	2	Wed	Forum (4:00pm)
	11	Fri	Last day of classes Term 3
	13-21	Sat-Sun	Spring Break
	14	Mon	Mid-Semester/Term 3 grades due to Registrar
	21	Mon	Classes begin Term 4
	23	Wed	Forum (4:00pm)
	24	Thurs	Deadline for Term 4 add/drops (4:30pm)
	25	Fri	Deadline for withdraw/pass from a Semester II course
APRIL	4	Mon	Term 3 Incomplete grades due to Registrar
	4	Mon	Senior Letters for May grads due to Dept Chairs
	5	Tues	Faculty Body-academic advising time - (4:00pm)
	6	Wed	Work Day
	15	Fri	Deadline for withdraw/pass from a Term 4 course

	16	Sat	Scholarship Luncheon
	18-19 21-22	M-T Th-F	Registration for Fall
	20	Wed	Forum (4:00pm)
	25	Mon	Senior Letters for May grads due to Registrar
	29	Fri	Book orders for Semester I/Term 1 due to Bookstore
	28-30	Thur-Sat	Board of Trustees meeting
MAY	3	Tues	Faculty Body meeting (4:00pm)
	4	Wed	Forum (4:00pm)
	12	Thurs	Last day of classes Semester II/Term 4
	13	Fri	Semester II/Term 4 ends
	13	Fri	Senior grades due to Registrar (12 noon)
	13	Fri	Honors & Awards (8:00pm)
	14	Sat	Commencement (10:00am)
	16	Mon	All grades due to Registrar

## **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, 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 or activities, employment procedures, training programs, promotion policies or other related personnel practices.

### **0.2.2 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 April, 2010.

## **0.3**

### **From the President**

Nestled in the beautiful Blue Ridge Mountains, just a few minutes from the culturally rich city of Asheville, Warren Wilson College provides a first-rate liberal arts education to students from across the United States and many other nations.

For its entire history, the College has had a distinctive identity that is reflected in its mission, its curriculum, and its sense of community. We believe that work, service, and study combine to form a powerful "Triad," which prepares graduates for productive personal and professional lives. Also, we stress the importance of environmentalism and sustainability issues throughout the College.

Further, we believe that all students should be encouraged to take part in intercultural and international activities that enhance their college experience. The Triad, the concern for environmentalism, and the focus on international/intercultural experiences give the College its special identity.

In addition to its distinctive mission, the College benefits from having students, faculty, staff, and administrators who view themselves as peers within the College community. Together, all of us at Warren Wilson College are committed to creating an educational environment unlike any other in the nation.

William S. Pfeiffer  
President

## **0.4**

### **Accreditation and Memberships**

#### **0.4.1 - Accreditation**

Warren Wilson College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor of Arts, Bachelor of Science, and Master of Fine Arts Degrees:

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

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

Telephone 1-404-679-4500  
Fax 1-404-679-4558  
www.sacscoc.org

The Social Work Baccalaureate Degree Program is accredited by the Council on Social Work Education.

#### **0.4.2 - Memberships**

Association of American Colleges and Universities  
Council for the Advancement and Support of Education  
Council of Independent Colleges  
Independent College Fund of North Carolina  
National Association of Independent Colleges and Universities  
National Association for Foreign Student Affairs  
National Association of College Admissions Counselors  
National Association of Student Financial Aid Administrators  
North Carolina Independent Colleges and Universities  
American Association of Collegiate Registrars and Admissions Officers  
Appalachian College Association  
Association of American Colleges and Universities  
Association of Presbyterian Colleges and Universities  
Association of Governing Boards of Colleges and Universities  
Southern University Conference  
Council on Social Work Education  
Influencing State Policy  
International Association of Schools of Social Work

#### **0.4.3 - Licensure**

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

#### **0.4.4 - Religious Affiliation**

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.).

#### **0.4.5 - Special Note**

REL 105, *Introduction to the Hebrew Bible*, is funded in part through the generous support of the Jewish Chautauqua Society.

REL 252, *Life and Teachings of Jesus*, is funded in part through the generous support of the Presbyterian Church (U.S.A.).



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## **1.01**

### **Mission, Values, Objectives, and Vision**

#### **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 Teaching, and the Master of Fine Arts degree in creative writing.

The College was founded by Presbyterians in 1894 and maintains a covenant relationship with the Presbyterian Church (USA). The roots of this historic relationship continue to nurture the College's commitment to community, social responsibility, the value of work, and openness in the pursuit of truth. The College provides a strong sense of purpose, place, and participation, and supports diversity, community, and personal development. We welcome those from all religious faiths and secular perspectives who share similar commitments.

#### **1.01.2 - Mission Statement**

The mission of Warren Wilson College is to provide a distinctive undergraduate and graduate liberal arts education. Our undergraduate education combines academics, work, and service in a learning community committed to environmental responsibility, cross-cultural understanding, and the common good.

#### **1.01.3 - Core Values**

All proceedings, programs, and initiatives of the College are grounded in a commitment to the following core values:

- The Triad: Academics, work, and service
- Community: Civic engagement and participatory governance
- Liberal Arts: Experiential and innovative education
- Sustainability: Environmental responsibility, social and economic justice
- Diversity: Inclusivity, international and cross-cultural understanding
- Wellness: Personal growth and well-being

#### **1.01.4 - Enduring Institutional Objectives**

Drawing from its core values, the College accomplishes its mission through an enduring commitment to the following objectives:

1. To practice an integrated Triad of academic study, productive work, and meaningful service
2. To prepare students for service, leadership, and meaningful lifelong work and learning
3. To offer an undergraduate educational program that
  - A. enables students to think critically, obtain and evaluate information effectively, and communicate clearly;
  - B. introduces students to a variety of ways that humans acquire and use knowledge;
  - C. provides students with opportunities to develop a breadth of understanding and to make connections among areas critical to a liberal arts curriculum;

- D. requires that students demonstrate a depth of understanding through competence in one or more academic disciplines;
  - E. leads students into considered reflection on the meaning and value of work and service to others;
  - F. engages students in Triad activities that deepen understanding about the environmental, economic, and community bases of sustainability;
  - G. guides students in examining their lives and articulating their beliefs and values;
  - H. provides opportunities for personal, physical, moral, and spiritual development;
  - I. imparts an awareness of the commonality of human problems while encouraging the development of civic engagement and a sense of social justice;
  - J. offers educational opportunities for students to better appreciate the diversity of the world and to develop cross-cultural and international understanding.
- 4. To offer select, innovative graduate programs grounded in the liberal arts tradition
  - 5. To promote environmental responsibility in students through education, campus operations, policy, and community outreach
  - 6. To create an educational community representing a broadly diverse world
  - 7. To nurture, through responsible and resourceful management policies, a small, residential community where students, faculty, staff, and governing board share close, mutually supportive, personal relationships and collaborate in College governance

### **1.01.5 - Vision**

Warren Wilson College will lead the nation toward a new model for liberal arts education through the innovation of its Triad educational program, the quality of its academic engagement, the fulfillment of its sustainability principles, the depth of its commitment to diversity, the vitality of its community, and its nurturing of individual well-being.

## 1.02

### College Profile

#### 1.2.1 - The Campus

Warren Wilson College is located in the Swannanoa River Valley of the Blue Ridge Mountains. The campus consists of 1,130 acres situated on the outskirts of Asheville, Western North Carolina's historical, cultural, and creative center. The campus features 25 miles of trails winding through forest, farm, and gardens. The campus includes housing for 900 students and for many faculty, staff, and their families. Along with residence halls, the central campus comprises classrooms, laboratories, studios, faculty offices, administrative offices, dining facilities, the library, and a student center.

#### 1.02.2 - A Unique Educational Triad

The College's educational program, the Triad, consists of three interwoven strands of experience: liberal arts academics, a campus-wide work program, and service learning. Grounded in principles of sustainability and guided by core values of diversity, community, and cross-cultural understanding, Warren Wilson's work and service-based programs deepen each student's engagement in academic learning.

##### **The Triad: Academics**

##### **Strong Liberal Arts Curriculum, Practical Applications**

Warren Wilson's curriculum challenges students while creating a foundation for lifelong learning. The academic program teaches students to think critically, evaluate information effectively, and communicate clearly while providing opportunities to make connections between the classroom and hand-on experiences. The College's liberal arts focus encourages students to explore various fields of study before choosing from over 20 majors, including traditional arts and science disciplines, professional studies, and interdisciplinary programs. The four-term calendar allows concentration in fewer subjects at one time, with smaller class sizes and ample opportunity for independent study, internships, and other field work.

##### **The Triad: Work**

##### **Building Skills, Creating Community**

The work program has been fundamental to the College since its founding in 1894. Students work 15 hours per week on one of over 100 work crews responsible for the daily functioning of the campus and essential operations of the College. Through the work program, students take ownership of their college community while developing respect for the value of work. The work program builds confidence while advancing skills in problem solving, organization, and communication. At work, students build specific skills that reinforce their classroom experiences and see academic theories come to life.

##### **The Triad: Service Learning**

##### **Passionate, Creative Community Engagement**

Service has always been a core value of the College and a graduation requirement for nearly 50 years. Service learning integrates experiential, real-world activities into the College's academic offerings and work crew experiences with projects that facilitate the development of problem solving and analytical skills. Students serve a minimum of 100 hours in the local community, across the country, or internationally as part of a study abroad experience. Through service learning, students engage in issue education through workshops, alternative fall/spring break service trips, and weekly projects integrated with first-year seminars.

#### 1.02.3 - Study Abroad

Study abroad is a major component of the Warren Wilson College experience. By immersing themselves in the history, culture, language, and social issues of a particular region, students become aware of their own cultural footprint. They become independent thinkers, observers, careful travelers, and comfortable inhabitants in their host country. Managing travel and living abroad builds effective decision-making and problem-solving skills while fostering confidence and independence. Study abroad opportunities include faculty-led, short-term and term-length courses, single-semester or year-long independent study abroad programs, and academic internships.

#### **1.02.4 - Sustainability**

The College and its landscape is a living laboratory where sustainability infuses nearly every aspect of campus life, from academics, work, and service learning to daily living and long-term planning. Students grasp how complex issues such as poverty, environmental degradation, overpopulation, and illiteracy have common, interconnected strands: economic, environmental, and social/cultural elements that define community well-being. They learn these connections in the classroom, explore them on their work crews, and engage these complex community issues through service learning. As a roadmap for community engagement, Warren Wilson's sustainability focus prepares students to make responsible life choices for future generations.

#### **1.02.5 - Diversity**

The College has long demonstrated its commitment to provide a deeper student experience by embracing and engaging diversity in race, national origin, cultural background, disability, gender, sexual orientation, social class, religion, opinions, and ideas. Openness and inclusivity are encouraged and supported. Preparing students to solve problems can't happen without providing a rich, dynamic educational experience including exposure to a range of valid opinions, ideas, and identities. This preparation, in turn, builds real-life skills in problem-solving, facilitation, and articulation of one's position against a backdrop of vibrant and sometimes unpredictable discourse. The College strives to create a comfort level in which students have the opportunity to become more balanced, grounded, and well-rounded.

#### **1.02.6 - Community**

The College is a learning community that provides a host of opportunities for personal, physical, moral, and spiritual development. About 87 percent of students live on campus alongside many faculty, staff, and their families to create a balanced, well-rounded social experience. The College's academic, work, and service philosophy affirms and supports the dignity and worth of each student, with individualized attention in the classroom and an open-door policy among administrators and faculty.

#### **1.02.7 - Governance**

The College's distinctive governance system promotes lively discourse and honors individual viewpoints among students, faculty, and staff. Through Student Caucus and other avenues, each student has an important voice and helps to shape campus life and college policies. Any member of the community can initiate proposals for new ways of doing things, and everyone has the opportunity to participate in making decisions that affect the future of the institution.

## 1.03 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 was graduated.

In 1942 the Asheville Farm School and Dorland-Bell School for girls in Hot Springs, N.C., 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 were graduated in 1969. Four years later, the College officially separated from 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 Triad, 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.

Warren Wilson College has come far in the past 30 years as an independent four-year school. As enrollment has steadily increased to about 900 students, the curriculum has greatly expanded. Students can now choose from more than 20 majors, several dozen minors, and 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.

The College's recent past also has been distinguished by the forging of numerous partnerships with the broader community. Partners include Buncombe County Schools and, on the edge of campus, North Carolina Outward Bound School and the Mountain Area Child and Family Center. 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. More recently, Warren Wilson and the City of Asheville signed an agreement stating their intent to work together toward climate partnership goals.

## 1.04

### Undergraduate Admission

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, 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. The College is positively attentive to race, gender, disability, and age. Contact the Admission office at 1-800-934-3536 for more information.

The Admission Committee requires that candidates possess a high school diploma, with completion of twelve academic units (a unit is one year's study in a subject). A college preparatory curriculum, showing competency in the following subjects, is required:

- 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

*Interviews are not required but strongly recommended.*

#### 1.04.01 - The Freshman Student Admission Process

Each candidate for admission must submit the following by February 15:

1. an application,
2. an official high school transcript,
3. SAT or ACT scores,
4. a completed Evaluation Report Form (part of the application),
5. a two-part essay. The essay is the applicant's opportunity to highlight personal goals, achievements, strengths, dedications, and convictions, and
6. up to two additional recommendations.

#### Home School Students must submit the following:

1. a transcript listing course titles and content,
2. SAT or ACT scores,
3. an interview (phone or in person),
4. a partial portfolio of sample work completed (such as graded papers),
5. a letter of recommendation (not from a parent),
6. a document that serves as the "diploma," and
7. a copy of the state rules under which the "home school" was formed or is recognized if other than North Carolina rules.

#### 1.04.02 - Committing to Warren Wilson

Students who have decided to enroll at Warren Wilson College should send their \$300 nonrefundable admission deposits as soon as they know they will be attending the College, but before May 1. Students who deposit after May

I will be subject to space limitations. Students involved in the Early Decision program should follow the procedures herewith.

### **1.04.03 - Early Decision**

Students who are highly interested in Warren Wilson College and have strong high school records may apply as Early Decision candidates. Applications for Early Decision must be received by November 15 and decisions will be mailed out on December 1. Any student not granted admission under Early Decision will automatically be put into the Regular Decision pool of applicants. If students are accepted as Early Decision candidates and they know that they will attend Warren Wilson, they should send their nonrefundable admission deposit by December 20. At that time, they must agree to withdraw applications made to other schools and not to apply to any more. If a student chooses not to deposit at that time, the offer of admission will be withdrawn.

### **1.04.04 - 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. 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.

### **1.04.05 - Provisional Admission**

Each year a small number of applicants are admitted as provisional students. Provisional students may or may not meet all regular admission standards, but show unusual promise for becoming successful Warren Wilson students. The provisional status limits students to 12-14 credit hours during the first semester, instead of the regular 16-18, and they must enroll in College Academic Skills. Provisional status is lifted after successful completion of the first semester. Provisional students are considered degree-seeking students, and typically do not take extra time to graduate.

### **1.04.06 - Early Admission**

Early Admission is an option open to a few high school juniors who wish to begin at Warren Wilson College a year early. To be a serious candidate, a student must fulfill the following requirements, for which there can be no exceptions:

1. be in the top 10% of his or her class in a high-level curriculum,
2. have high SAT or ACT scores,
3. have completed all graduation requirements except for senior English, and
4. show a high level of maturity.

To apply for Early Admission, students must submit all the documents requested for first year applicants, and

1. the student and parents must file a letter stating the reasons for requesting early admission, and
2. the high school principal must file a letter certifying that the student will receive a high school diploma after successfully completing the first year at Warren Wilson.

### **1.04.07 - Deferred Admission**

Accepted students may defer their offers of admission for up to one year by writing the Office of Admission of their intentions. This request is to be completed by May 1 of the year of acceptance. Students deferring admission may



send in their deposits at the time they are admitted, but are not required to do so. However, students who deposit after May 1 of the year they intend to enroll will be subject to space availability.

### **1.04.08 - College Credit While in High School**

Entering freshman students who have taken college courses during their junior or senior year or in the summer prior to entering Warren Wilson College must report such work to the Office of Admission. At the student's request, the College Registrar will determine whether such work will receive credit.

### **1.04.09 - Advanced Placement (AP) Credit**

Academic credit may be granted to enrolled students who receive scores of 3, 4, or 5 on College Board Advanced Placement tests.

Refer to chart 1.4.9.1 to determine the required score, amount of credit, and course waiver.

### **1.04.10 - Transfer Admission**

Admission of transfer students is competitive, with the primary criteria being academic merit and available space in a given class. To be considered, a transfer applicant must provide

1. a transfer student application,
2. an official high school transcript,
3. official transcripts from all colleges previously attended,
4. a transfer evaluation form (part of the application) from the most recently attended college, and
5. SAT or ACT scores if fewer than 28 semester credits have been earned.

In addition, for transfer students to be seriously considered, they

1. must be eligible to return to their most recently attended college,
2. must be in good standing at colleges previously attended, and
3. should have an overall college Quality Grade Point Average of at least 2.75. The overall GPA will be calculated by the Warren Wilson College Registrar. Courses with grades of D are not accepted for transfer, but are calculated into the GPA. Transfer grades are not calculated toward Warren Wilson College GPA.

Academic work presented for transfer must be from an accredited college and is subject to final evaluation by the College Registrar's Office. Warren Wilson will accept a maximum of 64 credits from a two-year college program. The transfer credits must be from a college or university accredited by one of the following agencies: Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools and of Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

### **1.04.11 - International Student Admission**

Warren Wilson College has long had a specific commitment to international education, and since the early 1940s has had a sizable international population. An international student seeking admission is required to submit the following information to the Office of Admission:

1. a Warren Wilson College International Student Application, with the \$15 (U.S.) application fee,
2. original or notarized copies of secondary school records,
3. results of external examinations such as GCE-O and GCE-A,

4. results of the Test of English as a Foreign Language (TOEFL). A score of 550 or higher is required. (The TOEFL is administered at several test centers around the world. Inquiries and requests for TOEFL application forms should be addressed to TOEFL, Box 899, Princeton, New Jersey 08541, U.S.A. The institution number for Warren Wilson College is 5886.)
5. two letters of recommendation,
6. a personal essay,
7. certification of finances, financial information, and contract proposal (part of the application), and
8. verification of income (in U.S. dollars) including
  - a. a statement from employer verifying parents' employment and salary
  - b. a copy of last tax statement if self-employed
  - c. a letter from a bank to verify average balance of past six months in savings and checking accounts.

#### **1.04.12 - Financial Aid to International Students**

Through the Work Program, Warren Wilson College is able to offer financial assistance to all international students. These students may also be eligible for other financial assistance, including scholarships. More information about financial aid is available from the Office of Admission.

#### **1.04.13 - Admission to the Spring Semester**

Admission to Warren Wilson College for the spring semester is offered on a space available basis. Notification of admission will begin on September 1 and proceed until available space is filled.

#### **1.04.14 - Day Students**

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

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

Students who have lived on campus for one full year may petition the Dean of Students 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.

#### **Notes:**

- Day students ordinarily do not participate in the work program.
- All students must participate in the work program for at least one full year.
- Full-time interns are automatically approved for day student status, if they seek it.
- Freshmen are not allowed to have automobiles on campus.

#### **1.04.15 - Falsification of Records**

Entering the College using falsified or misleading documents or intentionally omitting documents can lead to dismissal or degree revocation.

### **1.04.16 Credit For Prior Learning**

Students who are 25 years of age or older can petition to receive academic credit toward their degree programs for prior nonacademic learning experiences. They may earn a maximum of 16 credit hours through this procedure. Candidates for credit for prior learning begin the process with a letter to the Vice President for Academic Affairs, describing the subject areas in which they believe they can demonstrate and document learning that is appropriate to an undergraduate program. The Vice President for Academic Affairs will appoint one or more examiners to help the student complete the assessment process. The examiners' recommendations are presented to the Academic Council for final approval. Veterans of the armed forces (U.S. and others) are eligible to apply for two credit hours in physical education. To claim the credit, students should provide a statement to the Registrar giving the dates, place, and service branch where the basic training was completed.

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

A G.E.D. may, on occasion, be accepted in place of a regular high school diploma. Applicants with a G.E.D. will receive close scrutiny to determine whether they have had the appropriate courses to succeed at Warren Wilson. In general, a G.E.D. is used for older students who now show good reason to enroll in college. Applicants must have a minimum battery average of 500 per section. Applicants with a G.E.D. must include a detailed personal essay discussing why they left school and why they wish to enroll at Warren Wilson College. A personal interview is also strongly recommended.

### **1.04.18 - Readmission**

All requests for readmission (after a period of non-enrollment) are submitted on the regular college application obtained from the Admission Office. 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.

Each application for readmission must be approved by the Executive Committee, which includes the Director of Financial Aid, Dean of Admission, Vice President for Academic Affairs, Dean of Students, Dean of Service-Learning, Dean of Work, and Registrar.

## **1.05**

### **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 a substantial and comprehensive financial aid program to those who are eligible.

The bases for determining eligibility are the Free Application for Federal Student Aid (FAFSA) and the Warren Wilson College Financial Aid and Scholarship Application (WWCFASA). The FAFSA must be filed each year that a student wishes to be considered for aid. The WWCFASA is filed once and refilled only if there are changes in the family or with the mailing address. 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. The evaluated need will be offered to the student as long as funds remain available and the student continues to make satisfactory progress toward completion of a course of study.

#### **1.05.1 - Federal and State Programs Available**

The College cooperates with all federal and state educational assistance agencies including the Veterans Administration, Vocational Rehabilitation, and other agencies that aid students in obtaining a post-secondary education. Federal Pell Grants, Federal ACG, Federal SMART, Federal Supplemental Educational Opportunity Grants, Federal Work-Study, Federal Work College, Federal Perkins Loans, William D. Ford Federal Direct Loan Program, and all state programs are channeled through the College to the students.

Additional information may be obtained from the Financial Aid Office web site: .

#### **1.05.2 - Other Loans**

Warren Wilson College has an emergency loan fund for students who need to borrow a limited amount for a short period (usually 30 days). Loans for educational costs with a long-term repayment option are also available with a completed FAFSA.

#### **1.05.3 - Financial Aid Deadline**

The priority date to apply for financial aid for the fall semester is April 1. Applications completed prior to this date will be given priority in the award process for grants and scholarships. APPLICATIONS RECEIVED AFTER APRIL 1 WILL BE HANDLED ON A DATE-PRIORITY BASIS. The availability of need-based grants is limited.

#### **1.05.4 - Campus Work Program**

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

#### **1.05.5 - Scholarships**

**Academic Honor Scholarships:** Warren Wilson College offers honor scholarships to new students based on academic achievement and promise, not on financial need. To be considered, the student should request an

application form from the Admission Office or print a copy from the Admission website. Scholarship awards range from \$1,000 to \$8,000. There is an early deadline of March 15 for receipt of these applications.

**North Carolina Students:** Full-time students who are residents of North Carolina will receive a North Carolina Legislative Tuition Grant. The North Carolina General Assembly sets the award amount for each year (2009-2010 was set at \$1,950 but varies with the state budget). This award is not based on need; however, residency must be verified. Applications are available from the Financial Aid Office.

**For Presbyterian Students:** Members of the Presbyterian Church (U.S.A.) may apply for a Presbyterian College Scholarship. The scholarship is competitive. To be eligible, a student must complete a scholarship application form prior to December 1 of the high school senior year. This form is available by writing to National Presbyterian College Scholarships, Presbyterian Church (U.S.A.), Church Vocations Unit, Financial Aid for Studies, Mezzanine, 100 Witherspoon Street, Louisville, KY 40202-1396. A son or daughter who is a dependent of a Presbyterian minister will automatically receive a \$1,000 grant from Warren Wilson College. 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 Office of Financial Aid.

### 1.05.6 - Required Financial Aid Forms

Begin the process by first applying for a PIN (electronic signature) at [www.pin.ed.gov](http://www.pin.ed.gov). Both the student applicant and one parent will need a PIN to complete the Free Application for Federal Student Aid (FAFSA) on line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Designate Warren Wilson College as a recipient of the results by code number and address (002979; Asheville, NC).

A student who wishes to apply for institutional grants or loans must complete both the FAFSA and the Warren Wilson College Financial Aid and Scholarship Application (WWCFASA). The WWCFASA is available from the Admission or Financial Aid Office or the College web site.

North Carolina students are encouraged to complete the FAFSA early to be considered for the North Carolina State Student Incentive Grant, and the NC Education Lottery Scholarship. Students from Pennsylvania, Delaware, Rhode Island, and Vermont are encouraged to apply for a grant from their states of residence.

The request for financial aid will be considered after an applicant has been officially accepted for admission to the College.

### 1.05.7 - Satisfactory Academic Progress Standards

Students receiving Title IV federal funds or need-based state grants are required to make *Satisfactory Academic Progress (SAP)* toward a degree or certificate in order to maintain eligibility for this aid. Warren Wilson College also applies the same "progress" guidelines to its institutional aid. Minimum standards require that a student remain off of academic probation and pass 24 semester hours each academic year of two consecutive semesters (August-May). In reviewing a student's progress, these standards are applicable regardless of whether or not financial aid has previously been received. For the purpose of administering financial aid, WWC defines an academic year as two 16 week semesters during which the average undergraduate student completes a minimum of twenty-four (24) credit hours. However, 24 credits each year is less than is needed to progress in classification (i.e. freshman, sophomore).

**Minimum number of hours:** All hours refer to "semester" credits as used at Warren Wilson College. The following minimum number of credits MUST be passed: a) FULL-TIME (required of all resident students) = no less than 24 semester hours in two consecutive semesters (12 hours if one semester is attended); b) THREE-QUARTER = no less than 18 semester hours in two consecutive semesters (9 hours per semester); or, c) HALF-TIME = no less than 12 semester hours in two consecutive semesters (6 hours per semester). **NOTE: Federal and state aid will be recalculated to three-quarter, half-time or less-than-half-time if a student fails to attend a class and those**

**class credits are (or were) needed for full-time status. Charges will not be adjusted. Refer to the "withdrawal and refund policy."**

**Incompletes:** Warren Wilson College allows two weeks into the following semester for a student to finalize an "incomplete". Satisfactory Progress determination will be made following this two-week period. Failure to pass an incomplete can result in the immediate termination of aid retroactive to the first day of classes. (No credit is given for grades of WP or WF; however, a WF is computed in the GPA as an "F".) There are some grants and scholarships that cannot be fully awarded until a final cumulative GPA is calculated.

**Repeats:** The credits for a repeat class are counted only once toward graduation. The higher grade will be counted in the GPA. Aid will not be adjusted retroactively for lost credits from an earlier semester. It is strongly recommended that a repeat course be taken as an addition to 12 other semester hours in the event that a higher grade is not earned.

**Minimum GPA:** Students (all students - not just aid recipients) must maintain a minimum cumulative grade point average based upon hours attempted as defined by the Scholastic Standards Committee and published in detail in the Student Handbook and the Academic Catalog. Loss of aid is a possibility for any Federal aid recipient who fails to pass at least one class within a semester. Refer to "unofficial withdrawal" in the Withdrawal and Refund Policy.

**Maximum Length of Eligibility:** Eligibility ends with the completion of academic requirements for one degree or certificate. Length of eligibility is determined on the assumption that a student is capable of completing degree requirements within a maximum of 5 years (10 semesters) as a full-time student. Less than full-time enrollment will be evaluated as stated in *minimum number of hours*. To graduate within this maximum period of 10 semesters, the following percentages of completed work are recommended: after 2 semesters, 20%; 4 semesters, 40%; 6 semesters, 60%; 8 semesters, 80%; and 10 semesters, 100%.

**Graduation (128 hours): Financial aid is intended to assist a student in completing an academic program NOT just to take classes.** Students should monitor their class schedules so that their courses will count towards the required number of credits for their major course of study. The Financial Aid Office will monitor all class schedules once an aid recipient has earned 128 credits including any transfer and AP/IB credits. Warren Wilson College has a commitment to assist with the completion of one degree and one major as long as the student remains eligible in all aspects (128 credits within a maximum of 10 semesters; cumulative GPA; minimum credits earned each academic year or semester). Reminder: Loans will either enter repayment or begin a six-month grace period once the student falls below half-time (6 credits).

**Transfer Students:** A transfer student is considered to be making *satisfactory academic progress* upon acceptance for admission. To prorate the remaining number of semesters of financial aid eligibility at Warren Wilson College, divide the number of hours accepted for transfer by 13 and subtract the results from 10 (semesters). The fraction is disregarded (dropped). Transfer students will be provided a minimum of two (2) semesters of aid eligibility to compensate for the College's academic residency requirement. (i.e.  $10 \text{ Semesters} - \text{No. Hours Transferred} / 13 = \text{Semesters of Remaining Eligibility}$ ) ALL official academic transcripts must be on file with the WWC Registrar. All credits accepted for transfer will be applied to SAP.

**Continuing and Readmitted Students** (who are also first-time aid recipients): The eligibility of these students will be based upon the academic performance of their most recent academic year or semester at Warren Wilson College.

**Withdrawal during Term 1 or Term 3 Drop/Add:** A student will be subject to the Withdrawal Policy but will not be penalized for failing to make Satisfactory Academic Progress. (Four-day drop/add period at the beginning of each semester.) Withdrawal from WWC after the Term 1 or 3 drop/add periods will result in a failure to make SAP since attempted credits were not passed (ie less than 12 or 24 credits passed)

**Financial Aid probation: One (1) semester of financial aid probation** will be automatically granted following the aid recipient's first failure to meet the above Satisfactory Academic Progress Standards. **If, during the probationary period, the student fails to pass a minimum of 12 semester hours and/or fails to raise the cumulative GPA to that defined by Scholastic Standards, aid eligibility will be terminated until these Standards are met.** A documented and written appeal may be made for one additional semester due to personal

illness or injury. If the student fails to make Satisfactory Academic Progress during the probationary period but is still eligible to attend Warren Wilson College, s/he may apply for a private educational bank loan. In addition to this, full-time North Carolina residents may continue to receive the NC Legislative Tuition Grant (NCLTG). **WWC honor and merit scholarships are not renewed once lost.**

If the student is not on academic or financial aid probation, yet fails to successfully complete the minimum number of semester hours by the end of the spring semester, s/he may opt to attend summer school to complete the additional hours needed. The course work taken at another institution must be accepted as transfer credit by Warren Wilson College. The WWC Registrar must confirm the acceptability of transfer credit(s) BEFORE registration is completed for the classes. It is the student's responsibility to provide documentation of completed hours to the Director of Financial Aid. (Transfer credit will not be calculated into your cumulative GPA.)

To regain eligibility for financial aid, a student must successfully complete a minimum of 12 semester hours at Warren Wilson College and can no longer be on Academic Probation. If the student documents successful completion of 12 semester hours at another institution, these transfer credits may be considered along with a written appeal to the Director of Financial Aid at WWC. A combination of college classes, employment, and strategic academic planning with a WWC advisor will also be considered if the student's cumulative GPA can be salvaged with one additional semester of aid probation. Contact the Financial Aid Office for additional information.

**Summary:** *To maintain "satisfactory academic progress" at WWC you must remain off of academic probation; pass no less than 24 semester hours each academic year (12 if one semester); and, graduate within ten (10) semesters or 128 credits whichever comes first. Transfer/AP/IB credits will be included in the 10 semesters/128 credits. You may retroactively lose Federal aid if you fail to pass at least one class in a semester (in addition to academic suspension). Federal and state aid will be recalculated if your aid package is based upon full-time attendance and you fail to attend or begin attendance in at least 12 credit hours of classes.*

***SAP Standards are subject to change as necessary to remain in compliance with Federal Regulation.***

***03/01/2010***

## **1.06 Withdrawal and Refund Policy**

The Warren Wilson College Withdrawal and Refund Policies are established to provide fair and equitable treatment to finances of both the student and the College. Since Warren Wilson 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. These policies will be applicable for official or unofficial withdrawals including suspension or expulsion for academic, administrative, work or disciplinary reasons.

As you review our policies, keep in mind that 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 awarded and paid by the semester (not the "term"). A minimum of 12 attempted (registered) credits is determined to be full-time and will be charged at the full-time rate. If you live in a residence hall, you are required to be a full-time student and will be charged for a minimum of 12 credits; however, your aid may be adjusted if you fail to register full-time.

If your aid package is based upon your attending Warren Wilson College as a full-time student, you are required to **register, attend and complete** a minimum of 12 credits. If you register for 12 credits, begin attendance in all classes but fail to complete those 12 credits due to an official withdrawal from the College, your aid status will be determined by the College's "Satisfactory Academic Progress Standards". If you register for 12 credits but fail to begin attendance in all or part of those classes prior to your official withdrawal from the College, your 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 your reduced aid package (costs will not be reduced). You are particularly vulnerable to

problems if you are registered for Term 2 or Term 4 classes that make you full-time (minimum 12 credits) and you withdraw prior to beginning attendance in those Term 2 or Term 4 classes.

### **1.06.1 - Institutional Withdrawal Policy**

Begin the process of an official withdrawal by contacting the Office of the Dean of Students. The date of withdrawal will be the date that the College is notified of your decision to withdraw (the date you actually begin the withdrawal process). This may be verbal notification; however, written notice is preferred. If there are extenuating circumstances determined to be beyond your control such as illness, accident or grievous personal loss, the Dean can, prior to the last day of classes, set a withdrawal date based upon your last documented date of attendance at an academically-related activity. (Dean's Office: first floor Dodge)

You have established an academic record once you register for a class. In order to complete your official withdrawal process, the Dean of Students will notify the Registrar's Office of your decision. The Registrar will inform your instructor(s) and academic advisor who will follow the same guidelines as "Withdrawing from a Course" (refer to the academic catalog for more detailed information). Should you 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, your instructors will determine a grade of W or WF. Should any grade be recorded as WF, the Scholastic Standards Committee will review your record at the end of the semester.

For financial aid purposes, an unofficial withdrawal date will be set as the midpoint of the payment period (semester) if you "drop out" without notifying the Dean of Students of your intentions. It is also an unofficial withdrawal if you do not pass at least one of your attempted classes since the College cannot make a presumption that you attended. Charges will not be adjusted for unofficial withdrawals; however, Federal grants and loans, both student and parent, will be pro-rated per the Federal Return of Funds Policy.

Medical or Administrative Withdrawals: Refer to the chapter on "Academic Life and the WWC Degree" of the Warren Wilson College Student Handbook. Regular refund policies and Satisfactory Academic Progress Standards will apply.

### **1.06.2 - Institutional Refund Policy**

"Refund" is the return of aid to the same source from which it came (ie bank, Pell Grant fund, community donor, etc.). Special expenses such as private rooms, lab fees, parking stickers, admission deposits, registration deposits and fees (comprehensive and orientation) are non-refundable. A new student (first semester at WWC) will have a minimum in non-refundable costs that would include the admissions deposit (\$300), comprehensive fees for the semester (\$159) and orientation fees (\$260/fall; \$130/spring). A student readmitted to WWC after an absence will have a minimum in non-refundable costs of the admissions deposit (\$300), comprehensive fees (\$159) and the Readmit Fee (\$50). The continuing student will have a minimum of \$159 non-refundable comprehensive fees. Registration deposits (\$300) are non-refundable to any student.

Your tuition, room (private or double), board and commuter fee, if applicable, will be pro-rated on a day-by-day basis through the first 60% of the semester. If you withdraw and totally move out of the residence hall on the first day of classes, you will be charged any applicable non-refundable costs only. (Fall, spring and Thanksgiving breaks are excluded from the day-by-day count. Triad Day and Work Day are included. Monetary amounts may be rounded to the nearest dollar.) You will be charged for all non-refundable costs plus 100% of your tuition, room, and board or commuter fee one day beyond the first 60% of the semester.

Example of cost pro-ration: 30 calendar days attended/103 days in semester = 29% charge  
(29% X tuition/room/board added to any non-refundable fees)

If you withdraw prior to the College's receipt of your aid (loan check from bank; scholarship check from donor; grant funds from state agencies; etc.), you may have to forfeit those funds if they cannot be approved for late or



post-withdrawal disbursement. You will forfeit the NC Legislative Tuition Grant if you withdraw prior to the State's designated date of "required full-time" attendance (October 1 for the fall and the tenth class day of the spring semester). You may also forfeit government funds that are not allowed to be pro-rated or whose eligibility has a precondition tied to another grant.

In most cases, a withdrawn student will leave WWC with a "balance due". Since our 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.

### **1.06.3 - Federal Return of 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 that we determine the amount of aid you earned based upon the length of time you are enrolled during a payment period (semester). If you complete 60% or less of the semester, the percentage of the period completed is the percentage of aid earned. Refer to the pro-ration calculation on the previous page as an example. If you complete at least one day beyond the first 60% of the semester, you 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. You will be paid for actual hours worked.)

Software provided by the Department of Education is used to determine your "earned" versus "unearned" Federal aid. Any unearned Federal aid will be returned first to an Unsubsidized Direct Student Loan, Subsidized Student Direct Loan, Perkins, PLUS, Pell Grant, ACG, SMART, FSEOG then all other Title IV programs - in that order. A copy of this worksheet is available upon request.

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

This same earned and unearned percentage will be used for the remainder of your aid (state, institutional). Any remaining unearned non-Federal aid will be returned to WWC institutional and state funds - in that order. Some states may calculate their own refunds. Any designated scholarships (civic club, church, etc) will be handled as instructed by the donor. If there are no special instructions, designated scholarships will be applied towards any remaining balance due to Warren Wilson College or refunded to the recipient. Alternative educational bank loans will also be applied towards any remaining balance due to the College. Any remaining alternative loan funds held by WWC will be returned to the borrower's lender as a prepayment. (Spring awards cannot be applied towards fall charges.)

*The Federal Return of Funds Policy and the definition of withdrawal are subject to change if necessary to remain in compliance with Federal Regulation.*

03/01/2010

## **1.07**

### **Student Life**

#### **1.07.01 - Athletics and Recreational Facilities**

Intercollegiate Athletics: The College fields men's and women's varsity teams in soccer, basketball, cross-country, mountain biking, and swimming. Warren Wilson College is a member of both the United States Collegiate Athletic Association and the National Association of Intercollegiate Athletics.

Facilities: The DeVries Athletic Center includes a gymnasium, a weight-fitness room, a 25-yard indoor swimming pool, six tennis courts, two soccer fields, and an outdoor basketball court.

The oldest wooden gym in Western Carolina, Bryson Gymnasium, was recently renovated and currently houses the Outdoor Programs offices, Wellness activities, yoga and dance classes, and other special events.

#### **1.07.02 - Clubs/Intramural Teams**

The College sponsors co-educational club teams in ultimate frisbee, rowing, fencing, indoor soccer, and step. Intramural activities vary depending on student interest. Recent activities have included kickball, flag football, water polo, tennis, dodgeball, and basketball. Credit and non-credit classes in martial arts, spinning, yoga, meditation, weight lifting, and physical fitness are sometimes offered.

#### **1.07.03 - Counseling Center**

The Counseling Center provides a full range of free and confidential personal counseling services for all enrolled students, including short-term individual, couples, and group counseling; assessment; consultation; and crisis intervention. Additionally, the center offers limited psychiatric services, which must be arranged through the counselors. For students presenting needs or preferences beyond the scope of the Counseling Center, referrals will be made to regional specialists.

#### **1.07.04 - Health Center**

The Health Center is staffed by a part-time Nurse Practitioner and a full-time Registered Nurse. The Health Center treats basic medical needs as well as providing family planning and contraceptive services. Transportation to medical appointments is available, with 24 hours notice and driver availability, between the hours of 8:00am - 4:30pm Monday - Friday.

#### **1.07.05 - Governance**

The Student Caucus is the primary representative body for students and is part of Warren Wilson's shared governance system. The Caucus meets each week during the school year to discuss student concerns and provide information to students. The Caucus makes policy recommendations in areas affecting student life, including the general philosophy and direction of the College, social regulations, student discipline, student housing, student activities, intercollegiate athletics, the Work Program, the Service Program, and the academic calendar.

The College's standing committees include elected student members. Students are either appointed or elected to task forces and search committees. Judicial matters are handled by an elected group of students, staff, and faculty.

(See also section 1.02.7)

### **1.07.06 - Outdoor Programs**

Outdoor Programs sponsors weekly trips both on and off campus. Weekly activities include: Climbing Wall Nights, Roll Practice and Kayak Polo in the college pool, kayak and canoe sessions, weekly trips skiing and snowboarding to area slopes, bouldering at local sites, and skateboarding at the local skate park. All weekly activities are free or discounted for students, faculty, and staff. Weekend trips occur every weekend of the academic year and include: Canoeing, Kayaking, Rafting, Rock Climbing, Bouldering, Caving, Mountain Biking, Hiking, Backpacking, Skiing/Snowboarding, Hang Gliding, Running, and Adventure Racing. Trips are first come and open to students, faculty, and staff. Gear is available through the program for most activities. Gear is also available for checkout for personal outdoor trips. In addition to our Outdoor Program offerings, the Community Bike Shop is also part of the program and has bikes available to students, conducts maintenance workshops, and provides bicycle service for all WWC community members.

### **1.07.07 - Residence Halls**

Ninety percent of Warren Wilson students live in one of the 16 campus residence halls. The residence halls are small, ranging in size from 17 to 135 students, and each includes a common living room, kitchen, and laundry. Each residence hall has student staff who are responsible for the community. Most student rooms are double occupancy, but there are single room options for upper class students in the apartment style housing. Other housing options include single sex, suite style, and affinity housing options such as first year, substance-free and wellness, Ecodorm, and cooperative living.

### **1.07.08 - RISE (Resistance, Intervention, Safety & Empowerment) Project**

The RISE Project addresses consent, safer sex, sexual assault, healthy relationships, relationship abuse, and stalking through education, support, advocacy, and programming. Work crews participate in educational workshops on a variety of topics such as bystander intervention, sexual harassment, and preventing relationship violence. Students meet with the Director of the RISE Project and a crew of student RISE Advocates to process their experiences and develop plans for safety and healing. The RISE Crew creates publications that offer information and resources to students; organizes events such as open-mics, performances, Take Back the Night, and safer sex workshops; and coordinates service opportunities with Room in the Inn, Helpmate, and Our VOICE. The Sexual Misconduct Hearing Panel, work crew supervisors, Public Safety, and student leaders receive RISE's trainings on dynamics of violence, resources, and interventions. RISE seeks to create an environment where the conditions that perpetuate violence do not exist, and everyone feels respected and safe in the community.

### **1.07.09 - Special Needs**

The College strives to be in full compliance with section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and ADA Amendments Act of 2008. Students requesting accommodations under these acts must provide documentation of the disability that substantially limits a major life activity. For detailed information about the necessary documentation, visit <http://www.warren-wilson.edu/info/accommodations.php>. To request assistance or determine appropriate accommodations, contact the Educational Access Coordinator, Deborah Braden at 1-828-771-3791 or [dbraden@warren-wilson.edu](mailto:dbraden@warren-wilson.edu).

For additional support, students may seek assistance from their academic advisors, course instructors, or the Director of Academic Support Services.

### **1.07.10 - Academic Support Services**

Academic Support Services are designed to assist students in developing and improving study skills and habits that will enhance their academic success. The Director of Academic Support Services works individually with students to define areas of need and to develop a plan for the improvement of academic performance. Such a plan might include the use of the Counseling Center; the Career Resource Center; the Writing Center; departmental tutoring; and workshops on a variety of issues including time management, test and note-taking strategies, dealing with stress, math anxiety, and memory and its role in learning.

To request assistance or more information, contact the Director of Academic Support, Lyn O'Hare, at 1-828-771-3012 or lohare@warren-wilson.edu.

### **1.07.11 - Spiritual Life**

The Director of Spiritual Life, the College Chaplain, and members of the Religious Studies faculty support and promote programs that represent different religious and spiritual traditions. The College Chapel/Warren Wilson Presbyterian Church has worship services every Sunday morning and participation in the Chapel Choir is open to all members of the community. The Emmaus Group is a weekly ecumenical gathering for students from various Christian faith traditions. BE is a weekly Buddhist meditation and discussion group. The Student Jewish Association organizes regular Shabbat celebrations and observances of Jewish holy days. The Wellness Crew sponsors yoga and other programs related to spiritual practices. The Spirituality and Social Justice Crew encourages and nurtures holistic growth and transformation through education, dialogue, reflection, and action. The Spiritual Life Committee, composed of students, faculty, and staff, develops special gatherings to enhance religious/spiritual life on campus. The College Chaplain, the Director of Spiritual Life, and the Religious Studies faculty are committed to respectful interaction across religious and spiritual traditions.

### **1.07.12 - Student Activities**

Student Activities organizes major social events for the campus community. The Director of Student Activities and the Student Activities Crew book local, regional, and national bands; produce student music shows; collaborate with the student-run coffee shop, Sage Cafe; and coordinate events sponsored by campus clubs such as Conscious Alliance. Student Activities also sponsors fun weekly events including Open Mics, Pop Culture Quiz Nights, and Appalachian Music Nights, and larger events such as the Drag Show and the Circus.

### **1.07.13 - Student Media**

A campus news bulletin, a student newspaper, an on-line publication, a photo yearbook, and a literary arts magazine are written, edited, produced, and printed by student workers and student volunteers. In addition, many campus groups and work crews create and distribute their own newsletters and brochures.

### **1.07.14 - Wellness**

The Wellness Program offers a variety of programs that help students to create, pursue, and practice a life-style of wellness. The Program currently presents noncredit courses such as several styles of yoga, vegetarian cooking, pilates, herb walks, massage, Reiki, and Tai Chi. Smoking cessation programs and alcohol and other drug education and prevention efforts are also offered. All programs are initiated by student interest.

Many campus improvements have grown out of Wellness initiatives, such as the creation of a meditation garden and a meditation hut, an outdoor brick-fired pizza and bread oven, weight room additions, climbing wall additions, the greenhouse, and Sage Cafe.

## **1.08**

### **Special Facilities and Resources**

#### **1.08.01 - Warren Wilson Archaeological Site**

The Warren Wilson site is one of the most important archaeological sites in the Southern Appalachian region. It is a stratified site with intermittent Native American occupation zones dating from as early as 5000 B.C. to around A.D. 1500. It is best known for the remains of a two-acre Pisgah culture village, home to ancestors of the Cherokee Indians. The site has been investigated since 1965 and in 1996 the Eastern Band of Cherokee Indians became official partners in the archaeological research project. Also, in 1999, under the guidance of representatives of the Eastern Band, human remains previously excavated at the site were returned and reburied in a repatriation ceremony.

The site serves as the focal point for classes such as Archaeology Field and Laboratory Methods and was the focal point of the Archaeology Field School for over twenty years. The Field School now operates out of historically-significant sites near Morganton, North Carolina. The Archaeology/Collections crew is responsible for maintaining the on campus site and curating excavated materials from this dig and field school sites.

#### **1.08.02 - Computer Facilities and Information Technology**

The College maintains ample computer facilities for students. All student dormitory rooms are linked to the campus network and the Internet. Public e-mail stations are available on campus. The Bannerman Technology Center serves as the campus community lab and multimedia center. In addition, three computer laboratories are located in classroom buildings. These facilities provide ready access to word-processing, spreadsheets, databases, statistics, graphics, and programming languages software. The Pew Learning Center and Ellison Library maintains a battery of computer workstations with state-of-the-art on-line references and multimedia facilities. Multimedia instructional facilities are located throughout the campus. At the College one can find PC, Macintosh, and Linux systems. The student computing services work crew manages the day-by-day campus information technology systems under the direction of the computing services manager.

Information technology prerequisites are on the rise for the student in American higher education today. Accordingly, the student is encouraged to bring a personal computer to campus and to learn more about information technology and how to use it during the college years. Basic guidelines for computer competency challenge the student to understand the following operations: the computer's operating system, Internet and e-mail connections, word processing, spread-sheet development, database development, graphic presentation development, folder and file maintenance and sharing, and basic computer and printer care. Many of these skills are learned through individual practice and through course assignments. Students may contact the academic advisor for counseling on how to best meet these guidelines during their college careers.

#### **1.08.03 - Geographic Information Systems Laboratory**

The College maintains a geographic information systems laboratory for use by students and faculty wanting to use spatial data and analysis in support of teaching and research in the environmental and social sciences. The lab houses 16 computer workstations equipped with GIS software and other analysis tools, an instructor workstation and projector, an open-source workstation focused on Linux-based software tools, an additional computer for the student crew, two printers and significant data storage. The Department of Global Studies offers introductory and advanced courses in GIS, and students can gain additional experience by serving on the student crew or by engaging in service projects for organizations requiring assistance with mapping and geographical analysis.

#### **1.08.04 - Environmental Leadership Center**

The mission of the Environmental Leadership Center (ELC) is to raise awareness of local, national, and global realities and to inspire caring citizens -- especially youth -- to reflect, to communicate, and to act as responsible caretakers of the earth.

Students may participate in a variety of ELC programs: 1) teach EcoTeam -- a nine-unit, science-based, environmental education curriculum -- to Buncombe County third graders; 2) participate in paid summer sustainability internships at some of the finest organizations in the nation (Smithsonian Environmental Research Center, Audubon's Seabird Restoration Project, the National Climatic Data Center, The Nature Conservancy, and more); 3) apply for seed grants to support campus environmental projects; 4) record essays for the ELC's Swannanoa Journal, a weekly broadcast on public radio aired in a five-state region; 5) contribute to the newsletter Catalyst; 6) interact with visiting ELC speakers like Jane Goodall, Bill McKibben, E.O. Wilson, and David Orr; 7) assist with the annual sustainability program, Mountain Green; or 8) work on the College's Climate Action plan while serving on the ELC's Campus Greening Crew.

### **1.08.05 - Holden Visual Arts Center and Gallery**

The Holden Gallery offers several exhibits each year including student and faculty shows. The Holden Visual Arts Center also includes an auditorium, a print-making studio, 3 darkrooms, and an artist book/paper making studio. Next to the Holden Visual Arts Center is the sculpture and ceramics facility. This annex is a 2,000 square foot building housing fully equipped ceramics and sculpture studios, including a high fire stoneware gas kiln, and raku and electric kilns. Stone carving, bronze casting, wheel thrown and hand-built pottery, and ceramic sculpture are some of the skills taught in this area. New as of the 2003-2004 academic year is the Lucy T. Fletcher studio building. This facility houses painting and drawing studios, a woodworking shop, and studios for senior students. This new building adds over 5,700 square feet of studio space.

### **1.08.06 - Kittredge Theatre**

Kittredge Theatre includes a 321-seat proscenium house, a large stage, a 30-batten counterweight system with full rigging, and a 42-channel computer-controlled lighting system. The theatre features a large costume collection and a large scene shop with direct stage access. Kittredge Theatre is run by the Department of Theatre, the staff of which includes the Director, Technical Director/Designer/Building Manager, Costume Designer, and a 14-16-member work crew. Three to four mainstage productions are offered by the department each year, as well as a number of other "studio" performances.

### **1.08.07 - Music Facilities**

The Music Department, located in the Helen Kittredge Community Arts Center, sponsors guest artist and student recitals in its 60-seat Rehearsal Hall or in the Kittredge Theatre. Seven music practice rooms, each equipped with a piano, are open to all members of the campus community. The Keyboard Laboratory has state-of-the-art electronic keyboards with computer assistance for composition. The Music Library has a wide collection of scores and recordings.

### **1.08.08 - Mountain Area Child and Family Center**

This modern child care center opened in 2001 and is located one mile from the main campus on Riceville Road. The center is committed to the goal of providing high quality child care and early childhood development to children of diverse backgrounds including those with special needs and those from low-income families. The Mountain Area Child and Family Center represents a dynamic model of quality childcare and early childhood development, providing experiential learning for current and future teachers, while serving children and families through innovative collaborations with education, health care, and community organizations. The Mountain Area Child and

Family Center houses six classrooms for infants through preschoolers, a family resource room, a health center, an art room, a multipurpose room, a kitchen, teachers' lounge, offices, and an adult teaching area. The unusual "backyard" playground was built by Warren Wilson students and volunteers. Students from the Education, Psychology, and Social Work departments, as well as the Work Program and the Service-Learning Center, participate in the MACFC.

### **1.08.09 - Appalachian and Intercultural Collections**

The Appalachian Collection consists of tools and assorted artifacts representing traditional Appalachian cultural material. The Intercultural Collection includes artifacts, clothing, dolls, and print materials from Africa, Asia, and South America. The collections are available for use in classes as well as for campus exhibits. They are maintained by the Archaeology/Collections Crew.

### **1.08.10 - Summer Educational and Cultural Programs**

Many cultural programs are offered at Warren Wilson College during the summer. The Swannanoa Gathering offers a variety of courses and workshops in traditional crafts and music. The five-week Swannanoa Chamber Music Festival features weekly chamber music concerts, as well as introductory presentations on Thursday evenings.

### **1.08.11 - Visiting Scholars and Lyceum Programs**

Each year Warren Wilson College invites important scholars, researchers, artists, musicians, and other individuals to the campus. In recent years, the College has hosted members of the North Carolina Shakespeare Company, the North Carolina African-American Dance Ensemble, Northern Harmony Shapenote Singers, sculptor Robert Lobe; and spiritual leaders representing Native American traditions, Thai Buddhism, and North American religions and spiritual movements. Environmentalists Carl Leopold of the Boyce Thompson Institute at Cornell University, David Orr of Oberlin College, Amory Lovins of the Rocky Mountain Institute, and Lee Pasarew of the United States Environmental Protection Agency are recent visiting scholars. Other recent scholars are Aurora Lim, chemical engineer, and Lynn Pareja, women's studies specialist at Central Philippines University; Stefana Roussenova, Fulbright scholar in dissident literature at the University of Sofia, Bulgaria; Godwin Mbamalu of Johnson C. Smith University; Neal Mangham, President of the School for International Training; Parker Palmer, national leader in higher education; and Sociologist Suchart Setthamalinee, Payap University, Thailand.

In addition to visiting scholars and activists in the arts and sciences, the Warren Wilson College Lyceum Program sponsors a series of foreign and domestic films and special events complementing the intellectual life of the academic community. Lyceum's support of Appalachian Day festivities and Warren Wilson's International Week reflects the breadth of the community's interest. Regular lecture series include the William Faulds Lecture on religion and the G.D. Davidson Roundtable on Christian vocation.

## 1.09

### Distinctive Educational Opportunities

#### 1.09.1 - Appalachian Studies

The College's location in Appalachia provides an opportunity to offer a Global Studies Concentration in Appalachian Studies and a minor in Appalachian Studies. In addition to encouraging appreciation of Appalachian culture and facilitating intercultural awareness, the program can be useful to students preparing for a range of professional careers. For more information, consult Global Studies (**section 3.2.08.2.18**).

#### 1.09.2 - Asheville Area Education Consortium

Degree-seeking students enrolled at Warren Wilson College may enroll for credit in courses offered at Mars Hill College and the University of North Carolina at Asheville through the Asheville Area Educational Consortium. Credit hours will be awarded by 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.
2. Students may not normally cross-register for courses currently available at Warren Wilson College.
3. 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.
4. Warren Wilson College tuition will be charged.

#### 1.09.3 - International Programs: Study Abroad Opportunities

Warren Wilson College's Office of International Programs offers many options and highly encourages every qualified student to study abroad in an educational field experience. Although international study is not required for graduation except in select majors, typically 65-75% of 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. International Program qualification is based on credit hours, residency, good standing, compliance with program rules and procedures, and participation in pre-departure class meetings and orientation sessions. A full-time, regular student who has acquired 60 credit hours from Warren Wilson College and has met residency and other conditions may take full advantage of the program and begin formal application for the program in a prescribed manner.

The International Program offers stated 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 for all options. 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. Students who have transferred to Warren Wilson College should inquire about their status regarding funding and the associated fees for enrolling in the program.

**Semester or Year Abroad:** The College offers numerous education abroad and cross-cultural opportunities through partner institutions and collaborative partnerships. Through these connections, students may elect to spend a semester in Japan at 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 Thailand at Payap University; in France at the Universite Catholique de l'Ouest; ; in Mexico at the Universidad de Oriente; and in Spain, England, India, Germany and Ecuador and elsewhere through our 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 International Program requirements, and must have their proposed studies approved in advance by their academic advisors. (For further details, contact the Office of International Programs.)

**Short-term Courses:** Several short-term, cross-cultural/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 experiential study and service in such places as Chile, Costa Rica, England, Ghana, Greece, Ireland, Italy, Micronesia, New Zealand, Thailand, China, Nicaragua, Tibet, or closer to home for a cross-cultural experience in Canada, the Florida Everglades, Alaska, or Mexico. Travel is not permitted without satisfactory performance in the on-campus study course preceding departure.

**Term-length courses** are also periodically offered. Similar to short-term courses, term-length courses spend seven to nine 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:** A student meeting International Program 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 has a special relationship 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 International Programs Office by specified deadlines during the semester prior to their planned period of study. Details are available from the Office of International Programs.

#### **1.09.4 - Honors Programs**

Honors programs are offered through the Biology, Chemistry, English, and Environmental Studies Departments. 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 unusual ability and interest. Students who complete all requirements for graduation with Honors will have this distinction included on their transcripts. See the listing under Environmental Studies in the Programs of Study section for further information.

#### **1.09.5 - Three-two Cooperative Program**

Warren Wilson College has a cooperative program with Duke University to offer combined liberal arts and professional training. Through this program, students may spend three years at Warren Wilson College and two years at the university, earning the Bachelor of Arts degree from Warren Wilson College and a second, professional degree from Duke University. This program enables a student to obtain a liberal arts education with the advantages of Warren Wilson College's small classes and dedicated teachers, and also earn a professional degree from a large university.

The current cooperative programs are the master's degree programs in Forestry or Environmental Management with Duke University in Durham, North Carolina.

#### **1.09.6 - English Language Learners Opportunities**

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

## 1.10

### PEW Learning Center and Ellison Library

Faculty & Staff: David O. Bradshaw, Tom Durham, Heather Stewart Harvey, Teresa Imfeld, Y. Mei Mah, Martha McLean, Christine Nugent (Director), Joy Pastucha, Diana Sanderson, BK Segall

#### 1.10.1

##### Overview

**Mission:** The Pew Learning Center and Ellison Library participates in the educational mission of the college by providing quality information resources, a service-oriented staff, and a welcoming environment for students, faculty, and staff.

The library implements its mission through learning partnerships, programs, activities, and appropriate technologies that strive to achieve the following goals:

1. Develop and maintain a collection of quality information resources that supports the College curriculum, represents a variety of viewpoints, and reflects breadth and depth.
2. Provide reference services for students and faculty, as well as a program of instruction that will help students obtain and evaluate information effectively and become life-long learners.
3. Provide for students, faculty and staff, efficient and reliable access to information resources, regardless of format or location.
4. Provide a library facility with physical environment and ambience that is inviting and conducive to the use and preservation of information resources.
5. Provide a library facility with physical environment and ambience that is inviting and conducive to the use and preservation of information resources.
6. Provide a work environment for student crew that fosters responsibility, offers learning opportunities, and welcomes leadership that supports the library's mission.
7. Develop and maintain close working relationships with other campus units (faculty, WPO, student life, service learning office, computing services, writing center, bookstore, administration, MFA program, etc.) to shape the learning environment for students.
8. Maintain a work environment within the library that is built on collaboration and consensus.
9. Provide staff development opportunities that facilitate awareness of new developments in librarianship, information management, and services, and that prepare staff to continue to deliver effective library services and operations.
10. Enhance the library's collections and services by fostering collaborative relationships with local, state and regional information partners (ACA Bowen Central Library of Appalachia, NC LIVE, Carolina Consortium, OCLC/Lyris, and other partners, as appropriate).
11. Consider the environmental impact of facility use and library services and implement 'green' practices wherever possible.

The library is open 81 hours each week, with extended hours at the end of each term. Students have seating choices including group study tables, group study rooms, carrels, and lounge seating. A study room with two computers and wireless capabilities is available 24 hours a day, seven days a week during the academic year. An instructional room is equipped for multimedia presentations. The library has audiovisual materials and appropriate equipment for their use, including VCR and DVD players.

The library maintains a collection of over 100,000 print titles and provides access to over 70,000 electronic books. The collection supports all areas of the College curriculum and contributes to the cultural and recreational enrichment of students. The heavily used alternative press magazine collection ensures that alternative and minority viewpoints are represented.

The library is a charter member of the NC LIVE (North Carolina Libraries in Virtual Education) program and is part of the ACA (Appalachian College Association) William G. Bowen Central Library of Appalachia. NC LIVE and the ACA Central Library provide extensive library resources to students at participating colleges and universities. These and other services include full text coverage of about 26,000 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. Librarians continuously update and expand the library homepage at to serve as the gateway to information resources.

The library offers an online catalog containing the holdings of 25 other ACA colleges as well as those in the Warren Wilson collection. Printed resources not owned by the library may be requested through interlibrary loan from libraries throughout the nation.

Reciprocal borrowing privileges for students and staff are available with other college libraries in the area. Public library cards may be obtained from any branch of the public library system.

The library offers many opportunities for instruction in the use of printed and online resources. They include training in library information retrieval, library orientation and instruction for new students and staff, instruction in conjunction with college courses, instructional sessions for groups or individuals, and training for students who work on the library crew.

## **1.10.2**

### **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 holds personal papers of administrators, faculty, staff members, students, and alumni. In addition there are records from the Presbyterian Church USA Board of National Missions (which supported the school until the early 1970s). Printed materials include news clippings, graphics, and programs from artistic and athletic events, lecture series, festivals, and commencements. The archives also has 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 36,000 prints, negatives, slides, and digital files that document the campus and people from the 1890s through the present. Books on college history, the Presbyterian Church, the cultural and natural history of western North Carolina, and publications by school administrators, staff, faculty, and alumni are also part of the collections. The library's Elizabeth Shepard Special Collections (housed with the archives) contains theses by graduates of the Master of Fine Arts in Creative Writing program, students' seminar papers, documentary source books in American history, and the Federal Writers' Project guides to America.

## 2.1 Work Program

### 2.1.1 - Introduction

One of the distinctive aspects of Warren Wilson College is its on-campus Work Program. It consists of students and supervisors working together to operate and maintain the College and to learn the basics of sound work practices and problem solving. The Work Program supports the College mission statement by providing opportunities for students to acknowledge, examine, and celebrate the ethics and value of work in the educational process. Vacation work, serving facility needs of the College, is also available. The Work Program Advisory Committee acts as the shared governance committee that oversees the operation of the Work Program. The committee consists of elected staff, faculty, students and Work Program office staff.

### 2.1.2 - Mission Statement

The mission of the Work Program is to provide students with productive work that creates opportunities for the Warren Wilson College community to acknowledge, examine, and celebrate the ethics and value of work in the educational process. The Work Program fulfills its mission by

- providing a work force that operates the College in a way that benefits students both educationally and financially while serving the community,
- fostering a positive work ethic, respect for the dignity of labor, and the importance of serving others,
- strengthening the students' sense of community through common endeavor and giving students the opportunity to participate in all aspects of operating the College,
- offering experiential learning that helps to fulfill and enhance the educational mission of the College,
- providing students with an evaluation of their work, opportunities for reflection on the meaning of their work, and career guidance that encourages all students to make informed choices in planning their lives and work, and
- providing opportunities and resources that enhance supervisors' roles as mentors and teachers.

### 2.1.3 - Graduation Work Requirement

**Resident Students:** All resident students are required to work 480 hours per academic year. This is usually accomplished by working 15 hours per week.

**Day Students:** All day students must work or have worked a minimum of 480 hours in Warren Wilson College's Work Program in order to graduate. Transfer Students: juniors and seniors are prorated at 240 hours.

### 2.1.4 - The Learning Experience

It is recommended that each student work on at least two different types of crews while attending Warren Wilson College.

Students at Warren Wilson do not simply "work." The students, in fact, provide the essential work force to operate the College. A list of work crews and number of students assigned to each crew is listed under Description of Current Work Crews. Students must consider early in their educational careers the most productive ways to combine work, academic classes, and community service.

The College compiles and keeps on file a Work Transcript to assist students who want to use their work record as an employer reference.

Students receive regular evaluations describing their performance level on their crews. The evaluations may be used as a measure of performance as graded by the supervisor. Supervisors are also evaluated by the student work force.

Each year outstanding students receive awards for their performance in the Work Program. Awards are given for First Year Students (2), General Work (8), and Senior Work (1).

## **2.1.5 - Career Services**

Career Services provides assistance to students and alumni who are preparing for the next steps on life's journey. It helps students and alumni as they navigate transitions in their quest for meaningful work and service. Career Services helps students to see how knowledge, skills, and experience gained through the Triad can transfer to work and service opportunities beyond graduation. Career Services collaborates with faculty members and work crew supervisors, as well as external organizations, to connect people, ideas, opportunities, and experiences.

Career Services strives to help students as they

- discern and develop their gifts, skills, and interests,
- wrestle with tough choices about work and career,
- identify and research work and other opportunities that fit their preferences,
- pursue internships or service opportunities in the US and abroad,
- consider options for graduate school, prepare admission applications, and seek funding,
- prepare for the GRE and other graduate school entrance examinations,
- seek mentors in their areas of interest and a network of colleagues and contacts,
- prepare for graduation - for moving on to work and service in the wider world,
- conduct a successful search for meaningful work, and
- connect with prospective employers.

In addition, Career Services also

- assists alumni with job search and other career change issues and
- connects employers with students and alumni to show employers how the Triad gives Warren Wilson graduates experience that makes them valuable employees.

Among the services and resources provided are

- one-on-one career advising,
- self-assessment tools,
- a resource library,
- assistance in writing resumes, cover letters, and other professional correspondence, and
- information about employment and internship opportunities.

Career Services helps students to frame a vision for their lives and to pursue that vision. Students are helped to prepare to make a difference in the world - to make a good living and a good life.

## **2.1.6 - How Work Crew Assignments Are Made**

Responsibility for work assignments rests with the Work Program Office. The preferences of students are taken into account, as are the wishes of work supervisors and the immediate College needs. Obtaining a particular job depends upon the existence of a vacancy, the number of students who apply, and the comparative qualifications of the applicants. Returning students, particularly juniors and seniors who have done well in their previous assignments and want the same or different jobs for which they are qualified, usually are provided that opportunity. It is a real-life situation in which competition, seniority, skills, and previous work experience all play a part. Often, new

students cannot be assigned to crews reflecting any of their stated preferences - particularly when the preferred assignments are all with small crews. Regardless of the assignment made, each job is an important one and each student's best effort will be expected.

### **2.1.7 - Descriptions of Current Work Crews and Positions**

The Work Program should be teaching work ethics, team work, dignity of work, confidence, common sense, a sense of purpose, initiative, pride in work, communication, problem solving, sacrifice, self-discipline, quality of work, responsibility, respect, and interdependence. Many different jobs are available to students in the Work Program. Current work crews, approximate number of students assigned to each, unique educational opportunities, and any prerequisites for each crew are listed below.

### **3-D Studio**

*7-8 students* - Studio assistants are responsible for the general cleaning and maintenance of the studio, including monitoring of the studio when in use by students after class hours. Other responsibilities may include picking up and stocking clay and ceramic chemicals, inventory of supplies, mixing of glazes and slips, light carpentry, and loading and firing of electric and gas kilns. Unique educational opportunities include learning how to create sculpture and pottery; how to build and maintain kilns and other equipment used in a sculpture studio; and how to organize and run a professional sculpture and ceramics studio. Experience in ceramics and/or sculpture is preferred. Students with allergies to clay dust, mold, or mildew may find this job unsuitable.

### **Academic Affairs Office**

*1 student* - Provide clerical and secretarial support for the day-to-day operation of the office. Responsibilities: Assist with office procedures (filing, preparing and receiving course evaluation documents, mailings, word processing, light database management), assist with the processing of material for faculty searches, maintain course syllabi files, and deliver paperwork to various offices on campus. Educational opportunities: learn time management, organizational, office, professional verbal and written communication skills, and record-keeping skills, as well as professional confidentiality and interaction with faculty, staff and students. In addition students have the opportunity to learn how the College functions. Requirements: ability to maintain complete confidentiality, ability to follow verbal instructions, ability to follow established procedures, accuracy, dependability, positive attitude, ability to learn quickly, pleasing personality, Word and Excel experience, typing skills.

### **Academic Building Services**

*12-14 students* - Crew members maintain a regular cleaning schedule of various campus buildings which includes cleaning floors, carpets, windows, walls, and public facilities. In addition, students help move furniture; maintain inventory, distribute, organize, and store custodial supplies; coordinate and prepare for large and small conferences and events which includes setups and stagings; perform equipment and small engine repair and preventive maintenance and other duties as assigned. Educational opportunities for crew members: First-year students will receive training in routine detailed work. Students will also learn the use of floor and window washing equipment, as well as how to use chemicals and chemical dispensers. The second-year student will learn supervisory skills by assisting in the training of first-year students, evaluating completed jobs, and by providing the necessary transfer of materials and job information. Third-year students learn management and coordinating skills, become student supervisors and help the crew managers through follow-up and completion of assigned jobs with satisfactory results. However, any student showing initiative and competence may be assigned the role of student leader. The progress of each student, with reference to supervisory levels and privileges given, is based on the student's performance and attitude regarding work.

## **Academic Support Services**

*1 student* - Provides clerical assistance, including data entry, mail merges, and Internet research and copying. This person will work with people from three aspects of academic support here at the college and needs to have good interpersonal skills, be flexible, work in a team as well as independently, and take initiative. Educational opportunities include the opportunity to gain knowledge in the following areas: data collection and synthesis, programming, advertising, tutorial skills, organizational and time management systems, and website maintenance.

## **Accounts Payable**

*1 student* - Processes invoices for accounts payable, files, prepares check run for mailing, and performs other duties as needed. Educational opportunities include gaining an understanding of general accounting principles, and developing the responsibility to handle confidential information. Students also learn to enter data with a high level of accuracy. This job requires mastery of the English language. Three-hour work blocks are preferred.

## **Accounts Receivable**

*3 students* - Receive payments, balance cash drawer and prepare bank deposits, post data to student accounts, maintain files, and perform other duties as needed. Educational opportunities include gaining an understanding of general accounting principles, developing the responsibility to handle confidential information and cash, and customer service skills. Students also learn to enter data with a high level of accuracy. This job requires mastery of the English language. Three-hour work blocks are preferred.

## **Administrative Computing Student Worker**

*1 student* - Maintain inventory of paper supplies. Process print jobs for labels and student paychecks, accounts payable checks, perform some maintenance on printers. Assist in testing software and establishing working processes and/or tutorials for various departments. Other duties as needed. Educational opportunities include gaining an understanding of confidentiality, security issues and responsibility and development of problem solving skills.

## **Admission Office**

*8-9 students* - Assist in the admission process; provide printed information and campus tours for prospective students. Telephone and public relations skills are very important, as crew members are often the first contact a prospective student or a student's parent has with Warren Wilson College. Extensive routine clerical work. Educational opportunities include computer search and data entry skills. Students also organize special admission events such as Open House and student visits. Responsibility is stressed through the timely response to prospective students' inquiries. Public relations skills and organizational skills are developed through the liaison between the traveling counselors and assigned student workers.

## **Advancement**

*5-7 students* - The Advancement Office is the friend and fund-raising arm of Warren Wilson College, which enables the College to offer a top-notch education as well as a life-changing experience to students for years to come. Crew members will be exposed to the many facets of Advancement work: Advancement Assistant, Advancement Communications (including Web and publications design), Advancement Services, Alumni and Church Relations, Annual Giving, Database Entry and Grant Writing/Research. Students on the crew should have good interpersonal, communication (writing/proofreading/speaking), organizational, and creative skills. In addition, crewmembers need to be detail-oriented, reliable and team-oriented while possessing the ability to work independently and adaptively.



Familiarity with a variety of software programs is helpful - but ability and willingness to learn is more important. Crewmembers share in the cleaning and maintenance of the Advancement level of Orr Cottage, must be available to work and dress up for occasional evening/weekend events, and all crewmembers must sign a confidentiality agreement. Educational opportunities include learning and refining computer skills, developing public and donor relations skills, learning various software programs, print production management, developing/refining interpersonal skills, data management, event planning and organization, and public speaking. Annual event responsibilities include assisting in Homecoming, Weekend@WWC, Family Weekend, Festival on the Field (a part of Homecoming), the Scholarship Luncheon, Phonathon, Thankathon, Reunions and Friend Gatherings.

## **Aquatics**

*12-15 students* - Crew members assist in the operation and maintenance of the college swimming pool. Students learn the functions of running a pool for the College and for the Asheville community. All crew members are responsible for life guarding, pool member relations and various cleaning duties. Some special jobs include chemical maintenance and office assistance. Educational opportunities include the development of strong customer service skills, gaining an understanding of the maintenance of a community swimming pool, education and preparation for dealing with emergency situations. Students are responsible for having proper lifeguard and CPR certification.

## **Archaeology/Collections:**

*4-5 students* - Crew members act as curators of the archaeological, Appalachian, and intercultural artifact collections; manage and maintain the Warren Wilson archaeological site; manage and maintain the collections as well as the rooms housing them; and work on development of educational programs related to the Warren Wilson College Archaeological Field School. Workers will also research, design, and assemble displays related to the collections, both three- and two-dimensional. Educational opportunities include learning care of artifacts collections and developing curatorial and display-design skills. Workers gain a sense of how archaeological and material culture research is conducted. A flexible work schedule is needed, and experience in archaeology (particularly the College's lab courses) is recommended. Students must demonstrate a strong interest in archaeology, cultural studies, or museum work.

## **Athletics**

*10-12 students* - The athletics crew maintains all equipment, supplies and serves as support staff for all programs within the athletic department and the DeVries Athletic Center. Crew members also plan and implement the intramural program, conduct all cleaning of the facility, provide secretarial/clerical support as needed and serve as administrative staff for intercollegiate athletic contests. Athletics crewmembers will learn responsibility through maintenance of the facility, planning and implementing intramural programs and game day operations of varsity athletic contests. Educational opportunities include learning athletic management skills relating to student-athlete recruitment, mass mailing methods, keeping statistics of athletic contests, maintenance of the athletic fields, gymnasium, weight room, and fitness equipment for the Wilson community. Evening and weekend hours are required.

## **Athletic Training**

*3-5 students* - The job includes first aid and rehabilitation. It involves general cleaning, filling and washing water bottles, and maintaining an inventory of supplies. The students will cover scheduled practices and set up for home games and events. Organizational and scheduling skills are important, as is the ability to work independently. The students will need to work and communicate with coaches, student athletes, physicians, and other medical support groups. Communicating with these groups will involve written reports and telephone calls to arrange transportation as needed to assist athletes with medical follow-up care. These students must be willing to work a flexible schedule, including weekends, and to complete CPR and First Aid courses in order to be competent when dealing with athletic

injuries. Educational opportunities include writing medical reports, learning CPR and First Aid, and developing organizational skills.

## **Auto Shop**

*11 students* - Depending on skill level, a first-year student will work on the motor pool and perform routine maintenance and safety checks. Upper-classmen with proven skill levels will assist in teaching new students and maintaining campus vehicles. Educational opportunities include learning to perform routine car maintenance and some major repairs. Students learn to evaluate cars and their mechanical condition while becoming familiar with many different engines and mechanical systems. In addition, students learn computer analysis of engines, solving problems of mechanical apparatuses, and welding and small-job metal fabrication. A three-hour block is preferred for new students, and a two-year commitment is expected. A campus driving license is required. New members of the crew will be expected to attend a week-long training workshop beginning one week prior to the opening of school in the fall.

## **Blacksmith Shop**

*4-6 students* - The Blacksmith crew focuses on learning and teaching traditional blacksmithing skills, such as drawing out, squaring, rounding, bending, heat welding, plating, and twisting. Students create tools to be used by other crews as well as by the general campus community. The crew concentrates on extending the opportunity to learn and experiment with Blacksmithing to the Warren Wilson community. Crew members should be creative, independent workers who enjoy learning, producing, and teaching. The Blacksmith Crew requires a two-year commitment. New members to the crew may be expected to attend a week-long training workshop beginning one week prior to the general opening of school. Educational opportunities include learning the metallurgical techniques necessary for forging steel; tempering tools and creating needed items for use on campus. Students will become proficient in the use of varied shop tools (i.e. hammer and anvil; air powered forging hammers). Students will also learn how to take a project from the design table to a finished, installed creation. The crew hosts open houses for the campus community and teaches others the basics of forging iron.

## **Building Services I and II**

*10-13 students per crew* - Crew members maintain a regular cleaning schedule of various campus buildings, which includes cleaning floors, carpets, windows, walls, and public facilities. In addition, students help move furniture; maintain inventory, distribution, organization, and storage of custodial supplies; coordinate and prepare for large and small conferences and events, which includes setups and stagings; perform equipment and small engine repair and preventive maintenance and other duties as assigned. Educational opportunities for crew members: First-year students will receive training in routine detailed work. Students will also learn the use of floor and window washing equipment, as well as how to use chemicals and chemical dispensers. The second-year student will learn supervisory skills by assisting in the training of first-year students, evaluating completed jobs, and by providing the necessary transfer of materials and job information. Third-year students learn management and coordinating skills, become student leaders and help the crew supervisors through follow-up and completion of assigned jobs with satisfactory results. However, any student showing initiative and competence may be assigned the role of student leader. The progress of each student, with reference to supervisory levels and privileges given, is based on the student's performance and attitude regarding work.

## **Business Office**

*1 student* - The student divides time between the main switchboard and the Business Office. Switchboard duties include answering the main College telephone switchboard, transferring calls, answering various questions, and welcoming and directing campus visitors. Office duties include providing general office support in a variety of ways: word processing/typing, filing, answering telephones, assisting with newsletter mailing (labeling, sorting,

etc.), copying and collating materials, and serving as a "gofer" around campus to deliver mail and messages. Educational opportunities include development of excellent interpersonal skills and basic organizational skills applicable in a variety of situations. Knowledge of Microsoft Word and Excel with additional office experience preferred.

## **Business and Economics**

*1-2 students* - The Business and Economics crew assists faculty members within the department. A crew member may be expected to provide tutoring when needed by students enrolled in more quantitatively oriented business or economics courses, such as accounting, economics, or finance. He or she may also be asked to do research related to areas of interest being studied for publications by a particular faculty member concerning courses of instruction or to general business and economics issues. Educational opportunities include development of excellent interpersonal skills and basic organizational skills applicable in a variety of situations. The crew member's tasks would also include typing, copying, record keeping, and coordination of various departmental events as needed.

## **Campus Store**

*6-7 students* - Students are responsible for the storefront services. Duties include operating the cash register, ordering office and school supplies, assisting with sales, ordering sundries and college insignia merchandise, and receiving and stocking merchandise. Educational opportunities include developing communication skills, learning to run a cash register and general operational procedures (margins, markup policies, inventory control, and customer service).

## **Campus Support**

*15 students* - This crew performs special carpentry and construction projects. Tasks range from demolition to laying down concrete, to framing walls, and roofing. Campus Support also will help crews such as landscaping, building services, or paint. Educational opportunities include learning how to start and complete a job, work with hand tools such as the hammer, flat bar, tape measure, and with power tools such as the circular saw, reciprocating saw, jack hammer, drill, and chop saw. The crew tasks offer both mental and physical exercise. Problem solving skills are crucial. The ability to work as an individual and with a team is also essential.

## **Career Services**

*3 students* - Career Services crew members welcome visitors to the office, greet telephone callers, and respond to e-mail inquiries. They are courteous and professional in dealing with the clients, which include students, alumni, faculty, work crew supervisors, and employers. The Career Services crew also assists in organizing and carrying out projects such as job fairs, workshops, and seminars. Students maintain and update websites, design bulletin board displays, and undertake other projects to publicize their services. They also do administrative tasks such as posting job announcements, filing, scheduling, keeping records, as well as creating spreadsheets and maintaining databases. Students have opportunities to initiate projects that make use of their individual skills and interests; recent examples of student projects include podcast creation and other web-based projects. Educational opportunities crew members can expect are: to enhance their interpersonal skills, learn about running a small office, learn how to manage projects, and gain information and skills useful in planning their own careers.

## **Carpentry**

*10-15 students* - Carpentry involves the construction and upkeep of campus buildings, woodworking, and furniture repair. Educational opportunities include learning job organization, framing layout, sheet rock hanging and finishing, concrete forming and finishing, and shingle layout and roofing. In addition, students will learn glass

cutting and replacement, door framing and hanging, woodworking, and furniture repair. Requirements: New students must have a three-hour block for training. Returning and experienced students work with and help unskilled workers.

## **Chapel Crew**

*3 students* - Crewmembers provide a combination of general office work, cleaning, maintenance, and event setup. Cleaning and maintenance includes floor care, window washing, dusting, cleaning of restrooms and kitchens, ordering cleaning supplies, trash and recycling, and other cleaning-related duties as needed. General office work includes use of computer, copy machine, telephone, mailings, and other duties as needed. Event setups include preparing buildings and grounds for church services, potlucks, meetings, wedding or memorial services, college-related events, and special programs. Educational opportunities include the ability to learn organizational and time management skills, use of office equipment, working with local community members in the congregation, working in a team environment as well as working individually. Requirements: The Chapel Crew member must be willing to work in an open, all-inclusive atmosphere where team work is strongly encouraged, must enjoy meeting people, and be able to work independently when necessary. Schedules are flexible, sense of humor always a plus!

## **Chemistry**

*11-13 students* - Working on this crew will provide the student with skills and experience that cannot be acquired in conventional classroom situations. This crew is essential for the operation of the chemistry program; therefore the student workers and faculty members work closely together to set up labs for experiments, develop new experiments, purchase chemicals and supplies, maintain storage rooms and the inventory system, monitor laboratory safety, administer the hazardous waste programs, tutor students, function as lab assistants, and grade lab reports. This crew is also the maintenance and clearing staff for the science buildings. Educational opportunities include learning preparation and analysis of solutions; problem solving; scientific record keeping; maintenance and operation of sophisticated instrumentation and computers; use of common word processors, spreadsheets, and data bases; recycling, decomposition, and proper disposal of hazardous materials; purchasing and inventory procedures; maintenance of a safety program; lab skills; simple cleaning, carpentry and maintenance; and feeding Dichromate, the department's cat. Scheduling may include evening hours.

## **College Press**

*8 students* - Crew members assist customers with copying and printing jobs from simple handouts to booklets and magazines; learn operation of copiers; learn pre-press operations including computer-based layout and design; and perform copying, laminating, and bindery. Some students are additionally responsible for darkroom and complex offset press operations, bulk mailings, monthly billings, inventory management, and troubleshooting equipment. Educational opportunities include developing strong customer service skills, gaining proficiency in the use and maintenance of a variety of office equipment, learning desktop publishing and bookkeeping functions, and gaining darkroom and offset press experience. Students must meet deadlines and work together to accomplish the service and performance objectives of the College Press. Special requirements include ability to pay strict attention to and steady concentration on detail, commitment to ensuring customer confidence by repeatedly doing good work and communicating well with customers and colleagues.

## **Community Bicycle Shop**

*3-5 students* - The crew repairs bicycles that are donated to the program to be distributed to community members wanting bicycles. The crew conducts bicycle maintenance workshops and works to promote the use of bicycles both on and off campus. In addition, crew members manage the campus bicycle shop that repairs personal bicycles for the members of the college community. Students who work on the crew share a knowledge of bicycle mechanics and a passion for promoting cycling as an economical and environmentally conscious means of transportation.

Educational opportunities include learning to maintain the workings of a functional bicycle shop, which includes bicycle maintenance, shop organization, and development of learning opportunities for the campus community.

### **Computer Aided Drafting (CAD):**

*2-3 students* - Crew members staff the CAD office in Facilities Management and Technical Services and act as an integral part of FMTS operations; provide staff, faculty and students with floor plans, maps and other information; use AutoCAD (computer drafting software) and ArcGIS (geographic information systems software) to document and maintain the accuracy of existing conditions of the campus facilities; draw and modify campus building architectural floor plans; survey campus buildings and locate underground utility lines; manage the campus-digging permit process. Educational opportunities include gaining experience in a "real-world" facilities management working environment, developing office skills and customer service skills, gaining proficiency in AutoCAD and ArcGIS and general computing skills, gaining an understanding of building design and learning how to create building floor plans. AutoCAD and/or ArcGIS experiences are helpful but not required. Students must be able to work independently.

### **Computing Services**

*12 students* - The Computing Services Crew is the front-line of technical support for the Warren Wilson community. The crew staffs the Help Desk located in the Bannerman Technology Center. Help Desk duties include answering questions submitted by telephone, e-mail, and in person; completing work requests for staff and faculty; monitoring campus computer lab hardware and software; assisting students with client-side networking issues and those using the computer labs. Bi-weekly training is provided to keep current with basic computer skills. A qualified applicant need not necessarily be computer savvy. They should however be hard-working, self-motivated, and ready to perfect communication and customer service skills. They must be willing to work some morning, evening or weekend shifts and make a minimum one-year commitment to the crew.

Computing Services is ultimately responsible for the installation, maintenance, and troubleshooting of all the computers on campus. They will gain experience with Operating Systems including Windows, Mac OS X, and Linux. In addition, Computing Services often assists the Networking Crew with wired and wireless networking including cabling, termination, and configuration.

### **Cowpie Cafe:**

*23-29 students* - The Cowpie Cafe is a Warren Wilson College student-initiated, student-run food establishment. Crew members are responsible for all aspects of food service including menu planning, food preparation, cooking, presentation, and clean up. Educational opportunities include gaining knowledge of vegetarian cooking, utilizing local and organic ingredients and working in cooperation with the College's garden. General enthusiasm, the ability to work in fast-paced energetic environment, as well as a genuine interest in vegetarian, sustainable food sources is a plus. The breakfast shift at the cafe begins at 7:00 AM and the dinner shift ends at 8:00 PM.

### **Dining Services**

*230-35 students* - Work on this crew includes all facets of food service business: setup, cleanup, dish room, serving of meals, and assisting in preparation. Educational opportunities are available through the positions of cook's helper, baker (fresh breads), salad dressing maker (from scratch), salad bar preparation, and positions in the cafe. Additional income may be earned through the advancement to a student manager position, as well as in the catering department. Students on the Dining Crew will receive first consideration for these paid positions.

### **Education Office Assistants**

*2 students* - Two crew members share the Education office administrative and departmental cleaning duties. Crew members assist the Departmental Administrative Assistant in the following: departmental newsletter editor (composition and mailing twice each year); Education Alumni tracking (current addresses and employment); Web Master (maintenance and development of department web page per term); Learning Resource Center Assistant, Librarian #1: cataloging new books, shelving, shelf-reading, maintaining overdue notices, removing old editions); Librarian #2: Learning Resource Center: maintaining professional journals, catalogues and periodicals filing systems, manipulatives; Office Assistant (faculty assistance in copying, phone answering, mail responsibilities, posting class cancellations). Educational opportunities include training in time management, organizational skills, and general office duties. Crew members will be taught The Dewey Decimal System including library organization and implementation. Public Relations skills will be beneficial to visitors to the department who are interested in becoming education majors. The Crew also represents the department to the WWC community. All crew members will help with four major social events each year. Positions are assigned and responsibilities are shared as a team.

## **Electric**

*9-14 students* - Students perform inside and outside wiring repairs on campus buildings, maintenance of fire alarms, maintenance of campus telephone system, and repair work on electric circuits of staff homes and campus buildings. Educational opportunities include gaining a mastery of electricians' tools and the installation of most electrical devices including telephones, general conduit installation, basic wiring, and job organization. Second-year students learn the layout of electrical circuits, make unassisted electrical repairs, and gain proficiency in home wiring. Commitment to two years on the crew is required. Inexperienced students need a three-hour work block to work on this crew. New members of the crew are expected to attend a week-long workshop beginning one week prior to the general opening of school.

## **EMPOWER**

*3 students* - Duties include planning, organizing, and advertising events, activities, and programs pertaining to social justice. Students work with the faculty of Gender and Women's Studies to organize and facilitate Empower Center and other events, including various events for Women's History Month in March and regular events and programs for the Empower Center. Students also update the Gender and Women's Studies web page and assist the Gender and Women's Studies Program chair and faculty members with course paperwork, memos, research, etc. Crewmembers will have the opportunity to make connections and collaborate with local organizations. Educational opportunities include developing skills in event planning and computer programs, and students will increase their familiarity with topics in the gender and women's studies field. The crew requires a high level of responsibility, self-motivation, maturity, and organizational skills. Strong interpersonal communication skills and basic computer knowledge are necessary.

## **Energy Audit Crew**

*5-6 students* - The Energy Audit Crew responsibilities include measurement of the college's use of electricity, natural gas and water together with analysis to identify utility efficiency opportunities, saving natural resources and reducing CO2 emissions.

Available test equipment includes an infra-red camera, blower door, air duct integrity tester and data-logging hardware. If warranted, the crew seeks to improve or repair window and door weather-stripping in campus buildings.

This crew's activities coordinate with the efforts of several other crews, including Campus Greening Crew, Carpentry Crew, Plumbing Crew, Heating and the Ventilation and Air Conditioning Crew. Students on this crew should be responsible self-starters, have an interest in using, or learning to use, simple mathematical tools to analyze numerical data, an ability to write brief technical reports and use hand tools to effect minor repairs in buildings.

## **English Research**

*2-4 students* - The English Research assistants work with a member of the English Department to edit and annotate materials that will be used in various courses at Warren Wilson College and that may subsequently be published by university presses. In addition to conducting research related to editing and annotating assignments, the English Research Assistants also help with preparing and proofreading manuscripts, with developing components of specific literature, theatre, and writing courses, and with carrying on routine office work. Educational opportunities involve the refinement of skills that are essential to successful work in graduate and professional school and also in subsequent employment within the academic and business worlds. Students who become proficient as researchers, editors and writers, and who have learned to work well in a professional office setting, have marketable skills and experience that will serve them well personally and professionally. Requirements for working at this critical post are multiple. Students serving in this position must have a strong interest in intellectual history, literature, and culture; must be able to write correctly and cogently; must observe the decorum and dress appropriate to a professional office setting; must have a good command of basic word-processing skills; and must interact and communicate well with professors, administrators, other students, and a variety of people from outside the Warren Wilson community.

## **Environmental Leadership Center**

*13-15 students* - Crew members provide support to the mission of the ELC, which is to raise awareness of local, national, and global environmental realities and to inspire caring citizens - especially the youth - to reflect, to communicate, and to act as responsible caretakers of the earth. Potential educational opportunities for crew members include field-based teacher training, curriculum development, article writing, public speaking, radio commentary, fundraising, grant writing, regional environmental conference attendance, program coordination, non-profit management, research skills, and more.

Crew positions include:

- EcoTeam: 6 students - with some education background preferred - who teach and coordinate the ELC-developed EcoTeam Program, which is an eight lesson multi-disciplinary third-grade environmental education curriculum that reaches over 1,600 Buncombe County children annually.
- Campus Greening: 4-5 students - with a passion for living green - who engage in tasks including tracking campus energy use and greenhouse gas emissions, completing the annual WWC Greenhouse Gas Inventory report, raising on-campus climate change awareness, assisting with The Green Walkabout program, coordinating the SEED Grant Program, and assisting the ELC staff with emerging sustainability-related needs.
- Internship Program Coordinator: 1 student - with administrative skills - who helps coordinate the ELC's renowned Internship Program.
- Publication Assistant: 1 student - with excellent editorial and writing skills - who assists in all areas of publication including Catalyst, The Green Calendar and the Internship Portfolio.

## **Environmental Studies/Biology**

*10-12 students* - The crew provides support to the Environmental Studies and Biology departments by maintaining their laboratories, equipment, and collections. There are many educational opportunities available when working for the Environmental Studies and Biology Crew. Students will learn scientific equipment and how to set up the equipment for field and wet lab courses, how to make solutions for wet lab experiments, how to perform

experimental technique while setting up for course labs, and how to manage and care for a greenhouse and the plants. Students may also have the opportunity to work one-on-one with faculty in particular subject areas, including wildlife biology, botany, and microbiology, giving the students a unique educational skill determined by the students' desire to learn and the need of the faculty. The crew also acts as administrative support to the faculty members by making photocopies and transparencies of course material, setting up technical equipment for lecture classes, and cleaning the building. Students will learn how to work as individuals and in a group to get a task done, to manage time, and to articulate achievements and problems encountered while completing tasks. They will also learn to professionally listen and talk to work supervisors. This crew seeks self-motivated and mature students with a strong desire to learn. All levels of students are welcome to join this crew.

## **Facility Management Customer Service**

*3-4 students* - Students create reports that analyze work order data to uncover and correct departmental service problems. Students create budget reports, analyzing and monitoring spending patterns; analyze work order completion trends and reports to assist supervisors scheduling work in a timely manner; maintain computerized work order system for all Facilities Management crews; perform general secretarial/clerical functions (answer telephone, take messages, answer incoming radio calls, and make radio calls). Educational opportunities include gaining a basic understanding of office work and a work order computer program for maintenance activities. Student will learn to use Microsoft Office, Windows 2000 program, including Microsoft Word, Excel, and Access. Students will also learn to communicate effectively on the radio and telephone, and to interface with a variety of people. Some computer skills and a pleasant personality are required.

## **Facility Management Technical Services**

*2-4 students* - Students are responsible for developing and providing training to all other FMTS departments that have student office managers. This includes proper purchasing procedures, developing standard operating guidelines, managing the planning and execution of work orders, and striving for a continued improvement for our total Facilities Management Program. Students analyze work order data to pinpoint problem areas and resolve issues, assist in developing 4-month work and goal focus for department and review department goal status. Students also assist in the development of a 5-year facilities deferred maintenance report and building repair priorities. A sustainability management crew member develops and executes the environmental management system for the FMTS department; addresses sustainability issues as related to the Director's office; analyzes data collected from WWC's building's Direct Digital Control systems; and makes recommendations; and analyzes data collected from our campus utility consumption and makes recommendations. Educational opportunities: these positions offer excellent opportunities for students with interests in business, management, economics, energy efficiency, and policy development/application. In addition, students will learn management soft skills including working effectively with people, motivational techniques, management theory, and effective management among others. Students may learn how to make effective presentations, develop effective strategies for training other students and staff, develop long and short term planning, and to set goals and objectives. Students will learn to understand purchasing processes, may analyze budgets, understand life cycle costing/economic analyses, and how important budget decisions are made. Students may learn energy analyses, energy audits, and the economic decisions made with these.

## **Farm**

*24-28 students* - The Farm Crew is broken down into three crews: General, Cattle, and Pig Crews. There is overlap between the crews' work, which consists of caring and feeding 65 brood cows and 25 brood sows; planting and harvesting corn, cereal grains, and hay crops; fence repair; cleaning, painting, and renovation of farm buildings; and maintenance of the farm's tractors and equipment. Approximately \$150,000 worth of naturally-raised meat is sold to the public each year, with all the marketing done by the student Marketing Director. Educational opportunities include learning about sustainable agriculture techniques, tractor operation and repair, and crop and pasture management. Students also deliver animals, give shots, and administer medicines. Working on this crew is excellent



pre-vet experience. Opportunities exist to attend conferences off-campus and to help with on-farm experimentation. Our work promotes good land stewardship and is pro-wildlife. All students must make a two-year commitment, have a three-hour work block, and have a willingness to work in adverse weather without complaint.

## **Financial Aid Office**

*1 student* - The student provides general secretarial/clerical help. Student assists with filing, word processing, checking records, duplicating, and distributing. The job requires responsibility and discretion. Educational opportunities include learning the basics of the financial aid application process, time management skills, and the importance of deadlines. The student worker enjoys the rapport developed with fellow students as the worker greets and initially helps those coming to the office.

## **Fire Safety**

*2 students* - Students conduct weekly inspections of fire alarms and emergency lighting systems; conduct fire drills once a term in dormitories; conduct monthly inspections of all buildings for code violations and extinguishers; and conduct extinguisher training for resident directors, resident assistants, and appropriate work crews. Educational opportunities include learning about the North Carolina Fire Code, operation and inspection of fire extinguishers, fire alarms, emergency preparedness for the campus, and emergency lighting systems.

## **First Year Programming**

*4 students* - The mission of the First Year Programs crew is to assist incoming students with making a successful transition to college, both academically and socially. The Program does this through helping students to develop collegiate-level study habits and time management skills; heightening awareness of, and insight into, diverse social and cultural groups; promoting personal responsibility and ethical decision-making in both local and global communities; integrating the Triad into the everyday mindset of students; and building relationships among students, faculty, and staff in order to fully develop the residential community. Educational opportunities include developing skills in event planning, graphic design, marketing, catering, assessment, scheduling, and collaborating with diverse populations.

## **Forestry**

*20-25 students* - Crew members conduct all activities necessary for the sustainable management of the College's 650-acre forest. Duties include conducting silvicultural practices, providing forest products to the College, trail and logging road maintenance, shiitake mushroom propagation, and occasional assistance with related Environmental Studies courses such as forest biology, silviculture, forest management, and wildlife management. Educational opportunities include learning many technical forestry skills, such as chain saw use and maintenance, and methods of felling trees. This crew requires a high degree of responsibility, initiative, and willingness to work with others. Work is outdoors and is sometimes physically strenuous. Three-hour work blocks are desirable but not required. Knowledge of forests and forestry is helpful. (ENS 233 Forest Biology is strongly recommended for all crew members.) A two-year commitment is required.

## **French Assistant**

*1 student* - The student is responsible for grading quizzes, exams, and other papers; tutoring students as needed; organizing French film nights and a French Table; and some library research. A strong French-language background is required for this position. Educational opportunities include tutoring, the opportunity to improve oral skills by practicing French on a daily basis, learning how to prioritize tasks and to cope with a varied workload.

## **Garden**

*25-30 students* - Students are responsible for the daily maintenance of approximately five acres of organically raised crops, including vegetables, fruits, cut flowers and herbs. Season extending resources include a 34x80 ft heated greenhouse and two unheated hoop houses. The daily work includes cultivation, planting, weeding, watering, harvesting, and pest management in the field and greenhouses. Produce is sold to the dining service on campus, two on-campus farm stands, an on-campus community supported agriculture program, and an off-campus farmer's market. The Garden crew also manages a small apiary, an apple orchard, and a worm composting operation. The Herb Crew is part of the Garden crew and utilizes the herbs in developing value-added products for sale on campus. Educational opportunities include developing the management skills required to operate a small-scale market garden, developing strategies for the marketing of crops to wholesale and retail markets, and researching innovative production practices. A three-hour work block is required for ALL new crew members and highly desirable for continuing crew members. Weekend hours are necessary and this responsibility is divided among crew members.

## **Gender and Women's Studies**

*3 students* - Duties include planning, organizing, and advertising Women's Studies and Women's Resource Center events, including various events for Women's History Month in March and regular events and programs for the Women's Resource Center; organizing the Women's Studies web page; and assisting the Gender and Women's Studies Program faculty members and chair(s) with course paperwork, memos, research, etc. Crew members will also have the opportunity to make connections and collaborative efforts with local organizations. Educational opportunities include developing skills in event planning, research methods, computer programs, and students will increase their familiarity with topics in the gender and women's studies field. The crew requires a great amount of responsibility, self-motivation, and organizational skills. Strong telephone and interpersonal communication skills and basic computer knowledge are necessary.

## **Global Information Systems**

*2-4 students* - The crew provides support to the Global Studies department by collecting and maintaining geographic data, staffing the geographic information systems (GIS) laboratory, participating in GIS research projects, gaining familiarity with several geospatial software packages, promoting GIS across the campus, and providing administrative support for GIS courses. Educational opportunities include learning the fundamentals of vector and raster data models and how to apply them to the specific research needs of students and faculty. Completion of Introduction to GIS (GBL 225) or experience with geographic information and databases required. Some evening work may be required. Preference will be given to students who can make at least a one-year commitment to the crew.

## **Guest Housekeeping**

*1 student* - Duties include general cleaning and maintenance of the St. Clair Guest House. This student will represent the College to many College visitors as well as substitute for the director in her absence. Educational opportunities include learning management skills, job organization, cleaning and maintenance skills and the ability to work independently. Initiative, responsibility, and social skills are required. Student must live in the Guest House and be willing to work a flexible schedule, sometimes on weekends.

## **Health Center**

*5 students* - Crew members work as health promoters and educators, maintain cleanliness of the Health Center, and facilitate patients' visits to the Health Center. Educational opportunities include learning first aid techniques, ordering and stocking of medical supplies, chart filing, and learning about health and wellness in a holistic manner.

All crew members help in driving students to medically-related appointments off campus. Students are required to respect confidentiality, and a driver's license is required to work on this crew.

## **Heating, Ventilation, and Air Conditioning**

*6-8 students* - Students are responsible for the maintenance of all gas boilers and furnaces, oil furnaces, heat pumps, and air-conditioning for the campus and for staff housing. This includes all the associated motors, pumps, fans, and controls for boilers, furnaces, heat pumps, and air conditioning. Educational opportunities include learning the tools of the trade and how to use them, boiler operation by hand and automatic control, and leadership skills. Crew learning and leadership are stressed and are second only to the commitment to a warm, safe, and healthy environment for the campus community. A campus driving license is desirable.

## **History**

1 student - The student serves as administrative assistant for the Department of History and Political Science. Duties include assisting with library and Internet research and data collection, assisting with preparation and organization of class materials, completing clerical tasks (photocopying or typing) and taking part in on-going projects relating to history or political science. Educational opportunities include developing literature research and computer skills and increasing familiarity with topics in the history and political science field. Computer and research skills are helpful but not required. Student must be able to work independently.

## **Holden Arts Center**

*3-5 students* - Students maintain meditation garden; inventory supplies; design and construct student art exhibits and host openings; build rolling tables, easels, etc.; and perform general clerical functions. Educational opportunities include learning matting and framing techniques, gallery installation and publicity, food preparation, computer use, and simple construction skills. Students also learn responsibility, as they are in charge of building cleanliness and security, as well as maintaining the slide collection and permanent art collection.

## **Horse Crew**

*2-3 students* - Students are responsible for a team of draft horses. Duties include driving, feeding, grooming, and general horse yard chores. Educational opportunities include practicing the animal husbandry skills needed to maintain a team of workhorses, working with veterinarians and farriers, safely incorporating a team of horses into the draft needs of the garden and forest, driving a team with wagon in a number of public settings, and developing a safety ethic when working with horses. A three-hour work block is strongly recommended and a two year commitment essential. Crew members will share weekend responsibilities for the feeding and grooming of the horses.

## **Instructional Technology**

*2 students* - The IT crew supports teaching and learning at the College through the use of technology in the classroom, assistance with multimedia, and helping faculty put course materials online via the College's learning management system. Crew members should have good communication skills and an interest in learning about educational media, web page development, and technology in general, particularly as it relates to the classroom. Preference will be given to students who have been on the Computing Services Crew or are working on an education degree, but the primary requirements are curiosity and a desire to learn. Educational opportunities include gaining proficiency in classroom technology and administration of learning management systems.

## **International Programs**

*1-2 students* - Crew members provide office support for the following activities: newsletter reporting, editing, and layout; external communications for international programming and off-campus program opportunities; and outreach to international students, faculty, and visitors. Crew members have the opportunity to learn office and management skills, public relations, desktop publishing, database management, customer service, and interoffice procedures and committee work. Creativity in planning and managing international events and announcements on campus is encouraged. Working with students regarding the many details of international study application and travel preparations requires strong interpersonal and organizational skills, and attention to detail and accuracy. Good writing skills, basic computer experience, and enthusiasm for international studies are necessary.

## **International Student Coordinators**

*2 students* - This crew provides support to international students, organizes and conducts orientation programs, helps international students to settle into the Warren Wilson community and make use of the resources at the College and in the larger community. Crew members listen to the concerns of International students and convey these concerns to the International Student Advisor. They help international students find "homes for the holidays" and assist students in emergencies. They guide students to understand cultural differences, organize meetings and parties, collaborate with Multicultural Coordinators and other departments to provide diversity programming, and provide clerical support to the International Student Advisor. The students serving on this crew should have an intercultural background, be hospitable and empathetic, enjoy people, and be able to work well independently. Educational opportunities include in-house training and conference workshops treating inter-cultural communication and global leadership.

## **Landscaping**

*45-50 students* - Students maintain and improve the 100-acre central college campus. Tasks include seeding, mowing, and raking lawns and athletic fields; planning, designing, and planting gardens and flower beds; maintaining roads and pathways (both gravel and asphalt); snow removal; and construction projects related to the landscape. All students should have a three-hour work block. Students will gain proficiency in seeding, planning and design, as well as plant installations and use of standard landscape equipment. Some students will learn operation and maintenance of tractors and other heavy equipment. Professionals in skilled arborist work may train others. Other opportunities include familiarization with botanical names, tree identification, greenhouse crop productions, turf maintenance, and pruning techniques. Students work together to accomplish the service and objectives of the landscape program while incorporating learning into their overall work experience.

- **Grounds Crew:** Students become familiar with the use and care of grounds maintenance equipment and will perform a lot of physical labor. Later, the student, working more independently, will have the chance to develop skills in design, procurement, supervision, and practical application of labor and materials.
- **Flower Crew:** The crew plants and nurtures all the flower beds on campus and works on landscape designs for the new additions to campus and for improving old landscapes.
- **Tractor Crew:** This crew maintains and services the 1630 New Holland tractor, Caterpillar Backhoe, and Ventrac Tractor and uses their many attachments for different jobs on campus, such as transporting landscaping materials, digging ditches and holes for planting, and assisting other crews on campus with excavation.
- **Tree Crew:** The Tree Crew maintains all the trees on the 100-acre central campus. The work includes large and small tree pruning, climbing, removals, chainsaw work, and planting, thus providing opportunities for learning arboricultural skills.

- Greenhouse Crew: Students who work in the greenhouse grow grasses and wildflowers native to western North Carolina for the use of general landscaping projects. These plants are grown from seed to provide the Warren Wilson community with the aesthetic beauty of plants native to the Appalachian ecosystem.

## **Library - Archives**

*1 student* - The Archives crew will learn archival preservation, how to organize a collection of records and write a descriptive finding aid, and help in maintenance of the archives environment. This job requires lifting heavy boxes, attention to detail, cleanliness, organizational ability and word processing skills.

## **Library - Circulation**

*13 students* - Students assist in the operation of the library at the circulation desk. Duties include checking materials in and out, shelving, shelf reading, and answering general questions. Most duties require attention to detail and ability to use computer systems. An understanding of library procedures and policies is important. Students must be able to work whenever the library is open, including some weekend and evening shifts. Crewmembers are also collectively responsible for library maintenance including cleaning offices, study and conference rooms, and restrooms as well as removing trash and recycling. The library offers the opportunity to learn about the use of the on-line public access catalog, circulation software system, and public service. Students develop interpersonal skills by dealing with the public, fellow crewmembers, the supervisor and librarians. The circulation crew is responsible for organizing and setting up book displays in the library. Crewmembers may also learn leadership and organizational skills needed to manage and implement special projects. One experienced crewmember is selected to serve as a crew leader and has the opportunity to develop additional leadership skills applicable to careers in public service sectors. Knowledge of library resources and services can provide an academic advantage for motivated students.

## **Library - Interlibrary Loan**

*1 student* - Student is responsible for the technical processing of materials loaned to and borrowed from other libraries. Student may be asked to retrieve mail, open and sort mail, pull and package books for loan to other libraries and complete paperwork for same, check in books returning to our collection and complete appropriate paperwork for the same, catalog borrowed materials for use by our patrons and complete appropriate paperwork for same, package and return books borrowed from other libraries and complete appropriate paperwork for same, follow up on missing, delayed, or overdue materials, shelf read in the general collection, empty ILL recycling and trash, clean ILL office as needed. Students on this crew must be detail oriented, organized, timely, and technically proficient. Educational opportunities include learning various library related software, knowledge of the library collection, practice with multitasking, and technical troubleshooting. This crew is not eligible for weekend or evening shifts.

## **Library - Serials**

*1 student* - The student who works on the Library Serials Crew will have the opportunity to learn many aspects of how to manage a library serials (periodicals) collection. This student will use the library computer system to check in each new issue of the library's subscriptions (over 230 titles). Crew will prepare new issues of newspapers and journals for display on the current periodicals shelves, move older issues to the stacks, assist in reading issues for binding, and work with the supervisor to do occasional weeding, re-labeling, and shifting of the collection. Crew will keep statistics of journal usage. Crew is responsible for the library's mail - taking outgoing mail to the campus post office and picking up incoming library mail and sorting it. The student on this crew will participate with all

other library crew in "shelf-reading" the book collection. Crew occasionally uses Microsoft Word and Excel. The job requires attention to detail, organizational ability, computer skills, and ability to lift heavy boxes. The student on this crew will learn responsibility, self-discipline, initiative, and organizational skills that will be transferable to future work in any field. Knowledge of library resources gained on this job can provide an academic advantage for a motivated student.

## **Library - Technical Services**

*3-4 students* - Students help with the ordering and processing of every new book and AV item that comes into the library, going through all of the steps involved with getting them out on the shelves. Students also participate in shelf reading and assist in the process of reviewing and withdrawing older, unused books, and in some cases, mending worn or damaged items. This area of the library provides the opportunity to learn various acquisitions and cataloging software as well as gain experience with the Dewey Decimal system and cutting. It is an excellent opportunity for anyone interested in a career in library science, though the skills are easily transferred to many professions. Individuals must be computer savvy, willing to learn new software programs, and be detail oriented. Work hours fall during the 8-5, Monday through Friday time frame.

## **Locksmithing**

*6-8 students* - The crew maintains campus locks, keys, and door hardware; repairs, installs, and re-keys locks; and creates, maintains, and implements a masterkey system, key control system, and inventory control system. Educational opportunities include learning the inner workings of locks and door hardware, learning skills with hand tools, and learning how to create masterkey systems. Development of organizational, problem-solving, and mechanical skills is likely. A two-year commitment to the crew is required. Students must be second year or above. One-semester trial/probationary period is necessary. Students who use their knowledge of locks to gain unauthorized entry into buildings will be dismissed from the crew. The security of the campus depends on crew members' discretion and good judgment.

## **Mathematics**

*1-2 students* - The Mathematics Crew helps maintain software on the computer lab machines, regularly updates the department and course web pages, helps set up computer labs for various courses, prepares photocopies, cleans overhead films, whiteboards, and erasers, and helps faculty in various long term projects. Educational opportunities include learning to write html and php code to create webpages, learning to use mathematical software as an aid to problem solving, and learning to maintain computers.

## **Media Relations**

*1 student* - Crew member will be involved in most or all of the following areas: news writing, information gathering, interviewing, photography, photo arrangements, desktop design, mailing, faxing, phoning, web work, and newsletter editing. Educational opportunities include developing skills vital to various aspects of mass communications.

## **MFA Program for Writers**

*2 students* - Crew members assist with monthly mailings to graduate students and faculty, assemble and mail information packets to prospective applicants work with the digital audio library (burn CD's, duplicate audiocassettes of residency lectures and readings) and are expected to do a lot of filing and copying. Educational

opportunities: learn or develop proficiency in computer skills, gain experience in (and respect for) a range of office work, learn how a low-residency MFA creative program operates and enjoy the readings of students in the MFA program. Special requirements: maturity, discretion, attention to detail, sense of humor, and good typing skills. Interest in creative writing a plus.

## **Mountain Area Child and Family Center**

*3-4 students* - Crew members at MACFC have the opportunity to play, learn, and grow with young children alongside classroom teachers as well as assisting in basic housekeeping of the classrooms and MACFC campus grounds. Student crew members will help plan and implement educational activities for children 3-5 years of age (and sometimes for infants and toddlers) with singing, dancing, painting, reading stories, building with blocks, playing in sand, and much more. Students are often asked to work with small groups of children in activities to give children more adult/child interaction time and to work on developing specific skills. Crew members have the opportunity to be adult friends with young children who receive them into the classroom with smiles and hugs. Crew members are expected to have a Tuberculosis clearance from the WWC nurse and have an orientation to MACFC before beginning their service. A handbook has been designed to assist them in the orientation process. Educational opportunities include developing skills in teaching, interacting with young children and learning appropriate ways to guide young children's behavior. Students learn the responsibilities of collegiality and ways to support the classroom teacher by taking initiative with both children's activities and restoring the classroom for its variety of uses.

## **Mountain Bike**

*1-2 students* - Mountain Bike Crew members will flourish if they are responsible, motivated, flexible, and consider themselves self-starters. They are primarily responsible for providing logistical support to the team in many forms: arranging travel, meals, and lodging; providing race support at events; driving, loading, and cleaning vans and trailers; maintaining the office spaces, tools, and equipment; and assisting team members with maintaining bikes in race-ready condition. Other duties will include but are not limited to Mountain Bike Team development in the forms of planning, recruiting, sponsorship development and maintenance, and trail network development. Mountain Bike Crew members are typically also Team members. It is necessary to travel with the team for competitions and practices, hence the need for a flexible schedule. Crew members will have numerous options for educational growth in the following areas: basic skills, advanced training in bicycle mechanics; developing meal plans, travel plans, budgeting projections, and completing purchasing requisitions; learning the basics of coaching strategies, which may include periodization concepts, heart rate based training, and lactate threshold/VO<sub>2</sub> max theory. Student crew members will also learn by assisting with team developmental activities, and will benefit from hands-on experiences with writing, marketing, fundraising, and recruiting. The Mountain Bike Team seasons are generally September-October and March-April. Crew activity during the season may require extra hours.

## **Multi-cultural Affairs**

*2 students* - Crew members become involved in and learn about cultural diversity. Crew members direct a program for the benefit of all community members. Students need to have computer skills, basic office skills and a strong leadership style. The crew provides a very important dimension to the campus, enriching cultural awareness with such events as the Martin Luther King Jr. Day celebration. Students on the crew assist with planning leadership retreats and help develop and research scholarship and internship opportunities for students. Educational opportunities include developing computer research and leadership skills, learning how to interact with colleges across the nation about diversity, and developing cultural awareness programs for faculty, staff, students, and volunteers.

## **Music**

*5 students* - Student crew members check materials in and out, shelve and inventory materials, order and process new materials, bind scores, proof-read, file library cards, maintain instruments, and provide general secretarial/clerical support. In addition, the crew offers assistance during choral rehearsal, organizes and processes music and materials, and does general clerical work. Educational opportunities include learning organizational techniques and gaining knowledge of how to coordinate music rehearsals and performances. Basic music skills are recommended. Students also learn proofreading and word processing, Sibelius software, library procedures, instrument maintenance, organizational ability, initiative, and a rudimentary business acumen.

## **Network Service**

*1-2 students* - Crew assists the Colleges' Network Systems Administrator in maintaining the campus data network. Tasks include repairing Ethernet connections, troubleshooting network connectivity issues, and maintaining network servers. Educational opportunities: Students on this crew can acquire intermediate networking skills and learn the Linux operating systems as well as other Open Source operating systems and software. Requirements: Students must have a working knowledge of networking and mastery of basic computing skills. A two-year commitment is strongly encouraged.

## **Newspaper (The Echo)**

*6-8 students* - One designer, one photographer, and three to four writers are responsible for writing, editing, designing, and printing the college newspaper. Educational opportunities include developing written and verbal skills, digital photography, desktop publishing, management experience, interviewing skills, and an understanding of the need for accuracy. The crew requires teamwork from responsible, self-motivated individuals with strong writing, editing, and verbal skills.

## **Occupational Safety and Training**

*1 student* - The OST crew is primarily responsible for OSHA workplace compliance and training as well as other regulatory compliance issues on campus. The primary responsibilities as a crew member include administering tests and issuing campus licenses, assisting with workplace and environmental compliance inspections and training, Material Safety Data Sheets management, and Safety Program support.

Students work primarily in the office, but have ample opportunities to interact with members of the college community. Some night and weekend work may be required. Students must have the ability to work unsupervised, be self-motivated, dependable and have a strong independent drive to get the work done. Primary skills include the ability to type, manipulate spreadsheets, apply web page updates, with the ability and desire to assist with the presentation of workplace training modules. Educational opportunities are vast and include MSDS training, writing safety reports, reporting on workplace safety issues, and increasing organizational and communication skills. Students on this crew must have good organizational skills and the ability to see a project through to its end.

## **Ogg Maintenance**

*1 student* - The student works 7.5 hours per week to clean and maintain the appearance of the Ogg Administration Building. Areas to be cleaned include offices, restrooms, and areas surrounding the building. Cleaning duties include vacuuming, sweeping outside porch area, emptying trash, and cleaning restrooms on a regular basis. Educational opportunities include learning time management, basic cleaning skills, and the proper use of tools and equipment. Students also learn the safe use of cleaning chemicals and proper recycling procedures.

## **Outdoor Programs**



*5-7 students* - Students are responsible for checkout and check-in of all gear, maintenance of gear and gear rooms, coordination of climbing wall and mountain bike rental, advertising and outfitting for recreational weekends and break trips, and cleaning and maintaining Bryson Gym. Crew members are also responsible for coordination of the Paddling Team, including logistics, event organization, and equipment maintenance. Students must present two or more of the following qualifications: knowledge and safe use of tools, Wilderness First Responder certification, computer literacy (especially with Word, Quicken, and web pages), climbing wall facilitation, paddling basics, bike repair and maintenance, programming skills (ability to design and facilitate initiatives, wellness activities, games for groups for a variety of goals and populations), sense of humor, high level of patience, and ability to enjoy the necessary menial tasks. Educational opportunities include learning to order, maintain, and repair outdoor gear; maintain and repair Bryson Gym and the gear rooms; design and build new structures for the climbing wall or bike room; and how to use a sewing machine. In addition, students must have two or more qualifications as listed in the Outdoor Program crew manual before joining the crew.

## **Paint Crew**

*10-15 students* - Paint crew members work together on interior/exterior campus buildings. The crew uses professional equipment, including pressure washer, paint sprayers, and scaffolding. In addition to painting, students may repair and refinish furniture. Qualities needed to succeed on this crew include a willingness to learn, ability to keep a clean work site, and to be responsible. Educational opportunities include developing a pattern for orderly work, time management skills, basic organizational skills, and the basics of working with multiple trades to complete a project.

## **Peace and Justice Studies**

*2-4 students* - In the spirit of Paulo Freire, the mission of this crew is promoting peace and justice through dialogue, reflection, and action. This mission gives voice to the College mission of nurturing "wisdom, spiritual growth, and contribution to the common good." The crew organizes programs on campus such as the Witness for Peace speakers' tour. Working with the Director of Peace Studies and the Director of Spiritual Life, the crew conducts research and plans responses to issues of concern to students and to people in the larger Asheville community. The crew also plans programs with other college organizations such as Service Learning, Student Activities, the Spiritual Life Committee, Wellness and the Sexual Conduct and Safe Community Taskforce. Educational opportunities include the development of organizational skills, program development and evaluation, and communication skills. Special requirements include the ability to work cooperatively with other members of a small crew, the ability to take responsibility, and to relate to the concerns of the whole campus rather than being absorbed in personal commitments and passions.

## **Peal (Literary Magazine)**

*5 students* - Students on the crew solicit and select written and visual art for an arts publication produced twice a year as both a print journal and an on-line journal. The crew sponsors and coordinates workshops, readings, and other student literary events. Educational opportunities include improving written and verbal communication, learning and practicing layout and graphic skills, engaging in collective editorial decision-making, and supporting and encouraging student writers and artists.

## **Physics**

*1 or 2 students* - The crew assists the physics faculty in conducting the physics program. This includes setting up and dismantling laboratory apparatus, assisting the faculty in correspondence, preparing and replicating course material, maintaining computer resources, and assisting physics students. Completing PHY 251 Physics I is a requirement. Educational opportunities for the crew include extensive practice with practical physics, setting up

apparatus, learning how to repair certain types of faults, grading homework papers, assisting other students, and learning graphics design principles in designing posters to advertise the Natural Science Seminars.

## **Plumbing**

*6-8 students* - With the guidance of the supervisor, the student crew maintains the entire campus plumbing system of hot and cold water supply pipes, sewers, and a wide range of commercial and domestic fixtures. Students working on the plumbing crew learn to use power and hand tools, connect pipes and fittings, repair faucets and valves, unblock drains, and install new fixtures. Other skills include learning to read and work from blueprints, to order and purchase materials, to drive and service vehicles, to respond to emergencies, and to develop a sense of humor. Students also learn good work ethics and gain a sense of achievement and satisfaction, knowing that their efforts provide a very important service to the community. A minimum three-hour block is required for all students on the plumbing crew, as is two-year minimum commitment. A current driver's license is mandatory. New members of the crew may be required to attend a week-long workshop beginning one week prior to the general opening of school.

## **Psychology Crew**

*1-2 students* - The crew assists the four psychology professors in any tasks that need to be performed. These may include, but are not limited to, researching and filing assessments, maintaining the psychology department website and bulletin board, organizing and promoting psychology department events, and organizing and hosting psychology club events. This may involve some creativity in designing flyers and maintaining the bulletin board. XHTML/CSS and any other web languages or computer programming skills are not necessary but would help in maintaining the website. Crew members must be able to stay on task when unsupervised and work independently. An interest in Psychology is not required, but is encouraged.

## **Public Safety**

*29 students* - Members of the Public Safety crew are the eyes and ears of the College campus. Training includes but is not limited to the following: receptionist/switchboard skills, patrol procedures, basic first aid, and report writing. A campus-driving license and a two-year commitment are desirable. Crews operate between the hours of 6 am and 12 am (midnight). During these hours, students respond to emergencies, enforce parking policies, direct visitors on campus, provide emergency transportation to medical appointments, lock/unlock campus buildings and patrol the campus. Educational opportunities include learning report writing, first aid/CPR, and gaining a familiarity with security procedures.

## **Purchasing**

*3 students* - The crew provides the College, faculty, staff, and students with necessary supplies, and processes purchase requisitions following written and verbal instructions that include verifying signatures, assigning control numbers, obtaining quotes, using main frame vendors, running errands, and interacting with faculty and staff. Educational opportunities include developing organizational, communication, and problem-solving skills; becoming detail oriented; working with detailed computer analysis reports; and learning to work under time constraints. A basic knowledge of computers, good social skills, and strong motivation are requirements for these positions.

## **Registrar**

*2 students* - Students provide general secretarial/clerical support. They are expected to assist with registration, operate office machines, and interact with the public via telephone or the receptionist window. Educational opportunities include developing organizational skills and practicing responsibility, discretion, and professionalism.

## **Religion Department**

*2 students* - Students on the crew are responsible for a variety of duties that include the completion of general office errands, photocopying, filing, submitting interdepartmental paperwork and general support for two full-time and two adjunct faculty members of the department. They should be literate and comfortable with computers and not adverse to learning more about computers because the maintenance of the department webpage is an integral part of the job. From time to time, there will be minor research projects and/or event-planning done in collaboration with faculty members. Educational opportunities include developing organizational skills, computer skills, and professionalism.

## **Resident Assistant Crew**

Resident Assistants in Sunderland and Vining are eligible to join the Resident Assistant crew for 5 hours each week. These RAs provide extra programming to help first year students adjust to Warren Wilson culture. In addition, they offer peer counseling and mediation services to first year students. Educational opportunities include developing skills related to event planning, conflict mediation, and peer counseling.

## **Residence Hall Maintenance**

*18-22 students* - Crew members maintain a regular cleaning schedule of various campus buildings, which includes cleaning floors, carpets, windows, walls, and public facilities. In addition, students help move furniture; maintain inventory, distribution, organization, and storage of custodial supplies; coordinate and prepare for large and small conferences and events which, includes setups and stagings; perform equipment and small engine repair and preventive maintenance and other duties as assigned. Educational opportunities for crew members: First-year students will receive training in routine detailed work. Students will also learn the use of floor and window washing equipment, as well as how to use chemicals and chemical dispensers. The second-year student will learn supervisory skills by assisting in the training of first-year students, evaluating completed jobs, and by providing the necessary transfer of materials and job information. Third-year students learn management and coordinating skills, become student leaders and help the crew supervisors through follow-up and completion of assigned jobs with satisfactory results. However, any student showing initiative and competence may be assigned the role of student leader. The progress of each student, with reference to supervisory levels and privileges given, is based on the student's performance and attitude regarding work.

## **RISE Project:**

*4 students* - Students on the Resistance, Intervention, Safety, and Empowerment (RISE) crew are engaged in a multitude of efforts that create understanding and awareness about sexual assault, relationship violence and stalking in the community. Student interests guide much of the work. Some of the projects of this crew include creating a student-produced zine (on a range of topics like consent, healthy relationships, healing from sexual violence); leading a coalition with area non-profits (Helpmate, Our VOICE and Pisgah Legal Services) and campus partners; organizing events such as the Clothesline Project, Rock for Consent, and Take Back the Night; developing programs including guerilla theater, writing workshops, and other art-based initiatives, attending out of state conferences that address violence issues; and providing training to RDs, RAs, work crew supervisors, new students, work crews and RISE advocates. In addition, students provide advocacy and support to students who experience sexual assault, relationship abuse and stalking. Other activities include organizing poster/button/sticker campaigns, coordinating programs in the residence halls, such as a film series, discussions, safe consensual sex workshops, and working with other crews as needs and ideas arise. Students do not need to know anything about sexual violence or dating violence to join the crew; however, students must be willing and ready to learn about these issues. Educational opportunities for students on this crew include participating in training with Our VOICE and Helpmate on dynamics of sexual assault, dating violence, and stalking; understanding legal and medical options; learning performance and

training techniques; and understanding how to provide advocacy and support to people who experience violence. Persons of all gender identities, races, ethnicities, religious affiliations, sexualities, etc., are encouraged to apply.

### **Sage Cafe and Baking:**

*13-15 students* - The crew consists of one manager, 9-10 cafe workers and 3-4 baking crew members who are responsible for all aspects of running this student space. Basic duties include food and beverage service, daily cash handling, cleaning and maintenance of cafe space, and program planning and support. One crewmember is responsible for running and maintaining the Cafe's wood-burning brick oven. The baking crew is responsible for producing breads and treats to be sold in the Cafe. Educational opportunities include learning about baking, brick ovens, and perfecting recipes. Cafe crew members work two nighttime shifts per week, including some weekends, and must be able to work well independently. Previous experience in a cafe setting is helpful but not required. Crew members should be creative and interested in supporting a wide variety of activities in the Cafe.

### **Service-Learning Crew**

The Warren Wilson Bonner Community Leaders program 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. Twenty Warren Wilson students participate in the Community Leaders program, and their efforts are centralized through the College's Service-Learning Program.

As a student crew in the Warren Wilson College Work Program, Bonner Community Leaders dedicate 15 hours per week to the establishment and leadership of community engagement activities such as co-curricular and service-learning projects, alternative break trips and issue education workshops. Bonners spend part of their 15 hours of work in the office, and the rest of their crew time in the larger community participating in and leading service projects offered to the entire student body. Educational opportunities include coordinating and managing several on-campus events, learning techniques for group reflection and leading subsequent reflection sessions, instructing issue-based workshops to other students, establishing partnerships with a host of community agencies, learning basic principles of leadership and applying them to local service projects, and learning and employing various types of publicity and documentation such as flyers, photographs, blogs, webpages, digital videos, and other forms of social media.

### **Social Work Program Assistant**

*1 student* - The student works as an assistant under supervision of the Social Work Program Director. Primary duties include word-processing for document development, use of copy machines, communication with agencies, daily mail runs, maintenance of office files, and assisting with special projects as directed. Educational opportunities include handbook development, webpage design, event planning, and newsletter development. Students have the ability to gain professional experience in supervising and carrying out administrative responsibilities, such as website design and upkeep, event planning, multiple forms of communication, maintenance of program documents and files, and library research. Because of confidentiality requirements related to the position, the Assistant must not be a Social Work major, but must be mature, responsible, organized, and capable of working independently.

### **Solid Waste/Recycling**

*16-20 students* - The Solid Waste/Recycling Crew provides collection of waste and recyclables from campus housing and recycling sheds. Students maintain and operate the campus recycling center and crew equipment. The crew is responsible for the Compost Program and operates the GreenDrum to compost campus food wastes. In addition to waste collection, the crew cleans and organizes reusable wood and construction materials for the WoodShop; coordinates the campus Surplus Program; and maintains the campus FreeStore. The crew also runs a

profitable Recycled Crafts operation making and selling jewelry, bags, and books made from scrap trash materials. Special educational opportunities include learning recycling and composting procedures, operating a forklift and wood processing tools, organizing community out-reach projects, website and database management, and crafting goods from recycled materials.

## **Spanish Department**

*3 students* - Crew members assist fellow students reviewing compositions and workbook assignments. Additionally, they participate in a weekly conversation table and a biweekly movie session, as well as an annual full-immersion camping trip. Furthermore, they engage in administrative tasks such as word processing, creation of didactic materials - Power Point presentations, art and cultural displays, posters, flash cards, and handouts. The ideal crew member should be able accommodate the demands of fellow students and still be able to fulfill administrative duties, while working in an environment where high traffic is the norm. Students can join the crew only after passing LAN 354 Advanced Spanish - or its equivalent at other institutions of higher learning - or by taking ACTFL's oral competency interview with the crew supervisor. Native speakers and students who have lived in Spanish speaking countries are encouraged to apply. In addition to the qualifications described above, students need to have a basic knowledge of Word, Power Point, web design, and be willing to acquire video and sound editing skills. Crew supervisor will consider candidates with limited Spanish skills, but solid computer background. Educational opportunities include learning tutoring skills and small group management and dynamics, enhancing understanding of problematic Spanish grammar topics, learning how to prioritize tasks and how to cope with a varied workload. Students will practice Spanish on a daily basis.

## **Student Activities Office**

*12-18 students* - The crew is charged with planning and implementing the weekly entertainment and special events on campus. This includes music, lectures, and workshops, as well as annual events such as the Holiday Formal, Drag Show, Circus and Commencement. Students represent a wide range of tastes and interests and are also responsible for generating input and feedback from the student body regarding on-campus events. In addition, the Student Activities Office maintains the master calendar and acts as an information hub regarding all events on campus. Duties of the crew include budgeting for, scheduling, and publicizing entertainment, as well as offering technical support, such as operating sound equipment, as needed. Educational opportunities include event management, problem solving and development of technical skills associated with music programming. Students on the crew need to have good organizational skills and the ability to see a project through to its end.

## **Student Caucus Officers**

*3 students* - Elected by the Student Caucus to a one-year term. The officers facilitate and plan weekly meetings; publish caucus legislation, concerns, and current campus issues; act as liaison between the staff, faculty, administration, trustees, and students; research and advocate student concerns; provide advice and information to students; serve on the Executive Appeals Committee; appoint students to serve on College committees; oversee shared governance in relation to students; and attend numerous college meetings. Educational opportunities include developing communication, listening, and public speaking skills; developing mediation and facilitating skills; enhancing time management, organization, and research abilities; learning how to work on a team as well as in the many aspects of the shared governance structure of the College; and how to be effective in influencing change within Warren Wilson's decision-making systems. Members of this crew will acquire first hand experience about how organizations run and about how to deal with people. Special requirements include being personally responsible, self-motivated, and caring about the community.

## **Student Life**

*1-2 students* - Facilitate Family Weekend and other Student Life activities. Help students, staff, and the public connect with the necessary and/or appropriate people and programs. Requires knowledge of, and interest in, the campus and its populations. At the same time, ABSOLUTE CONFIDENTIALITY is a must. General enthusiasm, ability for problem solving, and being responsible are all desirable traits. A general knowledge of computer skills is helpful. Educational opportunities: Students will develop customer service skills, enhance their problem-solving skills, and gain experience working with a diverse group of people and situations.

## **Student Services**

*11-14 students* - Minimum one-year commitment. The crew provides service to the students and staff of the College in the following ways:

- Town trip driver: Picks up mail, runs errands for offices and crews, and transports students to the airport for break flights. Special requirements are a good driving record and attending a 15-passenger van training.
- Campus mail room: Sorts Federal and campus mail, forwards mail to former staff and students, weighs and meters outgoing campus Federal mail, and delivers packages to students through a package window. Students develop interaction and customer service skills and learn the importance of paying attention to details. Willingness to perform routine functions and work with the public are special requirements.
- U.S. Federal Branch Post Office: Sells stamps for letters and packages, sells U.S. Postal Money Orders, accepts accountable mail, complies with postal regulations, and performs cash accounting functions. Interfaces with U.S. Postal personnel locally and in Charlotte. Develops interpersonal skills.
- Fixed asset accounting: Assists in maintaining the computer database of fixed assets of the College and performs inventory duties, data entry, and reconciliation functions. Students must visit a variety of campus departments to locate newly purchased items and assign asset I.D. numbers to each asset. Interfaces with college auditors. Business majors are able to transfer classroom accounting to an actual business function. Desire to work with a live accounting function that others rely on is a special requirement.

## **Swannanoa Gathering Office**

*1 student* - Crew member provides assistance in many aspects of planning and running the annual summer folk music festival. The student is responsible for general office duties including phone reception, mailings, and processing registrations. The crew member may work as an office assistant throughout the summer event, assisting with registration, students' needs and issues, and office duties. The ideal crew member is a self-starting, independent worker who is dependable and has a valid campus van license. Educational opportunities include learning office procedure, many aspects of event planning, and acquiring new skills or a greater knowledge of computer software used in the office, such as Microsoft Word and FileMaker Pro database.

## **Switchboard/Reception**

*3 students* - These students serve as receptionists for individuals visiting the College and staff the Switchboard operation for all offices. Students may also help with office work if time permits. Educational opportunities include learning to operate the campus switchboard; to gain public relations skills; and to develop responsibility, a professional attitude, time management skills, and an appreciation of others' needs. To work on this crew, students must be at sophomore level or above, with knowledge of the staff and the campus, have good interpersonal skills, and dress appropriately.

## **Theatre**

*14 students* - The crew assists in running all areas of a 321-seat theatre facility. Work includes scenery and costume construction, lighting and audio maintenance and operation, 30-batten counterweight system maintenance and operation, box office, publicity, stage management, and general office work. The Theatre Crew provides technical

support and running crews for the department productions, college concerts, recitals, meetings, receptions, touring theatrical productions, and other events in the outside community. Crew works under the supervision of the Technical Director, Costume Designer, and Theatre Director. Educational opportunities exist in all the above areas, although often students with some previous experience in construction, sewing, electrical, and/or audio are sought. Students emerge from the crew with strong experience in lighting, carpentry, stage management, and promotional areas. Regular crew hours are between 1 and 5:30 P.M.. Monday through Friday. Some additional hours occur while running evening performances.

## **Web**

*1-3 students* - This crew assists the Web Director in maintaining the college website and helps departments, groups, and individuals who maintain their own sites. Crew members should have a basic knowledge of HTML and must be self motivated with good communication skills. The work schedule is flexible and up to the students' discretion, requiring some mandatory office time. Educational opportunities include developing communications and customer service skills; learning a wide array of web-related programming including HTML, CSS, PHP, MySQL, JavaScript, and Flash; learning elements of graphic design including the use of Adobe Photoshop; and learning basic marketing, branding, and promotional fundamentals. There are creative opportunities, and students work extensively out of the office with members of the college community. Students learn new skills primarily in online self-teaching environments, but training is also available via workshops and distance learning.

## **Wellness Activities**

*6-8 students* - The Wellness Department's main goal is to further the mission of WWC, which is to "promote wisdom, understanding, spiritual growth, and contribute to the common good" by providing programs to encourage and develop students' needs. Examples of the programs are Yoga, Tae Kwon Do, Tai Chi, African Dance, and Massage. Students are responsible for many administrative aspects of wellness classes, such as keeping track of class size, staying in contact with teachers and teachers' needs, handling of contracts, developing new Wellness classes and events, caring for Bryson and the Pavilion, helping the Athletic Training Crew 3-5 hours per week, helping to coordinate events with Student Activities, Counseling, Athletics, Outdoors, Herb Crew and campus greening projects. Educational opportunities include learning the details of contract writing, scheduling, customer service, and communication. Students must be familiar with on-campus resources and weight room equipment, must have working knowledge of computers, and must be a non-smoker with a general knowledge of healthful lifestyles.

## **Work Program Office**

*3-4 students* - Crew members perform general administrative assistant/clerical functions, help with the orientation of new students to the Work Program, complete federal employment paperwork, provide customer service to the college community and beyond, become familiar with computer input and operation, and complete special projects. Students in the Work Program Office have access to confidential information; therefore, the ability to maintain confidentiality is of utmost importance. Educational opportunities include learning data entry, word processing, typing skills, knowledge of campus personnel, general office procedures, public relations skills, and how to maintain department statistics. Student initiative is encouraged. Students must have the ability to work unsupervised in a fast-paced workplace.

## **Writing Center**

*5-7 students* - This crew provides peer tutoring assistance to students in the Writing Center. The help includes working one-on-one with students to improve their proofreading skills, and working regularly with specific students or small groups to develop a broad range of improved writing skills. Tutors who have completed Modern English Grammar feel more confident in their tutoring, but completion of this course is not a requirement for the position.

Writing Program workers also receive tutor training (which may include sessions prior to the beginning of the semester), work collaboratively to develop handouts, and assist the director by providing secretarial/clerical help. Educational opportunities include learning and practicing teaching skills, improving written and verbal skills, learning clerical skills, and managing of routine program activities.

## **Writing Assistant**

*1 student* - The writing assistant works closely with the Director of the Undergraduate Writing Program and other writing faculty, aiding the daily function and organization of the Program with clerical assistance, promotion of events, and research projects. Educational opportunities include learning how to organize, enhancing written and verbal communication, learning to develop research strategies and energizing a diverse community of local and visiting writers.

## **Yearbook**

*5 students* - Students on this crew work as a team to create the college yearbook, *The Parliament*. Crew members participate in every aspect of creation, from planning and photography to design and layout. Students learn photography techniques and skills using digital SLR cameras, photo editing using Adobe Photoshop, writing and editing copy, design and layout techniques using Adobe InDesign, and print production basics. Students are expected to spend a significant amount of time out on campus taking pictures. Prior experience is helpful and interest in photography and publishing is a must. A one-year commitment to the crew is required.



## 2.2

### Service-Learning Program

Through the Service-Learning Program at Warren Wilson College, students expand their education while simultaneously addressing issues of social and environmental justice.

Service experiences enable students to

- work with communities in improving quality of life
- gain perspective on academic material
- engage in pre-professional work
- develop leadership and organizational skills
- apply theoretical concepts to real-world problems
- meet with diverse populations
- learn how much they can offer to the world

Although the Work Program primarily serves the needs of the College community, the Service-Learning Program reaches beyond Warren Wilson boundaries to address needs in other communities. Students serve locally for a wide variety of organizations, such as Black Mountain Community Garden, Black Mountain Center, MANNA Food Bank, the Swannanoa Welcome Table, Presbyterian Home for Children, YWCA, ABCCM Veteran's Restoration Embassy, Cumberland Island National Seashore, Congaree National Park, Mountain Housing Opportunities, Habitat for Humanity. Service-learning is a required component of all First-Year Seminars and also a part of many of Warren Wilson's international study abroad courses.

Students often initiate their own projects to match their interests and skills. In addition, professors include service-learning experiences within the context of specific courses, and the Service-Learning Program advertises and plans many projects and educational events. Personal commitment to a service project varies from one day experiences, to break trips, to semester-long, year-long, or four-year experiences. Many students continue their service projects after graduation; some secure jobs through their service experiences.

#### 2.2.1 - Graduation Requirements, Including Deadlines for Juniors and Seniors

Each student must complete 100 hours of community service with approved agencies, at least 25 hours of which must relate to a single-issue area such as homelessness, hunger, environment, children, or the elderly.

Juniors: Of the total 100 hours, 60 must be completed before a student is allowed to register for senior-level classes. Students without the required 60 will be blocked from registration.

Seniors: In order to graduate, all 100 service hours must be documented and the Extended Service Project paper written and turned in exactly one week following the date the Senior Letter is due to department chairs.

#### 2.2.2 - The Extended Service Project Reflection

The Extended Service Project (ESP) must consist of 25 hours or more of service in one issue. All of these hours can be with a single non-profit agency or can be divided among several agencies.

The ESP Reflection is expected to demonstrate understanding of the underlying causes of the problem addressed, to offer long-term solutions, and/or to comment on the insights obtained through the service. This reflection component may be completed through a written reflection paper of a minimum of 800 words, or through an oral extended project presentation to the campus community.

Complete guidelines for the ESP Reflection are available at the Service-Learning Office.

### **2.2.3 - Documentation of Service Hours and Statute of Limitations**

Students must turn in Service Verification Forms for all service accomplished with pre-approved agencies during the academic year in which the service took place. The deadline for handing in service hours for any given academic year is the last day of spring semester classes. Hours completed during the summer will be credited toward the subsequent academic year; however, students **MUST BE ENROLLED** at the College for these hours to count.

If the student desires to provide service to an agency that is not a 501(c)(3) tax-exempt organization, the student must submit a proposal, consistent with the College mission, to the Associate Dean of Service-Learning. The proposal will be reviewed and the student notified of the decision within two weeks. Pre-approval is necessary or the hours may not be counted.

Service with an academic class or other group may be documented differently. It is always the student's responsibility to submit verification forms or to be sure verification forms have been submitted by others to the Service-Learning Office to ensure documentation within the statute of limitations time-frame.

### **2.2.4 - Pre-Approved Agencies**

- are those that are recognized nationally as providing needed services to communities
- are those that do not profit financially from the provision of these services
- may include United Way affiliates, public and private (K-12) schools, government organizations (federal, state, or local), churches, mosques, synagogues, and other nonprofit agencies with 501(c) (3) tax status

Students **DO NOT** receive service credit for volunteer work at music festivals.

### **2.2.5 - Limitations on Service Credit**

- Time for travel to and from a service site or time sleeping overnight at a service site does not earn service credit (with one exception, listed below).
- In all cases, students can receive a maximum of 8 hours credit for any 24-hour period of service, and a maximum of 45 hours credit for any 7-day period.
- Training hours earn service credit only if they result in service to the community. Service credit is based on the relationship of the training hours to the hours of service subsequently performed and is limited to one-fourth of the direct service hours. For example, if a student has 10 hours of training, and then serves for 20 hours, total credit would be 25 hours. ( $20 \text{ service hours} + 1/4 \text{ of } 20 = 25$ .) If the student trains for 10 hours and serves for 40 hours, the total service credit would be 50 hours. ( $40 \text{ service hours} + 1/4 \text{ of } 40 = 50$ .)
- Theater productions as fund-raisers for non-profits: students receive 1/4 of verified rehearsal and other pre-performance hours plus 100% hours for performance time.
- Our Voice and other crises telephone lines: students receive 1/4 of the total number of hours they are on-call plus 100% of time spent talking with clients.
- Room at the Inn and other over-night service: students receive all of time spent visiting with shelter guests plus 1/4 of their sleep time, up to a maximum of 8 hours service credit for any 24 hour period.
- Camp counselors receive a maximum of 8 hours per day, with a total maximum of 45 hours in any continuous 7-day period.
- Students who serve as volunteer firefighters receive 1/4 credit for any shifts done at the station. Students will receive 100% credit for all calls to which they respond. See guidelines above for calculation of training hours.

- Students involved in an academic course with a service-learning component may receive service credit for their work, depending on how the service is incorporated into the course objectives. Students are not allowed to receive both academic and service credit for academic service-learning activities. The Service-Learning Program works closely with each faculty member to establish what credit can be given to students in a course with a service-learning component.

## **2.2.6 - Student Recognition**

Each year a graduation senior is awarded the Frederick Ohler Service Award, including \$500, for exceptional service to the larger community while at WWC. Also, 10-15 seniors with outstanding service records are honored at the Senior Service Awards ceremony on the Friday afternoon prior to the College's May graduation.

## **2.2.7 - Examples of Service Projects**

- Tutoring children in reading, writing, and mathematics at local schools
- Participating in mentoring programs such as Big Brothers, Big Sisters
- Leading outdoor adventure activities with youth-at-risk
- Cleaning up rivers and maintaining trails
- Reaching out to people who are homeless through meals, hospitality, and action
- Caring for animals at a local animal shelter
- Teaching environmental education through schools and nature centers
- Building homes with Habitat for Humanity
- Winterizing an elderly neighbor's home, with appropriate agency verification
- Monitoring water quality in local streams
- Running a non-partisan voter registration drive
- Coaching youth sports
- Leading self-esteem-building activities for recovering substance abusers
- Facilitating art and music projects with Head Start children

## **2.2.8 - Bonner Community Leaders Program**

The Warren Wilson Bonner Community Leaders program 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. The mission of the Bonner Foundation is to transform the lives of students, their campuses and local communities through providing access to education, and the experience to serve.

20 Warren Wilson students participate in the Community Leaders program, and their efforts are centralized through the College's Service-Learning Program. As a student crew in the Warren Wilson College Work Program, Community Leaders dedicate 15 hours per week to the establishment and leadership of community engagement activities such as co-curricular and service-learning projects, alternative break trips and issue education workshops.

A Bonner Community Leader at Warren Wilson will be placed in the Service-Learning Program as their work crew assignment, and will work a total of 15 hours each week. Bonners spend part of their 15 hours of work in the office, and the rest of their crew time in the larger community participating in and leading service projects offered to the entire student body. The Service-Learning Crew also designs and creates special events on campus to raise awareness around social justice issues such as HIV/AIDS, diversity education, and environmental concerns.

## **2.3**

### **Academic Policies and Regulations**

#### **2.3.01 - 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.*

#### **2.3.02 - Modular Academic Calendar**

The fall and spring semesters, each 16 weeks long, are divided into two eight-week terms. Some courses run across the entire semester, while other more concentrated courses run for the eight-week term. This modular schedule may facilitate students' arrangements for internships, overseas study courses, and other field experiences.

#### **2.3.03 - Registration and Course Load**

For continuing students, early registrations are scheduled in advance of the start of each semester. New students may register during the Orientation week prior to the start of each 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 Vice President for Academic Affairs. 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.*

#### **2.3.04 - Adding and Dropping Courses**

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

Students not present at the first class meeting of a term may lose their places in the class if the class 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 will be permitted to register for a new course. Courses dropped during that period will not appear on student records.

#### **2.3.05 - 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 Vice President for Academic Affairs, a student will be 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 nine weeks of a semester course will result in the assignment of the grade of "AW." Subsequent administrative withdrawal will result in the grade of "AF." Students who are actively enrolled in fewer than 12 credits as a result of administrative withdrawal will not be allowed to reside in college housing. Students subject to 12 or more credits of administrative withdrawal in a semester may, at the discretion of the Vice President for Academic Affairs, be suspended from the college. Administrative withdrawal and suspension decisions made by the Vice President for Academic Affairs are subject to appeal to the Scholastic Standards Committee. Students should contact the Scholastic Standards Chair within 24 hours of notification by the Vice President for Academic Affairs to initiate such action.

### **2.3.06 - Withdrawing from a Course**

Any courses dropped following the Add/Drop period will remain on the permanent records of students and are counted in the course load for the semester as hours attempted. If a course is dropped before the end of the first four weeks of a term course, or the first nine weeks of a semester course, a grade of "W" (withdrawn non-punitive) will be assigned. Withdrawing from any course following the fourth week of a term course or the ninth week of a semester course will automatically result 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" will not figure in the calculation of the GPA. For withdrawal from the college, see also Withdrawal and Refund Policy (Section 1.06).

Because of the Modular Academic Calendar, it is possible to withdraw from a 16-week semester course or an eight-week term course in the first term of a semester, and add another eight-week 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 Course Load, Section 2.3.03).

### **2.3.07 - 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 Triad 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 shall be permitted to elect more than one such course per semester.

### **2.3.08 - Independent Study**

Instructors may supervise individual independent study courses only with permission of the Vice President for Academic Affairs. 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. A proposal for independent study must be signed by the instructor, department chair, academic advisor, and library director (or her designated representative) and presented to the Vice President for Academic Affairs.

Forms are available in the Registrar's Office. The completed proposal must be submitted to the Vice President of Academic Affairs **PRIOR TO** the first day of the term or semester. Independent Studies do not fulfill Triad Education Program requirements.

### **2.3.09 - Incomplete Grades**

A grade of incomplete may be reported if at the end of the term a small amount of work remains unfinished *and the student has made arrangements with the instructor to complete the work*. Students have two weeks within the following term to complete the work in a course for which a grade of incomplete has been reported.

### **2.3.10 - Academic Honesty**

For the sake of personal integrity and for maximum educational benefit, students must be scrupulously honest about their work.

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 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 the credit to the originator are all reprehensible forms of dishonesty in a scholarly society. Severe measures are to be taken in dealing with such practices.
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. An instructor will 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 an infraction, the policy may include automatic failure on a piece of work or on an examination, failure for the course, or recommendation to the Vice President for Academic Affairs for suspension.

All violations of academic honesty should be reported to the Vice President for Academic Affairs.

### **2.3.11 - 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 Vice President for Academic Affairs, 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 shall be the end of the second week of term one of the following academic year.

### **2.3.12 - 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 will appear on students' transcripts, but the higher grade will be counted in the GPA.

### **2.3.13 - Grade Reports**

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

### **2.3.14 - Class Attendance**

To increase the chances of academic success and to emphasize the need for class participation in order to learn effectively at Warren Wilson College, class attendance is required of all students classified by the Registrar's Office as freshmen. Each instructor will determine the appropriate penalties for nonattendance, and will include a written attendance policy in the course syllabus.

### **2.3.15 - 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

### **2.3.16 - GPA (Grade Point Average)**

Grades are assigned the following numerical values:

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.

### **2.3.17 - Probation and Suspension**

The Scholastic Standards Committee meets each semester and examines the grades of any student whose semester GPA or cumulative GPA falls below 2.00. For first time students attempting 1-16 semester credit hours: if the GPA falls below 1.00, the Scholastic Standards Committee will recommend suspension, and the Vice President for Academic Affairs will confirm the suspension. If the GPA falls between 1.00 and 1.60, these students will be placed on academic probation for the following semester. Each student on academic probation must complete a plan for corrective action and submit it to the Director of Academic Support Services and must earn a semester GPA of 2.00 or better in the probationary semester. Students failing to meet these standards in the probationary semester will be recommended for academic suspension.

Should the grades of any student who has completed at least 16 semester credit hours fall at or below 1.00 in any given semester, the Scholastic Standards Committee will consider suspension regardless of the cumulative GPA. The Vice President for Academic Affairs will confirm any recommendation for suspension.

Students who are suspended for the first time may apply for readmission after one semester. For student suspended a second time, permanent suspension is recommended.

For students with six or more hours of incomplete grades in any given semester, the Scholastic Standards Committee will consider academic probation regardless of the information contained in table above. However, if the incomplete course work is satisfactorily completed by the stated deadline and a student's GPA returns to the non-probationary range in the table above, the probationary status will be removed.

### **2.3.18 - Conditions of Academic Probation**

Being placed on Academic Probation signifies that the student's academic work is unsatisfactory. The following conditions apply for students who are on Academic Probation:

1. It is recommended that students on academic probation avoid courses that require unusual time commitments and avoid time-consuming extracurricular activities. Students must work closely with their academic advisors to plan an appropriate course load and schedule, and meet regularly with advisors throughout the semester to monitor academic progress. Enrollment in EDU 116 College Academic Skills is highly recommended, as is utilization of other relevant college services and resources.
2. Students on academic probation may register for a maximum of 16 credit hours per semester. Courses in which a grade of F was received may be repeated (maximum of 13 credit hours; see Repeating Courses, Section 2.3.12).
3. Students on academic probation may not participate as a member of a College committee or student government.
4. Students on academic probation may not represent the College as a member of an athletic team.
5. For purposes of calculating the GPA for students on academic probation, incomplete grades will be calculated using the grade that will be earned if students do not complete their course material. Instructors report this projected grade when submitting an incomplete grade report form.

### **2.3.19 - Student Complaint Policy and Procedure**

Warren Wilson College is committed to maintaining a positive learning environment promoting student academic excellence and personal development. Various departments on campus have procedures allowing a student to work through disagreements on decisions made by members of a specific office that directly affect the student. The student should first seek an informal solution directly from the office or staff member in question.

If, after informally seeking a solution to a problem, students wishing to formally appeal a specific administrative decision should contact the appropriate chief administrator and submit a typed and signed letter detailing the specific concern or grievance using the following procedure: complete the Student Petition for Exception form available at the Office of the Registrar to request an exception to an academic regulation, procedure, or deadline.

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 Vice President for Academic Affairs, 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 shall be the end of the second week of term one of the following academic year.

Students with a concern or complaint about their academic advisement, registration, or other academic issues, including an action based upon academic policy, procedures, or deadlines, should contact the Vice President for Academic Affairs.



Students with a general complaint pertaining to student policies, procedures, or student life personnel should provide a written statement outlining the nature of the complaint to the Dean of Students.

Students who experience any form of sexual, racial, disability, or other harassment by their current or past work supervisor must report such incidents to the Dean of Work. For any incident involving an employee of the College, the Dean of Work shall refer such incidents to the College's Director of Human Resources for appropriate action under the College's anti-harassment policy and procedures for employees.

Student complaints concerning sexual, racial, disability, and other harassment by an employee should be filed with the Director of Human Resources. When the charge of harassment is by one student against another student the complaint should be filed with the Dean of Students.

Students with concerns or complaints pertaining to Admission should contact the Dean of Admission.

Students with concerns or complaints pertaining to Financial Aid should contact the Vice President for Business and Finance.

Students with concerns or complaints about any of the chief administrators should contact the President.

In every instance, the appropriate individual will investigate the complaint, seek an equitable solution, and report back to the student in a timely manner.

Letters of complaint shall be kept for a period of ten years in the Chief Administrators' offices and be available to accrediting agencies.

## 2.4

### Baccalaureate Degree Requirements

**Degree Requirements:** The Warren Wilson College learning objectives are reflected in the College Mission Statement: the Triad Education Program develops skills, understanding, and breadth; completing the requirements of the student's major department or program provides depth of understanding; and the Work and Service-Learning Programs develop the capacity to work effectively with others. 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 persons 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.

**Triad Education Program:** All students must complete the Warren Wilson College Triad Education Program (See Sections 2.4.1-2).

**Degree Candidacy:** A student becomes a candidate for the degree with the submission of the Senior Letter. Departmental certification that requirements have been completed, Work Program Advisory Committee approval, and Service Committee approval of the candidate's service project must precede presentation of the candidate's record to the College faculty and staff for final approval as a graduate of Warren Wilson College.

#### 2.4.1 - Triad Education Program

Goals of the Triad Education Program

- Provide students with appropriate guidance and support to facilitate an effective transition into college.
- Ensure that students develop skill in obtaining and critically evaluating information and in clearly articulating and communicating their knowledge, both orally and in writing.
- Lead students into considered reflection on the meaning and value of work and service to others.
- Assist students in developing awareness of their own and other cultures, the commonality of human problems, and the diverse nature of our current world.
- Help students to develop an understanding of the range of processes by which humans generate and affirm knowledge, and to consider several alternative ways of knowing.
- Facilitate transition to life beyond college by providing students the opportunity to examine their lives and to articulate personal, moral, and spiritual beliefs and values.
- Ensure that students develop breadth of understanding in a range of areas considered critical to a liberal arts curriculum.

#### 2.4.2 - Triad Education Program Requirements

Academics, Work, and Service

##### I. Academics

##### A. General Education

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

All new first-year students, and many transfer students with less than one full year of college study, must enroll in a First-Year Seminar during the first term or semester at Warren Wilson College. The student is assigned an academic

advisor until a major advisor is determined. The seminar consists of a small group of students and is designed to provide a stimulating beginning for collegiate study. Seminars are offered in many different subjects, introducing students to Warren Wilson collegiate life, and to strategies for learning, problem solving, and research, using resources of the College and the immediate area.

### **College Composition I and II - 8 credit hours**

All students must demonstrate competency in college composition by successfully completing the course WRI 120 College Composition I and a Composition II course offered through one of the academic departments. (A minimum grade of C- must be earned in both courses.)

Students must enroll in WRI 120 in their first year and a College Composition II (CCII) course in their second or third year. The Director of Undergraduate Writing will determine in which semester a student will enroll in a required composition course. Every effort is made to match students with a preferred section of College Composition I.

Transfer students may, upon approval by the Registrar or the Director of Undergraduate Writing, fulfill the WRI 120 requirement through appropriate performance in an acceptable composition course taken at a previously attended institution. Advanced Placement credit is not automatically accepted for composition courses.

#### College Composition I

Students develop their thinking through writing expository prose. They work toward improved organization and clarity by writing multiple drafts of their assignments and participating in peer reviews. Students practice locating, integrating, and citing primary or secondary source material in their writing, and they learn to edit their own writing, checking for correct usage, mechanics, spelling, and punctuation. Although sections of College Composition I are organized thematically, the goal of all instruction is that students become familiar with the process needed to produce clear, polished, expository prose.

#### College Composition II - See also courses of instruction (Section 4)

Students complete several writing assignments that encourage them to improve their writing skills and discover the specific demands of writing in their discipline. They learn approaches to research and documentation as they are practiced in this academic field, and they are given some exposure to the professional literature of the discipline. Students should have completed WRI 120 with a grade of C- or better or had the College Composition I course requirement waived. Exceptions will be considered by the Director of Undergraduate Writing.

### **Liberal Arts Area Courses - 32 credit hours**

Completion of four credit hours in each of the eight Liberal Arts Areas is required. Students should work with their academic advisors to ensure that selected courses meet the Triad Education Program requirements. Independent studies, internships, and professional courses do not fulfill Liberal Arts Area requirements.

#### *Artistic Expression*

The Artistic Expression requirement is designed to introduce students to the creative process and to the experience of creating works of art.

Courses that satisfy the Artistic Expression area requirement should

- Have as a component the creation of visual art, music, theater, dance or creative writing.

#### *History and Political Science*

The History and Political Science area requirement is designed to ensure that all students are introduced to the ways in which an understanding of the history of human experience or an understanding of political culture and political

institutions can illuminate and enrich their understanding of society. The primary focus of a course meeting this requirement must be the fields of history or political science, and not the historical or political underpinnings of some other field of study. The course needs to be organized around the disciplinary approaches or comparative theories of history or political science.

Courses that satisfy the History and Political Science area requirement should

- Be based on the analysis of both primary sources (laws, policies, historical documents, etc.) and the secondary literature in history or political science. The courses should emphasize an informed approach to the use of sources and to the evaluation and presentation of evidence.
- Require students to write papers that are either historical or political analysis and argumentation and that use the styles and conventions of those fields.

### *Language and Global Issues*

The language and Global Issues requirement is designed to introduce students to values, customs, and institutions that differ from their own, or to provide the opportunity to explore the origins of complex global issues. The requirement provides an opportunity for students to explore contemporary issues from many perspectives. Because of the value in developing fluency in a foreign language as a way of fostering global understanding, foreign language courses fulfill this requirement.

Courses that satisfy the Language and Global Issues area requirement should

- Either introduce students to a culture beyond their own,
- Or focus on contemporary issues of global concern from multiple perspectives.

### *Literature*

The Literature area requirement is designed to introduce students to ways of understanding, interpreting, and responding to primary works of imaginative literature. The objective of the requirement is to develop a student's informed literary and aesthetic judgment.

Courses that satisfy the Literature area requirement should

- Have primary works of literature as opposed to secondary scholarship and criticism, as their main subject matter. A course in which literary works supplement or complement a different main subject matter does not qualify.
- Study primary works of literature from the perspectives of literary criticism and scholarship, as opposed to those of some other discipline, such as history, social science, or theater production.
- Require the writing of original, formal literary criticism.

### *Mathematics*

The Mathematics area requirement is designed to promote the development of empirical and quantitative critical thinking. The primary focus of the requirement is to prepare students to describe, manipulate, and evaluate quantitative, complex, or abstract ideas or arguments with precision.

Courses that satisfy the Mathematics area requirement should

- Involve the practice of mathematical skills.
- Involve hearing, reading, and speaking about a variety of mathematical ideas and/or applications.
- Model the habits and thought processes of a mathematically trained mind for the student.
- Focus on improving students' proficiency in mathematical reasoning.

### *Natural Science*

The Natural Science area requirement is designed to develop a working knowledge of the scientific method and the ability to critically assess scientific information. Courses meeting this requirement need not cover the breadth of a scientific field, but should prepare students to evaluate scientific claims, consider alternative hypotheses for empirical findings, and appreciate the uncertainty often surrounding such findings.

Courses that satisfy the Natural Science area requirement should

- Introduce students to key concepts, facts, and theories relevant to a scientific discipline.
- Teach the process of science, ideally through hands-on laboratory or field experiences.
- Relate scientific concepts, facts, theories, and methods to real-world problems of wide concern.
- When possible, discuss the analysis, evaluation, and status of truth claims about the natural world.

### *Philosophy and Religious Studies*

The Philosophy and Religious Studies area requirement is designed to expose all students to a systematic study of the origins and diversity of human belief. The requirement introduces students to the value of understanding alternative theories and conceptions of human experience and purpose as a way of developing their own ethical stance.

Courses that satisfy the Philosophy and Religious Studies area requirement should

- Examine various systems of belief and their ethical ramifications.
- Explore the methods of argumentation and interpretation as a way towards evaluating the truth.
- Draw conclusions between belief systems and contemporary dilemmas of either a personal or social nature.
- Require the writing of original and persuasive analysis.

### *Social Science*

The Social Science area requirement is designed to introduce students to some of the ways human social interactions can be systematically studied, such as the methods of anthropology, economics, geography, psychology, and sociology. The primary focus of the course needs to include ways that a particular social science discipline analyzes human activity or social structure.

Courses that satisfy the Social Science area requirement should

- Introduce students to the particular languages, approaches, and methodologies of a social science discipline.
- Have the social life of human groups or individuals as its central focus.

A list of Liberal Arts Area courses will be available from the Registrar prior to registration for the fall and spring semesters. They are also identified in the Courses of Instruction (Section 4) by the symbol Δ .

## **B. 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 connections among its components and with related subjects. Study in the major helps the student learn the approaches to inquiry used in the discipline and appropriate specialized skills.

A major consists of a minimum of 32 semester hours of course work, including at least 12 credit hours at the 300 and/or 400 levels. A major consists of a maximum of 70 semester hours of course work, with no more than 55 semester 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 (Section 3).

*Each student must declare a major at least two weeks prior to registration for the fifth semester of study. Forms for the declaration of a major are available at the Registrar's Office.*

### **C. 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 Vice President for Academic Affairs. Senior Letters are made available to the faculty and staff through the Registrar's Office.

### **II. Work**

Student work records must be approved by the Work Program Advisory Committee. See Work Program (Section 2.1) for requirements.

### **III. Service Project**

A student must successfully complete the service-learning requirements (see Service-Learning Program, Section 2.2).

### 3

## Programs of Study

### Undergraduate Majors, Concentrations, & Honors

#### 3.2.1 Art

#### 3.2.2 Biology

3.2.2.3 Honors Program

#### 3.2.3 Business and Economics

3.2.3.2.1 General Business Administration

3.2.3.2.2 Entrepreneurship/Small Business Management

3.2.3.2.3 Non-Profit Management

3.2.3.2.4 Sustainable Economic Development

#### 3.2.4 Chemistry

3.2.4.2.1 Biochemistry

3.2.4.3 Honors Program

#### 3.2.5 Creative Writing

#### 3.2.7 English

3.2.7.2.1 Honors Program

3.2.7.2.2 Theatre / English

3.2.7.2.3 English / Creative Writing

#### 3.2.8 Environmental Studies

3.2.8.3.1 Conservation Biology

3.2.8.3.2 Environmental Chemistry

3.2.8.3.3 Environmental Education

3.2.8.3.4 Environmental Policy

3.2.8.3.5 Sustainable Agriculture

3.2.8.3.6 Sustainable Forestry

3.2.8.2.1 Honors Program

3.2.8.4 Pre-environmental Management and Pre-forestry Dual Degree Programs

#### 3.2.10 Global Studies

3.2.9.2.1.1 Asian Studies

3.2.9.2.1.2 Latin American Studies

3.2.9.2.1.3 Appalachian Studies

3.2.9.2.1.4 Intercultural Studies

#### 3.2.11 History and Political Science

3.2.11.3.1 History

3.2.11.3.2 Political Science

#### 3.2.12 Integrative Studies

#### 3.2.13 Mathematics

#### 3.2.14 Modern Languages

#### 3.2.16 Outdoor Leadership

#### 3.2.18 Philosophy

#### 3.2.20 Psychology

3.2.20.2.1 B.A. in Psychology

3.2.20.2.2 B.S. in Psychology

#### 3.2.21 Religious Studies

#### 3.2.22 Social Work

#### 3.2.23 Sociology / Anthropology

3.2.23.2.1.1 Archaeology

3.2.23.2.1.2 Cultural Anthropology

3.2.23.2.1.3 Gender and Women's Studies

3.2.23.2.1.4 Sociology

#### 3.2.24 Theatre

3.2.24.2 Major in Theatre / English (see section 3.2.05.2.2)

#### 3.2.25 Women's Studies

#### 3.2.26 Creative Writing

### Undergraduate Minors

#### 3.2.1.3 Art

#### 3.2.2.4 Biology

#### 3.2.3.3 Business and Economics

3.2.3.3.1 Minor in Business

3.2.3.3.2 Minor in Economics

#### 3.2.4.4 Chemistry

#### 3.2.5 Creative Writing - see section 3.2.26.3

#### 3.2.7.3 English

#### 3.2.8.5 Environmental Studies

#### 3.2.9.3 Gender and Women's Studies

#### 3.2.10.3 Global Studies

3.2.10.3.1 Appalachian Studies

3.2.10.3.2 Intercultural Studies

3.2.10.3.3 Latin American Studies

#### 3.2.11.4 History and Political Science

#### 3.2.13.3 Mathematics

#### 3.2.14.3 Modern Languages

#### 3.2.15.2 Music

#### 3.2.16.3 Outdoor Leadership

#### 3.2.17.3 Peace and Justice Studies

#### 3.2.18.3 Philosophy

#### 3.2.19.2 Physics

#### 3.2.20.3 Psychology

#### 3.2.21.3 Religious Studies

#### 3.2.23.3 Sociology / Anthropology

#### 3.2.24.3 Theatre

#### 3.2.25 Women's Studies - see section 3.2.9.3

#### 3.2.26.3 Creative Writing

### Masters Degrees

#### 3.3.1 Master of Arts in Teaching

#### 3.3.2 Master of Fine Arts in Creative Writing

### **3.1**

## **Undergraduate Programs of Study**



## **3.2.01**

### **Art**

Faculty: Eric Baden (Chair), Bette Bates, Dusty Benedict, Arlin Geyer, Louly Konz, Leah Leitson, Karen Powell

#### **3.2.01.1**

##### **Program Overview**

The mission of the Art Department is to affirm and nurture the creative spirit of each student while providing knowledge and structure to promote the production of art as well as the appreciation and understanding of art as a discipline and its contributions to the culture and history 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 will explore how and why they work creatively as well as develop an appreciation for art in a historical context.

#### **3.2.01.2**

##### **Major in Art**

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 to contemporary art issues.

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 working successfully 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 will discover and develop creative potential and direction and will come to 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 at least 28 credit hours with a GPA of 2.7 and must have completed Drawing I, Design, and either Art History I or II with grades of B- or better in each of these courses.

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

**Requirements:** Students must earn a minimum of 52 credit hours in art to fulfill the major requirements, distributed in the following way:

- I. Foundation Courses: Required of all Art majors; 28 credit hours as follows:
  - ART 110 Design
  - ART 116 Drawing I
  - ART 145 Art History I: Ancient through Medieval
  - ART 146 Art History II: Renaissance through Modern
  - ART 330 Contemporary Art Issues
  - ART 412 Senior Project I
  - ART 413 Senior Project II
  
- II. Studio Concentration: 16 credit hours from one of the following areas must be taken to constitute a studio concentration.
  - A. Sculpture/Ceramics
    - ART 104 Introduction to Handbuilding
    - ART 106 Introduction to Ceramics
    - ART 113 Introduction to Sculpture
    - ART 114 Figure Modeling
    - ART 200, 300 and 400 Ceramics Studio
    - ART 213 Sculpture II
    - ART 312 Stone Carving
    - ART 313 Sculpture III
  - B. Painting/Drawing
    - ART 103 Painting I
    - ART 161 Watercolor
    - ART 203 Painting II
    - ART 216 Drawing II
    - ART 245 Life Drawing I
    - ART 261 Encaustic Painting
    - ART 303 Painting III
    - ART 316 Drawing III
    - ART 345 Life Drawing II
  - C. Printmaking and Bookforms
    - ART 105 Bookforms I
    - ART 117 Intaglio Printmaking I
    - ART 118 Relief Printmaking I
    - ART 204 Printmaking Studio
    - ART 250 Bookforms II
  - D. Photography and Media Arts
    - ART 109 Photography I
    - ART 171 Introduction to Digital Media
    - ART 209 Photography II
    - ART 219 The Language of Photography in the Digital Age
    - ART 309 Photography III
  
- III. Studio Electives: 8 credit hours of studio courses, outside the concentration, including those listed above.

### **3.2.01.3**

#### **Minor in Art**

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

**Requirements:** Students must earn a minimum of 24 credit hours in art to fulfill the minor requirements, distributed in the following way:

I. Foundation Courses: (12 credit hours)

ART 110 Design

ART 116 Drawing I

ART 145 Art History I: Ancient through Medieval

OR

ART 146 Art History II: Renaissance through Modern

II. Studio Courses: (12 credit hours of Studio Courses)

## 3.2.02 Biology

Faculty: Paul Bartels, Amy E. Boyd (Chair), Mark Brenner, Robert A. Eckstein, Jeffrey Holmes, Michael A. Torres, Louise M. Weber

### 3.2.02.1

#### 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 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.
5. To nurture its faculty by providing a work environment conducive to growth as teachers and scientists.

The Department of Biology awards a Bachelor of Science degree through a broad and rigorous academic study of the living world within the context of a liberal arts education. Courses emphasize the process of gathering scientific information and building knowledge based on critical evaluation of experimental observation. All students majoring in Biology follow a program of study that provides a broad fundamental understanding of all areas of the life sciences as well as chemistry, physics, and mathematics. In addition, all students conduct an independent research project on a topic of their choosing and present the results to the College in the form of the Natural Science Seminar. Concurrent training in environmental studies is possible.

### 3.2.02.2

#### Major in Biology

**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.

**Total Credit Hours:** Students must earn a minimum of 34 credit hours in biology, with an additional 22 credit hours in physics, chemistry, and math, to fulfill the major requirements.

**Requirements:** Biology majors and minors may not take BIO courses numbered 110 or below to meet Biology requirements.

- I. Core Requirements:
  - BIO 116 General Biology
  - BIO 202 Ecology
  - BIO 322 Genetics
  - SCI 390 Research Design
  - SCI 486-489 Natural Science Seminar Research (minimum 2 credit hours.)

SCI 493 Natural Science Seminar Communication  
(See Courses of Instruction: Science, Section 4.26, for requirements of the Natural Science Seminar.)

II. Area Requirements: Students must complete a minimum of 4 credit hours in each of the following two areas.

A. Cellular and Subcellular Biology:

BIO 208 Cell Biology  
BIO 345 Developmental Biology  
BIO 347 Microbiology  
CHM 407 Biochemistry I  
BIO 441 Genetics of Plant Development

B. Form and Function:

BIO 219 Plant Morphology and Anatomy  
BIO 223 Plant Physiology  
BIO 235 Vertebrate Zoology  
BIO 241 Invertebrate Zoology  
BIO 341 Plant Taxonomy  
BIO 351 Mammalian Physiology  
BIO 377 Evolutionary Biology  
BIO 435 Comparative Vertebrate Anatomy

III. Other Requirements:

A. All of the following:

CHM 116 General Chemistry I  
CHM 117 General Chemistry II  
CHM 225 Organic Chemistry I  
MAT 241 Calculus I  
PHY 251 Physics I

B. One of the following botany courses: (may also be taken as an area requirement)

BIO 219 Plant Morphology and Anatomy  
BIO 223 Plant Physiology  
BIO 341 Plant Taxonomy  
BIO 441 Genetics of Plant Development  
ENS 233 Forest Biology

C. One of the following zoology courses: (may also be taken as an area requirement)

BIO 178 Introduction to Animal Science  
BIO 235 Vertebrate Zoology  
BIO 241 Invertebrate Zoology  
BIO 318 General Ornithology  
BIO 345 Developmental Biology  
BIO 348 Animal Behavior  
BIO 351 Mammalian Physiology  
BIO 435 Comparative Vertebrate Anatomy

### 3.2.02.3

#### Honors Program

Graduation in Biology with honors is possible for qualified students. See description under Honors Program Natural Sciences (**Section 3.2.08.2.2**).

### 3.2.02.4

#### **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 24 credit hours to fulfill the minor requirements.

**Requirements:**

- I. All of the following:
  - CHM 116 General Chemistry I
  - BIO 116 General Biology
  - BIO 202 Ecology
  
- II. One of the following:
  - BIO 322 Genetics
  - BIO 208 Cell Biology
  
- III. Plus an additional 8 credit hours of Biology courses at or above the level of BIO 113.

### 3.2.03

## Business and Economics

Faculty: John Barry, Janice Jackson (Claude D. Vannoy '35 Chair), Susan B. Kask

### 3.2.03.1

#### Program Overview

The mission of the Business and Economics Department is to prepare and develop students as business and organizational workers and leaders with the skills and experience necessary to make decisions, solve problems, and devise policies that are socially, environmentally, and economically sound.

The goals of the Business and Economic Program are the following:

1. To prepare students to work effectively as business and economics leaders and professionals in a complex and changing world.
2. To prepare students to make socially, environmentally, and economically sound contributions to their businesses, organizations, and in their communities.
3. To provide students with a foundation of business and economic knowledge and skills that enables them to pursue further business studies as well as a lifetime of learning.

The Business and Economics Program is designed to complement the liberal arts studies of Warren Wilson. Studies are clustered around four basic areas of competence - the core of business and economics education. These competencies include quantitative/financial skills (applied statistics, econometrics, financial statement preparation/analysis, etc.), people skills (personal, individual and group behavior management, employee motivation, communication), knowledge of external environments (legal, social, political, economic, natural, and other specific factors that affect organizations), and strategic planning /integration skills (integrating all competencies with knowledge of culture, religion, politics, and environment). These four competencies provide the foundation for balanced and critical analysis, decision-making and problem solving related to the complex and dynamic issues affecting businesses, organizations, and communities. The major core requirements provide the basic knowledge and skills in each of these competencies. Advanced courses are designed to provide in-depth study and application of these skills.

The following concepts are incorporated throughout the curriculum in the Business and Economics Program. These concepts provide points of integration with the mission and liberal arts curriculum of Warren Wilson College. They also represent the basic elements of building sustainable businesses, organizations, and communities.

1. Environmental stewardship - taking care of planet earth
2. Social responsibility - caring for each other
3. Long-range planning - being proactive, not reactive
4. Strategic partnerships - working collaboratively to accomplish more
5. Sound financial management - optimizing positive impact with limited resources
6. Global awareness - understanding the dynamics of world populations, languages, cultures, customs, and politics

### 3.2.03.2

#### Major in Business and Economics

**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 40-52 credit hours in business and economics (depending on concentration, see below) to fulfill the major requirements.

**Core Requirements:** All majors in Business and Economics must complete the courses listed below (20 credit hours):

BA 201 Accounting I  
BA 212 Management and Leadership in Organizations  
ECO 201 Microeconomics  
ECO 210 Macroeconomics  
MAT 141 Statistics (or higher math class approved by department chair)

## Concentrations

### 3.2.03.2.1 - General Business Administration

**Concentration requirements:** Minimum 20 credit hours

In addition to the core requirements listed above, students in this concentration must complete the two courses listed below plus 12 additional credit hours of *any* business and/or economics courses.

BA 121 Marketing  
BA 304 Managerial Finance

### 3.2.03.2.2 - Entrepreneurship/Small Business Management

**Concentration requirements:** Minimum 28 credit hours

In addition to the core requirements listed above, students in this concentration must complete the five courses listed below plus an additional 8 credit hours in Business and/or Economics courses, or other courses as approved by the student's advisor and the department chair.

BA 304 Managerial Finance  
BA 309 Business Law  
BA 313 Small Business Management  
BA 413 Seminar in Social Entrepreneurship  
BA 489 Internship in Business

### 3.2.03.2.3 - Non-Profit Management

**Concentration requirements:** Minimum 28 credit hours.

In addition to the core requirements listed above, students in this concentration must complete the five courses listed below plus an additional 8 credit hours in Business or Economics courses, or other courses as approved by the student's advisor and the department chair.

BA 120 Personal Finance  
BA 310 Introduction to Non-Profit Management  
BA 315 Human Resource and Project Management  
BA 413 Seminar in Social Entrepreneurship  
BA 489 Internship in Business

### 3.2.03.2.4 - Sustainable Economic Development

**Concentration requirements:** Minimum 32 credit hours.

- I. In addition to the core requirements listed above, students in this concentration must complete the five courses listed below:

BA 489 Internship in Business



ECO 301 Microeconomic Theory and Practice  
ECO 307 International Trade  
ECO 380 Environmental and Ecological Economics  
ECO 383 Economic Growth and Development

II. Also, an additional 12 credit hours from the following list or other courses as approved by the student's advisor and the department chair:

ENS 425 Sustainable Development and the Politics of Growth  
ENS 451 Community and Land Use Planning  
ODL 315 Group Process  
PAX 325 Resolving Conflict Local and Global  
PHI 252 Environmental Ethics  
PSC 257 International Relations  
PSC 330 Politics of Developing States

### 3.2.03.3

#### **Minor in Business or Economics**

A minor in Business or Economics will provide students in any major with the fundamental knowledge and skills needed to make socially, economically, and environmentally sound contributions to businesses, organizations, and communities.

##### **3.2.03.3.1 - Minor in Business**

**Requirements:** all of the following

BA 201 Accounting I  
BA 212 Management and Leadership in Organizations  
ECO 201 Microeconomics  
MAT 141 Statistics

In addition to the above four courses, students must complete 12 credit hours of additional BUS or ECO courses, as approved by the student's advisor and the department chair. *Minimum of 28 credit hours.*

##### **3.2.03.3.2 - Minor in Economics**

**Requirements:** all of the following

ECO 201 Microeconomics  
ECO 210 Macroeconomics  
MAT 141 Statistics

In addition to the above three courses, students must complete 16 credit hours of additional economics electives, as approved by the student's advisor and the department chair. *Minimum of 28 credit hours.*

## 3.2.04 Chemistry

Faculty: John W. Brock, Stephen F. Cartier (Chair), Victoria P. Collins, Dean C. Kahl, Joseph G. Young

### 3.2.04.1

#### Program Overview

The mission of the Warren Wilson College Department of Chemistry is to provide a high quality liberal arts education in Chemistry promoting solid technical knowledge, reasoned discourse, creative thought, problem solving, and experiential learning framed within a triad 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 life-long 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.

A carefully planned major in Chemistry prepares students for graduate school and medical, dental, pharmacy, or veterinary school, as well as a good job as a traditional "bench chemist." Chemists have excellent employment opportunities. The Biochemistry concentration 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.

#### 3.2.04.2.1

#### Major in Chemistry

**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 57 credit hours, as follows, to fulfill the major requirements:

CHM 116 General Chemistry I  
CHM 117 General Chemistry II  
CHM 225 Organic Chemistry I  
CHM 226 Organic Chemistry II  
CHM 240 Inorganic Chemistry  
CHM 321 Analytical Chemistry  
CHM 331 Thermodynamics and Kinetics  
CHM 332 Quantum Chemistry and Molecular Spectroscopy  
CHM 333 Thermodynamics Laboratory  
MAT 241 Calculus I  
MAT 242 Calculus II

PHY 251 Physics I  
PHY 252 Physics II  
SCI 390 Research Design  
SCI 486-489 Natural Science Seminar Research  
SCI 493 Natural Science Research Communication

Students are strongly encouraged to take the following courses:

CHM 319 Professional Issues in Science  
CHM 407 Biochemistry I  
CHM 450 Advanced Environmental Chemistry

### **3.2.04.2.2 - Major in Chemistry - Biochemistry Concentration**

The Biochemistry Concentration 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 concentration 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 69 credit hours, as follows, to fulfill the major requirements with a concentration in Biochemistry.

CHM 116 General Chemistry I  
CHM 117 General Chemistry II  
CHM 225 Organic Chemistry I  
CHM 226 Organic Chemistry II  
CHM 321 Analytical Chemistry  
CHM 331 Thermodynamics and Kinetics  
CHM 333 Thermodynamics Laboratory  
CHM 407 Biochemistry I  
CHM 408 Biochemistry II  
CHM 409 Biochemistry Laboratory  
BIO 116 General Biology  
BIO 208 Cell Biology  
BIO 322 Genetics  
MAT 241 Calculus I  
MAT 242 Calculus II  
PHY 251 Physics I  
PHY 252 Physics II  
SCI 390 Research Design  
SCI 486 - 489 Natural Science Seminar Research  
SCI 493 Natural Science Seminar Communication

### **3.2.04.3**

#### **Honors Program**

Graduation in Chemistry with honors is possible for qualified students. See description under "Honors Program Natural Sciences" (**Section 3.2.08.2.2**).

### **3.2.04.4**

#### **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 23.5 credit hours, as follows, to fulfill the minor requirements:

- CHM 116 General Chemistry I
- CHM 117 General Chemistry II
- CHM 321 Analytical Chemistry
- PHY 251 Physics I
- SCI 390 Research Design
- SCI 486-489 Natural Sciences Seminar Research
- SCI 493 Natural Sciences Research Communication

### **3.2.05**

## **Creative Writing**

The Creative Writing major is a part of the Writing Program, see section **3.2.26**.

## **3.2.06 Education**

Faculty: Annie L. Jonas, M. Grace Mitchell (Chair), Patricia H. Tuttle (Coordinator of the Minor in Education and MACFC Liaison)

### **3.2.06.1**

#### **Minor in Education**

The minor in Education is designed to provide students with an opportunity to explore the possibility of a career related to early childhood and elementary education.

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

**Requirements:** Students must earn a total of 20 credit hours to fulfil the minor requirements. A minimum of 10 credit hours must be taken in the Education Department. Courses other than those listed below must be approved in order to receive credit towards the minor.

#### ***Courses Offered for the Minor in Education:***

- EDU 290: Emergent Literacy for Children (4CR)
- EDU 303: Learning with Children (4CR)
- EDU 396: Exploring Teaching - Elementary and Early Childhood (2CR)
- EDU 199: Independent Study (1-4 CR)
- LAN 310: Teaching Second Language: Approaches, Methods (4 CR)
- ODL 320: Program Planning and Design (4 CR)
- ODL 315: Group Process (4 CR)
- ODL 215: Initiatives for Adventure Education (4CR)
- PSY 101: Introduction to Psychology (4CR)
- PSY 203: Child Development (2CR)
- PSY 323: Learning and Conditioning (2CR)
- SWK 202: Skills of Helping Others (2 CR)
- SWK 305: Human Behavior and the Social Environment I: Life Course (4CR)
- SOC 211: The Family (4CR)
- WRI 207: Teaching Writing in Communities (4CR)

#### **The Master of Arts in Teaching (MAT)**

The Master of Arts in Teaching is an intensive one-year program leading to masters (M) level North Carolina licensure for teaching in high schools in the areas of English, Mathematics, Comprehensive Science and Comprehensive Social Studies. (See **Section 3.3.1 Master of Arts in Teaching, for more details**).

## 3.2.07 English

Faculty: David J. Bradshaw, Gary Hawkins, Carol Howard, A. Michael Matin (Chair), David Mycoff, Graham Paul, Catherine Reid, Samuel Scoville

### 3.2.07.1

#### Program Overview

The English Program focuses on the study of British and American literature and on the classic works that influenced them, as well as on English-language literatures of former British colonies, including those of Africa and India. Students in the program may choose to major or minor in English, or they may pursue a joint major in Theatre and English or a concentration in Creative Writing.

The mission of the English Program is to encourage students to develop, through careful readings, 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.

In accordance with this mission, the overall goals for the major and minor programs in the English Department are the following:

1. To create opportunities for majors and minors to develop, through careful readings, an appreciation of the language and artistry of classic and modern works of literature.
2. To create opportunities for majors and minors to develop a strong knowledge of these works in their historical and cultural contexts.
3. To create opportunities for majors and minors to develop knowledge of a wide range of genres, literary periods, and major authors.

### 3.2.07.2

#### Major in English

The English Major is based on the study of American and English literatures, with electives offered in genres, periods, major authors, creative writing, linguistics, and selected writers.

For the joint major in Theatre and English or the concentration in Creative Writing, see below.

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

#### English Literature

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

- I. Two courses from the following:
  - ENG 335 Medieval Life and Literature
  - ENG 336 Literature and Culture of the Renaissance
  - ENG 344 Literature and Culture of the Restoration and Queen Anne Period
  - ENG 345 Literature and Culture of the Enlightenment Period

- II. Two courses from the following:
  - ENG 337 Romanticism
  - ENG 338 Literature and Culture of the Victorian Period
  - ENG 339 Modernism
  - ENG 347 Colonial and Postcolonial Literature
  
- III. Two courses from the following:
  - ENG 215 Epic-Heroic Mode
  - ENG 340 Chaucer
  - ENG 341 Shakespeare
  - ENG 343 Milton
  
- IV. WRI 230 Modern English Grammar
  
- V. Four other courses for a total of 16 credit hours from English Department offerings (and from certain Theatre Program and Writing Program offerings)
  
- VI. The English faculty strongly urges students to develop a reading proficiency in a second language and a knowledge of a literary tradition other than their own. The English faculty also strongly recommends that students majoring in English complete a minor in a field related to their study of English.

### 3.2.07.2.1

#### **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 of their six upper-level historical period or major authors courses as Honors. Please see the Department 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 Department 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 489 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 B grades or above in the honors offerings, including the thesis.

Students seeking to modify any of the above requirements must petition the department chair.

### 3.2.07.2.2 - Theatre/English

**Requirements:** 50 credits, as distributed below

- I. 18 Credits including the following courses:
  - THR 113 Technical Theatre
  - ENG/THR 250 Introduction to Classical Theatre



ENG/THR 251 Introduction to Modern Theatre  
ENG 341 Shakespeare  
WRI 230 Modern English Grammar

- II. 12 Credits from among the following English and Music courses:  
ENG 336 Literature and Culture of the Renaissance  
ENG 344 Literature and Culture of the Restoration and Queen Anne Period  
ENG 129 Religion in Literature  
MUS/THR 280 Opera as Drama  
(other 300-level English period or major authors courses may be substituted in some cases)

- III. 12 Credits from among the following:  
THR 189 - 190 Modern Dance Technique (repeatable but counts only once toward the Major)  
THR 109 Introduction to Acting and Directing  
THR 203 Voice and Speech for the Actor  
THR 358 Ensemble I: Rehearsal Dynamics  
THR 212 Basic Design for the Theatre  
THR 213 Design and Interpretation for the Theatre  
THR 209 Stage Management  
THR 221 Butoh, Dance of Darkness  
THR 244 Improvisation for the Actor  
THR 254 Movement for the Actor  
THR 256 Modern Dance Improvisation and Composition  
THR 268 History and Practice of Performance Art  
THR 269 The Dramatic Experience  
THR 275 Shakespeare in Performance and Production  
THR 290-298 Special Topics in Theatre  
THR 400 Ensemble II: Project  
THR 314 Scene Design  
THR 315 Historic Costume Design for the Theatre  
THR 311 Stage Lighting and Sound Design  
THR 341 Acting Shakespeare  
THR 489 Senior Project  
THR 490-498 Special Topics in Theatre  
MUS 134 Beginning Voice  
WRI 210 Creative Writing: Playwriting  
THR 268 History and Practice of Performance Art

- IV. 8 Credit hours in performance/production practicum (\*\*Note: See sliding scale regarding this requirement below)

- V. Additional Requirement: At least two semesters on the theatre crew (preferably in junior and senior years).

\*\*Adjustment to Performance/Production Practicum requirement: For each additional semester served on the Theatre Crew, the minimum required number of credit hours is reduced by 2 credit hours: 3 semesters on Theatre Crew results in 6 credit hours of Theatre Practicum required; 4 semester on Theatre Crew results in 4 credit hours of Theatre Practicum required; etc.) Production running crew assignments may also offset the Practicum requirement in certain cases.

### **3.2.07.2.3 - English/Creative Writing**

(See also Major in Creative Writing within the Writing Program, Section 3.2.26)

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

I. Course Requirements:

- A. Two courses from the following:
    - ENG 335 Medieval Life and Literature
    - ENG 336 Literature and Culture of the Renaissance
    - ENG 344 Literature and Culture of the Restoration and Queen Anne Period
    - ENG 345 Literature and Culture of the Enlightenment Period
  - B. Two courses from the following:
    - ENG 337 Romanticism
    - ENG 338 Literature and Culture of the Victorian Period
    - ENG 339 Modernism
    - ENG 347 Colonial and Postcolonial Literature
  - C. Two courses from the following:
    - ENG 215 Epic-Heroic Mode
    - ENG 340 Chaucer
    - ENG 341 Shakespeare
    - ENG 343 Milton
  - D. The following course:
    - WRI 140 Creative Writing: Introduction
  - E. The following course:
    - WRI 230 Modern English Grammar
  - F. Two courses from the following:
    - WRI 210 Creative Writing: Playwriting
    - WRI 211 Creative Writing: Poetry
    - WRI 212 Creative Writing: Fiction
    - WRI 213 Creative Writing: Creative Nonfiction
    - WRI 311/312 Advanced Fiction Workshop
    - WRI 313/314 Advanced Poetry Workshop
    - WRI 316/317 Advanced Creative Nonfiction Workshop
    - WRI 394 Creative Writing: MFA Residency
- AND
- WRI 395 Creative Writing: MFA Workshop (4 credits combined)
- G. One course in writing or research. Possible courses include (but are not limited to):
  - WRI 142 Introduction to Writing for Media
  - WRI 201-205 Advanced Composition
  - WRI 210/310 Creative Writing: Playwriting
  - WRI 220 Writing About Place
  - WRI 320 Environmental Journalism
  - WRI 381 Research in Creative Writing

Writing Special Topics courses  
College Composition II courses in any department

- H. The following course:
  - WRI 419 Senior Writing Portfolio

II. Additional Requirements:

- A. A substantial internship in writing
- B. A substantial senior writing portfolio: a collection of finished short stories, novel chapters, nonfiction pieces, or poetry totaling approximately 40 pages

Successful completion of an internship and a portfolio require preparation and planning. Please see the Director of the Undergraduate Writing Program for detailed guidelines for senior writing portfolios and internships.

**3.2.07.3**

## **Minor in English**

The English Minor should serve well as the complement to several majors (Business and Economics, Education, History and Political Science, Environmental Studies, Psychology, Social Work, and Global Studies).

**Requirements:** 22 credit hours distributed as follows

- I. One course from the following:
  - ENG 335 Medieval Life and Literature
  - ENG 336 Literature and Culture of the Renaissance
  - ENG 344 Literature and Culture of the Restoration and Queen Anne Period
  - ENG 345 Literature and Culture of the Enlightenment Period
  
- II. One course from the following:
  - ENG 337 Romanticism
  - ENG 338 Literature and Culture of the Victorian Period
  - ENG 339 Modernism
  - ENG 347 Colonial and Postcolonial Literature
  
- III. Two courses from the following:
  - ENG 215 Epic-Heroic Mode
  - ENG 340 Chaucer
  - ENG 341 Shakespeare
  - ENG 343 Milton
  
- IV. One other course from English Department offerings (or from certain Theatre or Writing Program offerings)
  
- V. The following course:
  - WRI 230 Modern English Grammar

## 3.2.08

### Environmental Studies

Faculty: Paul Bartels, Amy E. Boyd, Mark Brenner (Chair), John W. Brock, David S. Ellum, Judy Francis, Robert Hastings, Franklin A. Kalinowski, Laura Lengnick, Mallory McDuff, Louise Weber

#### 3.2.08.1

##### Program Overview

The mission of the Environmental Studies Department is to provide an understanding of the applications of theory to problem solving through first-hand knowledge and field experience. We seek to help students learn not only the what and the how, but the why. Graduates are prepared for advanced study or to enter various job markets after completing their Bachelors Degrees.

The goals of the Environmental Studies Program are the following:

1. To offer the environmental studies major within the context of Warren Wilson College's Triad of the liberal arts, work, and service.
2. To provide students with opportunities to develop a broad understanding of environmental studies.
3. To provide students with opportunities to concentrate study in a particular area of interest within environmental studies.
4. To provide students with opportunities to improve their abilities to think critically, apply theoretical knowledge to real-world problems, and communicate ideas.
5. To provide preparation and guidance for students who wish to pursue graduate or professional study or directly enter environmental studies careers.

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.

**Majors and Minors Program Proposal Requirement:** Students wishing to major or minor in Environmental Studies must turn in a proposal written in consultation with a faculty advisor and turned in to the adviser. It identifies academic goals and lists courses and internships to be completed. Students must submit program proposals at least one month before pre-registration during the second semester of the sophomore year or, for transfer students, by the beginning of the second semester of the junior year. At this time students must also complete a declaration of major form at the registrar's office and declare the concentration within Environmental Studies. Six concentrations are available.

**Total Credit Hours:** Students must earn a minimum of 68 credit hours for the major. The required courses for each concentration are listed on the next few pages. Courses that may be accepted as electives within the ENS major are those with ENS or BIO and many CHM course descriptions, or have the word "environment" in the title, or fit into the proposed program of study specific to the environmental career a student has in mind. For instance, EDU courses may be appropriate electives for environmental education students, but probably not for sustainable forestry students.

**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.

A Bachelor of Science degree can be earned by students 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 a 200-level or above laboratory science courses; and
3. Complete and pass the Natural Science Seminar sequence of courses.\*

\*See Natural Sciences listing (**section 4.26**) for requirements for the Natural Sciences Seminar and Seminar Presentation. Students planning to complete a Natural Sciences Seminar should take **SCI 390 Research Design** during the junior year.

**Honors Program:** Graduation in Environmental Studies with Honors is possible for students who qualify.

### 3.2.08.2

#### Major in Environmental Studies

**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 68 credit hours as follows:

- I. Required core courses for all ENS Majors:
  - A. All of the following:
    - BIO 116 General Biology
    - BIO 202 Ecology
    - CHM 116 General Chemistry I
    - ENS 116 Introduction to Environmental Studies
  - B. Choose one from the following list:
    - ENS 245 Environmental Politics and Political Theory
    - PSC 245 Environmental Politics in Global Perspectives
    - HIS 205 Environmental History of the United States
    - ECO 380 Environmental and Ecological Economics
  - C. Choose one from the following list:
    - MAT 141 Statistics
    - MAT 241 Calculus I
    - MAT 253 Statistics for Natural Sciences
  - D. Choose one from the following list:
    - PHI 252 Environmental Ethics
    - REL 212 Religion, Nature, and the Environment
- II. Courses within the concentration (15 to 29 credit hours): courses vary depending on the concentration. See below for a list of concentrations and their requirements.
- III. Electives (9 to 24 credit hours depending on concentration). A total of 68 credits is required within the ENS major.

### 3.2.08.2.1

#### Honors Program

Graduation in Environmental Studies with Honors is possible for students who qualify. Please see Honors Program Natural Sciences below for details.

### **3.2.08.2.2**

#### **Honors Program Natural Sciences**

The objectives of the Natural Sciences 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.

**Requirements:** To graduate with Honors in this program, 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 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) 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 Sciences Research Communication class 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 Sciences Seminar (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.

**Requirements:** To graduate with Honors in the Environmental Education and Environmental Policy programs, a student must

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Complete a thesis that will provide a comprehensive integration and connection among the elective courses and other experiences the student selected for the Program Proposal. The topic or theme should serve as a culmination of the integrated understanding that the student has achieved. Students must submit a thesis proposal to their faculty advisors two weeks before spring registration for the fall semester of their senior year.
3. Present the completed thesis to the Environmental Education Internship Seminar or other appropriate venue and earn a grade of A- (90%) or better.
4. Submit a copy of the thesis to the Library for review by any interested party.
5. Receive final acceptance for Graduation with Honors, which is contingent on an approval vote from the ENS faculty.

### **3.2.08.3**

#### **Concentrations**

In addition to the required core courses for all ENS Majors listed above, each concentration has additional required courses.

##### **3.2.08.3.1 - Conservation Biology**

**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 322 Genetics

CHM 117 General Chemistry II  
ENS 310 Conservation and Wildlife Biology  
SCI 390 Research Design  
SCI 486-489 Natural Science Seminar Research (minimum 2 credits)  
SCI 493 Natural Science Seminar Communication

II. Area Courses: One from each of the following three divisions:

A. One course at the molecular, cellular, or anatomical level (200 or above):

BIO 219 Plant Morphology and Anatomy  
BIO 223 Plant Physiology  
BIO 345 Developmental Biology  
BIO 351 Mammalian Physiology  
BIO 435 Comparative Vertebrate Anatomy  
BIO 441 Genetics of Plant Development  
BIO 208 Cell Biology  
BIO 347 Microbiology  
CHM 407 Biochemistry I

B. One course at the whole animal level (200 or above)

BIO 235 Vertebrate Zoology  
BIO 241 Invertebrate Zoology  
BIO 348 Animal Behavior  
BIO 318 General Ornithology  
BIO 377 Evolutionary Biology

C. One course at the plant level (200 or above):

BIO 341 Plant Taxonomy  
ENS 233 Forest Biology  
BIO 219 Plant Morphology and Anatomy (if not taken for above)  
BIO 377 Evolutionary Biology (if not taken for above)

III. Electives within the ENS major: (minimum 9 credit hours)

### 3.2.08.3.2 - Environmental Chemistry

**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:

CHM 117 General Chemistry II  
CHM 225 Organic Chemistry I  
CHM 321 Analytical Chemistry  
CHM 450 Advanced Environmental Chemistry  
ENS 302 Aquatic Ecology and Water Pollution  
ENS 330 Soil Science  
SCI 390 Research Design  
SCI 486-489 Natural Science Seminar Research (minimum 2 credits)  
SCI 493 Natural Science Seminar Communication

II. Electives within the ENS major: (minimum 9 credit hours)

### 3.2.08.3.3 - Environmental Education

**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:
  - ENS 126 Introduction to Environmental Education
  - HIS 205 Environmental History of the United States
  - ENS 426 Methods and Materials in Environmental Education
  - ENS 484 Environmental Studies Internship Seminar
  - ENS 485 Environmental Studies Internship
  - ODL 320 Program Planning and Design

- II. Electives within the ENS major: (minimum 20 credit hours)

The study of systems and their interaction is crucial to Environmental Education, so students have the option of choosing a strand within Environmental Education that emphasizes specific systems, such as food systems or community systems.

- A. Suggested Electives for a Food Systems strand: Integrating food, agriculture, and Environmental Education

- ANT 321 Traditional Agricultural Systems
- EDU 305 Educational Psychology
- ENS 249 Introduction to Sustainable Agriculture
- ENS 248 Community Organizing for Sustainable Living
- ENS 330 Soil Science
- ENS 421 Environmental Policy
- ENS 440 Sustainable Farm Management
- ENS 451 Community and Land Use Planning
- SOC 271 Environmental Sociology

- B. Suggested Electives for a Community Systems strand: Community Organizing for Sustainable Living

- BA 310 Introduction to Non-profit Management
- BA 212 Management and Leadership in Organizations
- EDU 305 Educational Psychology
- ECO 201 Microeconomics
- ECO 380 Environmental and Ecological Economics
- ENS/PSY 220 Environmental Attitudes, Values, and Behavior
- ENS 421 Environmental Policy
- ENS 425 Sustainable Development and the Politics of Growth
- ENS 451 Community and Land Use Planning
- ENS 248 Community Organizing for Sustainable Living
- GBS 225 Introduction to Geographic Information Systems
- PAX 325 Resolving Conflict Local and Global
- PAX 327 Environmental Justice: Peace or Conflict

- C. Suggested Electives for a Natural Systems strand: Connecting People to Natural Places

- BIO 235 Vertebrate Zoology
- BIO 241 Invertebrate Zoology
- BIO 341 Plant Taxonomy
- BIO 318 General Ornithology

OR

- BIO 113 Field Ornithology
- CHM 117 General Chemistry II
- EDU 305 Educational Psychology
- ENS 230 Geology
- ENS 233 Forest Biology
- ENS 310 Conservation and Wildlife Biology
- ODL 210 Backcountry Skills and Techniques
- ODL 215 Initiatives for Adventure Education
- ODL 220 Wilderness First Responder
- ODL 350 Trip Leader Practicum



D. Suggested Electives for a Communication Systems strand: Using the Media, Arts, and Marketing for Environmental Education

ART 171 Photoshop I  
ART 206 Ceramics II  
ART 209 Photography II  
ART 216 Drawing II (or other art classes)  
BA 121 Marketing  
EDU 305 Educational Psychology  
ENS/PSY 220 Environmental Attitudes, Values, and Behavior  
ENS 248 Community Organizing for Sustainable Living  
MUS 109 Introduction to Music (or any applied music class)  
MUS 112 Music Cultures of the World  
WRI 142 Introduction to Writing for the Media  
WRI 213 Creative Writing: Creative Non-fiction  
WRI 220 Writing About Place  
WRI 320 Environmental Journalism

E. Suggested Electives for Spiritual Systems strand: Connecting Faith to Conservation

EDU 305 Educational Psychology  
ENS 230 Geology  
PHI 252 Environmental Ethics  
PHI 363 Nature Way  
REL 212 Religion, Nature, and the Environment  
REL 238 History and Literature of Buddhism  
REL 253 Emerging Christian Theologies  
REL 321 Religion, Peace, and Social Justice Seminar

### 3.2.08.3.4 - Environmental Policy

**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

A. All of the following:

PSC 151 Introduction to American Government  
ECO 201 Microeconomics  
HIS 205 Environmental History of the United States  
ENS 421 Environmental Policy

B. One of the following:

ENS 245 Environmental Politics and Political Theory  
PSC 245 Environmental Politics in Global Perspectives

C. One of the following:

ECO 380 Environmental and Ecological Economics  
ENS 425 Sustainable Development and the Politics of Growth

D. One of the following two options:

1. These two courses:

ENS 485 Environmental Studies Internship  
SCI 491 Natural Science Seminar Attendance

2. These three courses:

SCI 390 Research Design  
SCI 486-489 Natural Science Seminar Research (minimum 2 credits)  
SCI 493 Natural Science Seminar Communication

II. Electives within the ENS major: (minimum 14-18 credit hours)

- A. Strongly Recommended Courses:  
ENS 451 Community Land Use Planning  
GBL 225 Introduction to Geographic Information Systems

### 3.2.08.3.5 - Sustainable Agriculture

**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:  
ENS 249 Introduction to Sustainable Agriculture  
ENS 260 Sustainable Agriculture Practicum  
ENS 440 Sustainable Farm Management  
SCI 390 Research Design  
SCI 486-489 Natural Sciences Seminar Research (minimum 2 credits)  
SCI 493 Natural Science Seminar Communication
- II. Electives within the ENS major: (minimum 24 credit hours)
- A. Suggested Electives for business emphasis in Sustainable Agriculture:  
BA 121 Marketing  
BA 201 Accounting I  
BA 309 Business Law  
BA 313 Small Business Management  
BA 315 Human Resource and Project Management  
ECO 201 Microeconomics  
ECO 301 Microeconomic Theory and Practice  
ECO 380 Environmental and Ecological Economics
- B. Suggested Electives for natural science emphasis in Sustainable Agriculture:  
BIO 178 Introduction to Animal Science  
BIO 241 Invertebrate Zoology  
BIO 322 Genetics  
BIO 347 Microbiology  
BIO 351 Mammalian Physiology  
CHM 117 General Chemistry II  
CHM 225 Organic Chemistry I  
CHM 226 Organic Chemistry II  
ENS 330 Soil Science  
MAT 241 Calculus I  
MAT 242 Calculus II  
PHY 251 Physics I
- C. Suggested Electives for a social science emphasis in Sustainable Agriculture:  
ANT 321 Traditional Agriculture Systems  
ECO 380 Environmental and Ecological Economics  
ECO 383 Economic Growth and Development  
ENS 220 Environmental Attitudes, Values, and Behavior  
ENS 350 Environmental Impact Assessment  
ENS 425 Sustainable Development and the Politics of Growth  
ENS 451 Community and Land Use Planning  
PSC 257 International Relations  
PSY 231 Research Methods in Social Science  
PSY 318 Social Psychology  
SOC 271 Environmental Sociology
- D. Suggested Electives for a humanities emphasis in Sustainable Agriculture:  
ENG 337 Romanticism

ENG 338 Literature and Culture of the Victorian Period  
ENG 339 Modernism  
HIS 205 Environmental History of the United States  
ENS 220 Environmental Attitudes, Values, and Behavior  
INT 325 Great Books I  
PHI 255 Philosophy of Science and Logic  
REL 255 Contemporary Christian Thought and Experience  
WRI 213 Creative Writing: Creative Nonfiction  
WRI 220 Writing About Place

### 3.2.08.3.6 - Sustainable Forestry

**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 Sustainable Forestry Concentration commit to a minimum of two years working on the Forestry Crew.

#### I. Required Courses:

GBL 225 Introduction to Geographic Information Systems  
\*ENS 233 Forest Biology  
\*ENS 334 Silviculture  
\*ENS 333 Introduction to Forest Management  
SCI 390 Research Design  
SCI 486-489 Natural Science Seminar Research (minimum 2 credits)  
SCI 493 Natural Science Seminar Communication

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

#### II. Electives within the ENS major: (minimum 18 credit hours)

A. The Forest Management emphasis is for students who want to pursue a career in professional forestland management for a variety of goods and services. Students would be prepared for jobs with state or federal forestry, parks and wildlife agencies, land trusts and land conservation organizations, private forest owners, and ecological consulting firms.

Suggested electives for Forest Management emphasis (minimum 18 credit hours from this list):

BIO 219 Plant Morphology and Anatomy  
ECO 380 Environmental and Ecological Economics  
ENS/PSY 220 Environmental Attitudes, Values and Behavior  
ENS 230 Geology  
ENS 310 Conservation and Wildlife Biology  
ENS 302 Aquatic Ecology and Water Pollution  
ENS 330 Soil Science  
ENS 451 Community and Land Use Planning  
GBL 325 Advanced GIS  
MAT 253 Statistics for Natural Sciences

B. The Forest Science emphasis is for students who want to pursue a career in forestry research or go on to graduate school. The strong natural and quantitative science focus, coupled with a B.S., will make the student an attractive graduate school applicant. Students would be prepared for jobs as research technicians for state and federal forestry agencies, private industry and non-government research institutions. \*Students interested in graduate school must work closely with their academic advisor to choose courses that meet the requirements of specific graduate programs.

Suggested electives for Forest Science emphasis (minimum 18 credit hours from this list):

BIO 219 Plant Morphology and Anatomy  
BIO 322 Genetics  
CHM 407 Biochemistry I

CHM 117 General Chemistry II  
CHM 225 Organic Chemistry I  
ENS 230 Geology  
ENS 302 Aquatic Ecology and Water Pollution  
ENS 330 Soil Science  
GBL 325 Advanced GIS  
MAT 253 Statistics for Natural Sciences

C. The Forest Policy emphasis is for students who want to pursue a career in environmental policy and advocacy, especially as it pertains to forest systems. Students would be prepared for careers with government agencies, non-government advocacy groups, for-profit industries and non-profit institutions. Suggested electives for Forest Policy emphasis (minimum 18 credit hours from this list):

BA 121 Marketing  
BA 212 Management and Leadership in Organizations  
BA 310 Introduction to Non-Profit Management  
ECO 380 Environmental and Ecological Economics  
HIS 205 Environmental History of the United States  
ENS/PSY 220 Environmental Attitudes, Values and Behavior  
ENS 310 Conservation and Wildlife Biology  
ENS 421 Environmental Policy  
ENS 425 Sustainable Development and the Politics of Growth  
ENS 451 Community and Land Use Planning  
PSC 257 International Relations  
SOC 271 Environmental Sociology

### 3.2.08.4

#### **Pre-environmental Management and Pre-forestry Dual Degree Programs**

Advisor: David S. Ellum,

Warren Wilson College participates in the Cooperative College Program with the Nicolas School of the Environment at Duke University in a combined program of liberal arts and professional education in environmental resources. In this dual degree program a student attends Warren Wilson College for three years, completing the Warren Wilson College core competency and service requirements and the Dual Degree entrance requirements for Duke University. The student then attends Duke University for two years. The student earns two degrees: a B.A. from Warren Wilson College, and a Master of Forestry (MF) or Master of Environmental Management (MEM) from Duke University. The MF is a professional degree in Forest Resource Management while the MEM is a professional degree in one of five areas: Resource Ecology; Environmental Toxicology, Chemistry, and Risk Assessment; Water and Air Resources; Resources Economics and Policy; or Coastal Environmental Management.

The Dual Degree program allows the student to receive a broad liberal arts education and also earn a professional degree. It provides for maximum education with minimum investment of time and money. Students receive the advantages of a small college with extensive faculty-student interaction, as well as the larger variety of courses at a large university.

#### 3.2.08.4.1

##### **Requirements for Admission to the Dual Degree Program at Duke University**

**Grades:** A minimum overall GPA of B (3.0 out of 4.0) is required. Courses with grades below C do not transfer. The student must also be recommended by the dual degree program liaison officer at Warren Wilson College. Admission into Duke's School of the Environment is very competitive, and minimal completion of Duke's admission requirements does not guarantee acceptance into its program.

**Requirements:** A minimum of 92 credit hours must be completed at Warren Wilson College, including the following:

- I. Mathematics:
  - MAT 253 Statistics for Natural Sciences
  - MAT 241 Calculus I
- II. Economics:
  - ECO 201 Microeconomics
- III. Courses related to a particular area of interest:
  - A. Forest Resource Management
    - BIO 116 General Biology
    - BIO 202 Ecology
    - CHM 116, 117 Chemistry I and II
  - B. Water and Air Resources
    - BIO 116 General Biology
    - CHM 116, 117 Chemistry I and II
    - PHY 251 Physics I
  - C. Coastal Environmental Management
    - BIO 116 General Biology
    - CHM 116, 117 Chemistry I and II
    - PHY 251 Physics I
  - D. Environmental Economics and Policy
    - ECO 210 Macroeconomics
    - ECO 380 Environmental and Ecological Economics (This course is highly recommended.)
  - E. Environmental Health and Security
    - BIO 116 General Biology
    - CHM 116, 117 Chemistry I and II
    - CHM 225 Organic Chemistry I
  - F. Ecosystem Science and Management
    - BIO 202 Ecology
  - G. Conservation Science and Policy
    - BIO 202 Ecology
  - H. Global Environmental Change
    - BIO 116 General Biology
    - ENS 230 Geology

### 3.2.08.5

#### Minor in Environmental Studies

**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 116 Introduction to Environmental Studies
  - BIO 116 General Biology
  - BIO 202 Ecology
- II. Plus 12 additional credit hours of Environmental Studies.
  - CHM 116 General Chemistry I is recommended.

## 3.2.09 Gender and Women's Studies

Faculty: David J. Bradshaw, Christey Carwile, Sally Fischer, Carol Howard, Siti Kusujarti, Marty O'Keefe, Angela Marie Phillips, Jeanne Sommer, Laura Vance (Chair)

### 3.2.09.1

#### 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 are the following:

1. To introduce students to a range of disciplinary approaches to the study of gender and women.
2. To prepare students to synthesize information regarding historical and cross-cultural variation of social norms pertaining to gender.
3. To prepare students to analyze ways in which femininity and masculinity intersect with race, ethnicity, class, and sexuality, and to understand how power and privilege function in relation to these intersections.
4. To prepare students to assess and apply the variety of theoretical perspectives used in Gender and Women's Studies, including connection between experience and practice.

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 3.2.23.2.1.3**).

### 3.2.09.2

#### Minor in 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. Both of the following:
  - GDS 100 Introduction to Gender and Women's Studies
  - SOC/GDS 366 Feminist Thought
- II. 16 credit hours selected from this list, at least 8 at the 300-400 level:
  - ENG/GDS 254 Gender Issues in the Nineteenth Century
  - ENG/GDS 273 Literature by Women
  - GDS 220 Introduction to Gender and Men's Studies
  - GDS 299, 499 Independent Study
  - GDS 479 Supervised Internship

HIS/GDS 230 Women in American History  
ODL/GDS 325 Women's Voices in Experiential Education  
PHI/GDS 258 Feminist Philosophy  
REL/GDS 112 Women and Global Religious Traditions  
REL/GDS 313 Goddess Traditions  
SOC/GDS 211 The Family  
SOC/GDS 215 Women and Society  
SOC/GDS 325 Gender, Development, and Environment  
Some additional Gender and Women's Studies Special Topic courses

### 3.2.10

## Global Studies

Faculty: David Abernathy (Chair), Christey Carwile, Ben Feinberg, Dongping Han, Phil Jamison, Jeffrey A. Keith, Siti Kusujarti, Paul Magnarella, David G. Moore, Angela Marie Phillips, Jeanne Sommer, Tsering Wangchuk

#### 3.2.10.1

### Program Overview

The mission of the Global Studies Program is to prepare students to be responsible citizens of the world by challenging them to engage contemporary global issues, to address the historical and geographical contexts of global inequalities, and to examine a particular region of the world 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 effective communication of ideas.

#### 3.2.10.2

### Major in Global Studies

**Grades:** Students must earn a GPA of 2.0 in courses counting toward the 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. Core Courses (8 credit hours): All Global Studies majors must pass the following two courses in order to complete the major:
  - GBL 116 Introduction to Geography \*
  - GBL 461 Global Studies Seminar

\*This course provides an introduction to globalization and human geography and should be taken early in the major.
- II. Regional Concentration Courses (20 credit hours)
- III. Thematic Track Courses (20 credit hours)
- IV. 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. The different concentrations have different expectations for this requirement, ranging 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 in



consultation with the student's academic advisor. No credit will be 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.

- V. 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. We recognize, however, that it is very difficult for students to take three semesters of Asian languages, for example, since WWC currently offers courses only in French and Spanish. Therefore, there is some flexibility in the language requirement, which varies across the concentrations.

**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 advisor and to the Chair of Global Studies for approval no later than one month before registration during the second semester of the sophomore year or, for transfer students, during the first term of the junior year.

**Concentrations and Thematic Tracks:** Students who elect the Global Studies major must choose one of four regional concentrations, AND one of three thematic tracks. Detailed descriptions of these concentrations and tracks are listed below.

### 3.2.10.2.1

#### Concentrations

##### 3.2.10.2.1.1 - Asian Studies

This concentration explores Asia from the interdisciplinary vantage points of history, political science, sociology, religious studies, philosophy, peace and justice studies, environmental studies, and women's studies. Students are expected to participate in one cross-cultural field experience in Asia and to complete a capstone project that demonstrates the student's ability to undertake research in Asian studies. In addition to preparing students for graduate school, this concentration opens employment opportunities in areas such as international relations, international development programs, international business, non-governmental organizations, and governmental agencies with connections to Asia, and other service-oriented careers.

**Requirements:** In addition to the Global Studies core courses listed above, the following requirements must be met for a Concentration in Asian Studies.

- I. Introductory Regional Course (4 credits):  
HIS 111 East Asian Civilization
- II. Regional Depth Courses (16 credits): at least 4 of these credits must come from 300-400 level courses.

Note that courses taught at other institutions may count towards the regional depth requirement. Students should consult with their advisors to determine whether courses not listed below may count for their concentration.

PSC 320 Chinese Government and Politics  
PSC 340 International Politics in the Pacific  
PHI 361 Eastern Thought  
REL 238 History and Literature of Buddhism  
REL 239 Hinduism: Texts and Traditions  
REL 338 Chan/Zen Buddhism  
REL 380 East Asian Religions: Seminar

## SOC 251 Societies in Southeast Asia

- III. Off-Campus Experience: Students in this concentration must include a cross-cultural, off-campus experience in Asia (possibly through our partnerships with Asian universities, enrollment in a Warren Wilson international programs course, other academic programs in Asia, or personally designed field courses). Proposals for personally designed field courses should be submitted to the Asian Studies faculty well in advance. Up to six credit hours from a field course may count toward the major.
- IV. Language Proficiency Requirement: Students may meet the language requirement through proficiency in any language or through a combination of multiple languages, including two semesters of one language and one semester (or equivalent) in a second language (i.e. two semesters of French combined with one term of study in Thailand or a summer of study at a language school in Indonesia). If the student wishes to study more than one language, one of the languages should be an Asian language.

### 3.2.10.2.1.2 - Latin American Studies

This concentration explores Latin America and the Caribbean from an interdisciplinary vantage point. History, literature, anthropology, language, economics, cultural studies, film, politics, geography, and experiential learning provide the backdrop for discovering this vast region in terms of constructions developed both by external researchers and by Latin Americans themselves. In addition to preparing students for graduate school, this concentration opens employment opportunities in areas such as international relations, international development programs, international business, non-governmental organizations, governmental agencies with connections to Latin America, journalism, and other service-related careers. Fluency in Spanish is at the core of the concentration, as competence with the language is necessary for a deep understanding of the region.

**Requirements:** In addition to the Global Studies core courses listed above, the following requirements must be met for a Concentration in Latin American Studies.

- I. Introductory Regional Course (4 credits):  
ANT 105 Introduction to Latin America
- II. Regional Depth Courses (16 credits): at least 4 of these credits must come from 300-400 level courses.

Note that courses taught at other institutions may count towards the regional depth requirement. Students should consult with their advisors to determine whether courses not listed below may count for their concentration.

ANT 241 Native Peoples of Mexico and Guatemala  
ANT 251 Latin American Archaeology  
ANT 431-435 Topics in Latin American Anthropology  
LAN 353 Latin American Culture and Civilization  
LAN 455 Latin American Short Stories and Poetry  
LAN 456 Magical Realism  
HIS 241 Latin American History

- III. Off-Campus Experience: Students pursuing this concentration must spend at least one term (eight weeks) studying off campus in a Latin American country. One way to satisfy this requirement is to enroll in one of the longer Warren Wilson international programs courses, such as the course that moves through Guatemala and Mexico, or to spend a semester at one of our partner institutions. Other ways of meeting this requirement must be proposed well in advance to the Global Studies faculty.
- IV. Language Proficiency Requirement: All students concentrating in Latin American Studies must pass LAN 354 Advanced Spanish with a grade of C or higher.

### 3.2.10.2.1.3 - Appalachian Studies

This concentration focuses on the connection between local and global issues, examining the social, cultural, political, economic, and environmental impacts of global processes on our local bioregion. Students in this concentration will engage with the region from an interdisciplinary perspective, addressing questions of regional inequality, cultural transformations and environmental change. The concentration provides significant opportunities for field-based learning and community research.

**Requirements:** In addition to the Global Studies core courses listed above, the following requirements must be met for a Concentration in Appalachian Studies.

- I. Introductory Regional Course (4 credits):  
    GBL 190 Introduction to Appalachian Studies
- II. Regional Depth Courses (16 credits): at least 4 of these credits must come from 300-400 level courses.

Note that courses taught at other institutions may count towards the regional depth requirement. Students should consult with their advisors to determine whether courses not listed below may count for their concentration.

- ANT 139 Native Americans of the Southeast
- ANT 340 Archaeological Field School
- BIO 102 Field Natural History
- ENS 233 Forest Biology
- ENS 291 Special Topics: Geology of the Southern Appalachians (2 credits)
- ENS 249 Introduction to Sustainable Agriculture
- GBL 379 Identifying Appalachia: Politics of Identity in the Appalachian Mountains
- GBL 381 Filming Appalachia
- HIS 251 Appalachian History
- MUS 232 Appalachian Music and Dance
- REL 291 Special Topics: Southern Religion and Culture
- WRI 220 Writing About Place
- Selected Special Topics Courses
- Additional Appalachian Music Courses: Up to 4 credits of applied music and dance courses count toward the Appalachian Studies Concentration. There are courses on dance, mandolin, guitar, banjo, fiddle, band performance, and ballad singing. See MUS course offerings for details.

- III. Off-Campus Experience: Students in this concentration will undertake a significant project or internship in the Appalachian region. Concentrators may also choose to study abroad to meet the requirements for this concentration if the region of study is pertinent to their study of Appalachia.

- IV. Language Proficiency Requirement: Students must achieve proficiency in any language other than English, or they may take two semesters of one language and one semester (or its equivalent) of a second language.

#### **3.2.10.2.1.4 - Intercultural Studies**

This concentration focuses on cross-cultural and international understanding and reflection. The wide range of courses reflects the concentration's emphasis on the link between macro and micro level approaches to global issues. This concentration mixes courses that analyze regional, social, political, cultural, and economic issues with experience-based learning. To this end, all students are expected to spend at least one term engaged in study abroad.

**Requirements:** In addition to the Global Studies core courses listed above, the following requirements must be met for a Concentration in Intercultural Studies.

- I. Introductory Regional Course (4 credits): One of the following courses
  - HIS 111 East Asian Civilization
  - ANT 105 Introduction to Latin America

Special Topics Course: Introduction to Appalachian Studies  
PSC 259 Comparative Gov't: Third World

II. Regional Depth Courses (16 credits): at least 4 of these credits must come from 300-400 level courses.

Note that courses taught at other institutions may count towards the regional depth requirement. Students should consult with their advisors to determine whether courses not listed below may count for their concentration.

Sixteen credits of regional courses from the any of the other concentrations. Regional courses not within above concentrations (e.g., SOC 261 -- Societies of Sub-Saharan Africa) as well as courses with an interregional focus (e.g., PSC 257 -- International Relations, PSC 330 -- Politics of Developing States) can also count toward the concentration.

III. Off-Campus Experience: Students pursuing this concentration must spend at least one term (eight weeks) or semester off campus. This can be accomplished through GBL 394 International Field Study, GBL 395 International Development Practicum, or another off-campus intercultural study experience that is approved by the Global Studies faculty. Up to six credit hours from a single field course can count toward the major.

IV. Language Proficiency Requirement: Students must achieve proficiency in any language other than English, or they may take two semesters of one language and one semester (or its equivalent) of a second language.

### 3.2.10.2.2

#### Thematic Tracks

##### 3.2.10.2.2.1 - Culture, Power & Place

This track focuses on issues at the intersection of the humanities and the social sciences. Students in this track examine the ways in which language, culture, philosophy and religion both shape and are shaped by our increasingly interconnected world. Courses in this track provide students with a theoretical grounding and a toolkit of critical analysis skills, providing a strong basis for the examination of complex global issues.

**Requirements:** In addition to the Global Studies core courses listed above and the requirements for the chosen concentration, the following requirements must be met for this thematic track.

- I. Introductory Thematic Course (4 credits): One of the following courses:
  - ANT 200 Introduction to Cultural Anthropology
  - SOC 100 Introduction to Sociology
- II. Thematic Depth Courses (16 credits): At least 4 of these credits must come from 300-400 level courses.
  - ANT 145 Archaeology of World Cultures
  - ANT 415 American Subculture
  - ANT 139 Native Americans of the Southeast
  - ENG 347 Colonial and Postcolonial Literature
  - ENS 220 Environmental Attitudes, Values and Behavior
  - GDS 100 Introduction to Gender and Women's Studies
  - REL/GDS 112 Women and Global Religious Traditions
  - PHI/GDS 258 Feminist Philosophy
  - SOC 317 Social Theory
  - SOC/GDS 366 Feminist Thought
  - GDS 401 Gender and Social Change
  - PHI 115 Alternative Philosophies
  - REL 212 Religion, Nature and the Environment

### 3.2.10.2.2.2 - Environment & Society

This track focuses on issues at the intersection of the environmental and social sciences, asking questions that crosscut the political and ecological dimensions of environmental conflict and degradation. Students in this track examine the complex local, regional and global interactions between humans and their environment. Courses in this track provide students with an interdisciplinary approach and diverse set of tools for critically examining the global transformations emerging at the nexus of human and ecological processes.

**Requirements:** In addition to the Global Studies core courses listed above and the requirements for the chosen concentration, the following requirements must be met for this thematic track.

- I. Introductory Thematic Course (4 credits): One of the following courses:
  - ENS 116 Introduction to Environmental Studies
  - SOC 100 Introduction to Sociology
  
- II. Thematic Depth Course (16 credits): At least 4 of these credits must come from 300-400 level courses.
  - ANT 321 Traditional Agricultural Systems
  - ECO 201 Microeconomics
  - ECO 210 Macroeconomics
  - ECO 380 Environmental and Ecological Economics
  - ECO 383 Economic Growth and Development
  - ENS 126 Introduction to Environmental Education
  - ENS 205 Environmental History of the United States
  - ENS 245 Environmental Politics and Political Theory
  - ENS 421 Environmental Policy
  - ENS 425 Sustainable Development and the Politics of Growth
  - ENS 451 Community and Land Use Planning
  - GBL 225 Introduction to Geographic Information Systems
  - GBL 325 Advanced GIS
  - PAX 327 Environmental Justice: Peace or Conflict
  - PSC 245 Environmental Politics in Global Perspective
  - SOC 271 Environmental Sociology
  - SOC/GDS 325 Gender, Development and the Environment

### 3.2.10.2.2.3 - Peace & Social Justice

This track focuses on themes of conflict resolution, nonviolent social change, human rights, social justice and peacemaking efforts on the local, regional and global level. Students in this track combine coursework in Peace and Justice studies with an in-depth exploration of a world region in order to more fully understand the root causes of conflict and the ways of preventing or resolving them.

**Requirements:** In addition to the Global Studies core courses listed above and the requirements for the chosen concentration, the following requirements must be met for this thematic track.

- I. Introductory Thematic Course (4 credits):
  - PAX 110 Introduction to Peace and Justice Studies
  
- II. Thematic Depth Courses (16 credits): At least 4 of these credits must come from 300-400 level courses.
  - A. Peace Studies courses: 12 credits from the following courses:
    - PAX 230 Freedom and Dissent

PAX 239 Lifestyles of Nonviolence  
PAX 246 Martin Luther King Jr. and the Civil Rights Movement  
PAX 281 Humanitarian Law  
PAX 320 The Palestine Question  
PAX 325 Resolving Conflict Local and Global  
PAX 326 Human Rights  
PAX 327 Environmental Justice: Peace or Conflict

Special Topics in Peace and Justice Studies

B. Peace Studies Electives: 4 credits from the following courses:

ANT 105 Introduction to Latin America  
ANT 431-435 Topics in Latin American Anthropology  
ECO 383 Economic Growth and Development  
ENG 347 Colonial and Postcolonial Literature  
GDS 100 Introduction to Gender and Women's Studies  
GDS 401 Gender and Social Change  
HIS 332 Civil War and Reconstruction  
HIS 334 History of the African-American Experience  
HIS 340 Conflict and Community in Early America  
PSC 257 International Relations  
PSC 330 Politics of Developing States  
PSC 336 United States Foreign Policy  
REL 111 Exploring Religions  
REL 212 Religion, Nature, and the Environment  
REL 321 Religion, Peace, and Social Justice: Seminar  
SOC 271 Environmental Sociology  
SOC/GDS 325 Gender, Development, and the Environment  
SOC/GDS 366 Feminist Thought  
SWK 291 Changing the World: International Social Service

### 3.2.10.3

#### Minors in Global Studies

**Grades:** Students must earn a minimum GPA of 2.0 in courses counting toward any of the following Global Studies Minors.

##### 3.2.10.3.1 - Appalachian Studies

**Requirements:** A minimum of 24 credit hours from the following, with a minimum GPA of 2.0

- I. Introductory Regional Course:
  - GBL 190 Introduction to Appalachian Studies
- II. At least 12 credit hours from the following:
  - GBL 379 Identifying Appalachia: Politics of Identity in the Appalachian Mountains
  - GBL 381 Filming Appalachia
  - HIS 251 Appalachian History
  - MUS 232 Appalachian Music and Dance
- III. At least 8 credit hours from the following:
  - ANT 139 Native Americans of the Southeast
  - ANT 340 Archaeological Field School
  - BIO 102 Field Natural History
  - ENS 233 Forest Biology

ENS 291 Special Topics: Geology of the Southern Appalachians (2 credits)  
ENS 249 Introduction to Sustainable Agriculture  
REL 291 Special Topics: Southern Religion and Culture  
WRI 220 Writing About Place  
Selected Special Topics Courses  
Additional Appalachian Music Courses: There are courses on dance, mandolin, guitar, banjo, fiddle, band performance, and ballad singing that count toward the Appalachian Studies Minor.

### **3.2.10.3.2 - Applied Geospatial Technology**

**Requirements:** 24 credit hours with a minimum GPA of 2.0, distributed in the following manner:

- I. All of the following courses:  
MAT 141 Statistics  
OR  
MAT 253 Statistics for Natural Sciences  
MAT 201 Computer Science I  
MAT 202 Computer Science II  
GBL 225 Introduction to Geographic Information Systems  
GBL 325 Advanced GIS  
GBL 499 Independent Study (4 credits required)

### **3.2.10.3.3 - Intercultural Studies**

**Requirements:** 24 credit hours with a minimum GPA of 2.0, including a minimum of 12 credit hours from 300-400 level courses distributed in the following manner:

- I. GBL 116 Introduction to Geography
- II. 8-14 credit hours of additional intercultural studies courses, as approved by the department.
- III. An approved international internship, cross-cultural work or study, short-term field study, or an appropriate alternative experience (2-8 credit hours). It may be possible to meet this requirement by writing a major paper on a previous or current cross-cultural experience.

### **3.2.10.3.4 - Latin American Studies**

**Requirements:** 28 credit hours with a minimum GPA of 2.0, distributed as follows:

- I. Language requirement: 8 credit hours of Spanish language instruction beyond Spanish III. Students who place into levels other than Spanish I will meet the language requirement by passing LAN 354 Advanced Spanish with a minimum grade of C. In this case, students are expected to enroll in additional courses, listed in Section 2, to complete a total of 24 credit hours.
- II. Content-Specific Core: 8 credit hours selected from the following courses:  
ANT 105 Introduction to Latin America  
ANT 241 Native Peoples of Mexico and Guatemala  
ANT 431-433 Topics in Latin American Anthropology  
ECO 383 Economic Growth and Development  
GBL 394 International Field Study  
GBL 395 International Development Practicum

Note: The GBL courses above are taken in conjunction with study in Latin America. Only four credit hours from these courses may be applied to the minor.

HIS 241 Latin American History  
LAN 353 Latin American Culture and Civilization  
LAN 455 Hispanic Short Stories and Poetry  
LAN 499 Independent Study  
PSC 330 Politics of Developing States  
Selected Special Topics courses



## 3.2.11 History and Political Science

Faculty: Melissa Estes Blair, Ruth Douglas Currie, Dongping Han (Chair), Frank Kalinowski, Philip L. Otterness, J. Thomas Showalter

### 3.2.11.1

#### Program Overview

The mission of the History and Political Science Department is to instruct students in the content and methodologies of History and Political Science while serving as exemplars of scholars working in those disciplines.

The goals of the History and Political Science 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, and history.
3. To promote the understanding that history and political science are disciplines based on argument.
4. To ensure that students see the complexity of the world's politics and history, meaning that they understand that a critical, sophisticated, and informed approach is necessary for the mature understanding of these disciplines.

The department teaches courses that emphasize critical reading and thinking, careful and thorough research, and effective writing. Besides preparing engaged citizens, academic training in History and Political Science is good preparation for careers in teaching, law, government service, journalism, archival and museum work, and research and writing.

### 3.2.11.2

#### Major in History and Political Science

**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.

Students have the choice of completing a regular major in History and Political Science or of completing a concentration in History or in Political Science within the broader major.

For purposes of the major and the minor, ENS 421 Environmental Policy may count as a 400-level Political Science course. All other courses must have HIS or PSC designations.

#### Requirements (for the major with no concentration):

- I. 12 credit hours in three 100-level History courses in at least two of three areas: Asian civilization, Western civilization, and United States history
- II. PSC 151 Introduction to American Government
- III. 20 credit hours in five additional courses in History and Political Science of which
  - A. at least three must be 300-level or 400-level courses and
  - B. two must be in History and two must be in Political Science.

IV. HIS 480 Senior Seminar in History and Political Science

### 3.2.11.3

#### Concentrations

##### 3.2.11.3.1 - History

###### Requirements:

- I. 16 credit hours in four 100-level History courses in at least two of three areas: Asian civilization, Western civilization, and United States history. PSC 151 Introduction to American Government may substitute for one of these courses.
- II. 20 credit hours in five courses above the 100-level in History and Political Science of which
  - A. at least three must be 300-level or 400-level courses and
  - B. at least three must be in History and one must be in Political Science.
- III. HIS 480 Senior Seminar in History and Political Science

##### 3.2.11.3.2 - Political Science

###### Requirements:

- I. 8 credit hours in two 100-level History courses
- II. PSC 151 Introduction to American Government
- III. 24 credit hours in six courses in History and Political Science of which
  - A. at least four must be 300-level or 400-level courses and
  - B. at least four must be in Political Science.
- IV. HIS 480 Senior Seminar in History and Political Science

### 3.2.11.4

#### 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 200-level or higher.

## 3.2.12 Integrative Studies

Faculty: David Mycoff (English), Laura Legnick (Sustainable Agriculture), Graham Paul (Theatre)

### 3.2.12.1

#### 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 programs 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.

### 3.2.12.2

#### Major in Integrative Studies

**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 300 or 400-level, and must also include INT 480 Integrative Studies Thesis. The program may include an Integrative Studies internship, and if it does, 8 credits of that course may be applied to the 40 credits for the major.4. 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 Integrative Studies Committee. 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.

### 3.2.12.2.1

## **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 ideas for 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 480 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.

### 3.2.13

## Mathematics and Computer Science

Faculty: Philip Jamison, Holly J. Rosson, Evan B. Wantland, Gretchen W. Whipple (Chair)

### 3.2.13.1

#### Program Overview

The mission of the Department of Mathematics is to serve every student on campus by providing courses that satisfy triad education requirements, furnishing course content in support of several majors, and offering a comprehensive program for mathematics majors and minors. The major requirements guide students in progressing from 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.

### 3.2.13.1

#### Major in Mathematics

**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 44 credit hours in mathematics or 40 credit hours in mathematics and 4 credit hours in physics to fulfill the major.

- I. Core Requirements:
    - MAT 241 Calculus I
    - MAT 242 Calculus II
    - MAT 243 Multivariable Calculus
    - MAT 250 Linear Algebra
    - MAT 289 Introduction to Mathematical Rigor
    - MAT 310 Abstract Algebra
  - II. Breadth Requirements: a minimum of two (2) breadth courses
    - MAT 201 Computer Science
    - MAT 251 Differential Equations
    - MAT 253 Statistics for the Natural Sciences
    - PHY 251 Physics I
- OR
- PHY 252 Physics II

III. Depth Requirements: a minimum of three (3) depth courses

MAT 303 Data Structures  
MAT 304 Computer Organization  
MAT 320 Geometry  
MAT 330 Mathematical Modeling  
MAT 331 Complex Analysis  
MAT 341 History and Philosophy of Mathematics  
MAT 366 Number Theory  
MAT 380 Discrete Mathematics  
MAT 400 Real Analysis

IV. Senior Capstone Project:  
MAT 389 Pre-Thesis Research  
MAT 489 Thesis

V. Additionally: Majors must earn a second major or a minor. Majors intending to go to graduate school will be strongly encouraged to take MAT 400 Real Analysis.

### 3.2.13.1

#### **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 241 Calculus I
  - MAT 242 Calculus II
  - MAT 250 Linear Algebra
  - MAT 289 Introduction to Mathematical Rigor
- II. Additionally: two courses above MAT 240

### 3.2.14

## Modern Languages

Faculty: Angela Marie Phillips (Chair), Erin Amason Montero, Christine Swoap

### 3.2.14.1

#### Program Overview

The Modern Languages major emphasizes language proficiency to prepare students to use Spanish or French in professional areas and to undertake graduate level studies. The mission of the Modern Languages Department is to combine language training with service and work in domestic and international settings and to promote experiential and academic understanding of cross-cultural communications.

The goals of the Warren Wilson College Modern Languages Program are as follows:

1. To enable students to study university level courses abroad in the target language.
2. To ensure that students can use Spanish or French in their areas of expertise.
3. To enable students to navigate the cultural conventions of the Spanish or French speaking world.
4. To give students advanced level competence in all levels of language study.
5. To prepare students for graduate studies.

Students fulfill the major's academic requirements by complementing their course work at Warren Wilson with offerings at other institutions with which Warren Wilson College has agreements, or other international academic programs that have been approved in advance by the department.

### 3.2.14.2

#### Major in Modern Languages

**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 48 credit hours in Spanish to fulfill the major requirements. Up to 9 credit hours may be transferred from another accredited institution of higher learning, or international academic programs that have been approved in advance by the department.

#### Requirements:

- I. Core Requirements:
  - LAN 353 Latin American Culture and Civilization
- II. Area Requirements: Students may pursue one of the following two tracks
  - A. Spanish/French. Students acquire proficiency in both Spanish and French.
    - 48 credit hours of Spanish
    - 16 credit hours of French
    - 9-12 credit hours Study Abroad
  - B. Spanish/Second Field. Students combine language training with a second major in any of the academic programs offered at Warren Wilson College.
    - 48 credit hours of Spanish
    - 9-12 credit hours Study Abroad
    - The necessary credit hours in their second field

III. Special Qualifications: Students must complete 15 hours of service in a Spanish speaking setting.

### **3.2.14.3**

#### **Minor in Modern Languages**

**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 French or Spanish to fulfill the minor requirements. Up to 6 credit hours may be transferred from nationally accredited institutions of higher learning, or other international academic programs that have been approved in advance by the department.



## 3.2.15 Music

Faculty: Wayne Erbsen, Warren J. Gaughan (Chair), Phil Jamison, Kevin D. Kehrberg, Jane McCoy, Steven Williams

### 3.2.15.1

#### 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 provide musical experiences for students.
2. To promote critical, aesthetic and personal understanding of music.
3. To develop individual and ensemble musicianship.
4. To promote understanding and analysis of music in its cultural and historical contexts.

The Music Program is designed for students who wish to focus on music as a part of the liberal arts program. The emphasis of the curriculum is on broad coverage of the field of music, the improvement of performance skills, and the development of a strong foundation of musical understanding.

### 3.2.15.2

#### Minor in Music

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

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

**Requirements:** Students select courses as indicated from each of the following:

- I. MUS 109 Introduction to Music\*
- II. A minimum of 4 semesters of Applied Music in one of the following areas: \*\*
  - MUS 130 Applied Piano
  - MUS 135 Applied Voice
  - MUS 137 Applied Organ
- III. A minimum of 4 credit hours in ensembles selected from:
  - MUS 103 Chapel Choir
  - MUS 105 College Chorale
  - MUS 125 Instrumental Ensemble
  - MUS 127 Jazz Ensemble
  - MUS 160 Appalachian String Band
  - MUS 171 Bluegrass Band
- IV. A minimum of 8 credit hours of electives selected from:
  - MUS 112 Music Cultures of the World
  - MUS 209 Theory/Improvisation
  - MUS 255 Jazz Appreciation

MUS/THR 280 Opera as Drama  
THR 101, 201 Performance/Production Practicum: Musical

\* Music 109 Introduction to Music is required for students with limited backgrounds. It does not count as elective credit for the minor.

\*\*There is an additional fee per credit hour for applied music. Contact the Department Chair about off-campus lessons in other instruments.

## 3.2.16 Outdoor Leadership

Faculty: Mallory McDuff, Jason Michaels, Marty O'Keefe, Edward O. Raiola (Carol Grotnes Belk Chair)

### 3.2.16.1

#### Program Overview

The mission of the Outdoor Leadership Studies Program is to prepare graduates who will 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 develop leaders who understand the moral responsibilities of leadership and are prepared to exercise leadership in service to the world.
2. To prepare leaders who understand their relationship to the natural world and the responsibility that entails and who are prepared to exercise environmental stewardship.
3. To provide students with experiences and skills that will enable them to gain meaningful employment or enter graduate schools.

The outdoor leadership curriculum focuses on education, facilitation, and experiential learning methodologies. It is not a technical skills training program. All outdoor leadership courses combine theory with practice and many incorporate some type of 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 social work, education, psychology, business, forestry, art, and environmental studies. A unique, exciting aspect of the program is the cooperative effort between the College and North Carolina Outward Bound School, an internationally recognized outdoor education organization.

Opportunities made available to majors in this program include:

- Leadership for the college Outdoors Program
- Production of a departmental newsletter
- Development of a comprehensive, professional adventure education program
- Internship
- Participation in a North Carolina Outward Bound School Outdoor Educator Practicum
- Participation in international educational opportunities that focus on Adventure Travel/Eco Tourism
- For the highly motivated student, the opportunity to assist faculty in teaching courses

### 3.2.16.2

#### Major in Outdoor Leadership

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

**Total Credit Hours:** Students must earn a minimum of 57 credit hours, including the following, to fulfill the major requirements.

#### Requirements:

- I. All of the following:
  - ENS 116 Introduction to Environmental Studies
  - ODL 100 History and Philosophy of Outdoor Adventure Education
  - ODL 210 Backcountry Skills and Techniques
  - ODL 215 Initiatives for Adventure Education
  - ODL 220 Wilderness First Responder
  - ODL 225 Universal Adventure Programming
  - ODL 310 Leadership for Adventure Education
  - ODL 315 Group Process
  - ODL 320 Program Planning and Design
  - ODL 322 Challenge Course Facilitation and Management
  - ODL 350 Trip Leader Practicum
  - ODL 410 Administration and Management of Adventure Education Programs
  - ODL 485 Outdoor Leadership Internship
  - PSY 100 Introduction to Psychology
  - PED 125 Outdoor Recreational Activities: Rock Climbing
  - PED 127 Outdoor Recreational Activities: Winter Camping
  - PED 128 Outdoor Recreational Activities: Orienteering
  
- II. Students must complete one of the following two options:
  - A. Any two of the following courses:
    - PSY 203 Child Development
    - PSY 204 Adolescent Development
    - PSY 205 Adult Development and Aging
  - B. Or any one of the following courses:
    - EDU 305 Educational Psychology
    - PSY 318 Social Psychology
    - PSY 326 Theories and Techniques in Counseling and Psychotherapy
    - SWK 305 Human Behavior in the Social Environment I: The Life Course
  
- III. Four credit hours from the following:
  - BIO 102 Field Natural History
  - BIO 113 Field Ornithology
  - BIO 116 General Biology
  - BIO 202 Ecology
  - BIO 341 Plant Taxonomy
  - ENS 233 Forest Biology
  - PHY 118 Contemporary Astronomy
  - PHY 251 Physics I

Another faculty-approved science course
  
- IV. One credit from the following:
  - PED 109 Canoeing
  - PED 111 Kayaking
  - PED 116 Lifeguard Training

### **3.2.16.3**

#### **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 100 History and Philosophy of Outdoor Adventure Education
- ODL 210 Backcountry Skills and Techniques
- ODL 215 Initiatives for Adventure Education
- ODL 220 Wilderness First Responder
- ODL 310 Leadership for Adventure Education
- ODL 315 Group Process
- PED 125 Outdoor Recreational Activities: Rock Climbing
- PED 127 Outdoor Recreational Activities: Winter Camping
- PED 128 Outdoor Recreational Activities: Orienteering

II. One credit from the following:

- PED 109 Canoeing
- PED 111 Kayaking
- PED 116 Lifeguard Training

### 3.2.17

## Peace and Justice Studies

Faculty: Paul J. Magnarella (Director)

### 3.2.17.1

#### 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 work places.

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 the causes of 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 peace philosophies and the works of major peace advocates.
4. To apply conflict resolution skills to contemporary issues.

### 3.2.17.2

#### Peace and Justice Thematic Track within the Global Studies Major

See Programs of Study: Global Studies - Peace & Social Justice (**section 3.2.10.2.2.3**).

### 3.2.17.3

#### 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 credits hours in Peace and Justice Studies to fulfill the minor requirements.

**Requirements:** PAX 110 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 300-400 levels, exclusive of Independent Study credit hours.

#### Peace and Justice Studies Elective Courses:

ANT 105 Introduction to Latin America  
ANT 431-435 Topics in Latin American Anthropology  
ECO 383 Economic Growth and Development  
ENG 347 Colonial and Postcolonial Literature  
GDS 100 Introduction to Gender and Women's Studies  
GDS 401 Gender and Social Change

HIS 332 Civil War and Reconstruction  
HIS 334 History of the African-American Experience  
HIS 340 Conflict and Community in Early America  
PSC 257 International Relations  
PSC 330 Politics of Developing States  
PSC 336 United States Foreign Policy  
REL 111 Exploring Religions  
REL 212 Religion, Nature, and the Environment  
REL 321 Religion, Peace, and Social Justice: Seminar  
SOC 271 Environmental Sociology  
SOC/GDS 325 Gender, Development, and the Environment  
SOC/GDS 366 Feminist Thought  
SWK 291 Changing the World: International Social Service

Selected Special Topics Courses with the prior permission of the Director of Peace and Justice Studies

## 3.2.18 Philosophy

Faculty: John Casey, Sally A. Fischer (Chair), Jessica Mayock

### 3.2.18.1

#### 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.

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, inter-disciplinary programs in Humanities, or Law.

### 3.2.18.2

#### Major in Philosophy

**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:

A. One 100-level introductory course in Philosophy from the following:

- PHI 111 Introduction to Philosophy: A Search for Meaning
- PHI 112 First Philosophy
- PHI 115 Alternative Philosophies
- PHI 116 Great Trials: Truth and Censorship

B. One course in logic or critical thinking from the following:

- PHI 255 Philosophy of Science and Logic
- WRI 232 Argumentation
- PHI 113 Introductory Logic

Please note: Declared Philosophy majors need to complete I) A and B as soon as possible. These two courses should be completed before taking any upper division courses in Philosophy. All 300 level courses have the following prerequisites: Two previous courses in philosophy and sophomore standing.

C. One course in ethics from the following:

- PHI 252 Environmental Ethics



PHI 257 Ethical Theory and Practical Issues

II. History of Philosophy courses: (Prerequisite: Two previous courses in philosophy and sophomore standing)

A. Both of the following:

PHI 259 Ancient Philosophy: Problems of Truth and Goodness

PHI 353 Modern Philosophy: Science, Perception, and Reality

III. Senior Seminar in Philosophy: (Prerequisite: Students must have completed I) A and B, PHI 353 Modern Philosophy, and have at least junior standing to enroll in a senior seminar in Philosophy.)

A. One of the following courses:

PHI 456 Contemporary Philosophy

PHI 457 American Philosophy

PHI 490-498 Special Topics in Philosophy

IV. Electives: Four of the following courses, with at least one at the 300 level

PHI 256 Political Philosophy

PHI 258 Feminist Philosophy

PHI 272 Introduction to Nietzsche

PHI 251 Philosophy of Art

PHI 254 Philosophy of Technology

PHI 290-298 Special Topics in Philosophy

PHI 354 Existentialism and Phenomenology

PHI 355 Analytic Philosophy in the 20th Century

PHI 361 Eastern Thought

PHI 363 Nature Way

PHI 312 Philosophy of Mind

PHI 311 Epistemology

PHI 313 Philosophy of Language

PHI 390-398 Special Topics in Philosophy

### 3.2.18.3

#### **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, including no more than two 100-level courses in Philosophy.

## 3.2.19 Physics

Faculty: Donald F. Collins (Chair)

### 3.2.19.1

#### 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 in astronomy.

The goals of the Physics Program are the following:

1. To provide physics background for Biology, Chemistry, 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 observational astronomy.

### 3.2.19.2

#### 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 200 level and above and selected courses from related disciplines to fulfill the minor requirements. Courses from related disciplines may include CHM 331 Thermodynamics and Kinetics (4 credits), CHM 332 Quantum Chemistry and Molecular Spectroscopy (4 credits), CHM 333 Thermodynamics Laboratory (1 credit), approved Special Topics in physics, Independent Studies in physics, and SCI 486-489 Natural Science Seminar Research.

**Requirements:**

PHY 251 Physics I -- 4 credits  
PHY 252 Physics II -- 4 credits  
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 Seminar sequence (SCI 390 Research Design, SCI 486-489 Natural Science Seminar Research, and SCI 493 Natural Science Seminar Communication) either supervised by the physics department or the department of the student's major. Natural Science Seminar Research and Communication courses supervised by the Physics Department contribute towards the 20-hour minor requirement. However, Natural Science Seminar Research and Communication courses supervised by another department do not contribute to the 20-hour minor requirement in physics. See **section 4.26** for details.

## **3.2.20 Psychology**

Faculty: Kathryn Burleson, Martha L. Knight-Oakley, Jennifer L. Mozolic, Robert A. Swoap (Chair)

### **3.2.20.1**

#### **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 may choose one of two degree options--a Bachelor of Arts or a Bachelor of Science. Both options are designed to provide students with breadth of coursework and experience across the diverse areas of psychology: human development across the life span; social, personality, and abnormal psychology; experimental study of processes of learning, cognition, sensation, and perception; and biologically based psychology. Skills of 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. Students choosing the B.A. option are encouraged to pursue advanced research and internship experiences either in conjunction with upper level classes or as independent study. Students choosing the B.S. option are required to conduct an original, independent research project through the Advanced Research series. 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.

Psychology can be combined with other majors and minors (e.g., Art, Business and Economics, Outdoor Leadership, Philosophy, Social Work, Spanish, 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.

### **3.2.20.2**

#### **Major in Psychology**

Two options are available--Bachelor of Arts in Psychology or Bachelor of Science in Psychology.

##### **3.2.20.2.1 - B.A. in Psychology**

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

**Total Credit Hours:** The B.A. in Psychology consists of at least 54 credit hours: 42 in psychology (at least 24 at the 300-400 level), 4 in mathematics, and 8 in related social sciences. The psychology credit hours are distributed as follows to offer breadth and depth in the field:

- I. Core Requirements:
  - MAT 141 Statistics
  - PSY 100 Introduction to Psychology
  - PSY 231 Research Methods in Social Science
  - PSY 459 Professional Issues in Psychology
- II. Breadth/Area requirements within Psychology: In addition, students will select at least 18 credit hours distributed across the following four categories as detailed below:
  - A. At least 2 credit hours from the following courses in developmental psychology:
    - PSY 202 Infant Development
    - PSY 203 Child Development
    - PSY 204 Adolescent Development
    - PSY 205 Adult Development and Aging
  - B. At least 8 credit hours from the following courses in social, personality, and abnormal psychology:
    - PSY 311 Theories of Personality
    - PSY 312 Abnormal Psychology
    - PSY 318 Social Psychology
  - C. At least 4 credit hours from the following courses in biologically based psychology:
    - PSY 310 Biopsychology
    - PSY 317 Health Psychology
  - D. At least 4 credit hours from the following courses in experimental psychology:
    - PSY 323 Learning and Conditioning
    - PSY 324 Sensation and Perception
    - PSY 325 Cognition
- III. Additional breadth and depth in elective psychology courses (14 credit hours):
  - A. At least 12 credit hours of additional elective coursework in psychology, at least 4 of which must be at the 300-400 level. These may include any of the preceding psychology courses, internships, independent study, regularly offered elective courses, and most Special Topics courses.
  - B. At least 2 additional credit hours of PSY 400-420 or selected PSY 490-498 courses. These courses are designed to be seminar-based classes that emphasize critical discussion of primary sources.
- IV. Breadth courses in related social sciences: At least 8 credit hours of related coursework, selected from Sociology (SOC), Anthropology (ANT), Social Work (SWK), or Gender and Women's Studies (GDS).

### 3.2.20.2.2 - B.S. in Psychology

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

**Total Credit Hours:** The B.S. option in Psychology consists of 54 credits: 34 in Psychology (at least 24 of which must be at the 300-400 level), 4 in Mathematics, and 16 in related natural sciences and mathematics. The credit hours are distributed as follows:

- I. Core Requirements:
  - MAT 141 Statistics
  - PSY 100 Introduction to Psychology
  - PSY 231 Research Methods in Social Science

PSY 310 Biopsychology  
PSY 459 Professional Issues in Psychology  
Special Topics: Advanced Research I  
Special Topics: Advanced Research II

II. Breadth Requirements within Psychology: In addition, students will select at least 8 credit hours distributed across the following two categories as detailed below:

A. At least 4 credit hours from the following courses in social, personality, abnormal and health psychology:

PSY 311 Theories of Personality  
PSY 312 Abnormal Psychology  
PSY 317 Health Psychology  
PSY 318 Social Psychology

B. At least 4 credit hours from the following courses in experimental psychology:

PSY 323 Learning and Conditioning  
PSY 324 Sensation and Perception  
PSY 325 Cognition

III. Additional breadth and depth in elective psychology courses:

A. At least 6 additional credit hours of elective coursework in psychology, at least 4 of which must be at the 300-400 level. These may include any of the preceding psychology courses, internships, independent study, regularly offered elective courses, and most Special Topics courses.

B. At least 2 additional credit hours of PSY 400-420 or selected PSY 490-498 courses. These courses are designed to be seminar-based classes that emphasize critical discussion of primary sources.

IV. Breadth courses in related natural sciences and mathematics: At least 16 additional credit hours of related coursework, selected from Biology (BIO), Chemistry (CHM), Mathematics (MAT), and Physics (PHY). These courses should be distributed so that at least 8 credit hours are earned from two of the following four areas. At least one of these breadth courses must be a lab course. Advanced Placement credit hours may count toward the major as outlined below for each discipline.

A. Biology

BIO 116 General Biology  
BIO 208 Cell Biology  
BIO 322 Genetics  
BIO 345 Developmental Biology  
BIO 347 Microbiology  
BIO 348 Animal Behavior  
BIO 351 Mammalian Physiology  
BIO 377 Evolutionary Biology  
CHM 407 Biochemistry I  
BIO 435 Comparative Vertebrate Anatomy

And selected Special Topics courses in Biology

A score of 3.0 or higher on the Biology AP exam results in placement out of BIO 116. Those 4 credit hours may count toward the major.

B. Chemistry

CHM 116 General Chemistry I  
CHM 117 General Chemistry II  
CHM 225 Organic Chemistry I  
CHM 226 Organic Chemistry II  
CHM 321 Analytical Chemistry

Placement out of CHM 116/CHM 117 either through the AP exam or the Chemistry Department's placement test would result in 5 credit hours that may count toward the major.

C. Mathematics

- MAT 201 Computer Science I
- MAT 202 Computer Science II
- MAT 241 Calculus I
- MAT 242 Calculus II

A score of 3.0 or higher on the Calculus AB AP exam results in placement out of MAT 241 and 4 credit hours that may count toward the major. A score of 3.0 or higher on the Calculus BC AP exam results in placement out of MAT 241 and MAT 242 and 8 credit hours that may count towards the major.

D. Physics

- PHY 251 Physics I
- PHY 252 Physics II

A score of 4.0 or higher on the Physics B AP exam or a score of 3.0 or higher on the Physics C AP exam results in placement out of PHY 251 and 4 credit hours that may count toward the major.

### 3.2.20.3

#### Minor in Psychology

**Grades:** Students must complete the major 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 300-400 level.

**Requirements:**

- I. PSY 100 Introduction to Psychology
- II. At least 14 credit hours from the breadth areas within psychology (developmental; biologically based; social, personality, abnormal; and experimental) selected to represent at least 2 credit hours in each of three of the four breadth areas.
- III. Six (6) additional elective credit hours in psychology.

## 3.2.21 Religious Studies

Faculty: J. Michael Clark, Jeanne Matthews Sommer (Chair), Tsering Wangchuk

### 3.2.21.1

#### Program Overview

The mission of the Warren Wilson College Religious Studies Program is to introduce students to a diversity of beliefs, practices, histories, cultures, literatures, and social structures within and among the world's religions.

The goals of the Religious Studies Program are the following:

1. To recognize basic phenomenology of religions (i.e. sacred texts, religious authorities, ritual practices, categories of the sacred, etc.).
2. To describe the distinctive features of these components as they are expressed within and across particular religious traditions.
3. To analyze the particular ways in which these phenomena are expressed within and affected by both time and cultures.
4. To integrate critical thinking and personal experience.
5. To empathize with individuals and communities whose experiences of religion and religiosity may or may not be similar to one's own perspectives and experiences.

### 3.2.21.2

#### Major in Religious Studies

**Grades:** All courses must be passed with a grade of C or better to count toward the Religious Studies major.

**Total Credit Hours:** A minimum of 44 credit hours of religious studies courses, at least 20 of which must be in courses numbered 300 or above.

**Requirements:** The required 44 credit hours are divided into five parts. Students who are interested in the major should consult with the chair of the department to obtain a "Plan of Study" guide sheet as an aid in mapping out their course work. Successful completion of the major is dependent upon completion of the Religious Studies Colloquium, submission of the Majors Portfolio, and completion of all other course work with a minimum GPA of 2.0.

- I. Required Foundational Course: (4 credit hours) one of the following
  - REL 111 Exploring Religions
  - REL/GDS 112 Women and Global Religious Traditions
- II. Breadth Requirement: (12 credit hours) at least one course from each of the following sections
  - A. History and Literature of Religious Traditions: at least one course from the following
    - REL 209 Introduction to Islam
    - REL 212 Religion, Nature, and the Environment
    - REL 238 History and Literature of Buddhism
    - REL 239 Hinduism: Texts and Tradition
  - B. Jewish and Christian: at least one course from the following
    - REL 221 History and Literature of the Ancient Israelites
    - REL 241 History and Literature of the New Testament

REL 252 Life and Teachings of Jesus  
REL 253 Emerging Christian Theologies  
REL 255 Contemporary Christian Thought and Experience

III. Depth Requirement: (16 credit hours)

- A. Required Seminar Courses (8 credit hours):
  - REL 321 Religion, Peace, and Social Justice: Seminar
  - REL 380 East Asian Religions: Seminar
- B. Additional courses (8 credit hours): two courses from the following
  - REL 312 America's Alternative Religions
  - REL/GDS 313 Goddess Traditions
  - REL 315 Religion, Work and Service
  - REL 338 Chan/Zen Buddhism

IV. Capstone Requirement and Completed Major Portfolio: (4 credit hours)

- A. The following course:
  - REL 425 Religious Studies Colloquium
- B. Major's Portfolio: The completed Major's Portfolio consists of 4 components
  1. A completed "Guidelines for a Plan of Study" in Religious Studies (see department chair for a form).
  2. All of the 300-level research projects and major seminar assignments completed as part of the Depth Requirement for the major.
  3. A "Religious Studies Major Assessment" narrative that, in response to a departmental questionnaire, evaluates how the academic study of Religious Studies addressed the student's overall college experience in particular relation to the college mission statement (see your advisor for the departmental form: "Guidelines for Writing the Religious Studies Major Assessment").
  4. A 25-30 page thesis paper that is completed as part of the Religious Studies Colloquium.
- V. Electives: (8 credit hours) In consultation with their advisor, majors have the opportunity to select two elective courses in addition to the above requirements. These electives can come from within the Religious Studies curriculum itself or from other academic disciplines.

### 3.2.21.3

#### **Minor in Religious Studies**

**Grades:** There is a minimum GPA of 2.0 for all courses counted towards the minor.

**Requirements:** A minimum of 20 credit hours of religious studies courses. Related courses from other departments may be counted toward the minor with approval of department. Twelve (12) of those credit hours must be at the 200-level or higher, including one course at the 300-level.



## 3.2.22 Social Work

Faculty: Alison H. Climo (Director), Lucy A. Lawrence (Director of Field Education)

### 3.2.22.1 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 Triad experience of service, 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** - 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. 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.

**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 development of understanding 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, as well as 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.

### 3.2.22.2 Major in Social Work

**Grades:** Students must pass courses at 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 109: Human Biology
  - PSY 100: Introduction to PsychologyOR
  - SOC 100: Introduction to Sociology
  
- II. Social Work Practice Perspective: Focuses on the development of professional social work knowledge, skills and values
  - PSY 231: Research Methods in Social Science
  - SWK 201: Introduction to Social Work
  - SWK 202: Skills of Helping Others
  - SWK 210: History of Social Work and Social Welfare
  - SWK 305: Human Behavior and the Social Environment I: The Life Course
  - SWK 306: Human Behavior and the Social Environment II: Social Contexts
  - SWK 310: Social Welfare Policy and Services
  - SWK 320: Social Work Practice I: Individuals and Families
  - SWK 420: Social Work Practice II: Groups, Organizations and Communities
  
- III. Field Education: Semester-long block field placement and corresponding field seminar
  - SWK 425: Orientation to Field Education
  - SWK 430: Field Education
  - SWK 435: Field Education Seminar

### 3.2.23

## Sociology/Anthropology

Faculty: Christey Carwile, Ben Feinberg, Siti Kusujarti (Chair), David Moore, Laura Vance

### 3.2.23.1

#### 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. To ensure that students are able to recognize, understand, and implement different theoretical approaches in sociology and anthropology
2. To prepare students to design and carry out research using sociological and anthropological methods.
3. To provide students with a suite of contemporary professional skills that will enable them to engage successfully in a global world.
4. To expose students to diverse cultures and societies around the world and in the United States in order to foster appreciation of the value of difference.
5. To foster a faculty that substantively contributes to sociological and anthropological knowledge, enthusiastically teaches and mentors, and actively serves their campus, professional, and local communities.

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.

### 3.2.23.2

#### Major in Sociology/Anthropology

**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 200 Introduction to Cultural Anthropology
  - SOC 100 Introduction to Sociology
  - SOC 317 Social Theory
  - SOC 402 Sociology/Anthropology Research Craft
  - SOC 410 Directed Research in Sociology/Anthropology
- II. Depth and Breadth Requirements: At least 20 credit hours of Sociology and Anthropology electives, including:

- A. At least 8 credit hours of electives at the 300 or 400 level.
- B. At least 4 credit hours of Sociology electives (courses listed SOC)
- C. 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 300 or 400 level.

IV. Language: Sociology and Anthropology majors are strongly encouraged to acquire fluency in a second language.

V. 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.

### **3.2.23.2.1**

#### **Concentrations**

##### **3.2.23.2.1.1 - Archaeology**

At least 12 hours of the elective credits from section two must include the following courses to fulfill this concentration. At least 4 hours in ANT 340 Archaeological Field School is required. Students must also conduct their senior research projects (SOC 410 Directed Research in Sociology/Anthropology) on an advisor-approved archaeological topic.

- ANT 145 Archaeology of World Cultures
- ANT 146 Archaeological Methods
- ANT 251 Latin American Archaeology
- ANT 338 Archaeology and the Environment
- ANT 340 Archaeological Field School

##### **3.2.23.2.1.2 - Cultural Anthropology**

At least 12 hours of the elective credits from section two must include the following courses to fulfill this concentration.

- MUS 232 Appalachian Music and Dance
- ANT 241 Native Peoples of Mexico and Guatemala
- ANT 311 Culture and Religion
- ANT 321 Traditional Agricultural Systems
- ANT 415 Subculture
- ANT 431-435 Topics in Latin American Anthropology

##### **3.2.23.2.1.3 - Gender and Women's Studies**

At least 12 hours of the elective credits from section two must include the following courses to fulfill this concentration. Students must also conduct their senior research projects (SOC 410 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).

- SOC/GDS 211 The Family
- SOC/GDS 215 Women and Society
- SOC/GDS 324 Social Inequality
- SOC/GDS 325 Gender, Development and the Environment

SOC/GDS 366 Feminist Thought

**3.2.23.2.1.4 - Sociology**

At least 12 hours of the elective credits from section two must include the following courses to fulfill this concentration.

SOC/GDS 211 The Family  
SOC/GDS 215 Women and Society  
SOC 251 Societies in Southeast Asia  
SOC 271 Environmental Sociology  
SOC 312 Disaster and Society  
SOC/GDS 324 Social Inequality  
SOC/GDS 325 Gender, Development and the Environment  
SOC/GDS 366 Feminist Thought

**3.2.23.3**

**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 300 or 400 level in Sociology and Anthropology, to fulfill the minor requirements.

**Requirements:**

- I. 8 credit hours of introductory courses:
  - ANT 200 Introduction to Cultural Anthropology
  - SOC 100 Introduction to Sociology
  
- II. At least 16 additional credit hours in Sociology and Anthropology including at least 8 at the 300-400 level.

### **3.2.24**

## **Theatre**

Faculty: Donald E. Baker, Beth Ellers, Julie Becton Gillum, Carol Howard (English), David Mycoff (English), Beverly Ohler, Graham Paul (Chair), Jerry Pope, Steven Williams (Music)

### **3.2.24.1**

#### **Program Overview**

The mission of the Theatre Department 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 help students develop the theoretical knowledge and perceptual abilities needed to identify and recognize the purposes and effects of the students' own and others' artistic work;
2. To develop in students the fundamental skills in performance, management, design and technical work needed to implement a theatrical vision effectively and to pursue post-graduate opportunities competitively;
3. To ensure that students inculcate a process of creative self-awareness developed through communication and collaboration with peers;
4. To give students knowledge of a wide variety of theatrical genres and working methods, as well as the ability to put new experiences into broader historical and artistic contexts;
5. To provide opportunities for motivated students to develop in-depth a particular specialty or interest in acting, directing, design, or stage management.

The Theatre Department 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. In conjunction with the English Department, it offers a major in Theatre/English and a minor in Theatre as a focus for liberal arts studies.

Theatre students take courses spanning a broad 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 classic texts of many cultures, modern world drama, and musical and dance theatre. Shakespeare, the preeminent international playwright, receives special emphasis.

Warren Wilson Theatre is open to participation by all students and members of the community and offers opportunities for educational, creative, and personal development. Casting decisions for theatre productions are made without regard to race or national origin. Warren Wilson Theatre aims to enrich the cultural life of the college by presenting theatre events that are artistically and intellectually stimulating.

Note: Students are urged to consider incorporating theatre courses into their academic programs by completing the Theatre/English Major (see English program of study), or the Theatre Minor.

### **3.2.24.2**

#### **Major in Theatre/English**

(See Theatre/English under Programs of Study: English, section 3.2.07.2.2)

### 3.2.24.3

#### **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 30 credit hours as follows:

- I. All of the following:
    - ENG/THR 250 Introduction to Classical Theatre
    - ENG/THR 251 Introduction to Modern Theatre
    - ENG 336 Literature and Culture of the Renaissance
    - ENG 344 Literature and Culture of the Restoration and Queen Anne Period
    - THR 113 Technical Theatre

OR

  - THR 311 Stage Lighting and Sound Design
  - THR 275-278 Shakespeare in Performance and Production
- II. Of the 30 credit hours required at least 8 credit hours from among the following:
    - THR 244 Improvisation for the Actor
    - THR 254 Modern Dance for the Actor
    - THR 315 Historic Costume Design for the Theatre
- III. Of the 30 credit hours required at least 2 additional credit hours from among the following:
    - THR 101-102 Performance/Production Practicum I
    - THR 201-202 Performance/Production Practicum II
- IV. At least one semester on the Theatre Crew.

### **3.2.25**

#### **Women's Studies**

For the Gender and Women's Studies Concentration in the Sociology/Anthropology Program, **see Section 3.2.23.2.1.3.**

For the Minor in Gender and Women's Studies, **see Section 3.2.09.**



## 3.2.26 Writing

Faculty: David Bradshaw, Gary Hawkins (Director), Carol Howard, A. Michael Matin, Rose McLarney (2010-2011 Joan Beebe Fellow), David A. Mycoff, Catherine Reid, Alicita Rodriguez

### 3.2.26.1

#### Program Overview

The mission of the Undergraduate Writing Program is to advocate for and support the use of writing as a means for students to inquire and learn, to express their viewpoints, and to communicate with others.

In pursuit of this mission, the Undergraduate Writing Program aims to achieve the following goals:

1. To prepare and continue to support student writers with flexible strategies for the many occasions of writing they will encounter throughout their college careers.
2. To develop creative writers who engage in the practice of writing, apply an understanding of genre, understand the history of literature, and express an awareness of the world to claim their place within contemporary American literature.
3. To encourage, support, and connect other academic disciplines as they promote and employ writing toward their course and program goals.
4. To provide the campus community with writing resources and programs that support positive writing practice and diverse possibilities, including the Writing Center and annual Writing Program Reading Series.
5. To pursue innovative intersections with the MFA Program that will broaden the educational experiences of undergraduate students and provide meaningful teaching and learning opportunities for undergraduate and MFA faculty and for graduate students.

Vision: The Undergraduate Writing Program aims to provide a rigorous and innovative curriculum of creative and critical instruction that impacts every student--those seeking creative writing majors or minors, those meeting College Composition requirements, and those engaged in writing for any course, project, or major--who will use writing to shape ideas for a variety of purposes and for diverse audiences.

### 3.2.26.2

#### Major in Creative Writing

(See also **English/Creative Writing Major within the English Department, section 3.2.07.2.3**)

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 and professionalism that culminates in a capstone writing 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 48 credit hours in writing and English to fulfill the major requirements.

- I. Course Requirements:
  - A. The following course:  
WRI 140 Creative Writing: Introduction
  - B. The following course:

- WRI 230 Modern English Grammar
- C. Eight (8) credit hours from the following:
  - WRI 211 Creative Writing: Poetry
  - WRI 212 Creative Writing: Fiction
  - WRI 213 Creative Writing: Creative Nonfiction
- D. Eight (8) credit hours from the following:
  - WRI 311/312 Advanced Fiction Workshop\*
  - WRI 313/314 Advanced Poetry Workshop\*
  - WRI 316/317 Advanced Creative Nonfiction Workshop\*
  - WRI 394 Creative Writing: MFA Residency\*
- AND
  - WRI 395 Creative Writing: MFA Workshop\* (4 credits combined)
- E. Eight (8) credit hours in writing or research, which includes but is not limited to the following courses:
  - WRI 142 Introduction to Writing for the Media
  - WRI 201-205 Advanced Composition
  - WRI 210/310 Creative Writing: Playwriting\*
  - WRI 220 Writing About Place
  - WRI 320 Environmental Writing
  - WRI 381 Research in Creative Writing
- Writing Special Topics courses
- College Composition II courses in any department
- F. Four courses (16 credit hours) from among the following English courses:
  1. One from the following (pre-1800):
    - ENG 130 Scriptural and Doctrinal Backgrounds to Western Culture
    - ENG 131 Classical Backgrounds to Western Culture
    - ENG 215 Epic-Heroic Mode
    - ENG 335 Medieval Life and Literature
    - ENG 336 Literature and Culture of the Renaissance
    - ENG 340 Chaucer
    - ENG 341 Shakespeare
    - ENG 343 Milton
    - ENG 344 Literature and Culture of the Restoration and Queen Anne Period
    - ENG 345 Literature and Culture of the Enlightenment Period
  2. One from the following (post-1800):
    - ENG 223 Survey of American Literature\*\*
    - ENG 337 Romanticism
    - ENG 338 Literature and Culture of the Victorian Period
    - ENG 339 Modernism\*\*
    - ENG 347 Colonial and Postcolonial Literature\*\*
  3. One from the following (contemporary and/or American):
    - ENG 223 Survey of American Literature\*\*
    - ENG 265-268 The Novel\*\*
    - ENG 270 African-American Writings
    - ENG 273 Literature by Women
    - ENG 339 Modernism\*\*
    - ENG 347 Colonial and Postcolonial Literature\*\*
    - ENG 351-353 Selected Twentieth-Century Authors
    - WRI 308 Reading Contemporary Writers
- Other courses in ENG, WRI, or LAN with appropriate focus and approval of the Director
- 4. One from the following (genre-directed):
  - ENG 140 Introduction to Reading and Writing about Literature and Culture
  - ENG 151 Introduction to Fiction
  - ENG 155 Introduction to Reading Poetry
  - ENG 210 Autobiography and Biography: Selves and Others
  - ENG 251 Introduction to Modern Theatre
  - ENG 265-268 The Novel\*\*

ENG 330 Linguistics and History of the English Language: An Introduction and Survey  
WRI 301 Reading Genre and Form  
Other courses in ENG, WRI, or LAN with appropriate focus and approval of the Director  
G. The following course:

WRI 419 Senior Writing Portfolio

\*Courses may be repeated for credit.

\*\*Course may be applied to only one requirement block.

II. Additional Requirements:

A. A substantial internship in writing

B. A substantial senior writing portfolio: a collection of finished short stories, novel chapters, nonfiction pieces, or poetry totaling approximately 40 pages

Successful completion of an internship and a portfolio require preparation and planning. Please see the Director of the Undergraduate Writing Program for detailed guidelines for senior writing portfolios and internships.

(See also English/Creative Writing Major within the English Department, section 3.2.07.2.3)

### 3.2.26.3

#### 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 and to pursue an independent writing 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 22 credit hours in writing and English to fulfill the major requirements.

I. Course Requirements:

A. The following course:

WRI 140 Creative Writing: Introduction

B. The following course:

WRI 230 Modern English Grammar

C. Two courses from the following:

WRI 210 Creative Writing: Playwriting

WRI 211 Creative Writing: Poetry

WRI 212 Creative Writing: Fiction

WRI 213 Creative Writing: Creative Nonfiction

WRI 320 Environmental Writing

D. One course from the following:

ENG 140 Introduction to Reading and Writing about Literature and Culture

ENG 151 Introduction to Fiction

ENG 155 Introduction to Reading Poetry

ENG 210 Autobiography and Biography: Selves and Others

ENG 251 Introduction to Modern Theatre

ENG 265-268 The Novel

ENG 330 Linguistics and History of the English Language: An Introduction and Survey

WRI 301 Reading Genre and Form

Other courses in ENG, WRI, or LAN with appropriate focus and approval of the Director

E. One other four-credit writing-intensive creative writing course.

II. Additional Requirements:

Students must complete either:

- A. A substantial internship in writing, or
- B. A substantial senior writing portfolio: a collection of finished short stories, novel chapters, nonfiction pieces, or poetry totaling approximately 40 pages

Students may choose to do both.

They may also enroll in WRI 419 Senior Writing Portfolio.

### **3.3 Masters Degrees**

### 3.3.1

## Master of Arts in Teaching

**The Education Department is currently seeking approval from the Southern Association of Colleges and Schools (SACS) to begin the MAT Program for 2011-2012 academic year.**

The Master of Arts in Teaching (MAT) at Warren Wilson College is an intensive one-year program leading to masters (M) level North Carolina licensure in the secondary areas of English, Mathematics, Comprehensive Science and Comprehensive Social Studies. The curriculum consists of 40 credit hours that include ten courses delivered in 14 modules by faculty who are recognized as outstanding in their respective disciplines. A required two semester internship under the supervision of outstanding mentor teachers in the public schools is an integral part of the MAT. The program has a practical, applied focus that reflects current best practice in teaching with a strong theoretical foundation.

#### 3.3.1.1

### Mission Statement

The mission of the MAT Program at Warren Wilson College is to prepare educators who foster academic mastery for all students and who incorporate experiential and transformative teaching practices to ensure authentic learning.

- Academic mastery includes meaningful understanding of the content through creative, focused lessons that reflect high expectations of performance.
- Experiential learning involves active learning through direct experience and innovative methodology.
- Transformative teaching practices emphasize the social, emotional as well as intellectual development of MAT students through reflection and interaction.
- Authentic learning is achieved through a focus on real world contexts and an emphasis on individual and group problem-solving.

#### 3.3.1.2

### The Program

#### Professional Courses (22 Credit Hours)

Content courses are offered by faculty in the Education Department and provide an understanding of the school environment, the human, intellectual and technological resources available to school professionals, and the skills and competencies necessary for becoming an effective teacher. These courses are divided into modules taught by specialized content faculty who emphasize the important components of each topic area and instruct MAT students in best practice methodology. The instructors include college faculty and outstanding classroom teachers who are part of the Mentor Teacher Alliance, collaborating to ensure quality, continuity and consistency in the preparation of teacher candidates.

- EDU 500: Orientation to the Profession (2 CR)
- EDU 512: Teaching Adolescents (6 CR)
- EDU 520: Educational Technology and Research (2 CR)
- EDU 532: Methods I: Effective Teaching (6 CR)
- EDU 536: Methods II: Teaching in the Content Area (3 CR)
- EDU 557: Seminar in Secondary Education (3 CR)

#### Internship Courses (12 Credit Hours)

MAT students work with assigned mentor teachers who are members of the Mentor Teacher Alliance. This Alliance meets regularly with Warren Wilson faculty in the Education Department to develop and modify the design and

delivery of the MAT. Mentor teachers serve as an integral part of the program both on campus and in their classrooms, providing a meaningful connection between theory and practice. They are able to see all aspects of how schools operate and have best teaching practice modeled on a daily basis from the beginning till the end of the school year.

EDU 555: Internship I (6 CR)

EDU 556: Internship II (6 CR)

### **Content Courses (6 Credit Hours)**

Students admitted to the MAT program already have strong backgrounds in their majors. To strengthen their content knowledge and gain additional depth of content in their preparation, the program requires 6 credit hours of graduate level coursework in their respective disciplines. Students may take coursework from Warren Wilson faculty, from UNC-Asheville through the Master of Liberal Arts program or the Graduate Center, or transfer graduate coursework into the program with approval from the MAT Coordinator and the Graduate Teacher Education Committee.

### **Content Electives (2 Courses) (6 CR Total)**

*The following Special Topics courses meet the content coursework requirements for the MAT. Each is offered by the department indicated and provides an in-depth study of particular areas of disciplines for which students are seeking licensure. The design and format are determined by the instructor on an individual basis and in consultation with each student.*

ENG 560-561

MAT 562-563

CHM 564-565

BIO 566-567

PHY 568-569

HIS 570-571

PSC 572-573

PSY 574-575

SOC 576-577

ANT 578-579

### **3.3.1.3**

#### **Admission**

The MAT program admits highly qualified applicants who show the potential for becoming excellent teachers and are committed to being full-time students in the program. The deadline for applications is March 1. The following are the criteria for admission:

1. An appropriate undergraduate major for the intended licensure area
2. Bachelors degree from a regionally accredited college or university
3. An overall undergraduate GPA of at least 2.75, with a 3.0 in the junior and senior years OR a masters degree.
4. Official transcripts of all undergraduate and graduate degrees
5. Three recommendations from people who are knowledgeable of the applicant's (1) academic performance, (2) interaction with young people, and/or ability to teach at the secondary level.
6. A Statement of Purpose
7. Acceptable scores on the GRE or MAT

## 3.3.2 Master of Fine Arts in Creative Writing

### 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. In the final month of each semester, evaluations of the semester project by both the student and the supervisor, along with samples of creative and analytical writing, are submitted to the Academic Board for review. This process affords an opportunity for regular, direct counseling as the student progresses toward the degree through a series of individually tailored projects. In order to receive the degree, each student will complete an analytical paper on some topic of literature, contemporary letters or craft; read 50-80 books; teach a class to fellow students; give a public reading of his or her work; and prepare a thesis manuscript of fiction or poetry. Within these guidelines, however, each student devises a course of study that directly addresses the strengths and weaknesses, the aesthetic issues, and overall intention of his or her own creative work.

### 3.3.2.2

#### The Degree

**Grades:** No grades are assigned. Narrative assessment of all semesters and projects are provided on transcripts.

**Requirements:** A total of 60 credits must be earned. (15 credits are granted for each semester successfully completed, no hours for incomplete work.)

- Full participation in five residency periods
- Successful completion of four semesters (please contact the Master of Fine Arts Department for details on each semester's requirements).

### 3.3.2.3

#### Program Details

##### Residency

The residency is an intensive ten-day period of both instruction and lively exchange with other writers. In workshops the students' creative work is critiqued and discussed under the direction of two faculty members. Classes in literature and craft provide a broad curriculum and a strong background for the semester study projects, and each evening there is a poetry and fiction reading presented by faculty, guest faculty, or graduating students. During these ten days in the Blue Ridge Mountains, the low student-faculty ratio of 3:1 enables students to have easy access to the faculty for individual instruction, counseling, and guidance for the upcoming semester project. Thus, students who had previously found themselves isolated in their commitment to writing are given regular opportunities for stimulation, exposure to new ideas and different aesthetics, contact with more experienced writers and with their own peers, and direct response to their work within a supportive writing community.

##### Semester



The residencies are also designed to help students choose a faculty advisor and work closely with that supervisor to plan a semester project. Although each project includes creative work, substantial reading, and some analytical writing, the goals of the study derive from the student's own interests and are directed toward his or her development as a writer. During the six-month term, the student submits work to the supervisor every three weeks (new poems or fiction, revised pieces, reports on the reading) and the faculty supervisor responds with specific suggestions as well as general advice, criticism, and support. At the end of the semester, students complete evaluations of their finished projects and return to campus to design new study plans. Thorough evaluations of both the residency and the project become a part of the student's permanent record in the program; a successfully completed semester is granted 15 hours of graduate credit. Throughout the six months away from campus, a student is expected to devote at least 25 hours each week to the semester project; thus, students are able to maintain commitments to family or job while pursuing their studies, combining the solitude and life patterns that are necessary for creative work with a flexible structure of response, criticism, and guidance from an experienced writer and teacher.

### **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. The program also admits a small number of "residency students" each semester who participate only in the residency period.

Students are admitted to the program primarily on the basis of an original manuscript. Submitted in triplicate, 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 should be sent from the student's school. 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 Holden Visiting Writers Series**

Two times or more 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. Recent Visiting Writers have included Joan Aleshire, Wilton Barnhardt, Andrea Barrett, Robert Boswell, Richard Chess, Billy Collins, A. Van Jordan, Laura Kasischke, Carol Lee Lorenzo, Thomas Lux, Christopher McIlroy, Kevin McIlvoy, Steve Orlen, Gail Peck, Richard Russo, Heather Sellers, Eleanor Wilner, and Jay Wright.

### **The Joan Beebe Graduate Teaching Fellowship**

The Fellowship brings a graduate of the College's MFA Program for Writers to campus to teach in the undergraduate writing program for an academic year. The fellowship is awarded by the the Director of the Undergraduate Writing Program and the Vice President for Academic Affairs in consultation with the MFA Academic Board.

## 3.4 Specialized Advising Areas

### 3.4.1 Pre-Law Advising

Faculty: Ben Feinberg, Paul Magnarella,

Pre-law advising offers guidance and specialized curriculum planning for future lawyers. Students who wish to prepare for the graduate study of law are best served by combining a liberal arts major with individualized help from a pre-law advisor and an organized program of study for the LSAT (Law School Admissions Test). Law schools and legal employers do not look for students with a specialized pre-law background. On the contrary, they recognize students who have broadly prepared themselves to think on their feet, read and understand challenging material in any discipline, and demonstrate critical thinking and analytical skills. Particularly useful pre-law majors include English, Philosophy, and History and Political Science, but any challenging course of study can prepare a student for a career in the law.

A short list of courses that should be taken by all pre-law students includes PSC 431 Constitutional Law. Certain other Warren Wilson College courses may be particularly helpful for pre-law students, depending on the type of legal field they wish to enter. A pre-law advisor can provide students with lists of courses that provide useful backgrounds for legal careers that emphasize Social Justice, Environmental Law, Business Law, and Government and International Relations.

### 3.4.2 Pre-Medical and Pre-allied Health Advising

Faculty: Michael Torres,

If you are interested in a career at any level of medicine (Traditional western medicine), Osteopathy (Traditional medical approach to alleviate the illness and the symptoms), or alternative medicine (Naturopathy, Herbalism, etc.), our advising program will help you design a course of study within our traditional liberal arts curriculum to help you reach your goal. The strength of our college is in providing the appropriate science courses for students interested in the traditional health professions (medicine, osteopathy, dentistry, pharmacy, optometry, chiropractic, and physician assistant) and students interested in admission to alternative medicine programs. Students are encouraged to not simply take a "straight" pre-medicine series of courses, but to also identify and enhance, through internships, service, and work experience, the unique abilities and characteristics that particularly suit them for a career in health care.

**Academics:** Pre-Med and Pre-Allied Health Advising is not an academic major but a course of study that can be incorporated into any number of Warren Wilson degree-granting programs. Most medical schools require a minimum of one year of biology, two years of chemistry, one year of physics, and highly recommend taking additional science or math courses. Consequently, most pre-med or pre-allied students opt for a degree in either biology or chemistry, but students are encouraged to consider other majors (or minors). It is possible to major in a field outside of the sciences and still take all the recommended and required courses for admission into the school appropriate for the student's career choice.

**Work and Service Learning:** One of the most important questions applicants to any type of medical school have to answer is "Why do you want to be a \_\_\_\_\_?" The work and service-learning components of the Warren Wilson Triad are well suited to discovering the answer to this question, and for this reason students are encouraged to devote as much planning to these aspects of their college experience as to their course loads. All types of medical schools are looking for candidates with demonstrated ability to solve problems, work under stress, deal with different personalities, work together in teams, and inspire confidence in others. Both the Service and Work

Programs can provide ample opportunity for students to cultivate these skills in themselves. A service-learning project can be a critical component of a student's preparation for a career in healthcare. Students may elect to volunteer with a number of different hospitals, nursing homes, and health education or advocacy groups. This could be a way to learn more about the opportunities available and about the sort of health career that the student would enjoy. Alternatively, students can design extended service projects that specifically address their particular passions and provide practical experience. The service project should be designed and executed in such a way that the student gains a realistic understanding of what it means to practice in their specific field of medicine.

**The Career Resource Center:** Applying to any type of medical program (traditional or alternative) involves dealing with deadlines and a significant amount of paperwork. The advisor, in conjunction with the Career Resource Center, assists the student with assembling this material in a timely manner, critiquing a personal statement, arranging for letters of reference, and, when possible, identifying sources of financial aid. Some careers in medicine require the student to take the MCAT as part of the medical school application, and an ability to excel on standardized exams is required for licensure and continued board certification. For this reason, the Career Resource Center offers coaching and practice for the MCAT. Most of these schools also have an interview as part of the application process. Hence, we also offer coaching and practice in this important area.

### 3.4.3 **Pre-Peace Corps, International, and Non-Governmental Service Advising**

Faculty: Lucy Lawrence,

The College's Mission Statement, Triad principle, traditions, and practices naturally prepare students for work, service, and leadership in the global environment of the 21st century. Students who wish to prepare for international or cross-cultural service work, such as Peace Corps, and/or graduate study can choose to tailor their academic major, service, and work crew experiences to be congruent with these interests and aspirations.

Students may do so by working with academic advisors and professors within the relevant academic majors and departments, taking full advantage of the Triad experience, participating in the Warren Wilson College International Program opportunities, and consulting with Career Services.

The Warren Wilson College undergraduate curriculum clearly lends itself to many different areas of focus for international service, employment, and/or graduate study. Some students may choose to focus in a geographical region, such as Africa, Asia, North America, Latin America, or Eastern Europe. Others may focus on a particular area of endeavor, including the following:

1. Environment: forestry, environmental education, parks and wildlife
2. Education: teaching English as a foreign language, secondary education (science and math), elementary education (teacher training)
3. Community Development: community services, non-governmental organizational development, urban youth-at-risk, small business advising
4. Agriculture: community extension, animal husbandry, agricultural extension
5. Health: health extension, water sanitation
6. Business: business management, advanced business development, entrepreneurship
7. Peace and Social Justice: peace-making, conflict resolution, non-violent social change, and social/environmental justice

8. International Social Work: public health, policy development and analysis, community development and planning, social and environmental advocacy

Warren Wilson College alumni have served with many NGOs (nongovernmental agencies) in the U.S. and abroad, including Peace Corps, the Mennonite Central Committee, AmeriCorps, the Fellowship of Reconciliation, Green Corps, and Justice Corps. Students and alumni have served in many countries, including Tanzania, Bolivia, Ivory Coast, the Czech Republic, Mali, Indonesia, Thailand, Honduras, Mauritania, and Madagascar. Career Services can help students find a mentor with appropriate experience to advise them in their quest for meaningful international service, employment and/or graduate studies.

Please note that completion of this preparation does not guarantee acceptance into Peace Corps or other international or non-governmental agencies. Candidates must complete the appropriate application processes for specific agencies, which may include a medical examination and a security background check.

### **3.4.4 Pre-Veterinary Medicine Advising**

Faculty: Robert A. Eckstein,

Veterinary medicine is one of the fastest growing professions in the country, and Warren Wilson College graduates have been very successful in gaining admission to schools of veterinary medicine. Students may fulfill the entrance requirements for veterinary schools by earning a B.S. degree in Biology or Chemistry. Veterinary schools expect applicants to have had experience in studying and caring for animals, and pre-vet students work on the Farm crew for two years, caring for and managing all aspects of the pig and cattle herds. The combination of a good academic background, Farm Crew experience, and the discipline from the Warren Wilson College Triad educational program benefit students in applying to veterinary medicine programs and in future professional work. An additional strength of pre-veterinary medicine advising at Warren Wilson College is that the pre-veterinary advisor is a licensed veterinarian with a Ph.D. in animal behavior.

## 4.01

### Courses of Instruction

#### Course Information

**Course Numbering:** Courses numbered 100-199 are open to all students and are particularly appropriate for freshmen. Courses numbered 200-299 are intended for sophomores and above. Courses numbered 300-399 are intended for juniors and seniors. Courses numbered 400-499 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 on-line course listings at [www.wilson.edu](#) or the registration booklet for each semester to determine exact offerings and times. The courses listed on Campusweb and the class listing generated by the Registrar's Office will also contain special topics courses not listed in this catalog. These are new courses not yet approved for permanent status.

**Repeatable Courses:** Courses that are repeatable are marked as such. Courses that are NOT marked as repeatable may not be repeated for credit.

## 4.02 Anthropology (ANT)

Δ Course meets Triad Education Program Requirement in specified area.

### **ANT 105 - Introduction to Latin America 4cr**

This course takes an interdisciplinary approach to Latin American history and culture. Through readings, films, and lectures, the course provides an overview of the important political, economic, cultural, geographical, and environmental issues facing the region, along with specific case studies. Special attention is given the region's complex multicultural character and to the relationship between the United States and the rest of the hemisphere. Δ **Social Science or Language/Global Issues**

### **ANT 139 - 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 **Social Science**

### **ANT 145 - 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 **Social Science**

### **ANT 146 - Archaeological Methods 4cr**

This course is an introduction to archaeological excavation and methods of artifact analysis. Students explore basic artifact identification, classification, and cataloging, and practice basic excavation methods during field exercises. Students will also study research designs in order to learn how these methods contribute to understanding current issues in western North Carolina archaeology. *May be repeated for credit as ANT 147. Satisfies requirement for Archaeology Concentration.* Δ **Social Science**

### **ANT 199 - Independent Study 1-4cr**

### **ANT 200 - 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 will also closely examine a small number of case studies from distant lands and from the United States. Students will learn basic ethnographic methods and write an ethnographic paper based on original research. Δ **Social Science**

### **ANT 239 - Physical Anthropology 4cr**

This course is a survey of physical anthropology that focuses on human evolution and human variation. Topics include primate studies and hominid evolution as well as the study of the dispersal of modern *Homo sapiens* across the globe. Students look at human biological variation with respect to culture to examine such ideas as the relationship between population characteristics and their environments and the effect of disease on differing

populations. Students also examine the role of physical anthropology in archaeology and forensic science.  $\Delta$  **Social Science**

### **ANT 241 - 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.*  $\Delta$  **Social Science or Language/Global Issues**

### **ANT 251 - Latin American Archaeology 4cr**

This course is an introduction to the archaeology of Mesoamerica and South America. Students will 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.*  $\Delta$  **Social Science or Language/Global Issues**

**Prerequisite:** Sophomore standing

### **ANT 279 - 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 290-298 - Special Topics in Anthropology 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Anthropology. *The course may be repeated for credit under different topics.*

### **ANT 299 - Independent Study 1-4cr**

### **ANT 311 - 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.*  $\Delta$  **Social Science or Language/Global Issues**

**Prerequisite:** ANT 200 Introduction to Cultural Anthropology or permission of instructor.

### **ANT 321 - 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 **Social Science**

**Prerequisite:** Junior standing or permission of instructor.

### **ANT 338 - 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 **Social Science**

**Prerequisite:** Junior standing or permission of instructor.

### **ANT 340 - Archaeological Field School 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 repeated for credit as ANT 341.* *Satisfies requirement for Archaeology Concentration.*

**Prerequisite:** Permission of instructor.

### **ANT 390-398 - Special Topics in Anthropology 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Anthropology. *The course may be repeated for credit under different topics.*

### **ANT 399 -Independent Study 1-4cr**

### **ANT 415 - Subculture 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 **Social Science or College Composition II**

**Prerequisites:** ANT 200 Introduction to Cultural Anthropology and junior or senior standing or permission of instructor.

### **ANT 431-435 - Topics in Latin American Anthropology 2cr**

Each time this course is taught, it will address 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 **Partially satisfies Social Science or**

**Language/Global Issues**

**Prerequisite:** ANT 105 Survey of Latin America, ANT 200 Introduction to Cultural Anthropology, or ANT 241 Native Peoples of Mexico and Guatemala.



**ANT 479 - 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 490-498 - Special Topics in Anthropology 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Anthropology. *The course may be repeated for credit under different topics.*

**ANT 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## 4.03 Art (ART)

Δ Course meets Triad Education Program Requirement in specified area.

### **ART 103 - Painting I 4cr**

This 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 104 - Introduction to Handbuilding 4cr**

The focus of this 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 105 - Bookforms I 2cr**

This course is an introduction to basic bookforms used in artists' books. Students learn pamphlet stitch, stab bindings, accordions, multi-signature codices, and combinations thereof. Emphasis is on using specific forms to express certain contents. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Partially satisfies Δ **Artistic Expression**

### **ART 106 - Introduction to Ceramics 4cr**

This 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 108 - Papermaking I 2cr**

This course is an introduction to western hand papermaking using materials ranging from cotton rags to gathered local plants to partially processed plant fibers. Students learn how to prepare and beat fibers as well as form, dry and finish sheets. 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.* Partially satisfies Δ **Artistic Expression**

### **ART 109 - Photography I 4cr**

This 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 110 - Design 4cr**

This 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 113 - Introduction to Sculpture 4cr**

This course begins with the principles of three-dimensional design and continues into the creation of sculpture in different media. It introduces the role of sculpture in different times and cultures, placing emphasis on the learning of concepts of mass, volume, and space as well as the creative use of tools and materials. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 114 - Figure Modeling 4cr**

This 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. May be repeated for credit as ART 214.* Δ **Artistic Expression**

### **ART 116 - Drawing I 4cr**

The purpose of this course is to learn the fundamental skills and concepts of drawing on a flat two-dimensional surface. The emphasis is not on making drawings but on actively "seeing" and translating that image in the mind to a flat 2-D surface. This process will include exercises that focus on specific elements and concepts as well as developing the skills to work from direct observation. A variety of materials will be used. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 117 - Intaglio Printmaking I 4cr**

This course is an introduction to the intaglio printmaking processes of collagraph, drypoint, etching, aquatint, softground, and intaglio-type. Emphasis in this course is on developing technical skills and a portfolio of prints. Also included are discussions of aesthetic considerations, the history of printmaking, and the care and presentation of original prints. *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 110 Design or ART 116 Drawing I.

### **ART 118 - Relief Printmaking I 4cr**

This course is an introduction to relief printmaking processes. Students learn basic techniques to produce wood and linoleum relief prints as well as non-traditional relief prints. Proper presentation of prints as well as good print shop practices are also included in the course. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 145 - Art History I: Ancient through Medieval 4cr**

This course is a historical survey of Western art from prehistory through the medieval era. Works of art are studied in the context of the cultural influences through which they evolved. Students explore art history as a process of doing through discussions, writing, and presentations.

### **ART 146 - Art History II: Renaissance through Modern 4cr**

This course is a historical survey of Western art from the Renaissance to the present. Works of art are studied in the context of the cultural influences through which they evolved. Students explore art history as a process of doing through discussions, writing, and presentations.

**Prerequisite:** ART 145 Art History I or permission of instructor.

### **ART 161 - Watercolor 4cr**

This 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.* Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** ART 116 Drawing I or permission of instructor.

### **ART 171 - Introduction to Digital Media 4cr**

This course is an introduction to Adobe Photoshop image editing software with an emphasis on achieving competence with the basic tools and adjustments as well as with scanning and printing. The course includes structured lessons and creative projects. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.*  $\Delta$  **Artistic Expression**

### **ART 190-198 - Special Topics in the Visual Arts 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Art. *The course may be repeated for credit under different topics.*

### **ART 199 - Independent Study 1-4cr**

### **ART 200 - Ceramics Studio 4cr**

This studio course allows each student to pursue his or her personal touch or issue to be explored and developed. Projects are designed to fit the student's artistic direction and to fit the student's skills and perspectives in the use of hand built or wheel generated forms. 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 300 or ART 400.*  $\Delta$  **Artistic Expression**

**Prerequisite:** ART 106 Introduction to Ceramics or permission of instructor.

### **ART 203 - Painting II 4cr**

This 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.*  $\Delta$  **Artistic Expression**

**Prerequisite:** ART 103 Painting I.

### **ART 204 - Printmaking Studio 4cr**

This studio course offers a further exploration of processes of relief and intaglio printmaking learned in Art 117 Intaglio Printmaking I and 118 Relief Printmaking I, and may include color relief printing, letterpress techniques, photo intaglio, and silkscreen. Students are encouraged to go into depth in a chosen medium or combine various printmaking media in their work, as well as produce a portfolio of prints that includes a series of conceptually related pieces. The course includes individual and group critiques as well as outside research on print artists,

techniques and the history of printmaking. **Prerequisite:** Art 117 Intaglio Printmaking I or Art 118 Relief Printmaking I, or permission of instructor.

### **ART 206 - Ceramics II 4cr**

This course is a continuation of ART 106 with an emphasis on learning glaze formulation, the practice of firing kilns, and refining skills in hand-building or throwing. *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 106 Introduction to Ceramics.

### **ART 208 - Papermaking II 2cr**

This course is a continuation of ART 108 Papermaking I and emphasizes gaining control over formation, surface, weight, color, and consistency of batches. Students also explore advanced processes, e.g. hand beating, watermarks, shaped deckles, and lamination. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Partially satisfies Δ **Artistic Expression**

**Prerequisite:** ART 108 Papermaking I.

### **ART 209 - Photography II 4cr**

This course is a continuation of ART 109, with an emphasis on the use of photography as an artistic medium. Technical instruction facilitates the development of personal vision. Topics include lighting, toning, advanced processing, print finishing, image sequencing, and presentation techniques. Aspects of the history of photography and the work of contemporary photographers are examined. Students must have a 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**

**Prerequisite:** ART 109 Photography I or permission of instructor.

### **ART 213 - Sculpture II 4cr**

This course focuses on developing skills and concepts learned in ART 113. Particular emphasis is placed on reductive and additive techniques, such as stone carving and clay work. Ideas and issues concerning art and sculpture are introduced in both historical and contemporary contexts. *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 113 Introduction to Sculpture or permission of instructor.

### **ART 216 - Drawing II 4cr**

This 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 will be used in this course. *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 116 Drawing I.

### **ART 217 - Intaglio Printmaking II 4cr**

This course offers further exploration of processes learned in ART 117 Intaglio Printmaking I, including color and viscosity printing, embossing, chine colle, digital imagery, and photo intaglio. The course involves both individual and group critiques. Students experiment more selectively with the techniques that best lend themselves to the kind of imagery they are focused on, and each student develops a thematic series of prints, at least one of which is editioned. *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 117 Intaglio Printmaking I.

### **ART 218 - Relief Printmaking II 4cr**

This course is a continuation of ART 118 Relief Printmaking I, with the refinement of relief printing processes and letterpress techniques as a major goal. Each student produces a portfolio of prints, including a series of conceptually related pieces. *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 118 Relief Printmaking I.

### **ART 219 - The Language of Photography in the Digital Age 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**

**Prerequisite:** Sophomore standing.

### **ART 245 - Life Drawing I 4cr**

This 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 110 Design or ART 116 Drawing I.

### **ART 250 - Bookforms II 2cr**

A continuation of ART 105 Bookforms I, this course emphasizes the development of content and concepts for artists' books. Students experiment with various ways of arriving at elegant form/content synthesis in the artists' books they produce in the course. They also use more advanced bookforms as well as altered books as needed to suit the ideas they want to express. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Partially satisfies Δ **Artistic Expression**

**Prerequisite:** ART 105 Bookforms I.

### **ART 261 - Encaustic Painting 4cr**

This course will offer the student the opportunity to work in the ancient painting medium of encaustic. Encaustic is pigmented hot beeswax fused together. This study includes various approaches, both old and contemporary and results in a series of encaustic works that explore a theme. *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 110 Design, ART 116 Drawing I, or permission of the instructor.

### **ART 271 - Metal Sculpture 4cr**

This course is designed to introduce students to creating sculpture in metal. The processes of ceramic shell casting and metal fabrication is utilized as students create a series of sculptures expressing a theme. Students learn how to make a wax image and reproduce that image in cast bronze. Techniques of metal chasing, mold making, silver soldering, MIG welding, and patination of metal are covered. *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 371.* Δ **Artistic Expression**

**Prerequisite:** Any previous sculpture course or permission of the instructor.

### **ART 281-283 - Visiting Artist Topics 2-4cr**

Each year an artist from outside the college community is invited to teach a 4-credit studio course of his or her own design in an area outside of the usual department offerings. Examples of previous visiting artist topics include Cold Metal Jewelry, Personal Totems, Landscape Painting, and Asian-influenced Relief Printmaking.

**Prerequisite:** Permission of Instructor.

### **ART 290-298 - Special Topics in Visual Arts 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Art. *The course may be repeated for credit under different topics.*

### **ART 299 - Independent Study 1-4cr**

### **ART 303 - Painting III 4cr**

In this course, the emphasis is on the development of a personal direction in painting through a series of paintings that explore an area of personal interest. This exploration is studied in conjunction with the historical precedents that relate to each student's area of interest. *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 403.* Δ **Artistic**

**Expression**

**Prerequisite:** ART 203 Painting II.

### **ART 306 - Ceramics III 4cr**

This course is a continuation of ART 206, with emphasis on developing and refining skills towards creating an original body of artwork. Particular emphasis is placed on a thorough knowledge of clay and glaze chemistry and a sound knowledge of firing techniques. *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 406.* Δ **Artistic Expression**

**Prerequisite:** ART 206 Ceramics II.

### **ART 309 - Photography III 4cr**

This is a project-based course designed for students who intend to pursue a personal aesthetic and individualized body of work. Emphasis is on enabling each student to locate the source of meaningful work and to aid in its production and evaluation. Advanced darkroom, digital production, and presentation techniques will be demonstrated. Critical skills will be developed through group and individual critiques. Students must have a basic 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. May be repeated for credit as ART 407.* Δ **Artistic Expression**

**Prerequisite:** ART 209 Photography II.

### **ART 312 - Stone Carving 4cr**

This course teaches the fundamental processes involved in carving stone. Focus is on learning subtractive techniques involved in creating sculpture. Materials include clay, plaster, alabaster, soapstone, or marble. Ideas and issues concerning art and sculpture are also introduced in historical context. *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 113 Introduction to Sculpture.

### **ART 313 - Sculpture III 4cr**

This course is a continuation of ART 213 Sculpture II, with an emphasis on refining skills and exploring different concepts of sculpture, such as site-specific and environmental sculpture. The development of unique and original works of art in different materials is encouraged. *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 414.* **Δ Artistic Expression**

**Prerequisite:** ART 213 Sculpture II.

### **ART 316 - Drawing III 4cr**

In this course, the emphasis is on experimentation with materials and ideas, leading to the development of a personal direction in drawing, achieved through the production of a series of drawings that explore an area of personal interest. This exploration is studied in conjunction with the historical precedents that relate to each student's area of interest. *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 415.* **Δ Artistic Expression**

**Prerequisite:** ART 216 Drawing II.

### **ART 317 - Intaglio Printmaking III 4cr**

This course is a continuation of ART 217 Intaglio Printmaking II, with emphasis on using intaglio processes in developing a cohesive body of work. Experimentation is encouraged, as well as development of critical skills and an understanding of historical and contemporary connections with each student's own work. *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 417.* **Δ Artistic Expression**

**Prerequisite:** ART 217 Intaglio Printmaking II.

### **ART 318 - Relief Printmaking III 4cr**

This course is a continuation of ART 218 Relief Printmaking II, with the refinement of relief printing processes as a major goal. Students research contemporary as well as historical relief printmakers in order to better situate their own work within the context of the discipline. *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 418.* **Δ Artistic Expression**

**Prerequisite:** ART 218 Relief Printmaking II.

### **ART 330 - Contemporary Art Issues 4cr**

In this course, students learn about the history of contemporary art and interact with the artworks through writing, discussions, and presentations. Another component of this course is site visits to art galleries and museums. Dominant themes in this course are subjects such as censorship, multimedia, and outsider art. *This is a college composition course that requires critical writing and oral presentations.* **Δ College Composition II**

**Prerequisite:** WRI 120 College Composition I.

### **ART 345 - Life Drawing II 4cr**

This course expands on the understanding of drawing the human form gained in ART 245 Life Drawing I. Students are encouraged to concentrate in a particular style and medium in order to develop a cohesive body of work based on drawing from the figure. *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 445.* **Δ Artistic Expression**

**Prerequisite:** ART 245 Life Drawing I.

### **ART 390-398 - Special Topics in Visual Arts 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Art. *The course may be repeated for credit under different topics.*



### **ART 399 - Independent Study 1-4cr**

### **ART 412 - Senior Project I 4cr**

In this course, students complete research and develop a proposal for a cohesive body of art. Students develop samples of exhibition quality work. If students are successful in passing this course with a grade of B- or better, they go on to Senior Project II to implement the proposed work. Additionally, issues of being a professional artist are addressed. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.*

**Prerequisites:** Senior art major, grade of B- or better in 12 credits of studio concentration, and permission of instructor.

### **ART 413 - Senior Project II 4cr**

In this course, students concentrate on implementing the cohesive body of art proposed in ART 412 Senior Project I. The work must be of exhibition quality and culminates 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 (a grade of B- or better) is required for graduation of all art majors.*

**Prerequisite:** Successful completion of ART 412 Senior Project I.

### **ART 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## 4.04 Biology (BIO)

Δ Course meets Triad Education Program Requirement in specified area.

### **BIO 102 - 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 109 - 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 110 - Genetics and Society 4cr**

Recent advances in genetics are changing industry, agriculture, medicine, and our daily lives in a variety of ways. This course covers enough basic genetics to allow students to understand how the genetic engineering of animals and plants, gene therapy in humans, and the cloning of animals (and perhaps humans as well) is changing society. Some of the ethical, political, and economic issues involved with these changes will be covered as well. *Designed for non-science majors and does not count towards the BIO or ENS major.* Δ **Natural Science**

### **BIO 113 - Field Ornithology 2cr**

In this course, students learn to identify (by sight and sound) most of the birds found in the Carolinas. Students use a computer tutorial program to first learn the distinguishing features of bird species, then spend most of their time in the field where they improve their skills. Practical use and care of binoculars is also covered. Δ **Natural Science**

### **BIO 116 - 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:** Enrollment in CHM 105 Introduction to Environmental Chemistry or placement in or above CHM 116 General Chemistry I.

### **BIO 178 - 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, the husbandry (management) of major domesticated animal species, and animal welfare. Laboratory exercises and field trips are incorporated into the schedule. Δ **Natural Science**

**Prerequisite:** BIO 116 General Biology.

### **BIO 199 - Independent Study 1-4cr**

### **BIO 202 - 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.  $\Delta$  **Natural Science**  
**Prerequisites:** BIO 116 General Biology and CHM 116 General Chemistry I. CHM 116 General Chemistry I may be taken concurrently.

### **BIO 208 - 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.  $\Delta$  **Natural Science**  
**Prerequisite:** BIO 116 General Biology.

### **BIO 219 - 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.  $\Delta$  **Natural Science**  
**Prerequisite:** BIO 116 General Biology.

### **BIO 223 - 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 will have exercises on plant cell structures, photosynthesis, secondary metabolites, plant hormones, and phytochromes.  
**Prerequisite:** BIO 116 General Biology and CHM 116 General Chemistry.

### **BIO 229 - Field Mycology 4cr**

Our region has one of the highest diversities of fleshy fungi of anywhere in North America, and much of this course will focus on identifying the major genera and species that inhabit this area. During the course, students will make several forays into the field to collect samples. In addition to identification, students will also learn about fungal growth and reproduction, fungal ecology, and uses of fungi for food and medicine. Although we will discuss edibility of wild mushrooms and students will have the opportunity to sample some edible species that we find, this course is not intended to make students experts on identification of mushrooms for human consumption. *This course includes a mandatory weekend field trip.*

**Prerequisite:** BIO 116 General Biology or BIO 102 Field Natural History.

### **BIO 235 - 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 considerations 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.  $\Delta$  **Natural Science**

**Prerequisite:** BIO 116 General Biology.

### **BIO 241 - 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.  $\Delta$  **Natural Science**

**Prerequisite:** BIO 116 General Biology.

### **BIO 290-298 - Special Topics in Biology 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Biology. *The course may be repeated for credit under different topics.*

### **BIO 299 - Independent Study 1-4cr**

### **BIO 318 - General Ornithology 4cr**

This course includes lecture and laboratory/field components. Topics include bird evolution, taxonomy, flight, geography, physiology, morphology, ecology, behavior, and conservation. Students use a computer tutorial program to first learn the distinguishing features of bird species, then spend most of their time in the field where they improve their skills. Practical use and care of binoculars is also covered.  $\Delta$  **Natural Science**

**Prerequisite:** BIO 116 General Biology.

### **BIO 322 - 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.  $\Delta$  **Natural Science**

**Prerequisites:** BIO 116 General Biology and CHM 117 General Chemistry II.

### **BIO 341 - 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.  $\Delta$  **Natural Science**

**Prerequisite:** BIO 116 General Biology.

### **BIO 345 - 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. The special functions of mammalian fetal organ systems are also described.  $\Delta$  **Natural Science**  
**Prerequisites:** BIO 116 General Biology and CHM 117 General Chemistry II. BIO 322 Genetics is strongly recommended.

### **BIO 347 - Microbiology 4cr**

This course covers the diversity of the microbial world and explores some of the ways it is studied. Organisms covered include the 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.  $\Delta$  **Natural Science**  
**Prerequisites:** BIO 116 General Biology and CHM 117 General Chemistry II.

### **BIO 348 - 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.  $\Delta$  **Natural Science**  
**Prerequisite:** BIO 116 General Biology.

### **BIO 351 - Mammalian Physiology 4cr**

This course examines the function of mammalian body systems (such as the circulatory, respiratory, gastrointestinal, and nervous systems), on the levels of cellular function, organ function, and whole system function. The physiology of mammals is the focus of the course, but comparisons are drawn to other vertebrates. Regular laboratory exercises are used to reinforce important concepts, but no labs will cause harm to any live animals.  $\Delta$  **Natural Science**  
**Prerequisites:** BIO 116 General Biology and CHM 117 General Chemistry II.

### **BIO 377 - 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.  $\Delta$  **Natural Science**  
**Prerequisite:** BIO 116 General Biology.

### **BIO 399 - Independent Study 1-4cr**

### **BIO 435 - 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, we will consider the relationship between form and function, developmental origins, and evolutionary history. In the laboratory, we will examine the anatomy of selected protochordates and conduct an in-depth dissection of the domestic cat.  $\Delta$  **Natural Science**  
**Prerequisite:** BIO 116 General Biology.

### **BIO 441 - Genetics of Plant Development 4cr**

This course covers how information from classical and molecular plant genetics is being used to enhance our understanding of plant development and physiology. Selected developmental and physiological processes--such as

signal perception and transduction, phytohormones, photomorphogenesis, cellular respiration, and the assimilation of carbon and nitrogen--are studied in detail through a combination of lecture and a close reading of the primary scientific literature in a seminar format. Δ **Natural Science**

**Prerequisite:** BIO 322 Genetics or permission of the instructor.

**BIO 490-498 - Special Topics in Biology 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Biology. *The course may be repeated for credit under different topics.*

**BIO 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## **4.05 Business (BA)**

△ Course meets Triad Education Program Requirement in specified area.

### **BA 101 - Introduction to Business 4cr**

This courses provides a comprehensive overview of the major functional areas of business including management, marketing, accounting, finance, and information technology as well as core topics such as business ethics, legal forms of business ownership, small business management, and international business.

### **BA 120 - Personal Finance 4cr**

This basic economic "survival" course provides financial information and perspectives that are essential for students of any major. Students are equipped to survive in the complex economic environment of contemporary American society and to acquaint themselves with sources of information and techniques that can create a proactive approach to issues of personal finance. Students gain an appreciation for the relationship between good financial decisions and quality of life and recognize how their decisions have an impact on the world around them. A thoughtful, informed, approach should guide their decision making. Students engage in self-directed learning that forms a basis for future inquiry.

### **BA 121 - Marketing 4cr**

This course is an overview of marketing from a managerial perspective. 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 extensively.

### **BA 199 - Independent Study 1-4cr**

### **BA 201 - 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 will be able to decipher financial information and account for 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 will be incorporated into class assignments.

**Prerequisite:** Sophomore standing recommended.

### **BA 202 - Accounting II 4cr**

This course is a continuation of BA 201 Accounting I, dealing with managerial accounting at an introductory level. It includes the use of computers and spreadsheets.

**Prerequisite:** BA 201 Accounting I.

### **BA 212 - Management and Leadership in Organizations 4cr**

This course is an introduction to management and leadership theory and applications. Topics include the differences between management and leadership, basic managerial functions, approaches to management and leadership, motivational strategies, organizational structure, management of technology and goods, time and stress

management, international management issues, and organizational change. Emphases on social responsibility and ethical decision making are integrated throughout the course.

### **BA 290-298 - Special Topics in Business 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Business. *The course may be repeated for credit under different topics.*

### **BA 299 - Independent Study 1-4cr**

### **BA 304 - Managerial Finance 4cr**

In this course, techniques and problems of financing organizational operations are considered from the viewpoint of financial management. Topics include forms of organization, ratio analysis, budgeting, securities markets, financial instruments, liquidation and reorganization, legal environments, the use of leverage, and break-even analysis. The purpose of the course is to provide students with a broad background knowledge of the field of managerial finance.

**Prerequisite:** ECO 201 Microeconomics, BA 201 Accounting I, or permission of instructor.

### **BA 309 - Business Law 4cr**

This course is an introduction to the history and development of the law, with particular reference to those parts pertaining to business and commerce, including the laws of contracts, agency, property, and estates. The case method is used, with classroom discussion, a textbook, and outside readings.

**Prerequisite:** Sophomore standing or permission of instructor.

### **BA 310 - Introduction to Non-profit Management 4cr**

This course is an exploration of the wide variety of issues faced by managers and employees in non-profit organizations. Topics include managing volunteers, public and client relations, grant writing, budget management, accounting/reporting requirements, staff motivation and performance, mission development, strategic planning, and staffing. This is a discussion-based course integrating study with personal experience and career exploration.

**Prerequisite:** Junior or senior standing or permission of instructor.

### **BA 313 - Small Business Management 4cr**

This course offers an introduction to the multi-faceted nature of managing a small business. As group members, students will learn to manage and organize the numerous tasks involved in creating a comprehensive business plan. Through exposure to a range of topics--including marketing, budgeting and planning, entrepreneurship, product and pricing decisions, pro forma financial statements, and strategic decision making--students will recognize the interrelatedness of a variety of business concepts. In addition to gaining a working, practical, knowledge of small business operations, students will appreciate the effect small business has on the larger community and develop an ability to make prudent business decisions. Quizzes, exams, readings, and regular assignments complement the ongoing class work and discussions.

**Prerequisite:** BA 201 Accounting I or permission of instructor.

### **BA 315 - Human Resource and Project Management 4cr**

This course is an integrated approach to the topics of human resource management and organizational behavior. The broad range of topics includes human cognition, individual differences, motivation, conflict and conflict resolution, managing diversity, group dynamics, employee recruitment, hiring, training and development, reward and discipline structures, and organizational change. Balancing individual and organizational needs is emphasized, with an underlying theme of communication throughout. This is an activities-based course designed to develop students' skills in managing others.



### **BA 399 - Independent Study 1-4cr**

### **BA 413 - Seminar in Social Entrepreneurship 4cr**

This course provides advanced study and projects in Entrepreneurship, with an emphasis on the legal, structural, and financial aspects of entrepreneurship. The course will include guest speakers, visits to local businesses, class discussions, and case analyses. Extensive outside research and networking is required, and students will complete a significant team project, which will require the development of a product or service that will benefit a local organization. The plan will be implemented, completed, and reviewed before the end of the semester. **Δ College Composition II**

**Prerequisites:** BA 201 Accounting I, BA 309 Business Law, BA 313 Small Business Management.

### **BA 415 - Sustainable Business Planning 4cr**

In this course, students organize themselves into small groups centered on a common interest in a prospective sustainable venture. They generate ideas, research the market, develop pro forma financial statements, and determine the company structure, among other things. They submit their business plan proposal to a committee of students, staff, administrator, and outside professionals. The committee determines the feasibility and amount of fund, if appropriate. The successful group actually begins to start up and operate its business in the next course, BA 416 Sustainable Business Start-Up.

**Prerequisites:** Senior standing and BA 201 Accounting I.

### **BA 416 - Sustainable Business Start-Up 4cr**

In this course, groups of students centered on a common interest in a sustainable venture bring their product or service to market. These groups have already had their proposed business plans (previously submitted in BA 415 Sustainable Business Planning) judged to be feasible by a committee of students, staff, administrators, and outside professionals. They will begin the steps of the start-up process which include: site selection, marketing, distribution, channel logistics, supply purchasing, asset allocation, and sales. By the end of the course, a successful team has planned, started, and begun operation of a sustainable small business.

**Prerequisites:** Senior standing, BA 415 Sustainable Business Planning.

### **BA 489 - Internship in Business 1-16cr**

This course provides an experiential learning opportunity in which the skills and knowledge learned in the course work can be applied and tested through work with an off-campus business or non-profit agency. Students' preferences as to type of organization or business are matched with available area firms to the extent possible. Some on-campus internships may be developed.

**Prerequisites:** Business and Economics major, senior standing or permission of the department, and a 2.5 overall GPA.

### **BA 490-498 - Special Topics in Business 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Business. *The course may be repeated for credit under different topics.*

### **BA 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## 4.06 Chemistry (CHM)

Δ Course meets Triad Education Program Requirement in specified area.

### **CHM 103 - Principles of Chemistry 2cr**

This course serves students needing additional preparation for CHM 116 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 does NOT fulfill the Natural Science triad requirement. A lab fee is required.*

### **CHM 105 - Introduction to Environmental Chemistry 4cr**

This course builds a foundation for the chemical and environmental sciences. Topics include air and water pollution, global warming, and ozone depletion. Exploration of these topics in lectures and labs provides practice in chemical problem solving involving moles as well as an introduction to atomic and molecular structure. *A lab fee is required.* Δ **Natural Science**

### **CHM 115 - General Chemistry I Laboratory 1cr**

This laboratory course explores reaction types, chemical formulas, stoichiometry, molecular modeling, atomic structure, and spectroscopy. The material complements and reinforces the lecture class. *A lab fee is required.*

**Corequisite:** This laboratory course must be taken concurrently with CHM 116 General Chemistry I.

### **CHM 116 - General Chemistry I 4cr**

This course provides a solid background in the fundamental principles of chemistry for science majors (including most Environmental Studies majors). This course assumes a working knowledge of high school algebra and chemistry. Subject areas include gases, kinetics, equilibria, oxidation-reduction reactions, and electrochemistry. Δ **Natural Science**

**Corequisite:** This course must be taken concurrently with CHM 115 General Chemistry I Laboratory.

**Prerequisite:** CHM 105 Introduction to Environmental Chemistry or permission of instructor based on score on a placement test.

### **CHM 117 - General Chemistry II 4cr**

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, stoichiometry, the periodic table, introductory thermodynamics, an introduction to organic chemistry, solutions, acids and bases, oxidation-reduction reactions, reaction rates, and equilibria. Δ **Natural Science**

**Corequisite:** This course must be taken concurrently with CHM 118 General Chemistry II Laboratory.

**Prerequisite:** CHM 116 General Chemistry I or permission of instructor.

### **CHM 118 - General Chemistry II Laboratory 1cr**

This laboratory course explores kinetics, equilibria, thermodynamics, and acid-base topics. The material complements and reinforces the lecture class. *A lab fee is required.*

**Corequisite:** This laboratory course must be taken concurrently with CHM 117 General Chemistry II.

**Prerequisites:** CHM 116 General Chemistry I and CHM 115 General Chemistry I Laboratory.

### **CHM 225 - 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, organic nomenclature, stereochemistry,

and substitution and elimination reactions. The lab includes purification, extraction of natural products, synthesis, chromatography and spectroscopy. Modern instrumentation is used extensively. *A lab fee is required.*  $\Delta$  **Natural Science or College Composition II.**

**Prerequisite:** CHM 117 General Chemistry II or permission of instructor.

### **CHM 226 - Organic Chemistry II 4cr**

In this course, common organic mechanisms are carefully explored. The chemistry of alcohols, aldehydes, ketones, carboxylic acids, esters, and aromatic substances is discussed. In the laboratory, standard organic preparations will be carried out including the Grignard Reaction, the Fischer esterification, and electrophilic aromatic substitutions. Students will determine the structures of unknowns. Modern instrumentation is used extensively. *A lab fee is required.*  $\Delta$  **Natural Science**

**Prerequisite:** CHM 225 Organic Chemistry I.

### **CHM 240 - Inorganic Chemistry 4cr**

This course covers the chemistry of the transition metals, emphasizing the practical and the biological implications of this knowledge. The nomenclature of the transition metals is studied, as are the three bonding theories. Laboratory exercises will involve the preparation and characterization of transition metal complexes. *A lab fee is required.*  $\Delta$  **Natural Science**

**Prerequisites:** CHM 117 General Chemistry II and MAT 241 Calculus I or permission of the instructor.

### **CHM 319 - Professional Issues in Science 1cr**

Science and environmental studies students are guided in this course to think about what scientists and environmentalists do. Students explore a variety of career paths: lab work, fieldwork, consulting, business, teaching, and human and animal medicine. Graduate school and professional school opportunities are studied. Ethical issues are addressed, and budgeting is also discussed. Several resumes are completed, and students participate in a mock interview.

**Prerequisites:** Sophomore standing.

### **CHM 321 - Analytical Chemistry 5cr**

Students in this course and integrated laboratory apply chemical principles like statistics, experimental design, and instrumental concepts to solve practical real world problems. Students perform laboratory and field experiments to examine caffeine levels in beverages, the fatty acid composition of food oils, and dissolved oxygen in freshwater lakes. This course requires a considerable amount of writing lab reports. *A lab fee is required.*  $\Delta$  **Natural Science**

**Prerequisites:** CHM 117 General Chemistry II and MAT 150 Precalculus.

### **CHM 331 - 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 will also be explored from a microscopic perspective.  $\Delta$  **Natural Science**

**Corequisite:** This course must be taken concurrently with CHM 333 Thermodynamics Laboratory.

**Prerequisites:** CHM117 General Chemistry II, MAT 242 Calculus II, and PHY 251 Physics I, all with a grade of C or higher or permission of instructor.

### **CHM 332 Quantum Chemistry and Molecular Spectroscopy 4cr**

The topics covered in this course include quantum mechanics, statistical mechanics and spectroscopy. The goal of the course will be 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 will be thoroughly explored. These concepts will then be applied in understanding atomic and molecular structure and in interpreting the spectroscopic manifestation of quantum mechanical behavior on an atomic, molecular, and nuclear level.  $\Delta$  **Natural Science**

**Prerequisites:** CHM General Chemistry II, MAT 242 Calculus II, and PHY 252 Physics II, with a grade of C or higher, or permission of instructor.

### **CHM 333 - Thermodynamics 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:** This course must be taken concurrently with CHM 331 Thermodynamics and Kinetics

**Prerequisites:** Concurrent enrollment in CHM 331 or permission of instructor.

### **CHM 390-398 - Special Topics in Chemistry 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Chemistry. *The course may be repeated for credit under different topics.*

### **CHM 399 - Independent Study in Chemistry 1-4cr**

### **CHM 407 - Biochemistry I 3 cr**

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 225 Organic Chemistry I and BIO 116 General Biology, with a C or better or permission of instructor.

### **CHM 408 - Biochemistry II 3cr**

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 409 Biochemistry Laboratory concurrently.

**Corequisite:** This course must be taken concurrently with CHM 409 Biochemistry Laboratory.

**Prerequisite:** CHM 407 Biochemistry I or permission of instructor.

### **CHM 409 - Biochemistry Laboratory 2cr**

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:** This laboratory course must be taken concurrently with CHM 408 Biochemistry II.

**Prerequisite:** CHM 407 Biochemistry I or permission of instructor.

### **CHM 450 - Advanced Environmental Chemistry 4cr**

This course introduces advanced concepts in atmospheric chemistry, hydrological chemistry, and geochemistry. One-half of the course will focus on atmospheric topics such as evolution of the atmosphere, photochemical smog, combustion, particles, and remediation. A laboratory project and topic paper are required. *A lab fee is required.* Δ **Natural Science**

**Prerequisites:** MAT 241 Calculus I and CHM 321 Analytical Chemistry or permission of instructor.

### **CHM 490-498 - Special Topics in Chemistry 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Chemistry. *The course may be repeated for credit under different topics.*

**Prerequisite:** Permission of instructor.

### **CHM 499 - Independent Study in Chemistry 1-4cr**

**Prerequisite:** Permission of instructor.

Δ Course meets Triad Education Program Requirement in specified area.

## 4.07 Economics (ECO)

Δ Course meets Triad Education Program Requirement in specified area.

### **ECO 131 - Survey in Economics 4cr**

This course teaches the foundations of the economic system covering both microeconomic and macroeconomics. Specifically we 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 will comprise most of the micro section and economic growth, inflation and unemployment will make up the macro section. Policy and current issues are integrated throughout the course. *Majors in Business and Economics are not eligible for credit from this course. This course is recommended as the prerequisite for non-majors wishing to take upper level Economics courses.* Δ **Social Science**

### **ECO 190 - Contemporary Social and Economic Issues 4cr**

In this course, students examine and explore the economic dimension of a set of current social and economic issues selected by the instructor and students. A variety of possible topics can be covered including environmental, international, financial, business, political or other, depending on current events and student interests. The economic dimensions and implications of the issues, as well as policy alternatives, are discussed using current periodicals, statistical sources, and an economics text. Δ **Language/Global Issues or Social Science**

### **ECO 201 - Microeconomics 4cr**

In this course, students study the foundation of the economic and business world. Students explore what is behind choices made by individuals as consumers, producers, employees, voters, husbands and wives, fathers and mothers, and others, learning how individuals allocate their resources across the choices they face. This study leads to the basic models of demand and supply in the market, the primary focus of the course. Students also study how alternative market institutions influence choices made and economic efficiency. International and environmental dimensions and consequences of choices are integrated throughout the course. Δ **Social Science**

### **ECO 210 - Macroeconomics 4cr**

In this course, students learn the basic concepts underlying the performance and management of the economy, focusing on how the economic system works, how it fails, causing inflation and unemployment, and how the government intervenes to stabilize the system. Concepts concerning consumer consumption, investment, aggregate demand and supply, equilibrium, fiscal and monetary policy, and the financial system are covered. International and environmental dimensions of the macro economy are integrated throughout the course. Δ **Social Science**  
**Prerequisite:** ECO 201 Microeconomics.

### **ECO 290-298 - Special Topics in Economics 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Economics. *The course may be repeated for credit under different topics.*

### **ECO 299 - Independent Study 1-4cr**

### **ECO 301 - Microeconomic Theory and Practice 4cr**

This course is for advanced students who are majoring in business and economics or who believe they may take an economics graduate degree in the future. Microeconomic topics discussed in previous courses are explored in more depth and are applied using case analyses estimating demand and cost curves using regression analysis. Topics include consumer choice, firm equilibrium, input, output, and price decision of the firm. Δ **Social Science**

**Prerequisites:** ECO 201 Microeconomics, MAT 141 Statistics, and junior standing.

### **ECO 307 - International Trade 4cr**

This advanced course develops the theories and principles involved in the trade of goods and services between nations as well as the international finance of such trade. Why do countries trade? What are the effects of trade on the world incomes as well as on national and personal incomes? What are the causes and effects of international factor movements, such as labor migrations and foreign investment? What about multinationals? The international value of the dollar? Students study a country of their choice in depth, producing a final report and presentation that applies the many models and concepts learned in the class.  $\Delta$  **Social Science or College Composition II**

**Prerequisite:** ECO 201 Microeconomics.

### **ECO 380 - 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.  $\Delta$  **Social Science or College Composition II**

**Prerequisite:** ECO 201 Microeconomics.

### **ECO 383 - 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.  $\Delta$  Social Science, Language/Global Issues, or College Composition II

**Prerequisites:** For Business and Economics majors: ECO 201 Microeconomics and ECO 210 Macroeconomics. For non-majors: ECO 190 Contemporary Social and Economic Issues and permission of the instructor.

### **ECO 399 - Independent Study 1-4cr**

### **ECO 401 - Economics Research Seminar I: Economic Research Design 2cr**

In this course, students integrate the knowledge and skills learned in previous economics courses. Students study a particular issue or policy of their interest. This course covers the first four steps of the research process that include: 1) the identification of and focusing on a policy or issue (social, environmental, or economic), 2) literature research of the issue, 3) development of an appropriate theoretical model, and 4) development of an empirical model with proposed hypotheses and identification of data needed to implement the model. Students complete this course with a written proposal to conduct the research and an oral presentation to the department for any funding needed. *This course is followed by ECO 402 Economics Research Seminar II: Economic Research Implementation, where students complete the research they have proposed.*

**Prerequisites:** Junior/Senior standing and completion of Business and Economics major core curriculum.

### **ECO 402 - Economics Research Seminar II: Economic Research Implementation 2cr**

In this course, students conduct the research previously proposed in ECO 401 Economic Research Seminar I: Economic Research Design. This second course covers the final four steps of the research process that include: 1) collection of data, 2) analysis of data, 3) interpretation of results and drawing conclusions, and 4) preparation of a

final research paper (including the first four steps from ECO 401). Students complete a final research paper that is presented to the campus community and at any relevant conferences available to them in the spring semester.

**Prerequisites:** Junior/Senior standing and ECO 401 Economic Research Seminar I: Economic Research Design.

### **ECO 460 - Sustainability in Action I: Designing Decision Tools 2cr**

This course focuses on providing students with an understanding of sustainability and how to design decision tools in order to make sustainable choices. Multi-Criteria Decision Analysis, the method used for complex choices in decision theory, is the primary approach taught in this class. Topics include identification of goals and values for sustainable choices, clarification of these goals and values in the form of both quantitative and qualitative indicators, use of decision trees for resource or options assessment, application of the impact matrix, and alternative decision rules for making choices. Students are also introduced to participatory decision tools and methods for facilitating sustainable choices.

### **ECO 461 - Sustainability in Action II: Making Choices 2cr**

In this course, students design and implement a Sustainability Decision Tool for a particular on-campus or off-campus group, business, or organization. They work independently with faculty guidance, meeting only one time per week as a class. Students design the tool in the first 8 weeks and implement the tool in the second 8 weeks. The semester concludes with a formal presentation outlining the final conclusions drawn from the process provided to representatives of the group, business, or organization and other interested and invited persons.

### **ECO 490-498 - Special Topics in Economics 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Economics. *The course may be repeated for credit under different topics.*

### **ECO 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.



## 4.08 Education (EDU)

Δ Course meets Triad Education Program Requirement in specified area.

The Education Department offers a Minor in Education for undergraduate students and a graduate program, the Master of Arts in Teaching (MAT). Courses listed in this section are split into two subsections: undergraduate and masters level courses.

### 4.08.1 Undergraduate Level Courses

#### **EDU 116 - College Academic Skills 1-2cr**

In addition to whole class meetings where the complexities of learning are explored, students work individually with the instructor to define and address areas of need or interest that will enhance the college experience. Topics might include goal-setting and prioritizing, time management, focus strategies, memory and studying, reading and note-taking, preparation for exams, major and career planning. *Students are evaluated on a Pass/Fail basis. This course may be repeated once using EDU 117.*

#### **EDU 199 - Independent Study 1-4cr**

#### **EDU 209 - Emergent Literacy for Children 4cr**

This course is designed to allow students to examine the world of children's literature and explore the significance of emergent literacy skills. It emphasizes skills that are related to literacy development from infancy through third grade. Students analyze books from different genres and discover the benefits of bibliotherapy. They apply concepts addressed in class at the Mountain Area Child and Family Center and in an after school tutoring program.

#### **EDU 235 - Exploring Teaching: Elementary and Early Childhood 2cr**

This course provides students with an opportunity to explore teaching at the pre-school and elementary levels. Relevant topics to prepare students for experiences working with children in classrooms are addressed on campus. A majority of the course is conducted on-site in an elementary school or at the Mountain Area Child and Family Center under the joint supervision of the instructor and the classroom teacher. *May be repeated for credit.*

**Prerequisite:** Either PSY 202 Infant Development, PSY 203 Child Development, PSY 204 Adolescent Development, or PSY 100 Introduction to Psychology.

#### **EDU 291-298 - Special Topics in Education 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Education. *The course may be repeated for credit under different topics.*

#### **EDU 299 - Independent Study 1-4cr**

#### **EDU 303 - Learning with Children 4cr**

This course provides students an opportunity to study specific concepts related to teaching children in settings such as the Mountain Area Child and Family Center. Students gain practical experience observing and learning with infants, toddlers and young children and further their knowledge of child development, curriculum, early childhood, educational environments, lesson planning and team teaching. They also learn approaches to effective evaluation and reflection that will inform their professional growth.

Δ Course meets Triad Education Program Requirement in specified area.

## **4.08.2 Masters Level Courses**

\* Prerequisite for all courses: Admission to the MAT program

### **EDU 500 - Orientation to the Profession 2 cr**

This course is designed to provide an overview of the MAT program at Warren Wilson College, the role of the teacher in society and the education profession in general. Through technology and experiential methods, sample topics addressed include an understanding of national and state standards for teaching, communication skills, how schools are governed and funded, and the ethics and legalities of professional conduct.

### **EDU 512 - Teaching Adolescents 6 cr**

This course is designed to help students gain an understanding of adolescent development. It addresses basic concepts of educational psychology as well as the principles of cognitive and behavioral learning theory, motivational theory and assessment procedures. It also emphasizes how to work effectively with families and with students who have special needs.

### **EDU 520 - Educational Technology and Research 2 cr**

This course is designed to provide students with an overview of educational technology and the applications and uses of technology as a resource for teachers. It also focuses on the basic principles of statistics. Students incorporate action research practices in school settings and develop an in-depth research project in their discipline for which they are seeking licensure. Students also learn how and why research is conducted and how to interpret and use data for more effective teaching.

### **EDU 532 - Methods I: Effective Teaching 6 cr**

This course is designed to provide students with the skills necessary to teach in secondary schools. It emphasizes curricular, course, unit, and daily lesson planning; the structure of learning; and the nature of innovative practice. It also addresses such topics as learning and teaching styles, classroom management, and direct and indirect instruction.

### **EDU 536 - Methods II: Teaching in the Content Area 3 cr**

This course is designed to provide students with the skills necessary to adapt general instructional methods to special content areas and fine tuning effective teaching strategies learned in EDU 532 Methods I: Effective Teaching for their respective disciplines. Such topics as appropriate assessment strategies for the content area and selecting textbooks and related resource materials are addressed. Students have opportunities for peer teaching, collaborating with colleagues in schools, and creating specific lesson plans for the content area.

### **EDU 555 - Internship in Secondary Schools I 6 cr**

This course is designed to assist students in understanding the applications of the theoretical concepts and teaching methodologies studied in the courses on campus to classroom situations. First term of fall semester, they spend part of the school day in the classroom with their assigned mentor teachers. The rest of the day is spent on campus with WWC faculty in the Education Department. Second term, students increase their time in the classroom, spending the remainder of the school day on campus with resource faculty and staff.

### **EDU 556 - Internship in Secondary Schools II 6 cr**

This course is designed to assist students in refining their skills as secondary teachers and continuing their development as professional educators. Students spend the entire semester in the classroom under the daily supervision of their assigned mentor teachers and assume responsibility for teaching a full schedule, including all related tasks associated with the role of teacher.

**EDU 557 - Seminar in Secondary Education 3 cr**

This course is designed to address issues related to MAT students functioning effectively as teachers. Included are such topics as developing leadership skills as well as learning from and becoming mentors for new teachers. Students learn to deal with ethical and legal situations, to advocate for their students and the profession at large, become active participants in professional organizations, and participate in the development of a vision for the school.

## 4.09 English (ENG)

Δ Course meets Triad Education Program Requirement in specified area.

### **ENG 129 - Religion in Literature 4cr**

This course concerns the ways in which authors address diverse religious issues that theologian Paul Tillich called fundamental matters of "ultimate concern." Students read selected plays, poems, essays, short fiction, and novels in which writers wrestle with controversies concerning science and the spiritual, determinism and free will, humanity and divinity, the sacred and the secular, reason and revelation, nature and the supernatural, and sinful action and authentic existence. Through reading and seminar discussion, students explore how authors adapt religious traditions as they define humankind as *homo religiosus*, or essentially religious in nature. Δ **Literature**

### **ENG 130 - Scriptural and Doctrinal Backgrounds to Western Culture 4cr**

In this course, students undertake a thoughtful primary reading of selections from the Hebrew scriptures and New Testament writings in the King James translation so that they can appreciate this literature for its own sake and be well prepared to understand how later writers were nourished by it and adapted it for their own purposes. Students also study significant developments in Christian doctrine that influenced later writers. *Irregularly offered.* Δ **Literature**

### **ENG 131 - Classical Backgrounds to Western Culture 4cr**

Students in this course undertake a thoughtful first reading of influential Greek and Latin works in modern English translation so that they can appreciate the literature for its own sake and be well prepared to understand how later writers were nourished by it and adapted it for their own purposes. *Irregularly offered.* Δ **Literature**

### **ENG 140 - 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 in the arts. Δ **Literature or College Composition II**

### **ENG 151 - Introduction to 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 pieces of fiction. Δ **Literature**

### **ENG 155 - 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. Δ **Literature**

### **ENG 199 - Independent Study 1-4cr**

### **ENG 210 - Autobiography and Biography: Selves and Others 4cr**

Both autobiography and biography have connections with religious writing (confessions and saints' lives) and often remain strongly religious in nature. In this course, students read selected autobiographies, biographies, and

"autobiographical fictions" in order to explore opportunities, choices, and problems that authors face in composing those spiritual and ethical reflections that distinguish the effort to tell a person's life. Δ **Literature or College Composition II**

### **ENG 215 - Epic-Heroic Mode 4cr**

Rather than simply endorsing values held as heroic in their cultures, Homer and Virgil 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 the three great classical epics (the *Iliad*, the *Odyssey*, and the *Aeneid*); they also consider how later writers, in composing their own works, emulated Homer and Virgil. Δ **Literature**

### **ENG 223 - Survey of American Literature 4cr**

In this course, students trace developments in American literature from the early to the contemporary period, considering the literature in the context of American culture. By focusing on prominent authors, students explore the meaning of terms such as Puritanism, rationalism, transcendentalism, realism, naturalism, and modernism. Δ **Literature**

### **ENG 240 - Traditions of Work and Service**

Through studying literary and other art works, students in this course develop an understanding that those ideals of work and service that they have espoused in becoming Warren Wilson students received significant definition in the culture of the nineteenth century. Readings and visual arts works familiarize students with the diversity of opinion and with the (sometimes heated) debate concerning both work and mission that were major aspects of intellectual discourse more than a century ago. Δ **Literature**

### **ENG/THR 250 - Introduction to Classical Theatre 4cr**

This course, which surveys Western drama from the ancient Greeks through the eighteenth century, focuses 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. Students are encouraged, but not required, to perform a scene from one of the plays read. Δ **Literature**

### **ENG/THR 251 - Introduction to Modern Theatre 4cr**

This course surveys major works of modern (early and mid-20th century) and contemporary (post-1970s) drama, with an interdisciplinary focus on literary issues and theatre history. Plays from Europe, America, and Africa are considered. The course begins with Ibsen's invention of modern drama and later may cover such topics as theater of the absurd (Eugene Ionesco's *The Lesson*), gender (Caryl Churchill's *Top Girls*), gay identity and AIDS (Tony Kushner's *Angels in America*), race (Amiri Baraka's *Dutchman*), apartheid in South Africa (Athol Fugard's *Master Harold and the Boys*), and much more. Materials include brief video clips for many of the plays so that students may discuss the work of literature in production. Students are encouraged, but not required, to perform a scene from one of the plays we read. Δ **Literature**

### **ENG/GDS 254 - Gender Issues in the Nineteenth Century 4cr**

This course concerns the controversial redefining of gender roles, for both women and men, that took place in the nineteenth century. In order to explore the cultural concerns about gender that perplexed and sometimes polarized society, students read a variety of literary works and cultural documents as they assess the complex matrix of cultural attitudes out of which evolved those dominant conceptions of manhood and womanhood that determine common modern constructions of gender. *This course counts towards the Women's Studies Major.* Δ **Literature**

### **ENG 255-257 - Selected Nineteenth-Century Authors 4cr**

Each year, different writers are considered in this course. Students examine the distinctive ways in which individual authors address significant issues of nineteenth-century culture. Δ **Literature**

### **ENG 260-264 - Readings in the Humanities 1-4cr**

In this course, students undertake individual and divergent readings in the humanities, committing a minimum of ten hours a week to exploration of issues basic to humanities study, such as the function of paradox, the purpose of liberal arts, the problems of self-representation, and the nature of freedom. Δ **Literature**

### **ENG 265-268 - The Novel 4cr**

Each year this course focuses on a different topic within the study of the novel. Students explore historical development, cultural contexts, major authors, and principal forms. *This course may be repeated for credit under different topics.* Δ **Literature**

### **ENG 270 - African-American Writings 4cr**

In this course, students undertake an introductory study of selected African-American writings (verse, drama, fiction, and non-fiction prose) from colonial times to the present. Δ **Literature or Language/Global Issues**

### **ENG/GDS 273 - Literature by Women 4cr**

This course focuses on English-language poetry, drama, fiction, and nonfiction prose by women and examines the aesthetic, social, and historical contexts in which these writings took place. Readings stretch from the Middle Ages to the present and represent writers primarily from England and the United States but also from several other countries around the world. Δ **Literature**

### **ENG 279 - Literature and Philosophy 4cr**

This interdisciplinary course explores mutually illuminating works of literature and philosophy. Readings are divided into eight topics: Platonic Idealism, Enlightenment Rationalism, Religious Faith, Marxism, Nietzschean Thought, Feminism, Psychology, and Existentialism. Philosophical expositions will be read as 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 with texts from each of these disciplines in a way that transcends the traditional boundaries between the fields. Δ **Literature**

### **ENG 290-298 - Special Topics in English 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of English. *The course may be repeated for credit under different topics.*

### **ENG 299 - Independent Study 1-4cr**

### **ENG 330 - Linguistics and History of the English Language: An Introduction and Survey 4cr**

In this course, students approach language as a medium for thought and expression. They begin the survey with the sounds of language (phonology) and proceed to consider the makeup of words (morphology), the structure of sentences (grammars, both traditional and modern), the meaning of meaning (semantics), the relationship of language and mind (psycholinguistics), and other matters related to language and communications. Δ **Literature**

**ENG 335 - 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.  $\Delta$  **College Composition II or Literature**

**ENG 336 - Literature and Culture of the Renaissance 4cr**

In this course, students explore major representative works of sixteenth- and seventeenth-century English literature as well as selected influential continental works.  $\Delta$  **College Composition II or Literature**

**ENG 337 - 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.  $\Delta$  **College Composition II or Literature**

**ENG 338 - Literature and Culture of the Victorian Period 4cr**

Contrary to common misunderstanding, an accurate description of the Victorian era would stress its rebellious, liberal, nakedly honest spirit. Transformed by the intellectual and religious reassessments caused by the theory of evolution and by scientific investigation and criticism of the Bible, the Victorian era witnessed more far-reaching social, economic, and political reform than any period preceding or following it. In this course, students explore the richly diverse literature that reflects the ideals, anxieties, and controversies of this period.  $\Delta$  **College Composition II or Literature**

**ENG 339 - Modernism 4cr**

In this course, students read some of the major British 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 Britain in the years before the outbreak of World War One, and the development of Communism and Fascism after it, affected British fiction, poetry, and plays. Students also explore the question of why some of the greatest "British" writers of the modernist period were in fact not British at all, but rather Polish, Irish, and American.  $\Delta$  **Literature**

**ENG 340 - Chaucer 4cr**

Students in this course pursue a close reading of Chaucer's works in Middle English, excluding the prose and early verse translations.  $\Delta$  **Literature**

**ENG 341 - 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.  $\Delta$  **College Composition II or Literature**

**ENG 343 - Milton 4cr**

Students in this course examine Milton's major works, focusing upon the problem of how the artist and the man endeavored to reconcile two disparate traditions that shaped the Renaissance: Christianity and the classical heritage.  $\Delta$  **College Composition II or Literature**

### **ENG 344 - Literature and Culture of the Restoration and Queen Anne Period 4cr**

In this course, students examine the plays, poetry, fiction, letters, autobiographical writings, scientific writings, newspaper accounts, and visual arts of England in the late seventeenth and early eighteenth centuries. 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 **College Composition II or Literature**

### **ENG 345 - 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 **College Composition II or Literature**

### **ENG 347 - Colonial and Postcolonial Literature 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 postimperial nations from around the world. Δ **Literature or Language/Global Issues**

### **ENG 351-353 - Selected Twentieth-Century Authors 4cr**

Each year, different writers are considered in this course. Students examine the distinctive ways in which individual authors address significant issues of twentieth-century culture. Δ **Literature**

### **ENG 399 - Independent Study 1-4cr**

### **ENG 489 - Honors Thesis 4cr**

This tutorial allows seniors in the Honors Program 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 may also share their work with other thesis writers and faculty at informal gatherings during the semester and may eventually present their research in a round-table discussion.

### **ENG 490-498 - Special Topics in English 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of English. *The course may be repeated for credit under different topics.*

### **ENG 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.



## 4.10 Environmental Studies (ENS)

Δ Course meets Triad Education Program Requirement in specified area.

### **ENS 116 - Introduction to Environmental Studies 4cr**

In this course, students examine the interrelated scientific, economic, social, and political aspects of environmental issues. The target audience is anyone interested in the environment and students majoring or minoring in Environmental Studies who are required to take this course.

### **ENS 126 - Introduction to Environmental Education 4cr**

Environmental education--is it science, civics, or propaganda? Through discussions, a workshop, readings and student presentations, students in this course explore the history, philosophies, approaches, and prospects for environmental education. The emphasis is on surveying the field of environmental education, rather than upon specific environmental issues or concepts. *A fee is charged.*

### **ENS 199 - Independent Study 1-4cr**

### **ENS 220 - Environmental Attitudes, Values and Behavior 2cr**

This course explores the relationships among attitudes, values, and behaviors towards the natural and built environments. These issues are examined from the macro level of cultural and historical context and from the micro level of psychological processes. Readings draw from a wide range of psychological perspectives, including social psychology, cognitive psychology, behavioral therapy, psychodynamic perspectives, environmental psychology, and ecopsychology. Applications to personal, local, regional, national, and global environmental issues are emphasized. A companion course (PSY 416 Ecopsychology) is taught in a subsequent term. *This course meets elective requirements for majors in Environmental Studies and Psychology.*

**Prerequisite:** PSY 100 Introduction to Psychology or ENS 116 Introduction to Environmental Studies.

### **ENS 227 - 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 will be four field trips in which students observe the geologic environment of the southern Appalachians. There will be one evening meeting during the first week TBA, and four meeting times on Saturdays.

### **ENS 228 - Geology of National Parks 2cr**

Topics in this course focus on the geologic context of North America through study of representative national parks. Field trips will visit several local parks.

### **ENS 229 - Environmental Geology 4cr**

This course covers the geologic conditions that impact development in the area. Topics will include landslides, water resources, groundwater pollution, and rural/urban development.

### **ENS 230 - Geology 4cr**

This course provides an overview of earth materials and processes such as planet formation, plate tectonics, landscape development, and rock formation. Exercises will 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. *A three hour lab period is included every other week.* Δ **Natural Science**

### **ENS 233 - 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 334 Silviculture and ENS 333 Introduction to Forest Management.*

**Prerequisite:** BIO 116 General Biology.

### **ENS 245 - Environmental Politics and Political Theory 4cr**

This course investigates the various perspectives through which contemporary people view the relationship between human and non-human worlds. These alternative approaches define the parameters within which "acceptable" policy alternatives are debated and adopted. Environmental perspectives and policy options ranging from cornucopian free-market growth to deep ecology and ecofeminism are investigated and critically analyzed. The goal is to help students become informed, rational, ethical judges of the competing claims of the eight major perspectives that join environmental politics and political theory.

**Prerequisite:** ENS 116 Introduction to Environmental Studies.

### **ENS 248 - Community Organizing for Sustainable Living 4cr**

Community organizing is a process by which people are brought together to act in a common interest. Sustainable living has been defined as a lifestyle that could be sustained for many generations without exhausting natural resources. This course helps students organize and communicate their knowledge and concern about sustainable living to diverse stakeholders. Students design, implement, and evaluate an environmental campaign promoting sustainable behaviors on the WWC campus.

### **ENS 249 - Introduction to Sustainable Agriculture 4cr**

This course presents a broad overview of contemporary sustainable farming systems through the study of the history of food production in the United States as it relates to the development of ecological agriculture. Students will explore the rise of industrial and ecological forms of agriculture in the 20th century and consider the ethical, economic, ecological, and social dimensions of agricultural sustainability. Four distinctive contemporary strategies of ecological agriculture - certified organic, biodynamic, biointensive, and permaculture - will be presented as examples of systems of food production that may be sustainable.

**Prerequisite:** ENS 116 Introduction to Environmental Studies.

### **ENS 260 - Sustainable Agriculture Practicum 2cr**

An understanding of the day-to-day operations of a farm will be gained through at least 200 hours of work in a commercial agricultural operation. Successful completion of full time work on the WWC farm or garden summer crew can be used to meet the farm work requirement. Reflection on the work experience will be encouraged through journaling during the farm work experience, class discussions on selected farm management and classic sustainable agriculture literature, and an oral presentation describing and interpreting the farm work experience. *Students registering for this course MUST have their farm work experience PRE-APPROVED by the instructor. Farm work completed without prior approval of the instructor will not satisfy the farm work requirement of this course.*

**Prerequisite:** ENS 196 Introduction to Sustainable Agriculture.

### **ENS 290-298 - Special Topics in Environmental Studies 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Environmental Studies. *The course may be repeated for credit under different topics.*

### **ENS 299 - Independent Study 1-4cr**

### **ENS 302 - 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. A three-hour lab period is included every week.*

**Prerequisites:** BIO 116 General Biology and CHM 116 General Chemistry I.

### **ENS 303 - Hydrology 4cr**

This course is a study of hydrologic conditions and principles relevant to environmental science. There is a strong field focus.

**Prerequisites:** CHM 116 General Chemistry I.

### **ENS 310 - Conservation and Wildlife Biology 4cr**

Conservation biology is the applied science of maintaining the earth's biological diversity. The main focus of this course is biological, but it is cross-disciplinary and reaches into philosophy, economics, and sociology. Game, non-game, endangered species, and principles of wildlife management are included.

**Prerequisites:** BIO 116 General Biology and BIO 202 Ecology.

### **ENS 330 - 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 and as perform standard laboratory analyses. Specific soil management topics such as managing soils for agriculture or urban uses are discussed but not a main focus. *A three-hour lab period is included every other week.*

**Prerequisites:** CHM 116 General Chemistry I and ENS 116 Introduction to Environmental Studies.

### **ENS 333 - 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 233 Forest Biology.

### **ENS 334 - 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. *A three-hour lab period is included every other week.*

**Prerequisite:** ENS 233 Forest Biology.

### **ENS 350 - Environmental Impact Assessment 4cr**

Environmental Impact Assessment determines whether impacts have occurred or will occur from development. This incorporates various mathematical models for predicting impacts on land, air, water, and biota. Mitigation practices, formal impact analyses and environmental impact statements (EIS) are covered. *This course is rarely taught. Contact Mark Brenner for details.*

**Prerequisites:** ENS 116 Introduction to Environmental Studies, BIO 202 Ecology, and one additional 200-level or above ENS course.

### **ENS 390-398 - Special Topics in Environmental Studies 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Environmental Studies. *The course may be repeated for credit under different topics.*

### **ENS 399 - Independent Study 1-4cr**

### **ENS 421 - Environmental Policy 4cr**

This course is a broad survey of the public policy process focusing on environmental policy as it is formulated at the federal level of government in the United States. The course is divided into three parts: an analysis of the policy process using the policy cycle model, an investigation of two case studies of important environmental issues (which will vary from year to year), and individual student research on a particular policy concern culminating in the writing of a major research paper. **Δ College Composition II**

**Prerequisites:** ENS 116 Introduction to Environmental Studies and PSC 151 Introduction to American Government.

### **ENS 425 - Sustainable Development and the Politics of Growth 4cr**

Because "sustainable development" is often cited as the goal of environmental policy, this course attempts to discover exactly what is meant by sustainable development. Issues of economic incentives will be analyzed. Unlike a standard course in environmental policy that focuses on the formulation and implementation of statutory law at the federal level of the American government, this course will emphasize economic, theoretical, and international issues.

### **ENS 426 - Methods and Materials in Environmental Education 4cr**

The goal of this course is to give students experience, competence, and confidence as environmental educators. Students will examine environmental education curriculum materials, try out various teaching methods, and discuss how the objectives of environmental education can be translated into programs and activities. Several teaching sessions in local schools and other educational settings are arranged.

**Prerequisites:** Permission of instructor and ENS 126 Introduction to Environmental Education.

### **ENS 431 - Toxicology 2cr**

Toxicology is the study of the adverse effects of xenobiotic agents. This senior level course will introduce the basic principles of biochemical toxicology. Emphasis will be placed upon the impact of environmental pollution on humans and wildlife. This course will require two examinations, one presentation and one 5-page paper. Additional readings will be assigned throughout the course.

**Prerequisites:** CHM 116 General Chemistry I, CHM 117 General Chemistry II, and BIO 116 General Biology.

### **ENS 432 - Epidemiology 2cr**

Epidemiology is the study of disease distribution within populations and what affects this distribution. Epidemiologists have progressed from examining infectious diseases in the late 1800s to modern studies of obesity, lead exposure, and even cell phone use. Our world is a healthier and safer place because of this discipline. This

course consists of two sections: first, a series of lectures and readings introduce the principles of epidemiology; second, newfound knowledge is used to develop and implement a study on campus. The first section of this course demands considerable out-of-class reading and study.

**Prerequisite:** MAT 141 Statistics.

### **ENS 440 - Sustainable Farm Management 4cr**

This course introduces the principles and practices of sustainable farm management using a whole farm planning perspective. 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 - including goal setting, resource assessment, enterprise analysis, crop and livestock production, soil health, pest management, marketing, and monitoring using sustainability indicators - for an existing farm of their choice during this course.

**Prerequisites:** ENS 260 Sustainable Agriculture Practicum, ENS 330 Soil Science recommended, or permission of instructor.

### **ENS 451 - Community and Land Use Planning 4cr**

This course address theoretical and practical aspects of land use planning at the local level. The terms "community" and "citizenship" will be analyzed in their modern and historical contexts. Students will investigate various concepts and techniques used by state, regional, urban, and rural planning organizations. Topics such as historic preservation, public lands, and conservation partnerships will be discussed.

**Prerequisites:** Junior standing, PSC 151 Introduction to American Government, and ENS 116 Introduction to Environmental Studies.

### **ENS 484 - Environmental Education Internship Seminar 1cr**

This seminar focuses on helping students identify placement sites for a concentration in environmental education that will meet their personal and professional goals, 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:** ENS 116 Introduction to Environmental Studies or permission of instructor.

### **ENS 485 - 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 occur before the internship. Students need to plan for this experience at least 10 weeks in advance. 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:** Application to the organization and an interview with the faculty sponsor at least ten weeks prior to the beginning of the proposed internship.

### **ENS 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## 4.11 Gender and Women's Studies (GDS)

△ Course meets Triad Education Program Requirement in specified area.

### **GDS 100 - Introduction to Gender and Women's Studies 4cr**

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. △ **Social Science**

### **REL/GDS 112 - Women and Global Religious Traditions 4cr**

This course focuses on women's experiences within religious traditions such as Christianity, Hinduism, Judaism, Buddhism, Islam, and Neo-paganism. Questions concerning the status of women, strategies for empowering women within religions, similarities between male and female religious experience, women's work for social and environmental justice within religions, and ways that women are transforming global religious traditions are explored. △ **Philosophy/Religion or Language/Global Issues**

### **SOC/GDS 211 - 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 family as a social institution. Students have opportunities to critically analyze the connections between micro and macro level structures affecting various types of families. △ **Social Science**

### **SOC/GDS 215 - Women and Society 4cr**

An analysis of women in the United States emphasizing historical and contemporary relationships of women to education, religion, law, politics, employment, family, and sexuality. △ **Social Science**

### **GDS 220 - Introduction to Gender and Men's Studies 4cr**

This seminar examines the effects of gender ideologies and norms on the construction of masculine identities. Topics include the role of violence in masculine socialization and its effects, men's relationships with one another and with women, and men's sexuality and sexual ethics. Students explore how masculine socialization and men's experiences shape cultural, political, and religious ideas, symbols, rituals, institutions, and behavior, and are in turn shaped by them. Students read, discuss, and respond to a wide range of profeminist men's studies writers, considering issues men raise as they seek to clarify their identities and vocations at the beginning of the 21st century.

### **HIS/GDS 230 - 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. △ **History/Political Science**

### **ENG/GDS 254 - Gender Issues in the Nineteenth Century 4cr**

This course concerns the controversial redefining of gender roles, for both women and men, that took place in the nineteenth century. In order to explore the cultural concerns about gender that perplexed and sometimes polarized society, students read a variety of literary works and cultural documents as they assess the complex matrix of cultural attitudes out of which evolved those dominant conceptions of manhood and womanhood that determine common modern constructions of gender. **Δ Literature**

### **PHI/GDS 258 - 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. **Δ Philosophy/Religion**

### **ENG/GDS 273 - Literature by Women 4cr**

This course focuses on English-language poetry, drama, fiction, and nonfiction prose by women and examines the aesthetic, social, and historical contexts in which these writings took place. Readings stretch from the Middle Ages to the present and represent writers primarily from England and the United States but also from several other countries around the world. **Δ Literature**

### **GDS 290-298 - Special Topics in Gender and Women's Studies 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Gender and Women's Studies. *The course may be repeated for credit under different topics.*

### **GDS 299 - Independent Study 1-4cr**

### **REL/GDS 313 - Goddess Traditions 4cr**

Even before written history, humans have tried to understand the holy in relation to a feminine creatrix and destroyer who is intimately related to the cycles of earth: the Goddess. This course examines the Goddess as she was known in Greco-Roman culture, Celtic and Germanic traditions, and the ways she is re-emerging in contemporary American spirituality. Attention will focus on history, mythology, and ritual. **Δ Philosophy/Religion, Language/Global Issues, or College Composition II.**

**Prerequisite:** One prior course in Religious Studies or permission of the instructor.

### **SOC/GDS 324 - 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. **Δ Social Science**

**Prerequisite:** SOC 100 Introduction to Sociology or ANT 200 Introduction to Cultural Anthropology or GDS 100 Introduction to Gender and Women's Studies, or permission of instructor.

### **ODL/GDS 325 - Women's Voices in Experiential Education 4cr**

This course is taught in a seminar format, involving students in the exploration of feminist theory and practice as it relates to experiential education and outdoor adventure education. Through readings, discussions, speakers, and

presentations, students explore feminist perspectives of outdoor leadership, the historical contributions of women, and some current issues and concerns of women in the field.

**Prerequisite:** Sophomore or junior standing.

### **SOC/GDS 325 - 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 effected 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 will 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. **Δ Social Science or Language/Global Issues**

**Prerequisite:** SOC 100 Introduction to Sociology or ANT 200 Introduction to Cultural Anthropology or GDS 100 Introduction to Gender and Women's Studies and junior or senior standing, or permission of the instructor.

### **SOC/GDS 366 - Feminist Thought 4cr**

Feminist thought is not one unified body, but has many influences and debates within it. Through primary source readings, discussion, and written work, students in this course explore the development of feminist thought, examine major feminist theoretical approaches and the key debates among feminists, and see how theory is applied to action.

**Δ Social Science**

**Prerequisites:** GDS 100 Introduction to Gender and Women's Studies and junior or senior standing, or permission of instructor.

### **GDS 390-398 - Special Topics in Gender and Women's Studies 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Gender and Women's Studies. *The course may be repeated for credit under different topics.*

### **GDS 399 - Independent Study 1-4cr**

### **GDS 401 - Gender and Social Change 4cr**

This course explores fundamental questions of social organization and change. The focus is on gender relations as one of the key components of social ideology and structure, and the inquiry revolves around considerations of origins of social inequality, transformation of gender relations and societal organization, and both micro- and macro-level analyses of social transformation. This course serves as the capstone seminar for Gender and Women's Studies majors and minors. Accordingly, independent research is a major component of this cumulative requirement. **Δ Social Science**

**Prerequisite:** GDS 100 Introduction to Gender and Women's Studies.

### **SOC/GDS 402 - 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 410 Directed Research in Sociology/Anthropology. Focus will be 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 Social Science**

**Prerequisites:** SOC 100 Introduction to Sociology and ANT 200 Introduction to Cultural Anthropology, and junior or senior standing, or permission of instructor.



**SOC/GDS 410 - Directed Research in Sociology/Anthropology 4cr**

In this course, students will be 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 **College Composition II**

**Prerequisites:** SOC 402 Sociology/Anthropology Research Craft and approval of research proposal by the Social Sciences Institutional Review Board.

**GDS 479 - Supervised Internship 1-8cr**

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 Gender and Women's Studies faculty members or the Social Sciences Department Chair.

**GDS 490-498 - Special Topics in Gender and Women's Studies 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Gender and Women's Studies. *The course may be repeated for credit under different topics.*

**GDS 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## 4.12 Global Studies (GBL)

Δ Course meets Triad Education Program Requirement in specified area.

### **GBL 116 - Introduction to Geography 4cr**

This course provides an introduction to the broad scope of human geography and 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. Δ **Language/Global Issues**

### **GBL 125 - Introduction to Appalachian Studies 4cr**

This course is an introduction to the field of Appalachian Studies. We will 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 will become familiar with dominant themes in the interdisciplinary field of Appalachian Studies by engaging with course materials and participating in discussions.

### **GBL 225 - 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 290-298 - Special Topics in Global Studies 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Global Studies. *The course may be repeated for credit under different topics.*

### **GBL 299 - Independent Study 1-4cr**

### **GBL 325 - Advanced GIS 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 331 - 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 379 - 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 will

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."

### **GBL 381 - Filming Appalachia 4cr**

Filming Appalachia is a semester-long exploration of feature films and documentaries about the southern mountains. Students will watch movies together over the course of this class, but they will also read books, articles, and historical documents related to filmmaking in the mountains. Students will also write and present film reviews to one another. In addition, students will be required to participate in a weekend-long field trip to Whitesburg, Kentucky, where they will engage in a service project for Appalshop - an organization that uses media, such as radio and film, to provide Appalachian people with the resources and expertise to tell their stories to a broad audience. Finally, the class will be divided into groups of eight or less to conceptualize, design, storyboard, and film their own documentaries about some element of Appalachia. These films will be shown at a year-end film festival that will be open to the entire campus community.

### **GBL 394 - 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 395 International Development Practicum.

**Prerequisites:** Student application, interview, language training, and orientation are required; a re-entry course may be required as well.

### **GBL 395 - 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 394 International Field Study.

**Prerequisites:** See requirements listed above for GBL 394 International Field Study.

### **GBL 399 - Independent Study 1-4cr**

### **GBL 461 - 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 College Composition II**

**Prerequisite:** Junior or senior standing, or permission of the instructor.

### **GBL 490-498 - Special Topics in Global Studies 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Global Studies. *The course may be repeated for credit under different topics.*

### **GBL 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## 4.13 History (HIS)

△ Course meets Triad Education Program Requirement in specified area.

### **HIS 111 - 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. △ **History/Political Science**

### **HIS 120 - Western Civilization: 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. △ **History/Political Science**

### **HIS 121 - Western Civilization: 1450 to 1815 4cr**

This course is a survey of history beginning with the late Medieval era and carrying through the Age of Napoleon. It provides both an introduction to and a better understanding of the cultural, economic, and political developments of this period. Students read three to four books in addition to the text and deliver a classroom presentation. △ **History/Political Science**

### **HIS 122 - Western Civilization: 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. △ **History/Political Science**

### **HIS 131 - 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. △ **History/Political Science**

### **HIS 132 - 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 predominately 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. △ **History/Political Science**

### **HIS 199 - Independent Study 1-4cr**

### **HIS 205 - 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 **History/Political Science**

### **HIS/GDS 230 - 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 **History/Political Science**

### **HIS 236 - North Carolina History 4cr**

This course will treat North Carolina in the context of the major developments and episodes of American history from the colonial period to the present. Emphasis will be placed on the study of the state's many ethnic cultures, including the English, Scotch-Irish, German, French, African-American, and American Indian. Δ **History/Political Science**

**Prerequisite:** HIS 131 United States History I or HIS 132 United States History II or permission of instructor.

### **HIS 241 - Latin American History 4cr**

This course examines a range of topics in the history of Latin America from the colonial period to the present, with an emphasis on the period between the 1810s and 1970s. Rather than attempting to cover all of Latin America's diverse history, we will focus on specific countries, events, and phenomena--such as slavery and servitude in Brazil, revolutions in Mexico and Cuba, and populism and military repression in Argentina and Chile. Δ **History/Political Science**

### **HIS 251 - 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. Δ **History/Political Science**

### **HIS 270 - 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 German films of the last 80 years will be used to enhance students' understanding of German culture throughout this period. Δ **History/Political Science**

### **HIS 290-298 - Special Topics in History 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of History. *The course may be repeated for credit under different topics.*

### **HIS 299 - Independent Study 1-4cr**

### **HIS 327 - 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 will read several case studies of divorce and witchcraft to examine the intersection of state control and daily life. **Δ History/Political Science**  
**Prerequisite:** Freshmen are admitted only with permission of the instructor.

### **HIS 328 - 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. **Δ History/Political Science**  
**Prerequisite:** Freshmen are admitted only with permission of the instructor.

### **HIS 330 - The Rise of Imperial Russia 4cr**

The purpose of this course is to acquaint students with the formation and the structures of Imperial Russia. Beginning with a brief survey of Russia's medieval past, the course moves fairly rapidly up through the reign of Catherine the Great. From this point, a more in-depth study follows, with considerable attention and time spent on Russia in the nineteenth century. **Δ History/Political Science**

### **HIS 331 - Modern Russian History 4cr**

This course begins with the Russian revolutionary movements of the late nineteenth century. The bulk of the course will deal with Russian history of the twentieth century with special emphasis on such events as the 1917 Revolution, Stalinism, the Cold War, and the ending of Soviet power. Students will read several books and write a paper. **Δ History/Political Science**

### **HIS 332 - 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. **Δ History/Political Science**  
**Prerequisite:** Freshmen are admitted only with permission of the instructor. For others, HIS 131 United States History I or a good high school background in American history are recommended.

### **HIS 334 - History of the African-American Experience 4cr**

This course encompasses the story of the experience of black people in America over the entire span of the nation's history. Among the major topics are 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 History/Political Science**  
**Prerequisites:** HIS 131 United States History I and HIS 132 United States History II or a good high school background in black history are recommended.

### **HIS 339 - The United States since 1945 4cr**

This course examines major trends in American history since 1945, the year marking both the end of the Second World War and the death of Franklin D. Roosevelt. The course starts with Roosevelt's New Deal legacy and the origins of the Cold War. In foreign affairs, emphasis is given to the policy of containment and how it played out until the Cold War ended. Examination of domestic events includes such significant social developments as the civil rights movement, feminism, and multiculturalism. **Δ History/Political Science**

### **HIS 340 - 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 **History/Political Science**

**Prerequisite:** Sophomore standing or permission of instructor.

### **HIS 399 - Independent Study 1-4cr**

### **HIS 480 - 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 will prepare drafts of their papers to be reviewed by the entire class as well as by the instructor. Δ **College Composition II**

**Prerequisite:** Senior standing.

### **HIS 490-498 - Special Topics in History 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of History. *The course may be repeated for credit under different topics.*

### **HIS 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## 4.14 Interdepartmental (INT)

△ Course meets Triad Education Program Requirement in specified area.

### **INT 290-298 - Special Topics 2-4cr**

This course is an in-depth consideration of a topic of particular concern. *The course may be repeated for credit under different topics.*

### **INT 296 - Dialog and Dialectic 4cr**

This discussion-based course will delve into dialog and dialectic. Dialogue and Dialectic are worthy opponents, if not actually mortal enemies. You have to recognize this from the start if you want to see how-it-is they become friends: complementarities. Dialogue, let's say for the sake of argument, is the shared effort to "get on the same page" and work toward the accomplishment of some task. Dialectic, on the other hand, is the shared effort to consider as well the nature of opposition and antagonism that is generally eliminated in dialogue, so as to understand a larger sense of communication and sustainable argument.

### **INT 316 - Medieval Islamic Cultures 4cr**

This course presents an overview of the development of Islamic cultures from the time of the Prophet to the beginnings of Ottoman hegemony, with special focus on seminal works of religious thought and secular literature in cultural context. All readings are in modern English translation. *Irregularly offered.* △ **Language/Global Issues**

### **INT 325 - Great Books I 1-2cr**

This interdepartmental course is offered in each of the four terms and is serviced by approximately twenty-five faculty members who represent most of the academic disciplines at the College. Students select texts from an extensive list of titles offered and work individually with examiners. Fields represented are Art, History/Political Science, Literature, Natural Sciences, Philosophy, Religious Studies, Social Science, and Women's Studies. For a list of texts and course guidelines, see the Great Books course director.

**Prerequisite:** Closed to students on academic probation and first-semester freshmen. Second-semester freshmen may register only by special permission.

### **INT 326 - Great Books II 1-2cr**

This course is a continuation of INT 325 Great Books I with the same course guidelines, but students select different texts.

**Prerequisite:** INT 325 Great Books I. Closed to students on academic probation.

### **INT 391 - 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 391 credits may count toward the minimum of 40 credits required for the major. INT 391 credits do not count toward the 12 credits of 300 and 400 level courses required for the major. This course may not be taken concurrently with INT 480.*



**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 480 - 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 response 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. *The course is taught in the spring semester only.* Δ **College Composition II**

**Prerequisites:** Senior standing. Integrative Studies major. Prior approval of a thesis proposal by the Integrative Studies committee.

### **INT 490-498 - Special Topics 2-4cr**

This course is an in-depth consideration of a topic of particular concern. *The course may be repeated for credit under different topics.*

Δ Course meets Triad Education Program Requirement in specified area.

## 4.15 Modern Language (LAN)

Δ Course meets Triad Education Program Requirement in specified area.

### **LAN 152 - Spanish I 4cr**

This course is an introduction to basic Spanish vocabulary, grammar, and syntax, with emphasis on Spanish as a formal system of verbal signs, with its own internal patterns of organization. Special attention will be paid to developing accurate pronunciation, listening, reading comprehension, and writing abilities. Cultural information will be introduced as topics of interest arise during each lesson. This course is for students who have had little or no instruction in Spanish. Classes are conducted in Spanish. Δ **Language/Global Issues**

### **LAN 153 - Spanish II 4cr**

This course continues the introduction to basic Spanish vocabulary, grammar, and syntax, with emphasis on Spanish as a formal system of verbal signs, with its own internal patterns of organization. Special attention will be paid to developing accurate pronunciation, listening, reading comprehension, and writing abilities. Cultural information will be introduced as topics of interest arise during each lesson. This course is for students who have had little or no instruction in Spanish. Classes are conducted in Spanish. Δ **Language/Global Issues**

**Prerequisites:** LAN 152 Spanish I or one year of high school Spanish or the equivalent, and permission of instructor, with placement test.

### **LAN 162 - French I 4cr**

This course is an introduction to basic French vocabulary, grammar, and syntax, with special emphasis on French as a formal system of verbal signs, with its own patterns of organization. This course is for students who have little or no previous instruction in French. Special attention will be paid to developing accurate pronunciation, listening and reading comprehension, and writing abilities. Cultural information will be introduced as topics of interest arise in the context of language lessons. Students do regular written exercises and assignments, but the main emphasis is on spoken French, and classes are conducted as much as possible in French. Δ **Language/Global Issues**

### **LAN 163 - French II 4cr**

This course continues the introduction to basic French vocabulary, grammar, and syntax, with special emphasis on French as a formal system of verbal signs, with its own patterns of organization. For students who have little or no previous instruction in French. Special attention will be paid to developing accurate pronunciation, listening and reading comprehension, and writing abilities. Cultural information will be introduced as topics of interest arise in the context of language lessons. Students do regular written exercises and assignments, but the main emphasis is on spoken French, and classes are conducted as much as possible in French. Δ **Language/Global Issues**

**Prerequisites:** LAN 162 French I or one year of high school French or the equivalent, and permission of instructor, with placement test.

### **LAN 252 - Spanish III 4cr**

This course is a continuation of LAN 153 Spanish II, emphasizing development of the four basic skills-- understanding, speaking, reading, and writing--through cultural and literary readings, conversations and compositions in Spanish, supplemented by additional study of grammar as needed. The course is conducted entirely in Spanish. Δ **Language/Global Issues**

**Prerequisites:** LAN 153 Spanish II or at least two years of high school Spanish or the equivalent, and permission of instructor, with placement test.

### **LAN 253 - Spanish IV 4cr**

This course is a comprehensive review of all the skills needed for advanced language courses, including an intensive review of grammar. Students practice both conversation and composition and read supplementary texts on contemporary topics. The course is conducted entirely in Spanish. **Δ Language/Global Issues**  
**Prerequisites:** LAN 252 Spanish III or equivalent, with placement test.

### **LAN 262 - French III 4cr**

This course is a continuation of LAN 163 French II. The primary emphasis continues to be on spoken French, but students also write short essays and read supplementary texts on French life and culture. The course is conducted entirely in French. **Δ Language/Global Issues**  
**Prerequisites:** LAN 162 French I and LAN 163 French II or at least two years of high school French or the equivalent, and permission of the instructor, with placement test.

### **LAN 263 - French IV 4cr**

This course is a continuation of French III, with more emphasis on writing. Supplementary reading texts and class discussion are an important part of the course. The course is conducted entirely in French. **Δ Language/Global Issues**  
**Prerequisites:** LAN 262 French III or three years of high school French or the equivalent, and permission of instructor, with placement test.

### **LAN 310 - Teaching a Second Language: Approaches, Methods, Techniques 4cr**

This course is designed to improve the skills of any student who intends to teach or learn a second language. Through a chronological overview of language teaching methods, combined with peer teaching and practical application, students gain the skills to enter the field of second language teaching. Although the emphasis of the course is upon English as a Second Language, the knowledge and skill acquired in this course are applicable to the teaching and learning of all languages. **Δ Language/Global Issues**

### **LAN 352 - Latin American Cinema 4cr**

This introductory film course addresses the evolution of Latin America's film industry, its significance in nation building efforts, and its influence in asserting Latin American nations as full participants in the global game of creating images of the "other." Additionally, students in the course will explore the mechanisms and theories used by Latin American filmmakers to further, rationalize, and portray Latin American cultural identities. The course is taught entirely in Spanish. **Δ Language/Global Issues**  
**Prerequisite:** Advanced Spanish or permission of instructor.

### **LAN 353 - Latin American Culture and Civilization 4cr**

This course is an interdisciplinary study of the diversity of cultures within the Latin American world. Students explore the interconnections among native, African, and European cultures with the help of concepts such as acculturation, transculturation, syncretism, and dependency. Comprehension will be enhanced by presenting students with texts, movies, documentaries, and art produced by Latin American authors. Writing skills will be refined by the completion of research papers, and communications skills will be developed further by presentations. The course is conducted entirely in Spanish. **Δ Language/Global Issues**  
**Prerequisite:** LAN 354 Advanced Spanish or equivalent, or permission of instructor.

### **LAN 354 - Advanced Spanish 4cr**

This course is a pursuit of the language in greater depth, focusing on writing, research, literature, culture, and speaking skills, in preparation for LAN 353 Hispanic Culture and Civilization, LAN 455 Hispanic Short Stories and Poetry, LAN 490-498 Special Topics, and LAN 399 and 499 Independent Study. **Δ Language/Global Issues**  
**Prerequisite:** LAN 253 Spanish IV.

### **LAN 364 - Advanced French 4cr**

This course concentrates on spoken and written French. Students review first-year French grammar as necessary and are introduced to more advanced grammar, vocabulary and syntax. Reading selections and class conversation topics are drawn from current newspapers and periodicals and from poetry, fiction, and essays by contemporary French and francophone writers. The course is conducted entirely in French. Δ **Language/Global Issues**

**Prerequisites:** LAN 263 French IV or the equivalent, and permission of instructor.

### **LAN 371 - Term-Length International Program Course 2-4cr**

This course is a study of a variety of topics relating to Spanish-speaking regions of the world, with particular focus on the country students will visit. Topics may include elements of history, geography, cultural studies, economics, literature, and Spanish language. This course is open only to students participating in the International Program. Δ

**Language/Global Issues**

**Prerequisite:** Spanish II or permission of the instructor.

### **LAN 399 - Independent Study 1-4cr**

**Prerequisite:** At least one 300-level course in the appropriate language.

### **LAN 455 - Latin American Short Stories and Poetry 4cr**

This course is an introduction to Latin American literature highlighting the contributions of Latin American writers, critics, and literary theorists. The course surveys twentieth century poetry and short stories by using descriptive categories such as neo-baroque, postmodernism, modernity, creationism, modernism, and neo-colonialism. The course is conducted entirely in Spanish. Δ **Language/Global Issues or Literature**

**Prerequisite:** LAN 354 Advanced Spanish.

### **LAN 456 - Magical Realism 4cr**

This course is an in-depth study of seminal works that established Latin American literature as a point of reference in world literature of the Twentieth Century. Course materials include novels and short stories penned by authors such as Garcia Marquez, J.L. Borges, Carlos Fuentes, Julio Cortazar, Juan Rulfo, Miguel Angel Asturias, as well as numerous articles from Latin American, European, and US literary critics. Course contents incorporate explorations of ostensible polar categories such as time-space, reality-magic, fiction-reality, etc., and the solutions that magic-realists authors have proposed to clarify these resilient dichotomies. Δ **Language/Global Issues or Literature**

**Prerequisite:** LAN 354 Advanced Spanish.

### **LAN 465 - Francophone Literature 4cr**

This literature course concentrates on the 20th century. Students read a series of texts--novels, essays, and plays. The analysis of readings will put emphasis on several topics including the relation between literary texts and other social and cultural concerns, the question of identity, post-colonialism, the family, and the relation between French and francophone literature. The aim of the course is not only to expose the student to the 20th-century francophone literature, but also to sharpen the students' skills in reading critically and writing analytically in French. Δ

**Language/Global Issues or Literature**

### **LAN 490-498 - Special Topics in Languages 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Modern Languages. *The course may be repeated for credit under different topics.*

**LAN 499 - Independent Study 1-4cr**

**Prerequisite:** At least one 300-level independent study.

Δ Course meets Triad Education Program Requirement in specified area.

## 4.16 Mathematics (MAT)

Δ Course meets Triad Education Program Requirement in specified area.

### **MAT 111 - Mathematics for Liberal Arts 4cr**

This course is a survey of mathematics that may be from a historical, philosophical, computational, and/or aesthetic point of view. The faculty member teaching this course chooses topics from his or her fields of expertise and interests. Students may study topics including: history and philosophy of mathematics, systems of numeration, logic, mathematical modeling, space-time and the Theory of Relativity, probability, problem solving, logarithms and musical scales, mathematics in art, non-Euclidean geometry, fractals, cryptography, and mathematical puzzles. Δ

#### **Mathematics**

**Prerequisites:** Sufficient score on the math placement exam.

### **MAT 141 - Statistics 4cr**

This course is an introductory course in descriptive and inferential statistics. Students explore methods of collecting and displaying data, perform statistical inference, carry out statistical studies, and use graphing calculators and statistical software. Examples will cross disciplines and focus on normal distributions, Chi Square procedures, and Analysis of Variance (ANOVA). Δ **Mathematics**

**Prerequisites:** Sufficient score on the math placement exam.

### **MAT 150 - Precalculus 4cr**

This course is a continuation of the standard High School Algebra sequence. It provides the background in basic functions necessary for MAT 241 Calculus I and for applications in the sciences, environmental studies, and finance. Students will master linear and quadratic functions and investigate general polynomial, rational, inverse, exponential, logarithmic, and trigonometric functions. Graphing calculators, DERIVE, and MAPLE, are employed to explore functions and complete computations. Δ **Mathematics**

**Prerequisites:** Sufficient score on the math placement exam.

### **MAT 201 - Computer Science I 4cr**

This is an introductory course emphasizing the fundamental concepts of modern programming from an object-oriented perspective. The object-oriented paradigm will be explored using the Java programming language (standard edition). Topics will include programming basics, data types, control structures, methods, classes and objects, arrays, and an introduction to graphical user interfaces. There will be significant emphasis on the methodical development of proper (Java) syntax as well as discussions on abstract computer programming concepts. Δ **Mathematics**

#### **Mathematics**

**Prerequisites:** Two years of high school algebra and one year of high school geometry.

### **MAT 202 - Computer Science II 4cr**

This course is a continuation of MAT 201; this is a second course in object-oriented programming using the Java programming language (standard edition). Topics will include a further study of classes and objects, inheritance, polymorphism, exceptions, file I/O, threads, and a continuation of the implementation of graphical user interfaces. This course will also provide an introduction to the Java Micro Edition through the use of Sun SPOTS (Small Programmable Object Technology) and the interaction between programs and other languages/applications such as (X)HTML, PHP and MySQL. Δ **Mathematics**

**Prerequisite:** MAT 201 Computer Science I or equivalent.

### **MAT 241 - 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 of the first and second derivatives to the graphing of functions, related rates problems, and maxima and minima problems, and glimpse an introduction to integration. Graphing calculators, DERIVE, and MAPLE may be used extensively to explore and reinforce the material.  $\Delta$

**Mathematics**

**Prerequisite:** MAT 150 Precalculus or sufficient score on the math placement exam.

### **MAT 242 - Calculus II 4cr**

This course builds on the concepts and skills developed in Mat 241 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. Graphing calculators, DERIVE, and MAPLE may be used extensively to explore and reinforce the material.  $\Delta$  **Mathematics**

**Prerequisite:** MAT 241 Calculus I or equivalent.

### **MAT 243 - 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. Graphing calculators, DERIVE, and MAPLE may be used extensively to explore and reinforce the material.  $\Delta$  **Mathematics**

**Prerequisite:** MAT 242 Calculus II or equivalent.

### **MAT 250 - 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. Graphing calculators, DERIVE, and MAPLE may be used extensively to explore and reinforce the material.  $\Delta$  **Mathematics**

**Prerequisite:** MAT 242 Calculus II or equivalent.

### **MAT 251 - 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 computer and calculator to solve differential equations and applications. Graphing calculators, DERIVE, and MAPLE may be used extensively to explore and reinforce the material.  $\Delta$  **Mathematics**

**Prerequisite:** MAT 242 Calculus II or equivalent.

### **MAT 253 - Statistics for Natural Sciences 4cr**

This course is designed to introduce students in the natural sciences to descriptive and inferential statistics. Students investigate and produce data, design experiments, summarize data graphically and numerically, and analyze data using confidence intervals and testing hypotheses. They master reading and comprehending statistics, distinguishing and evaluating the validity of different statistical testing techniques, and using appropriate statistical technology.

*Students may not receive credit for both this course and MAT 141 Statistics.*  $\Delta$  **Mathematics**

**Prerequisites:** Two years of high school algebra and one year of high school geometry. Sophomore standing and a major/minor in Biology, Chemistry, Environmental Studies, or Math (or consent of instructor).

### **MAT 289 - 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 242 Calculus II or equivalent.

### **MAT 290-298 - Special Topics in Mathematics 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Mathematics. *The course may be repeated for credit under different topics.*

### **MAT 299 - Independent Study 1-4cr**

### **MAT 303 - Data Structures 4cr**

In this course, object-oriented programming in Java is used to develop, understand, and program more complex algorithms and data structures: lists, sorting and searching, linked lists, recursion, stacks, queues, trees, hash tables, heaps, graphs, memory management, and accessing files.  $\Delta$  **Mathematics**

**Prerequisite:** MAT 202 Computer Science II or permission of instructor.

### **MAT 304 - Computer Organization 4cr**

This course introduces principles of computer organization: levels of computer organization, digital logic, microprocessing, machine language, assembly language, operating system processes, memory, interrupts, addressing, controls, paging, tasking, and linkage.  $\Delta$  **Mathematics**

**Prerequisite:** MAT 202 Computer Science II or permission of instructor.

### **MAT 310 - 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.  $\Delta$  **Mathematics**

**Prerequisites:** MAT 242 Calculus II and MAT 289 Introduction to Mathematical Rigor.

### **MAT 320 - 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. The software package Geometer's Sketchpad and other appropriate technologies may be used to explore and reinforce the material.  $\Delta$  **Mathematics or College Composition II**

**Prerequisites:** MAT 242 Calculus II and MAT 289 Introduction to Mathematical Rigor.

### **MAT 330 - 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.  $\Delta$  **Mathematics**

**Prerequisites:** MAT 242 Calculus II and MAT 289 Introduction to Mathematical Rigor.

### **MAT 331 - Complex Analysis 4cr**

This course is an introduction to both the rigor and the applications of the complex numbers. Students explore the topology and the algebraic structure of the complex number system, differentiation and integration of complex-valued functions, power series and Laurent series, Cauchy's theorem, and the residue calculus.  $\Delta$  **Mathematics**

**Prerequisites:** MAT 242 Calculus II and MAT 289 Introduction to Mathematical Rigor.

### **MAT 341 - 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.  $\Delta$  **Mathematics or College Composition II**

**Prerequisites:** MAT 242 Calculus II and MAT 289 Introduction to Mathematical Rigor.

### **MAT 366 - 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.  $\Delta$  **Mathematics**

**Prerequisites:** MAT 242 Calculus II and MAT 289 Introduction to Mathematical Rigor.

### **MAT 380 - Discrete Mathematics 4cr**

This course is introduction to combinatorics and graph theory. Students may investigate the modeling process, discrete and continuous dynamics, linear programming, and curve fitting with a particular emphasis on their use in modeling real world situations.  $\Delta$  **Mathematics**

**Prerequisites:** MAT 242 Calculus II and MAT 289 Introduction to Mathematical Rigor.

### **MAT 389 - Pre-thesis Research 1cr**

This course is designed for the student preparing to embark upon study for a senior thesis in mathematics (see MAT 489 Senior Thesis). Students investigate several topics of interest and, in conference with a mathematics professor, choose a particular topic for advanced study and complete sufficient background study to develop a cohesive plan for future research. A synopsis of this study together with a written research proposal will be submitted to the mathematics faculty for approval.

**Prerequisites:** MAT 242 Calculus II and MAT 289 Introduction to Mathematical Rigor. Junior standing is recommended.

### **MAT 390-398 - Special Topics in Mathematics 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Mathematics. *The course may be repeated for credit under different topics.* Δ **Mathematics**

### **MAT 400 - 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. Δ

#### **Mathematics**

**Prerequisites:** MAT 242 Calculus II, MAT 289 Introduction to Mathematical Rigor, and permission of the instructor.

### **MAT 489 - Senior Thesis 2cr**

This course is designed as the culminating project for students completing a major in mathematics. The student completes the research approved in MAT 389, submits a written report in the form of a thesis to the mathematics faculty for approval, and presents his/her work in a public on-campus seminar.

**Prerequisite:** MAT 389 Pre-Thesis Research.

### **MAT 490-498 - Special Topics in Mathematics 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Mathematics. *The course may be repeated for credit under different topics.*

### **MAT 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## 4.17 Music (MUS)

Δ Course meets Triad Education Program Requirement in specified area.

**Applied Music Lessons** - Lessons may be taken at any level - beginning through advanced - in a number of areas: piano, voice, and organ. When feasible, weekly small-group instruction is combined with performance opportunities. Emphasis is placed on performing skills, musical analysis, and aesthetic awareness. *An extra \$50 fee per credit is charged for applied music lessons.* With departmental pre-approval, students taking other applied music lessons (percussion, band/orchestra instruments, etc.) with private instructors are eligible to receive academic credit. *See Department Chair for more information.*

**Appalachian Music Program** - Taking advantage of the music and dance heritage of its Southern Appalachian location, Warren Wilson College offers a program in Appalachian Music, including instruction in some of the common Appalachian instruments and in Stringband and Bluegrass ensembles. Weekly jam sessions take place on campus throughout the year, as well as an Appalachian music concert series, an Appalachian music and folklife festival, and a weekly Contra Dance.

### **MUS 103 - Chapel Choir 1cr**

This course is open to all members of the Warren Wilson community as well as to interested members of the larger community. Weekly rehearsals are planned to help members develop vocal, ensemble, and musical skills, and to prepare music for Sunday worship services for which this group frequently provides leadership. No audition is required. *This course may be repeated 8 semesters.* Partially satisfies Δ **Artistic Expression**

### **MUS 105 - College Chorale 1cr**

The College Chorale is an auditioned student choral ensemble devoted to the performance of a variety of musical styles. This large ensemble is for students who seek the opportunity to perform at the college level with members who represent a wide variety of academic majors. The repertoire includes works of various countries, languages, cultures, and historical periods. The College Chorale presents a major concert each semester and performs at various on-campus events. *This course may be repeated 8 semesters.* Partially satisfies Δ **Artistic Expression**

### **MUS 107 - Applied Appalachian Music 1cr**

Applied music lessons offer students with prior experience in Appalachian music the opportunity to advance their musical technique through weekly individual lessons. Lessons are available on the following Appalachian instruments: fiddle (old-time or bluegrass), banjo (old-time or bluegrass), mandolin, and flat-picking guitar. In addition to technique, students will learn relevant music theory, develop the ability to play expressively, and gain a better understanding and awareness of the musical traditions, history, and culture of the southern Appalachian region. Repertoire appropriate to each student's individual ability will be selected from the traditional Appalachian old-time or bluegrass canon, and students will perform in a juried recital at the end of the semester. *May be repeated for a maximum of 8 credits.* Partially satisfies Δ **Artistic Expression**

**Prerequisite:** Prior experience on an Appalachian instrument and permission of instructor.

### **MUS 109 - Introduction to Music 4cr**

This course offers students a chance to explore music through a survey of various historical periods and styles and introduces the basic elements of music (reading and writing music). Students gain an understanding of the masterworks of composers such as Bach, Mozart, Beethoven through listening assignments and class discussions. No previous musical experience is necessary. *This course is required of all students interested in further study in applied music.* Δ **Artistic Expression**

### **MUS 112 - Music Cultures of the World 4cr**

This course is an introductory survey of selected music cultures of the world. Music is explored as a functional activity in people's lives, as a symbol of historical or national identity, and as a form of artistic expression. Models for analyzing music are presented that demonstrate the meaning and significance of music in various societies.

### **MUS 113 - Roots of American Folk Music 1cr**

This course traces the roots and branches of American folk music beginning with the early settlers in the Southern Appalachian mountains. Students learn the history and the songs showing how black and white music traditions merged to create uniquely American music including blues, spirituals, ragtime, music of the minstrels, Civil War, cowboys, outlaws, railroad, Tin Pan Alley, ballads, old-time, bluegrass, and gospel.

### **MUS 125 - Instrumental Ensemble 1cr**

The Instrumental Ensemble is open to all students and is devoted to the performance of a variety of musical styles. This ensemble varies from a woodwind choir, brass ensemble, chamber orchestra, or combination thereof depending on the instrumentation of student interest. A major concert is presented each semester along with performances at various on-campus events. *This course may be repeated 8 semesters.* Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 127 - 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 8 semesters.* Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** Ensemble members must demonstrate command of their instruments.

### **MUS 130 - Applied Piano 1-2cr**

Students with past keyboard experience may take this course. Literature appropriate to each student's ability is chosen from the Baroque, Classical, Romantic, and Contemporary periods of music. Jazz, Ragtime, or other suitable contemporary compositions are included as a part of every student's study. This course focuses on helping students develop their technique, and their ability to play expressively, and it fosters an understanding and an appreciation of the differences in the styles from each music period. *This course may be repeated 8 semesters.* Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** MUS 109 Introduction to Music or permission of instructor.

### **MUS 134 - Beginning Voice 2cr**

In this course, students learn basic concepts of producing good sound including proper breath management, good diction, and developing the full range of the voice. The opportunity to sing for and listen to colleagues is an important aspect of the class. Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** MUS 109 Introduction to Music or permission of instructor.

### **MUS 135 - Applied Voice 1-2cr**

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, listening, and concert attendance. The repertoire is selected from classical vocal literature appropriate to the student's level of proficiency; musical theatre and operetta selections may also be assigned. *This course may be repeated 8 semesters.* Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** MUS 109 Introduction to Music or permission of instructor.

### **MUS 137 - Applied Organ 1cr**

This course is for students with a strong background in piano who are interested in learning to play the organ. Beginning organ students study keyboard and pedal techniques and hymn playing. Upper level students study compositions of diverse styles and periods. Performance opportunities include recitals, chapel services, and convocations. *This course may be repeated 8 semesters.* Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** MUS 109 Introduction to Music or permission of instructor.

### **MUS 140 - Old-Time Fiddle I 1cr**

This class for beginning fiddlers is an introduction to the traditions of southern old-time fiddling. Students will learn the basics of tuning, fingering, and simple bowing patterns as well as open-string drones and double-stops. The class will focus 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 will be designed to accommodate those with prior classical training as well as those who are new to the instrument. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 141 - Mandolin I 1cr**

This class is an introduction to the mandolin for beginners. Students will 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 155 - Appalachian Flatfooting and Clogging 1 cr**

In this course, students will learn the basics of Appalachian flatfooting and clogging, the traditional step dances of the Appalachian region. They will 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 will gain an understanding of the roots and history of these traditional dance forms and their role in Appalachian community, past and present. Topics will include: step dance traditions (buckdance, flatfooting, and clogging) and team clogging traditions, but may also include traditional social set dances. Although prior dance knowledge is welcome, it is not a prerequisite for the course. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 160 - Old-Time String Band 1cr**

In this course for intermediate and advanced 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. Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** Some proficiency on an Appalachian stringed instrument.

### **MUS 161 - Beginning Guitar 1cr**

In this course for the beginner, students learn tuning, strumming, and picking out melodies in a variety of styles including folk, country, bluegrass, old-time, blues, and popular. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 162 - Finger-Picking Guitar 1cr**

In this course for those who already know their basic chords, students learn blues and country finger-picking styles on the guitar. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 163 - Flat-Picking Guitar 1cr**

In this course, designed for those who already know their basic chords, students learn bluegrass and old-time guitar using a flat pick. Skills in playing melody, backup and using runs are learned. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 164 - Old-Time Banjo 1cr**

Old-Time Banjo is a beginner's class in old-time or clawhammer banjo. Students learn the songs, tunings, and rhythms of songs of the southern Appalachians. No experience with the banjo is required. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 165 - Bluegrass Banjo 1cr**

In this course for the beginner, students learn the basics of bluegrass banjo playing. Starting with extremely simple tunes, this course gradually involves more rolls and more complicated melodies. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 169 - Old-Time Singing 1cr**

Drawing from the rich vocal traditions of Southern Appalachian music, students in this course learn to sing a wide variety of old-time songs ranging from ancient murder ballads, sentimental parlor songs, minstrel songs, bluegrass, old-time, and gospel. Students experience singing melody and harmony. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 171 - Bluegrass Band 1cr**

This course for intermediate and advanced players who know their basic chords and can keep a steady rhythm on banjo, mandolin, fiddle, guitar or bass, is also for singers. In it, students combine their individual vocal and instrumental skills into a cohesive band. Drawing from the traditional bluegrass repertoire of artists such as Bill Monroe, Flatt & Scruggs, the Stanley Brothers and more, students are encouraged to join in singing both lead and harmony. Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** Some proficiency on a Bluegrass instrument.

### **MUS 180 - Appalachian Ballads and Folk Songs 1cr**

This class is an introduction to the unaccompanied ballad and folk song traditions of Appalachia. Students will 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 will 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. This course may be used for partial fulfillment of the Triad Education Artistic Expression course requirement. Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS 199 - Independent Study 1-4cr**

### **MUS 209 - Theory/Improvisation 4cr**

This course helps students develop their improvisation skills. Students study the scales, chords, and progressions that are the basic elements jazz musicians use to improvise. By using the traditional blues and jazz forms for structure, students learn how to develop their spontaneous ideas into a logical musical statement and a meaningful improvisation.  $\Delta$  **Artistic Expression**

### **MUS 232 - Appalachian Music and Dance 4cr**

This introductory course explores traditional Southern Appalachian music and dance by tracing its historical development from Scotch-Irish and African folk roots to the present day. Topics include ballads and folk songs, sacred singing, dance music, early hillbilly recordings and radio, Bluegrass and early country music, buckdancing, clogging, square dancing, and the folk music revival. Resources include readings, recordings, films, visits with local musicians and dancers, and field trips to regional music venues.

### **MUS 255 - Jazz Appreciation 4cr**

Jazz originated, developed, and evolved in the United States; it is a significant American contribution to the world of music. Like any great music, it has progressed through distinguishable periods and introduced outstanding musicians to society and the world. In this course, students study the history of jazz by tracing its emergence at the turn of the century, through the proliferation of styles current today. Through assigned readings, listening to recordings, watching videotaped performances, and attending live concerts, understanding and appreciation of swing, bebop, cool, and free jazz will be fostered.

### **MUS/THR 280 - Opera as Drama 4cr**

This course introduces students to the world of opera and emphasizes the dramatic and musical aspects. Students study selected operas from various periods of history, including comic and serious operas, and analyze complete operas by discussing the libretto and the musical score. *Students are expected to spend additional time outside of class to view videos of opera performances.* Δ **Artistic Expression**

**Prerequisite:** Permission of instructor.

### **MUS 290-298 - Special Topics in Music 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Music. *The course may be repeated for credit under different topics.*

### **MUS 299 - Independent Study 1-4cr**

### **MUS 399 - Independent Study 1-4cr**

### **MUS 485 - Music Practicum 1cr**

A senior music student may design a practicum that culminates his or her course of study in a selected area of specialization. The practicum is an in-depth application of some area of musical study, research, performance, instruction, composition, or some combination of these elements. *Students submit an application in advance to the Music Department.*

**Prerequisites:** Senior standing, Music major. Permission of supervising staff member and music department chairman.

### **MUS 490-498 - Special Topics in Music 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Music. *The course may be repeated for credit under different topics.* Partially satisfies Δ **Artistic Expression**

### **MUS 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## 4.18 Outdoor Leadership (ODL)

△ Course meets Triad Education Program Requirement in specified area.

### **ODL 100 - 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 199 - Independent Study 1-4cr**

### **ODL 210 - Backcountry Skills and Techniques 2cr**

The major goal of this course is to provide students the opportunity to learn and develop those outdoor skills that assist them in living and traveling in a back-country environment. Students are given the opportunity to learn about and use specialized equipment associated with back country travel: clothing, backpacks, tents, stoves, and sleeping systems to develop and improve their outdoor living skills and learn about low impact camping and travel. Students are involved with the planning of a backcountry trip, including route selections, menu and food planning, and logistics. *The field trip takes place on a weekend and is a required part of the course.*

### **ODL 215 - 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 including new games and initiatives as well as develop skills in the areas of facilitation and debriefing.

### **ODL 220 - Wilderness First Responder 1cr**

This is an eight-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 who will be 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 225 - Universal Adventure Programming 4cr**

"Universal Adventure Programming" has traditionally been defined as "accessible" adventure programming on a programmatic, environmental, leadership, legal, and equipment modification level for people with and without disabilities. This course seeks to expand that definition to assist students in gaining the knowledge, understanding, and abilities to provide quality adventure programming in relation to staff and clientele's race, class, gender, and ability - thereby seeking to create socially just outdoor education opportunities for all. By truly understanding ourselves, our clients, and the environment within which we work, we can provide quality inclusive programming for all. Students gain knowledge and experience in "universal adventure programming" through field experiences, guest speakers, experiential course sessions, readings, reflective writing, and active leadership opportunities.

### **ODL 226 - Instructor Development for Outdoor Leadership 8cr**

This is a field-based course with an extensive off-campus component. Students examine teaching, leadership, and safety issues pertaining to outdoor adventure education. The course is designed to provide students with the opportunity to learn and develop knowledge and skills that will 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 wilderness skills, no trace camping, rock climbing, orienteering, winter camping, 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.*

### **ODL 227 - Top Rope Site Management 2cr**

This course expands on topics introduced in PED 125 Introduction to Rock Climbing. Top rope site management techniques are covered, including site evaluation, hazard evaluation, and minimum impact techniques. Introduction of anchors specific to top roping and rappelling are taught. Rescues specific to top roping and rappelling are also covered. Students leave the course having a solid understanding of anchoring, belaying, rappelling, and partner rescues, as well as knowledge related to the safety and management of top rope sites.

**Prerequisite:** PED 125 Introduction to Rock Climbing or permission of instructor.

### **ODL 290-298 - Special Topics in Outdoor Leadership 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Outdoor Leadership. *The course may be repeated for credit under different topics.*

### **ODL 299 - Independent Study 1-4cr**

### **ODL 310 - 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 provides direct, firsthand experiences where students are expected to plan and be in a leadership position both in the classroom and out in the field.

**Prerequisites:** Any PED Outdoor Recreational Activities course and ODL 210 Backcountry Skills and Techniques, or permission of instructor.

### **ODL 315 - Group Process 4cr**

The basic principles of small group interaction are explored in both didactic and experiential components of the course. Part of becoming an effective group leader is exploring the nature and consequences of one's interaction with others. Students are asked to participate in a number of activities that allow them to learn with their own personal styles of interacting with others. These activities are supplemented with theory in group dynamics. It is the intent of the course that students are able to transfer skills learned in the course to settings where group leadership is required (i.e., almost any job).

**Prerequisite:** PSY 100 Introduction to Psychology.

### **ODL 320 - 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. **Δ College Composition II**

**Prerequisite:** Successful completion of one College Composition course.

### **ODL 322 - Challenge Course Facilitation and Management 4cr**

Many outdoor adventure programs, school systems, and therapeutic programs across the country utilize a challenge course as part of their program offerings. The major focus of this course is to provide students with the opportunity

to gain the skills and knowledge that helps 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; risk management, record keeping, and forms. Students work with both on- and off-campus groups on the challenge course.

**Prerequisite:** ODL 215 Initiatives for Adventure Education or permission of the instructor.

### **ODL/GDS 325 - Women's Voices in Experiential Education 4cr**

This course is taught in a seminar format, involving students in the exploration of feminist theory and practice as it relates to experiential education and outdoor adventure education. Through readings, discussions, speakers, and presentations, students explore feminist perspectives of outdoor leadership, the historical contributions of women, and some current issues and concerns of women in the field.

**Prerequisite:** Sophomore or junior standing.

### **ODL 350 - Trip Leader Practicum 2cr**

This practicum provides a structured and supervised opportunity for students to co-lead outdoor recreational trips for the Warren Wilson College Outdoor Programs. This experience helps students to integrate their academic preparation with its application in a field setting.

**Prerequisites:** ODL 210 Backcountry Skills and Techniques and one PED Outdoor Recreational Activities course. Students are required to begin the course five days prior to the start of the semester for staff training.

### **ODL 351 - Trip Leader Practicum 1-2cr**

This practicum is a follow-up to ODL 350 Trip Leader Practicum with students leading trips for the Warren Wilson Outdoor Programs. This experience allows students to further integrate higher-level trip leading skills with their level of academic preparation.

**Prerequisite:** ODL 350 Trip Leader Practicum.

### **ODL 399 - Independent Study 1-4cr**

### **ODL 410 - Administration and Management of Adventure Education Programs 4cr**

This course is an advanced study of adventure education program management. Major study is placed on goal setting, staffing, budgeting, public relations, liability, and risk management for adventure education programs.

**Prerequisite:** ODL 320 Program Planning and Design or permission of instructor.

### **ODL 484 - Outdoor Leadership Internship Seminar 1cr**

This seminar focuses on helping students identify a placement site that will meet their personal and professional goals, prepare their proposals, and determine appropriate projects that they complete during their internships. The seminar also helps students prepare for their internship experiences and hear from some of the other students who have successfully completed their internships.

### **ODL 485 - Outdoor Leadership Internship 1-16cr**

An internship is a credit-bearing, carefully planned, short-term, well-supervised work experience related to the student's academic field. Typically, the job is located off-campus with a business firm, nonprofit organization, or government agency. The student may or may not receive monetary compensation, depending upon the arrangements made with the host organization. Internships offer students exceptional nontraditional educational opportunities.

**Prerequisites:** Application to the organization and an interview with the faculty sponsor at least ten weeks prior to the beginning of the proposed internship.

**ODL 490-498 - Special Topics in Outdoor Leadership 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Outdoor Leadership.  
*The course may be repeated for credit under different topics.*

**ODL 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## **4.19 Peace and Justice Studies (PAX)**

△ Course meets Triad Education Program Requirement in specified area.

### **PAX 110 - 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. △ **Language/Global Issues**

### **PAX 199 - Independent Study 1-4cr**

### **PAX 230 - Freedom and Dissent 4cr**

In this course, a survey of protest movements provides an introduction to the study of some contemporary writers (such as Noam Chomsky and Howard Zinn), leaders, and movements for social/political change. Topics include uses of power and ideology, the media, human rights, sweatshops, free trade, the global economy, and models for change. Students are challenged to develop critical skills for social analysis and constructive change. △ **Social Science**

### **PAX 239 - Lifestyles of Nonviolence 4cr**

In this course, the ethics, ideologies, and methodologies of nonviolence are examined through the lives and writings of persons such as Dorothy Day, Mahatma Gandhi, Martin Luther King Jr., and others. Students analyze the theories, history, and practice of nonviolent social change as peaceful alternatives to destructive conflict. Students are encouraged to reflect on personal approaches to conflict and to develop peaceful, respectful alternatives. △ **Social Science**

### **PAX 246 - 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," his major speeches and writings, and the role of the US Supreme Court and national legislation. △ **Social Science**

### **PAX 281 - Humanitarian Law 2cr**

This course deals with attempts to legally eliminate war or to at least make combatants conform to human rights standards. It covers the law that legitimizes and criminalizes war as well as human rights law in the context of armed conflict. Topics covered include humanitarian legal principles, the Nuremberg Charter, the Geneva Conventions, the Genocide Convention, the UN Criminal Tribunals for Rwanda and the former Yugoslavia, and the International Criminal Court.

### **PAX 290-298 - Special Topics in Peace and Justice Studies 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Peace and Justice Studies. *The course may be repeated for credit under different topics.*

### **PAX 299 - Independent Study 1-4cr**

**PAX 320 - The Palestine Question 4cr**

Hostility between Palestinian Arabs and Israeli Jews has existed since the 1940s and has intensified since 1967. What are the rights and mutual responsibilities of these peoples? This study of the history and issues of the conflict explores answers to these questions and the prospects for a just peace. Δ **Language/Global Issues**

**PAX 325 - Resolving Conflict Local and Global 4cr**

Using insights from the social sciences and psychology, the nature of social conflict at personal, group, national, and international levels are studied to gain insights into the many causes of destructive conflicts and possible resolution methodologies. The nature of mediation, arbitration, and adjudication are examined and practiced. Insights gained at a theoretical level are applied to local and international conflicts in order to develop practical resolutions. Δ **Language/Global Issues**

**PAX 326 - Human Rights 4cr**

This course deals with the nature of human rights cross-culturally, focusing on the history and philosophies of the concept, its development, major human rights conventions, universalism versus cultural particularism, religion, gender, humanitarian intervention, self-determination, and the role of courts and international agencies in the promotion of human rights. Δ **Language/Global Issues**

**PAX 327 - 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 390-398 - Special Topics in Peace and Justice Studies 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Peace and Justice Studies. *The course may be repeated for credit under different topics.*

**PAX 399 - Independent Study 1-4cr****PAX 490-498 - Special Topics in Peace and Justice Studies 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Peace and Justice Studies. *The course may be repeated for credit under different topics.*

**PAX 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## 4.20 Philosophy (PHI)

Δ Course meets Triad Education Program Requirement in specified area.

### **PHI 111 - 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 some critics of that tradition). Δ

**Philosophy/Religion**

### **PHI 112 - First Philosophy 4cr**

Introduction to the work of great philosophers can be a good way for students to begin a study of philosophy. There is another equally viable approach, however, in which philosophy is not as much a subject for study as it is a process of thinking through the most basic of issues very carefully. What is the nature of truth? What can you know and how do you know it? What sorts of things are there: physical, mental, spiritual? What gives something value? In attempting to deal with these questions directly, students in this course can gain the skills needed to evaluate competing answers and so participate in the philosophical quest to provide a foundation for all of life's endeavors. Δ

**Philosophy/Religion**

### **PHI 113 - Introductory Logic 4cr**

The formal techniques of traditional symbolic logic are sometimes taught with little thought to application. "Critical thinking" is frequently an attempt to teach clear thinking without investigating its logical structures. What is missing at these extremes is application of formal techniques to the solution of real-life problems. That requires learning to turn valid forms of reasoning into productive investigative strategies and critical tools for identifying fallacious reasoning with its many forms. That is "critical reasoning" and one learns it in conjunction with symbolic logic and some philosophy of logic. Δ **Philosophy/Religion**

### **PHI 115 - Alternative Philosophies 4cr**

Mainstream Western Philosophy rests on a set of assumptions about the nature of reality and how we know it. Eastern, American Indian, transcendental, feminist, non-hierarchical, psychosynthetic, occult, and other non-traditionally Western views rest on a fairly cohesive set of alternative assumptions. Exploration of these in this course serves as an introduction to Eastern philosophy and other alternatives and sheds light on the whole of Western philosophy as well. Δ **Philosophy/Religion**

### **PHI 116 - Great Trials: Truth and Censorship 4cr**

This course takes up questions of truth, censorship, and judgment as challenges that need to be considered for the present time. Although such diverse thinkers as Socrates, Galileo, Thoreau, and Camus challenged their respective societies and accepted notions of truth in important ways, in this course their quests for truth are used to question our own truths and values; in order to ask what censorship and judgment mean today; and to ask: "What does it mean now to be ahead of our time?" Δ **Philosophy/Religion**

### **PHI 251 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. Δ **Philosophy/Religion**

**Corequisite:** Concurrent registration in an approved art studio, theater practicum, music performance course, or consent of instructor.

### **PHI 252 - 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 so doing, the course explores the major Western approaches to environmental ethic 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. Δ **Language/Global Issues or Philosophy/Religion**

### **PHI 254 Philosophy of Technology 4cr**

In this course, students discuss philosophical and historical interpretations of technology. Students read works by Plato, Aristotle, Jean-Jacques Rousseau, Karl Marx, Martin Heidegger, Hannah Arendt, Michel Foucault, Jacques Ellul, Ellen Ullman, N. Katherine Hayles, and others, with the goal of deepening understanding of the relationship between technology, history, society and character of contemporary life. In attempting to tackle the interesting and challenging questions regarding technology, emphasis will be placed on the importance of adopting a multicultural perspective. Δ **Philosophy/Religion**

### **PHI 255 - Philosophy of Science and Logic 4cr**

This course provides the opportunity to obtain a working knowledge of elementary deductive logic and scientific method, to understand the historically important criticism of each, and to seek alternative methods where needed. The course may be especially helpful as preparation for law school and graduate work in the social or natural sciences. Δ **Philosophy/Religion**

### **PHI 256 - 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. Δ **Philosophy/Religion or College Composition II**

### **PHI 257 - Ethical Theory and Practical Issues 4cr**

This course investigates the fundamental philosophical issues and arguments involved in contemporary ethical problems such as capital punishment, euthanasia, animal rights, parenting issues, gay marriage, cloning, and free speech. The first month of the course focuses primarily on theory, the remainder on the practical issues. Δ **Philosophy/Religion or College Composition II**

### **PHI/GDS 258 - 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. Δ **Philosophy/Religion**

### **PHI 259 - Ancient Philosophy: Problems of Truth and Goodness 4cr**

This course investigates how some of the basic questions of human life concerning 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 **Philosophy/Religion or College Composition II**

### **PHI 272 - 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. Δ **Philosophy/Religion**

### **PHI 290-298 - Special Topics in Philosophy 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Philosophy or those it serves. *The course may be repeated for credit under different topics.* Δ **Philosophy/Religion**

### **PHI 299 - Independent Study 1-4cr**

### **PHI 311 - Epistemology 4cr**

There is a set of epistemological issues that constantly reappear in the history of Western philosophy. These include what sort of knowledge is given by the senses, whether one can ever have knowledge of a world beyond direct apprehension, the role of reason in providing knowledge, the very nature of knowledge and of belief, the connection of these to truth, and the nature of truth. In the first two-thirds of this course, students explore these classical issues, mostly in the order in which they arose. In the balance of the course, students explore responses to these issues from outside the classical Western Canon, especially from Pragmatists and feminist thinkers. Δ **Philosophy/Religion**  
**Prerequisites:** Two previous courses in Philosophy and sophomore standing.

### **PHI 312 - Philosophy of Mind 4cr**

This seminar investigates the nature of "mind" from several historical as well as contemporary philosophical perspectives. In particular, it focuses on the relationship between "mind" and "body" from both ontological and epistemological points of view, and analyzes different conceptions of "mind" and of "consciousness" in the intellectualist/rationalist tradition, the empiricist/behaviorist tradition, and various attempts to eliminate the mind-body dichotomy. Δ **Philosophy/Religion or College Composition II**  
**Prerequisites:** Two previous courses in Philosophy and sophomore standing.

### **PHI 313 - Philosophy of Language 4cr**

This seminar investigates the role that language plays in thinking. Its main task is finding out how language can serve as a medium for thinking and communication of thoughts. Philosophers of language have divided such questions into issues about syntax, semantics, and pragmatics. This course is primarily concerned with the semantical explorations of the concepts of meaning, sense, reference, naming, and truth and the relationships among them. Pragmatic concerns with the kinds of things we can do with words, the social context of language, and the nature of communication are also considered. Δ **Philosophy/Religion or College Composition II**  
**Prerequisites:** Two previous courses in Philosophy and sophomore standing.

### **PHI 353 - 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

**Philosophy/Religion**

**Prerequisites:** Two previous courses in Philosophy and sophomore standing.

**PHI 354 - Existentialism and Phenomenology 4cr**

This course offers an investigation into existential and phenomenological philosophy. Existentialist philosophy calls on us to reflect meaningfully on our lives and reach conclusions that can have validity for other persons as well. Phenomenology, as a method of investigation that includes the role of the inquirer in the sphere of investigation, represents a crucial development in philosophy and science in the 20th Century. Students read original texts by Kierkegaard, Nietzsche, Sartre, Marcel, and Heidegger, and examine both the historical and the contemporary significance of certain tensions that seem to characterize human existence in the 20th Century: the individuality of experience/the universality of reason; human finitude/the desire for transcendence or the "infinite"; human freedom/the weight of responsibility; and the individual/society. Δ **Philosophy/Religion or College Composition II**

**Prerequisites:** Two previous courses in Philosophy and sophomore standing.

**PHI 355 - Analytic Philosophy in the Twentieth Century 4cr**

This course investigates the rise and flowering of analytical philosophy from Logical Atomism through Logical Positivism to Ordinary Language Philosophy. The course begins with, and periodically returns to, a central analytic concern with the nature of philosophy itself. Special emphasis is placed on the work of Bertrand Russell, early and later Ludwig Wittgenstein, Rudolph Carnap, Karl Popper, W.V.O. Quine, R.M. Hare, C.L. Stevenson, G.E. Moore, Gilbert Ryle, A.J. Ayer, and John Austin. Δ **Philosophy/Religion**

**Prerequisites:** Two previous courses in Philosophy and sophomore standing.

**PHI 361 - Eastern Thought 4cr**

Eastern and Western views differ in many of the important assumptions that ground them, but the most basic issues are the same. What is the nature of truth? What are good grounds for knowledge and for belief? What sorts of things are there: physical, mental, spiritual? How can we find value in life and preserve it in the lives of others? Students explore the answers to these questions provided by the classical philosophical systems of India: Vedanta, Mimamsa, Sankha, Yoga, Nyaya, Vaisesika, Carvaka, Jaina, and Buddha systems, the major schools of classical Chinese philosophy--especially Confucianism and Taoism, and Japanese philosophy--especially Zen. Students also explore the influence of Eastern thought on Western thinkers. Δ **Philosophy/Religion**

**Prerequisites:** Two previous courses in Philosophy and sophomore standing.

**PHI 363 - Nature Way 4cr**

This environmental philosophy course explores the effects upon our treatment of the natural world that would result from substituting for our traditional Western assumptions the assumptions of Taoism and other Eastern views, pre-dominant American Indians, some holistic Western views, and Eco-Feminism. This course also explores the value and epistemological status of direct experience of nature as a source of an environmental ethic. Δ

**Philosophy/Religion**

**Prerequisites:** Two previous courses in Philosophy and sophomore standing.

**PHI 390-398 - Special Topics in Philosophy 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Philosophy or those it serves. *The course may be repeated for credit under different topics.* Δ **Philosophy/Religion**

**Prerequisites:** Two previous courses in Philosophy and sophomore standing.

**PHI 399 - Independent Study 1-4cr**

**Prerequisites:** Two previous courses in Philosophy and sophomore standing.

### **PHI 456 - Contemporary Philosophy 4cr**

This course offers an investigation into four leading contemporary thinkers in Continental philosophy. After an introduction by way of the pivotal Modern philosopher, Nietzsche, students read and discuss the thought of Foucault, Derrida, Irigaray, Baudrillard, and Deleuze. The general theme of the course centers around these four philosophers' respective "postmodern" attempts to open up new ways of thinking about subjectivity that take into consideration the role of the body and of institutions such as language and social structures. This course offers students interested in philosophy the opportunity to analyze and think about questions that Continental philosophers are dealing with right now.  $\Delta$  **Philosophy/Religion or College Composition II**

**Prerequisites:** PHI 353 Modern Philosophy and junior standing.

### **PHI 457 - American Philosophy 4cr**

This course concentrates on the major North American philosophers of the "classical" period from 1870 to the end of World War II including Pierce, James, Dewey, Royce, Mead, Santayana, DuBois, Locke, Gilman, and Wright.  $\Delta$

**Philosophy/Religion**

**Prerequisite:** PHI 353 Modern Philosophy and junior standing.

### **PHI 490-498 - Special Topics in Philosophy 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Philosophy or those it serves. *The course may be repeated for credit under different topics.*  $\Delta$  **Philosophy/Religion**

**Prerequisite:** PHI 353 Modern Philosophy and junior standing.

### **PHI 499 - Independent Study 1-4cr**

**Prerequisite:** one previous 300 level course in Philosophy and junior standing

$\Delta$  Course meets Triad Education Program Requirement in specified area.

## 4.21 Physical Education (PED)

Δ Course meets Triad Education Program Requirement in specified area.

### 4.21.1 Overview

This program is designed to enhance the physical well-being of each participating student. It also seeks to provide a 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.

### 4.21.2 Courses

**\* PHYSICAL EDUCATION COURSES MARKED WITH \* ARE GRADED ON A PASS/FAIL BASIS.**

#### **PED 107 - Weight Training 2cr\***

This course provides instruction in proper weight training techniques for both free weights and weight machines. Students learn how to develop and implement strength training programs designed to meet their individual needs and capabilities.

#### **PED 108 - Fitness Training 2cr\***

This course provides instruction in cardio-aerobic training and proper weight lifting techniques.

#### **PED 109 - Canoeing 1cr\***

This course is designed to give students the skill and knowledge to paddle a tandem canoe on class II whitewater. The two day progression, which takes place on a weekend, follows the curriculum for three American Canoe Association courses: Intro to Canoe - Tandem, Level 1; Moving Water Canoe - Tandem, Level 3 (Moving Water and Course I); and Whitewater Canoe - Tandem, Level 4 (Course II). *Fee charged.*

#### **PED 111 - Kayaking 1cr\***

This course is a basic introduction to recreational white water kayak paddling. Students learn to paddle a kayak effectively and safely. Students learn through experience and instruction on the water. Students become familiar with the following equipment and paddling skills: parts of a kayak; equipment needed for safe paddling; features of a river; basic stroke mechanics and safety concerns of white water paddling. *Fee charged.*

#### **PED 112 - Tennis 1cr\***

This course provides instruction in the basic techniques of various tennis strokes and is geared toward beginning tennis players.

#### **PED 113 - Outdoor Recreational Activities 1cr\***

This course introduces basic techniques necessary for participation in the outdoor activities of hiking/back-packing, rock climbing, and biking. *Fee charged.*

### **PED 116 - Lifeguard Training 2cr**

Students successfully completing this American Red Cross sponsored course will be awarded academic credit, 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 125 - Outdoor Recreational Activities: Rock Climbing 1cr\***

This course is an introduction to rock climbing. Through course discussions and one weekend field trip, students are introduced to the fundamentals of rock climbing, belaying, knots, harnessing, and anchoring. The course also provides additional instruction as to proper use and care of equipment, rock site, risk management and stewardship in a back country setting. *Fee charged.*

### **PED 126 - Outdoor Recreational Activities: Backpacking 1cr\***

This course provides an introduction to a lifetime leisure skill, as well as a technical skill utilized in many outdoor programs. Through course discussions and field trips, 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.*

### **PED 127 - Outdoor Recreational Activities: Winter Camping 1cr\***

This course is an introduction to the skills, theory and practice necessary for safe and enjoyable winter camping and travel (predominantly throughout the southeast). Through course discussions and one weekend expedition, students learn the following skills: expedition planning/ logistics for winter camping, winter clothing and layering, techniques for staying warm and dry in wet/ snowy environments, familiarity with winter gear, cold-related health and wellness, stove operation and safety, and low-impact camping techniques. *Fee charged.*

### **PED 128 - Outdoor Recreational Activities: Orienteering 1cr\***

This course is a basic introduction to the use of map and compass for field work and personal recreation. Through course discussion, field trips, and a course project, 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.*

## **Participation in a Varsity Sport**

(Course or combination of sports courses may be repeated for credit up to 4 credits.)

### **PED 129 - Varsity Cross-Country 1cr\***

Participation in a varsity sport. May be repeated as 130, 131, and 132.

### **PED 133 - Varsity Cycling 1cr\***

Participation in a varsity sport. May be repeated as 134, 135, and 136.

**PED 137 - Varsity Basketball 1cr\***

Participation in a varsity sport. May be repeated as 138, 139, and 140.

**PED 141 - Varsity Soccer 1cr\***

Participation in a varsity sport. May be repeated as 142, 143, and 144.

**PED 145 - Varsity Swimming 1cr\***

Participation in a varsity sport. May be repeated as 146, 147, and 148.

**PED 190-198 - Special Topics in Physical Education 1-2cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Physical Education.  
*The course may be repeated for credit under different topics.*

**PED 211 - Intermediate Canoeing, Kayaking, and Rafting 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, kayak, or raft with the goal of increasing paddling skills to accommodate class III whitewater safely. Through pool time, hands on instruction and river trips, 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.*

**PED 290-298 - Special Topics in Physical Education 1-2cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Physical Education.  
*The course may be repeated for credit under different topics.*

Δ Course meets Triad Education Program Requirement in specified area.

## 4.22 Physics (PHY)

Δ Course meets Triad Education Program Requirement in specified area.

### **PHY 118 - 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 at least two 2-hour evening observation sessions throughout the term on Monday or Wednesday evenings as well as regular whole-class observing sessions on Thursday nights.* Δ

**Natural Science**

### **PHY 121 - Earth, Light, and Sky 4cr**

This course gives students ample hands-on opportunity to study conceptual physics, astronomy, earth science, and meteorology. The topics include astronomy, electricity, modern physics, waves and optics, spectroscopy, and a review of forces and motion. Earth science includes the origin and composition of the earth, rocks, minerals, fossils, and meteorites, and meteorology. *This course is designed to complement PHY 251 Physics I for those students seeking certification to teach any science at the secondary level. Students are required to schedule two 2-hour observing sessions on Mondays or Wednesdays during the course.* Δ **Natural Science**

### **PHY 199 - Independent Study 1-4cr**

### **PHY 251 - Physics I 4cr**

This course offers an introduction to physics provided through the study of Newtonian physics, energy, and electrical circuits (including transistors, photo detectors, and force transducers). Special emphasis is given to contemporary physics--physics developed during the 20th century. Students will learn skills useful in other disciplines as well as physics: laboratory record-keeping, problem solving, and computer mathematical packages. This course is centered around laboratory experience and the importance of learning physics through the observations and measurements in the laboratory. Δ **Natural Science**

**Prerequisites:** PHY 251 Physics I or permission of instructor. MAT 150 Precalculus must be taken before or concurrently with this course.

### **PHY 252 - Physics II 4cr**

This course continues PHY 251 Physics I. Topics include thermal physics, vibrations and waves, wave optics, modern optics and lasers, quantum phenomena, wave-particle duality, X-rays, and electromagnetic deflection of electrons. Experiments include measurements of the speed of sound, the speed of light, properties of the electron, and the particle nature of light. Calculus is used. Δ **Natural Science**

**Prerequisite:** PHY 251 Physics I (or permission of the instructor); MAT 251 Calculus I must be taken before or concurrently with this course.

### **PHY 290-298 - Special Topics in Physics 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Physics. *The course may be repeated for credit under different topics.*

### **PHY 299 - Independent Study 1-4cr**

**PHY 399 - Independent Study 1-4cr**

**PHY 490-498 - Special Topics in Physics 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Physics. *The course may be repeated for credit under different topics.* Δ **Natural Science**

**PHY 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## 4.23 Political Science (PSC)

△ Course meets Triad Education Program Requirement in specified area.

### **PSC 151 - 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. △ **History/Political Science**

### **PSC 199 - Independent Study 1-4cr**

### **PSC 245 - 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. △ **History/Political Science or Language/Global Issues**

### **PSC 257 - 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. △ **History/Political Science or Language/Global Issues**

### **PSC 258 - Comparative Government: Industrialized States 4cr**

This course examines the structure of government and political culture in industrialized states. The course focuses on, but is not limited to, the governments of Great Britain, Japan, France, 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. △ **History/Political Science or Language/Global Issues**

### **PSC 259 - Comparative Government: Third World 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. △ **History/Political Science or Language/Global Issues**

### **PSC 290-298 - Special Topics in Political Science 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Political Science. *The course may be repeated for credit under different topics.*

### **PSC 299 - Independent Study 1-4cr**

### **PSC 320 - 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 History/Political Science or Language/Global Issues**

### **PSC 328 - Western Political Thought 4cr**

This course covers dominant political theories or ideologies in a historical context. Some of the major political theories or ideologies include those of Plato, Machiavelli, Locke, Hume, J. S. Mill, Hegel, Marx, Lenin, Mussolini, and Hitler. **Δ History/Political Science**

**Prerequisite:** Sophomore standing or permission of instructor.

### **PSC 329 - American Political Thought 4cr**

In this course, attention will be aimed at four critical periods and topics in American political thought. They are (1) the founding of the republic and the adoption of the 1787 Constitution, (2) the formulation and justification of a peculiarly American form of political culture, (3) the debate over slavery, civil rights, states' rights, and the American Civil War, and (4) the conflicting views of populism, progressivism, and American conservatism. **Δ History/Political Science**

**Prerequisite:** PSC 151 Introduction to American Government or permission of instructor.

### **PSC 330 - 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 will also be examined through different case studies. **Δ History/Political Science or Language/Global Issues**

### **PSC 336 - 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 will continue throughout the course. **Δ History/Political Science**

### **PSC 340 - 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 History/Political Science or Language/Global Issues**

### **PSC 399 - Independent Study 4cr**

### **PSC 431 - 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 will study legal history, legal theory, and will examine approximately seventy of the most important decisions handed down by the Supreme Court.

**Prerequisites:** PSC 151 Introduction to American Government and junior or senior standing or permission of the instructor.

### **PSC 490-498 - Special Topics in Political Science 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Political Science. *The course may be repeated for credit under different topics.*

### **PSC 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## **4.24 Psychology (PSY)**

Δ Course meets Triad Education Program Requirement in specified area.

### **PSY 100 - 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 method in psychology, biological and perceptual processes, learning, cognition and memory, emotion, personality, social psychology, psychological disorders, and psychotherapy. Δ **Social Science**

### **PSY 121 - Sport Psychology 2cr**

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. Partially satisfies Δ **Social Science**

### **PSY 131 - 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 **Social Science**

### **PSY 199 - Independent Study 1-4cr**

### **PSY 202 - Infant Development 2cr**

This course examines the roles of home and school in the physical, cognitive, and socio-emotional development of children between the ages of 2-12. The course emphasizes the use of psychological theories to understand the complexities of developmental processes. An out-of-class Service-Learning component is often required. Partially satisfies Δ **Social Science**

### **PSY 203 - Child Development 2cr**

This course examines the roles of home and school in the physical, cognitive, and socio-emotional development of children between the ages of 2-12. The course emphasizes the use of psychological theories to understand the complexities of developmental processes. An out-of-class Service-Learning component is often required. Partially satisfies Δ **Social Science**

### **PSY 204 - Adolescent Development 2cr**

This course examines the development of the individual during adolescence. Areas of inquiry include physical and sexual development, cognitive development, personality development, and social development. An out-of-class Service-Learning component is often required. Partially satisfies Δ **Social Science**

### **PSY 205 - Adult Development and Aging 2cr**

This course examines human development from early adulthood through old age. Areas of inquiry include physical, cognitive, social, and personality development as well as issues in aging and death. A Service-Learning component is often required. Partially satisfies  $\Delta$  **Social Science**

### **PSY 216 - Psychology of Creativity 4cr**

This course examines characteristics of creative processes, people, and places in the arts, literature, science, business, and education. Social roles, economic factors, child-rearing practices, and approaches to education, which may influence creativity, are also studied. Students read, write, and participate in seminar discussion to learn from psychological theories, systematic research, and case studies. A Service-Learning component is often required.

### **PSY 231 - Research Methods in Social Science 4cr**

This course provides students the opportunity to improve scientific writing and research skill by completing several drafts of an original APA formatted research proposal. 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.  $\Delta$  **College Composition II**

**Prerequisite:** MAT 141 Statistics and SOC 100 Introduction to Sociology or PSY 100 Introduction to Psychology or permission of instructor.

### **PSY 279 - 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 290-298 - Special Topics in Psychology 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Psychology. *The course may be repeated for credit under different topics.*

### **PSY 299 - Independent Study 1-4cr**

### **PSY 310 - Biopsychology 4cr**

This course examines the neurophysiological underpinnings of complex behaviors. An in-depth understanding of the structure and function of the central nervous system provides the foundation for later topics that include the role of the central nervous system in language, movement, sexual behavior, regulation of body states, emotions, and psychopathology.  $\Delta$  **Social Science**

**Prerequisite:** PSY 100 Introduction to Psychology.

### **PSY 311 - 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 Social Science**

**Prerequisites:** PSY 100 Introduction to Psychology and junior or senior standing, or permission of the instructor.

### **PSY 312 - Abnormal Psychology 4cr**

This course will provide a broad survey of what is considered to be abnormal behavior. Students will become familiar with concepts of abnormal psychology and with some of the clinical and research findings upon which our knowledge of psychological disorders is based. Students will critically review research and write about a particular area of abnormal psychology. It is expected that students will not only have an increased understanding of psychological disorders, but that they will have deepened empathy for those who have them. **Δ Social Science**

**Prerequisites:** PSY 100 Introduction to Psychology is required, and PSY 231 Research Methods in Social Science is recommended.

### **PSY 317 - 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. **Δ Social Science**

**Prerequisite:** PSY 100 Introduction to Psychology.

### **PSY 318 - 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. **Δ Social Science**

**Prerequisites:** PSY 100 Introduction to Psychology or SOC 100 Introduction to Sociology is required, and PSY 231 Research Methods in Social Science is recommended.

### **PSY 323 - Learning and Conditioning 2cr**

This course introduces the basic principles of behaviorism and how they can be applied in a variety of settings, including animal training. Most of the course focuses on operant conditioning, but habituation and classical conditioning are also discussed. Partially satisfies **Δ Social Science**

**Prerequisite:** PSY 100 Introduction to Psychology.

### **PSY 324 - Sensation and Perception 4cr**

This course explores how human beings gather and interpret information provided by the sensory systems. The psychological properties of the sensory signal, the physiological mechanisms of the nervous system, and the psychological processes of cognition and emotion will be examined. Students will appreciate applications in sensation and perception, including the perceptual aspects of the aesthetic experience in music and the visual arts. **Δ Social Science**

**Prerequisite:** PSY 100 Introduction to Psychology.

### **PSY 325 - Cognition 2cr**

This course focuses on the processes of attention, memory, thinking, and the organization of knowledge. Theoretical attempts to explain these processes and research strategies to elucidate underlying mechanisms serve as overarching themes in the course. Partially satisfies **Δ Social Science**

**Prerequisite:** PSY 100 Introduction to Psychology. PSY 231 Research Methods in Social Science is recommended as a prior or concurrent course.

### **PSY 326 - 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.  $\Delta$  **Social Science**

**Prerequisite:** PSY 100 Introduction to Psychology.

### **PSY 350 -Group Leadership Practicum I 2cr**

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 first term, keep a journal, and write a summary paper. Students will have the opportunity to develop, apply, and assess a broad range of leadership skills in a group setting. *This course does not meet requirements for the Psychology Major or Minor. This course is graded on a Pass/Fail basis.*

### **PSY 352 - Group Leadership Practicum II 2cr**

Students selected to be Peer Group Leaders for a second year are eligible to receive credit for this course. In addition to participating in the training program and leading a peer group, they design and administer an evaluation of the training program. They also design and implement a program to meet an assessed social need of the freshman class. Students have the opportunity to further develop leadership and program administration skills. *This course does not meet requirements for the Psychology Major or Minor. This course is graded on a Pass/Fail basis.*

### **PSY 390-398 - Special Topics in Psychology 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Psychology. *The course may be repeated for credit under different topics.*

### **PSY 399 - Independent Study 1-4cr**

### **PSY 401 - 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. Partially satisfies  $\Delta$  **Social Science**

**Prerequisites:** PSY 100 Introduction to Psychology and PSY 231 Research Methods, or permission of the instructor.

### **PSY 402 - History of Psychology 2cr**

This course explores the history of psychology through the use of primary sources. Students will gain an understanding of important themes, developments, and figures in the history of psychology. Students will 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 will 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. Partially satisfies  $\Delta$  **Social Science**

**Prerequisites:** PSY 100 Introduction to Psychology and PSY 231 Research Methods.

### **PSY 416 - 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.*

**Prerequisites:** ENS 220 Environmental Attitudes, Values, and Behavior, PSY 311 Theories of Personality, or PHI 252 Environmental Ethics, or permission of instructor.

### **PSY 418 - Cultural Psychology 4cr**

This course is a study of human behavior and mental processes in a sociocultural context. Selected readings illustrate how psychology handles cultural variation in cognition, intelligence, attachment, religion, language, mental illness, family dynamics, and informal and formal schooling. Other topics may include perception, emotions, creativity, identity, self and personality. Through reading psychological theory and empirical research, writing, and seminar discussion, students learn to critically think from a cultural perspective. A Service-Learning component is often required.  $\Delta$  **Social Science**

**Prerequisites:** Declared Psychology major or minor and senior standing, or permission of the instructor.

### **PSY 459 - Professional Issues in Psychology 2cr**

This course prepares students to make the transition from the undergraduate major to life beyond college. Students learn more about graduate schools, employment in the field of psychology or related fields, and other adventures. Self-assessment, clarification of post-graduate goals, and skills and strategies relevant to career and life planning are emphasized. Current professional issues in psychology are discussed, including professional ethics.

**Prerequisites:** Declared psychology major or minor and junior or senior standing, or permission of the instructor.

### **PSY 479 - 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 489 - 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 490-498 - Special Topics in Psychology 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Psychology. *The course may be repeated for credit under different topics.*

**PSY 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.



## 4.25 Religious Studies (REL)

Δ Course meets Triad Education Program Requirement in specified area.

### **REL 111 - Exploring Religions 4cr**

Exploring Religions is a survey course designed to introduce students to selected religions of the world and the academic study of religion. This course carefully examines a wide variety of primary and secondary sources to help us 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, and Confucianism. Students learn how to employ research methods in the academic study of religion through their textual research and possibly on-site field experiences. Δ **Philosophy/Religion or Language/ Global Issues**

### **REL/GDS 112 - Women and Global Religious Traditions 4cr**

This course focuses on women's experiences within religious traditions such as Christianity, Hinduism, Judaism, Buddhism, Islam, and Neo-paganism. Questions concerning the status of women, strategies for empowering women within religions, similarities between male and female religious experience, women's work for social and environmental justice within religions, and ways that women are transforming global religious traditions are explored. Δ **Philosophy/Religion or Language/Global Issues**

### **REL 190-198 - Special Topics in Religion 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Religion. *The course may be repeated for credit under different topics.*

### **REL 199 - Independent Study 1-4cr**

### **REL 209 - Introduction to Islam 4cr**

This course is a historical and thematic survey of the origins and development of Islam. The historical period covered is primarily 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. The thematic section of this course is arranged according to a three-fold understanding of the religion of Islam as related in a traditional *hadith* (known as "The Hadith of Gabriel"): *islam* ("submission"), *iman* ("faith"), and *ihsan* ("excellence"). Exploration of these three 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. Δ **Philosophy/Religion or Language/Global Issues**

### **REL 212 - Religion, Nature, and the Environment 4cr**

This course explores, through textual study and field experience, the manifold ways that humans as religious and/or spiritual entities try to make sense of their place in the cosmos and the ethical responsibilities that are incumbent upon them if they are to live in a mutually enhancing and sustainable relationship to their environment. The religious and ethical sensibilities of particular religious traditions such as Buddhism, Christianity, and Judaism, among others, along with ecologically informed movements such as deep ecology and ecofeminism, and the work of nature writers, theorists, and religious naturalists are explored. Δ **Philosophy/Religion or Language/Global Issues**

### **REL 221 - History and Literature of the Ancient Israelites 4cr**

This course introduces the Hebrew Bible as an anthology of ancient Israelite religious and literary texts. Emphasis is placed on the texts' literary-cultural aspects, including history, composition, structure, and cultural contexts, as well as themes, images, and other conventions. The course also explores ways in which these texts shape contemporary Jewish practices (holidays). Δ **Philosophy/Religion**

### **REL 238 - History and Literature of Buddhism 4cr**

This course introduces students to the Buddhist religion--its history, fundamental doctrines, and practices. 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. It focuses on both historical and contemporary expressions of Buddhism. Readings of translations of Sanskrit, Pali, Chinese, and Tibetan primary texts will be done in tandem with readings of modern critical studies of these texts. Special attention will be given to Thai, East Asian, and Tibetan Buddhism. Δ **Philosophy/Religion or Language/Global Issues**

### **REL 239 - Hinduism: Texts and Tradition 4cr**

This course is designed as an introduction to the many different religious traditions of South Asia that we identify as "Hinduism." Although this course begins with the premise that there is no single Hinduism, it will nonetheless focus on how the diverse religious traditions of South Asia form an inter-related whole. Seeking both to clarify and complexify our understanding of what it means to be Hindu in the past as well as in the modern world, we will rely on a number of media, including classical primary texts, ethnographic accounts, films, archival data, and video and audio recordings to help us understand and appreciate the complexity of Hinduism. Δ **Philosophy/Religion or Language/Global Issues**

### **REL 241 - History and Literature of the New Testament 4cr**

This course offers students a critical introduction to the life and literature of the early Christian movement. Primary attention will be given to the various writings of the New Testament, to the issues and events that gave rise to their composition, and to the concrete situations and communities that these writings originally addressed. Δ **Philosophy/Religion**

### **REL 252 - Life and Teachings of Jesus 4cr**

Who was the man Jesus of Nazareth and how do people understand his life and teachings today? This course looks at Jesus from four angles: the Jesus as presented in the Bible and the Gnostic Gospels, contemporary research on Jesus in light of his times, the way people from non-Christian religions perceive Jesus, and the way Jesus is portrayed in modern film. Δ **Philosophy/Religion**

### **REL 253 - Emerging Christian Theologies 4cr**

Emerging theologies explore the experiences of people who have been invisible to traditional theological discussions--people of color, women, people from developing nations, gay/lesbian/bisexual people, and the poor in general, as they begin to challenge contemporary Christian faith and the political and economic structures that contribute to their invisibility. Students will read theologies that give voice to these experiences of oppression and do service/solidarity projects alongside the people who are suffering in our midst. Δ **Philosophy/Religion or Language/Global Issues**

### **REL 255 - Contemporary Christian Thought and Experience 4cr**

This course provides students the opportunity to reflect on the diverse ideas represented by 20th and 21st century Christians. Some representative thinkers who may be addressed include Nazi war resister Dietrich Bonhoeffer, Catholic social activist and contemplative Thomas Merton, civil rights leader Martin Luther King Jr., contemporary Christian ecofeminist Rosemary Radford Ruether, and evangelical C.S. Lewis. Δ **Philosophy/Religion**

### **REL 290-298 - Special Topics in Religion 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Religion. *The course may be repeated for credit under different topics.*

### **REL 299 - Independent Study 1-4cr**

### **REL 312 - America's Alternative Religions 4cr**

America, particularly since the 19th century, has been a seedbed for the growth and success of a variety of new religions that provide alternatives to the traditional models of Christian faith. This course examines some of the early experiments (Shakers, the Oneida Community), some of the early philosophies and experiences that predate the New Age (Theosophy and Spiritualism), American success stories (Mormonism, Adventism, and Christian Science), and contemporary alternatives (Neo-Paganism, New Age Spirituality, and Christian Fundamentalism). Δ

**Philosophy/Religion or College Composition II**

**Prerequisite:** One prior course in Religious Studies or permission of the instructor.

### **REL/GDS 313 - Goddess Traditions 4cr**

Even before written history, humans have tried to understand the holy in relation to a feminine creatrix and destroyer who is intimately related to the cycles of earth: the Goddess. This course examines the Goddess as she was known in Greco-Roman culture, Celtic and Germanic traditions, and the ways she is re-emerging in contemporary American spirituality. Attention will focus on history, mythology, and ritual. Δ

**Philosophy/Religion, Language/Global Issues, or College Composition II**

**Prerequisite:** One prior course in Religious Studies or permission of the instructor.

### **REL 315 - Religion, Work, and Service 4cr**

This course provides opportunity for students to explore the concept of vocation in relationship to faith, or as Frederick Buechner describes it: "Where your deepest passion meets the world's greatest needs." Readings and class projects enable students to explore the meanings of work, service, and morality from the perspective of classic religious traditions such as Hinduism, Buddhism, Christianity, and Judaism. Students develop their own service or career mentoring projects. Δ

**Philosophy/Religion or College Composition II**

### **REL 321 - 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.

Δ **Philosophy/Religion, Language/Global Issues, or College Composition II**

**Prerequisite:** One prior course in Religious Studies or permission of the instructor.

### **REL 338 - Chan/Zen Buddhism 4cr**

This course introduces students to a living Buddhist tradition most commonly known in the West as "Zen." This course will focus on the history and development of Chan/Zen doctrines, practices, goals, and institutions. Upon successful completion of this course, students should have a critical understanding of Chan/Zen as well as a good grasp of Chan/Zen self-understanding. The last section of this course will focus on contemporary experiences of Chan/Zen in China, Korea, and the United States. Δ

**Philosophy/Religion, Language/Global Issues, or College Composition II**

**Prerequisite:** One prior course in Religious Studies or permission of the instructor.

### **REL 380 - East Asian Religions: Seminar 4cr**

This is an advanced seminar organized around themes and issues pertaining to the diverse religious traditions of China, Korea, and Japan. We will examine five main rubrics: ideas, people, institutions, ritual, and space. A variety of classical texts such as the Analects, the Great Learning, Mencius, Xunzi, Daode jing, Zhuangzi, Awakening of Faith, Heart Sutra, and Platform Sutra will be examined. Δ **Philosophy/Religion, Language/Global Issues, or College Composition II**

**Prerequisite:** One prior course in Religious Studies or permission of the instructor.

### **REL 390-398 - Special Topics in Religion 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Religion. *The course may be repeated for credit under different topics.*

### **REL 399 - Independent Study 1-4cr**

### **REL 425 - Religious Studies Colloquium 4cr**

Students have the opportunity to develop their most significant academic interests through a colloquium where informed students research and present their findings as the culmination of their academic experience in Religious Studies. Δ **Philosophy/Religion**

### **REL 490-498 - Special Topics in Religion 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Religion. *The course may be repeated for credit under different topics.*

### **REL 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## 4.26 Science (SCI)

Δ Course meets Triad Education Program Requirement in specified area.

### 4.26.1 Overview

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. Successful completion of the three research courses--SCI 490 Research Design, SCI 486 Natural Science Seminar Research, and SCI 493 Natural Science Seminar Communication--fulfills the College Composition II requirement. Specific objectives of the science research sequence include:

1. Designing a project that will address an original question in the context of literature and relevant professional work, which incorporates choosing a topic important to the student, synthesizing a research problem within academics, and connecting a hypothesis or objective to primary literature. The objective must describe the relevance of the topic as well as what will be done, elaborate on the objective, placing it in perspective in a larger context, and describe prior primary literature that attempts to answer the question or consider competing hypotheses and explanations.
2. Implementing the project using appropriate methods and critical thinking which incorporates learning techniques and theory, organizing several steps in a large endeavor, and practicing problem solution and critical appraisal. Further requirements include at least two credits of research consisting of 80 real time hours outside of Research Design, and a complete final evaluation, permissions, an abstract suitable for publication, and a final clean-up of research space.
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, and logic and an understanding of professional standards.

By the end of the sequence of three courses, students will be able to define a suitable research topic, choose a research advisor, prepare a research proposal, understand and use the most common statistical, sampling, and experimental design techniques in science research, present research orally before a scientific audience, and prepare a scientific manuscript.

Assessment will occur through assignments, exams, evaluations, drafts, attendance records, final paper and research graded by research adviser, and final presentation graded by participating faculty and staff but not adviser.

### 4.26.2 Courses

#### **SCI 390 - Research Design 2cr**

In this course, students begin the Natural Science Seminar process. 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 attend and critique Natural Science Seminar for a full semester.

#### **SCI 486-489 - Natural Science Seminar Research 1-4cr**

This course is for students doing research for their Natural Science Seminar. After completing SCI 390 Research Design, students are ready to begin their independent research projects. Working directly with a faculty research mentor, each student will conduct the research. It is expected that students invest 40 hours of effort per credit hour. *A minimum of 2 credit hours are required. Students must inform the Natural Science Seminar coordinator who their research mentor is and their tentative research topic to aid scheduling the presentations.*

**Prerequisite:** SCI 390 Research Design.

### **SCI 491, 492 - Natural Science Seminar Attendance 0.5cr**

This course is taken by science or ENS majors (sophomore - senior) who will not be giving a presentation during the semester. It is required in certain concentrations (e.g., Environmental Policy) and for those who took Research Design before fall, 2009. Participation will involve attendance at all of the sessions where seminars are presented by students, staff, and invited guest speakers. *This course is offered on a Pass/Fail basis. Natural Science Seminar Attendance and Natural Science Research Communication must be taken in separate semesters. Note: students completing Research Design (SCI 390) in fall 2009 or later fulfill the Natural Science Seminar Attendance requirement in Research Design and do not have to register for Natural Science Seminar Attendance.*

Completion of SCI 390 Research Design, 486 Natural Science Seminar Research, and 493 Natural Science Seminar Attendance fullfills  $\Delta$  **College Composition II**

### **SCI 493 Natural Science Seminar Communication 1 cr**

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 Seminar Communication: it provides the forum for the presentation and evaluation of student research. Each student will present a 20-25 minute oral presentation on his/her research project and submit 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. *Students may not enroll in SCI 493 during the same semester they enroll in SCI 491 or 492. The scheduling for the seminar presentation takes place during SCI 390 Research Design one year before the presentation.*

$\Delta$  Course meets Triad Education Program Requirement in specified area.

## **4.27 Social Work (SWK)**

Δ Course meets Triad Education Program Requirement in specified area.

### **SWK 201- 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 10 hours of service learning in a local social service agency and reflection on their experience, students examine their interest in the social work profession.

### **SWK 202 - Skills of Helping Others 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 10 hours of service 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 210 - History of Social Work and 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 15 hours of service learning, students are exposed to current, local policy issues, and students reflect on the role of policy practice in generalist social work.

### **SWK 291 - Changing the World: International Social Service 2cr**

In this course, students explore the international context of social service. Students learn approaches to social services from the various lenses of different cultures and regions of the world, focusing on the policies and practices of social development and social welfare. Students examine the history, nature, value, and challenges of international social service in relation to specific countries, regions, service organizations and agencies, and current events.

### **SWK 305 - 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 15 hours of service learning in which they explore life-course issues and reflect on a multigenerational perspective.

**Prerequisites:** BIO 109 Human Biology and either PSY 100 Introduction to Psychology or SOC 100 Introduction to Sociology.

### **SWK 306 - 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 service learning 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.

**Prerequisites:** SWK 305 Human Behavior and the Social Environment I or permission of the instructor.

### **SWK 310 - Social Welfare Policies and Services 4cr**

This course continues the exploration of social work knowledge and skills initiated in SWK 210 History of Social Work and 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.

**Prerequisites:** SWK 201 Introduction to Social Work and SWK 210 History of Social Work and Social Welfare.

### **SWK 320 - Social Work Practice I: 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 15 hours of service learning 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.

**Prerequisites:** Social Work major; and SWK 201 Introduction to Social Work, SWK 202 Skills of Helping Others, SWK 210 History of Social Work and Social Welfare, SWK 305 Human Behavior and the Social Environment I, or SWK 306 Human Behavior and the Social Environment II.

### **SWK 420 - Social Work Practice II: Groups, Organizations & 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 320 Social Work Practice I.

### **SWK 425 - 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 Triad education through liberal arts 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 320 Social Work Practice I.

### **SWK 430 - Field Education 12 credits**

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.



**Corequisite:** Must be taken concurrently with SWK 435 Field Education Seminar.

**Prerequisites:** SWK425 Orientation to Field Education and formal admission to Field Education (see Field Education Manual).

### **SWK 435 - Field Education Seminar 4cr**

This seminar is taken concurrently with SWK 430 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.

**Corequisite:** Must be taken concurrently with SWK 430 Field Education.

Δ Course meets Triad Education Program Requirement in specified area.

## 4.28 Sociology (SOC)

Δ Course meets Triad Education Program Requirement in specified area.

### **SOC 100 - 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 **Social Science**

### **SOC 199 - Independent Study 1-4cr**

### **SOC/GDS 211 - 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 family as a social institution. Students have opportunities to critically analyze the connections between micro and macro level structures affecting various types of families. *Satisfies requirement for the Sociology and/or Gender and Women's Studies Concentrations.* Δ **Social Science**

### **SOC/GDS 215 - Women and Society 4cr**

This course provides an analysis of women in the United States emphasizing historical and contemporary relationships of women to education, religion, law, politics, employment, family, and sexuality. *Satisfies requirement for the Sociology and/or Gender and Women's Studies Concentrations.* Δ **Social Science**

### **SOC 251 -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 **Social Science or Language/Global Issues**

### **SOC 271 -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 **Social Science**

### **SOC 279 - 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 290-298 - Special Topics in Sociology 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Sociology. *The course may be repeated for credit under different topics.*

### **SOC 299 - Independent Study 1-4cr**

### **SOC 312 - 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 critical analyses on how various groups of people are differentially at risk before, during, and after disaster. The main focus of this course is on natural induced disaster such as hurricane, earthquake, tsunami, and flood and how these disasters intersect with social, cultural, and political factors. *Satisfies requirement for Sociology Concentration.* Δ **Social Science**

**Prerequisite:** SOC 100 Introduction to Sociology or ANT 200 Introduction to Cultural Anthropology or permission of instructor.

### **SOC 317 - 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 **Social Science**

**Prerequisites:** SOC 100 Introduction to Sociology and ANT 200 Introduction to Cultural Anthropology, and junior standing, or permission of the instructor.

### **SOC/GDS 324 - 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 **Social Science**

**Prerequisite:** SOC 100 Introduction to Sociology or ANT 200 Introduction to Cultural Anthropology or GDS 100 Introduction to Gender and Women's Studies, or permission of instructor.

### **SOC/GDS 325 - 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 effected 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 will 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 **Social Science or Language/Global Issues**

**Prerequisite:** SOC 100 Introduction to Sociology or ANT 200 Introduction to Cultural Anthropology or GDS 100 Introduction to Gender and Women's Studies and junior or senior standing, or permission of the instructor.

### **SOC/GDS 366 - Feminist Thought 4cr**

Feminist thought is not one unified body, but has many influences and debates within it. Through primary source readings, discussion, and written work, students in this course explore the development of feminist thought, examine major feminist theoretical approaches and the key debates among feminists, and see how theory is applied to action. *Satisfies requirement for the Sociology and/or Gender and Women's Studies Concentrations.* Δ **Social Science**  
**Prerequisites:** GDS 100 Introduction to Gender and Women's Studies and junior or senior standing, or permission of instructor.

### **SOC 390-398 - Special Topics in Sociology 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Sociology. *The course may be repeated for credit under different topics.*

### **SOC 399 - Independent Study 1-4cr**

### **SOC/GDS 402 - 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 410 Directed Research in Sociology/Anthropology. Focus will be 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 **Social Science**

**Prerequisites:** SOC 100 Introduction to Sociology and ANT 200 Introduction to Cultural Anthropology, and junior or senior standing, or permission of instructor.

### **SOC/GDS 410 - Directed Research in Sociology/Anthropology 4cr**

In this course, students will be 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 **College Composition II**

**Prerequisites:** SOC 402 Sociology/Anthropology Research Craft and approval of research proposal by the Social Sciences Institutional Review Board.

### **SOC 479 - 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 490-498 - Special Topics in Sociology 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Sociology. *The course may be repeated for credit under different topics.*

**SOC 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## 4.29 Theatre (THR)

△ Course meets Triad Education Program Requirement in specified area.

### **THR 101-102 - Performance/Production Practicum I 1-2cr**

This course allows a student to earn credit for participating in a theatre project directed or supervised by a member of the Theatre Department faculty. The student's 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 participate in discussions regarding the theater-making process and the nature of collaboration and are expected to complete reading and analytical writing related to the project. *This course may only be added during Add/Drop period each term.* Partially satisfies △ **Artistic Expression**  
**Prerequisite:** Permission of the Theatre Department.

### **THR 109 - Introduction to Acting and Directing 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, ensemble building, and principles for fostering creative conditions in rehearsal as students work on storytelling exercises, contemporary scenes, and monologues; they will be expected to spend significant time rehearsing together outside of class. When possible, the class culminates in a publicly performed collaboration with students from the Playwriting course. Attending some live performance events in the community is required. △ **Artistic Expression**

### **THR 113 - 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 189-190 - Modern Dance Technique 4cr**

This course teaches basic concepts in modern dance technique. Students are introduced to basic theories of contact/release and fall/recovery. They develop relaxation techniques, control of center, alignment, balance, and flexibility, and they develop articulation of body parts with particular attention to the torso. Positions and sections of the body and transitions are explored. Foundation standing techniques are at the core of daily lessons. Dance elements (space, time, and energy or force) are explored and developed in class. The concepts of focus and performance are introduced. *This course may be repeated once for credit using course number THR 190.* △ **Artistic Expression**

### **THR 199 - Independent Study 1-4cr**

### **THR 201-202 - Performance/Production Practicum II 1-2cr**

This course allows a student to earn credit for participating in a theatre project directed or supervised by a member of the Theatre Department faculty. The student's 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 participate in discussions regarding the theater-making

process and the nature of collaboration, and are expected to complete reading and analytical writing related to the project. *This course may only be added during Add/Drop period each term.* Partially satisfies  $\Delta$  **Artistic Expression**  
**Prerequisites:** THR 101 or 102 and Permission of the Theatre Department.

### **THR 203 - Voice and Speech for the Actor 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 ways they speak. Additional assignments include reading and writing about voice. Students are given individual attention as they learn techniques to interpret text for speaking, improve the muscularity of their articulators, and free their breathing through methods meant to improve spontaneity and richness of vocal tone. This course involves regular physical exercises in breathing and stretching, and students are expected to spend additional time outside of scheduled class time in peer practice sessions. This course culminates in a short public performance of a memorized selection.  $\Delta$  **Artistic Expression**  
**Prerequisite:** One THR course involving physical participation or permission of the Department.

### **THR 209 - Stage Management 4cr**

A good stage manager is as essential to a successful theatre production as a good director or actor. In fact, one could argue that the stage manager is the single most vital position in the entire production ensemble. This course covers the basic elements of stage management: the expectations, the work involved, and, more importantly, the techniques, habits, and personal qualities that make a successful stage manager. As far as possible, it includes actual production experience (which likely involves a commitment to attend evening rehearsals) and observation of a professional stage manager at work. The habits and techniques required of the stage manager can be taught; personal qualities such as patience, discipline, responsibility, initiative, and passion can be encouraged to flourish.  $\Delta$  **Artistic Expression**

### **THR 212 - Basic Design for the Theatre 2cr**

This course aims to awaken students to the visual experience of design found in usual and unusual places, to make students aware of the basic elements that produce good design, and to inspire students to tap their own creativity. The ability to "see" is basic to the art of doing; therefore students will be concerned with developing the eye as they learn to understand basic principles. These principles may be applied to all areas of visual art; however, this course is especially concerned with their application to the theatre. Line, form, value, color and composition will be explored. *Students may want to consider taking THR 213 Design and Interpretation for the Theatre, a four-credit course that includes the material from this course.* Partially satisfies  $\Delta$  **Artistic Expression**

### **THR 213 - Design and Interpretation for the Theatre 4cr**

This course combines study of basic design principles with a consideration of how to approach dramatic texts and theatrical events visually. Study of design principles aims to awaken students to the visual experience of design found in usual and unusual places, to make students aware of the basic elements that produce good design, and to inspire students to tap their own creativity. Line, form, value, color, and composition are explored. Students explore concepts related to the application of design principles in theatre through textual analysis, the study of important designers and theorists, and by creating their own design visions in a final project.  $\Delta$  **Artistic Expression**  
**Prerequisite:** One THR course.

### **THR 221 - Butoh, Dance of Darkness 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 changes from year to year.  $\Delta$  **Artistic Expression**

### **THR 244 - 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 changes from year to year.

Partially satisfies  $\Delta$  **Artistic Expression**

### **ENG/THR 250 - Introduction to Classical Theatre 4cr**

This course, which surveys Western drama from the ancient Greeks through the eighteenth century, focuses 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. Students are encouraged, but not required, to perform a scene from one of the plays read.  $\Delta$  **Literature**

### **ENG/THR 251 - Introduction to Modern Theatre 4cr**

This course surveys major works of modern (early and mid-20th century) and contemporary (post-1970s) drama, with an interdisciplinary focus on literary issues and theatre history. Plays from Europe, America, and Africa are considered. The course begins with Ibsen's invention of modern drama and later may cover such topics as theater of the absurd (Eugene Ionesco's *The Lesson*), gender (Caryl Churchill's *Top Girls*), gay identity and AIDS (Tony Kushner's *Angels in America*), race (Amiri Baraka's *Dutchman*), apartheid in South Africa (Athol Fugard's *Master Harold and the Boys*), and much more. Materials include brief video clips for many of the plays so that students may discuss the work of literature in production. Students are encouraged, but not required, to perform a scene from one of the plays we read.  $\Delta$  **Literature**

### **THR 254 - Modern Dance for the Actor 4cr**

This course is designed to give inexperienced as well as experienced student actors an opportunity to discover and develop the expressiveness and articulation of the body on stage, skills that are essential to those contemplating theatre or dance as an avocation or as a vocation. Those seeking simply to develop their physical coordination and versatility will also find the course valuable. Student deals with basic elements of movement such as time, space, and movement quality.  $\Delta$  **Artistic Expression**

### **THR 256 - Modern Dance Improvisation and Composition 4cr**

This course teaches basic concepts of dance improvisation and composition. Students use the dance elements (space, time, and energy) and improvisation techniques to create choreographic compositions. Use of imagery, abstraction, motivation, communication, and theme through movement are explored. Various stimuli are investigated as a movement source.  $\Delta$  **Artistic Expression**

### **THR 268 - History and Practice of Performance Art 4cr**

Within the history of the avant garde, performance in the twentieth century has been at the forefront. Drawing freely on literature, theatre, dance, music, architecture, poetry, film and fantasy--deploying them in any combination--each performer has made his or her own definition in the very process and manner of execution. This course will explore the history of performance art from its European roots in the 20th century through its evolution, development and contemporary realization. The creation and practice of performance art will be the main thrust of this course. The realm of play, escape from traditional limitations of making art, and a desire to take art out of the strict confines of museums and galleries will be our mantra.  $\Delta$  **Artistic Expression**



### **THR 269 -The Dramatic Experience 4cr**

Traditional play analysis may fail to consider the relationship between structure and affect. This is a course in the affective aesthetics of both traditional and "postdramatic" theatre and theatre texts. The course provides students with an understanding of dramatic and postdramatic forms through dialectic, written analysis and an exploration of intuition through group performance experiments. Students gain a deeper understanding of dramatic form and an experiential understanding of action, conflict, character creation, and performer-audience dynamics, as well as the principles underlying more recent, abstract theatre. A variety of plays and critical writings are considered, though the principles explored also apply to film and other forms of narrative presentation and performance art.  $\Delta$  **Artistic Expression**

**Prerequisite:** One THR course.

### **THR 275-278 - Shakespeare in Performance and Production 2cr**

Playtexts, even those as great as Shakespeare's, are not fully realized until they are interpreted in live performance. This course allows students to propose ways in which Shakespearean (and occasionally non-Shakespearean) texts may be interpreted on the stage through scenic, lighting, costuming, or acting/staging choices; students then attend productions of the plays for which they have proposed interpretations. The course is structured around (but not confined to) productions offered by the North Carolina Shakespeare Festival and, when possible, the North Carolina Stage Company. *There is a fee to cover the cost of theatre tickets. This course may be repeated for credit.* Partially satisfies  $\Delta$  **Artistic Expression**

### **MUS/THR 280 - Opera as Drama 4cr**

This course introduces students to the world of opera and emphasizes the dramatic and musical aspects. Students study selected operas from various periods of history, including comic and serious operas, and analyze complete operas by discussing the libretto and the musical score. *Students are expected to spend additional time outside of class to view videos of opera performances.*  $\Delta$  **Artistic Expression**

**Prerequisite:** Permission of instructor.

### **THR 280 - Master Filmmakers 4cr**

Through film analysis and film criticism literature, this course explores the personal vision of several master directors. Students conduct an in-depth study of several films of auteur directors, their cinematic style, their artistic aesthetic, and their contribution to film history. Different approaches to analysis, such as political, gender, philosophical, and genre are used to advance student analysis skills and an appreciation of cinematic aesthetics and meaning. Each semester different directors are chosen for study.

### **THR 281 - World Cinema 4cr**

Foreign films offer a window into different cinematic styles, artistic aesthetics, and different cultural perspectives. This course surveys significant cinematic movements and styles, such as Italian Neorealism and French New Wave. During the second part of the course, non-Western contemporary films are used as a vehicle to explore a central theme, such as "coming of age." Students advance their film analysis skills and develop an appreciation for international cultural and economic lifestyles. Students reflect on the shared experience of humanity from a non-American perspective.

### **THR 290-298 - Special Topics in Theatre 4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Theatre. *The course may be repeated for credit under different topics.*

### **THR 299 - Independent Study 1-4cr**

### **THR 301-302 - Performance/Production Practicum III 1-2cr**

This course allows a student to earn credit for participating in a theatre project directed or supervised by a member of the Theatre Department faculty. The student's 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 participate in discussions regarding the theater-making process and the nature of collaboration, and are expected to complete reading and analytical writing related to the project. *This course may only be added during the Add/Drop period each term.* Δ **Artistic Expression**

**Prerequisites:** THR 201-202 Performance/Production Practicum II and Permission of the Theatre Department.

### **THR 311 - Stage Lighting and Sound Design 4cr**

This course constitutes a study of the art, function, and process of stage lighting and sound design. It emphasizes current theatre lighting technology and design approaches with historical support from past stage lighting practices. Class time is divided between lecture, discussion, and hands-on demonstrations of lighting and sound concepts. Work includes observation/research, drafting, implementation, and discussion. Participation in the many demonstrations, discussions, and assigned projects is required. Δ **Artistic Expression**

**Prerequisite:** THR 113 Technical Theatre.

### **THR 314 -Scene Design 2cr**

This course is a study of the art, function, and process of scene design with an emphasis on both aesthetic and physical factors. Work includes research, drafting, rendering, and discussion of designs. Students are introduced to the reasoning behind scenic design choices while becoming familiar with the principles, techniques, and materials of pictorial and three-dimensional scenic design. Partially satisfies Δ **Artistic Expression**

**Prerequisite:** THR 113 Technical Theatre.

### **THR 315 - Historic Costume Design for the Theatre 4cr**

This course covers the theory and practical application of design. Through studies of color, form, balance, and accuracy of historical research, students discover the total visual experience of the stage presentation as well as individual character analysis and interpretation. Students also explore costumes through the ages for their aesthetic value and as reflections of and insights into the culture, history, and values of their times. Δ **Artistic Expression**

### **THR 341 - Acting Shakespeare 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 a substantial Shakespearean performance, such as an ample selection of scenes, class-created "mini-dramas" based on Shakespeare's sonnets, or an oratorio or radio-play style presentation of a complete play. Students plan, prepare, and lead at least one set of voice and movement exercises for the class, drawing on assigned readings in classical technique. They write a number of short reflection pieces and reports on readings, plus one longer paper. When possible, work in this course will be closely coordinated with the current Shakespeare production being prepared by Warren Wilson Theatre. Δ **Artistic Expression**

**Prerequisite:** THR 109 Introduction to Acting and Directing, ENG 341 Shakespeare, or permission of the instructor.

### **THR 358 - Ensemble I: Rehearsal Dynamics 4cr**

This is an intermediate course in acting and directing, focusing on acting technique and the actor-director relationship. The course develops personal and collaborative creative impulses through in-depth exercises and discussion into the nature of action, presence, perception and self-expression. Students develop skills in textual analysis through work on scenes and monologues from the realistic and verse drama traditions. A variety of investigative reading supports the creation of a personal portfolio of writing to aid students in developing a personal

relationship to their craft. Special emphasis is placed on ensemble collaboration culminating in a group project. Δ

**Artistic Expression**

**Prerequisite:** THR 109 Introduction to Acting and Directing.

### **THR 399 - Independent Study 1-4cr**

#### **THR 400 - Ensemble II: Project 4cr**

This course is an intensive, advanced project-based course in collaboration. Students work together to envision and produce a theatrical work of up to 90 minutes. Student participation varies depending on the project(s). Such participation may include acting, directing, design, dramaturgy, creative writing or stage management, including areas in which students may have little prior experience. Additional targeted exercises, assigned reading and research support the intellectual and creative growth of students. *Students are expected to spend a significant amount of time working together outside of scheduled class meetings.* Δ **Artistic Expression**

**Prerequisites:** THR 213 Design and Interpretation for the Theatre and THR 358 Ensemble I or one 4-credit course in lighting, scenic or costume design; and one of the following: THR 269 The Dramatic Experience, ENG/THR 250 Introduction to Classical Theatre or ENG/THR 251 Introduction to Modern Theatre.

#### **THR 401-402 - Performance/Production Practicum IV 1-2cr**

This course allows a student to earn credit for participating in a theatre project directed or supervised by a member of the Theatre Department faculty. The student's 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 participate in discussions regarding the theater-making process and the nature of collaboration, and are expected to complete reading and analytical writing related to the project. *This course may only be added during the Add/Drop period each term.* Partially satisfies Δ **Artistic Expression**

**Prerequisite:** THR 301-302 and permission of the Theatre Department.

#### **THR 489 - 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 490-498 - Special Topics in Theatre 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Theatre. *The course may be repeated for credit under different topics.*

### **THR 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## 4.30 Writing (WRI)

△ Course meets Triad Education Program Requirement in specified area.

### **WRI 105 - 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 Center 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 Center coordinator oversees the course. *Grading is Pass/Fail; to pass, student writers must attend regularly and participate actively. The course may be taken twice, each time for a single credit. May be repeated for a second single credit as WRI 206.*

### **WRI 120 - College Composition I 4cr**

Writing forms the means of liberal inquiry in any discipline. Students in this course develop their thinking through a variety of expository prose. They work toward improved clarity and organization by writing multiple drafts of their essays and by participating in peer reviews. Students practice locating, integrating, and citing primary or secondary source material into their writing, and they learn to edit their own writing, checking for correct usage, mechanics, spelling, and punctuation. Although sections of College Composition I are organized thematically, improved writing remains the goal of every course as students become familiar with the process needed to produce clear and organized expository prose. △ **College Composition I**

### **WRI 140 - Creative Writing: Introduction 4cr**

This course exposes students to the craft of writing poetry, fiction, and nonfiction by acquainting them with some of the conventions and terminology of each genre. Students read published authors to learn their techniques; they explore the uses of the workshop, including its demands and rewards; and they practice effectively giving and receiving feedback. In addition to completing writing exercises for each genre, students may also write critical annotations and may produce small portfolios of their own work. △ **Artistic Expression**

### **WRI 142 - Introduction to Writing for the Media 4cr**

Creative writing majors and those with an entrepreneurial or activist message to deliver benefit from expanding their abilities into the professional sphere. This course introduces students to the study and practice of writing in print and new media. Students research, write, and edit in a variety of formats, including newspaper (news and feature articles), magazine (feature and column), public relations (press release and promotional materials), and web (site content and blog). The class also introduces journalistic ethics and examines the media's role in society.

### **WRI 177 - 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 ACTFL proficiency test.*

### **WRI 178 - ELL II: Academic Structures and Rhetoric for Composition 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.

**Prerequisite:** WRI 177 ELL I: New Directions in Oral and Written Communication or permission of instructor.

### **WRI 199 - Independent Study 1-4cr**

### **WRI 201-205 - Advanced Composition 4cr**

Students with experience in composition extend and refine their abilities in nonfiction prose, exploring the varieties of the essay form. The course may work in either a tutorial or class setting to allow students to fulfill self-designed writing projects.  $\Delta$  **College Composition II**

**Prerequisite:** WRI 120 College Composition I.

### **WRI 207 - Teaching Writing in Communities 4cr**

This course is designed for students who want to teach or tutor writing in college, high school, community settings, or abroad. We 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 Service-Learning), field notes about tutoring, and a research paper.  $\Delta$  **College Composition II**

**Prerequisites:** College Composition I and sophomore standing.

### **WRI 210 - Creative Writing: Playwriting 4cr**

Through this course, students develop an understanding of the craft of dramatic writing, improve their critical skills in the reading of plays, and are introduced to writing in the genre. Students write and revise scenes and a one-act play. The significance of character, motivation, voice, dialogue, tension, action, conflict, and other elements of dramatic craft are discussed and demonstrated, often in critical annotations. Drawing on the collaborative nature of playwriting, the course often works with directing and acting classes; student scenes are acted in class as a part of the workshop process and a collaborative production of 10-minute plays often culminates the semester. *May be repeated for credit as WRI 310.*  $\Delta$  **Artistic Expression**

**Prerequisite:** WRI 140 Creative Writing: Introduction, or permission of instructor.

### **WRI 211 - Creative Writing: Poetry 4cr**

Through this course, students develop an 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. Students write and revise poems in a variety of forms and engage in critical reading of published works (often writing critical annotations). They also actively take part in the process of the workshop, developing their abilities to offer useful responses to their peers' work and to translate critique into effective revision. Students may complete a portfolio presenting the evolution and accomplishment of their work over the semester.  $\Delta$  **Artistic Expression**

**Prerequisite:** WRI 140 Creative Writing: Introduction, or permission of instructor.

### **WRI 212 - Creative Writing: Fiction 4cr**

Through this course, students develop an understanding of the craft of fiction, improve their critical skills in the reading of fiction by others, and gain an increased depth and flexibility in their own fiction writing. Students write and revise short fiction following several models and engage in critical reading of published works (often writing critical annotations). They also actively take part in the process of the workshop, developing their abilities to offer useful responses to their peers' work and to translate critique into effective revision. Students may complete a portfolio presenting the evolution and accomplishment of their work over the semester.  $\Delta$  **Artistic Expression**

**Prerequisite:** WRI 140 Creative Writing: Introduction, or permission of instructor.

### **WRI 213 - Creative Writing: Creative Nonfiction 4cr**

In this course, students write and revise several pieces and, in that process, are exposed to a range of strategies for shaping compelling nonfiction. They will read and study the work of published authors with the goal of identifying the characteristics of this relatively new genre. Work may range from memoir to travel narratives to the research-based essay. The course helps students to develop useful responses to their peers' work, an essential element of workshop participation. Students may complete a portfolio which includes early and more finished drafts of essays and critical annotations of the work of published writers. Δ **Artistic Expression**

**Prerequisite:** WRI 140 Creative Writing: Introduction, or permission of instructor.

### **WRI 220 - Writing About Place 4cr**

Students develop a heightened awareness of their environment in this course through reading, writing, and experiencing their immediate surroundings in the Swannanoa Valley. Students read classic and current nature writing, one of the liveliest genres of nonfiction. Weekly writing assignments may culminate in a Journal of Place, a multi-media representation of local findings, or longer narratives that interweave personal stories with stories of the land. Δ **Artistic Expression**

**Prerequisite:** WRI 140 Creative Writing: Introduction, or permission of instructor.

### **WRI 230 - Modern English Grammar 2cr**

In this course, students work to achieve a thorough command of English grammar and syntax so that they can compose and edit well their own and others' writing.

### **WRI 232 - Argumentation 4cr**

This course is an intensive study of the theory and practice of argumentation, together with some consideration of the ethics of public deliberation. Selected classics in rhetoric (e.g., Plato's *Gorgias*, Mill's *On Liberty*) are read, discussed, and analyzed for their rhetorical precepts and as rhetorical models themselves. Major projects include classroom debate and an extended researched argumentative essay. Δ **Composition II**

### **WRI 290-298 - Special Topics in Writing 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Writing. *The course may be repeated for credit under different topics.*

### **WRI 299 - Independent Study 1-4cr**

### **WRI 301 - 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 and may include: nature and environmental writing, literary journalism and the essay, short fiction, linked stories, confessional poetry, or the long poem. *Consult the instructor for specific theme. May be repeated for credit one time as WRI 302.*

**Prerequisites:** WRI 120 College Composition I and sophomore standing.

### **WRI 308 - 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 are organized around movements or themes, for example: Appalachian Writers, Gay and Lesbian Writers, Writers of the Diaspora, Latin American Writers, or WWC MFA Faculty. *Consult the instructor for specific theme.*

**Prerequisites:** WRI 120 College Composition I and sophomore standing.

### **WRI 311 - 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. 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. *May be repeated for credit as WRI 312.* Δ **Artistic Expression**

**Prerequisite:** WRI 212 Creative Writing: Fiction, or permission of instructor

### **WRI 313 - Advanced Poetry Workshop**

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. 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. *May be repeated for credit as WRI 314.* Δ **Artistic Expression**

**Prerequisite:** WRI 211 Creative Writing: Poetry, or permission of instructor.

### **WRI 316 - 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. *May be repeated for credit as WRI 317.* Δ **College Composition II or Artistic Expression**

**Prerequisite:** WRI 213 Creative Writing Nonfiction or WRI 220 Writing About Place, or permission of instructor.

### **WRI 320 - Environmental Writing 4cr**

In this course, students read and write pieces that can be categorized along a continuum extending from nature writing to environmental journalism, from radio essays to literary exposés. A strong emphasis is placed on the students' use in their writing assignments of information gained from careful observation and research. The class is visited by environmental writers who share their experience and insights in the field. Students collectively practice their editorial skills in crafting selected work for submission for publication. Δ **College Composition II or Artistic Expression**

**Prerequisite:** WRI 213 Creative Writing: Nonfiction or WRI 220: Writing About Place, or permission of instructor.

### **WRI 381 - 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. 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 (including 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. **Δ College Composition II**

**Prerequisites:** 300-level writing course and permission of instructor.

### **WRI 394 - 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 workplan for the upcoming workshop. *Students may enroll in WRI 394 alone but are strongly encouraged to enroll in the sequence. They cannot take WRI 395 Creative Writing: MFA Workshop without WRI 394. An application is required. May be repeated for credit.* **Δ Artistic Expression**

**Prerequisites:** A 200 level course in Poetry, Fiction, or Nonfiction and permission of instructor.

### **WRI 395 - Creative Writing: MFA Workshop 2cr**

This course extends the work of WRI 394 Creative Writing: MFA Residency into a mixed-genre advanced workshop. Students prepare an individual workplan 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. May be repeated for credit.* **Δ Artistic Expression**

**Prerequisites:** WRI 394 Creative Writing: MFA Residency and permission of instructor.

### **WRI 399 - Independent Study 1-4cr**

### **WRI 419 - Senior Writing Portfolio 2cr**

This course offers guidance to senior creative writing majors, minors, and those with a creative writing concentration in the English major as they complete their 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 portfolio. 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 Portfolio in the same semester.*

**Prerequisite:** Senior standing as a creative writing major or minor or English major with a concentration in creative writing, or permission of instructor.

### **WRI 485 - Creative Writing Internship 1-8cr**

An internship is a short-term experience of writing in a professional setting in which the student sets, achieves, and reflects on specific learning outcomes with the oversight of a professional mentor. An internship may include any phase of the writing process, including researching, drafting, revising, editing, and designing documents. An internship is inevitably self-directed and involves mature goal-setting and accountability. A student seeking an internship must file an Internship Plan, which includes a statement of expected outcomes, specific tasks to be completed, and a plan for periodic supervisor evaluation and self-evaluation. Upon completion of the internship, the student files a self-reflection essay and a portfolio of work completed. *Students should see the Director of Undergraduate Writing for full internship guidelines. A required internship form is available from the Registrar.*



**Prerequisites:** Junior or senior standing and prior approval of a written Internship Plan by a site supervisor and the Director of Undergraduate Writing.

**WRI 490-498 - Special Topics in Writing 2-4cr**

This course is an in-depth consideration of a topic of particular concern within the discipline of Writing. *The course may be repeated for credit under different topics.*

**WRI 499 - Independent Study 1-4cr**

Δ Course meets Triad Education Program Requirement in specified area.

## 5.1

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**President**

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M.A., Ph.D., Kent State University

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**Michael Kerr**  
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**Rob Shook**  
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M.S. Ed., Baylor University

**Kevin Walden**  
**Head Basketball Coach, Sports Information**  
**Director**  
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**Charlie Wright**  
**Director of Wellness**

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**Director of Annual Giving**  
B.A., M.B.A., East Tennessee State University

**Julie Lehman**  
**Director of Church and Interfaith Relations**  
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M.A., Adelphi University

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B.A., Mars Hill College

**Ally Donlan**  
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M.S.W., University of North Carolina at Chapel Hill

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A.M., University of Chicago

### **5.1.07 - Office of Admission**

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**Morning Naughton**  
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**Katie Green**  
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**Web Director**  
B.A., Warren Wilson College

### **5.1.08 - Office of Administration and Finance**

**Jonathan Ehrlich**  
**Vice President for Administration and Finance**  
B.A., Middlebury College  
M.A., University of Vermont  
M.B.A., Rollins College

**Emily Quinn**  
**Administrative Assistant to the Business Office**  
B.A., Wake Forest University

**Gail Baylor**  
**Director of Human Resources**  
B.A., University of North Carolina - Charlotte  
M.S., Western Carolina University

**James Lauer**  
**Director, Student Services**

**Hazel Montcrief**  
**Manager, Campus Store**

**Brian O'Loughlin**  
**Director, Food Service**  
B.A., University of South Florida

**Melodee Leyshon**  
**Post Office Assistant**  
B.S., Appalachian State University

**Terry Payne**  
**Director, Public Safety**

**Richard Hayes**  
**Public Safety Supervisor**

**Gary Mintz**  
**Public Safety Supervisor**

**Stephen Vanover**  
**Public Safety Supervisor**

### **5.1.08.1 - Accounting**

**Mary Davis**  
**Controller**

A.A., Coastal Carolina Community College  
B.A. Warren Wilson College

**Elizabeth Freel**  
**Accounts Payable**

**Carli A. Damien**  
**Accounts Receivable Supervisor**

A.S., Santa Fe Community College  
B.S., St. Leo University

**Phyllis Padgett**  
**Accounting Specialist**

B.S., Western Carolina University

**Kristina Trivette**  
**Payroll/Financial Aid Assistant**

B.A., Warren Wilson College

**5.1.08.2 - Financial Aid**

**Kathy Pack**  
**Director, Financial Aid**

A.A., Gaston College  
B.S., M.A., Appalachian State University

**Eleanor Will**  
**Assistant Director Financial Aid**

B.S. University of New Orleans  
M.S., Ohio State University

**Anna Booraem**  
**Financial Aid Assistant**

B.A., College of Charleston

**5.1.08.3 - Purchasing**

**Deborah Anstrom**  
**Purchasing Supervisor**

A.A., St. Petersburg College

**June Seifert**  
**Administrative Assistant**

B.S., Tusculun College

**5.1.08.4 - Administrative Computing**

**Omega Hodges**  
**Director, Administrative Data Processing**

A.A., Atlanta Junior College

**5.1.08.5 - Information Technology**

**David Harper**  
**Computing Services Manager**

B.A., University of North Carolina - Charlotte  
M.A., Appalachian State University.

**Randall Sloan Poe**  
**Network Systems Administrator**

B.A., Warren Wilson College

**Justin Wagner**  
**Helpdesk Coordinator**

B.S. East Carolina University  
M.B.A. Western Carolina University

**5.1.08.6 - College Press**

**Robert Lamb**  
**Manager**

B.A., Hartwick College  
M.A., University of Arkansas, Fayetteville

**Pat Willever**  
**Assistant Manager**

B.A., Earlham College

**5.1.08.7 - Facility Management and  
Technical Services**

**Paul Braese**  
**Director, FM/TS**

B.S., Clemson University

**Mae Deel**  
**Administrative Assistant, FM/TS**

**Paul Bobbitt**  
**Supervisor, Rental and Renovations**

**Ray Cockrell Jr.**  
**Supervisor, Auto Shop**

**John Griffith**  
**Supervisor, Electrical Maintenance**

B.A., University of North Carolina - Asheville

**Scott Fair**  
**Supervisor, Building Services**

M.F.A., University of Maryland - College Park

**William Baunack**  
**Assistant Supervisor, Building Services**  
B.S.W., University of South Florida

**Thomas Hodges**  
**Assistant Supervisor, Building Services**  
B.A., Warren Wilson College

**Thomas Wilder**  
**Assistant Supervisor, Building Services**  
B.A., Warren Wilson College

**Jason Lackey**  
**Supervisor, Painting**

**Jessica A. Wooten**  
**Supervisor, Recycling and Solid Waste**  
B.A., Duke University

**Norman Propst**  
**Supervisor, Carpentry**

**Christopher Hanson**  
**Supervisor, Plumbing Services**

**Hoyt Barnes**  
**Supervisor, Heating and Air Conditioning Services**

**Michael Galloway**  
**Assistant Supervisor, Heating and Air Conditioning Services**

**Douglas Bradley**  
**Supervisor, Special Projects**

**James Damien**  
**Supervisor, Locksmith**

**John Verba**  
**Office Manager / Motor Pool Supervisor**  
B.S., Concord College

### **5.1.09 - Swannanoa Gathering**

**James Magill**  
**Director**  
B.A, M.A., University of North Carolina - Chapel Hill

**Liz Brace**  
**Office Manager / Conference Coordinator**  
B.S., University of Oregon - Eugene

## 5.2

### Faculty (2010-2011)

Warren Wilson College does not use conventional academic ranks or titles. (\* Indicates part-time teaching assignment.)

**David Abernathy**

**Geography/Global Studies**

B.A., University of North Carolina - Chapel Hill  
M.A., University of North Carolina - Charlotte  
Ph.D., University of Washington

**Eric Baden**

**Art**

B.A., State University of New York - Buffalo  
M.F.A. - East Tennessee State University

**John E. Barry**

**Business Administration**

B.S., Boston College  
M.B.A., Northeastern University

**Paul Bartels**

**Biology**

B.S., Southern Illinois University  
M.Phil., University of the West Indies  
Ph.D., University of California - Santa Cruz

**Bette Bates**

**Art**

B.F.A., Stephens College  
M.F.A., East Carolina University

**Dusty (Charles) Benedict**

**Art**

B.F.A., M.F.A., Art Center College of Design

**Melissa E. Blaire**

**History / Political Science**

Ph.D., University of Virginia

**Amy E. Boyd**

**Biology / Environmental Studies**

B.A., Earlham College  
M.S., Antioch New England Graduate School  
Ph.D., University of Arizona

**David J. Bradshaw**

**English / Writing**

A.B., Bowdoin College  
M.A., M.Phil.  
Ph.D., Yale University

**Mark Brenner**

**Biology/Environmental Studies**

B.S., University of Wisconsin - Stevens Point  
M.S., Ph.D., University of Washington

**John W. Brock**

**Chemistry/Environmental Studies**

B.S., Kentucky Wesleyan College  
Ph.D., Emory University

**Kathryn Burleson**

**Psychology**

B.S., Appalachian State University  
M.A., Humboldt State University  
Ph.D., University of California - Santa Cruz

**Stephen F. Cartier**

**Chemistry**

BS, Boston College  
PhD, Pennsylvania State University

**Christey Carwile**

**Sociology/Anthropology**

B.A., Appalachian State University  
M.A., Ph.D., Southern Illinois University -  
Carbondale

**John Casey**

**Philosophy**

B.A., Coe College  
Ph.D., University of Iowa

**Alberto Centeno-Pulido**

**Modern Language**

B.A., Universitat de Valencia  
M.A., Ph.D., University of Georgia

**\*J. Michael Clark**

**Religion**

B.A., Emory and Henry College  
M. Div., Ph.D., Emory University

**Alison H. Climo**

**Social Work**

A.B., Smith College  
M.A., M.S.W., Ph.D., University of Michigan -  
Ann Arbor



**Donald F. Collins****Physics**

B.A., College of Wooster  
M.S., Ph.D., Carnegie-Mellon University

**Victoria P. Collins****Chemistry**

B.A., College of Wooster  
M.S., Carnegie-Mellon University  
M.S., University of Arizona  
Ph.D., University of Kentucky

**John Crutchfield****Writing**

B.A., University of North Carolina at Chapel Hill  
M.F.A., Ph.D., Cornell University

**\*Ruth Douglas Currie****History/Political Science**

B.A., Agnes Scott College  
M.Div., Union Theological Seminary  
M.A., Ph.D., Duke University

**Robert A. Eckstein****Biology**

B.A., University of Colorado  
D.V.M., Colorado State University  
M.S., Ph.D., University of California - Davis

**David S. Ellum****Forestry/ Environmental Studies**

B.S., North Carolina State University  
M.F., Ph.D., Yale University

**Ben Feinberg****Anthropology**

B.A., University of Michigan - Ann Arbor  
M.A., Ph.D., University of Texas - Austin

**Sally A. Fischer****Philosophy**

B.A., Goucher College  
M.A., Villanova University  
Ph.D., Marquette University

**Warren J. Gaughan****Music**

B.A., Maryville College  
M.M., University of North Carolina - Greensboro  
D.M.A., Arizona State University

**\*Arlin (Robert) L. Geyer****Art**

B.A., State University of New York - Purchase  
M.F.A. Candidate, Academy of Art University

**Dongping Han****History/Political Science**

B.A., Qufu Teacher's University, China  
B.A., Hebei University, China  
Diploma in Education, National University of Singapore  
M.A., University of Vermont  
Ph.D., Brandeis University

**Robert Hastings****Environmental Studies**

A.S., Pasadena City College  
B.S., Bemidji State University  
M.S., California State University

**Gary Hawkins****Writing**

B.A., University of Redlands  
M.F.A., Warren Wilson College  
Ph.D., University of Houston

**Jeffrey Holmes****Biology**

B.A., M.A., University of California - Santa Barbara  
Ph.D., University of Colorado - Boulder

**Carol Howard****English/Theatre/Writing**

B.A., State University of New York - Purchase  
M.A., M.Phil., Ph.D., Columbia University

**Janice Jackson****The Claude D. Vannoy '35 Chair, Business**

B.A., Beloit College  
M.Ed., Howard University  
M.B.A., D.B.A., University of Memphis

**Philip A. Jamison****Mathematics/Appalachian Music**

B.A., Hamilton College  
M.S., Western Carolina University  
M.A., Appalachian State University

**\*Lorrie Jayne****Writing**

B.A., Warren Wilson College  
M.A., School of International Training

**Annie Jonas****Education**

B.S., Guilford College  
M. Ed., Harvard University

**Dean C. Kahl**

**Chemistry**

B.A., Whittier College  
Ph.D., Stanford University

**Franklin A. Kalinowski**

**Environmental Studies/Political Science**

B.A., M.A., University of Delaware  
Ph.D., Claremont Graduate School

**Susan B. Kask**

**Economics**

B.A., University of Colorado  
Ph.D., University of Wyoming

**Kevin D. Kehrberg**

**Music**

**Jeff A. Keith**

**Global Studies**

B.A., Evergreen State College  
M.A., Ph.D., A.B.D. (scheduled defense - Fall  
2011), University of Kentucky

**Martha Knight-Oakley**

**Psychology**

B.A., Trinity University  
M.S., Ph.D., Purdue University

**\*Louly Konz**

**Art**

B.A., Davidson College  
M.A., Ph.D., University of North Carolina -  
Chapel Hill

**Siti Kusujarti**

**Sociology**

B.A., Gadjah Mada University  
M.A., Ph.D., University of Kentucky

**Lucy A. Lawrence**

**Social Work**

B.S., University of North Carolina - Greensboro  
M.S.W., Boston University  
Ph.D., University of Alabama

**Leah Leitson**

**Art**

B.F.A., New York State College of Ceramics  
M.F.A., Louisiana State University

**Laura L. Lengnick**

**Sustainable Agriculture**

B.S., University of Maryland  
M.S., North Carolina State University  
Ph.D., Pennsylvania State University

**Paul J. Magnarella**

**Peace and Justice Studies**

B.A., University of Connecticut  
M.S., Fairfield University  
A.M., Ph.D., Harvard University  
J.D., University of Florida College of Law

**A. Michael Matin**

**English / Writing**

B.A., Vassar College  
M.A., M.Phil., Ph.D., Columbia University

**Rose McLarney**

**Beebe Teaching Fellow, Writing**

B.A., M.F.A., Warren Wilson College

**\*Jane McCoy**

**Music**

B.M., Mars Hill  
M.M., University of Colorado

**Mallory McDuff**

**Outdoor Leadership / Environmental Studies**

B.A., Vanderbilt University  
M.S., University of South Alabama  
Ph.D., University of Florida

**M. Grace Mitchell**

**Education**

B.S., East Carolina University  
M.Ed., Duke University  
M.A., University of North Carolina - Charlotte  
Ph.D., University of Virginia

**Erin Amason Montero**

**Spanish**

Ph.D., University of New Mexico

**David G. Moore**

**Archaeology/Anthropology**

B.A., University of California at Berkeley  
M.A., Ph.D., University of North Carolina -  
Chapel Hill

**\*Joan Moser**

**Anthropology**

B.M., University of North Carolina - Greensboro  
Fulbright Scholar, Oslo University  
M.A., University of North Carolina - Chapel Hill  
Ph.D., Candidate, University of Michigan

**Jennifer L. Mozolic**

**Psychology**

B.S., University of Mary Washington  
Ph.D., Wake Forest University

**David A. Mycoff****English/Theatre/Writing**

B.A., Washington and Lee University  
M.A., Ph.D., University of Rochester

**Lyn O'Hare****Education**

B.A., Warren Wilson College  
M.A., Banks Street College of Education

**Marty O'Keefe****Outdoor Leadership**

B.S., M.Ed., St. Lawrence University  
Ed.D., Boston University

**Philip L. Otterness****History/Political Science**

B.A., M.S., University of Pennsylvania  
M.A., Cambridge University  
M.A., Johns Hopkins University  
Ph.D., University of Iowa

**Graham Paul****Theatre**

B.A., Antioch College  
M.F.A., Tulane University

**Angela Marie Phillips****French/Spanish**

A.B., Georgetown University  
M.A., Ph.D., University of North Carolina -  
Chapel Hill

**Karen Powell****Art**

B.A., Wake Forest University  
M.F.A., University of North Carolina at  
Greensboro

**Edward O. Raiola****Carol Grotnes Belk Chair, Outdoor Leadership**

B.A., California State University - Chico  
M.A., University of Northern Colorado  
Ph.D., Union Graduate School

**Catherine Reid****Writing**

B.A., Goddard College  
M.A., University of Maine  
Ph.D., Florida State University

**Holly J. Rosson****Mathematics**

B.S., Saint Michael's College  
M.S., The University of Vermont  
Ph.D., Dartmouth College

**Samuel Scoville****English**

B.A., Yale University  
M.A.T., Ph.D., Duke University

**J. Thomas Showalter****History**

B.A., Maryville College  
M.A.C.T., University of Tennessee

**Jeanne Matthews Sommer****Religious Studies**

B.A., Wake Forest University  
M.Div., Princeton Theological Seminary  
Ph.D., Northwestern University

**\*Christine L. Swoap****Spanish**

B.A., Binghamton University  
M.A., University of Delaware

**Robert A. Swoap****Psychology**

B.A., Duke University  
M.S., Ph.D., University of Florida

**Michael A. Torres****Biology**

B.S., Angelo State University  
Ph.D., Texas A and M University

**\*Patricia H. Tuttle****Education**

A.A., Peace College  
B.A., St. Andrews Presbyterian College  
M.A., Presbyterian School of Christian Education

**Laura Vance****Sociology**

B.A., M.A., Western Washington University  
Ph.D., Simon Fraser University

**Tsering Wangchuk****Religious Studies**

Bachelor and Master of Buddhist Philosophy,  
Institute of Buddhist Dialectics, India  
M.A., Ph.D., University of Virginia,  
Charlottesville

**Evan B. Wantland****Mathematics and Computer Science**

B.S., M.S., Ph.D., Auburn University

**Louise M. Weber**

**Biology/Environmental Studies**

B.S., St. Mary's College  
M.S., University of Notre Dame  
Ph.D., Clemson University

**Gretchen W. Whipple**

**Mathematics**

B.A., Manhattanville College  
M.S., Virginia Commonwealth University  
M.S., Ph.D., Louisiana State University

**Steven Williams**

**Music, College Organist**

B.M., Mars Hill College  
M.M., University of Illinois  
Prix d'excellence, Conservatoire Nationale de Musique, France  
D.M.A., University of Illinois

## 5.2.1

### Library Faculty and Staff

**David O. Bradshaw**

**User Services and Electronic Resources Librarian**

B.A., East Carolina University  
M.L.S., University of North Carolina - Greensboro

**Heather Stewart Harvey**

**Instruction and Resource Sharing Librarian**

B.A., University of California, Davis  
M.L.I.S., San Jose State University

**Teresa Imfeld**

**Library Technical Services Assistant**

B.A., Miami University of Ohio  
M.L.I.S., University of North Carolina at Greensboro

**Yoke Mei Mah**

**Catalog Librarian**

B.A., Warren Wilson College  
M.S., University of Illinois - Urbana-Campaign  
M.A., Purdue University

**Martha McLean**

**Serials and Resource Sharing Assistant**

B.A., Warren Wilson College  
M.L.S., University of North Carolina at Greensboro

**Christine Richert Nugent**

**Library Director**

B.A., Texas A and M University - Commerce  
M.S.L.S., University of Tennessee - Knoxville

**Joy Pastucha**

**Acquisitions and Collection Development Librarian**

A.A., Muskegon Community College  
B.A., Central Michigan University  
M.A., M.A.L.S., University of Michigan

**Diana Sanderson**

**College Archivist**

B.A., M.A. Louisiana State University - Baton Rouge  
Certificate of Archival Studies, Eastern Tennessee University

**BK Segall**

**Circulation Services and Library Crew Manager**

A.G.S., Portland Community College

## 5.2.2

### Staff Teachers

The following individuals are full-time College staff members and occasionally teach specific courses.

**Donald E. Baker**

**Theatre**

B.F.A., Wright State University  
M.F.A., Case Western Reserve University

**John Bowers**

**Writing**

B.A., B.S., Lander University  
M.A., Western Carolina University

**Beverly Ohler**

**Theatre**

B.A., Newark School of Fine Art Graduate Division

## 5.3

### Graduate Faculty and Staff

#### 5.3.1

##### Masters of Arts in Teaching

**Nancy Hoffman**  
Administrative Assistant

##### 5.3.1.1 - MAT Graduate Faculty

**M. Grace Mitchell**

**Director**

B.S., East Carolina University  
M.Ed., Duke University  
M.A., University of North Carolina - Charlotte  
Ph.D., University of Virginia

**Annie Jonas**

B.S., Guilford College  
M. Ed., Harvard University

**\*Patricia H. Tuttle**

**MACFC Liaison**

A.A., Peace College  
B.A., St. Andrews Presbyterian College  
M.A., Presbyterian School of Christian Education

#### 5.3.2

##### The MFA Program for Writers

**Debra Allbery**

**Director**

B.A., The College of Wooster  
M.A., University of Virginia  
M.F.A., University of Iowa

**Amy Grimm**

**Assistant to the Director**

B.A., Wesleyan University

**Alissa Whelan**

**Office Manager**

B.A., East Carolina University

##### 5.3.2.1 - MFA Graduate Faculty

**Joan Aleshire**

**Poetry**

B.A., Radcliffe College  
M.F.A., Goddard College

**Dean Bakopoulos**

**Fiction**

B.A., University of Michigan  
M.F.A., University of Wisconsin

**Rick Barot**

**Poetry**

B.A., Wesleyan University  
M.F.A., University of Iowa

**Charles Baxter**

**Fiction**

B.A., Macalaster College  
Ph.D., State University of New York at Buffalo

**Marianne Boruch**

**Poetry**

B.S., University of Illinois at Urbana  
M.F.A., University of Massachusetts at Amherst

**Robert Boswell**

**Fiction**

B.A., M.A., M.F.A., University of Arizona

**Karen Brennan**

**Fiction / Poetry**

B.A., Newton College of the Sacred Heart  
M.F.A., Goddard College  
Ph.D., University of Arizona

**Liam Callanan**

**Fiction**

B.A., Yale University  
M.A., Georgetown University  
M.F.A., George Mason University

**Gabrielle Calvocoressi**

**Poetry**

B.A., Sarah Lawrence College  
M.F.A., Columbia University

**Maud Casey**

**Fiction**

B.A., Wesleyan University  
M.F.A., University of Arizona

**Christopher Castellani**

**Fiction**

B.A., Swarthmore College  
M.A., Tufts University  
M.F.A., Boston University

**Robert Cohen****Fiction**

B.A., University of California, Berkeley  
M.F.A., Columbia University

**Stacy D'Erasmus****Fiction**

B.A., Barnard College  
M.A., New York University

**Stephen Dobyns****Poetry / Fiction**

B.A., Wayne State University  
M.F.A., University of Iowa

**Anthony Doerr****Fiction**

B.A., Bowdoin College  
M.F.A., Bowling Green State University

**Jennifer Grotz****Poetry**

B.A., Tulane University  
M.A., M.F.A., Indiana University  
Ph.D., University of Houston

**Jane Hamilton****Fiction**

B.A., Carleton College

**Brooks Haxton****Poetry**

B.A., Beloit College  
M. A., Syracuse University

**David Haynes****Fiction**

B.A., Macalester College  
M.A., Hamline University

**Tony Hoagland****Poetry**

B.G.S., University of Iowa  
M.F.A., Ph.D., University of Arizona

**C.J. Hribal****Fiction**

B.A., St. Norbert College  
M.F.A., Syracuse University

**Victor LaValle****Fiction**

B.A., Cornell University  
M.F.A., Columbia University

**Mary Leader****Poetry**

B.A., University of Oklahoma  
M.F.A., Warren Wilson College  
J.D., University of Oklahoma

**James Longenbach****Poetry**

B.A., Trinity College  
Ph.D., Princeton University

**Maurice Manning****Poetry**

B.A., Earlham College  
M.A., University of Kentucky  
M.F.A., University of Alabama

**Heather McHugh****Poetry**

B.A., Harvard University  
M.A., University of Denver

**Kevin McIlvoy****Fiction**

B.A., University of Illinois  
M.A., Colorado State University  
M.F.A., University of Arizona

**Alix Ohlin****Fiction**

B.A., Harvard University  
M.F.A., University of Texas at Austin

**Katie Peterson****Poetry**

B.A., Stanford University  
M.A., Harvard University

**Martha Rhodes****Poetry**

B.A., New York University  
M.F.A., Warren Wilson College

**Steven Schwartz****Fiction**

B.A., University of Colorado  
M.F.A., University of Arizona

**Dominic Smith****Fiction**

B.A., University of Iowa  
M.F.A., University of Texas at Austin



**Debra Spark**

**Fiction**

B.A., Yale University  
M.F.A., University of Iowa

**Megan Staffel**

**Fiction**

B.F.A., Emerson College  
M.F.A., University of Iowa

**Sarah Stone**

**Fiction**

B.A., University of California, Santa Cruz  
M.F.A., University of Michigan

**Daniel Tobin**

**Poetry**

B.A. Iona College  
M.T.S., Harvard University  
M.F.A., Warren Wilson College  
Ph.D., University of Virginia

**Peter Turchi**

**Fiction**

B.A., Washington College  
M.F.A., University of Arizona

**Ellen Bryant Voigt Poetry**

B.A., Converse College  
M.F.A., University of Iowa

**Alan Williamson**

**Poetry**

B.A., Haverford College  
M.A., Ph.D., Harvard University

**Eleanor Wilner**

**Poetry**

B.A., Goucher College  
M.A., Ph.D., Johns Hopkins University

**C. Dale Young**

**Poetry**

B.A., Boston College  
M.A., Ph.D., University of Florida

## 6.1

### Board of Trustees

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Asheville, North Carolina

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**Treasurer**

Asheville, North Carolina

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Atlanta, Georgia

**Mrs. Stuart Buice**

New York, New York

**Mrs. Alice C. Buhl**

**Secretary**

Pittsboro, North Carolina

**Mr. William H. Christy**

Black Mountain, North Carolina

**Mr. Donald R. Cooper**

Black Mountain, North Carolina

**Dr. Henry J. Copeland**

Montreat, North Carolina

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York Harbor, Maine

**Dr. Jonathan L. Elion**

Wakefield, Rhode Island

**Mr. Thomas F. Frist**

Montreat, North Carolina

**Mr. Thomas K. Johnson**

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**Mr. Ronald F. Hunt**

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**Mr. Thomas L. Kilday**

Greeneville, Tennessee

**Mr. James A. Kuhns**

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**Dr. Anne Graham Masters**

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**Dr. Kenneth B. Orr**

Montreat, North Carolina

**Mr. Mack Pearsall**

Fairview, North Carolina

**Mr. Robert G. Smith**

Asheville, North Carolina

**Dr. George E. Stuart**

Barnardsville, North Carolina

**The Rev. Dr. Terry V. Swicegood**

Northbrook, Illinois

**Mr. Stephen L. Ummel**

Chicago, Illinois

#### 6.1.1 - Board of Trustees Ex-Officio Members

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Asheville, North Carolina

**Mrs. Mary Cecil**

Asheville, North Carolina

**Mr. Howell L. Ferguson**

Tallahassee, Florida

**Lucy Laurence**

**Faculty Representative**

**The Rev. Thomas F. Mainor**

**Chair, Church and Interfaith Relations Council**

Williamsburg, Virginia

**Dr. Susannah M. Chewing**

**President, Alumni Board**

Cranford, New Jersey

**Dr. Hugh D. Verner**

Asheville, North Carolina

**Mr. James W. G. Woolcott**  
Asheville, North Carolina

*Staff and student representatives to be elected.*

## 6.2

### Alumni Board

**Dr. Susannah M. Chewning Ph.D. 1987**  
**President**  
Cranford, New Jersey

**Ms. Melissa Thomas Davis 1971**  
**President Elect**  
Weaverville, North Carolina

**Mr. Faris A. Ashkar 1972**  
**Past President**  
Knoxville, Tennessee

**Ms. Megan Swett 2000**  
**Secretary**  
Decatur, Georgia

**Mr. Harry L. Atkins 1956**  
Huntsville, Alabama

**Mr. Vijaykumar Barnabas 1982**  
Dallas, Texas

**Mrs. Peggy Burke 1956**  
Morristown, New Jersey

**Mr. Jim Hilliard 1966**  
Washington, Pennsylvania

**Mr. Adeeb Sayyar 1973**  
Knoxville, Tennessee

**Mr. John Snider 1991**  
Charlotte, North Carolina

**Mr. James Bailes 1978**  
Hendersonville, North Carolina

**Mr. Ben Kimmel 1991**  
Durham, North Carolina

**Ms. Dancia Langley 1995**  
Bethesda, Maryland

**Mr. David J. Sullivan 1973**  
Roanoke, Virginia

**Mr. Dennis Thompson 1977**  
Columbus, Ohio

**Ms. Linda H. Orndorf 1987**  
Asheville, North Carolina

**Mr. Richard Neil Thomas 1984**  
Asheville, North Carolina

**Ms. Christine Toriello Walshe 2001**  
Malibu, California

**Ms. DruAnna Williams Overbay 1961**  
Talbott, Tennessee

**Mr. Tim B. Deutch 1983**  
St. Paul, Minnesota

**Mr. Samuel E. Ray 1956**  
Hendersonville, North Carolina

## 6.3

### Church Relations Council

**The Rev. Vernon S. Broyles III**  
Louisville, Kentucky

**The Rev. David Burns**  
Atlanta, Georgia

**The Rev. Mary Jane Cornell**  
Atlanta, Georgia

**Ms. Ann Hartzog Hall**  
Black Mountain, North Carolina

**Ms. Elizabeth G. Harrington**  
Greensboro, North Carolina

**The Rev. Harold E. Johnson**  
Boonton, New Jersey

**The Rev. James H. Kennedy '54**  
Black Mountain, North Carolina

**Mr. Charles R. Latimer**  
Cary, North Carolina

**The Rev. Margaret Lauterer**  
Burnsville, North Carolina

**The Rev. April Love-Fordham**  
Marietta, Georgia

**The Rev. Thomas F. Mainor**  
**Chair**  
Williamsburg, Virginia

**The Rev. James L. Moseley**  
Newark, Delaware

**The Rev. Roger Scott Powers**  
Baltimore, Maryland

**The Rev. Dr. Eugene C. Rollins**  
Liberty Hill, South Carolina

**The Rev. Charles A. Summers**  
Richmond, Virginia

**Ms. Charlotte Knight Wallace**  
Lincoln Park, New Jersey

**Ms. Julie Lehman**  
**Ex-Officio Church Relations Development**  
**Manager**

**The Rev. Steven D. Runholt**  
**Ex-Officio**  
Swannanoa, North Carolina

**WWC President William Sanborne Pfeiffer**  
**Ex-Officio**

## 6.4 Endowed Scholarships

The following is a list of Endowed Scholarships that are assigned based on the Financial Aid form received with the Admission application.

**Chris and Olga Ahrens** - deserving student(s) from Central America.

**Stella Frosst Alexander and James Moses Alexander** - merit.

**Cyrus E. and Marian P. Anderson** - a junior or senior Education major, who must have at least a 3.0 GPA, demonstrated financial need and plans to become a classroom teacher.

**Stevenette Gentry Anderson** - preferences (1) Business/Finance Major; (2) Music Minor (Major if offered); (3) Resident of western North Carolina, East Tennessee, or The Appalachian Region.

**Ernest and Frances Arnold** - deserving student.

**Asheville Normal and Teachers College** - students from the Appalachian region majoring in Education, with preference given to women.

**Dr. Arthur M. Bannerman** - a student who has completed his/her junior year standing with a GPA of 3.3 based on 4.0, and is returning for the senior year. Recommendation for the award will be based on demonstrated leadership or leadership potential. The Administrative Council will select the winner.

**Arthur and Lucile Bannerman** - need; all-around student; leads a religious life; "C" average or better.

**David C. Beebe** - international students.

**Ralph Waldo Beeson and Orlean Bullard Beeson** - need.

**George and Evelyn Brabson** - merit.

**Harold V. Brookshire Honor** - rising senior majoring in Education.

**Alice P. Burnette** - pre-vet student.

**Melvin and Selma Burns** - full-time student; preference to international students.

**Alfred O. Canon** - need.

**Carnahan-Jackson Foundation** - need.

**Ambrose C. Clarke** - need.

**Helen S. Cody** - need.

**John Palmer Darnall and Sara Ernst Darnall** - need.

**C. Grier Davis** - needy students from the nearby area.

**Katie Dean** - need.

**Samuel and Evelyn DeVries** - need.

**Dorland-Bell** - need, with a preference given to (1) relative of a Dorland-Bell alumna (2) resident of Madison County, North Carolina.

**Shelley Saunders Eatherly Sustainability** - students majoring in Environmental Studies or related field with focus on sustainability; competitive.

**Chester and Louise Ferguson** - student(s) from east Tennessee; from Tallahassee, Florida area; from the Tampa Bay, Florida area; or from northwestern Georgia (Dalton, Chasworth, or Ellijay areas).

**James R. Fields** - need.

**Robert Alanson Forbes** - preference to international students with demonstrated financial need.

**Fox Chapel Presbyterian Church** - need.

**Desiree Franklin** - descendent of a Confederate veteran; need.

**French Broad River Garden Club** - Junior or Senior Environmental Studies major.

**Vera C. Furst** - unrestricted.

**Philip H. Garrou** - need.

**Rebecca Glanville Memorial** - entering freshman with a GPA of 3.0 or better and an interest in helping others.

**Louis Philip Guigou** - need.

**Hampton - Newcombe** - need.

**Angela S. Bedrossian Hancock** - displaced Armenian student from Lebanon, Cyprus, or Syria, if possible.

**Jane Bradley Hansen Memorial** - white males of the mountain counties of western North Carolina.

**Elizabeth Harkey** - international (Africa or Mexico first preference) or from low-income neighborhoods in Charlotte, North Carolina.

**The Rev. John R. and Katherine Lambert Hays** - assist in meeting the general needs of students leading to their graduation.

**John William Hess Memorial** - black student who leads a Christian life.

**Elizabeth W. Holden** - need.

**John M. Holden** - international students, with preference given to those who are fatherless.

**Reuben and Elizabeth Holden** - need.

**Willie Sue Toms Hudgins** - need.

**Francis Pledger Hulme** - rising Sophomore majoring in English.

**Margery Anderson Iseman** - need.

**Anne Lee Jardine** - merit not to exclude need; pre-school and elementary education majors from Appalachia.

**Ruby Killian Jenkins** - need.

**Henry Jensen** - preference to a student or students of demonstrated financial need. The student or students should be of good academic and social standing.

**Ida Johnson** - need, academic achievement, character, motivation.

**Homer and Helen Jones** - need.

**Christine Fields Jorgensen** - preference to female students; need.

**The Reverend and Suella Denson Keller** - need.

**Helen Kittredge Memorial** - need.

**William G. and Elizabeth Skeele Klein** - minority or international student, preferably a sociology major going into Christian social work.

**William and Rose Knoop** - need.

**Bernhard and Kathrine Laursen** - need and character.

**Clarence and Mary Lecrone** - need.

**William S. Lee Memorial** - international (Africa or Mexico first preference) or from low-income neighborhoods in Charlotte, North Carolina.

**J. Edwin Leech** - need.

**Donald B. Litchard** - need.

**Karla Longree** - need.

**Christina and Malcolm Maccubbin Memorial** - recipient to have completed at least one semester at WWC in good standing.

**Carl A. and Bernice Marshall** - Appalachian students showing great need.

**Elinor L. Martin** - need.

**John M. Matthews, Sr., Memorial** - need.

**James and Claudia Maxwell** - student from east Tennessee; from the Tallahassee, Florida area; from the Tampa Bay, Florida area; or from northwestern Georgia (Dalton, Chasworth, or Ellijay areas).

**Earl H. Mayne** - international.

**R. Bruce and Audrey McBratney** - need.

**D. J. McIntosh** - math, science, or religion majors.

**George and Asha McMillan and Dr. Lisa Bland McMillan** - needy Christian student.

**Charles F. Myers, Jr., Student Leadership** - leadership in athletics.

**Elmer and Catherine Neese** - need.



**Charlotte W. Newcombe Foundation** - needy students from the area in which the College is located.

**Barbara Otis** - international students.

**Randall Overrocker** - need.

**Grace Lee Peace** - rising seniors who have demonstrated an extraordinary dedication to peace and social justice.

**Pearl Foundation** - students with need who have been out of school for five years or more.

**Joshua Peterson Memorial** - deserving students with demonstrated financial need.

**Racial and Ethnic Students** - racial/ethnic minority students with demonstrated financial need.

**Linda Read** - need.

**Fleet and Laura Reeves** - needy student from western North Carolina.

**Verne Rhoades** - worthy, hard-working students from Buncombe County, North Carolina, only.

**Ada Rice and Beatrice Rice Wells Memorial** - preference to descendants or relatives of those who attended Asheville Normal and Teachers' College.

**Dick and Julia Richards** - international students.

**Lunsford Richardson** - international students.

**Alcwyn and Billie Roberts** - need.

**Marshall and Mary Elizabeth Roberts** - need, preferably an English or Creative Writing major with a GPA of 3.0 or higher.

**Elizabeth and Eva Robinson** - need.

**Esther and Samuel Robinson** - international students.

**George and Charlie Ruth Ross** - student from east Tennessee; from the Tallahassee, Florida area; from the Tampa Bay, Florida area; or from northwestern Georgia (Dalton, Chasworth, or Ellijay areas).

**W. Osborne Rowland** - preference to students from Delaware County, Pennsylvania.

**Russell Charitable Trust Scholarship** - need.

**The Sallie Mae Fund Endowed Scholarship for Business and Economic Majors** - undergraduate students enrolled in the Helen Powers Business and Economics Program.

**George A. and Marie B. Scheetz** - need.

**Service and Peace Awards** - students preparing for careers in service-related areas such as Christian service, Peace Corps, social work, etc. Also stipends for service trips.

**Alma Shippy** - to promote diversity among the student body; need.

**Al Logan Slagle** - worthy student of Native American heritage.

**Howard and Alison Stanton** - need; preference to international students.

**Dennis and Kay Stockdale Scholarship** - need.

**Roger Stuck Service Scholarship** - preference to Warren Wilson undergraduates who have completed two years of government service in one of the following ways: the U.S. Armed Services (Army, Navy, Air Force, Marines, or Coast Guard); national programs such as Peace Corps, VISTA and Ameri-Corps, or similar state, regional, or local programs. This scholarship should be awarded based on need. However, it should not replace other grants.

**Algernon Sydney Sullivan** - need; also academic promise, high personal character, and commitment to public service.

**Algie and Elizabeth Sutton** - merit.

**Mary B. Sweet** - international student.

**Bertie and Lester Taylor** - need; recommend that one year in five, consideration be given to an international student.

**Hugh and Margaret Verner** - need and first in family to go to college.

**Donald T. Warner** - merit. Awarded through the Admission Office.

**Joan Purkey Watkins** - students in good standing with a minor in music.

**Wayne Presbyterian Church (Wayne, Pennsylvania)** - need.

**Harriette Lucile Shope Weaver** - need.

**Sprinza Weizenblatt** - need.

**Thomas E. Whiteman** - unrestricted.

**Frances Moffitt Whitfield** - need.

**Wilson-Kisbaugh** - need.

**J. Houston Witherspoon** - need.

**Woodbury Foundation** - merit or need. Biography required.

**James W. G. and Llewellyn Woollcott** - need.

**Austin Wright Leadership Scholarship:** - Jr. or Sr. Outdoor Leadership major with need who has overcome such obstacles as a learning disability or an experience of significant loss. Recipients are chosen by the Outdoor Leadership faculty.

**Grover and Ruth Yeager** - students from Pennsylvania.

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