Discrimination and Harassment Policies

Policy Statement on Discrimination
Washington College does not discriminate on the basis of race, sex, color, national or ethnic origin, age, religion, marital status, disability, sexual orientation, genetic information, or any other legally protected classification in the administration of any of its educational programs and activities or with respect to admission and employment.

The designated coordinator to ensure compliance with Title IX of the Educational Act Amendments of 1972 is Darnell Parker, Director of Multicultural Affairs, Casey Academic Center, Washington College, 300 Washington Avenue, Chestertown, Maryland, 21620, phone number (410) 810-7457.

The designated coordinator to ensure compliance with Section 504 of the Rehabilitation Act of 1973 is, Andrea Vassar, Director of Academic Skills, Clifton Miller Library, Washington College, 300 Washington Avenue, Chestertown, Maryland, 21620, phone number (410) 778-7883.

For additional information and/or to file a complaint contact the Director, US Department of Education, Office of Civil Rights, The Wannamaker Building, 100 Penn Square East, Suite 515, Philadelphia, PA 19107, or local fair employment practices agencies.

Policy on Students with Disabilities
Students who have a qualifying disability that may affect their pursuit of a Washington College education are eligible to receive reasonable academic accommodations. Accommodations for students with documented disabilities will be tailored to meet the student's individual needs and will comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and with subsequent federal legislation pertaining to the disabled and their rights. Requests for accommodation and/or variation in degree requirements, accompanied by appropriate supporting documentation, should be submitted in writing to Andrea Vassar, Director of Disability services and the Office of Academic Skills, Clifton Miller Library, Washington College, 300 Washington Avenue, Chestertown, Maryland, 21620; phone number 410-778-7883.

Graduation Rates
Washington College, in compliance with the Federal Student Right-to-Know and Campus Security Act of 1990, publishes the percentage of students who enter the College as first-time, full-time students and then graduate in six years or less. Six-year graduation rates at Washington College typically range between 70 and 76 percent.

Catalog Notice
While every effort is made to ensure the accuracy of the information provided in the Catalog as of its publication date in June 2013, it must be understood that all courses, course descriptions, designations of instructors, curricular and degree requirements, and other academic information contained herein are subject to change or elimination at any time without notice or published amendment to the Catalog. In addition, Washington College reserves the right to make changes at any time, without prior notice, to other programs, policies and regulations, procedures, fees and charges, and other information that is described in this catalog or on any page that resides under the DNS registration of washcoll.edu.

Washington College provides its website, Catalog, handbooks, and any other printed materials or electronic media for general guidance. Individuals assume any risks associated with relying upon such information without checking other credible sources such as the student's faculty advisor, the Provost/Dean of the College, the Vice President for Student Affairs, the Associate Provost for Academic Services, the Associate Vice President for Student Affairs, or the Registrar. In addition, a student's or prospective student's reliance upon information contained within these sources when making academic decisions does not constitute, and should not be construed as, a contract with the College.
### The Academic Calendar

#### FALL 2013 SEMESTER

**August**
- 26 Undergraduate classes begin
- 27 Fall Convocation – NO CLASSES AFTER 3:45 PM

**September**
- 3 Graduate classes begin
- 6 Last day to Add/Drop or request an Audit
- 13 Last day to request Pass/Fail option

**October**
- 9 Interim grades due to Registrar's Office
- 10-11 Fall Break – NO CLASSES (offices open)
- 18-21 Spring registration for returning Seniors
- 25-28 Spring registration for returning Juniors

**November**
- 1-4 Spring registration for returning Sophomores
- 6 Fall Advising Day – NO CLASSES
- 8 Last day to withdraw from a class with a “W” grade
- 8-11 Spring registration for returning first-year students
- 27-29 Thanksgiving Break – NO CLASSES (offices open Wednesday)

**December**
- 5 Last day of classes
- 6 Reading day – NO CLASSES (offices open)
- 9-13 Final Exams
- 17 Final grades due to Registrar’s Office
- 23 College offices close at 4:30 PM for semester break

#### SPRING 2014 SEMESTER

**January**
- 2 College offices re-open
- 20 Undergraduate classes begin
- 27 Graduate classes begin
- 31 Last day to Drop/Add or request an Audit

**February**
- 7 Last day to request Pass/Fail option
- 21 George Washington’s Birthday Convocation – NO CLASSES AFTER 2:30 PM

**March**
- 7 Interim grades due to Registrar's Office
- 10-14 Spring Break – NO CLASSES (offices closed Friday)
- 21-24 Fall registration for rising and non-graduating Seniors
- 28-30 Fall registration for rising Juniors

**April**
- 2 Spring Advising Day – NO CLASSES
- 4 Last day to withdraw from a class with a “W” grade
- 4-7 Fall registration for rising Sophomores and returning first-years

**May**
- 1 Last day of classes; Deadline for thesis submission
- 2 Reading Day – NO CLASSES (offices open)
- 5-9 Final Exams
- 13 Final grades due to Registrar’s Office
- 18 231st Commencement
- 19 College offices closed
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Diversity Statement

Washington College welcomes people of all backgrounds and beliefs who wish to participate in a diverse educational community. The College strives to be a place where all students, faculty, administrators, and staff are able to live, study, and work in an atmosphere free from bias and harassment. The College encourages civil debate and the lively exchange of ideas in the belief that such exchanges promote understanding that will grow beyond simple tolerance of difference to embracing and celebrating the richness of diversity. Our graduates acquire knowledge and learn skills that help them thrive in a culturally diverse world.
Our Mission

Mission Statement
Washington College challenges and inspires emerging citizen leaders to discover lives of purpose and passion.

Core Values
We share these values of our founding patron, George Washington: integrity, determination, curiosity, civility, leadership, and moral courage.

We offer academic rigor and self-discovery in a supportive, residential community of well-qualified, diverse, and motivated individuals. We develop in our students habits of analytic thought and clear communication, aesthetic insight, ethical sensitivity, and civic responsibility.

Unhurried conversation and close connections with an exceptional faculty and staff complement a broad curriculum of study. A beautiful campus, ready access to exciting cities and the Chesapeake Bay, and engagement with cultures and communities locally and around the world afford our students ample resources and opportunities for personal exploration and shared challenges.

We prepare our students for rich and fulfilling lives; for myriad and unpredictable opportunities; for a lifetime of learning, leadership, and productive endeavor.

Vision Statement
The enduring values of Washington College—critical thinking, effective communication, and moral courage—move the world.
A Brief History

The first college of the new nation, Washington College was founded in 1782 to educate citizens for the vital task of democracy. So closely linked to the creation of a new nation, our history truly distinguishes Washington College from other selective liberal arts colleges in the country. Prominent among the colonial leaders who worked to establish this institution of higher education to prepare the citizens of a new democracy was our nation’s first president, George Washington.

“I am much indebted,” Washington wrote in 1782, “for the honor conferred on me, by giving my name to the College at Chester.” In this letter to his friend, the Reverend Dr. William Smith, General Washington also expressed the hope that the fortunes of the incipient college would prosper, and donated “the trifling sum of Fifty Guineas as an Earnest of my wishes for the prosperity of this seminary.” Two years later he consented to serve as a member of the Board of Visitors and Governors, a position he occupied until 1789 when he became President of the United States. He accepted an honorary degree from Washington College in 1789.

Yet more important than the gifts of his money, time, and name, George Washington shared with this “infant seat of learning” his vision for a better future achieved through education. He knew that it would take an educated citizenry to put the new nation on the right track, to lead government, to start businesses, to promote peace. He also understood that by granting the College at Chester permission to bear his name, it would forever be linked to the ideals he valued. Our mission—to prepare our students to make meaningful contributions in their world—remains the same two centuries later, and those values of scholarship, character, leadership, and service to others continue to resonate at Washington College.

The College’s first president, the Rev. William Smith, was a prominent figure in colonial affairs of letters and church and had a wide acquaintance among the great men of colonial days. Joining General Washington on the Board of Visitors and Governors of the new college were such distinguished leaders as John Page, Robert Goldsborough, Joshua Seney, and His Excellency William Paca, Governor of Maryland. The Maryland legislature confirmed its first college charter upon Washington College on October 15, 1782. The following spring, on May 14, 1783, the first commencement was held.

Washington College had evolved from the Kent County School, an institution of more than sixty years’ standing in “Chester Town,” which by 1782 had reached considerable strength and importance as a port city.

Today, Washington College takes full advantage of its unique place in our nation’s history, its distinctive environmental setting in the Chesapeake Bay region, and its proximity to urban centers of political power, through academic programs, internship opportunities, and various partnerships. Located on Maryland’s Eastern Shore, the College is seventy-five miles from Baltimore, Washington, DC, and Philadelphia.

Washington College is accredited by the Middle States Association of Colleges and Secondary Schools and the American Chemical Society, and is a member of the Centennial Conference, the College Board, the Independent College Fund of Maryland, the Maryland Independent College and University Association, the National Association of Independent Colleges and Universities, the American Association of Colleges and Universities, the Annapolis Group, and the American Council on Education.
Admission

Washington College is a selective national liberal arts college. Through the application form and supporting credentials, the Admissions Committee seeks to learn as much as possible about each candidate for admission. In addition to the official transcript, a counselor recommendation and one teacher evaluation are considered in evaluating the secondary school experience. Standardized test scores are also part of the admission process but are considered to be subordinate to the secondary school record. Other subjective factors that are considered include the admission essay/personal statement, extracurricular activity profile, and interview.

Then, on the basis of scholastic achievement, personal characteristics, and overall potential for success in a collegiate environment, the Committee selects for admission those individuals whose abilities, attributes, and interests match our criteria for the fall or mid-year entering class. Although an interview is not mandatory (unless specifically required by the Admissions Committee), candidates who have visited the campus and met with a member of the admissions staff are given preference in the admissions process.

GENERAL INFORMATION
Washington College is a participant in the Common Application program. The Common Application for Admission is available in most secondary school guidance offices, online at www.commonapp.org. The application should be thought of as a direct medium of communication between the candidate and the Admissions Committee. Care should be exercised to take full advantage of the opportunity to detail one’s interests, activities, talents, ambitions, and other significant personal attributes.

APPLICATION FEE
The application fee for 2013-2014 is $55.

NOTIFICATION AND REPLY DATE
Regular Admission candidates who submit their application on or before February 1 will be given priority consideration for fall admission and merit-based scholarships. Since Washington College subscribes to the Candidate’s Reply Date Agreement, the required $500 enrollment deposit must be received no later than May 1. The deposit is non-refundable and will be applied toward first-semester bills. New students who wish to reserve on-campus housing will be required to complete a housing application and submit a housing deposit of $200 by a specified date.

SCHOOL RECORDS
An official secondary school transcript is required of all candidates for admission to Washington College. The following college preparatory units are recommended: four years of English; four years of social studies; four years of mathematics, including Algebra II; three years of a lab science; and two years of a modern foreign language or Latin. Considerable emphasis is placed upon the rigor of the candidate’s course load in any given year (especially the senior year), and on participation in accelerated, honors, advanced placement, or international baccalaureate courses.

RECOMMENDATIONS
Two recommendations should be submitted on the applicant’s behalf: a written statement from the secondary school college advisor or guidance counselor (or college faculty advisor if a transfer applicant) and one teacher evaluation that must be completed by a teacher of a major academic subject taken within the last two years. Additional teacher references may be submitted if so desired.
STANDARDIZED TESTING
Results of either the SAT I or ACT should be sent directly to Washington College (institution code #5888) by the testing agency. We recommend, but do not require, that students submit results from the writing component of these tests. Unless requested, transfer candidates who have completed more than two semesters of college-level coursework are not required to submit results of standardized testing.

Freshman applicants with a cumulative high school grade point average of 3.5 or better (on a 4.00 scale) or with a top ten percent class rank can request and be granted a ‘score optional’ admission review. Documentation of a learning difference or medical condition can also be the basis for a ‘score optional’ review.

If English is not the applicant’s first language, results of a language proficiency assessment (TOEFL, IELTS or their equivalent) must be submitted to the Admissions Office. Students who have been educated in an English-speaking curriculum may submit SAT or ACT scores in lieu of TOEFL/IELTS scores.

THE ADMISSION INTERVIEW
The admission interview is seen as an ideal way for the prospective student and the College to learn more about each other. Although an interview is not mandatory (unless specifically required by the Admissions Committee), candidates who have visited the campus and met with a member of the admission staff are given preference in the admission process. Arrangements for an admission interview and campus visit are best made in advance by telephoning the Admissions Office (410-778-7700).

SPECIAL ADMISSION PROGRAMS

Early Decision: Binding
The Early Decision option requires applicants to certify that 1) Washington College is their first choice and that 2) an offer of admission, if extended, will be accepted. The application deadline for early decision candidates is November 15. A signed Early Decision Agreement is required for Early Decision consideration. Early Decision notifications are issued on a rolling basis through December 1. Enrollment commitments are required by January 15. In addition to committing to enroll, Early Decision students also agree to withdraw all other college applications.

Early Action: Non-Binding
Washington College offers an early action plan for students who wish to be notified of their admission status early in the senior year. Early action candidates who submit an application and all required credentials on or before December 1 will be informed of their status (admitted, denied, deferred) no later than January 1. Admitted Early Action applicants are not required to make an enrollment commitment until May 1.

Early Admission
The College will consider applications from prospective students who have completed all requirements for their secondary school diploma in three years rather than four. High school students who have not received a secondary school diploma or its equivalent are not eligible for admission to the College as matriculated, degree-seeking students.

Under special circumstances, secondary school seniors will be permitted to enroll for undergraduate classes at the College as non-degree, non-matriculated students. This policy applies to all participants in the College’s “More Able” program as well as the occasional local student who has attained a cumulative grade point average of “B” or better and who demonstrates strong motivation, maturity, and suitability for college-level coursework. Permission to enroll on a non-degree, non-matriculated basis is granted by the Vice President for Admissions.
Non-degree students are not eligible to receive any Federal Title IV financial aid funds until they have attained either a secondary school or GED diploma. Non-degree students will not be permitted to continue their studies at the College beyond the first year without either a secondary school diploma or GED diploma.

**FRESHMAN ENTRANCE WITH ADVANCED STANDING**

A student may enter as a freshman with advanced standing toward a Washington College degree. This standing is usually achieved through the Advanced Placement Examinations given each May by the College Board. A score of four or five on an A.P. exam may, with the approval of the appropriate academic department, earn course credit toward graduation and make the student eligible to take upper-level courses in the department.

Washington College recognizes the International Baccalaureate curriculum, Higher Level courses, and diploma for the assigning of advanced standing credit and the fulfillment of requirements for distribution, prerequisite courses, and graduation. No special use is made of Standard Level course credits. Students who receive grades of 5, 6, or 7 in the Higher Level examinations may receive a maximum of one full year of credit. Advanced standing for high academic achievement in other international education systems will be considered on a case-by-case basis.

**HOME-SCHOoled STUDENTS**

Washington College welcomes applications from home-educated students. Applicants will be required to 1) submit a completed application form and essay/personal statement, 2) submit official results of either the SAT-I or ACT examinations (the “score optional” policy does not apply to home-schooled applicants), 3) submit a transcript (or its equivalent) of academic coursework, 4) submit one letter of recommendation, and 5) interview on campus with a member of the admissions staff.

**TRANSFER ADMISSION**

Transfer students are admitted to the College for semesters beginning in January and August. Admissions decisions are issued on a ‘rolling’ basis. It is recommended that applications for fall transfer admission be filed prior to July 1 and that applications for spring transfer admission be filed prior to December 1. Application procedures for transfer candidates are generally the same as outlined above; however, SAT or ACT scores are only required for applicants who have completed less than two semesters of college-level study. Official transcripts from all colleges attended must be submitted. An official secondary school transcript is also required. Advanced placement and course credit will be given to transfer students with acceptable A.P. scores provided that documentation from the College Board is received within one semester of enrollment at Washington College. It is advisable to consult with both the Admissions Office and the Registrar in order to obtain an accurate evaluation concerning transfer of academic credits.

To satisfy requirements for graduation, transfer students must complete a minimum of fifty-six credit hours at Washington College or in a Washington College approved off-campus study program, and the final eight courses must be taken in residence. Transfer students must also complete the senior capstone experience.

**READMISSION OF FORMER STUDENTS**

Unless an official leave of absence has been obtained, students who voluntarily withdraw in good standing and take courses at another college or university during the withdrawal period are required to complete an Application for Readmission. Such students also forfeit any/all previously-awarded merit-based scholarships.
To have their matriculated enrollment status reinstated, students suspended for academic reasons must petition the Committee on Advising and Academic Standing and submit evidence of further academic progress supported by an official transcript from an approved college.

Students dismissed for a disciplinary reason must petition the Vice President and Dean of Students and supply evidence clearly indicating, through study at an approved college or recommendation from an employer, that reinstatement of matriculated enrollment status is warranted.

INTERNATIONAL STUDENT ADMISSION
International students are encouraged to apply to Washington College and should review all information posted for international students at the College Web site: www.washcoll.edu/admissions.

The required financial affidavit and appropriate academic transcripts should be mailed or faxed (410-778-7287) to the College as quickly as possible. If English is not the applicant’s first language, results of a language proficiency assessment (TOEFL, IELTS or their equivalent) must be submitted to the Admissions Office. Students who have been educated in an English-speaking curriculum may submit SAT or ACT scores in lieu of TOEFL/IELTS scores.

Washington College recognizes the International Baccalaureate curriculum, Higher Level courses, and diploma for the following purposes: admission, the assigning of advanced standing credit, and the fulfillment of requirements for distribution, prerequisite courses, and graduation. No special use is made of Standard Level course credits. Students who receive grades of 5, 6, or 7 in the Higher Level examinations may receive a maximum of one full year of credit. Advanced standing for high academic achievement in other international education systems will be considered on a case-by-case basis.

International students who require a student visa to enter the United States are required to submit a health form with current immunization records and chest x-ray results, and an affidavit of financial support; these documents are sent to all admitted applicants and must be returned no later than June 1.
Fees and Expenses

**BASIC EDUCATIONAL FEES FOR 2013-2014:**

- Tuition (full-time) $40,384
- Student Service Fee $736
- Campus Housing $4,796 - $5,986

**MEAL PLANS PER YEAR**

- 19/week $4,646
- 14/week $4,228
- Ultimate Plan $5,884
- 19/week UR $5,378
- 14/week UR $5,062
- 50 Block* $810 per semester
- 75 Block* $935 per semester
*available to off-campus students only

**ORIENTATION FEE**

All first-year and transfer students must pay an orientation fee of $234 for the fall semester or $170 for the spring semester.

**OFF-CAMPUS STUDY FEE**

For each semester, or portion thereof, that a student participates in an off-campus program while enrolled at Washington College, the student must pay tuition and fees associated with the off-campus program and an additional $890 Off-Campus Study Fee.

Certain off-campus programs also require the payment of a special program fee that is generally non-refundable. The program fee is paid in two installments. A deposit is generally required at the time the student applies to the program, and the balance of the program fee is due upon billing.

**GRADUATION FEE**

There is a $300 mandatory graduation fee for all students expected to receive a Washington College degree. Generally the fee will be billed and due during the senior or final year. The graduation fee is a one-time non-refundable fee.

**PART-TIME STUDENT FEES**

Part-time students are defined as those taking fewer than 12 credit hours in a semester. Tuition is charged at the rate of $6,730 per semester undergraduate course and $1,199 per semester graduate course. Part-time undergraduate students are also assessed a pro rata student fee ($110 for a full credit course). Graduate students are also assessed a $100 non-refundable per course registration fee. For students enrolled only as auditors, the tuition for each audited course is $339.

**SPECIAL COURSE FEES**

Certain courses, such as applied music, education internship, and some specialized instruction classes in physical education, have additional fees. These courses and their corresponding fees are designated in the course descriptions section of this Catalog and on WebAdvisor.

**SENIOR OBLIGATION/SENIOR CAPSTONE FEE**

*Students whose graduation requirements include completion of an SCE course:*

If a student has completed all graduation requirements except the Senior Capstone Experience (SCE)
and has not previously attempted the four-credit SCE course, the fee for the SCE course will be the same as the tuition paid by a part-time student taking one four-credit course: $6,730.

If a student has completed all graduation requirements except the SCE and has previously attempted but did not successfully complete (either failed or withdrew from) the SCE course, he or she will have to register for and successfully complete a second SCE in order to graduate. The student should register for this SCE course in the semester in which the student and his or her SCE advisor have agreed that the SCE will be completed. For students who enroll in the second SCE course within one academic year of not completing their first attempt, the fee for the new SCE registration will be $1,500. The same fee will be assessed on subsequent registrations for the SCE course provided no more than one academic year has elapsed since the student’s most recent attempt.

If a student has completed all graduation requirements except the SCE, has previously attempted but did not successfully complete (either failed or withdrew from) the SCE course, and has not been enrolled at the College for more than one academic year, the fee for the new SCE course registration will be the same as the tuition paid by a part-time student taking one four-credit course: $6,730. Students in this situation will need to contact the Associate Provost for Academic Resources to be reinstated at the College.

Faculty may assign a grade of Incomplete to a student taking an SCE, subject to the College’s policy on incomplete grading (see page 55). As with all Incomplete grades, if the student has not completed the SCE coursework by the deadline established by the SCE advisor (no later than the third Friday of classes in the subsequent semester), the student’s Incomplete grade will become a failing grade. When a student’s Incomplete SCE grade converts to an “F” in this manner, the Registrar’s Office will make an exception to the normal Drop/Add deadline for that student to register in a repeat attempt at the SCE course no later than Friday of the fourth week of classes. The fee for that SCE will be $1,500.

Students whose graduation requirements include completion of the Senior Obligation rather than an SCE:

If a student has completed all graduation requirements except the Senior Obligation, that student must register as an auditor for and successfully complete an SCE (which replaced the Senior Obligation in Fall 2006) in order to graduate. The fee for that SCE will be the same as the tuition paid by an auditor taking one course: $339.

DEPOSITS
Once admitted to Washington College, full-time matriculating undergraduate students are required to make a $500 non-refundable enrollment deposit. The College reserves places in the entering class in the order in which these deposits are recorded.

All students who will be living on campus are required to make a non-refundable housing deposit of $300 for returning students and $200 for first-time students. This deposit will be applied to the room billing for the semester.

In addition to semester fees, all undergraduate students are required to maintain a security deposit of $285 throughout their College careers.

BILLING AND PAYMENT POLICIES

Tuition, Fees, Room, and Board
The College bills for tuition, fees, room, and board twice a year: in early July for the fall semester, and in late November for the spring semester. At the beginning of each semester, pending financial aid
is allowed as a credit to the student’s account, and is counted as payment until September 30 and January 31 for the Fall and Spring semesters, respectively. Students who have not completed all necessary paperwork to finalize pending aid by that time are required to pay in full. If financial aid is later reinstated, the student will be given a full refund of any credit balance. This refund is available by contacting the Business Office. The due dates for each semester are indicated on the student statements. Generally, the due date will be two to three weeks prior to the first day of classes.

Students who have not paid in full, or who have not made satisfactory arrangements to pay in full using financial aid or the “Tuition Pay” payment plan, by the due date for the semester, will not be considered as having met their financial obligation. A late payment fee will apply and the student may be removed from class and housing assignments if payment arrangements are not made by the due date.

**Late Fee**

The amount of the late payment fee is $150 on any balance of $1,500 or more for undergraduate students and $80 on any balance of $800 or more for graduate students. A late fee is charged when a student:

- has not paid their account in full or made payment arrangements by the officially posted due date for the current semester; or
- has defaulted on a payment plan; or
- has financial aid cancelled, in any manner.

Until this obligation has been met, students may not return to campus, attend classes, or obtain keys or a college ID card. Students may also be removed from class and housing arrangements. All students are required to complete and submit to the Business Office an Information Release/Responsibility Form. This form serves as consent for Business Office personnel to discuss questions regarding the student’s account with the indicated parties. Only those persons listed may be given information regarding the student’s account.

**Other Students Charges**

The Business Office bills each month for fines incurred by the student. These include parking violations, Library fines, Honor Board fines, dorm damages and other assessed charges. Parents/guardians should first discuss questionable charges with the student and/or appropriate department head, before calling the Business Office. Students are notified in writing when any fines are levied. Dorm damages are assessed after move out and are billed by June 15. All charges are due upon receipt of the monthly Student Statement of Account. Any charge that is outstanding for more than 30 days may result in grades not being sent, transcripts of academic credit not being issued, a diploma not being issued, and pre-registration for subsequent semesters may be delayed.

Students may view their student account through the Washington College Web site using WebAdvisor.

**PREPAID DEBIT CARD SYSTEM**

The College uses ManageMYID.com where students (and parents) can view and/or manage a student’s campus card account. It provides valuable information about account balances and spending history, while enabling deposits to the campus card account using a credit card. ManageMYID.com is always on, and funds can be added anytime day or night. The card can be used at retail venues throughout campus. Balances on the debit cards transfer from semester to semester and year to year. Balances for graduating seniors will revert to their College account the last week of May typically. Refunds for medical withdrawals must be approved by the Business Office, otherwise there are no refunds. Lost or stolen cards are reported by logging on to ManageMYID.com to submit a lost/stolen card report immediately removing all access and spending privileges from the card. The student will be instructed on what their next steps should be in order to obtain a new card.
PAYMENTS
Washington College Business Office accepts cash, cashier’s checks, traveler’s checks, wire transfers, and money orders in payment of student accounts. Wire transfer information can be obtained by calling the Accounts Receivable Specialist in the Business Office (410-778-7736). Personal checks are also accepted, unless there has been a previous incident of payment by check that was returned for non-sufficient funds. Once a non-sufficient funds check has been returned on a student’s account, future payments must be made using another acceptable form of payment. Post-dated checks are not acceptable. Credit card payment for student account balances may only be made via the Washington College Web site, there is a convenience fee for this service. E-Check payment can be made via the Washington College Web site, there is no fee for this service.

Personal checks submitted for payments on student accounts will have the student’s college ID number written on the face of the check.

Parents wishing to insure against the financial losses associated with medical withdrawals after the beginning of classes may purchase insurance through the College. (Contact the Business Office for more information.)

Sallie Mae TuitionPay, in partnership with Washington College, offers tuition installment payment plans. Tuition and fees may be paid in 10, 11, or 12 monthly installments under these plans. Information about the TuitionPay Monthly Installment Plan is mailed to all current and accepted students and can be obtained through the Business Office. All payment obligations not included in the Plan must be paid in full by the due date for the semester. If TuitionPay terminates the student’s plan for nonpayment, the student will be subject to a default penalty charge equal to the late check-in penalty.

Washington College offers a prepaid tuition plan which guarantees savings by protecting the student from future increases in the price of tuition. Tuition may be prepaid at the prevailing semester rate by multiplying the current semester rate by the number of semesters to be prepaid.

The Prepaid Tuition Option covers tuition only; room, board, and other fees cannot be prepaid and will be invoiced according to the normal fall/spring billing cycle(s).

For additional information or questions, please contact Jeani Narcum, Director of Financial Aid, at 410-778-7214.

WITHDRAWALS AND REFUNDS
If a student withdraws from the College during a semester, the student will be responsible for all non-refundable amounts. When the student withdrawal results from a disciplinary action, the College makes no refund of any kind.

Tuition refunds or credits will be allowed according to the following schedule:
- Before classes begin: 100%
- During the first two weeks of classes: 75%
- During the third week of classes: 50%
- During the fourth week of classes: 25%
- After the fourth week of classes there will be no tuition refund.

Fees are generally not refundable after the start date of the semester. Residence hall spaces are assigned for the academic year; therefore no refunds or credits for rooms are given for a student withdrawing after classes begin. Board refunds or credits will be determined on a pro-rated basis.
Financial Aid

Washington College is committed to providing educational excellence and equity for all students. The policies and principles of financial aid are based on the belief that all qualified students—regardless of their race, sex, or economic status—should have the opportunity to experience a Washington College education. The College supports the principle that the purpose of financial aid is to provide monetary assistance to students who can benefit from a Washington College education, but who, without such assistance, would be unable to attend. Access to such assistance is considered a privilege, not a right.

Washington College offers several types of financial aid to help qualified full-time undergraduate students meet their college expenses. College-sponsored tuition scholarships and tuition grants are available to full-time undergraduate students who demonstrate financial need and who meet the College’s admission criteria. In addition to College-sponsored financial aid, eligible students can receive assistance from federal, state, and independent aid programs.

The financial aid process is predicated upon the precept that parents will assume primary responsibility for the educational expenses of their sons and daughters; it is also understood that students have a responsibility to help pay for their education. Since an education is an investment that should yield lifelong dividends, a family should be prepared to contribute to it both before entering and while in college. College support is intended to complement family financial resources (including any federal, state, or other outside aid for which a student may be eligible); College need-based tuition assistance is offered only after all other sources of aid have been exhausted.

The purpose of need-based aid is to reduce the difference between the student’s estimated contribution to college expenses (as determined by the Free Application for Federal Financial Aid (FAFSA) and Washington College’s Institutional Application for Need-Based Financial Aid) and the actual cost of tuition, room, and board, plus an estimated amount for books and miscellaneous expenses. For the 2013-2014 academic year at Washington College, that total is $54,312.

Applicants for Fall 2014 should file the FAFSA and Washington College’s Institutional Application for Need-Based Financial Aid between January 1 and March 1, 2014. Although 2013 federal tax information is needed to complete the two forms, families are advised to use estimated tax data rather than miss the March 1 filing deadline. Families with questions about estimating tax data are encouraged to call the Office of Student Financial Aid.

For students who show exceptional academic promise, Washington College also offers merit-based academic tuition scholarships. These are offered without regard to financial need; however, in cases involving both superior academic achievement and demonstrated financial need, a merit-based tuition scholarship will be included in the financial aid package.

Grant and scholarship assistance from all sources is applied first to full-time tuition charges. Grant and scholarship assistance in excess of tuition is then applied to direct College charges for fees, and on-campus room and board.

APPLICATION PROCEDURES FOR FRESHMEN AND TRANSFER STUDENTS
There are four items that must be submitted to be considered for need-based financial aid at Washington College:

- The Washington College Institutional Application for Need-Based Financial Aid
- The Free Application for Federal Student Aid (FAFSA)
- Parents’ 2013 Federal Income Tax Transcript
- Student’s 2013 Federal Income Tax Transcript
The FAFSA is used to collect financial information needed to determine a student’s eligibility for federal aid (Federal Pell, Federal Supplemental Education Opportunity Grant (SEOG), Federal Work-Study (FWS), Federal Direct Student Loans). The WC Institutional Application for Need-Based Financial Aid collects additional non-federal data used by Washington College to determine eligibility for institutional need-based grants. To be considered for maximum federal, state, and College financial aid, the FAFSA and WC Institutional Application for Need-Based Financial Aid should be completed and mailed between January 1 and March 1. Students who file these forms after the March 1 deadline will be processed in the order received and, if eligible, funded to the extent permitted by the availability of remaining funds.

New students will be notified of financial aid decisions on a rolling basis beginning in February. Returning, upper-class student award notices are posted online and available through Web Advisor in June after the completion of spring semester courses.

UPPERCLASS STUDENT AID
Financial aid recipients are required to reapply for need-based aid each year. Upperclass students must complete the FAFSA form by March 1. Completion of The Washington College Institutional Aid Application is only required during the first year a student requests consideration for need-based aid. Tax transcripts are required only in the event that the student’s file is selected for verification by the U.S. Department of Education. Notification of aid decisions begins in June.

Students who received no financial assistance during the fall semester, but who wish to be considered for need-based aid during the spring term, must file the appropriate applications with the Financial Aid Office no later than November 1. Spring term awards are based upon the availability of funds as well as demonstrated need and academic achievement.

Important notes regarding need-based aid award: All students who have applied for and qualify for need-based financial aid will be offered some form of self-help aid. Self-help aid is defined as Federal Subsidized Direct Loans and Federal Work-Study. All students offered WC Institutional need-based grant or scholarship assistance are expected to accept and use the self-help assistance to offset their educational expenses.

The percentage of demonstrated need that is met by the College’s aid award varies from student to student. Although 100% of demonstrated need is met in some cases (e.g., a student with high academic ability and low to moderate need), meeting full need is not the policy of Washington College.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICIES
The Office of Student Financial Aid has established the following policies and procedures stated to fulfill the requirements expressed in the Higher Education Act (HEA). The Satisfactory Academic Progress policies and procedures of Washington College are reviewed when changes at the federal or institutional level require review to ensure compliance with Federal Regulations. All Washington College students applying for Title IV federal and selected other types of assistance must meet the criteria stated hereafter regardless of whether or not they previously received aid.

Satisfactory Academic Progress for financial aid eligibility should not be confused with the College’s academic progress policy. These are two distinct and totally separate policies. It is entirely possible to fail to meet minimum standards of one policy and pass the minimum standards of the other.

Policy Requirements
The HEA revised section 668 contains updated regulations concerning Satisfactory Academic Progress. Section 668 requires that an institution establish, publish and apply reasonable standards for
measuring a student’s ability to maintain Satisfactory Academic Progress. Such standards must meet the following qualifications:

1. Contain standards that are the same as or stricter than the institution’s standards for a student enrolled in the same educational program who is not receiving assistance under a Title IV, HEA program.
2. Include both a qualitative (grade-based) element and a quantitative (time-based) element.
3. Evaluate student progress in both elements annually, at a minimum.
4. Provide specific procedures under which a student may appeal a determination that the student is not making satisfactory progress including documentation of extenuating circumstances.
5. Provide specific procedures for a student to re-establish that he or she is maintaining “satisfactory progress.”
6. Describe the pace at which a student must progress toward a degree to complete degree requirements within the allowed timeframe providing measurement at each evaluation.
7. Describe how GPA and pace of completion are affected by transfer credit.
8. Require that if the student is not making satisfactory academic progress, the student is no longer eligible to receive aid.
9. Notify students of the results of the evaluation at the end of the annual review as to whether the student has met the qualitative and quantitative components.
10. Define terms used in discussing the evaluation of satisfactory academic progress including the terms appeal, probation, academic plan, and maximum timeframe.
11. Provide for consistent application of standards to all students within categories of students, e.g., full-time, part-time, undergraduate, and graduate students and educational programs established by the institution.

The programs governed by these regulations are:

1. For Undergraduates:
   - Federal Pell Grant
   - Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant
   - Federal Work-Study (FWS)
   - Federal Supplemental Educational Opportunity Grant (SEOG)
   - Federal Perkins Loan
   - Federal Direct Subsidized Stafford Loan
   - Federal Direct Unsubsidized Stafford Loan
   - Federal Direct Parent Loan for Undergraduate Students (PLUS)
   - All Washington College need-based tuition grants
2. For Graduate Students:
   - Federal Direct Unsubsidized Stafford Loan

Satisfactory Academic Progress standards include three elements:

- Maximum time frame within which a degree or certificate must be granted,
- Minimum completion percentage, and
- Minimum cumulative grade point average.

**SAP Definitions**

HEA section 668 requires that Washington College define various terms related to the evaluation of SAP.

**Maximum Timeframe (MTF)** – The required length of time it will take a student to complete a degree program or certificate based on the appropriate enrollment status. Federal regulations allow a student to be eligible to receive aid up to 150% of the time that it would normally take to complete a degree. All credit hours in which a student enrolls or transfers to Washington College are included in the maximum time frame calculation, regardless of the number of degrees a student chooses to obtain. Grades
that are considered credit hours attempted and completed in the calculation of maximum time frame include: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, I*, W, P.

**Minimum Completion Percentage (MCP)** – The percentage of coursework that a student must earn during enrollment. Washington College requires students to earn passing grades in 67% of the hours in which they enroll during the evaluation period. Grades that are considered hours earned include A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P.

**Minimum Cumulative Grade Point Average** – The minimum GPA a student must have earned at the end of the evaluation period. For first year undergraduate students, a 1.75 CGPA is required. All other undergraduates a 2.0 CGPA is required. Graduate students are required to maintain a CGPA of 2.67 during the entire length of their program.

**SAP Appeal** – The process by which a student who is not meeting the institution’s standards petitions the institution for reconsideration of the student’s eligibility. Students are evaluated at the close of spring semester annually. At this time, any student not meeting all SAP components will be ineligible for any further financial aid. Students may submit an appeal to be considered for reinstatement on a probationary status of no more than one semester to resolve all deficiencies. Students who appeal, but for whom it would be mathematically impossible to resolve all deficiencies in one semester, will be placed on an academic plan. Per Federal Regulations, Washington College can only consider appeals based on the death of a relative, an injury or illness of the student, or other special circumstance. Appeals must include documentation of circumstances on which the appeal is based. Appeals must also specify why the student failed to satisfy SAP requirements and what has changed in the student’s situation.

**SAP Probation** – A status assigned to a student who fails to satisfy SAP requirements, who has successfully appealed and had eligibility for aid reinstated. Reinstatement of aid during this probationary period may be no longer than one semester. Additional periods of probation are determined by performance during previously approved probationary periods.

**Academic Plan** – Students may be placed on an academic plan upon submission of a successful appeal. If it is mathematically impossible for a student to resolve all deficiencies during one semester of attendance and the student’s reason for appeal is appropriate according to federal regulations, the student may be placed on an academic plan with the end goal being to resolve all deficiencies. An academic plan can vary in length and is determined by the Office of the Associate Provost and Dean. The Academic Plan does not have to equate to the exact number of semesters it would take a student to resolve all deficiencies. Students granted aid eligibility through an academic plan may receive aid for up to one year before conducting a review of the student’s performance. If the student is meeting the criteria identified in the SAP appeal approval at the annual review, the student’s academic plan may be extended.

**Reinstatement** – The act of removing all SAP deficiencies reinstating aid eligibility. Reinstatement is defined as removing all deficiencies acquired during all period of enrollment or caused by transfer credits. Reinstatement is not a status granted in regard to an appeal.

**SAP Components**
The following provide detailed information regarding the evaluation of the three components required in the review of SAP.

**Maximum Time Frame (MTF)** – Undergraduate students receiving financial aid must maintain a minimum cumulative grade point average (CGPA) and make steady progress toward the completion of their degree as described below. The maximum time frame for program completion is defined as 150% of the credits required to complete the degree program as defined by Washington College. For
example, a typical Bachelor’s degree requires 128 credits: $128 \times 150\% = 192$ credits. 192 credits is the maximum that can be attempted with financial aid.

<table>
<thead>
<tr>
<th>Attempted Credits</th>
<th>Grade Point Average Requirements</th>
<th>Minimum Cumulative Credit Completion</th>
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<tbody>
<tr>
<td>0 – 32</td>
<td>1.75</td>
<td>67% of attempted credits</td>
</tr>
<tr>
<td>33 – 48</td>
<td>2.00</td>
<td>67% of attempted credits</td>
</tr>
<tr>
<td>49 – 64</td>
<td>2.00</td>
<td>67% of attempted credits</td>
</tr>
<tr>
<td>65 – 80</td>
<td>2.00</td>
<td>67% of attempted credits</td>
</tr>
<tr>
<td>81 or more</td>
<td>2.00</td>
<td>67% of attempted credits</td>
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Transfer credits accepted by Washington College will be included in the progress completion requirement and minimum CGPA requirement (if the College transferred in the grade). Students who have not completed their undergraduate degree after 192 attempted hours (including transfer credits) will no longer be eligible for financial aid. Students must graduate with a cumulative 2.0 grade point average.

For undergraduates, first-year students must earn a minimum of a 1.75 cumulative grade point average by the end of the first award year. Undergraduate students must earn a minimum of a 2.00 cumulative grade point average by the end of all subsequent award years to be eligible for aid.

Washington College is not obligated to continue institutional grant assistance to undergraduate students who require more than eight semesters to complete degree requirements.

Graduate students receiving financial aid must maintain a minimum cumulative grade point average (CGPA) and make steady progress toward the completion of their degree as described below. The maximum time frame for program completion is defined as 150% of the credits required to complete the degree program as defined by Washington College. For example, a typical Graduate degree requires 30 credits: $30 \times 150\% = 45$ credits. 45 credits is the maximum that can be attempted with financial aid.

<table>
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<tr>
<th>Attempted Credits</th>
<th>Grade Point Average Requirements</th>
<th>Minimum Cumulative Credit Completion</th>
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</thead>
<tbody>
<tr>
<td>0 – 9</td>
<td>2.67</td>
<td>67% of attempted credits</td>
</tr>
<tr>
<td>10 – 15</td>
<td>2.67</td>
<td>67% of attempted credits</td>
</tr>
<tr>
<td>16 – 21</td>
<td>2.67</td>
<td>67% of attempted credits</td>
</tr>
<tr>
<td>22 – 27</td>
<td>2.67</td>
<td>67% of attempted credits</td>
</tr>
<tr>
<td>27 or more</td>
<td>2.67</td>
<td>67% of attempted credits</td>
</tr>
</tbody>
</table>

Transfer credits accepted by Washington College will be included in the progress completion requirement and minimum CGPA requirement (if the College transferred in the grade). Students who have not completed their graduate degree after 45 attempted hours (including transfer credits) will no longer be eligible for financial aid. Students must graduate with a cumulative 2.67 grade point average.

**SAP Notifications**

At a minimum, students will be notified of the results of the annual SAP review. All students will receive notification of their SAP standing regarding of their status. Students who comply with Federal Regulations will receive their financial aid award for the upcoming academic year. Correspondence will be sent to students via email. Academic Advisors will receive a copy of SAP notifications in the event that an advisee fails to meet the SAP standards.

**SAP Ineligible** – This letter is sent to students who have failed to meet, at least, one component of SAP. Students found to be deficient in GPA, MCP, and/or MTF after the annual review are considered ineli-
eligible for all forms of financial aid during the subsequent award year. Aid can only be reinstated through a successful, documented appeal or by resolving all deficiencies.

**SAP Probation Removed** – This letter is sent to students who were on a probationary status during their prior term of attendance and have now resolved all of their deficiencies. This status is approved at the end of the term of probation and is determined by successful removal of SAP deficiencies. To receive SAP Probation Removed, students must have achieved the minimum GPA required for their academic career and level and must reach, at least, 67% of accumulative course completion. Students who fail to meet these criteria will be ineligible for financial aid unless all deficiencies are satisfied.

**SAP Probation Denial** – This letter is sent to students who were on a probationary status during their prior term of attendance and did not resolve all deficiencies. Students who fail to resolve all deficiencies will be ineligible for financial aid. Students in this situation cannot have aid reinstated. They have already submitted an appeal during a prior term and, thus, have exhausted their right to appeal. Resolution of all deficiencies is the only mechanism that a student may again be considered eligible for financial aid.

**SAP Academic Plan Extension** – This letter is sent to students who were on an academic plan during their prior term of attendance and met all requirements of their plan and/or resolved all deficiencies. This status is granted upon specified review of the academic plan or during the annual review. Unless otherwise specified, students must maintain the minimum GPA required for the academic career for the term and must complete, at least, 67% of courses attempted. Students who fail to meet these criteria or those communicated specifically in the SAP correspondence will be ineligible for financial aid unless all deficiencies are satisfied.

**SAP Academic Plan Denial** – This letter is sent to students who were on an academic plan during their prior term of attendance and did not meet all requirements of that plan or resolve all SAP deficiencies. Students who fail to meet these criteria or those communicated specifically in the SAP correspondence will be ineligible for financial aid. Students in this situation cannot have aid reinstated. They have already submitted an appeal during a prior term and, thus, have exhausted their right to appeal. Resolution of all deficiencies is the only mechanism that a student may again be considered eligible for financial aid.

**SAP Appeal Procedures**

Beginning with the 2011-12 academic year, significant changes were made to the appeal process. Federal regulations do not require that a school allow students an opportunity to appeal an unsatisfactory status. Washington College has chosen to exercise the ability to use professional judgment and entertain appeals for reinstatement of aid for no more than one term of probation. Students for whom it would be mathematically impossible to resolve all deficiencies during one term may be placed on an academic plan, which gives much more flexibility in financial aid reinstatement. However, per federal regulations, only appeals documenting specific circumstances will be considered for approval. The Admission and Student Aid Committee overseeing SAP will review the content of the appeal. Only appeals that document the following reasons will be considered:
- Serious physical or mental illness of the student
- Serious physical or mental illness of the student’s immediate family member
- Death of the student’s immediate family member
- Other extreme circumstances

If the appeal is not submitted for one of these reasons, it will automatically be denied by the Director of Student Aid and will not be heard by the SAP Appeal Committee. If the appeal is submitted based on an approved circumstance, but does not provide documentation of said circumstance(s), the Director will contact the student and request the documentation. If the appeal is complete and all necessary documentation is provided, the Director will prepare to present the appeal to the SAP Appeal Committee.
Students may only submit one appeal per academic career. For example, students may appeal once as an undergraduate and once as a graduate. Exceptions may be made for students who have not attended Washington College for, at least, three full academic years.

For students who have exceeded the maximum timeframe, consideration for reinstatement may be given up to 175% of the normal time it takes to complete a degree in the student’s academic career. Appeals for students who have exceeded 175% of the normal time it would take to complete the degree they are pursuing will not be considered. Students who have exceeded this cap may only pursue alternative loan funding. They will no longer be considered for financial aid during their academic career.

There is no secondary appeal process. If an appeal is denied, students can only be reinstated for aid eligibility if they satisfy all deficiencies. If an appeal is approved and the student does not fulfill the conditions of his or her probation or academic plan, the student will not be eligible for aid for any future semesters during their academic career unless the student satisfies all deficiencies.

SAP Probation
In cases where the appeal is approved, the student may only be permitted one semester of aid. During this semester, the student is considered to be on SAP Probation. Unless otherwise specified, students must maintain the minimum GPA required for the academic career for the semester and must complete, at least, 67% of courses attempted to be extended for the subsequent semester. Students on SAP Probation for timeframe will be reviewed to determine if the academic plan (timetable) is currently being followed and future enrollment is following this plan.

At the end of each semester, all students on SAP Probation will be reviewed to determine whether the student maintained the minimum GPA and MCP and/or the MTF academic plan is being followed. If a student fails to meet these criteria, the student loses aid eligibility. It will not be reinstated unless the student satisfies all SAP deficiencies at the end of the evaluation period. Notification of the semester probation review will be sent to students.

At the SAP annual review, students who were on probation or an academic plan during their most recent semester of attendance will be reviewed for an additional probationary term or continuation of the academic plan in the next academic year.

Eligibility for Reinstatement
A student may be reinstated for federal and selected other types of financial assistance by successfully satisfying all deficiencies. Students who regain eligibility by resolving all deficiencies will be identified during the annual SAP review.

WASHINGTON COLLEGE ACADEMIC TUITION SCHOLARSHIPS AND GRANTS
Students who receive College merit-based academic tuition scholarships are also required to maintain satisfactory academic progress. The Admissions and Financial Aid Committee will review the progress of any merit scholarship recipient with a CGPA below 3.0 and, in such a case, reserves the right to reduce or remove the student’s merit-based award.

Washington College recognizes and rewards exemplary academic achievement. More than 50% of all Washington College students qualify for a merit-based tuition scholarship at the time of their admission to the College. In most cases, eligibility for a merit-based scholarship is determined by high school GPA and SAT-I or ACT scores. Unless otherwise specified in the scholarship award letter, the annual renewal of all merit-based awards is contingent upon maintenance of full-time continuous enrollment and a CGPA between 3.00 and 4.00. Washington College Scholars are eligible to renew their Academic Tuition Scholarship through the completion of 8 semesters. NOTE: Only the Sophie Kerr and Quill &
Compass Scholarships may be combined with another Washington College merit-based award. Students who meet the eligibility criteria for more than one Washington College award are entitled only to the largest award offered.

To be considered for merit-based awards we recommend the following:

- Pursue a challenging course schedule. We assign weighted values to AP, IB, Honors and Advanced courses. Without exception, the students who receive our largest scholarships have taken the toughest classes. Be realistic with your selections but avoid the path of least resistance!
- Seek letters of recommendation from those teachers who can attest to your best efforts and success. Let them help tell your story!
- Be sure to schedule an admission interview/campus visit. Do not pass up the opportunity to meet and inform the individual who will be reviewing your credentials!
- Apply for admission well in advance of our February 15 deadline.

All recipients of merit-based scholarships are designated as Washington Scholars. Within the Washington Scholars Program there are several categories of awards; these include:

**Washington College Academic Tuition Scholarships for Entering Freshmen**

These four-year tuition scholarships are awarded to admitted applicants on the basis of secondary school achievement and potential for success. All admitted applicants are reviewed by the Scholarship Committee to determine their eligibility for these awards.

Admitted applicants who are members of their high school's National Honor Society, Cum Laude Society or National Society of High School Scholars at the time of admission are awarded a four-year Washington College Academic Tuition Scholarship of at least $50,000 ($12,500 annually ($6,250 per semester) for four years). Some NHS /CLS members with exemplary high school academic records may qualify for awards that increase their Washington College Academic Tuition Scholarship from $12,500 per year to $13,750-$20,000 per year.

Admitted applicants who qualify for merit-based academic tuition scholarships are notified of their award and the amount of the award at the time of admission to the College.

**Washington College Academic Tuition Scholarships for Transfer Students**

These tuition scholarships are awarded to full-time, high-achieving transfer students including, but not limited to, students who have been inducted into the Phi Theta Kappa Society. Typically, awards range in amount from $5,000 to $17,500 per year. A cumulative GPA of 3.0 - 4.0 and full-time continuous enrollment are required for renewal.

Admitted transfer applicants who qualify for academic tuition scholarships are notified of their award and the amount at the time of admission.

**Sophie Kerr Gifts in English Literature**

These $6,000 scholarships ($1,500 annually for four years) are awarded to entering students who intend to major in English and/or minor in Creative Writing and who show outstanding promise in the field of English or American literature. Members of the English Department select scholarship finalists.

**Quill & Compass Scholarships**

These $6,000 scholarships ($1,500 annually for four years) are awarded to entering students who intend to major in History or American Studies. Members of the C. V. Starr Center for the Study of the American Experience select scholarship finalists.
Readmission and Merit Scholarship Renewal Information for Students Who Withdraw from Washington College

A student who voluntarily withdraws in good standing and subsequently takes courses at another college or university prior to returning to Washington College is required to complete an Application for Readmission. Students who enroll in classes at another college or university prior to returning to WC will need to contact the Admissions Office to request an Application for Readmission. The readmission decision will be based on the grades received in the courses taken at the other college or university.

Students who receive merit scholarships to attend Washington College are expected to maintain full-time continuous enrollment at Washington College, and maintain a CGPA of at least a 3.00. Merit-based scholarships will not be reissued to students who withdraw from the College and subsequently re-apply for admission. Students who withdraw and reapply will be considered for all appropriate need-based aid programs if they meet the College’s need-based aid application deadlines.

COLLEGE SCHOLARSHIPS AND GRANTS

Income from the corporations, foundations, and individuals listed below provides funding for need- and merit-based scholarships at Washington College. Students need not apply for these scholarships, as the Director of Financial Aid awards them in accordance with the donors’ stipulated criteria and administers them in conjunction with the College’s financial aid program. Awards held by upper-class students may not be available to new students in any given year.

Annual Scholarships

- The Independent College Fund of Maryland Scholarships
- The Kent and Queen Anne's Alumni Scholarship Fund
- The James Millard Murphy Scholarship
- Dr. Jacob D. Rieger ’28 Scholarship

Endowed Scholarships

- The Helen Sullivan Adams Scholarship Fund
- The Bailey Memorial Scholarship
- The William O. Baker ’35 Scholarship
- John E. Barnes, Jr. ’47 Scholarship
- The Veryan Beacham ’92 Scholarship
- Cecil M. Benadon / Hodson Trust Memorial Scholarship
- Berkshire Hathaway Scholarship
- A.T. and Mary H. Blades Scholarship Fund
- The Elizabeth A."Bo" Blanchard Scholarship Fund
- The Theodosia C. Bowie ’33 Scholarship Fund
- The Ann Brandt ’43 Memorial Fund
- George Avery Bunting Scholarships
- The Burchinal Scholarship
- The Joseph Raynor Carrow Fund
- The Douglass Cater Scholarship
- The Chevy Chase Bank Scholarship
- The Christmas Scholarship
- A. James Clark Scholarship Fund
- The Dr. Charles B. Clark ’34 Scholarship Fund
- Class of 1940 Scholarship
- Class of 1950 Scholarship
- The Class of 1956 Scholarship Fund
- Class of 1987 Scholarship
Class of 1994 Scholarship
The William L. Clayton Scholarship
Cleaver / Hurst Educational Endowment
George and Ann Clegg Scholarship Fund
Clark M. Clifford Scholarship
Clough Family Scholarship
The Concordia Foundation Scholarship Fund
The Nellie Graham Cooley Scholarship
The Corddry Scholarship Fund
The Kevin Coveney Hodson Trust Scholarship
The Alonzo G. Decker, Jr. Scholarship
The Virginia G. Decker Scholarship
The Helen Springer Dryden Memorial Scholarship Fund
The Harry J. Duffey Scholarship
The Henry Armitt Brown Dunning Caroline County Scholarship
George R. Evans / Hodson Trust Memorial Scholarship
Robert Fallaw Endowed Scholarship
The Jefferson L. Ford, Jr. ’14 Memorial Fund
France-Merrick Scholarship
The Friends of the Arts Scholarship
Gale Fund for Environmental Studies
The Charles H. Gibson Scholarship Fund
The Daniel Z. Gibson Scholarship Fund
Helen S. Gibson Scholarship
James H. Gilliam, Jr. Scholarship
The Gray-Pinkney Scholarship
The William G. Greenly ’50 Scholarship Fund
The William E. Griffith ’24 Scholarship
The Julius Grollman Scholarship American Legion Post #278
Norman M. and Eleanor H. Gross Scholarship Fund
Arlene Haddock Scholarship
Anna Melvin Hague ’05 Memorial Scholarship
The Charles S. Hague, Jr. ’38 Memorial Scholarship Fund
The Avery W. Hall Scholarship
William Randolph Hearst Foundation Scholarship
The Leroy Savin Heck, M.D. ’25 Scholarship Fund
The Alfred S. Hodgson Scholarship
The Hodson Trust-Beneficial Merit Scholarships
Hodson-Gilliam Scholarships
Leroy E. Hoffberger Music Scholarship
The William and Nellie Frederick Hotchkiss Scholarship Fund
The Ernest A. Howard Memorial Scholarship Fund
The Vincent Hynson Scholarship Fund
The Jenkins Family Scholarship
The Rufus C. Johnson ’42 Scholarship
Elwood M. Jones Memorial Scholarship Fund
The Reverend John Edward Jones Scholarship
The Mr. and Mrs. William Kight Scholarship
The Johan and Bart Koppenol Scholarship Fund
Prudence Kudner Memorial Scholarship
The Larkin Family Scholarship
The Constance Stuart Larrabee Scholarship Fund
Legg Mason Wood Walker Scholarship Fund
Eleanor C. and Ethel M. Leh Scholarship
The Lewis-McGrath Scholarship
The Dr. Frederick G. Livingood Memorial Scholarship
Thomas Hunter Lowe ‘52 Scholarship
Thomas J. and Belle Patterson Maher Scholarship
The Ida May Heinz Mantel ’62 and Robert B. Mantel Scholarship
The Mary Emily Matthews Scholarship Fund
The William Beck Matthews Scholarship Fund
The Joseph H. McLain ’37 Memorial Scholarship
The Memorial Scholarship
The Alice C. and J. William Middendorf, Jr. Merit Scholarship
The Mid-Shore Community Foundation Scholarship
The Mid-Shore Community Foundation/Steele Fund Scholarship
The Lewis Waters Milbourne Scholarship Fund
The Clifton M. Miller Scholarship
The Duncan Miller Scholarship
Mary Louise Moore Scholarship
Dorothy Woodall Myers Scholarship Fund
The Everett Nutter Memorial Scholarship Fund
The George D. and Margaret A. Olds Memorial Scholarship Fund
The Dr. John Thomas Parker Scholarship Fund
The William Kennon Perrin and Anita Ewens Perrin Scholarship
The Raymond Richard Pomeroy ’51 Scholarship
The Raggedy Ann and Andy™ Scholarship Fund
The Irwin O. Ridgely Memorial Scholarship
The H. Charles Rienhoff Scholarship Fund
The John W. Roberts III ’67 Book Scholarship
The Emory T. Roe Fund
The Henry Rogers Scholarship
Sonia and Nathan Rosenwald Scholarship
The Harry S. Russell Memorial Scholarship
St. Paul Travelers Scholarship Fund
The Margaret Jane Martin Sasse Memorial Scholarship
The Joseph W. and Jean E. Sener Scholarship
The Seraph Foundation Scholarship
The Smith-Bandel Scholarship
C. V. Starr Scholarship
The Joe B. Stevens Scholarship
The George D. Stowman Memorial Scholarship
The SunTrust Scholarship
The J. Edwin Tawes Memorial Scholarship
The Edith Louise Lawrie Thornton Scholarship
The Margaret Boulden Thornton Memorial Scholarship
The Ralph Usilton ’62 Scholarship
The William Warner Scholarship
George Washington Scholarship
Washington College Academy of Lifelong Learning (WC-ALL) Scholarship
P. Watson Webb Scholarship
Elizabeth Tate Westbrook Art Scholarship
The Clarence C. White Memorial Scholarship
The Mrs. John Campbell White Scholarship
The Jacob O. Williams Memorial Scholarship

FEDERAL AND STATE GRANTS AND SCHOLARSHIPS
The Federal Pell Grant program makes funds available to undergraduate students to attend post-secondary institutions. Eligibility is based on financial need, and application is through the FAFSA application.

The Federal Supplemental Educational Opportunity Grant (SEOG) program provides funds for grants to undergraduate students with great financial need. Application is through the normal financial aid application process of Washington College, and the awards are determined by the institution.

State Scholarships are available to some students through their individual state scholarship administrative offices. To compete for these state awards, students should contact their state scholarship administration to inquire about application procedures, eligibility criteria, and application deadlines.

STUDENT LOAN PROGRAMS
The Federal Direct Subsidized and Unsubsidized Student Loan Program enables students to borrow directly from the U.S. Department of Education. This loan is guaranteed by the federal government.

The maximum for freshmen is $5,500; for sophomores, $6,500; and for juniors and seniors, the maximum is $7,500. All borrowers must complete a FAFSA. The interest rate is set in July of each year.

Repayment of Federal Direct Student Loans begins six months after leaving school, and borrowers may be allowed up to ten years to repay the loan. Students borrowing funds through the Unsubsidized Direct Student Loan program are responsible for monthly interest payments while enrolled. Principal payment is deferred until six months after graduation. Consolidation programs, which may allow a longer repayment period, are also available.

The Federal Direct Parent Loan for Undergraduate Students (PLUS) allows a parent to borrow funds to assist with payments for the current academic year. This program is not need-based and may be used in lieu of the family contribution. All borrowers must complete a FAFSA. The interest rate is set in July of each year. Repayment normally begins within 60 days of disbursement. However, parents may elect to postpone repayment of the principal until 6 months after the student is enrolled at least half time. Application information is available through the Office of Student Aid.

FEDERAL WORK-STUDY PROGRAM
Washington College participates in the Federal Work-Study Program, which provides job opportunities on campus for students who have financial need. There are a wide variety of jobs from which to choose: students assist in the Admissions and Student Affairs offices, in Miller Library, and for various departments and offices all over campus. In return for their efforts, work-study participants earn a biweekly paycheck to help cover their ongoing educational expenses. Application is made through the College’s normal financial aid application process, and awards are determined by the College.

CAMPUS EMPLOYMENT
Washington College also offers on-campus employment opportunities that are not need-based.

FEDERAL TITLE IV AID REFUND POLICY
Washington College adopted the refund policy that conforms to Section 668.22 of the Higher Education Amendments of 1998. Withdrawing, or expelled students with Title IV funding will be subject to both Federal Policy regarding the possible return of Title IV funds awarded to the student and to Washington College’s policy regarding the possible return of institutional aid awarded.
The law requires that, if a student withdraws, is granted an approved leave of absence, or is expelled during a semester, the amount of Title IV assistance that the student has earned up to that point is determined by a specific formula. If the student received more assistance than he or she earned, the excess funds must be returned.

The amount of assistance that a student has earned is determined on a pro-rata basis. That is, if a student has completed 30 percent of the semester, the student earns 30 percent of the assistance they were originally scheduled to receive. Once the student has completed more than 60 percent of the semester, the student earns all of his/her assistance.

If a student received excess funds that must be returned, Washington College must return a portion of the excess equal to the lesser of the student’s institutional charges multiplied by the unearned percentage of financial aid received, or the entire amount of the excess funds. Funds are returned in the following order:

<table>
<thead>
<tr>
<th>ID</th>
<th>Description</th>
<th>Return Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>USTF</td>
<td>Unsub FFEL/Direct loan</td>
<td>1</td>
</tr>
<tr>
<td>GSL</td>
<td>SUB FFEL/Direct Stafford</td>
<td>2</td>
</tr>
<tr>
<td>GPLUS</td>
<td>FFEL/Direct Graduate PLUS</td>
<td>3</td>
</tr>
<tr>
<td>PLUS</td>
<td>FFEL/Direct PLUS</td>
<td>4</td>
</tr>
<tr>
<td>PELL</td>
<td>Pell Grant</td>
<td>5</td>
</tr>
<tr>
<td>FSEOG</td>
<td>FSEOG Category</td>
<td>6</td>
</tr>
<tr>
<td>TEACH</td>
<td>TEACH Grant</td>
<td>7</td>
</tr>
</tbody>
</table>

Policies and procedures for withdrawing from the College are described on page 61. To request an approved leave of absence or to withdraw from the College, please contact the Associate Provost for Academic Services.

Any Title IV aid recipient who is withdrawing from the College, requesting a leave of absence, or is expelled must contact the Financial Aid Office to discuss how this action would affect his/her financial aid awarded. Any questions related to this refund policy should be directed to the Financial Aid Office in the Casey Academic Center.
Around Campus

ACADEMIC FACILITIES

William Smith Hall, named in honor of the College's founder, is the main classroom building. Known affectionately as "Bill Smith," the early twentieth-century building includes seminar rooms and larger classrooms, faculty offices, and the Norman James Theatre, a 164-seat auditorium used for symposia, films, and student recitals. Wireless access is also available.

Dunning Hall and the Alonzo G. Decker Jr. Laboratory Center, recently renovated, are part of a complex devoted to the sciences, and house state-of-the-art classrooms, labs, and offices for mathematics, physics, and psychology.

The John S. Toll Science Center is a 45,000 square foot, state-of-the-art classroom, office, and laboratory complex. The facility houses chemistry and biology labs, a 94-seat lecture hall, an environmental classroom, two seminar rooms, a penthouse greenhouse, and a dramatic three-story glass atrium. The atrium connects to the newly renovated Dunning Hall, and the Alonzo G. Decker Jr. Laboratory Center.

The Eugene B. Casey Academic Center is the heart of campus activity. The ground floor of the brick Georgian-style building is a grand concourse that opens onto the College's bookstore, student post office, and a common room for both faculty and students. The second floor includes a multipurpose forum, several seminar-size classrooms, and the Student Affairs Office. The third floor is home to the Office of Admissions and Student Financial Aid. Wireless access is also available. The landscaped Martha Washington Square adjoining the Casey Academic Center is a popular meeting place for students and faculty.

Daly Hall provides a mix of classrooms, seminar rooms, and faculty offices. Wireless access is available. The two-story brick structure, while traditional in appearance, features the latest in technology.

Louis L. Goldstein Hall combines faculty offices, classrooms, seminar rooms, labs, and a 75-seat lecture hall with 36 laptop computers. Wireless access is also available. The 23,000 square foot Flemish bond brick structure anchors the southern campus entrance.

The Clifton M. Miller Library, built in 1970, is located in the center of campus. It underwent a complete renovation in 2012 which transformed the interior of the building into a vibrant and dynamic place for research, collaborative learning, and the creation of new ideas and knowledge. A variety of easily accessible educational resources, state-of-the-art technology, and academic services are located in the library—providing one-stop shopping for academic resources services.

Miller Library provides a rich collection of print and online books, periodicals, newspapers, and government documents as well as a growing collection of media resources. A dedicated team of staff and librarians provides reference and research assistance, library and research instruction, and interlibrary loan services. As part of the full service learning common concept, Educational Technology and Digital Media Services are located in Miller Library in the Beck Multimedia & Technology Learning Center and the Multimedia Production Center respectively. Additionally, the Quantitative Skills Center and the Office of Academic Skills are located in the library.

The Daniel Z. Gibson Center for the Arts houses the 440-seat Decker Theater, the 200-seat Shotwell Recital Hall, a 175-seat experimental theater, the Kohl Art Gallery, offices, and teaching and support spaces for Music and Drama.
The Constance Stuart Larrabee Arts Center is home to the visual arts. Once a boiler plant, it has been imaginatively converted into a modern facility equipped with studios for drawing and painting, as well as a darkroom and photography studio, informal exhibit space, and faculty studios.

The Rose O’Neill Literary House is the focal point for creative writing and literary activity. The renovated Victorian home contains a student study lounge, a paperback lending library, individual student writing rooms, gallery space for small art exhibitions, two Chandler and Price letterpresses and a Heidelberg Press. The Lit House is the home of the College’s Board of Publications, which includes The Collegian, The Elm, The Pegasus, and The Washington College Review. The offices of the Literary House Press and the Literary House’s director and associate director are also located here.

RECREATIONAL FACILITIES
The Cain Athletic Center is home court for both the men’s and women’s basketball and women’s volleyball programs. The facility also houses offices for physical education faculty, the Director of Athletics, coaches, sports information and sports medicine; locker rooms; and the Athletic Hall of Fame.

The Eugene B. Casey Swim Center houses an indoor pool and is home to the men’s and women’s varsity swim teams. Non-varsity-level swimmers might try intramural water polo, take a course in scuba diving, or do a few leisurely laps during recreational swim hours.

The Lelia Hynson Boating Park, located a short walk from campus on the Chester River, features a dramatically designed waterfront pavilion, the perfect vantage point for watching sailing and crew races. The Truslow Boathouse, headquarters for the men’s and women’s crews, the sailing program, and other waterfront recreational activities, is located here.

The Benjamin A. Johnson Fitness Center provides exceptional indoor practice space for varsity baseball, softball, lacrosse, tennis, field hockey, and soccer teams. In addition, the Johnson Fitness Center provides recreational space and equipment for individual and intramural activities. The 56,000 square-foot facility includes a recently renovated 8,200 square-foot strength and conditioning center, four indoor tennis courts, three basketball courts, a 200 meter jogging track, a retractable batting cage, a 1200 square-foot dance studio, two squash courts, two racquetball courts, locker rooms, saunas, offices for coaches, and two academic classrooms.

Kibler Field/Roy Kirby, Jr. Stadium, home of the Shoremen lacrosse and soccer teams, has a new Field Turf artificial playing surface, a new track, and a spectacular new stadium. The stadium features open bleacher seating, team meeting rooms, a concession area, and an enclosed multi-purpose room overlooking the field. Baseball action takes place on the adjacent Athey Field. Varsity practice fields and a varsity softball diamond are on the western end of campus.

The Ellen Bordley Schottland Tennis Center, one of the College’s newest athletic facilities, provides a home for Washington College’s nationally competitive tennis program.

OTHER BUILDINGS
The Alumni House, renovated in 2008 thanks to generous gifts from alumni, serves as a place for alumni to meet and socialize when they return for a visit. The space is also used as meeting and event space for student groups and organizations. Located adjacent to campus, on the corner of Washington and Campus Avenues, the house features a lounge, a comfortable meeting space, a full kitchen, and a flat screen TV; upstairs reside the Alumni Relations and Annual Giving staff.

The Roy P. and Nan Ans Hillel House, dedicated in 2012, offers study and meeting space as well as a supportive living and learning community both for students practicing Judaism and for those interested in learning more about Jewish tradition, observance, and culture.
Brown Cottage offers distinguished guests of the College comfortable overnight accommodations and spacious living and dining areas for entertaining.

Bunting Hall houses the administrative offices of the College’s President, the Provost and Dean, Advancement, College Relations, Institutional Research, and the Registrar.

The Custom House, located at the foot of High Street along the Chester River, recalls Chestertown’s importance as a port of entry for Maryland’s Eastern Shore. Constructed in the 1740s, the building features Flemish bond brickwork with glazed headers. This significant historical structure is one of very few of its type that survive from the colonial era. The historic Custom House serves as the principal offices of the C.V. Starr Center for the Study of the American Experience and the Center for Environment & Society.

The Foster House, located at 409 Washington Avenue, serves as the Global Education Office. Newly renovated in 2013, the house now features meeting and study space for international students and domestic students participating in foreign study, as well as GEO staff offices.

500 Washington Avenue houses the Human Resources offices.

508 Washington Avenue houses the Office of Advancement Services.

515 Washington Avenue houses the Business Office and the Office of Information Technology.

The historic Hodson Hall houses Hynson Lounge, an elegant space for readings, lectures and small dinners; downstairs, in the study lounge, portraits of retired faculty are displayed

Hodson Hall Commons, opened in October 2009, is a beautiful new facility for dining, relaxing, and socializing. The new student center features a game room, a wide-screen TV, a performance space known as “Center Stage,” and offices for the student events board and student government. Dining options include a two-level dining area, outdoor seating, and several retail food establishments (see page 33-34 for details).

The Hynson-Ringgold House is one of Maryland’s beautiful eighteenth-century mansions, today used as the home of the College’s President. Situated on Water Street in downtown Chestertown, it overlooks the Chester River.
Campus Life

Students at Washington College become members of a campus community rich with intellectual, artistic, musical, athletic, and social opportunities. Here, students have the chance to discover their purpose and passion and to build a foundation of knowledge and skill that will last a lifetime. Central to forming this foundation are the interactions students enjoy with one another and with faculty and staff members in and out of the classroom—whether they work collaboratively on a research project, perform together on stage, meet for an afternoon kayaking excursion on the Chester River, cheer side-by-side for the basketball team, or practice German while having lunch in Hodson Hall Commons.

Students will benefit most from their college experience if they become involved with a few of the many groups and organizations that make up the Washington College community. It is our students, and their efforts to improve and enrich their community, that make Washington College such a special place.

Student Activities and the Student Center

Hodson Hall Commons Student Center is the heart of student activity on campus. Whether students are looking for a comfortable place to relax between classes, a friendly game of pool or the latest video game, a fun night of karaoke or a meeting place for their club or organization, they can find it in the Student Center. The Student Center features the Goose Nest Pub that offers entertainment and a popular game room, the Center Stage (known more informally as “The Egg” because of its shape), the Office of Student Activities, the Student Government Association Office and the Center for Student Involvement and Leadership.

Student clubs and student leaders also find a home in the Student Center. Located near the Office of Student Activities and the Student Government Association Office, the Center for Student Involvement and Leadership provides student organizations and student leaders with the resources needed to plan activities and meetings. It even offers tools and supplies to craft eye-catching promotional flyers and banners. At Washington College, the Student Center has something for everyone!

Office of Student Activities and Student Events Board: Staff and students in the Office of Student Activities and the Student Events Board plan most of the major student events, with students taking the lead in selecting what is offered. The Student Events Board is known for the variety of events it sponsors and for its success in creating a vibrant and interesting campus social life. Open mic nights, an “Iron Chef” competition, dance parties, and nationally recognized comedians and bands are just a few of the social events that the Student Events Board sponsors on campus every year.

Lecture Series: The caliber of the lecturers and artists invited each year to Washington College is impressive. Recent speakers have included former president of Pakistan Pervez Musharraf; Nobel Prize-winning chemist Mario Molina; journalists John Harwood and Chip Reid; campaign strategists James Carville and Karl Rove; filmmaker Robert Bella; and numerous literary lights including Pulitzer Prize winners Junot Diaz, Natasha Trethewey and Ron Chernow, graphic novelist and screenwriter Neil Gaiman, and award-winning authors Nick Flynn, Colum McCann and Daniel Handler (a.k.a. Lemony Snicket).

Concert Series: Students with a special love of the performing arts can enjoy distinguished performances. The Washington College Concert Series, now in its fifth decade, annually sponsors a variety of professional performances by such groups as the Brentano String Quartet and Inna Faliks, pianist.

Film Series: For the viewing pleasure of students, faculty, and community members, the College’s Film Series offers a selection of critically-acclaimed films.
Student Clubs and Organizations
Some student clubs have been around for years, while others come and go depending on the interests of students enrolled at the time. At Washington College it is easy to launch a new organization and the nearly 100 student organizations are proof. Below is a sampling of organizations active in the last few years.

- Active Minds (mental health advocacy)
- American Chemical Society Student Affiliate Chapter (Chemistry Club)
- Amnesty International
- Anthropology Club
- Arab Student Union
- Art History Club
- Asian Culture Club
- Best Buddies
- Black Student Union
- Campus Christian Fellowship
- Caring for Kids
- Catholic Campus Ministry
- Cleopatra’s Sisters
- College Democrats
- College Republicans
- Colleges Against Cancer (Relay for Life)
- Dance Club
- EROS: Encouraging Respect of Sexuality
- Fakespeare
- Habitat for Humanity
- Health Occupation Students of America
- Hillel (Jewish Student Organization)
- History Society
- Independent Playhouse
- International Relations Club
- Interactive Gaming Society (WIGS)
- Language Clubs: French, German, Spanish, Japanese, Portuguese
- Model United Nations
- Music Collegium
- Musicians’ Union
- Philosophy Club
- Photography Club
- Psychology Club
- Scarlet Thread
- Service Council
- Skeet and Trap Shooting Club
- Enactus (formerly Students in Free Enterprise)
- Student Environmental Alliance
- WACappela
- WAC Broadcasting
- Wilderness Adventure Club
- Writer’s Theatre
- Writers’ Union

Student Publications: The Washington College Elm is the College’s weekly student newspaper. The Peg- asus is the College yearbook. The Washington College Review (WCR) is a literary review that presents
original writing. The Collegian is a bimonthly features magazine. The International Studies Review is an annual student journal featuring articles that contribute to the body of knowledge in international relations and related disciplines, provide fresh insight into the complexities of world affairs, and introduce readers to areas of the world they themselves have not yet explored. A board of publications composed of faculty advisors, administrative advisors, and the publications’ editors assists all student publications.

Student Government and Representation
Undergraduate members of the Washington College student body taking at least eight credits are members of the Student Government Association (SGA). There are three branches of the SGA. The legislative arm is the Student Senate, an elected group of students representing their classes and residential areas. The Senate shares in the work of establishing College regulations and standards of conduct and provides funding to support student clubs and extracurricular activities.

The executive branch consists of a President, Vice President, and Financial Controller who are elected by the entire student body each spring. They appoint an executive board to lead initiatives, support legislative committees, and address general student concerns. The Review Board of the SGA consists of the President, Treasurer, Parliamentarian, Speaker of the Senate, and the Honor Board Chair.

The Honor Board exists to address both academic and social student misconduct, a responsibility shared with the faculty and with the College administration. The Review Board appoints a student Honor Board Chair and nine students who serve on the Honor Board; a faculty committee appoints faculty members serving on the Honor Board.

Students are represented on the following College committees: Academic Resources, Academic Standing and Advising, Admissions and Financial Aid, Curriculum, Honor Board, Planning, International Education Committee, Review Board for Research with Human Subjects, and Student Life. In addition, the president of the SGA represents the student body at meetings of the Board of Visitors and Governors. The SGA secretary of academics represents the student body at faculty meetings; the editor of the Washington College Elm is also invited to faculty meetings and the College’s governing board meetings.

Office of Student Development
Washington College assists students in developing a variety of leadership and interpersonal skills as they negotiate the opportunities and challenges of college life. With this in mind, the Office of Student Development sponsors workshops, speakers, and other programs on a variety of topics including: leadership, alcohol and drug education and training, public speaking, conflict resolution, team/organization building, and others. Additionally, the Office of Student Development oversees Community Service and Greek Life and coordinates programs regarding sexual assault prevention and response.

Community Service: Contributing to the welfare of one’s community, nation, and world through service is an important part of the Washington College tradition. Opportunities for service learning beyond the classroom are varied and include:

- Adopt-A-Bear
- Amnesty International
- Best Buddies
- Books for a Better World
- Chester River Association
- Chestertown Volunteer Fire Dept.
- Delmarva Blood Bank
- Ducks Unlimited
- For All Seasons, Inc.
Habitat for Humanity
Hands Out
Homeports (elderly assistance program)
Eastern Shore Hospice
Kent County Humane Society
Nothing but Nets Foundation
Sassafras River Association
Student Environmental Alliance
Students Helping Honduras
Students for Social Awareness
Tanzania Outreach
WC Service Council
Women in Need Alley Teen Center

Fraternity/Sorority Community: Roughly twenty percent of the students at Washington College belong to a fraternity or sorority. The women’s national sororities are Alpha Chi Omega, Alpha Omicron Pi, and Zeta Tau Alpha. The men’s national fraternities are: Kappa Alpha, Kappa Sigma, Phi Delta Theta, and Theta Chi.

The Interfraternity Council regulates and supervises recruitment and orientation of new members and ensures cooperation between various fraternities in social and philanthropic endeavors. The Panhellenic Council serves similar purposes for the sororities; both groups work closely with the College administration. The President’s Council works with the Director of Student Development and serves as the Greek governing body to set and uphold community standards as well as maintain the true spirit of the Washington College Greek community.

Alcohol and Other Drugs Programming: the Office of Student Development, working in conjunction with student and campus leaders, educates students about the importance of making informed and responsible decisions related to alcohol and other drugs and offers programming on a range of student wellness issues. The office brings speakers to campus to address issues of substance use and abuse known to be prevalent among college students nationwide. An important educational strategy occurs before new students come to campus. Before arriving for Orientation, every first-year student is required to complete AlcoholEdu for College, an online alcohol education program. Used at more than 350 campuses nationwide, the course educates students about the effects of alcohol, encourages the development of responsible decision-making and provides information about effective strategies to deal with peers on matters of alcohol and other drug use. AlcoholEdu also includes a mid-semester evaluation to gauge its effectiveness with students over time. Consistent with the College’s work to combat student misuse of alcohol and other drugs, parents and guardians are encouraged to participate in AlcoholEdu by reviewing a shorter version designed with parents in mind.

Multicultural Affairs
The Office of Multicultural Affairs serves as the principal office promoting cultural awareness and social justice programs for the Washington College community. In collaboration with student organizations and academic departments, the office works with faculty, staff, and students to engage in dialogue on multicultural awareness and social justice issues domestically and globally. The office also serves as a support system for students from historically under-represented populations in the areas of academics, personal development and career development.

Recreational Sports and Activities
The focus of the Campus Recreation Department is not only on intramural competition, but also includes leisure activities that promote the surrounding environment of Washington College. The Recreation Department’s goal is to create exciting and enjoyable activities emphasizing and educating
Washington College students on the idea of living a healthy lifestyle. Lifetime wellness is the essential component of the Recreation Department’s philosophy, and the only way to obtain lifetime wellness is through the motivation and practical application by each student.

Intramural activities promote friendly competition among friends and allow students an escape from the continual classroom stressors. Intramurals have included flag football, tennis, basketball, outdoor and indoor soccer, volleyball, racquetball, dodge ball, floor hockey, and kickball among others. The recreational fitness class arena offers a variety of free fitness classes with top-notch instructors in their profession throughout the academic year. Students can enjoy TRX Suspension training, Spinning, Pilates, yoga, Zumba, PiYo, Kickboxing, cardio strength training, meditation and several other classes that will challenge the mind, body, and soul. Orientations and one-on-one fitness consultations from the Benjamin A. Johnson Fitness Center strength and conditioning staff are offered based on student interest.

The Washington College Club Sports program, under the auspices of the Campus Recreation Department, promotes student participation in a variety of physical and athletic activities and gives students opportunities to engage in the sport of their choice at various skill levels. The emphasis of this program is on student leadership and involvement. The Club Sports Program provides non-varsity competition in several sports, including: Equestrian, Trap and Skeet Shooting, Men’s Lacrosse, Women’s Lacrosse, Men’s Rugby, Women’s Rugby, Field Hockey, Men’s Soccer, Men’s and Women’s Volleyball, Tennis, Ultimate Frisbee, Bowling, Waterski and Wakeboard, Mixed Martial Arts, Wilderness and Adventure Club, and the Cross Country Club.

With the Chester River and the Chesapeake Bay so close to campus, recreational boating and fishing are favorite options for Washington College students. The College’s Boating Park on the Chester River provides opportunities for a variety of water sports, including kayaking, canoeing, sailing, crabbing, fishing, wakeboarding, waterskiing, and tubing. The Recreational Department also provides seasonal opportunities for students to get away from the college setting and enjoy the outdoors. Seasonal trips include whitewater rafting, winter skiing, camping, rock climbing, cycling, and sport clay shooting among others. Please visit http://studentlife.washcoll.edu/recreation/ for more information regarding campus recreation and the Benjamin A. Johnson Fitness Center.

Intercollegiate Athletics
Washington College has a strong athletic tradition and is committed to providing a first-class athletic experience for its students at both varsity and non-varsity levels of competition. Approximately 25% of our students engage in intercollegiate athletics. The College is a member of the National Collegiate Athletic Association (Division III), and the Centennial Conference. The Centennial Conference, formed in 1993, comprises national liberal arts colleges and universities in the region that share similar academic aspirations and a commitment to the importance of the total educational experience of students engaged in sports. All eleven member institutions are more than one hundred years old and are Division III members of the NCAA. The College is also a member of the Mid-Atlantic Rowing Conference (MARC) as well as the Inter-Collegiate Sailing Association (ICSA) and the Mid-Atlantic Intercollegiate Sailing Association (MAISA).

Under the auspices of these recognized bodies, there is intercollegiate competition in baseball, basketball, lacrosse, rowing, soccer, swimming, and tennis for men; and basketball, field hockey, lacrosse, rowing, soccer, softball, swimming, tennis, and volleyball for women. The intercollegiate sailing program is coed. Men’s lacrosse is arguably Washington’s highest-profile sport, with 30 appearances in post-season play and a national championship title in 1998. The men’s tennis program is highly successful as well, having captured two national titles in four years—1994 and 1997—and remaining undefeated in conference play from 1986-2005. For decades, varsity rowing has been an integral part of the College’s athletic program, with a number of medals at prestigious regattas such as the Dad
Vail. The women’s rowing team received berths to the NCAA Division III Championships in 2008 and 2009. Varsity sailing has also emerged as an elite program with its first ICSA National Championship appearance in 2009.

The College encourages all students to participate in some type of physical activity, and the Benjamin A. Johnson Lifetime Fitness Center makes that prospect quite appealing. The indoor practice area, the strength and conditioning room, the dance studio, the jogging track, and racquetball and squash courts draw both students as well as student/athletes who are interested in maintaining physical fitness and a healthy lifestyle.

Roy Kirby, Jr. Stadium, Kibler Field and Chatellier Track—home of the Shoremen and Shorewomen lacrosse and soccer teams and field hockey team—were completed in the summer of 2006 with a new field turf artificial playing surface, a new track, and a spectacular new stadium. The stadium features open bleacher seating, an enclosed multi-purpose room overlooking the field, team meeting rooms, and a concession area. Baseball action takes place on the adjacent Athey Park. Varsity practice fields and a varsity softball diamond are on the northern end of campus.

Employment Opportunities, Internships and More

Center for Career Development: As a resource for students in all classes and academic majors, the Center for Career Development offers a variety of career related services through individual appointments, information sessions, special events, a comprehensive website, and JOBS by George! First year students are connected to the Center for Career Development staff and resources early through the Career Awareness Program (CAP) that begins on-line before students arrive in late August and continues during Orientation. During the first year, students are guided to attend programs and engage in activities that clarify career interests, promote internships and experiential learning activities, and help students identify pursuits that will help them prepare for entry into graduate school, the workforce or other career choices. After the first year, Career Center staff work with students to find careers related to their majors, locate internships, develop job search, interviewing, and networking skills for employment and prepare for the graduate and professional school application process.

Office of Human Resources: The office coordinates non-work study campus employment and oversees all student employment authorization processes (for both work-study and non-work study positions).

Residential Life

Residential Life is an integral part of the Washington College liberal arts tradition. Living in a residence hall is an educational opportunity that supports and augments learning gained in the classroom. The College residence program, under the supervision of the Residence Life Office, provides students with opportunities and experiences that foster personal responsibility, maturity and independence along with the understanding, insight and skills needed for living in a close-knit community.

The College offers a variety of housing options. In addition to traditional corridor-style residence halls, several buildings offer suite style living. Students wishing to live with others who share similar interests will find areas set aside for wellness (including substance-free living), international relations, creative and performing arts, the sciences, and foreign languages. All matriculated, full-time, first and second year students are required to live on-campus. Third and fourth year students in good academic and social standing may file an appeal to live off-campus with the Residential Life Office.

Dining: Students enjoy a variety of dining options in Hodson Hall Commons including retail operations on the first floor and a full-service dining hall on the second floor. The retail area features Washington College’s own Java George, offering Caribou coffee, house-baked items, grab and go meals and smoothies; the popular Mondo Subs; and specialty items in Martha’s Kitchen.
The dining hall features Fresh Market, which offers house-made soups and fresh salads; Martha’s Kitchen, an ever changing buffet-style service with vegetarian, main entrees, specialties and ethnic foods; Baker’s Crust, with classic deli favorites; Hearthstone Oven has a brick stone pizza oven to prepare classic Italian dishes; and My Pantry, a place students can call their own, with foods prepared to order and, with prior arrangement, dining services can store any special dietary requests in the cabinets and fridge for students' personal use. All students living on campus are required to have a meal plan. Any special needs or dietary requests should be discussed with the Director of Dining Services. Please visit the website: www.dineoncampus.com/wc.

Motor Vehicles: All students living on campus may have a motor vehicle on campus as long as it is registered with the Department of Public Safety. Motor vehicle use must comply with regulations outlined in the Student Handbook, which can be found on the College Web site.

Wellness and Safety

Health Service: The College Health Service, located in Queen Anne’s House, is open for student care during the academic year, Monday through Friday, 8:30 a.m. to 12 p.m. and from 1:00 to 4:00 p.m. The clinic is staffed with nurse practitioners and a registered nurse. Nurse practitioner hours are by appointment. Students can arrange an appointment or consult with the nurse on a walk-in basis between the hours of 8:30 a.m. and 11:30 a.m. and from 1:30 p.m. to 3:30 p.m. For emergencies occurring when the Health Service is not open, students can go to the Emergency Department at nearby Chester River Hospital Center.

While there is no charge for a sick visit, charges for medications, in-house lab tests, suturing and physicals may be incurred. There are also costs associated with prescriptions, hospitalization, or services in the hospital or other facilities (including x-rays, laboratory tests, referrals to other providers, and emergency visits).

Washington College requires that all students have and provide documentation of health insurance annually and offers a health insurance plan for students who are not covered elsewhere. Information regarding the plan can be found under the Health Services page on the College Web site. All international students are required to purchase health insurance through the College. Students insured under an HMO are encouraged to check with their insurance carrier to determine if additional coverage is needed.

Counseling Service: The Counseling Service shares an office suite with the Health Service in Queen Anne’s House. A full-time licensed psychologist is assisted by licensed part-time staff. The staff provide confidential counseling, evaluation, and consultation to students seeking assistance with personal, family, and college adjustment concerns.

Campus Safety: The campus Department of Public Safety is located on the lower level of Wicomico Residence Hall. Office hours are 8:30 a.m. to 4:30 p.m. Monday through Friday. Officers conduct foot and vehicle patrols of the entire campus 24 hours a day, 365 days a year. The Department of Public Safety can also be reached by telephone around the clock in the case of an emergency and by activating any of the emergency “Blue Light” phones located throughout the campus grounds.
The Academic Program

Educating the whole student is the goal of the liberal arts curriculum at Washington College. It is a goal that calls for active participation on the part of both faculty and students. The College values its role as a microcosm for today’s students who seek a liberal arts education.

Washington College’s size lends itself to educating the whole student in intensely personal, important ways. With one professor for every 12 students, teachers know their students by name rather than by College ID number.

The College’s commitment to the liberal arts and sciences encourages students to explore many areas of interest and to develop the capacity to reason, to appreciate literature and the arts, and to make the connection between courses of study and their implications in society.

Student participation is crucial to the success of a liberal arts education. That is why students are expected to design—with the help and guidance of faculty advisors—an academic program best suited to their individual interests and talents. To help in charting the course, Washington College has established a set of guidelines concerning its General Education and Distribution Requirements, which are designed to ensure a broad intellectual foundation in the arts and sciences. In addition to these general requirements, students are expected to complete writing requirements, course requirements for the major, and a Senior Capstone Experience, which usually takes the form of a thesis, performance, or comprehensive exam.

Washington College operates on a two-semester academic calendar year. The majority of courses are worth four credit hours; however, the College also offers one- and two-credit hour courses. It is customary to complete sixteen credit hours for each of eight semesters and to graduate at the end of four years with 128 credit hours total.

The curriculum is designed to provide for a thorough and intensive study of the material selected. Like other leading national liberal arts colleges, Washington College asks students to devote considerable time to each course—normally twelve hours a week for a four-credit course. Since less than a third of that time is actually spent in the classroom, courses emphasize the importance of outside work— independent research, additional reading and writing, laboratory research, creative projects, as well as service learning opportunities and participation in the many cultural events hosted by the College.

While the nature of any particular course is a matter to be determined by its instructor, that instructor has the responsibility for defining the nature of work to be done outside of the classroom and for demanding that it be successfully completed. Satisfactory grades are given only to students who demonstrate a mastery of the material as intended.

THE BACHELOR’S DEGREE

Washington College awards the Bachelor of Arts and Bachelor of Science degrees to undergraduate students, depending on their major. To earn a baccalaureate degree, students must satisfactorily complete a minimum of 128 credit hours, which will include the first-year writing sequence (ENG 101 Literature and Composition and GRW 101 Global Perspectives Seminar), general education coursework (also known as “distribution”) and major coursework, two writing-intensive courses (one during each of the sophomore and junior years), and the Senior Capstone Experience. Students may declare an additional major, up to three minors, and concentrations or specializations within the major—or may use their remaining credits to complete elective courses.

Students must achieve a cumulative grade point average (“GPA”) of 2.00 overall in the 128 credit hours
Students must achieve a cumulative grade point average ("GPA") of 2.00 overall in the 128 credit hours offered toward graduation. Not more than six four-credit courses with "D" grades will count toward the 128 credit hours required. Additionally, students must maintain a minimum GPA of 2.00 within each major’s subject area and may not count more than two four-credit courses with "D" grades toward any major. In most cases, students must complete the last two semesters toward their degree, or the equivalent number of credit hours (32), in residence at Washington College or in a Washington College-administered program.

Faculty advisors, division and department chairs, members of the Provost’s Office staff and the Registrar are freely available to answer questions and offer guidance in selecting and planning a course of study. The ultimate responsibility for meeting all requirements for the degree, however, rests entirely with the student.

GOALS OF THE LIBERAL ARTS EDUCATION
A fundamental goal of a liberal arts education is to encourage and to further individual self-development. Beyond this goal, the liberal arts college shares with other academic institutions an obligation to preserve, to transmit, and to advance the accumulated wisdom of civilizations. The scholarly tradition, in turn, provides the substance of what we offer to further an individual’s intellectual development. As a special kind of liberal arts college, one that stresses the value of close personal relationships, the faculty and staff strive to assist each student not only in enlarging his or her intellectual and aesthetic capacities but in achieving a social and personal maturity as well.

Two of the purposes of higher education listed by the Carnegie Commission describe Washington College’s goals very well:
- The provision of opportunities for the intellectual, aesthetic, ethical, and skill development of individual students, and the provision of campus growth.
- The transmission and advancement of learning and wisdom.

THE CURRICULUM
Within the general guidelines of the curriculum at Washington College, students take primary responsibility for shaping a program of study that will broaden and deepen their intellectual development. Members of the faculty, especially faculty advisors, work closely with students to help them develop and complete their program of study.

Other aims of the curriculum may be grouped into four broad classes:
- **Acquisition of Information:** Acquiring information involves learning how to look for, to read, and to listen for form and structure, coherence and cogency.
- **Analysis, Synthesis, and Evaluation:** Analysis and synthesis require a reasoned, contemplative approach to problems, the patience to do research and gather information, and the ability to go beyond rationalization and emotionally charged arguments to discern good and fair bases for judgment and action. Evaluation demands an awareness of one’s own values and value commitments; an awareness that other individuals and cultures hold contrasting values which must be understood and to some extent accepted for satisfactory interactions with them; a sense of responsibility; defensible grounds of morality; and an ability to distinguish ideas of lasting value from those which are ephemeral.
- **Articulation and Action:** Action and its consequences require that students learn and practice writing and talking with greater accuracy, grace, and persuasiveness. Students are thus encouraged to act on their knowledge.
- **Responsiveness to Individual Needs:** Because the College recognizes that not all people learn in the same way, it provides alternative educational experiences for students. The College also recognizes that different groups hold contrasting values and thus provides models for various styles of life. In addition, the College offers students opportunities to work with
others to achieve common goals. In these ways, the College works to foster the physical, mental, social, and aesthetic development of students.

A liberal arts education is only secondarily and indirectly vocational. The primary purpose of a liberal arts education is to foster the process of self-development which finds an ideally encouraging environment in a small, residential college such as Washington College. Students should expect to play an active role as partners in an intellectual dialogue with instructors and fellow students. While the curriculum provides guidance and ensures coherence in the educational process, students should find sufficient flexibility to permit the pursuit of their specific interests. In short, sound structure and necessary flexibility are the foundations of the course of study at Washington College.

AN OVERVIEW OF THE ACADEMIC REQUIREMENTS
Three kinds of requirements must be satisfied to earn a baccalaureate degree at Washington College: (1) general education requirements, (2) major requirements, and (3) graduation requirements. General education requirements consist of first-year courses, the writing obligation, and distribution courses, which together ensure that students get a balanced introduction to a variety of liberal arts and sciences. Major requirements ensure that students concentrate sufficiently in at least one liberal art or science to become proficient in that area. Graduation requirements ensure the academic integrity of any degree that the College awards to its students. In sum: general education requirements are for breadth, major requirements are for concentration, and graduation requirements are for uniformity.

GENERAL EDUCATION REQUIREMENTS
To ensure a broad foundation in the liberal arts and sciences, all students at Washington College are required to satisfy the following general education requirements, with a passing letter grade, unless otherwise noted:

**First-Year Writing Requirements**
- Literature and Composition (ENG 101) with a grade of “C-” or better
- Global Perspectives: Research and Writing seminar (GRW 101)

**The Writing Obligation**
- Two writing-intensive courses beyond ENG 101 and GRW 101
  - Writing-intensive courses are designated with an asterisk (*) in the online course schedule;
  - At least one must be taken in each of the sophomore and junior years

**Distribution Requirements**
- Foreign Language Requirement
- Natural Science and Quantitative Requirement
- Humanities and Fine Arts Requirement
- Social Sciences Requirement

Transfer students with 28 or more transferable credit hours do not have to take a GRW 101 seminar, but must still take ENG 101 unless they earn transfer credit for an equivalent course taken at another institution. Students entering the College with Advanced Standing credits (AP, CIE, CLEP, or IB) may apply those credits toward the distribution requirements up to a total of 32 credit hours; however, this credit cannot exempt students from either of the first-year writing courses. More information about Transfer credit and Advanced Standing credit equivalency is in the chapter on Academic Policies and Regulations that follows.

**FIRST-YEAR WRITING REQUIREMENT** (Students must complete both courses in their first year, in the order they prefer. Many sections of both courses are offered each semester.)
ENG 101. Literature and Composition
English 101 introduces students to the habits of thinking and reading critically, writing thoughtfully, and communicating effectively that are fundamental to a liberal arts education and to the mission of Washington College. English 101 instructors mentor students in these essential abilities effectively toward a successful academic career at Washington College. As the introduction to the intensive writing experiences students will have across their studies, English 101 provides a foundation for students’ academic writing lives. Prompted by readings that include a variety of literary genres, authors, and ideas chosen by each instructor, students will expand their capacity for intelligent reading, gain strategies for critical analysis and argumentation, and develop the craft and confidence necessary for composing the kind of writing that will matter in their academic courses and beyond.

GRW 101. Global Perspectives: Research and Writing Seminars
Being a contemporary citizen requires the ability to consider problems and issues from international and global perspectives. The Global Perspectives seminars (listed in the course schedule as GRW 101) offer first-year students a range of course topics taught in ways that encourage thinking beyond national boundaries. This required first-year course introduces students to library resources, information literacy, and presentation techniques in the context of a writing-intensive course. GRW 101 seminars will require students to complete at least one assignment that involves extensive use of research skills and resources.

Topics for the GRW courses vary widely and reflect diverse disciplinary and multidisciplinary perspectives, but all consider topics best understood from global or multinational perspectives. Recent topics include: Global Warming; World Hunger; Emerging Pathogens; the History of Dance; the History of Freedom; Encounters in World Art; Global Theater; Third World Cinema; Islam and the Muslim-Christian Experience; Ethnobotany; Post-1945 Revolutions in Art; Traveling the World; Enemies, Terror, and Paranoia; Forbidden Literature throughout the World; Exploration in the Age of Sail; Nuclear Proliferation; Human Trafficking; Post-Colonial Literature; etc. The topics for each semester’s Global Perspectives seminars are posted online prior to the course registration period.

Policies Regarding First-Year Writing Courses
All students are required to complete ENG 101 in one semester of their first year and GRW 101 in the other semester. Many sections of each course are offered in both fall and spring semesters. While students may transfer a course equivalent to ENG 101 from another institution, GRW 101 must be taken at Washington College unless the student is transferring 28 or more credit hours, in which case he or she will be waived from GRW 101. Completion of both courses satisfies the first-year writing requirement and therefore neither course can satisfy other distribution requirements.

Students may drop one GRW seminar and add another within the Drop/Add period but may not withdraw from a GRW seminar without the approval of the Associate Provost for Academic Services. Students approved to withdraw from a GRW seminar must enroll in a GRW seminar in the next possible semester. Students must earn a “D-” or better in GRW 101 in order to satisfy the requirement. Students must earn a grade of “C-” or better in ENG 101 in order to satisfy the requirement. A student who fails to meet either requirement must retake the course in the next possible semester, even if that means taking both ENG 101 and GRW 101 in the same semester.

THE WRITING OBLIGATION
In addition to fulfilling the first year writing requirement, students at Washington College must successfully complete two writing-intensive courses. At least one of these writing-intensive courses must be completed in the sophomore year and another must be completed in the junior year. A student shall not register for second-semester courses in the sophomore year unless he or she has either already successfully completed or is currently registered for one writing-intensive course. Likewise,
a student shall not register for second-semester courses in the junior year unless he or she has either already successfully completed or is currently registered for the second writing-intensive course. A student not taking on-campus courses during the relevant semesters shall meet these requirements in the first subsequent on-campus semester, unless he or she can show that a course taken off-campus meets the guidelines of writing-intensive courses.

Additional policies regarding the Writing Obligation include:

Writing-intensive courses taken during the first year do not satisfy the Writing Obligation.

Writing-intensive courses are noted in the course schedule and on the student transcript by an asterisk (*). Such courses incorporate frequent and regular writing experiences and provide for appropriate review and revision exercises. Faculty members offering writing-intensive courses will explain on their syllabi the relevant course expectations and activities. Writing-intensive courses may involve specified interactions with the Writing Center.

Students complete their Writing Obligation by earning passing grades in these two writing-intensive courses.

**DISTRIBUTION REQUIREMENTS**

Students are required to complete courses from the four categories listed below, unless a waiver is granted on the basis of Advanced Standing credits (AP, CIE, CLEP, or IB) or Transfer Credit equivalency. Other than the Natural Science component, combining courses from two departments to satisfy part of a distribution requirement is not allowed without permission from the chairs of the two departments involved. This permission must be obtained by the student and submitted in writing to the Associate Provost for Academic Services before the student takes the second of the two courses. Students may not use a single course to satisfy more than one distribution requirement simultaneously. However, courses offered to satisfy distribution requirements may also count toward any number of major or minor requirements.

The requirements are:

I. Foreign Language Requirement
II. Natural Science and Quantitative Requirement
III. Humanities and Fine Arts Requirement
IV. Social Science Requirement

**I. FOREIGN LANGUAGE REQUIREMENT** *(Students must complete one or two courses in a foreign language depending on their placement level.)*

For students starting a new language or students placed in the 100-level of a previously studied language, complete two four-credit courses (eight credits total) in the new or placement language.

For students placed in the 200-level or above in French, German, Japanese or Spanish, complete one four-credit course.

Students who speak, read and write a native language other than English are exempted from this requirement.

Students with a language-based learning disability may apply for an accommodation through the College’s Office of Academic Skills. Students granted an accommodation by OAS will fulfill the Foreign Language Requirement by substituting two four-credit courses (eight credits total), taught in English, in a foreign culture. Courses must be selected from the list of courses approved for this accommodation by the chair of the Department of Modern Languages and available from the Office of Academic Skills. To apply for this accommodation, complete the form on the OAS website: [http://www.washcoll.edu/offices/academic-skills/foreign-language-substitution.php](http://www.washcoll.edu/offices/academic-skills/foreign-language-substitution.php).
II. NATURAL SCIENCE AND QUANTITATIVE REQUIREMENT (Students must complete three courses, with at least one satisfying the Natural Science component [letter A] and another satisfying the Quantitative Skills component [letter B]. The third course is the student’s option but must follow the pairing rules explained below.)

A. Natural Science Component: To fulfill the overall requirement with two Natural Science courses and one Quantitative Skills course, complete either option below:

Option 1: Complete a natural science general sequence. This option is strongly recommended for students who plan to major in biology, chemistry, environmental studies, physics, or psychology or who intend to apply to medical or veterinary school. These sequences are also recommended for students seeking teacher certification or who otherwise have a strong interest in the sciences:
- BIO 111, 112. General Biology
- CHE 111, 112. General Chemistry
- PHY 101, 102. College Physics (algebra-based)
- PHY 111, 112. General Physics (calculus-based)

Option 2: Complete any two natural science courses. Any two of the non-major science courses on this list may be taken, or one may be paired with a course from the list under Option 1.
- BIO 100. Current Topics in Biology
- BIO 104. Ecology of the Chesapeake Bay (may not be paired with CRS 240)
- CHE 110. Chemistry of the Environment
- CRS 240. Estuarine Science (may not be paired with BIO 104)
- PHY 100. Concepts in Contemporary Physics
- PHY 110. Astronomy
- PHY 140. Exploring the Solid Earth
- PHY 141. Atmosphere, Ocean, and Environment

Any one course from either option above will fulfill the Natural Science component for students taking two Quantitative Skills courses.

B. Quantitative Skills Component: To fulfill the overall requirement with two Quantitative Skills courses and one Natural Science course, complete one of the following two-course sequences exactly as listed below:
- BUS 203, 204. Quantitative Methods I and II
- ECN 215, 320. Data Analysis and Econometrics
- MAT, CSI. Any combination of two Mathematics (MAT) and/or Computer Science (CSI) courses
- MUS. Any combination of two Music Theory courses (MUS 131, 132, 231, 232)

Any one of the following courses will fulfill the Quantitative Skills component for students who complete two Natural Science courses:
- BUS 203. Quantitative Methods I
- ECN 215. Data Analysis
- MAT, CSI. Any Mathematics (MAT) or Computer Science (CSI) course
- MUS. Any Music Theory course (MUS 131, 132, 231 or 232)
- PHL 108. Logic
- PSY 209. Statistics and Experimental Design

Note: PHL 108 and PSY 209 may not be paired with another course to satisfy the Quantitative Skills component of this requirement. One of these courses may be used to satisfy the Quantitative Skills
component only by students taking two courses to satisfy the Natural Science component of the Natural Science and Quantitative requirement.

III. HUMANITIES AND FINE ARTS REQUIREMENT (Students must complete three courses, with at least one satisfying the Humanities component [letter A] and another satisfying the Fine Arts component [letter B]. The third course is the student’s option but must follow the pairing rules explained below.)

A. Humanities Component: To fulfill the overall requirement with two Humanities courses and one Fine Arts course, complete one of the following options listed below:

- ENG Any two 200-level English courses
- FLS Any two courses taught in the same foreign language and numbered 303 or above, e.g. FRS, GRS, or HPS 303+ (except HPS 307)
- ILC Any two International Language and Culture courses
- PHL Any two Philosophy courses (except PHL 108)

Any one course from the list above will fulfill the Humanities component for students taking two Fine Arts courses.

B. Fine Arts Component: To fulfill this requirement with two Fine Arts courses and one Humanities course, complete one of the following options listed below:

- ART Any two Art or Art History courses
- DAN Eight credits of Dance courses (except DAN 310)
- DRA Any two Drama courses (except DRA 105, 200, or 400)
- MUS Eight credits of Music courses (except MUS 131, 132, 231 or 232), including applied music (private instruction) and musical ensembles

Any one course from the list above, or a combination of four credits from the same department, will fulfill the Fine Arts component for students taking two Humanities courses.

IV. SOCIAL SCIENCE REQUIREMENT (Students must complete three courses, with at least two from the same department.)

To fulfill the Social Science requirement, complete a two-course sequence or pairing from any department listed below plus one additional course from a different department on the list. The third course must be one of the non-indented courses on this list (e.g. an introductory course). An indented (e.g. an upper-level) course will not count as the third course unless otherwise noted.

Anthropology

- ANT 105. Introduction to Anthropology, plus any one of the following:
  - ANT 215. Sex, Gender, and Culture
  - ANT 235. Cultures of Latin America
  - ANT 320. Race and Ethnicity
  - ANT 355. Myth, Ritual, and Symbolism
  - CRS 242. Society and Estuary
- ANT 107. Introduction to Environmental Archaeology, plus any one of the following:
  - ANT 137. Culture and Environment of the Chesapeake
  - ANT 208. Doing Archaeology
  - ANT 234. Human Evolution and Biological Anthropology
  - ANT 282. Primitive Technology and Experimental Archaeology
  - CRS 242. Society and Estuary
Economics
ECN 111, 112. Macro- and Microeconomics, or
ECN 111 or 112. Macro- or Microeconomics, plus any one of the following:
   ECN 117. Introduction to Environmental and Natural Resource Economies
   ECN 218. Economics Development
   ECN 219. Human Resources Economics
   ECN 312. Public Finance
   ECN 317. Environmental Economics
   ECN 318. Natural Resource Economics
   ECN 320. Econometrics
   ECN 410. International Trade
   ECN 411. International Finance
   ECN 415. Government and Business
   ECN 416. Law and Economics

Note: Students choosing to take one Economics course and two courses from another department may complete either ECN 111, 112, or 117 for the one Economics course.

Education
EDU 301, 302. Principles of Education and Educational Psychology

History
HIS 101, 102. Early Origins of Western Civilization I and II
HIS 103, 104. Modern World History I and II
HIS 201, 202. History of the United States I and II

Political Science
POL 102, 104. American Government and Politics and Introduction to World Politics, or
POL 102 or 104. American Government and Politics or Introduction to World Politics, plus any 200- or 300-level POL course

Psychology
PSY 111, 112. General Psychology I and II, or
PSY 111 or 112. General Psychology I or II, plus any one of the following:
   PSY 202. Lifespan Developmental Psychology
   PSY 205. Drugs and Behavior
   PSY 220. Human Sexuality

Sociology
SOC 101. Introduction to Sociology, plus any 200-level SOC course.

Alternatives to General Education Requirements
Students who wish to plan their general education outside of the normal guidelines may write a proposal to this effect and submit it to their advisor as a basis for discussion of the feasibility of the plan. After consultation with the advisor, the student should send the proposal to the Committee on Academic Standing and Advising for final judgment. Approval of such proposals depends on convincing evidence that the desired scheme provides an alternate way of adequately meeting the broad aims of the distribution requirement. Proposals must make provisions for meeting such specific goals as the following: promotion of cultural breadth, introduction to empirical investigation, provision of some basis for aesthetic appreciation or creativity, acquaintance with the nature of language (natural or symbolic), and opportunity to view complex phenomena.
MAJOR REQUIREMENTS
The concentrated focus of the major balances the broader focus of the distribution requirement and enables students to master a discipline. Detailed knowledge of the facts and terminology of a discipline, development of skill in the use of techniques essential to a discipline, sufficient mastery of the structure and methods of scholarly investigation to engage in independent study in a discipline—such are the objectives of the major in a liberal arts curriculum.

Normally, students will declare a major before the end of the sophomore year, in time for advising for the following fall. Prior to each semester’s registration period, undeclared students will receive information about declaring a major. Students should discuss the selection of their major with their current faculty advisor. To declare a major, students submit the Major-Minor Declaration Form to the chair(s) of their major department(s) to obtain the appropriate signature(s), then sign and return the form to the Registrar’s Office.

Departments may, but are not required to, permit students to declare a major provided they have completed at least 16 credit hours and have a cumulative grade point average of 2.00 or better. Transfer and Advanced Standing credit cannot be counted toward this 16 credit hour requirement. Students wishing to declare a major early should obtain the Major-Minor Declaration Form from the Registrar, discuss the decision with their current faculty advisor, and make an appointment to meet with the chair of the major department to discuss the decision and obtain the appropriate signature. The chair assigns a member of the department as the student’s advisor for the junior and senior years; the department chair will identify the new advisor in the space provided on the form.

All majors include a minimum of eight semester courses (or 32 credit hours) in the major department. Specified extra-departmental courses in related fields may be included in a major program by special permission of the department.

Policies for Construction of a Self-Designed Major/Program of Study
Students who wish to pursue a course of major study other than one of those regularly provided may submit a proposal to this effect in their pre-major advising session. After consultation with the advisor, the student sends the proposal to the Provost of the College, who forms a committee of faculty members from appropriate disciplines to supervise the major. One member of the committee is designated as the student’s major advisor; the entire committee assists in the selection of an appropriate Senior Capstone Experience. The major/program agreed upon by the student and the committee will be submitted for final approval to the Provost.

Double Majors, Minors, and Concentrations/Specializations
There are always a few Washington College students who, after sampling a variety of courses during their first two years, find it impossible to limit themselves to a single major—so instead they choose two. Those who double-major are assigned two faculty advisors, one from each discipline, and are expected to complete required coursework and a Senior Capstone Experience for each major, although a joint SCE is permitted if both departments approve. Though challenging, pursuing a double major is possible for those who are willing to plan their course of study carefully and in consultation with advisors from each major. Students are not permitted to declare more than two majors. Any two of the majors offered by the College can be chosen as part of a double major.

Several majors permit or require students to declare an area of concentration or specialization within the major. Students will receive information about the concentration or specialization options for their selected major when they first meet with the department chair to discuss their major decision, and may either declare the concentration/specialization at the same time that they submit the Major-Minor Declaration Form or declare it at a later time.
Pursuing one or more minor areas of study is also an option. Minors require a minimum of five courses. (Math majors, for example, sometimes choose an additional minor in computer science.) The College also offers interdisciplinary minors in American studies, black studies, earth and planetary science, environmental studies, gender studies, the humanities, human development, information systems, and international studies. Students are not permitted to declare more than three minors.

**Senior Capstone Experience**

The Senior Capstone Experience requires students to demonstrate the ability to think critically and to engage in a project of active learning in their major field of study. In the SCE, which is required of all graduating seniors, students integrate all relevant knowledge and skills from their entire academic program into a senior project demonstrating mastery of a body of knowledge and intellectual accomplishment that goes significantly beyond classroom learning.

Senior Capstone Experiences can take several forms. They might involve research papers, comprehensive exams, professional portfolios, and artistic creations or performances. Whatever the design, Senior Capstone Experiences will be informed by the following expectations:

- Demonstrated student initiative
- Significant preparatory work
- Active inquiry
- Integration of acquired knowledge and skills
- Culmination of previous academic work

Members of the faculty mentor seniors intensively as they work to complete their Senior Capstone Experiences. As part of the process, students are expected to share with the College community in appropriate ways the results of their Senior Capstone Experience. The Curriculum Committee reviews, at regular intervals, departmental policies regarding the Senior Capstone Experience to ensure compliance with the expectations listed above and overall equality of demands across departments. *More information about policies governing SCE courses is available in the Registration Policies section of the following chapter.*

Excellent work on the Senior Capstone Experience, along with the quality of work done in major courses, can result in Departmental Honors. *More information about Honors at Graduation is available in the Graduation Policies section of the following chapter.*

**GRADUATION REQUIREMENTS**

A candidate for the Bachelor of Arts or Bachelor of Science degree must complete at least 128 credit hours, of which a minimum of 56 credit hours must be taken at Washington College or in a Washington College-administered program. Students must satisfy the general education requirements which include completion of GRW 101 (one Global Perspectives seminar), ENG 101 (Literature and Composition), two writing-intensive courses (one each in the sophomore and junior years), and distribution courses. Students must also complete a major, which includes a minimum of eight courses (or 32 credit hours) in the major and fulfillment of a senior project known as the Senior Capstone Experience (a comprehensive examination, thesis, or research project as specified by the major department).

Students must achieve a cumulative grade point average ("GPA") of 2.00 overall in the 128 credit hours offered toward graduation. Not more than six four-credit courses with "D" grades will count toward the 128 credit hours required. Additionally, students must maintain a minimum GPA of 2.00 within each major subject area and may not count more than two four-credit courses with "D" grades toward any major. In most cases, students must complete the last two semesters toward their degree, or the equivalent number of credit hours (32), in residence at Washington College or in a Washington College-administered program.
Graduation Checklist for Seniors
For further explanation of the following items, consult the appropriate sections of the Catalog.

Coursework: Complete 128 credit hours. A student must have a cumulative GPA of at least 2.00 and at least 2.00 in each major. No more than six “D” grades total, or two “D” grades in any major may be counted toward the minimum of 128 credit hours offered toward graduation.

General Education Requirements: Complete GRW 101 (one Global Perspectives seminar), ENG 101 (Literature and Composition), and all four distribution requirements.

The Writing Obligation: Earn passing grades in two recognized writing-intensive courses, one in each of the sophomore and junior years (indicated by an asterisk in the course schedule and on the transcript).

Major Course Requirements: Complete all major requirements as described in the Catalog. Students who have questions about major requirements should consult the chair of their department(s).

Senior Capstone Experience: Pass a comprehensive exam, thesis, or senior project.

For those majors which require or allow the comprehensive exam:
- Fulfill all departmental requirements (methodology courses, review sessions, etc.) designed to prepare students for the exams.
- Passed the comprehensive exam.

For those majors which require or allow a thesis or senior project:
- Select paper or project topic no later than the fourth week of classes in the fall semester of the senior year.
- Submit outline (if required).
- Submit rough draft of thesis or project by the deadline established by the department.
- Submit final draft of thesis no later than the established departmental deadline or the last day of classes of the semester in which the student is graduating, whichever is earliest.

Because each department sets its own intermediate deadlines for submission or completion of requirements for the Senior Capstone Experience, students should refer to their department’s established deadlines or consult their department chair regarding each of the above checklist items.

Students who fail to meet their department’s deadlines or other requirements may earn a failing grade for their Senior Capstone Experience regardless of the College deadline of the last day of classes.

THE ACADEMIC ADVISING PROGRAM
The faculty has approved a system for academic advising and has articulated the following aims and goals of effective academic counseling:
- To enable students to take responsibility for designing their programs of study.
- To encourage and assist the student to explore and articulate interests or career goals.
- To encourage the student to take a reasoned, contemplative approach to designing a program of study.
- To assist the student in designing a program within the liberal arts framework that is clearly related to interests or career goals.
- To ensure that the student has been fully informed about all available options and has been encouraged to examine all options, and that the course of study is designed to meet the student’s individual goals.
- To provide advisors who not only monitor the student’s academic program but also speak personally with the student and explore his or her changing interests and goals.
- To ensure that all advisors have current and detailed information about course offerings and are aware of the variety of options offered to students.
The Faculty Advisor
New students are assigned to a first-year faculty advisor after they have registered for their first semester classes. First-year faculty advisors are well-prepared for this task and work with their advisees until they declare a major, even if the student does not declare a major until his or her second year at the College. Once the student selects one or more majors, he or she is assigned to a member of the department as major advisor. Students should be particularly careful when arranging their academic programs and must consult regularly with their advisor(s) to ensure compliance with all graduation requirements and fulfillment of specific upper-level course prerequisites. The final responsibility for meeting all of the academic requirements rests with the individual student.

The Registrar’s Office will send major declaration information to any student who has completed at least one semester of study and is still undeclared; students who have completed at least 48 credit hours and remain undeclared will receive a final reminder of their obligation to select a major by the end of their fourth semester at the College; students who have completed at least 60 credit hours and achieved junior standing will have their first-year faculty advisor removed and will be advised by the Registrar or the Associate Provost for Academic Services until they successfully declare a major.

Both advisors and students have a responsibility in advising. It is essential that both take the matter seriously if students are to achieve a meaningful and successful program of study. In the dialogue between advisors and students, advisors serve in two capacities: to interpret the College and its goals for students, and to encourage students to gain understanding of their potential and how it may be developed. In a very practical way, advisors are sources of information for students. They explain campus rules and customs, clarify special programs and requirements, and collaborate with the student to help achieve his or her vision for postsecondary education and career pursuits.

When students have questions or problems, they should feel free to see their faculty advisor. Although the College schedules advising sessions each semester, the real benefits of such an advising system can only be realized through more frequent meetings between student and advisor. The College’s advising program intends good working relationships to develop. However, students and their advisors do not always relate well, and the student is free to ask the Associate Provost for Academic Services for a change of advisor. This request should be made in writing.

Among the faculty, students will find friends as well as advisors, and they are urged to foster such friendships. Herein lies the great value of a small, liberal arts college and the education it provides. The benefits of personal attention and assistance under the advising system of Washington College derive from close association among students, faculty, and administrative officers—an association rarely possible at large colleges or universities. The academic advising system is under general direction of the Office of the Provost and Dean of the College. The Associate Provost, the Registrar, and the student’s instructors are also on hand to help with advising.
Academic Policies and Regulations

ACADEMIC POLICY
The primary objective of the College’s academic policy is to support the direct relationship between student and instructor. Academic policy is formulated by the faculty, who determine the requirements for admission, academic standing, and graduation; the organization of the curriculum; and the provisions covering academic probation and dismissal. Administrators interpret and apply the rules so as to carry out the intentions of the faculty, subject to the policies established by the Board of Visitors and Governors. Students play an important role in determining academic policy. They serve as voting members on both the Curriculum Committee and Committee on Academic Standing and Advising, where major academic policies are formulated, subject to full faculty approval.

ACADEMIC RECORDS POLICIES
Family Educational Rights and Privacy Act
For the full content of the College’s Record Release Policy, please visit http://registrar.washcoll.edu/record-release-policy.php.

The Family Educational Rights and Privacy Act of 1974 as amended (FERPA) affords students certain rights with respect to their education records. These rights include:

The right to inspect and review the student’s education records within 45 days of the day the College receives a request for access.
Students should submit to the College Registrar a written request that identifies the record(s) the student wishes to inspect. The College Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar’s Office, the College Registrar shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
A student who wishes to ask the College to amend a record should write the College Registrar (or other College official who maintains the record in question, if the records are not maintained by the Registrar’s Office), clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the College decides not to amend the record as requested, it will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to provide written consent before the College discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
The College discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Visitors and Governors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

Students are encouraged to discuss their concerns with the College Registrar (as the College’s official custodian of records). Should the student decide to file a complaint against Washington College for a potential violation of his or her rights under FERPA, the name and address of the Office that administers FERPA is:

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, DC 20202-5901

Recent Changes to FERPA

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security number, grades, or other private information—may be accessed without your consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when the College objects to or does not request such research. Federal and State Authorities must obtain certain use-restrictions and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal and State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Directory Information and Privacy

Washington College students are granted an automatic expectation of privacy for their education records through FERPA. The law says that once a student begins postsecondary study, the College can only release one’s education records directly to the student upon his or her written request. By law, the College may only provide information from a student’s education records when it is requested by a parent or guardian if the student consents to that release in writing or if the parent or guardian provides us with proof of the student’s financial dependency (usually substantiated by a certified copy of the most recent Federal Income Tax Form). All entering students will have the opportunity to opt in and provide blanket parental/guardian access to their education records at the start of their Washington College academic career.
Certain information from a student’s education records is considered directory information under FERPA. The College may release the following directory information to parents, guardians, and/or third parties without prior consent from the student:

- Student name
- Graduation dates
- Awards
- Campus box number
- Expected graduation dates
- Honors
- Campus phone number
- Previous institutions attended
- Honor Societies
- Hometown and State
- Cell phone number
- For Athletes:
  - Permanent address
  - Home phone number
  - Participation in officially recognized
  - Email address
  - Major(s) and Minor(s)
  - Sports
  - Class year
  - Concentration(s)
  - Photograph
  - Dates of attendance
  - Specialization(s)
  - Height
  - Full/part-time status
  - Degrees
  - Weight

Release of this information to third parties is usually seen as a benefit to students. For example, the College can verify the current student status or graduation information to loan servicing organizations, potential employers or companies offering a student discount, or can share students’ honors and accomplishments with their hometown newspapers and other media outlets. Nonetheless, FERPA provides an opportunity for students to restrict the dissemination of directory information. Instructions on how to opt out will be supplied to all entering students. Should the student decide to withhold his or her directory information from release, all future requests from non-Washington College persons and organizations will be refused.

In general, the College does not honor blanket requests from third parties for directory information about its current student population. However, the College does publish in the online student directory each student’s name, email address, campus box number, and campus phone number. Access to this directory is restricted to members of the Washington College community.

Decisions made by entering students about allowing parental/guardian access or restricting the release of directory information remain in effect for the duration of the student’s matriculation at Washington College unless otherwise revoked by filing a written request with the Registrar’s Office. The College will honor each student’s most recent privacy preference after he or she graduates or withdraws.

**Transcript Requests**

In compliance with FERPA, all requests for a student’s academic transcript must be made in writing, including a physical signature (pen to paper) of the actual requesting student. Students should print, complete, and mail or fax the Transcript Request Form on the Registrar’s Office web page at http://registrar.washcoll.edu/transcripts.php. Alternately, students may submit the interactive form electronically by providing a digital signature and submitting the completed form from their @washcoll.edu email account. Finally, a transcript may also be obtained by sending a letter with the following information to the Registrar’s Office:

- Full name at the time of attendance
- Social Security number
- Dates of attendance or year of graduation
- Degree program and major(s)
- Home address and telephone number
- Address where the transcript should be sent

Each of the above transcript request methods does not incur any fee or charge. However, during the 2013-2014 academic year, Washington College will begin providing an electronic transcript delivery service through an approved vendor. It is expected that the vendor will charge a small convenience fee for this service.
Transcripts are generally sent out within 24 to 48 hours. Additional time may be required during registration, grading periods, and holidays. Students who are in financial arrears with an office of the College (Business Office, Library, Bookstore, Central Services, or Public Safety for overdue parking tickets, etc.) will be unable to have transcripts sent out until payment or until satisfactory arrangements have been made to clear such debts.

**Enrollment Verification Requests**
In compliance with FERPA, all enrollment verification requests must be made in writing, including a physical signature (pen to paper) of the actual requesting student. Students should print, complete, and mail or fax the Enrollment Verification Request Form on the Registrar’s Office web page at http://registrar.washcoll.edu/enrollment-verifications.php. Alternately, students may submit the interactive form electronically by providing a digital signature and submitting the completed form from their @washcoll.edu email account.

The Registrar’s Office will gladly write a letter to any third party stating the student’s academic status and verifying any other information contained on the student’s education record, provided it is factually accurate. Furthermore, Washington College has established a relationship with the National Student Clearinghouse (a non-profit resource funded by the Department of Education) to help respond to student enrollment verification and degree completion requests automatically. Students may request such a verification themselves, or may direct third parties to http://www.enrollmentverify.org to obtain this verification.

**REGISTRATION POLICIES**
Registration is an agreement with Washington College to attend and pay for the courses listed unless the courses are dropped by an approved method. Payment is always due by the start of the semester in which the course takes place. Bills for tuition and other services will be sent to the student’s legal, permanent address on file before the semester of study. 

*Note: It is the student’s responsibility to notify the Registrar’s Office of any change to the legal, permanent address immediately upon making such a change.*

**Registration for Entering Students**
Entering first-year and transfer students register prior to the beginning of the semester while meeting with a faculty advisor or the Associate Provost for Academic Services. The advisor or Associate Provost will manually enter the student’s selected courses. Entering students who wish to make changes to their first semester course registration after this initial meeting must communicate their wishes to the Associate Provost or to the Registrar; online changes are prohibited.

**Registration Holds**
Prior to the registration period, students will find specific registration information and instructions available on the Registrar’s Office web page at http://registrar.washcoll.edu/registration-information.php. These instructions remind the student to complete several tasks prior to the start of registration, including a review of any active holds on WebAdvisor. Possible student holds may include a “no registration” hold from the Business Office, Health Services, the Provost’s Office or Student Affairs. Any of these holds will prevent registration for new courses until the hold is lifted by the originating office.

**Priority Registration**
For all returning students, registration is divided into three distinct time periods: (a) priority registration for individual classes; (b) online Drop/Add for all students; and (c) paper Drop/Add for all students. The priority registration period begins midway through October for the subsequent spring and midway through March for the subsequent fall. Registration priority is determined by the student’s class standing, i.e. the number of credits completed at the time of registration. More information about the second and third registration periods is printed in the Drop/Add section below.
All students who plan to attend the College in the upcoming semester must register during the priority registration period in order to secure their seat in courses and to avoid lapses in scholarship and financial aid eligibility. Students must schedule an appointment with their faculty advisor during the same week as their registration date. Appointments begin on Monday of the given week and online registration begins on the subsequent Friday.

Class Standing
An undergraduate student’s class standing is determined by the following credit-hour thresholds:
- Freshman class standing: fewer than 28 credit hours
- Sophomore class standing: 28-59 credit hours
- Junior class standing: 60-91 credit hours
- Senior class standing: 92 or more credit hours

Online Drop/Add
After the initial registration period, students may make changes to their course registrations online until the Friday before the semester begins. This is accomplished using the WebAdvisor system. All changes made during this time incur no financial penalty. Although online Drop/Add does not require advisor approval, students are encouraged to contact their advisor and discuss the changes they intend to make. Note: During the summer, online Drop/Add is unavailable during the six weeks between Commencement and the first week of July.

Paper Drop/Add
Registration changes made during the first ten days of the semester must be made using the paper Drop/Add form available in the Registrar’s Office. Adding a course requires the signatures of the student, his or her faculty advisor, and the instructor; dropping a course requires the signatures of only the student and his or her advisor. Students must use the paper Drop/Add form even if changing from one section of a course to another. Students changing courses without filing the proper form run the risk of losing credit for work completed.

Students registered in a course who do not attend the first class meeting may be summarily dropped from the course by the instructor. Students wishing to enroll in a course at or after the first meeting are admitted only at the discretion of the instructor, who will generally defer to the order of students on the waitlist for the course.

Courses that begin after the first day of the semester are typically one- or two-credit courses that only meet for seven weeks. Students should register for these courses during the normal registration period, but are permitted to add or drop such a course through Friday of the same week that the first class meeting takes place with no penalty. Late enrollment in a half-semester course is at the discretion of the instructor and the student must use a paper Drop/Add form.

Withdrawal from Courses
Following the paper Drop/Add period, students may withdraw from one or more courses, with the exception of a Global Perspectives (GRW) seminar (see below), without penalty until the Friday following the mid-semester advising day. A “W” grade will be noted on the student’s transcript. Withdrawal from a course (as distinct from withdrawal from the College) shall take place only after the student has discussed it with the faculty advisor or, if the student prefers, with the Associate Provost for Academic Services. The student must submit a signed withdrawal form to the Registrar no later than the Friday after the mid-semester advising day.

Students may not withdraw from a GRW seminar without the approval of the Associate Provost for Academic Services. Students who are approved to withdraw from a GRW seminar must enroll in an
appropriate GRW seminar in the next possible semester, even if they are also taking ENG 101 simultane-
ously. Withdrawals from GRW seminars follow all other rules for course withdrawals.

A student may only withdraw from a course three times during his or her Washington College career.
Course withdrawals that take place in a semester where the student still completes at least 16 credit
hours will not count toward this limit. After reaching three withdrawals, the Registrar’s Office will not
process any future withdrawal request and will notify the student and his or her faculty advisor that
the student must continue to attend the course and will earn a final grade based on their completed
coursework at the end of the semester.

Waitlists
When a section appears “closed” or “waitlisted” on WebAdvisor, students may attempt to add them-
theselves to the waitlist for that section. While not all courses allow waitlisting, most departments at the
College use waitlists to some extent. Frequently the waitlist will employ a ranking that awards a higher
position based on class (seniors, then juniors, etc.) and academic program (majors, then minors, then
non-majors, etc.). The Registrar’s Office will run a daily waitlist clearance process during the registra-
tion periods specified above. This process automatically adds the highest ranked student to an avail-
able seat in any waitlisted section. If a student has added him or herself to the waitlist, they may moni-
tor their current position on the waitlist via WebAdvisor.

Waitlist rules prohibit a student from adding oneself to the waitlist for a section if he or she is already
registered for a different section of the same course. Additionally, any student nearing the top of a
waitlist must be sure to clear any schedule conflicts that may prevent the Registrar’s Office from adding
him or her to the section when a seat becomes available. A staff member from the Registrar’s Office
will typically contact a student who has such a conflict via email and grant them one business day
to adjust their schedule. After 24 hours, the available seat will be offered to the next student on the
waitlist. Thus, it is imperative that students regularly check their @washcoll.edu email account for such
notifications.

Expected Course Load
The total number of credit hours for which a student enrolls in a given semester is planned by the
student in consultation with his or her faculty advisor. Normally, Washington College students take
four courses, worth four credit hours apiece, each fall and spring—for a total of 16 credit hours per
semester. This approach yields 32 credit hours a year and 128 credit hours over the four years that a
student typically attends the College. However, students may plan a course of study with the approval
of their faculty advisor(s) that involves three courses during some semesters and five during others.
Other students may choose to accelerate their degree by taking more than the expected 16 credit
hours each semester or by supplementing their coursework with summer and winter term courses at
the College or at another institution.

Full-Time, Half-Time, and Overload
For the purposes of federal student loan deferments and NCAA requirements, full-time student status
is defined as being enrolled for at least 12 credit hours per semester. Half-time student status is defined
as at least 8 credit hours but not 12 credit hours. Students who fail to enroll in at least half-time status
in a given semester run the risk of having federal student loans go into repayment mode. By federal
law, deferral of student loans is only available to students who are actively enrolled in a half-time or
greater course load. This determination is made by the loan servicer based on information supplied to
it by the College.

A student’s course load must not exceed 22 credit hours in a single semester. Thus, the maximum
number of courses a student may attempt in a single semester is five courses worth four credit hours
apiece, with no more than an additional two credits comprised of any combination of one- or two-credit course offerings. (These offerings include any courses that take place during only one-half of the semester.) Permission to overload beyond the 22 credit hour threshold must be secured in advance by petitioning the Associate Provost for Academic Services in writing.

First semester students (whether first-year students or transfer students with accumulated credits) are not ordinarily permitted to take more than 18 credit hours. This is to help these students make a successful transition into Washington College.

Students on academic probation or academic warning may not take more than 18 credit hours in any single semester.

Eligibility for Student-Athletes
Washington College is committed to developing students who excel in both academics and athletics. All athletes must satisfy the National Collegiate Athletic Association (NCAA), the Centennial Conference, and Washington College eligibility rules, which are as follows:

- Student-athletes must be enrolled for 12 or more credit hours in the semester of participation and must be making satisfactory progress toward the baccalaureate degree to be eligible.
- Student-athletes have ten semesters to complete four years of athletic eligibility.
- Student-athletes who are on academic probation may be scheduled for a conference with the Athletic Director or coach and the Associate Provost for Academic Services to determine whether it is appropriate for the student to continue athletic participation.

Pass/Fail Option
To encourage greater breadth in course selection, and exploration of disciplines or fields of study in which the student may have had little or no previous experience, students may take a maximum of one non-required course on a Pass/Fail basis each semester after attaining junior status (by credit). Instructors assign a final grade to all students according to the normal procedures outlined in the course syllabus. For students who have elected Pass/Fail grading, the final grade is then translated by the Registrar to a Pass (“D-” or above) or Fail (“F”) and recorded as such on the student’s transcript. A failed course is computed into the grade point average as would any other grade of “F.” A passed course has no effect on the grade point average.

Other policies governing the Pass/Fail option are as follows:

- Since this option may only be exercised by juniors and seniors, and only one course may be elected as Pass/Fail in any one semester, the maximum number of Pass/Fail courses a student may elect to take in his or her career at Washington College is four courses. However, students who have met the minimum graduation requirement of 128 credit hours may choose to take additional courses on a Pass/Fail basis provided they do not exceed one per semester.
- Courses for which all students earn a Pass/Fail grade by default will not count toward this maximum.
- Students on academic probation may not elect to take a course for a Pass/Fail grade.
- Pass/Fail courses may not be used for distribution requirements, the major field of study, major-related requirements, or the minor field of study. All such courses must be taken for a letter grade unless all students in the course earn a Pass/Fail grade by default.
- Students must use the Pass/Fail Option form to indicate which course is to be taken on a Pass/Fail basis. At the end of the third week of classes, this status becomes permanent. Students may not shift from a Pass/Fail to a letter grade or vice versa after this deadline except as outlined below.
- New Pass/Fail forms must be filed each semester even if the student is continuing a two-semester course sequence.
Courses that were failed previously may not be retaken on a Pass/Fail basis. If a student has already taken Pass/Fail courses and subsequently declares a major or minor in that field, these options exist:

The letter grade the student would otherwise have received in the course may be reinstated. In the case of a minor, this conversion takes place only after all minor requirements are met.

The student may complete another course in the major department.

Auditing Courses
Matriculated undergraduate students may audit one or more courses without fee, with the permission of the instructor(s). Non-matriculated students (including alumni) may audit courses for a small fee, published in the Fees and Expenses chapter of the Catalog. Students will not earn academic credit for this experience; in most cases, they are considered “listeners” during lectures and are not required nor are they permitted to participate in group or individual projects or exams. Students intending to audit a course should consult with the instructor about the specific coursework requirements for auditors.

Other policies governing the Audit option are as follows:

All students intending to Audit must formally register for the course to ensure the accuracy of course rosters and to help the instructor uphold classroom capacity restrictions. To register a matriculated student as an auditor, the student, instructor or advisor may list the course on a paper Drop/Add form, followed by the notation “AUDIT,” and submit it to the Registrar’s Office. Non-matriculated students should complete and submit the Non-Degree Student Registration Form available from the Registrar’s Office.

If a student wishes to change a course to Audit or vice versa after it has begun, he or she must request this change using the paper Drop/Add form, which must include the instructor’s signature. At the end of the second week of classes, this status becomes permanent.

At the end of the class, the instructor will assign a grade of “AU” on the student’s transcript only if attendance is frequent enough to warrant the notation. Students who fail to attend enough class sessions or who did not meet the criteria outlined by the instructor will be dropped from the course and will receive no grade, nor will they receive a tuition refund.

Independent Study and On-Campus Research
Matriculated students interested in pursuing a course of study not offered within the standard curriculum (e.g. a reading course, independent project, summer research, or its equivalent) may undertake an independent study with a full faculty member of their choosing. Independent studies and on-campus research may earn credit or may be non-credit bearing. To enroll in such a course, a student must complete the Independent Study or On-Campus Research Registration Form available from the Registrar’s Office, including signatures from the instructor and department chair.

Other policies governing Independent Study and On-Campus Research are as follows:

For-credit independent study and on-campus research requires no less than 5 meetings with the instructor to earn two credit hours, or no less than 10 meetings with the instructor to earn four credit hours.

When seeking permission from the department chair, the student should attach copies of the plan or outline of study, including a bibliography, and a document specifying the course objectives or requirements as agreed upon by the student and the supervising instructor. However, these documents need not accompany the form when submitted to the Registrar’s Office.

Independent study and on-campus research cannot be used to satisfy distribution requirements or the Senior Capstone Experience.
Students may elect to register for independent study or on-campus research on a Pass/Fail basis subject to the rules specified in the Pass/Fail Option section above.

Students may not earn more than 16 credit hours of independent study, internship, and on-/off-campus research credits during their academic career unless they complete more than the minimum of 128 credit hours required to graduate.

**Internships and Off-Campus Research for Academic Credit**

Internships and off-campus research for academic credit may be part of an already existing program or they may be independent internships proposed by the student and a faculty member. Before beginning the internship, the student must secure a faculty member as advisor for the internship and submit all required paperwork to the Assistant Dean for Academic Initiatives by the appropriate deadline. The internship or off-campus research opportunity must meet the following criteria to be eligible for four credit hours:

- Internships and off-campus research must consist of a minimum of 140 hours of supervised work or research experience.
- Internships and off-campus research must continue over a minimum of an eight to ten week period of supervised experience, entirely or mostly completed on-site. Exceptions may be given for supervised work at virtual sites with proper documentation.
- Internships and off-campus research cannot be used to satisfy distribution requirements or the Senior Capstone Experience.
- Students may elect to register for internships or off-campus research on a Pass/Fail basis subject to the rules specified in the Pass/Fail Option section above.
- Students may not earn more than 16 credit hours of independent study, internship, and on-/off-campus research credits during their academic career unless they complete more than the minimum of 128 credit hours required to graduate.

Academic credit for an internship or off-campus research will not be entered on the student’s transcript until the student has completed all requirements of the internship, including all work required by the faculty advisor for the experience and any reports required by the Assistant Dean for Academic Initiatives. More information about Internships and non-credit Externships, Job Shadowing and other experiential learning is available in the Integrated (Experiential) Learning chapter of the Catalog.

**Credit for Physical Education Courses**

Students may not earn more than four credit hours from courses offered by the physical education department (denoted in the course schedule by the prefix PED) unless they complete more than the minimum of 128 credit hours required to graduate. Of these four credit hours, two must be from the course PED 008 Lifetime Fitness. A student who has already earned two credit hours in any PED course(s) and has not taken PED 008, or who has already earned four credit hours in PED courses (including two credit hours in PED 008), has the option of auditing additional courses in physical education to reflect their involvement in these activities.

**Credit for Dance Production, Theater Practicum, or Music Ensemble Courses**

Students may not earn more than eight credit hours from courses offered by the drama department (DRA 200 or 400 Theater Practicum or DAN 310 Dance Production) or the music department (any 200- or 400-level ensemble course) unless they complete more than the minimum of 128 credit hours required to graduate. A student who has already earned eight credits from a combination of these courses and does not intend to complete more than 128 credit hours at the College has the option of auditing additional production, practicum, or ensemble courses to reflect their involvement in these activities.

Students do not enroll in drama or dance production courses directly; they must indicate their interest in earning academic credit for the experience to the department chair for drama or the dance minor.
coordinator, respectively, and they are frequently subject to either an audition or skills evaluation. The department chair for drama or the dance minor coordinator will communicate an enrollment list to the Registrar’s Office once auditions for the production(s) are complete. In addition, if the student does not complete the requirements for the production (including rehearsals, technical rehearsals and strike), they will be removed from the enrollment list.

Although students may register directly for music ensemble courses, their enrollment in the course may be subject to an audition. Students who do not successfully audition for an ensemble will be dropped from the course by the instructor or by the department chair for music, who will communicate an enrollment list to the Registrar’s Office once auditions for the ensemble are complete.

Auditions for production, practicum, and ensemble courses sometimes take place beyond the Drop/Add deadline for a semester. Additionally, spaces in these courses are not always guaranteed. Therefore, full-time students are encouraged to plan their course load in such a way that they will not drop below full-time status if they do not succeed in their audition.

**Credit for Study Abroad Programs**

Students participating in an approved study abroad program, at an institution with whom Washington College has a contractual arrangement, receive Washington College credit and grades for coursework. Because the assignment of credits and grades is different in other countries, the College follows a set of standards and best practices when converting and transferring grades and credits from overseas institutions. The Global Education Office provides students applying for study abroad with information on how grades and credits earned at their specific host institution will be transferred upon their return to Washington College. The following policies apply:

- Students should take the equivalent of 16 credit hours per semester abroad in order to return with a full course load equivalent at Washington College. Students must take the equivalent of 12 credit hours or more in order to maintain full-time student status.

- All courses must be pre-approved by appropriate department chairs and by the student’s faculty advisor using the Study Abroad Approval Form available from the Global Education Office.

- If course registrations change while the student is abroad, he or she must contact his or her faculty advisor, the appropriate department chair, and the Director of the Global Education Office to communicate these changes in a timely manner (not later than the host institution’s Drop/Add deadline).

- Students may only take courses on a Pass/Fail basis with permission of their faculty advisor, subject to the rules explained in the Pass/Fail Option section above.

- When the official transcript from the foreign institution is received by the Registrar’s Office, the courses are given equivalent Washington College course numbers and credit values based on the approvals noted on the Study Abroad Approval Form. All grades and credits become part of the student’s Washington College transcript.

- Only courses equivalent to three or more credit hours in Washington College’s curriculum may be counted toward major, minor and distribution requirements. Some institutions offer courses/modules for fewer than the equivalent of three credit hours. With permission of the department chair, two courses worth fewer than three credit hours each may be combined to count toward these requirements.

- Students should retain a copy of the syllabus and other supporting documentation from the host institution if they feel a course taken abroad meets the requirements of a writing-intensive course and discuss this with the Director of Writing when they return.

Students participating in non-approved study abroad programs, at an institution with whom Washington College does not have a contractual arrangement, are not guaranteed transfer credit for their coursework. For those students seeking transfer credit for such courses, the following policies apply:
All courses must be pre-approved by the department chairs and by the student’s faculty advisor using the Transfer Credit Request Form available from the Registrar’s Office.

When the official transcript from the foreign institution is received by the Registrar’s Office, the courses are given equivalent Washington College course numbers and credit values based on the approvals noted on the Transfer Credit Request Form. Only courses earning a letter grade of “C-” or better will become part of the student’s Washington College transcript. Grades earned in these courses will not become part of the student’s cumulative grade point average.

The Senior Capstone Experience

Students in their senior year will be advised to register for a Senior Capstone Experience course worth four credit hours. With departmental approval, students who double major may complete one integrated Senior Capstone Experience course. The final grade for this course will be determined by the SCE advisors from both majors in consultation with one another and with other faculty from the two departments who participated in the student’s capstone experience. When such integration is not advisable, double majors will register for two separate SCE courses worth two credit hours apiece, one for each department. The final grade for each individual course will be determined by the SCE advisor in consultation with others from the student’s major department who participated in the student’s capstone experience.

The four total credit hours gained through the successful completion of the Senior Capstone Experience course(s) will be part of the 128 credit hours required to graduate from the College. At the same time, the four credits of the SCE will have a special status because they cannot be replaced by credits gained through regular coursework. No student may attempt more than four credit hours in fulfillment of their Senior Capstone Experience.

Departments determine whether to assign a letter grade or designate Senior Capstone Experiences in their department with honors or a Pass/Fail grade. Only Senior Capstone Experience courses receiving a letter grade of “A-” or better qualify for honors.

EVALUATION AND GRADING POLICIES

Attendance

It is the responsibility of students at Washington College to attend promptly each class meeting scheduled in every course in which they enroll. Students on probation are expected to attend all classes without exception and should contact the Provost’s Office about any absences that are truly unavoidable.

Each faculty member is requested to have a clear policy regarding class attendance and to adhere to it. The instructor’s policy may include failure of the course for excessive absences. The instructor should explain the attendance policy to each class at the beginning of the semester. If instructors fail to explain it, students may ask them to do so. Each faculty member must provide in writing to each student a statement of his or her attendance policy. A copy of that statement will be forwarded to the Provost.

Members of the faculty are under no obligation to accept any student who misses the first day of class. Students are expected to inform their instructors promptly, as a matter of courtesy, of the reasons for any absence.

Students may occasionally be excused from other College obligations if they are involved in a field trip regarded as an integral part of the work of a particular course. The Provost’s Office or faculty member involved will send out to the faculty an advance listing of those students participating in such a field trip. Field trips should be arranged as far ahead of time as practicable.
As soon as arrangements have been completed, and in any event no less than one week before the trip, the Provost of the College should be informed of the date and inclusive hours of the trip and of the names of those students participating. If actual attendance differs from what was anticipated, a revised list of names should be sent to the Provost’s Office immediately upon conclusion of the trip.

A student who is repeatedly absent, or whose attendance continues to be unsatisfactory following a warning from the instructor, will be reported by his or her instructor to either the Registrar or the Associate Provost for Academic Services to investigate cases of prolonged absence in which the reasons are unknown to the instructor.

When an instructor is more than ten minutes late to a class, the students may leave without penalty.

**Attendance Policy for Student-Athletes**
Because travel to athletic events may result in missed class time, class attendance at all other times is expected. The student-athlete is responsible for notifying professors in advance and arranging to make up missed work if the student-athlete misses class because of regular and post-season contests. Practices, scrimmages, and off-season athletic events are not valid reasons for missing classes; student-athletes should attend the class and arrange with the coach to make up missed practice time.

To facilitate faculty awareness and cooperation with students regarding absences, the varsity sports offered at Washington College and their competitive seasons are as follows:

<table>
<thead>
<tr>
<th>MEN</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer</td>
<td>Swimming</td>
<td>Baseball</td>
<td></td>
</tr>
<tr>
<td>Sailing</td>
<td>Basketball</td>
<td>Lacrosse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tennis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Crew</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WOMEN</th>
<th>Volleyball</th>
<th>Swimming</th>
<th>Softball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Hockey</td>
<td></td>
<td>Basketball</td>
<td>Lacrosse</td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td></td>
<td>Tennis</td>
</tr>
<tr>
<td>Sailing</td>
<td></td>
<td></td>
<td>Crew</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sailing</td>
</tr>
</tbody>
</table>

**Faculty Office Hours**
Information about the office hours of individual members of the faculty is available from the Provost’s Office.

**Regular Examinations**
Instructors may give quizzes and tests with sufficient frequency to enable students to have a reasonably accurate measure of their level of work in a course as the semester proceeds. This rule applies with special force to first-year and sophomore courses.

**Final Examinations**
Normally, examinations are given at the end of a course as well as at other points during the semester. The final examination is to be given during the final examination period, which is the week following the last day of classes, at the time scheduled officially by the Registrar, whether this is a traditional final, that is, an examination testing the entire course, or simply the last in a series of written exercises. Examinations that conclude a series may be given toward the end of the semester only if there is a comprehensive final during the final examination period as well. Instructors retain the right to give quizzes at any time they find it useful to do so.
The duration of final examinations should not exceed two and one half hours. Take-home examinations may be distributed at the last class meeting for submission to the instructor during the final examination period. Occasionally, the final examination schedule prepared by the Registrar creates unusual difficulties for a faculty member or for individual students. Change in the established time of a final examination may be made, in very exceptional cases only, by permission of the Registrar.

Final examinations are retained by the faculty at least until the middle of the semester following their administration in order to permit students to review them if they are interested in doing so.

Making Up Work
Responsibility for handing in all announced papers, reports, and projects on time rests entirely with the student. Instructors may penalize late work.

A student who has missed an examination or test is responsible for making it up and must take the initiative in making arrangements to do so with the instructor. Instructors are not obliged to prepare make-up exams unless the student’s absence was occasioned by serious and unavoidable reasons. Students who are members of varsity sports teams and who must miss an exam because of a scheduled sports event may make up exams. In such cases, responsibility for informing the professor of an absence for an exam and for scheduling a make-up exam date rests solely with the individual student.

If illness or some other emergency prevents the completion of course work at the end of the semester, the student’s work in that course may be temporarily graded "I" (Incomplete). Notice of necessary absence from a final examination must be given by the student, or the Associate Provost, to the Registrar and to the instructor of the course within 24 hours of the scheduled time of the examination. See the section on The Incomplete below for additional details.

Grading System
Washington College uses the following letter grades which, except for the “F” grade, may be modified by a plus or a minus:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>D</td>
<td>Passed</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
</tbody>
</table>

The following system is used to determine a student’s grade point average:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/A+</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Other notations used on student records include:

<table>
<thead>
<tr>
<th>Notation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Withdrawal from course</td>
</tr>
<tr>
<td>P</td>
<td>Pass, in courses graded by this method or where the student elects to use the Pass/Fail Option</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>R</td>
<td>Replaced course</td>
</tr>
<tr>
<td>H</td>
<td>Honors course</td>
</tr>
<tr>
<td>*</td>
<td>Writing-intensive course</td>
</tr>
</tbody>
</table>
Parents of dependent students may submit written requests for grade information to the Registrar. The communication of all grades to parents is governed by the Family Educational Rights and Privacy Act of 1974 (as amended). More information about the College’s record release policy is available at http://registrar.washcoll.edu/record-release-policy.php.

Midterm Grades
Instructors report midterm letter grades for all first-year students, students on academic probation, and transfer students prior to the halfway point of the semester. Midterm grades are issued to enable students to assess their progress through several weeks of the semester; they are not recorded on the student’s transcript. Although letter grades at the midterm are not required for other students, it is College policy that students are entitled to information about their progress as fully and as frequently as a particular course structure permits.

The Incomplete
If a student is prevented from completing any required coursework throughout the semester due to illness (as shown by a physician’s certificate) or some other valid circumstance, the instructor may assign the temporary grade of “I” (Incomplete) to the assignment or examination. In the case of illness that occurs at the end of a semester or near the final grading period, submission of a final course grade of “I” by the instructor should denote an agreed-upon extension of time period in which the student may still complete and submit the work of the course to substantiate a final grade in the course. Notice of necessary absence from a final examination must be given by the student, or the Associate Provost, to the Registrar and to the instructor of the course before the scheduled time of the examination if possible.

Under no circumstances should a student be given an Incomplete as a substitute for failure, whether for an assignment, examination, or final grade. When a student, through negligence or procrastination, fails to complete the work of a course on time, and where there are no extenuating circumstances, the student will receive a grade of “F” for that assignment, examination, or for the entire course—or, in the case of a final grade, should be awarded the grade he or she has earned up to that point.

Students who receive a temporary Incomplete grade in a course should remain in contact with the instructor(s) of the course(s) for which they have an Incomplete and must submit the work of the course by the deadline established by the instructor. The deadline for instructors to submit final grades to replace Incomplete grades is the Friday of the third week of classes in the subsequent semester from when the grade of Incomplete was recorded. If students do not finish the work of the course, the Incomplete grade is automatically changed to an “F” after this deadline. Extenuating circumstances (long illness, for example) may make it necessary to grant an extension of the Incomplete. The student should consult with the instructor and the Associate Provost for Academic Services, who notifies the Registrar if an extension should be granted.

Faculty may assign a grade of Incomplete to a student taking an SCE, subject to the same policy outlined above. As with all Incomplete grades, if the student has not completed the SCE coursework by the deadline established by the SCE advisor, the student’s Incomplete grade will become a failing grade. When a student’s Incomplete SCE grade converts to an “F” in this manner, the Registrar’s Office will make an exception to the normal Drop/Add deadline for that student to register in a repeat attempt at the SCE course no later than Friday of the fourth week of classes. The fee for that SCE is listed in the Fees and Expenses chapter of the Catalog.

Failed Courses
In case of failure in any graded course, the student may correct the deficiency using one of the following methods:
If the course is a graduation requirement (major, minor, or distribution requirement) other than GRW 101, then a suitable course may be taken at another institution and transferred back to Washington College. Before enrolling in a course at another college, the student must obtain pre-approval from the department chair and the faculty advisor using the Transfer Credit Request Form. The student will receive transfer equivalency for the course taken at another institution only if he or she earns a grade of “C-” or better, and may apply this course toward the outstanding graduation requirement. However, the original grade will remain on the transcript and will be part of the GPA calculation. If the course is offered in a subsequent semester at Washington College, the student may repeat the failed course. See the following section on Repeating Courses below.

Students who fail GRW 101 must retake the GRW seminar in the following semester and receive a passing grade. Please refer to the section of The Academic Program that discusses GRW seminar requirements.

Repeating Courses
Courses taken at Washington College, in which a student earns a grade of “C-” or better, may not be repeated for academic credit. Courses taken at Washington College in which a student completed the course but earned a grade of “D+” or lower may be repeated for academic credit if the student repeats the course at Washington College or in a Washington College-administered program and in compliance with the following guidelines:

- The student will repeat the same course; substitution of another course (including a special topics course with the same catalog number but a different topic/content) is not permitted.
- Not all courses are offered frequently enough to be repeated (e.g., special topics courses and courses not taught on an annual basis, courses taken as part of a study abroad program, etc.).
- Special topics courses and independent studies may not be offered as a substitute to courses from the main curriculum.
- The maximum number of attempts to repeat a course is twice. The final grade from a student’s second attempt at a course will be that course’s permanent grade.
- The student will not earn additional credits for a repeat attempt; the repeat only serves to improve the grade on the previously earned credits.
- Improvement of the original grade will result in a recalculation of the student’s cumulative grade point average, but not the semester grade point average. The Committee on Academic Standing and Advising will not reconsider any decision made to place the student on academic warning, probation, or suspension based on the semester GPA earned at the time.
- Courses being repeated may not be taken on a Pass/Fail basis unless it was the grading method for the first attempt.
- Under special circumstances, a student may petition the Committee on Academic Standing and Advising to repeat a course in which a grade of “C-” was received.

The student receives the credit and the grade earned in the second course. The original grade remains on the transcript but no longer is a part of the cumulative grade point average calculation. Credit for the repeated course is given if the course is passed.

ENG 101 must be repeated by any student earning below a “C-”; the course must be retaken in the subsequent semester.
Dean’s List
Students who achieve outstanding academic records during the semester may be named to the Dean’s List. To be eligible for the Dean’s List, a student must complete a minimum of three courses (12 credits) in a given semester, have no “D” grades, and no outstanding Incomplete (“I”) grades. The minimum semester grade point average for Dean’s List is 3.50. Students whose study abroad credits are not posted immediately upon their return remain eligible for Dean’s List honors unless the delay is caused by a student’s failure to obtain all course pre-approvals in a timely manner.

Changing Grades
An instructor wishing to change a student’s grade for valid reason, following the recording of the grade in the Registrar’s Office, may do so by requesting the change in writing using the Grade Update Form available from the Registrar’s Office. Grade changes after more than one semester must be requested through the Associate Provost for Academic Services, who must approve all such changes.

The instructor’s records are authoritative in all matters of course requirements, grades, and class attendance. The College, however, recognizes the right of the student to appeal a grade. The student has until the end of the Drop/Add period of the semester following that in which the final grade for the course was received to file a written appeal of the grade with the instructor. If the student is not satisfied with the written decision of the instructor involved, then the student has two weeks after the instructor’s decision to file a written appeal of the grade with the chair of the department involved. If the student is not satisfied with the written decision of the chair of the department involved, then the student has two weeks after the chair’s decision to file a written appeal of the grade with the Provost of the College. If the instructor involved and the chair of the department involved are the same individual, then the student may appeal directly to the Provost after the instructor’s decision. The written decision of the Provost, in consultation with the department chair and instructor involved, is final.

Students have the prerogative of knowing and having explained to them the reasons for the grade on all examinations and term papers. Even though the instructor may wish to retain the examination or paper, the educational value of the exercise cannot be achieved unless the student has the opportunity to discuss in specific detail the reasons for his or her grade.

Final examinations are retained by the faculty at least until the middle of the semester following their administration in order to permit students to review them if they are interested in doing so.

Grade changes are not possible regardless of circumstance after a student has graduated or while a student is withdrawn from the College.

Academic Standing
In order to graduate from Washington College students must have a cumulative grade point average (“GPA”) of at least 2.00 and a grade point average of at least 2.00 in the courses they offer to fulfill their major subject area requirements. To help ensure that students make adequate progress toward these graduation requirements, and to alert students and their families, faculty advisors, and the Office of Academic Skills to struggles that some students might be having in meeting their academic goals, each semester the Committee on Academic Standing and Advising reviews the progress of all students who:

- Earned a semester GPA below 2.00
- Earned at least one “F” grade in the semester
- Earned at least two “D” grades in the semester
- Earned more than two “I” grades in the semester
- Is currently on academic probation or warning
- Has a cumulative GPA below 2.00 going into their junior or senior year.
The Committee will recommend an action for each student, which may include placing the student on academic warning, academic probation, or continued academic probation. With the exception of a student in his or her first semester at the College, the Committee may suspend students earning a semester grade point average of less than 1.75. Suspended students may be required to take courses elsewhere in order to demonstrate sufficient academic readiness for college-level work before requesting reinstatement at Washington College. Students with at least one previous suspension for academic reasons may be dismissed from the College. All students suspended or dismissed have the option of writing an appeal to the Committee and to the Provost, either of whom may choose to reverse the decision.

First semester first-year students earning a semester grade point average of less than 1.75 will be placed on academic probation and required to participate in appropriate academic support activities in recognition of the challenges that may occur in the transition from high school to college-level work.

All students are required to attain a 2.00 cumulative GPA or better by the end of four semesters at the College, typically the end of sophomore year for students who enter as first year students. Students who transfer to the College with fewer than 28 credits are required to attain a 2.00 cumulative grade point average or better by the end of their fourth semester at Washington College. Students who transfer to Washington College with 28 or more credits are required to attain a 2.00 cumulative grade point average or better by the end of their second semester at Washington College.

The Committee on Academic Standing and Advising reviews the academic record of any student whose cumulative grade point average is below 2.00 at the end of four semesters (or at the end of the appropriate semester for transfer students) to determine if the student will be allowed to continue at the College.

WITHDRAWAL FROM THE COLLEGE
A student who withdraws from his or her studies at Washington College will find that this decision carries with it many consequences. Withdrawal can affect eligibility for continued access to financial aid or student loan deferral, College-based or external scholarship programs, private health insurance, and other insurance coverage. Thus is it imperative that students who wish to withdraw from the College first complete the required paperwork and attend exit counseling where appropriate. The Provost’s Office assists students with the process of withdrawal, as outlined in the several options below, but it is ultimately the student’s responsibility to inform him or herself about the overall effects of a withdrawal.

Exit Interview
Students who plan to withdraw either temporarily or permanently for reasons of transfer, employment, or personal circumstances must complete a Withdrawal/Leave of Absence form and schedule an exit interview with the Associate Provost for Academic Services. The purpose of this exit interview is to explore factors behind the withdrawal decision, to find out how the College can assist the student through his or her transition, and to gain feedback on the student’s experiences at Washington College.

Refund Schedule
The College must make financial commitments to its faculty, staff, and service contractors on an annual basis and, thus, depends on tuition and other dollars to meet those commitments. If a student withdraws from the College during a semester, the student is responsible for all non-refundable amounts. When the student withdrawal results from a disciplinary action, the College makes no refund of any
kind. Tuition refunds or credits will be allowed according to the following schedule:

- Before classes begin: 100%
- During the first two weeks of semester: 75%
- During third week of semester: 50%
- During fourth week of semester: 25%
- After the fourth week of class there will be no refund.

Fees for other services are generally not refundable after the start date of the semester. Places in residence halls are assigned for the full semester; therefore, no refunds or credits for rooms are given for a student withdrawing after classes begin. Board refunds or credits are determined on the same basis as the tuition refunds except for students who officially withdraw for medical reasons. Parents wishing to insure against the financial losses associated with non-disciplinary withdrawals after the beginning of classes may purchase insurance, which is available through the College.

**Medical Withdrawal**

A student who needs to take a medical withdrawal at any time must present to Health Services or Counseling Services evidence of a documented medical diagnosis that would prevent the student from completing course requirements. Health or Counseling Services advises the Provost’s Office and the Office of Student Affairs about whether the student qualifies for a medical withdrawal. A student may be required by the College to withdraw if his or her medical condition presents a risk to him or herself or others. In either case, Health or Counseling Services advises the student, the Provost’s Office, and the Office of Student Affairs, in writing, about what the student must do in order to return to the College after treatment of the medical condition. The Provost’s Office helps the student contact the Office of Financial Aid, the Business Office, the Office of Student Affairs and the Registrar and complete the Withdrawal/Leave of Absence form and informs the faculty that the student has withdrawn.

**Voluntary Withdrawal**

**Before the Withdrawal Deadline:** Students may voluntarily withdraw from the College before the course withdrawal deadline (normally the end of the eleventh week of the semester) for any reason. A student who wants to withdraw voluntarily from the College before the course withdrawal deadline must complete a Withdrawal/Leave of Absence form available in the Provost’s Office and obtain the required signatures from representatives of the Office of Financial Aid, the Office of Student Affairs, the Business Office, the Provost’s Office, and the Registrar before he or she leaves campus. The Provost’s Office informs the student’s faculty advisor and current instructors that the student has withdrawn. All active courses will be immediately and permanently graded with a “W” grade representing the student’s choice to withdraw, unless the Withdrawal/Leave of Absence form was submitted prior to the end of that semester’s Drop/Add deadline, in which case no grade will appear on the transcript.

A student who wants to withdraw from the College before the course withdrawal deadline but is not on campus at that time must contact the Provost’s Office. The Provost’s Office helps the student contact the Office of Financial Aid, the Office of Student Affairs, the Business Office, and the Registrar and completes the Withdrawal/Leave of Absence form and informs the faculty that the student has withdrawn.

**After the Withdrawal Deadline:** After the course withdrawal deadline, in order to voluntarily withdraw from the College for any reason other than a documented medical condition, a student must submit a written request to withdraw to the Committee on Academic Standing and Advising, including evidence of an emergency or other extenuating circumstance that would prevent the student from completing course requirements. If the request is granted, the Committee on Academic Standing and Advising informs the Provost’s Office of their decision. The Provost’s Office helps the student contact the Office of Financial Aid, the Office of Student Affairs, the Business Office and the Registrar and complete the Withdrawal/Leave of Absence form and informs the faculty that the student has withdrawn.
All active courses will be immediately and permanently graded with a "W" grade representing the student’s choice to withdraw. If the Committee does not grant the student’s request to withdraw after the withdrawal deadline, but the student chooses to stop attending classes at the College anyway, all active courses will be permanently graded with a "F" grade at the conclusion of the semester (or whatever grade the student had earned up to the point at which they stopped attending).

After the semester has ended: A student who wants to voluntarily withdraw from the College at the conclusion of a semester should contact the Provost’s Office prior to the final exam period of that semester. The Provost’s Office helps the student contact the Office of Financial Aid, the Office of Student Affairs, the Business Office, and the Registrar and submit the Withdrawal/Leave of Absence form before the conclusion of the semester. This form will not be processed until all final grades for the student are received by the Registrar. A student who changes his or her mind prior to this point is welcome to contact the Provost’s Office and rescind their withdrawal form.

A student who decides to voluntarily withdraw from the College in between semesters (after leaving campus) must still complete the above steps, and may ask the Provost’s Office for assistance in completing the form while away from campus.

Note: Students who intend to leave Washington College to participate in a non-WC partner study abroad or academic program, a semester at another college or university (including Semester at Sea), a semester in a non-academic program (including National Outdoor Leadership School), or those who simply wish to take a break from their studies must complete the Withdrawal/Leave of Absence form as described above.

Automatic Withdrawal for Non-Returning Students: Students who do not register for courses in an upcoming semester and do not complete the Withdrawal/Leave of Absence form are given a one-semester grace period during which time their academic program remains active. After a second semester without receiving contact from the student, the College automatically withdraws the student from his or her academic program with a status of “did not return.” The student’s email account and access to WebAdvisor will be terminated at that time.

Leave of Absence
Students may take a temporary leave of absence from the College during the semester when medical or other personal circumstances require that they be away from campus for more than a few days. In the case of a leave of absence for other than medical reasons, the student must contact the Associate Provost for Academic Services. The Provost’s Office informs Student Affairs and the faculty about the student’s leave of absence and helps the student contact faculty about keeping up with course work.

In the case of a medical leave of absence, a student must consult with Health Services or Counseling Services about the problem that necessitates the leave. Health or Counseling Services advises the Provost’s Office and the Office of Student Affairs about the student’s request for a leave and, if the request is granted, advises the student, the Provost’s Office and the Office of Student Affairs about what he or she must do in order to be approved to return to classes. A student on medical leave of absence may not return to classes until approved by Health or Counseling Services to do so.

A leave of absence is usually granted for two weeks (14 calendar days). If at the end of two weeks, the student has not returned to classes or been approved by Health or Counseling Services to return to classes, the Provost’s Office reviews the student’s situation, consulting with Health Services or Counseling Services when appropriate, to determine whether the student’s leave should be extended. Students who are not able or approved to return to classes at the end of four weeks are generally advised to withdraw from the College. In these cases, the withdrawal is retroactive to the last day the student attended classes and
is indicated on the student’s transcript by grades of “W” in all courses in which the student was enrolled that semester.

A student who is not in good academic or social standing and who takes a leave of absence or a withdrawal for any reason does not thereby return to good standing. A student’s reinstatement of enrollment or readmission may be conditional, pending the resolution of any alleged academic or social violations of the Honor Code.

Reinstatement of Enrollment and Readmission
A student who has voluntarily withdrawn from the College in good standing academically and socially and wishes to return, and who has not taken college-level courses at another institution during his or her time away from Washington College, must contact the Provost’s Office and request Reinstatement of Enrollment. He or she is then reinstated. A student who has voluntarily withdrawn from the College and, while away, has taken college-level courses at another institution without prior approval from the Provost’s Office must apply to the Admissions Office for Readmission as a transfer student.

A student who has been on a medical withdrawal and wishes to return to the College must demonstrate that he or she has complied with the recommendations made by Health or Counseling Services when the student withdrew and must have the approval of Health Services or Counseling Services to return. Health or Counseling Services advises the Office of Student Affairs and the Provost’s Office in writing that the student is eligible to return. The Provost’s Office then reinstates the student. Students who have been on a medical withdrawal do not have to apply for readmission.

Merit-based scholarships are generally not reissued to students who withdraw from the College and subsequently apply for readmission, including students who voluntarily withdraw to participate in a non-WC partner study abroad or academic program. Students who withdraw and apply for readmission are considered for all appropriate need-based aid programs if they meet the College’s need-based aid application deadlines.

Students who receive merit-based scholarships and withdraw, but do not require readmission because they have not taken college-level courses at another institution, will have their merit-based scholarships reissued provided their cumulative grade point average was at least a 3.00 at the time of their withdrawal. However, students who receive merit-based scholarships and who have been approved for an official medical withdrawal and did not have a 3.00 cumulative grade point average at the time of their withdrawal are allowed the benefit of one additional semester of merit-based scholarship aid before any adjustment to the award is determined.

Readmission After Suspension
Students who have been suspended for academic reasons and wish to be readmitted must write a letter to the Associate Provost for Academic Services requesting readmission. In order to be considered for readmission a student must:

- Present evidence of further academic progress, which includes completing at least two courses with a grade of “C” or better and having a cumulative grade point average of 2.00 or better at the institution where the courses were taken.
- Contact the Associate Provost for Academic Services to discuss their selected courses at another institution.
- Complete the Transfer Credit Request Form as described in the section below and submit this form to the Registrar’s Office prior to registering for the courses.
- Submit to the Registrar’s Office an official transcript of all coursework taken during the period of suspension. Students may not be readmitted for the semester immediately following their suspension, but may resume study at the College (if approved) after one full semester has passed.
TRANSFER AND ADVANCED STANDING POLICIES

Transfer Credit

Students attempting to accelerate their education and graduate in less than four years must take care to accumulate the proper number of credits required for graduation, which is 128 credit hours. To maintain their pace toward graduation, students who wish to transfer coursework onto their Washington College transcript from another institution should take courses worth four credit hours at the other institution if possible, i.e. the equivalent of one Washington College course, so as not to deviate from the four-course system. However, many institutions only award three credits per standard course. Students who have completed or plan to complete college-level courses at another institution should be aware that the Registrar’s Office can only transfer the number of credits earned by the student according to the official transcript of the other institution. If a student requests transfer credit for courses worth fewer than four credit hours apiece, students will be responsible for taking additional courses (at Washington College or elsewhere) to make up any deficiency in credits toward the 128 credit hours required to graduate.

Students at Washington College may receive transfer credit for courses taken at another college or university only if they abide by the following policies:

- The institution must be fully accredited by a regional accrediting agency approved by the U.S. Department of Education.
- The course must be comparable in content and academic level to courses offered at Washington College.
- Transfer credit is only accepted for courses in which the student earned a final grade of “C-“ or better. Courses taken on a Pass/Fail basis at another institution will not be considered for transfer credit under any circumstances.
- The course must have been taken within the last seven years.
- The College does not currently award transfer credit equivalency for life- or work-related experience, or other forms of competency-based learning. Students seeking such transfer credit may consider taking a College Level Examination Program (CLEP) test, offered by The College Board, which the College does accept as equivalent to courses from its curriculum. More information about CLEP exam equivalency is available in the following section.

To receive transfer credit for a course taken at another college or university, students should consult their faculty advisor and then secure pre-approval for the proposed course(s) from the chair(s) of the relevant department and/or departments that offer a similar course within Washington College’s curriculum. It may be necessary to provide a course description or syllabus for the course(s). Each department sets its own policies about whether to approve transfer credit for courses taught online or in other non-traditional formats. To approve a course for transfer credit, the department chair must sign the Transfer Credit Request Form, provided by the student and available in the Registrar’s Office and on its web site at http://registrar.washcoll.edu/transfer-credit.php. Students should return the signed Transfer Credit Request Form to the Registrar’s Office before enrolling in the course.

Students may need to apply for admission to the other college or university where they intend to take the transfer course(s). If needed, the Registrar’s Office at Washington College will write a “letter of good standing” to the other institution stating that the student has permission to take outside courses. To request such a letter, the student should complete the Enrollment Verification Request Form. Visit http://registrar.washcoll.edu/enrollment-verifications.php for more information.

At the completion of the course, the student should request an official transcript from the other college or university and have it sent directly to the Registrar’s Office at Washington College. The transfer credit will not be posted on the student’s Washington College transcript until the Registrar’s Office has received both the completed Transfer Credit Request Form and the official transcript from the other college or university.
Grades from transfer courses do not factor into the calculation of a student’s cumulative grade point average at Washington College, nor will the final grade(s) from the transfer course(s) appear on the student’s College transcript. Students may not use a transferred course to replace a passing grade and credits previously earned at the College. Students may transfer a course onto their Washington College transcript to replace a course required for graduation (major, minor, or distribution) provided that the grade earned at WC was an “F” (failing) grade, but the original grade and its effect on the student’s cumulative grade point average will not change on the WC transcript.

Transfer Students
To earn a degree at Washington College, no more than 72 credit hours of the total credits required for the degree may be fulfilled by transfer credits from another institution. Therefore, a minimum of 56 credit hours must be taken at Washington College or in a Washington College-administered program. Every candidate for a degree at the College must meet all graduation requirements as outlined in the Catalog from the academic year in which the student matriculated.

Transfer students with a completed A.A. degree from community colleges with whom Washington College has a “Direct Transfer” agreement will be granted junior standing upon matriculation at Washington College. Therefore, a minimum of 56 hours of credit must be taken at Washington College. In most cases, students must complete the last two semesters toward their degree, or the equivalent number of credit hours (32), in residence at Washington College or in a Washington College-administered program.

Transfer students from colleges with whom Washington College does not a have a “Direct Transfer” agreement, even though the students may hold an associate degree, will have their course work evaluated and will be granted appropriate transfer credit for individual courses.

Advanced Standing
Washington College may grant credit up to 32 credit hours for advanced standing upon a student’s entrance into the College. Students may be awarded this advanced standing in the form of credits toward graduation and courses that satisfy the College’s distribution (general education) requirements. Department chairs review the examinations offered by The College Board, International Baccalaureate, and Cambridge International Examinations, in consultation with the faculty in their department, to determine the number of credits and the WC course equivalency that should be offered to entering students with high exam scores. More information about Washington College’s Advanced Standing policies is available at http://registrar.washcoll.edu/advanced-standing.php.

Note: Advanced standing credit cannot exempt students from ENG 101 or GRW 101.

Advanced Placement (AP/CEEB)
All departments require a minimum score of “4” or “5” on an AP exam to award equivalent course credit. Students must submit their AP Score Report from The College Board within two semesters of enrollment at the College, or they will forego their opportunity to receive advanced standing from their high exam scores. Washington College’s CEEB code is 5888.

<table>
<thead>
<tr>
<th>AP Exam</th>
<th>Score</th>
<th>WC Equivalent</th>
<th>Distribution Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art - History</td>
<td>4, 5</td>
<td>ART 200</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Art - Studio</td>
<td>subject to portfolio review by Art Dept.</td>
<td></td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>BIO 112</td>
<td>Natural Sciences</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>BIO 111 &amp; 112</td>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4, 5</td>
<td>MAT 201</td>
<td>Quantitative Studies</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4, 5</td>
<td>MAT 201 &amp; 202</td>
<td>Quantitative Studies</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>CHE 111 &amp; 112</td>
<td>Natural Sciences</td>
</tr>
</tbody>
</table>
Comparative Government 4, 5 POL 194 non-distribution
Computer Science A 4, 5 CSI 201 Quantitative
Economics - Macro 4, 5 ECN 111 Social Sciences
Economics - Micro 4, 5 ECN 112 Social Sciences
English Language/Literature 4 ENG 211 Humanities
5 ENG 211 & 212 Humanities
Environmental Science 5 ENV 101 non-distribution
French Language/Literature 4, 5 FRS 201 & 202 Foreign Language
German Language/Literature 4, 5 GRS 201 & 202 Foreign Language
Government/Politics - U.S. 4, 5 POL 102 Social Sciences
History - European 4, 5 HIS 103 & 104 Social Sciences
History - U.S. 4, 5 HIS 201 & 202 Social Sciences
History - World 4, 5 HIS 101 & 102 Social Sciences
Human Geography 4, 5 ANT 194 non-distribution
Latin - Vergil 4, 5 FLS 300 & 400 Foreign Language
Music Theory 4, 5 MUS 131 & 132 Quantitative Studies
Physics B 4, 5 SCI 100 Natural Sciences
Physics C - Electricity/Magnetism 4, 5 PHY 112 Natural Sciences
Physics C - Mechanics 4, 5 PHY 111 Natural Sciences
Psychology 4, 5 PSY 112 Social Sciences
5 PSY 111 & 112 Social Sciences
Spanish Language/Literature 4, 5 HPS 201 & 202 Foreign Language
Statistics 4, 5 MAT 109 Quantitative Studies

CLEP (College Level Examination Program)
This test is normally used by adults who have been out of school for some time, veterans, or those who have never taken college-level work, but have acquired a solid background through their own broad experiences and efforts. Most departments only accept a minimum score of 50% or better on CLEP exams to establish a baseline of competency-based knowledge in the discipline.

<table>
<thead>
<tr>
<th>CLEP Exam</th>
<th>Score</th>
<th>WC Equivalent</th>
<th>Distribution Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>55 or higher</td>
<td>POL 102</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>American Literature</td>
<td>55-65</td>
<td>ENG 210</td>
<td>Humanities</td>
</tr>
<tr>
<td>Biology</td>
<td>66 or higher</td>
<td>CHE 111 &amp; 112</td>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Chemistry</td>
<td>65 or higher</td>
<td>EDU 302</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>70 or higher</td>
<td>ENG 208</td>
<td>Humanities</td>
</tr>
<tr>
<td>English Literature</td>
<td>55-65</td>
<td>ENG 207 &amp; 208</td>
<td>Humanities</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>50 or higher</td>
<td>BUS 201</td>
<td>non-distribution</td>
</tr>
<tr>
<td>French Language</td>
<td>55-65</td>
<td>FRS 201</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>German Language</td>
<td>55-65</td>
<td>GRS 201</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Introduction to Business Law</td>
<td>50 or higher</td>
<td>BUS 303</td>
<td>non-distribution</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>55 or higher</td>
<td>SOC 101</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>55 or higher</td>
<td>ECN 111</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>55 or higher</td>
<td>ECN 112</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>50 or higher</td>
<td>BUS 202</td>
<td>non-distribution</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>50 or higher</td>
<td>BUS 302</td>
<td>non-distribution</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>55-65</td>
<td>HPS 201</td>
<td>Foreign Language</td>
</tr>
<tr>
<td></td>
<td>66 or higher</td>
<td>HPS 201 &amp; 202</td>
<td>Foreign Language</td>
</tr>
</tbody>
</table>

ACADEMIC POLICIES AND REGULATIONS 69
U.S. History I 55 or higher HIS 201 Social Sciences
U.S. History II 55 or higher HIS 202 Social Sciences
Western Civilizations I 55 or higher HIS 101 or 102 Social Sciences
Western Civilizations II 55 or higher HIS 103 or 104 Social Sciences

International Baccalaureate (IB)
Students who complete the IB curriculum during high school are welcome to submit an IB transcript or certificate of completion to substantiate their final exam grades. Only scores of "5," "6," or "7" on the Higher Level test are considered by Washington College for advanced standing equivalency.

Note: The list below only represents the IB High Level tests for which students entering Washington College have sought credit equivalency in the past. Students who have taken a test that does not appear on the list below should contact the Registrar for more information about possible advanced standing.

<table>
<thead>
<tr>
<th>IB Exam</th>
<th>Score</th>
<th>WC Equivalent</th>
<th>Distribution Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>English HL</td>
<td>5, 6</td>
<td>ENG 211</td>
<td>Humanities</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>ENG 211 &amp; 212</td>
<td>Humanities</td>
</tr>
<tr>
<td>Psychology HL</td>
<td>5, 6</td>
<td>PSY 112</td>
<td>Social Sciences</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>PSY 111 &amp; 112</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Spanish B HL</td>
<td>5, 6</td>
<td>HPS 201</td>
<td>Foreign Language</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>HPS 201 &amp; 202</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>U.S. History HL</td>
<td>5, 6</td>
<td>HIS 201</td>
<td>Social Sciences</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>HIS 201 &amp; 202</td>
<td>Social Sciences</td>
</tr>
</tbody>
</table>

Cambridge International Examinations (CIE)
Students who complete the CIE curriculum (A- or AS-levels) during high school are welcome to submit a CIE transcript or certificate of completion to substantiate their coursework in this program. Students should contact the Registrar for more information about possible advanced standing.

GRADUATION POLICIES
Preparation for Graduation
Once a student has accumulated 80 credit hours toward graduation (usually after the fall semester of the junior year), the Registrar’s Office supplies both the student and the student’s faculty advisor(s) with a degree completion audit. This audit is an evaluation of the student’s progress toward completion of the College-wide general education and distribution requirements of the Bachelor of Arts or Bachelor of Science degree. The student should review this audit with his or her faculty advisor(s) and use it to determine an appropriate course of study for the senior year, such that the student earns enough credits and fulfills all general education and distribution requirements in time to graduate.

Graduation Application
Students must apply for graduation in the fall semester of the senior year. The deadline for submitting the application is October 15 (or the following Monday if this date falls on a weekend). During the first month of the fall semester, the Registrar’s Office reminds students nearing graduation of this application deadline.

Clearance to Graduate
Upon receipt of the completed graduation application and after seniors have registered for their spring semester senior year courses, the Registrar’s Office runs periodic evaluations of the student’s eligibility to graduate with a Bachelor of Arts or Bachelor of Science degree. For more information about the College-wide requirements a student must complete prior to graduation, see the Graduation Requirements section in the Academic Program chapter.
In November of the senior year, in response to their graduation application and their registration for spring classes, the Registrar either clears seniors as eligible to graduate (meaning that assuming they successfully complete their fall and spring courses, they will be able to graduate) or tells them that they are not eligible to graduate and sends them another degree completion audit indicating what changes they need to make to their spring course schedule or what other deficiency they need to address in order to graduate. The Registrar sends degree completion audits on a regular basis to any seniors still not cleared as eligible to graduate until the end of Drop/Add in the spring semester.

The Registrar’s Office sends copies of the degree completion audit and the Graduation Clearance letter to the student’s advisor(s). Department faculty verify that the student has completed the requirements of his or her majors, minors, specializations or concentrations prior to graduation.

If the student’s academic record indicates that he or she will complete all general requirements by the end of the fall semester, the student’s advisor(s) and department chair are notified, and the student becomes eligible for the completion of his or her degree in December upon verification from the department that all major, minor and concentration/specialization requirements have been fulfilled. Students who have completed all degree requirements in the fall semester may participate in the Commencement at the conclusion of the spring semester, but will be listed as a graduate as of the end of the fall semester. Official transcripts will reflect this earlier graduation date, and students who do not intend to participate in Commencement may request that the Registrar issue their diploma at that time.

Students with outstanding graduation requirements are not cleared to graduate until they make changes to course registrations for the upcoming semester. If registration deficiencies are not addressed by the end of the Drop/Add period of the spring semester, the student’s application to graduate is denied due to ineligibility. Students are encouraged to make an appointment with the Registrar to discuss any concerns or questions they may have about their degree completion audit prior to or during their senior year.

**Participation in Commencement**

Only students who have completed all requirements for the degree, as verified by the Registrar and the department chair(s), are eligible to participate in Commencement. These requirements must be completed no later than the Tuesday before Commencement. Some departments and programs may have earlier deadlines for the completion of requirements. The college-wide deadline for the submission of all work for the Senior Capstone Experience is the last day of classes of the spring semester.

Students who complete their graduation requirements but do not wish to participate in Commencement exercises may request to graduate *in absentia* by writing to the Registrar. The Registrar’s Office will mail the student’s diploma to his or her address of record after all requirements are complete, including payment of the Graduation Fee and any outstanding balance to the Business Office. All students, regardless of participation in Commencement, must pay the full Graduation Fee as listed in the Fees & Expenses chapter of this Catalog.

During the final semester of study prior to Commencement, the graduation eligibility of all students expected to graduate is periodically reviewed by the Registrar’s Office. If at any time a student’s record indicates that he or she has become ineligible to graduate, the student, faculty advisor(s) and the Associate Provost for Academic Services will be notified of this change in status. Such a student may still participate in Commencement related activities such as the senior class cruise at Mt. Vernon, the senior awards luncheon, and the senior dance, but will not participate in the Commencement exercises and will not earn a diploma.

Students who complete the requirements for the degree after Commencement but prior to the first day of the next fall semester’s classes receive a diploma dated with the previous academic year and
have the option of participating in the next Commencement. Any student with an outstanding financial obligation at the time of Commencement will remain eligible to graduate but will not receive a diploma or official transcript until the Business Office hold is cleared.

Students’ transcripts are finalized by the Registrar’s Office prior to awarding of the degree at Commencement. No additional majors, minors, specializations or concentrations can be added to the transcript after the student has graduated unless the student applies for readmission or reinstatement. However, an exception is made for students who wish to complete an additional major or minor by the conclusion of the summer immediately following their graduation from Washington College. Students in this situation should contact the Registrar directly and must abide by all transfer course policies as explained in the preceding section.

College Honors at Graduation
Each student’s cumulative grade point average, rank in class, and honors are calculated upon graduation and become part of the student’s permanent academic record. Only the academic work completed at Washington College or in a Washington College-approved program is eligible for consideration as part of the student’s accumulated credit hours. Students with transfer coursework must have accumulated at least 64 credit hours at Washington College in order to remain eligible for honors at graduation.

College honors will be awarded to undergraduate students who attain the following thresholds:

- **summa cum laude**: 3.875 cumulative grade point average
- **magna cum laude**: 3.750 cumulative grade point average
- **cum laude**: 3.625 cumulative grade point average

Departmental Honors at Graduation
Departmental honors, which are appropriately noted on the student’s official transcript and in the Commencement program, are determined by the quality of work done both in major courses and in the Senior Capstone Experience. The minimum requirements are Dean’s List average in coursework offered for completion of the major and honors level work (a grade of “A-” or better) in the Senior Capstone Experience course.

College Awards at Graduation
College and departmental awards that are academic in nature will also be noted on the student’s official transcript and in the Commencement program. The criteria for each College and departmental award is listed in the College Honors and Awards chapter of this Catalog.
The Honors Program

Washington College offers a variety of challenging courses designed to widen the intellectual perspectives of honors-caliber students. Lower-division courses are usually formulated as honors sections of existing courses; upper-division courses frequently are cross-disciplinary courses.

Entering first-year students need to have a high school GPA of at least 3.5, or the permission of the instructor, to enroll in honors courses. All other students must have a college GPA of at least 3.4, or permission of the instructor, to register for such courses.

The following Honors classes were offered in recent years. For Honors classes during academic year 2011-2012 please consult the course schedule.

ANT 105 90. Introduction to Anthropology
This course will focus on anthropological perspectives of the human condition and provide students with an introduction to the fundamental concepts, methods, and theories of the discipline of cultural anthropology. Readings by professional anthropologists will present students with a variety of viewpoints and an awareness of some of the controversial issues in the field. This course is centered on four research projects that will provide honors students with the opportunity to learn some of the elementary skills of qualitative research, a ritual analysis, analysis of a workplace, analysis of a family, and an oral history of an immigrant. For each of these projects, students will interview informants, do participant observation, and interpret their data within a theoretical framework of cultural anthropology.

ART 405 90. Rembrandt
This course, which has as its subject the life and art of Rembrandt van Rijn (1606-69), not only opens a window onto the culture of the Netherlands in the seventeenth century, but also serves as an introduction to the methodology of art history, from the scientific examination of paintings to theories of interpretation, for few artists raise so many fundamental issues as to what it is we do as art historians—indeed resist traditional methods of interpretation—as does Rembrandt.

The format of the course is that of a seminar, with students giving presentations, aimed at honing their ability not only to tackle tough art historical questions but also to articulate their ideas in both oral and written forms. McColl

BIO 111 90. General Biology
An introduction to living systems. Topics studied include biomolecules, cell structure and function, metabolism, genetics, and molecular biology. Lectures on selected topics will be supplemented with problem-based learning opportunities as well as discussions of current events and selected papers from recent scientific literature.

The laboratory complements the lecture and provides an introduction to experimentation and communication of experimental results. Students also conduct an independent research project. Opportunities to attend research presentations and visit outside research facilities are provided.

This course will be limited to an enrollment of 16. BIO 111 is designed for students with a strong interest in the biological sciences and is a prerequisite for upper-level biology courses. Verville

BIO 112 90. General Biology
An introduction to living systems. Topics studied include diversity of life, physiology of plants and animals, evolution, and ecology. Lectures on selected topics will be supplemented with problem-based learning opportunities as well as discussions of current events and selected papers from recent scientific literature.

The laboratory complements the lecture and provides an introduction to experimentation and communication of experimental results. Students also conduct an independent research project. Opportunities to attend research presentations and visit outside research facilities are provided.
This course will be limited to an enrollment of 16. BIO 112 is designed for students with a strong interest in the biological sciences and is a prerequisite for upper-level biology courses. **Prerequisite: Biology 111. Ford**

**BUS 302 90. Organizational Behavior**
Multidisciplinary examination of research and theory in organizational behavior. A managerial perspective on individuals, groups, and organizations, and on topics like leadership, culture, communication, and change. In this honors course, students will read and discuss selected classic texts in organizational behavior theory. Writing intensive. **Harvey**

**CHE 111 90. General Chemistry I**
Offered as separate lecture and laboratory sections of the first half of the introductory General Chemistry sequence, this course is for students majoring or having an interest in physical and biological sciences. Topics include atomic and molecular structure, stoichiometry, chemical bonding, and energy, with an emphasis on molecules and reactions important in biological systems. Laboratory work complements lecture and provides hands-on experience with modern analytical instrumentation, such as Ultraviolet-Visible Spectroscopy (UV-Vis), Fourier Transform Infrared Spectroscopy (FT-IR), and Nuclear Magnetic Resonance (NMR). Emphasis is placed on effective communication of experimental procedures and results. Three hours of lecture and one three-hour laboratory per week. **Marteel-Parrish or Sherman**

**CHE 112 90. General Chemistry II**
Offered as a separate lecture and laboratory sections of the second half of the introductory General Chemistry sequence, this course is for students majoring or having an interest in physical and biological sciences. Topics include kinetics, chemical equilibria, chemistry of solutes and solutions, acids and bases, thermodynamics, and electrochemistry, as well as an introduction to organic chemistry. Laboratory work complements lecture and provides hands-on experience with modern analytical instrumentation, as well as exposure to products of the future such as biodiesel and solar-powered fuel cell cars. Emphasis is placed on effective communication of experimental procedures and results. Three hours of lecture and one three-hour laboratory per week. **Marteel-Parrish or Sherman**

**CHE 201 90. Organic Chemistry I Laboratory**
The honors laboratory section will allow students to study the chemical reactivity and physical properties of organic substances through the extensive use of molecular modeling software (CAChe and Spartan), infrared, ultraviolet-visible spectroscopy, and proton and carbon-13 nuclear magnetic resonance (NMR) spectrometry. Throughout the laboratory sessions each student will have access to a laptop computer that is part of a wireless LAN. **A. Amick**

**CHE 202 90. Organic Chemistry II Laboratory**
The honors laboratory section will involve the multi-step synthesis of a limited number of complex molecules and the characterization of these substances by infrared, ultraviolet-visible spectroscopy, and proton and carbon-13 nuclear magnetic resonance (NMR) spectrometry. Molecular modeling will be used to predict stereochemical parameters and mechanistic pathways for these reactions. Throughout the laboratory sessions each student will have access to a laptop computer that is part of a wireless LAN. **A. Amick**

**HIS 418 90. Historical Film Genres**
In this honors course, a selection of film genres will be presented for comparative analysis, including four or five genres such as gangster films, “film noir” detective films, westerns, musicals, or films that depict and characterize professions such as journalism or jurisprudence. Films will be selected within each genre that offer different commentaries on recurrent social themes in American history. This course will also incorporate a significant amount of reading and research in primary-source documents relating to the historical periods and themes represented in the films. It will also include new secondary-source and interpretive texts. The course will thus extend the student’s repertoire of analytical skills in the field of history to more sophisticated intellectual challenges. **Striner**
PSY 320 90. Health Psychology
This honors course will take a close look at the human physiological response to cognition, emotion, and stress. Electromyographic, dermal temperature, and cardiac measures will be studied and the body’s autonomic nervous system response to stress and relaxation will be examined. Topics such as sports psychology, headache, systemic pain, cardiac illnesses, blood pressure, psycho-neuroimmunological activity, alcohol abuse, smoking, and chronic illness will be explored. Students will be expected to team up to develop original research on a topic pertinent to the course, and be willing to present those results at a regional professional psychology conference. Prerequisite: Psychology 201, 202. Siemen
Special Academic Opportunities

Washington College offers several opportunities for students to enhance their academic experience and to take full advantage of resources available beyond the classroom.

The American Chemical Society Student Members Chapter
The Student Affiliates of the American Chemical Society Chapter are strongly committed to the celebration and promotion of chemistry education on campus and in the community through various events including lectures, field trips and the celebration of National Chemistry Week. They also take part in an annual “Chemistry Magic Show” at local elementary and middle schools. Other outreach activities include food and toiletry drives each fall. The Student Affiliates are striving to become a “Green” chapter, focusing on ways to make chemical products and processes safer for human beings and the environment. The club is not strictly for students who major or minor in chemistry, but is open for anyone who is interested in learning more about the field. Aaron Amick, Assistant Professor of Chemistry, serves as faculty advisor.

The Douglass Cater Society of Junior Fellows
The Douglass Cater Society of Junior Fellows, established in 1990, provides special opportunities for academically outstanding students. Its purpose is to foster intellectual exchange beyond the classroom and to encourage creative and independent projects beyond particular course requirements. The Society funds independent projects designed by its membership and meets regularly throughout the year to exchange student works-in-progress. Students become eligible for membership at the end of their sophomore year. Nominations to the Society are made twice each year. The Douglass Cater Society of Junior Fellows is directed by Austin Lobo, Associate Professor of Computer Science.

The Louis L. Goldstein Program in Public Affairs
The Louis L. Goldstein Program in Public Affairs was established in 1990 to encourage students to enter public service by introducing them to exemplary leaders both in and out of government. The Goldstein Program sponsors lectures, symposia, visiting fellows, student participation in models and conferences, and other projects that bring students and faculty together with leaders experienced in developing public policy.

Recent speakers have included Kweisi Mfume, President and CEO of the NAACP; Jeff Birnbaum, Washington Bureau Chief for Fortune magazine; Anita Perez Ferguson, former president of the National Women’s Political Caucus; Christian Parenti, author of *Lockdown America*; and James Lindsay, Senior Fellow, Foreign Policy Studies Program, The Brookings Institution, and Jack Spencer, Policy Analyst for Defense and National Security, Heritage Foundation, in a Symposium on National Missile Defense. The Goldstein Program is directed by Christine Wade, Associate Professor of Political Science.

The John Toll Science Fellows Program
Named in honor of the College’s 25th president, the program supports the academic and research activities of students and faculty who belong to the College’s vibrant community of natural sciences and mathematics scholars. Students who have expressed an interest in pursuing a major in the sciences or mathematics and have demonstrated nascent research abilities are initially invited to be program apprentices. As early as the end of their first academic year, accomplished apprentices are invited to apply to become a John S. Toll Science and Mathematics Fellow (JSTF). These fellowships provide funding to undergraduate majors in the sciences and mathematics who are engaged in campus-based research projects under the direct supervision of a faculty mentor during the academic year or in the College’s ten-week summer research program. John S. Toll Science and Mathematics Fellows must major in Biology, Chemistry, Computer Science, Environmental Studies, Mathematics, Physics, or Psychology. These majors can be pursued in conjunction with the Premedical Studies/Pre-Vet program,
3+2 Engineering program, 3+2 Nursing program, or 3+4 Pharmacy program. All Apprentices and Fellows must maintain full-time enrollment at Washington College, maintain a cumulative grade point average of 3.00 - 4.00, and abide by the Washington College Honor Code in the pursuit of all endeavors, both academic and social.

The Sophie Kerr Program
With income from a handsome endowment created in 1967, this program brings to campus a succession of distinguished writers, editors and literary scholars. Poet Laureate Robert Pinsky, Joseph Brodsky, Gwendolyn Brooks, Lucille Clifton, James McBride, Peter Matthiessen, Toni Morrison, and Bobbie Ann Mason are just some of the writers and scholars who have come to Washington College in the last decade to teach, lecture, and conduct writing workshops.

The Sophie Kerr Fund also supports the Sophie Kerr Prize, the largest undergraduate award in the United States and one of the largest literary awards in the world, totaling $61,192 in 2013. The prize is awarded annually to a graduating senior “having the best ability and promise for future fulfillment in the field of literary endeavor.” The Sophie Kerr Fund also provides scholarships for entering English majors who show promise in English or American literature.

The Joseph H. McLain Program in Environmental Studies
The Joseph H. McLain Program in Environmental Studies was established in 1990 to focus attention on and augment study in the fields of aquatic and environmental studies. The Program supports lectures and symposia featuring visiting scientists and other professionals on matters of environmental interest, particularly relating to the Chesapeake Bay. Past speakers have included Sylvia Earle, an underwater explorer and chief scientist at NOAA; environmental writer Tom Horton; Stephen Leatherman, Director, Laboratory of Coastal Research, University of Maryland; Edward Hoagland, author and editor, Penguin Series on the Environment and Natural History; Herman Daly, Senior Economist, Environmental Department, the World Bank; Christopher D. Clark, internationally recognized sporting artist; Simon Levin, Director, Princeton University Environmental Institute. The McLain Program is directed by Donald Munson, the Joseph H. McLain Professor of Environmental Studies and Professor of Biology.

The C. V. Starr Center for the Study of the American Experience
This Center, located in the historic Custom House on the Chester River, builds on Washington College’s national tradition as the first college founded in the new nation under the patronage of General George Washington. The Center seeks to trace the evolution of modern American thought from its roots in the ideas of the nation’s founders. One of its signature programs is the George Washington Book Prize, launched in 2005 in partnership with the Gilder Lehrman Institute of American History and George Washington’s Mount Vernon. The Prize awards $50,000 annually to an author of a published work contributing to a greater understanding of the life and career of George Washington and/or the founding era. Director: Adam Goodheart

The Center for Environment & Society
This Center is the natural outgrowth of the College’s environmental setting, its partnerships with regional environmental centers, and its own environmental studies program. The work of the Center addresses the academic and policy issues in the earth sciences as well as cultural archaeology and cultural resource management. This Center is located in the Custom House. Director: John Seidel

The Rose O’Neill Literary House
The Rose O’Neill Literary House stands at the center of Washington College’s thriving literary community. With support from the Sophie Kerr endowment, some of the nation’s most distinguished writers, editors, critics, and scholars have given readings and broken bread with Washington College writers on the Literary House’s wraparound porch or within its poster-clad Victorian walls. Students handset their own poetry broadsides in the Literary House’s pressroom annex or perfect their prose in one of the
student writing rooms on the upper floors. The Rose O'Neill Literary House is both physical space and a programmatic center within a campus environment in which all students, regardless of discipline, are expected to develop the arts of writing and speaking well. Director: Jehanne Dubrow

ACADEMIC RESOURCES

Clifton M. Miller Library

Miller Library is a dynamic place where active teaching and learning occurs at all times. The library provides: a rich collection of over 400,000 resources befitting the curriculum; technology to facilitate access and delivery of library resources and services any time and from anywhere; a research instruction and reference program designed to empower students to become independent learners and to cope with the rigors of research papers, projects, and the culminating Senior Capstone Experience; an environment equipped with teaching and learning spaces and workstations for individual and group study, research and computing; and librarians and staff who are confident, innovative, and dynamic facilitators and communicators.

More than 400,000 print and online books, periodicals, newspapers, government documents, microform, and multimedia resources comprise the library’s collection. A fully networked integrated library system provides access to more than 30,000 electronic periodicals, 200,000 e-books, and numerous links to Internet sources. Furthermore, any resource not available in Miller Library’s collection can be obtained through interlibrary loan. Library reserve materials are accessible through the College’s Learning Management System, Canvas. Through a collaborative initiative with the Office of Information Technology and Academic Resources, the library environment is greatly enriched with the addition of the Beck Multimedia & Technology Learning Center, the Multimedia Production Center, the Quantitative Skills Center, and the Office of Academic Skills.

Academic Computing

Computers and technology play a very important role in all aspects of college life. Students, faculty, and staff rely on e-mail and the Web to communicate and share important information. Increasingly, library resources, academic and course information are accessible online. To benefit from the College’s academic environment, students must have the tools to access and work with digital resources. Therefore the College provides high speed Ethernet access in all residence halls, the computing centers, and in all public access areas. Wireless access is also available in the residence halls and in all academic buildings. Students have access to Windows or Macintosh computers in the computing centers, Miller Library, and in the public access locations in the residence halls. Every classroom has Internet access and about half have computer-assisted capabilities. The 75-seat lecture hall in Goldstein Hall is equipped with individual network connections to accommodate personal laptops.

Using Canvas, the College’s Learning Management System, professors can place their course materials, instructional activities, assignments, grades, interactive presentations, and assessments on their Canvas course site. With Canvas, students can participate in synchronous and asynchronous online class discussions. Canvas helps faculty to enhance the student learning experience.

In the Multimedia Production Center (MPC), faculty, students, and staff can create multimedia projects using industry standard applications running on state of the art equipment. With a variety of programs and services, the campus community can learn to enhance their communications using multimedia technologies. Users can learn digital video production, create graphics and animations, and develop web or CD-ROM based interactive presentations. To complement the MPC’s multimedia workstations and laptop computers, a comprehensive loaner pool allows faculty, students, and staff to borrow equipment including digital video camcorders and digital still cameras. The Multimedia Production Center is located on the ground floor in Miller Library.
The Writing Center
The ability to write clearly and concisely is essential to professional success—for business people writing reports, teachers creating curricula, or scientists drafting grant proposals. Thus, Washington College is deeply committed to cultivating a student’s expository writing skills. To this end, in addition to offering a curriculum rich in opportunities to write, the College requires that students enroll in writing-intensive courses during their freshman year.

The Center, located in Goldstein Hall, provides resources for students who wish to sharpen their writing skills, to generate new ideas through discussion, and to review their work with a tutorial instructor in writing. The Center offers individual conferences and small group instruction. The Writing Center is also an important resource for all students completing their two writing-intensive courses.

Beyond helping students meet these formal requirements, tutorial instructors are available to anyone in the College community—freshmen through graduate students—desiring to schedule individual conferences at any stage in the writing process. In a supportive, non-evaluative atmosphere, students may reflect on their ideas as they emerge in writing, measuring, and testing their clarity and power.

The Quantitative Skills Center
The Quantitative Skills Center is located on the main floor of Miller Library. Students who desire assistance with quantitative skills in math, computer science, business, economics, and other disciplines will find friendly, well-trained peer tutors available to help them on a drop-in basis. The Quantitative Skills Center is open Monday through Thursday, between 12 noon and 5 p.m. Evening hours and other times are available by appointment. The Quantitative Skills Center posts tutoring hours and other helpful information on their Web site at http://www.mathcenter.washcoll.edu.

The Office of Academic Skills (OAS)
The Office of Academic Skills, on the second floor of Miller Library (http://offices.washcoll.edu/academic-skills/), is available to all students who wish to acquire additional learning strategies and support for academic success at Washington College. Through individual and small group instruction and discussion, the Director of the Office of Academic Skills assists students in acquiring strategies and techniques necessary to excel academically in college. These skills include discipline-specific study strategies, strategies for time management, test-taking, and managing test anxiety, and reading skills for comprehension and retention.

Peer Tutors in a variety of subjects are also available in the Office of Academic Skills. Students are strongly encouraged to request tutors early in the semester. The Office of Academic Skills can assign an individual tutor in the appropriate discipline within two weeks of a student’s request.

Students with Special Needs
The Office of Academic Skills also accommodates the curricular needs of students with documented learning disabilities and special needs. Students with documented special needs or learning disabilities who seek accommodation from the College should provide copies of appropriate documentation to the Director of the Office of Academic Skills. The Director will meet individually with students to discuss their needs and their choices about disclosure and to help them approach professors about accommodation. Students who suspect they may have learning disabilities can consult the Director about a preliminary evaluation.

The Center for Career Development
This center, located on the first floor of Caroline Hall, assists students in defining and achieving their goals by providing counseling, assessment, and career and graduate school information.
The Global Education Office (GEO)
This office, located in the Foster House at 409 Washington Avenue, serves as a resource center and learning community for students contemplating study abroad and for international students. Newly renovated in 2013, the office includes a lounge and study space on several floors. Staff members provide study abroad advising, application guidance, and preparation for student experiences abroad. International students are offered a full range of services and find support for their academic, social, personal, and cultural adjustment to Washington College.
College Honors and Awards

PHI BETA KAPPA
The Phi Beta Kappa Society was founded in 1776 at the College of William and Mary as the nation’s first academic honor society. Over two centuries later the Society’s mission continues to be to honor and advocate the ideals of a liberal arts education. Society members prize freedom of inquiry and expression, rigorous scholarship within and among the disciplines, breadth of intellectual perspective, the cultivation of skills of deliberation and ethical reflection, and the pursuit of wisdom. Among the programs of the national Society are academic and literary awards, lectureships, fellowships, visiting professorships, and publication of The American Scholar, an award-winning quarterly journal.

Membership in Phi Beta Kappa is widely considered to be the most highly regarded mark of academic distinction for undergraduate students in liberal studies. Only about ten percent of the nation’s institutions of higher learning shelter chapters of Phi Beta Kappa, and only about ten percent of those institutions’ graduates in liberal studies are offered membership. Washington College’s chapter, the Theta Chapter of Maryland, was founded in 2007.

Invitations to join Phi Beta Kappa are extended each spring to Washington College students, usually seniors, of exceptional academic achievement in liberal studies, the area of focus of the Society. To be eligible for consideration for membership, students must complete at least 96 credit hours in courses deemed by the national Society to be “liberal studies” (as opposed to “vocational” in nature). The diversity of one’s college program, academic excellence, and exceptional character are the primary factors considered in deliberations among Phi Beta Kappa resident members (faculty and staff) who vote by secret ballot on candidates for membership.

In addition to sponsoring campus events that are consistent with the overall mission of the Society, each fall Washington College’s Theta Chapter of Phi Beta Kappa recognizes students who achieved the highest cumulative grade point average in their first year at the College, and each spring presents the Gerda Blumenthal Award to a first- or second-year student for special scholarly work in the humanities.

FELLOWSHIPS
A number of fellowships are awarded for summer research, internships, and other specialized educational opportunities.

The Roy Ans Fellowship in Jewish-American Studies is overseen by the Rose O’Neill Literary House and is open to students of all religious backgrounds and beliefs. It offers a stipend for the student (1) to work collaboratively with a Washington College faculty member in research related to the Jewish-American experience and (2) to create a project based on or inspired by this research. Applications will be judged by the Director of the Rose O’Neill Literary House.

The Bennett Endowment in International Studies supports experiential learning abroad for international studies majors and others pursuing concentrations in international studies. The Endowment provides small grants to partially offset the cost of short-term and semester-long study abroad, internships abroad, and student participation in Model U.N. programs and national conferences on world affairs. It is administered by the International Studies Program.

The Gerda Blumenthal Phi Beta Kappa Award is awarded annually to a rising sophomore or junior to support special scholarly work in the humanities, such as collaborative faculty-student research or study abroad. The award is overseen by the Phi Beta Kappa chapter at Washington College.

The S. Douglass Cater Society of Junior Fellows is the College’s flagship academic enrichment program, rewarding creativity, initiative, and intellectual curiosity with competitive grants to support self-
directed undergraduate research and scholarship anywhere in the world. Requiring a GPA of 3.60 or better, membership in the Society is offered to students who achieve distinction among the school’s top scholars. Grants are highly competitive and awarded by the Junior Fellows Advisory Council.

The Comegys Bight Fellows Program places students in fully paid summer internships at some of the nation’s leading historical and cultural institutions. The program annually provides up to ten Washington College students with opportunities to gain real world experience in history, museum studies, research, education, book publishing, and more. Participating institutions have included the Smithsonian, the National Archives, the Library of Congress, the U.S. House of Representatives (Office of the Historian), the National Constitution Center, the National Park Service, George Washington’s Mount Vernon, and others. Most positions are open to students of all class years, including graduating seniors, although preference is given to sophomores and above. The program is administered by the C.V. Starr Center for the Study of the American Experience.

The Frederick Douglass Fellowship Program supports sophomores or juniors to work on a spring semester research project related to African-American studies or related fields (women’s studies, gay studies, Latino studies, etc.). The Douglass Fellowship Program is administered by the C.V. Starr Center for the Study of the American Experience.

The Friends of Miller Library Research Fellowship is awarded to a rising sophomore or junior in high academic standing to support research in their chosen discipline that requires extensive use of the resources of Miller Library. The fellowship is administered by the Board of Friends of Miller Library. The student will be mentored in research competency by a faculty member and a librarian.

The Goldstein Program in Public Affairs supports internships, participation in student conferences, and other projects. It is administered by the Curator of the Goldstein Program in Public Affairs.

The Richard L. Harwood Fellowship in Journalism is awarded annually to the editor-elect of the Washington College student newspaper, The Elm, and other editors-elect as funds permit. The fellowship helps to underwrite summer internships at newspapers selected by the student editors and approved by the faculty advisor to The Elm. Typically the newspaper of choice is a small-town paper willing to match the Harwood Fellowship Program stipend. The fellowship program is administered by the Board of the Rose O’Neill Literary House Press.

The Clarence Hodson Prize rewards creativity, initiative, and intellectual curiosity with a competitive grant to support an internship, undergraduate research project, or other form of study anywhere in the world. Requiring a GPA of 3.40 or better, the prize is offered to a sophomore, junior, or senior majoring in the fine or performing arts, with a preference for a major in music, who has achieved distinction among Washington College’s top scholars. A report on the funded project internship must be made before graduation.

Hodson Science Scholarships fund student-faculty collaborative summer research in the natural sciences, mathematics, and computer science. The fellowships are awarded to incoming freshmen on a competitive basis who are carrying a GPA of 3.80 - 4.00 and SAT scores of 1800 - 2400. The fellows may elect to use their stipend between their sophomore and junior or their junior and senior years, provided they have declared a qualifying major and will undertake a research assignment in that discipline. Individual projects are overseen by members of the faculty of the Division of Natural Sciences and Mathematics.

The William B. Johnson Business Internship Awards fund summer internships for students interested in careers in business. The award is open to all majors, but recipients should possess the three values that
motivated William Johnson to achieve great success in business and industry: scholarship, service, and character. Selection is made by the Chair of the Department of Business Management.

*The Sophie Kerr Fund* offers to incoming freshmen merit awards that may be renewed for four consecutive years. The program is administered by the College president and English faculty.

*The Louise and Rodney Layton Fund* supports summer research internships for upperclassmen who are science majors. It is administered by the faculty of the Division of Natural Sciences and Mathematics.

*The Mary Martin Student Fellowships* provide the opportunity for students majoring or minoring in drama to pursue independent learning experiences. Students may apply for a grant to support, for instance, summer internships or research. Upon completion of their project, students will be asked to share their learning with peers in the form of a paper or performance.

*The Summer Science Research Program* funds research projects in the natural sciences, mathematics, and computer science during a 10-week summer session. Poster presentations of the results are given in the summer and frequently during the academic year at national and regional meetings of scientific societies and organizations. The Summer Science Research Program is administered by the faculty of the Division of Natural Sciences and Mathematics.

**HONORARY FRATERNITIES AND SOCIETIES**

*Phi Beta Kappa, Theta of Maryland,* sheltered at Washington College, is the oldest undergraduate honors organization in the United States. It celebrates and advocates excellence in the liberal arts and sciences.

*Omicron Delta Kappa* is a national leadership honor society recognizing and encouraging the achievement of exemplary character and superior quality in scholarship and learning. ODK identifies, honors and develops leaders in collegiate and community life; encourages collaboration among students, faculty, staff and alumni to advance leadership; and promotes, publicizes and enhances its ideals. ODK expects adherence to the highest standards of Scholarship, Service, Integrity, Character and Fellowship.

*Order of Omega* is the national Greek leadership honor society for juniors and seniors who attain a cumulative grade point average above the All-Greek average and who embody a high standard of leadership.

*Lambda Alpha* is the national collegiate honor society for anthropology. It was founded for the purpose of encouraging and stimulating scholarship and research in anthropology by recognizing and honoring superior achievement in the discipline among students, faculty and other persons engaged in the study of anthropology.

*Beta Beta Beta, Rho Iota Chapter,* is a national honor society for students dedicated to improving the understanding and appreciation of biological study and extending the boundaries of human knowledge through scientific research.

*Sigma Beta Delta* is a national honor society in business, recognizing students in the top 20% of their class who aspire toward personal and professional improvement and a life distinguished by honorable service to humankind.

*Gamma Sigma Epsilon, Gamma Eta Chapter,* is the national honor society in chemistry recognizing outstanding students demonstrating exceptional ability and interest in the field of chemistry.
**Nu Delta Alpha** is a national honor society that recognizes high scholarship, leadership, and artistic achievement in the field of dance.

**Omicron Delta Epsilon** is an international honor society recognizing high achievement and strong personal interest in economics.

**Pi Lambda Theta** is a national honor society recognizing high standards in the study of education.

**Sigma Tau Delta** is an international honor society whose central purpose is to confer distinction upon outstanding students of the English language and literature.

**Pi Delta Phi** is the national honor society recognizing outstanding scholarship in the French language and its literature. Its purpose is to increase the knowledge and appreciation of the French-speaking world and to stimulate and encourage French cultural activities. Students must be either a French studies major or minor with sophomore or better class standing, have a minimum 3.00 GPA in French courses and in their overall coursework, and demonstrate a commitment to the study of French language and literature.

**Phi Alpha Theta** is a national honor society for students in the upper third of their class who have demonstrated excellence in research and writing in the field of history.

**Phi Sigma Tau, Delta Chapter**, is a national honor society recognizing high scholarship and personal interest in philosophy.

**Pi Sigma Alpha** is a national honor society in political science recognizing students in the upper third of their class who have demonstrated productive scholarship and personal interest in government, international relations, or public administration.

**Psi Chi** is an international honor society in psychology, awarding distinction to students in the upper 35% of their class who have demonstrated productive scholarship in psychology.

**Sigma Xi**, the Scientific Research Society, was founded in 1886 as an honor society for science and engineering. Today, Sigma Xi is an international research society whose programs and activities promote the health of the scientific enterprise and honor scientific achievement. In addition, Sigma Xi also endeavors to encourage support of original work in science and technology and promote an appreciation within society at large for the role research has played in human progress. Among its chief mission Sigma Xi seeks to foster worldwide interactions among science, technology and society. Membership is awarded to students who have accomplished substantive research achievements and, in the judgment of the members of the Washington College Chapter of Sigma Xi, have demonstrated exceptional promise as research scientists.

**Alpha Kappa Delta** is an international honor society dedicated to the investigation of humanity for the purpose of service and the acknowledgment and promotion of excellence in scholarship in the study of sociology.

**Sigma Delta Pi, Sigma Zeta Chapter** is a national honor society in Spanish recognizing students in the upper 35% of their class who have demonstrated superior academic achievement and commitment to the study of Spanish language and Hispanic literature and culture.
INDIVIDUAL AWARDS

A number of awards honor individual members of the College community for special achievements in scholarship, athletics, and leadership. The following are awarded at commencement or appropriate occasions during the academic year:

Academic Honors and Prizes Conferred By the Entire Faculty

The Louis L. Goldstein ’35 Award is awarded to a graduating senior who, in the opinion of the faculty, has demonstrated unusual interest, enthusiasm and potential in the field of public affairs.

Eugene B. Casey Medal is awarded to a senior woman voted by the faculty to be outstanding in the qualities of scholarship, character, leadership and campus citizenship.

Henry W.C. Catlin 1894 Medal is awarded to a senior man voted by the faculty to be outstanding in the qualities of scholarship, character, leadership and campus citizenship.

Clark-Porter Medal is awarded to the student whose character and personal integrity, in the opinion of the faculty, have most clearly enhanced the quality of campus life. Created by Charles B. Clark ’34 in memory of Harry P. Porter, Class of 1905.

George Washington Medal and Award is awarded to the senior who shows the greatest promise of understanding and realizing in life and work the ideals of a liberal education.

Other Academic Honors and Prizes

The First-Year Scholarship Medal is awarded to the first-year student who attains the highest academic average in the class.

The Alumni Medal is awarded by the alumni of the College to the member of the sophomore class who attains the highest cumulative average in the class.

The Visitors and Governors Medal, given by the trustees of the College, is awarded to the junior with the highest cumulative average in the class.

The American Studies Program Senior Capstone Experience Award is awarded to a graduating American studies major with the most outstanding senior research project.

The Anthropology Achievement Award is given to the graduating major or majors who, in the opinion of the department, have demonstrated superior scholarship in the field of anthropology.

The Anthropology Service Award is given to the graduating major who demonstrates the greatest dedication to leadership, service, and public education in anthropology at Washington College.

The Lambda Alpha Gamma of Maryland Chapter Senior Award is awarded to the graduating senior in anthropology who, as a member of Lambda Alpha, demonstrates exceptional promise as a research scientist in anthropology.

The Lynette Nielsen Professional Practice Award is awarded annually by the department faculty to the artist who demonstrates the most engaged, dedicated, and consistent creative practice over the course of the SCE year.

The Lynette Nielsen Juror’s Choice Award is awarded annually by an invited guest juror to the artist presenting the most outstanding work of art in the Thesis Exhibition.
The Art History Award is presented annually to acknowledge excellence in the field of art history.

The Department of Biology Allied Health Professional Award is awarded to the graduating biology major who has demonstrated academic excellence, who is pursuing an allied health degree, and who has a strong potential for success in an allied health field.

The Department of Biology Medical Professional Award is awarded to the graduating biology major who has demonstrated academic excellence, who is pursuing a medical or veterinary degree, and who has a strong potential for success in the medical or veterinary fields.

The Department of Biology Research Award is awarded to the graduating biology major who has demonstrated academic excellence and a commitment to undergraduate research, who is pursuing a higher academic degree with a research component, and who shows great promise for success in biological research.

The Department of Biology Award of Special Recognition is awarded on special occasion to the graduating biology major who has demonstrated outstanding academic achievement and exceptional depth of understanding in the field of biology.

The Department of Biology Teaching Award is awarded on special occasion to the graduating biology major who has demonstrated academic excellence and exceptional dedication to science education.

The Department of Business Management Award is given to a graduating business major who has demonstrated outstanding qualities of scholarship, character, and leadership.

The Department of Business Management Senior Capstone Experience Award is awarded to a graduating business major with the most outstanding senior research project, demonstrating high scholarship and analytical skills.

The Stanley A. Schottland Business Leadership Award is presented annually by the Department of Business Management to a Washington College senior in any major who has demonstrated outstanding academic ability and leadership potential for business. The prize includes a cash award upon graduation, and an additional award for tuition expenses for an accredited business school entered after at least two years of employment in a participating or approved company. Two additional finalists will each receive a cash award.

The Joseph H. McLain '37 Prize is awarded to the graduating senior who shows the greatest promise for making a future contribution to human understanding of chemistry. Endowed in 1982 by members of the American Pyrotechnics Association.

The James R. Miller '51 Award for Excellence in Chemistry is given annually to an outstanding senior majoring in chemistry or a premedical senior student who has demonstrated special interest and high academic achievement in chemistry.

The National Dance Association Outstanding Dance Minor is awarded to a graduating dance minor for excellence in their education, including service activities, scholarship, and artistry.

The National Dance Association Outstanding Dance Student is awarded to a graduating dance student for excellence in their education, including service activities, scholarship, and artistry.

The Mary Martin Prize is awarded by the Department of Drama faculty to a student majoring in drama who demonstrates great dedication in any area of the theater arts.
The Stewart Drama Award is given annually to a senior who has made outstanding contributions to the College through dramatic and speaking ability. Endowed by Pearl Griffin Stewart, Class of 1905.

The Economics Department Award is awarded for outstanding academic performance and the potential for high achievement in the field of economics.

The Dr. Davy H. McCall Prize in International Economics is awarded to a graduating senior majoring in economics who has demonstrated special interest, high academic achievement, and superior oral and written abilities in international economics.

The Rachel Scholz Leadership Award is awarded to a graduating senior who, in the judgment of the education department, has demonstrated the knowledge, skills, and dispositions of an outstanding teacher-leader.

The Sean O Connor Teaching Award is awarded to a graduating senior who, in the judgment of the education department, has consistently displayed outstanding performance in teaching and authentic student engagement.

The Education Department Award is awarded to a graduating senior who, in the judgment of the education department, has shown the promise of meaningful contributions to diversified pedagogy, cultural sensitivity, and global awareness within the fields of education and the liberal arts.

The Maureen Jacoby Prize is given to the graduating senior who has demonstrated dedication to student publications at Washington College, and has strong potential for a future in the field of editing or publishing.

The Anna Melvin Hague 1905 Memorial Scholarship is awarded annually to a student whose demonstrated qualities of scholarship, character, and dedication will make the most effective contribution to the field of public education.

The Veryan Beacham Prize is awarded to a junior or student who is two semesters from graduation who has produced a body of writing on any intellectual subject or in any creative genre. The prize is the publication of that manuscript in a fine edition, which will be distributed by the College and others to professionals and alumni who are interested in exceptional students graduating from Washington College.

The Emil J. C. Hildenbrand Memorial Medal is awarded to the senior who attains the highest average in English during the four years of study. Given by the Washington, D.C. Chapter of the Alumni Association.

The Sophie Kerr Prize is awarded to the senior having the best ability and promise for future fulfillment in the field of literary endeavor.

The Writers’ Union Award is given for outstanding service to the Writers’ Union. A gift of Robert L. Chamberlin, Jr. ’48 in memory of Mary Lou Chamberlin ’49.

The Environmental Studies Award is given to the graduating environmental studies major who, through academic accomplishment and extracurricular involvement, shows the greatest potential for making significant lifetime contributions to helping solve the world’s environmental problems.

The Gender Studies Award is awarded to a graduating senior who has displayed unusual interest and/or scholarship in the field of gender studies.
The Arthur A. Knapp ’39 Memorial Prize in History is awarded to the graduating history major who, in the opinion of the department, has displayed unusual interest, enthusiasm, and ability in the field of history.

The Phi Alpha Theta Award is presented to a graduating history major for excellent historical scholarship.

The Norman James Humanities Award for Excellence is given by the James family to the senior majoring in humanities who has shown academic distinction and represents the ideals of humanistic society.

The Inter-Fraternity—Pan Hellenic Loving Cups, given annually to the fraternity and sorority with the highest scholastic index for the preceding year, are inscribed with the names of the current winners.

The International Studies Award is given to a graduating major who, in the opinion of the department, demonstrates an exceptional understanding and interest in international affairs.

The Tai Sung An Memorial Prize is awarded to the graduating international student who, in the opinion of the faculty of the international studies interdisciplinary major, has exemplified in an exceptional manner the benefits of inter-cultural education on our campus.

The Erika and Henry Salloch Prize is given by the Department of Modern Languages, in memory of Erika and Henry Salloch, to the student whose achievement and personal commitment have contributed to the understanding of other cultures.

The Department of Modern Languages Service Award is given to a graduating senior for outstanding service within the department.

The German Studies Alumni Award is given annually to the senior who, in the opinion of the faculty of the Department of Modern Languages, has demonstrated outstanding academic achievement and a depth of understanding in the field of German studies.

The William Gover Duvall ’30 Prize is awarded to a graduating senior who, in the judgment of the Department of Mathematics and Computer Science, has demonstrated outstanding achievement and shows great promise in the field of mathematics.

The Alpha Chi Omega Music Award is given to a senior in recognition of excellence in music.

The Clarence Hodson Prize — please see Fellowships section.

The Jane Huston Goodfellow Memorial Prize is awarded to a graduating senior, majoring in a natural science (biology, chemistry or physics), who has an abiding appreciation of the arts and humanities and has shown scholastic excellence.

The Gold Pentagon Awards are awarded to one senior and one alumnus, faculty, or friend of the College, selected by the Omicron Delta Kappa Society, in recognition of meritorious service to Washington College.

The Department of Philosophy and Religion Award is given annually to a graduating senior majoring in philosophy, recognizing outstanding ability in, and engagement with, the field of philosophy and religion.
The Holstein Prize for Ethics is awarded each year to the graduating senior whose senior thesis, in the opinion of the selection committee, best demonstrates an interest in ethics and the application of ethics to his or her area of interest.

The Department of Physics Award is given to a graduating physics major who has demonstrated academic excellence and who shows promise for success in the physical sciences.

The Political Science Award is given to a graduating major who in the opinion of the department, demonstrates a superior theoretical and practical understanding of political life.

The Daniel L. Premo Award is given annually to the graduating senior in political science or international studies who shows the most promise in the field of public diplomacy.

The Psychology Department Award is given to the senior psychology major who shows outstanding promise in the field of psychology.

The Psychology Department Capstone Experience Award is presented to the graduating senior majoring in psychology who, in the opinion of the department, should be recognized for successful completion and presentation of an exceptional capstone project.

The Virginia M. Conner ’85 Psychology Award is presented annually to the outstanding graduating senior or seniors majoring in psychology who, in the opinion of the department, have demonstrated superior scholarship and service to the department and to the College.

The Psychology Department Outstanding Achievement Award is given to senior psychology majors in recognition of exceptionally high levels of performance in the field of psychology.

The Sigma Xi Scientific Research Society Award is presented to students who have accomplished substantive research achievements and, in the judgment of the members of the Washington College Chapter of Sigma Xi, have demonstrated exceptional promise as research scientists.

The Margaret Horsley Award is given to the graduating major or majors who, in the opinion of the faculty and students of the Department of Sociology, have shown in his or her work the clearest understanding of human social behavior.

The Sociology Service Award is awarded to the graduating senior who, in the opinion of the department and its students, has made, through service, the greatest contribution to the sociology program and to Washington College.

The W. Dennis Berry ’87 Leadership Award is presented annually to the senior or seniors who most clearly exhibit those characteristics of charismatic leadership that distinguished Mr. Berry’s service to Washington College.

The Karen Kaitz Emerick Award is awarded to one or more senior students, chosen by the Executive Committee of the Student Government Association, who have demonstrated strong character and good academic standing, and who have been leaders in community and volunteer service.

The Penny J. Fall Award is given annually by the Washington College Student Government Association to the female athlete who most successfully continues, through service to the College, the tradition and legacy set by Professor Fall. The recipient is chosen for her leadership on campus and her ability to conceive, organize and execute academic and extracurricular activities that have benefited the entire Washington College community.
The Jonathan A. Taylor, Jr. Leadership Award is given to the member of the Washington College Student Government Association who diligently and effectively incorporates progressive thought when addressing the needs and demands of the modern collegiate environment.

The Non-Traditional Student Award was established in 1991 to celebrate academic success by a non-traditional student in the graduating class.

Outstanding Community Service Recognition is awarded to senior students who have committed themselves to community service.

Athletic Honors and Prizes
The Doris T. Bell ‘50 Award is given to the senior woman with the highest cumulative average who has won a varsity letter during the year.

The Alfred Reddish Award is given to the senior man with the highest cumulative average who has won a varsity letter during the year.

The Thomas Reeder Spedden ’17 Medal is awarded to graduating students for academic standing and achievement in athletics.

The Eldridge Eliason Award is given annually to the male student and female student who, with scholastic standing in the upper half of the class, have accomplished the most in the field of athletics.

The Senior Athletic Award is given annually to the male student and the female student who, in the opinion of the Department, achieved the most in athletics at Washington College.

The Sho’men Club Award is given annually to the male student and female student who, in the opinion of the department, by cooperation, loyalty, sportsmanship, spirit and industry, contributed the most to the development of athletics at Washington College.

FACULTY AWARDS
The Alumni Award for Distinguished Teaching encourages and recognizes outstanding teaching at Washington College.

The Gold Pentagon Awards are awarded to one senior and one alumnus, faculty, or friend of the College, selected by the Omicron Delta Kappa Society, in recognition of meritorious service to Washington College.
International Programs

Global awareness is a major goal of a modern liberal-arts education. Overseas experiences enhance students’ capacity for global understanding through an examination of the ways history, culture, politics, economics, commerce, science, and the arts shape our world and our world views. The College is committed to the philosophy that a student’s education is enriched by spending one or two semesters in a foreign country as a participant in our international programs. The Global Education Office (GEO) coordinates academic semester and year study abroad and exchange programs. Any student considering study abroad should talk with their advisor, attend an information session on study abroad, and meet with the director of Global Education Office. Reviewing information on the GEO Web page is a great first step in exploring the College’s study abroad options: http://www.washcoll.edu/offices/global-education/

WASHINGTON COLLEGE EXCHANGE AND STUDY ABROAD PROGRAMS

In this section you will find an overview of the exchange and study abroad programs available at Washington College. These programs have been vetted by the Washington College faculty and administration. Second-semester sophomores are eligible to study abroad granted they meet the academic requirements of the host institution and are in good academic/disciplinary standing at the College. Students’ acceptance to study abroad is based on a number of factors including: GPA, faculty recommendations, the number of applicants to a particular institution, major of study, and class year. Students interested in studying abroad are encouraged to plan ahead and ensure they have the necessary pre-requisites of their anticipated host institution. Most exchange partners require a 3.0 GPA.

The College reserves the right to withdraw and/or prevent students from attending programs due to any situation that may negatively impact the students’ well-being. All exchange and study abroad programs provide on-site orientations, and have an office dedicated to working with visiting Washington College students. For policies pertaining to credit and grade transfer, please see the section on Policies Concerning Credit for Study Abroad Programs.

Argentina: Universidad Católica Argentina, Buenos Aires

One of the finest and largest private universities in Argentina, Universidad Católica Argentina (UCA) is located in Puerto Madero, an architecturally-acclaimed US$2.5 billion urban-renewal project in the old port of Buenos Aires. Since its foundation in 1958, UCA has been a pioneer in many fields and attracted leading scholars in each academic discipline to its faculty. The University offers courses and degrees in: Economics, Commerce, Marketing, Business, Political Science, International Relations, Law, Engineering, Computer Science, Philosophy, Literature, History, Music and Musicology, Education, Journalism, Institutional Communications, and Advertising. Students choose from different types of accommodations: home-stay, student residences, or flats. All courses at UCA are taught in Spanish, so Spanish language skills must be at the strong intermediate or advanced level. Advisors: Stein and Wade

Australia: Bond University, Gold Coast

Students can take courses in a wide variety of subjects including business, humanities, social sciences, information technology, and languages. Bond’s small class sizes and low student:staff ratio are a real strength and a distinguishing factor between it and most other Australian universities. Advisor: Harvey

Australia: Monash University, Melbourne

Monash University was established in 1961 and has become the largest and most international of all Australian universities. Located primarily in the city of Melbourne in the region of Victoria, the location provides an excellent opportunity for travel around Australia. Monash campuses’ offer excellent student recreational facilities and the highest educational standards. The university’s overall size allows for a vast breadth of course offerings. Students are able to take courses across all disciplines offered at
Washington College. Monash is a great option for students in the natural sciences, including environmental studies and psychology, and Koorie (Aboriginal) studies. Advisor: Harvey

Brazil: Pontificia Universidade Católica, Rio de Janeiro
PUC-Rio is a private non-profit Catholic University created in 1941, now recognized as one of the top five universities in Brazil. Located in the exciting city of Rio de Janeiro, PUC-Rio offers courses taught in English along with Portuguese Language courses for the beginner through advanced level. Courses in English are offered in the following areas: Art and Design, Business, History, International Relations, Literature, and Sociology. The International Office at PUC-Rio provides a week-long orientation for newly arrived international students, and arranges housing for the students in a family homestay for their period of study. Advisor: Stein

Denmark: University of Copenhagen, Copenhagen
The University of Copenhagen is the oldest university in Denmark and has fostered many prominent scholars. Although the city of Copenhagen is a relatively small capital, it is characterized by the large number of young people living and studying there. Courses are primarily taught in the native Danish language, however, students will be able to take courses taught in English in the humanities, social sciences, media and communication, law, natural sciences, and computer sciences. Courses offered in English are typically at the master’s degree level and offer an unique opportunity for students to push themselves academically. The University of Copenhagen is suited for independent students who have previous international experience. Advisor: Sorrentino

Ecuador: Universidad San Francisco de Quito, Quito
The University is located in historic Quito, the capital of Ecuador. USFQ was established in 1988 with 130 students; today there are more than 1,200 students enrolled in USFQ. The beautifully landscaped campus includes a library, a computing lab, cafeterias, a theater, an auditorium, tennis courts, basketball courts, volleyball courts, and a fitness center. Classes are taught in Spanish by USFQ faculty members requiring Washington College students to have an intermediate proficiency in Spanish prior to attending USFQ (ability to succeed in 300-level Spanish courses at Washington College is a prerequisite). The International Programs Office conducts the exchange student advising. Host family stays offer students a way to directly engage with the Ecuadorian culture and improves their language skills. USFQ’s International Programs Office will assist students with family placements. Students may take courses in art, sciences, economics, business management, mathematics, humanities, music, philosophy, political science, international studies, psychology, and environmental studies. Advisor: Stein

Egypt: The American University in Cairo, Cairo
The American University in Cairo was founded in 1919 as an English-language based college that would provide an opportunity for a liberal arts education as well as develop awareness for the needs of Egypt and the region. AUC has become a leading institution in the Middle Eastern region by emphasizing the importance of studying humanities, natural sciences, and social sciences in becoming an educated student and future leader. AUC has completed a larger, newly constructed campus located in an area known as New Cairo located 35 km east of Tahrir Square. All of the buildings are beautiful examples of traditional Islamic architecture with the added bonuses of modernity and state of the art educational resources. Students are able to take courses in a wide range of topics including Arabic Language and Arabic Studies. AUC housing offers air-conditioning, computer labs, cafeterias, study rooms, wireless high-speed internet, satellite TV, and a fitness facility in all of the residence facilities. Advisor: Shad

England: The Hansard Scholars Programme, London
The Hansard Society for Parliamentary Government (HSP) developed The Hansard Scholars Programme in Parliamentary and Public Policy Studies to offer students a chance to study the workings of parliamentary democracy and to stimulate interest in its principles. Students majoring in political science, economics or other social sciences, history, international relations, or business administration
will find the program particularly relevant to their studies. Hansard Scholars are assigned to work with Members of the House of Commons, the House of Lords, the political parties, public, social policy, and research institutes. The internship placements are accompanied by three courses at the London School of Economics and Political Science. Students take Politics and Public Policy, Politics and Parliament, and a supervised research project. The Hansard Scholars Programme is affiliated with the London School of Economics. Eligibility: The Hansard Scholars Programme is competitive and available to outstanding juniors and first-semester seniors who meet the program criteria and are approved through the Global Education Office (GPA 3.0 and above). Advisor: Deckman

England: University of Hull, Hull and Scarborough
The University of Hull has a long tradition of enhancing the education of students from overseas. Located in northeast England, Hull is an attractive city of 350,000 with a rich history and excellent transport links to major cities in the UK. Students have the choice of studying at the main Hull campus (15,000 students) or at the smaller Scarborough campus (1,500 students) located in a scenic coastal town 40 miles north of Hull. The teaching staff value and encourage the University’s mix of UK and international students as one that creates a positive and enriching learning environment; and the International Student’s Association is one of the largest and most dynamic of the Students’ Union societies organizing numerous trips and social events. Students may choose classes from a long list of departments: Archaeology, Biology, Business, Chemistry, Coastal Studies, Drama, Economics, English, History, Languages, Mathematics, Music, Philosophy, Politics and International Relations, Sociology and Anthropology and more. Students are housed in University accommodations, adjacent to the campus. Advisor: Volansky

England: Royal Holloway, University of London, Egham
Royal Holloway is a unique blend of history, tradition and innovation. Famous for its Founder’s Building, one of the most spectacular university buildings in the world, the College also enjoys an international reputation for the highest quality teaching and research across the sciences, arts and humanities. Royal Holloway is renowned for having a friendly environment—home for a vibrant community of 6,600 undergraduate and postgraduate students of all ages and backgrounds from more than 120 countries. The spacious 135-acre campus provides an impressive range of modern academic and social facilities in a parkland setting in Surrey, close to London. Students may choose classes from a long list of departments: Biology Sciences, Classics, Computer Science, Economics, English, European Studies, French, German, Hispanic Studies, History, Italian, Management, Mathematics, Music, Physics, Politics and International Relations, and Psychology. Advisors: Sorrentino, Vowels

Finland: University of Oulu, Oulu
Oulu is a modern and rapidly growing university in northern Finland’s cultural and commercial center. Courses offered in English include Scandinavian studies, northern cultures and societies, northern women’s studies, Japanese studies, American studies, and northern nature and environmental studies. Finland’s relatively remote geographical position in northernmost Europe has helped the country remain rich in vegetation and wildlife. Advisor: Harvey

The American Business School, Paris was established in 1985 and is one of the first English-speaking business schools in France modeled on American undergraduate business education and has established links with several renowned American universities. A U.S. accredited Bachelor of Business Administration curriculum is taught entirely in English by professors who are American, or who have trained in America, but who all have their own unique international experience and career paths that they bring into the classroom. Course offerings include but are not limited to: Accounting, Business, Economics Finance, Mathematics, and Marketing. French language courses are taught in the beginner, intermediate and advanced levels. Advisor: Harvey
France: Université d’Artois, Arras  
Situated in a small city approximately one hundred miles to the north of Paris (fifty minutes by high-speed train), the Arras campus of the Université D’Artois is one of the most recently created centers in France for the study of the liberal arts. The campus received its first students in the early 1990’s and has been rapidly growing ever since. Arras itself was famous throughout Europe during the Middle Ages for the manufacture of textiles. While few evidences of the medieval city remains, it does boast two of the most beautiful 18th century public squares in all of Europe. Both the city and the campus are of a scale that should appeal to a student who is hesitant about facing the costs and pressures of big-city and big-university life. Students may take classes in foreign languages, history, geography, business, computer science, sociology, and more. An intermediate level of French is required to study at the Université D’Artois (ability to succeed in 300-level French courses at Washington College is a prerequisite). Advisor: Pears

France: Université Pierre Mendes, Grenoble  
This university is one of three located in Grenoble, France, and the only one that concentrates specifically on the social sciences. With its 40,000 inhabitants, Grenoble is the capital of the French Alps. Historically, Grenoble is where the French Revolution germinated and where Napoleon returned from his exile on the Isle of Elbe. On a lighter side, Grenoble is a beautiful city surrounded by mountain ranges which offer alpine skiing in the winter and over 4000 km of trails for hikers in the summer. The city is conveniently located 537 km from Paris, 331 km from Nice, 100 km from Lyon, 145 km from Geneva, and 240 km from Turin while also at an important crossroads to Italy and Switzerland. Students must have an intermediate level of French as all classes are taught in French (ability to succeed in 300-level French courses at Washington College is a prerequisite). Advisor: Pears

Germany: Eberhard-Karls-Universität Tübingen, Tübingen  
EKUT is located in Tubingen, which is in southern Germany near Stuttgart. The University was founded in 1477 and hold a distinguished place in the intellectual life in Germany. The University has 25,000 students living in a comparatively small city of 85,000. The University’s academic reputation is based on the research achievements of many of its scholars. Campus facilities include some of the most advanced technical equipment and extensive library facilities. EKUT’s character is marked by an awareness of tradition and a cosmopolitan atmosphere. Students can take a wide range of courses in different disciplines including business, economics, history, philosophy, political science, psychology, mathematics, chemistry, geography and the arts. This is an excellent opportunity for motivated and independent students with strong language skills (ability to succeed in 300-level German courses at Washington College is a prerequisite). Advisors: Grewling, Martin

Germany: Johannes-Gutenberg-Universität Mainz, Mainz  
Founded in 1477, JGU is a globally renowned research institution of national and international recognition. It offers an extraordinarily broad range of courses including Business, Economics, Education, American Studies, English, History, Mathematics, Arts, Foreign Languages, Music, Chemistry, Geography, Philosophy, Earth Sciences, Political Science, , Sociology, and Psychology. The wide range of courses and the ideal geographic position in Germany makes it one of the top destinations for students from all over the world. International students from about 130 countries make up 10% of the 36,000 students. JGUM is the sole German university of this size to combine almost all institutes on one campus, which is located in Mainz, a lively state capital west of Frankfurt on the Rhine River and in the heart of a wine-growing region. Mainz has a rich history and excellent transport links for traveling. This is an excellent opportunity for motivated and independent students with strong language skills (ability to succeed in 300-level German courses at Washington College is a prerequisite). Advisors: Grewling, Martin

Hong Kong: Lingnan University, Tuen Mun  
One of the few liberal arts institutions in Hong Kong, Lingnan University offers a unique combination of
eastern and western traditions. Located in the New Territories, Lingnan University provides a campus environment that promotes self-learning and maximizes opportunities for social, cultural, and extracurricular activities, as well as sharing the belief of the importance of their bilingual society: English and Chinese. Students can choose from a variety of courses taught in English in the following faculties: contemporary English studies, cultural studies, business administration, social sciences, history, and philosophy. Advisor: Oros

Ireland: University College Cork, Cork
Founded in 1849, the university is located in Ireland’s second-largest city on the south coast, 160 miles southwest of Dublin. It is one of three colleges that constitute the National University of Ireland. Students may take courses ranging from the natural sciences to social sciences and humanities. All of the university’s facilities will be available to students from Washington College, including specially designed programs for students from the USA. Advisor: Gillin

Israel: The Ben-Gurion University of the Negev, Beer-Sheva
For students with an interest in Israel, a semester or academic year at Ben-Gurion can be arranged through the New York City office of this top Israeli university. Ben-Gurion University of the Negev is the only Israeli university created to fulfill a unique nation-building mandate: to develop the Negev, its land, and its people. As Israel’s fastest growing institution, it is gaining international repute for its innovative research, its dynamic student body, and its modern campus. BGU offers courses in anthropology, pre-medicine, international relations, environmental studies, and linguistics and literatures, along with many opportunities for experiential learning. Advisor: Shad

Italy: Università Cattolica Del Sacro Cuore, Milan
Since its founding in 1921, the university has become a central point of reference for the Milanese intellectual community. It’s a true campus, offering everything that makes this university a unique and unrepeatable experience: study, research, the chance to meet the lecturers and to become part of the dialogue of an academic institution, contact with the outside world, and the opportunity to extend the personal development it offers through cultural and recreational extracurricular activities. UCSC is a great program for independent students who are able to navigate new cities and academic systems on their own. The University offers courses and degrees in: Communication and Performance Sciences, Economics and Business Administration, Foreign Languages and Literature, History, Humanities, Philosophy, Political Science, Psychology, and Sociology. Approximately 25 courses are offered in English each semester in these various faculties. An Intensive Italian Language and Culture course is offered both prior to and during each semester. Advisor: Pears

Japan: Meiji Gakuin University, Tokyo and Yokohama
Meiji Gakuin University (MGU), founded in 1877, is one of the oldest private institutions in Japan and has a long history of international cooperation in education. As a liberal arts university, MGU offers undergraduate studies in a variety of areas. MGU offers a program for international students which allows them to take coursework in both Japanese and English. Students must have completed 2 semesters of Japanese before applying for MGU. Over the past century, MGU has grown significantly and today includes two campuses, in the heart of Tokyo (Shirokane) and the other in the more spacious suburban setting of Yokohama, with a student population of approximately 10,000. Both campuses provide international students with numerous opportunities for participation in the academic and social life of the university. Advisors: Oros, Narita

Morocco: Al Akhawayn University, Ifrane
Located in the resort town of Ifrane, nestled in the Middle Atlas Mountains, Al Akhawayn University is set in the heart of a region known for its beautiful forests, mountains, lakes, and waterfalls. Al Akhawayn has multiple exchange programs with partner institutions worldwide. AUI is home to excellent research facilities, particularly for North African and Middle Eastern Studies. This small university offers
programs in business administration, humanities and social science, and science and engineering. The language of instruction at the university is English. Facilities include 16 student residence buildings. There is a gymnasium, an indoor regulation Olympic swimming pool next to the soccer field and track, and three regulation tennis courts. All classroom buildings are situated next to each other, and faculty offices are distributed throughout the campus. **Advisors: Scout and Shad**

**Peru: Pontificia Universidad Católica del Peru, Lima**
The Pontificia Universidad Católica del Peru (PUCP) is a highly prestigious world-renowned academic institution. Founded in 1917, the Pontificia Universidad Católica del Peru is the oldest-established private higher educational institution in Peru. Lima is the cultural center of Peru and offers entertainment for young people in the form of theaters, cinemas, cafes, bars, and discotheques, which are to be found especially in Miraflores and Barranco, the city’s two foremost cultural districts. Exchange students enroll at the School of Special Studies. The University offers courses and degrees in: Fine Arts, Management and Accounting, Science and Engineering, Social Sciences (Anthropology, Sociology, Economics), Law, Arts and Humanities (Archaeology, Philosophy, Geography, History, Literature, Psychology), Communication Arts and Sciences, Education. Overseas students live with Peruvian families and are immersed in the social and family life of Peru as well as the Spanish language. Students must demonstrate a strong intermediate or advanced knowledge of the Spanish language, as all courses at PUCP are taught in Spanish (ability to succeed in 300-level Spanish courses at Washington College is a prerequisite). **Advisor: Stein**

**Scotland: St. Andrews University, St. Andrews**
Founded in 1411, St. Andrews is the oldest university in Scotland. With 6,000 students and faculty, the university comprises approximately one-third of the total population of the city of St. Andrews. Local and university events in the town blend to offer a rich cultural and social life for students and townspeople alike. Washington College sends students to St. Andrews University to study a broad range of subjects including philosophy, sociology, psychology, mathematics, and the natural sciences. A minimum GPA of 3.0 and demonstrated ability to work independently and creatively in a tutorial educational system are prerequisites to recommendation for the program. **Advisor: McColl**

**South Africa: Rhodes University, Grahamstown**
Located in the beautiful and historic city of Grahamstown, Rhodes University is nestled in the hills of the city, just 45 minutes from unspoiled beaches. Rhodes University is one of South Africa’s oldest and most prestigious institutions of higher education. Students participating in this program are housed on campus in single rooms in residence halls equipped with a dining hall, washer/dryer, TV, and lounge area. During the spring semester at Rhodes, Washington College students attend a special interdisciplinary course on South Africa and the Eastern Cape Region. All students attending Rhodes may choose from a wide range of courses in the humanities, sciences, and social sciences. **Advisor: Shad**

**South Korea: Yonsei University, Seoul**
The oldest university in Korea, Yonsei celebrated its 100th anniversary in 1985. Yonsei sits quietly in a well-wooded area outside Seoul, a city of 11 million people. Yonsei has provided many opportunities for foreign students to learn more about the Korean language, history, and culture. The University is recognized not only in Korea, but also the Asia-Pacific area and the international community as the most forward-looking, internationalized, and comprehensive university in Korea. Courses offered in English fall under three main areas of study: East Asian Studies, International Relations, and International Business. The Korean language is also taught. Dormitory housing is available for students accepted to the program and there are 100+ student clubs and organizations, all covering a variety of interests. **Advisor: Oros**

**Spain: Universidad De Nebrija, Madrid**
Nebrija University is located in the university district of Madrid. The Hispanic Studies Program at UN
offers exchange students various cultural activities such as lectures, films, and guided visits to major museums, monuments, and other sites of interest. With the assistance of the International Office, students are placed in homestay living arrangements. Students who have an elementary Spanish level take courses in the Spanish studies program. Those who are proficient in Spanish may also enroll in courses that are part of the normal curriculum for Spanish students. Students choose courses from the following disciplines: Spanish studies, business administration and economics, advertising and journalism, computer science, modern languages, political science and international studies, history, and English. Advisor: Casado Presa

Turkey: Bogazici University, Istanbul
This university grew out of the long history of Robert College, the first American college to be established outside the United States. With a distinguished academic tradition, Bogazici has five campuses, six institutes, a school of foreign languages, a school of applied disciplines, and a school of advanced vocational studies. Its historic Kandilli Observatory is the center of a nationwide network of seismic stations and a prominent research center. The Kilyos Campus is situated on the shores of the Black Sea. Students may take courses in the arts, sciences, economics, political science, international studies, and education. All classes, except Turkish language, are taught in English. Advisor: Shad

FACULTY-LED SHORT TERM PROGRAMS
Washington College faculty run a variety of short-term programs during the summer and winter months. Faculty-led programs are open to all students. Students should be in touch with faculty-leaders regarding their summer and winter sponsored programs. Recent trips include summer programs in Bermuda, Denmark, Germany, Ecuador, England, and Tanzania. The academic departments sponsoring the faculty-led programs have additional information on these study abroad opportunities.

The Washington Semester and World Capitals Programs
The Washington Semester and World Capitals Programs conducted by The American University are open to students who are in either semester of the junior year or in the first semester of the senior year. The Washington Semester Program is an opportunity to observe government in action and includes study with government officials and exposure to government bureaus, agencies, and departments. A Washington Semester student will be able to earn a full semester of credit by pursuing a course of study in one of the following seven areas: American Government and Public Law, Foreign Policy, Peace and Conflict Resolution, Economic Policy, International Environment and Development, Justice, and Journalism. Preparation of a major research paper is assigned as partial fulfillment of the semester’s requirements. The World Capitals Program provides an opportunity for students seeking to combine internship experience and study abroad. This program is administered by the International Studies Program: Beijing, Brussels, Buenos Aires, Madrid, Mexico City, Poznan, Rome, and Vienna. Eligibility: Juniors and first-semester seniors in good academic standing who have an appropriate background and the approval of the program’s advisor. Advisor: Lange, Deckman

BILLING AND PAYMENT TERMS
See Fees and Expenses, Off Campus Study Fees
Special Sessions

Washington College offers several intensive travel/study experiences, conducted under the guidance of professors during times when classes are normally not in session. Successful completion of these summer sessions earns academic credit.

SUMMER SESSION IN BERMUDA
Students spend 15 days at the Bermuda Institute of Ocean Sciences in Bermuda. Major concentration is on environmental issues associated with the impact of ecotourism and population growth, fisheries management, and coral reef ecology. Also included are historical, archaeological, and cultural analyses of the Bermuda islands. Participants earn four credits in this bi-yearly program. **Advisor: Munson**

SUMMER PROGRAM IN ECUADOR
Students interested in environmental studies, the impact of ecotourism, and global conservation issues have a rare opportunity to participate in a three-week environmental course in Ecuador, offered jointly by Washington College and the Universidad De Quito. This bi-yearly course entails 40 hours of formal classroom instruction and more than 50 hours of field experience. Students visit the Tiputini Biodiversity Station and explore Yasuni National Park in the Amazon, visit a shrimp factory and fishing village on the Pacific Coast. The highlight of the trip is a weeklong visit to the Galapagos, home of the Charles Darwin Station and some of the most distinctive species on earth. **Advisor: Munson**

SUMMER SESSION AT KIPLIN HALL
During a three-week summer excursion to North Yorkshire, students experience the poetic landscape of England. Hiking the remote hills of the Lake District and exploring the moors, students literally follow the footsteps of Romantic poets as they study the literature of that period. Students stay at Kiplin Hall, the ancestral home of Maryland’s Calvert family. Participants earn four credits. **Advisor: Gillin**

OXFORD RESEARCH SEMINAR ON RELIGION, POLITICS, AND CULTURE
Students interested in the intersection of religion, politics, and culture are encouraged to apply for a two week study program conducted at the University of Oxford in June. Students reside on campus in the heart of Oxford University, engage in a structured program of study directed by Oxford faculty, develop an independent research project using the vast resources of Oxford libraries, and conduct tutorials under Oxford faculty. For more information please contact Joseph Prud’homme, director, the Institute for Religion, Politics, and Culture. **Advisor: Prud’homme**

SUMMER INTERNATIONAL BUSINESS EXPERIENCE
Washington College offers a 15-day travel course in international business. For five summers the course was based at the University of Leiden, Holland’s oldest university. The course concentrated on the economic aspects of the European Union and compared businesses in Europe to businesses in the United States. Following are the European Union sites normally visited: Information Desk of the European Union, Permanent Court of Arbitration, and the U.S. mission to the European Union. Following are the businesses visited in 2004: ABN-AMRO, Heineken, Nike’s European headquarters, Porcelain Fles which makes Delft, an international flower market at Aalsmeer, a diamond cutter in Antwerp, Belgium, a chocolatier in Belgium, and Villeroy & Boch in Luxembourg. For the past two summers the course took place in China. In January 2010, the course was conducted in India. In both China and India a variety of businesses were visited. **Advisor: Scout**

SUMMER PROGRAM IN TANZANIA
Washington College offers a 15-day summer course on politics, culture, economy, and sustainable development in Tanzania. The course focuses on the familiar problems associated with Africa: poverty,
unemployment, health, debt, and the conflicts between tradition and the lures of a changing world. Traveling to one of Tanzania’s national parks, to traditional Maasai communities, to coffee co-ops, government agencies, and health care centers, students come face-to-face with local communities and their diverse problems and challenges. Advisor: Shad

SUMMER ARCHAEOLOGICAL FIELD SCHOOL
This five-week summer program is an introduction to archaeological fieldwork methods and to the theoretical concerns of anthropological archaeology. It includes participation in archaeological survey and excavation as well as lectures, readings, and writing assignments. A minimum obligation of 20 hours per week is required. Sites will focus on North American native people and colonial U.S. history in Maryland. Prerequisite: ANT 105, ANT 107 or HIS 201; or permission of the instructor. May be repeated once for credit. Advisor: J. Seidel

SUMMER SESSION IN MAINE
During a three-week summer session at Acadia National Park on Mount Desert Island, Maine, students study coastal community ecology within geological and oceanographic contexts. Advisor: Connaughton

BILLING AND PAYMENT TERMS
See Fees and Expenses, Off Campus Study Fees.
Integrative (Experiential) Learning

At Washington College students have multiple opportunities to become engaged in experiences designed to enhance their learning outside the classroom. Our proximity to the major cities of Washington, DC, Baltimore, and Philadelphia as well as the Delmarva Peninsula makes it possible for students to gain experience as members of premier governmental, commercial, scientific, and artistic organizations while undertaking externships/job shadowing, internships, research, and participation in a variety of model programs. These experiences enhance and expand theoretical knowledge obtained through traditional coursework.

EXTERNSHIPS/JOB SHADOWING
By definition an externship is a short, usually one- to three-day, experiential learning opportunity. A student visits an organization or business to learn about its missions and goals, to ask questions about career paths and explore fields of interest. Externships can be especially useful to younger students helping them guide decisions about major and minor courses of study. Therefore in 2012, the College introduced a program designed for freshmen and sophomores. Those with a qualifying GPA of B or better are encouraged to apply and state their match preferences. Externs are required to attend an on-campus session on workplace professionalism and meet with the Assistant Dean for Academic Initiatives for final placements. For the most part, alumni, friends of the College, and parents of current or past students serve as hosts to the externs. The sites include opportunities for students to explore the arts, business, communications, education, health professions, law and justice, science and technology, and social services and human rights, and are located in Baltimore, Boston, Philadelphia, New York, and the Washington DC metro areas. Placements are made during Fall, Winter, and Spring breaks. Externships are recorded as a non-credit bearing experience through the Offices of the Assistant Dean and the Registrar. More details on the first and second year program are available at http://www.washcoll.edu/academics/job-shadowing or contact: Assistant Dean Andrea Lange at alange2@washcoll.edu. Upper-level students are encouraged to seek out job shadowing opportunities in their local communities and/or in organizations located near to the College. Students have shadowed with clinical health programs, in galleries, and in businesses to create professional networking connections and prepare for full-time careers.

INTERNSHIPS
Students pursue internships for a variety of reasons. Working under the close supervision of seasoned professionals provides a unique opportunity to learn about the challenges and opportunities of a particular field. Potential experiences are reviewed according to rigorous criteria involving engagement in a substantive experience, availability of an on-site mentor or supervisor, and the relationship of the experience to the student’s academic program of study. Some students do internships solely for the valuable experience they provide. With the addition of an academic plan of study, internships may be done for academic credit. Internships for academic credit are administered by Dr Andrea Lange, Assistant Dean for Academic Initiatives.

Although academic credit for internship experiences may vary, the majority of students may earn between two and four credits upon successful completion of approximately 140 to 500 hours of applied experience. Learning goals are established prior to the beginning of each internship and evaluated by the faculty advisor upon completion. Internships provide experience that students may apply to their degree by earning up to 16 credits.

Internships are open to some qualified freshmen and upper class students in good academic standing. In addition, students may develop internship experiences on their own and petition the department for academic credit prior to the start of the experience. Students may choose to participate in non-credit bearing Internships. They are asked to complete a non-credit form which is provided to the Registrar’s Office and to submit an evaluation of their internship to the Center for Career Development. The
staff of the Center for Career Development and the Center’s website have information on internships available nationwide. Students can browse lists of opportunities by academic discipline and review funding opportunities that are available to support integrative learning.

**INTERNSHIP OPPORTUNITIES BY MAJOR**

**Anthropology and Archeology**

Students interested in ethnographic research, cultural studies, or archaeological and GIS skills intern with the Smithsonian Museums, the U.S. Naval Academy Museum, in field schools here in the U.S. and abroad, as well as in an array of non-profits. The nearby Rock Hall Museum offers students opportunities to study the watermen of Maryland’s Eastern Shore. The Washington College GIS laboratory offers semester and over-the-summer internships on grant-related mapping projects in environmental studies, crime and justice, land use, and transportation. *Advisors: Lampmann and Schindler; for GIS-Bruce*

**Art**

Internships allow art and art history students to work in various museum and curatorial settings including The Academy Art Museum in Easton, the Baltimore Museum of Art or The Walters Art Museum in Baltimore, and at other galleries, art institutes, and art education outreach organizations around the nation. Students work under the supervision of the museum’s professional staff and gain firsthand experience in a wide variety of museum activities. Seniors who are pursuing a concentration in art history are eligible. To earn academic credit, participants must submit to the Art Department a paper that summarizes their experience. *Advisor: Tsui*

**Biology**

Biology students have the opportunity to conduct summer research on campus as well as at other academic institutions and at field stations. They also engage in academic internships with research and policy focused non-profits and government agencies. Recent student experiences have included work with the Children's National Medical Center/Pediatric Cardiology, University of Maryland School of Pharmacy, University of Virginia Medical School as well as local health providers and clinical settings such as conducting lyme disease research with a recognized expert. (See Collaborative Research Opportunities below) *Advisors: Ford, Verville*

**Business**

Business students participate in many local, national, and international internships according to their field of business interest. The internship course acquaints students with current literature and allows them to discuss and share their internship experiences with their classmates and faculty. Internships are available with major financial providers, hedge funds, banks, insurance companies, accounting firms, and other business enterprises. For example, students have interned with Doha Bank in Qatar and with T. Rowe Price and Legg Mason in Baltimore, Maryland. Locally, Chester River Hospital Center offers internships in human resources and finance. Benchworks, Inc., a marketing firm, offers internships as does Dixon Valve, a multi-national corporation with headquarters and manufacturing in Chestertown, and Coldwell Banker, a real estate firm. *Prerequisite: Junior standing, appropriate course work to benefit from such an experience, and prior written approval of a faculty internship advisor and the department chair. Advisor: Harvey*

**Chemistry**

Faculty members in the department of Chemistry welcome students every year to participate in the summer research program as well as in credit-bearing and non-credit internships at other institutions. The broad range of projects undertaken here on campus is the product of the areas of expertise carried on by chemistry faculty. Students have the opportunity to tackle NMR spectroscopy and numerous characterization techniques, to embrace the field of soil chemistry, to discover new organic reactions in the synthesis of bowl-shaped molecules and to realize the power of more environmentally benign and sustainable chemistry. In recent years, chemistry majors have interned at U.S. Department
of Energy research sites, at the Johns Hopkins School of Medicine, and at the Radio-Chemistry Lab at the University of Missouri-Columbia. Advisor: Marteel-Parrish

Drama
Internships in professional theater allow drama majors to work full-time as resident interns for professional theater companies. In past years students have interned for Arena Stage in Washington, DC, Center Stage in Baltimore, Philadelphia Theatre and the Play Penn in Philadelphia, and the Hartford Stage Company in Connecticut. Locally, they also work in the Church Hill Theatre and the Garfield Center for the Arts at the Prince Theatre. Drama majors in either semester of their junior or senior year who have been accepted by a theater company, and who have received approval from the drama department, are eligible. Interns are supervised by the department faculty and by a designated member of the theater company. Advisors: Daigle, Volansky

Economics
Students with majors or minors in Economics are allowed to seek credit for internships. Opportunities are available in micro- and macro-interest areas, in international development, and in non-profits. For example, recent intern placements included: NeighborWorks, a non-profit housing policy organization in Atlanta; Doha Bank in Qatar, and opportunities through the Washington Center (see below) with the Montgomery County, MD Bio-Health Innovation Collaborative and the Mexican Embassy-NAFTA Trade Desk in Washington, DC Advisor: Daniels

English
The Department of English offers a journalism internship on campus each year. Students work with a professional journalist in conjunction with the publication of the Elm and the Collegian. Each week students conduct a critical evaluation of the previous week’s publication. Sessions on what constitutes effective work in various areas of news writing, such as feature articles, editorials, sports, and campus announcements, as well as how to lay out an interesting and communicative page, occur on a regular basis. The internship is open to all students interested in working on the Elm or the Collegian.

English majors also intern with publishing firms, publications and marketing organizations, radio and media outlets, with commercial enterprises and non-profits. Advisors: For the on-campus internship contact Dubrow; for other opportunities contact Knight.

Environmental Studies
Internships in environmental science education, wildlife and ecology management, environmental research and non-profit management are available at sites locally and nationally. Recently, environmental studies majors have interned at several National Oceanic and Atmospheric Administration research sites including Monterey Bay, CA, Beaufort, SC, and Wells, ME, and locally on the Chesapeake.

Several others have combined their interests in environmental studies and law to work at the US Department of Justice, Environmental Crimes Section, at the Environmental Protection Agency, or with private law firms that litigate environmental cases.

The Center for the Study of the Environment and Society also offers internships during the academic year and over the summers at Chino Farms and with Eastern Neck National Wildlife Refuge. Advisor: Sherman

Modern Languages
Students utilize their language skills while working in for-profit and non-profit settings. Most recently, Hispanic language students have interned with a Chilean company and with a Peruvian health care provider, and more locally have externed at Chester River Hospital ER, with a non-profit family support group, and with the Kent County school system. French majors have worked with humanitarian
organizations abroad as well as commercial enterprises in France. Several international internships are offered through providers affiliated with the College such as CISAbroad and IFSA-Butler. Advisors: Martin (Modern Languages Chair) and McCleary (Director, Center for Global Education)

History
History students are encouraged to explore internships with museums, archives, curatorial services, and history-education outreach providers. More recently, students have interned with the National Park Service, Harper’s Ferry, with the Smithsonian museums as well as with the National Archives. Locally, the Chesapeake Bay Maritime Museum in Saint Michaels, MD, offers internships in organization and documentation of collections. Student interns also have opportunities at the Historical Society of Kent County to organize archival resources, participate in preparing displays, and do research in government records and family papers. The Maryland Historical Society in Baltimore offers various internships involving research and administrative opportunities, including assistance with publication and publicity projects. Advisor: Wilson

International Studies and Political Science
International studies and political science internships are available for qualified juniors and seniors in Washington, DC and abroad through the Department of State, the U.S. Agency for International Development (USAID), and the Hansard Society for Parliamentary Government.

Most federal government internships are in Washington, DC, but some opportunities occur each year for interns to serve abroad as Junior Foreign Service Officers. Depending on the needs of the agency, interns are assigned junior-level professional duties, which may include research, reporting, correspondence, analysis of international issues, and assistance in cases related to domestic and international law. The department and program advisors help students prepare applications and find internships with government agencies. Students from Washington College have served in Bangladesh, Barbados, Bolivia, China, Costa Rica, Ecuador, El Salvador, Fiji, Gambia, Hong Kong, Indonesia, Ireland, Japan, England, New Zealand, Pakistan, the Philippines, Switzerland, Venezuela, and Washington, DC

Students interested in international human rights and social justice may opt to intern abroad in Tanzania and Zanzibar or with NGOs located here in the US or globally. Some students interested in foreign policy initiatives work with Washington, DC, think tanks such as the Woodrow Wilson Center for International Scholars or on Capitol Hill as staff to committees with oversight responsibilities for foreign policy and national security. Advisor: Oros and Shad

The Department of Political Science administers the Maryland General Assembly Internship Program, open to majors and non-majors. These internships offer a firsthand glimpse into the world of Maryland politics. Interns work for a state legislator in Annapolis for two days each week throughout the spring legislative session, which stretches from January through mid-April. Interns also meet on campus for a weekly seminar, which includes reading assignments and written work. Two course credits are awarded for successful completion of the internship. Juniors and seniors who have a GPA of 3.0 are eligible. (Political Science 311 or 391 is recommended.) Legislators provide interns with a stipend to cover expenses; however, students must arrange their own transportation to and from Annapolis. The faculty program director evaluates each intern’s work in consultation with the legislator to whom the student has been assigned and the Assembly’s intern coordinator in Annapolis. Advisor: Deckman

The Washington College Institute for Religion, Politics, and Culture offers internships for qualified students in Washington, DC, through its partnership with the Disciples Center for Public Witness where students intern with faith-based organizations working on social justice issues. Advisor: Prud’homme

Political Science and International Studies majors also frequently attend the program of the Washington Center for Internships and Academic Seminars (see below).
Music
Students interested in careers related to music and music education are encouraged to seek internships as well. An intern from last summer worked for an online music company, and others have interned with community orchestras and non-profits. Advisor: Schweitzer

Sociology; Justice, Law and Society; and Social Work
Undergraduates interested in sociology, the minor in justice, law and society, or the concentration in social welfare find integrative learning to be an important part of their experiences here at the College. Some courses require job shadowing and others, in social work for example, offer full semester internships. Future sociologists interested in analytics and data development have interned at the US Census Bureau and at Washington, DC, think tanks. Several others have found opportunities with local and state agencies as well as non-profits. Advisor: Anderson

Justice, law and society students have interned with the Kent County State’s Attorney, with the Kent Center, a supervised residential facility for at risk boys, with the Washington, DC, PreTrial Services Agency, Mid-Shore Council on Family Violence, with For All Seasons, a rape crisis agency serving several Eastern Shore Maryland counties, and with law firms. Advisor: McCabe

The Social Work program offers students the opportunity to work directly with clients in a variety of community settings and under the supervision of agency professionals. After a one-semester introduction to the field of social welfare, students are placed in a community agency. The internship lasts for two semesters, and participants earn credit for one course each semester. In addition to the field work, students attend a weekly seminar.

Students who have completed courses in introductory sociology and psychology may enroll in Introduction to Social Welfare, the prerequisite for the field experience. The fieldwork usually takes place in the senior year. Advisor: Barrell

Physics
On-campus research projects are available for students to work corroboratively with faculty in their labs or to seek off-campus opportunities with private industry or the government. (See Collaborative Research below) Advisor: Lin

Psychology
The Psychology Practicum enables students to take courses at the College and work part-time at nearby community agencies that provide psychological and or mental health services. Depending on their internship site, student interns work closely with a therapy team comprised of a psychiatrist, psychologist, psychiatric social worker, occupational therapist, or with members of the nursing staff, and ward personnel. They participate in various aspects of treatment and counseling. In addition to the clinical work, participants undertake a supervised study of the literature on mental disorders. Those who have completed the practicum have found it a valuable step toward a career in clinical psychology or allied health and medical sciences. Examples of recent placements include: Eastern Shore Psychological Services in Easton, Sheppard Pratt in Baltimore, Kent County Behavioral Health in Chestertown as well as camps, local schools, hospitals, and private practitioners.

Students in either semester of their junior or senior year are eligible. Academic credit earned through the practicum counts toward the major and graduation. Advisor: Siemen

Signature Internships Open to Various Disciplines
Washington College provides “Signature Internships” which by definition are open only to our students or to workplaces where our students’ applications receive special consideration. Full descriptions of current opportunities are available at www.washcoll.edu/offices/career-development/internships/signature-internships.php. Several are summarized below.
Children’s National Medical Center, Pediatric Cardiology, Washington, DC
Highly qualified STEM students are encouraged to apply for this internship where they select from three specific professional areas including cardiology practice, magnet nursing, and health care administration. They spend the majority of their summer in one of these areas and the last two weeks of the internship in a second area. Advisor: Verville

Comegys Bight Fellows Program
The Comegys Bight Fellows Program offers funding for research-based summer internships (or independent research projects) related to American history and culture. Grants are offered on a competitive basis to sophomores and juniors from all academic majors. Comegys Bight fellowships are often, but not always, related to a thesis project. The program is administered by the C.V. Starr Center for the Study of the American Experience. Advisors: Goodheart and Martin

Health Integrity, Inc, Easton, Maryland
This commercial firm conducts forensic accounting in the health care field. Student interns work alongside CPAs, health professionals, law enforcement agents, and other practitioners to review health care claims for errors, abuse and fraud. Advisors: Assistant Dean Lange or Williams (Business)

Lyme Disease Clinical Research, Lutherville, Maryland
Cases of lyme disease are growing at alarming rates, and clinical studies of the disease provide students opportunities to examine scientific and sociological research to better understand causes and cures. This internship is available to highly qualified upper-level Biology students who work with a physician specializing in infectious disease and who teaches at Johns Hopkins Medical School. Advisor: Verville

National Oceanic and Atmospheric Administration Summer Research/Internship Program
NOAA provides field and research opportunities across more than 40 different sites in the U.S. Along with several other prestigious liberal arts institutions, Washington College students compete for these positions to study marine and wildlife habitats. Most recently, students were accepted for dolphin research off the Pacific Coast, marine mammals in the Atlantic, oyster beds on Eastern Shore rivers, and stream run-off in the Chesapeake Bay. Advisor: Sherman

U.S. Office of Naval Intelligence, Suitland, MD
The U.S. Office of Naval Intelligence offers internships for students interested in intelligence gathering, historical research, document organization, and interpretive work. Interns work with regular Naval officers. Security clearance is required. Majors or students with substantive coursework in history, computer science, business, and mathematics may apply. Advisor: Lange

National Security Agency Internship, Odenton, MD
Internships within NSA and the national security community are available to students who are awarded the National Security Scholarship through a competitive application process. Students must have an interest in a career in a national security field, a minimum GPA of 3.0, U.S. citizenship, completed a minimum of 30 semester-hours toward the baccalaureate degree, and pass rigorous security clearance. Students with majors in political science, computer science, mathematics, physics, history, business management, and languages and linguistics may apply. Advisor: Lange

The Washington Center for Internships and Academic Seminars
Full-time, semester-long or summer internships with a federal government, political, business, or non-profit agency in Washington, DC, are available for qualified students through the Washington Center for Internships and Academic Seminars. In addition to working 35 hours per week as an intern, students participate in an academic seminar of their choosing and a leadership forum designed to help them understand the connection between their academic and professional goals and the special educational opportunities available through living and working in Washington, DC. Students earn
a full semester of academic credit in this domestic off-campus experience. Sophomore status and a 2.8 minimum cumulative GPA is required. U.S. citizenship and a security clearance are required for appointments at certain government agencies. Advisors: Chairs of anthropology, art, business, economics, political science, and sociology departments. Campus Liaison: Lange

COLLABORATIVE RESEARCH OPPORTUNITIES
Student/faculty collaborative research projects supported by research grants are available for academic credit during the summer months in most departments in the Division of Natural Sciences and Mathematics. At the conclusion of the summer, student researchers present their findings at a Summer Research Day and in the fall at the Student Academic Showcase. (See Biology, Chemistry, Physics above)

MODEL PROGRAMS AND STUDENT CONFERENCES
Model United Nations
Site: McGill University, Montreal, Canada
Students interested in learning about the UN have the opportunity to participate in the National Model UN. Participating increases the students’ awareness of the role, organization, and performance of the UN. Student delegates participate in the various committees of the UN and represent a member state. Advisor: Shad

Public Leadership Education Network (PLEN)
Site: Washington, DC
Each year the Department of Political Science and the International Studies Program nominate one or more women to attend the Women & Congress Seminar and the Women and Public Policy Seminar, organized by PLEN. Participants meet with women in government relations, observe sessions of the House and Senate or the Supreme Court, visit executive agencies, meet with representatives of the media and interest groups, and discuss public issues. Advisor: Hopper

West Point Conference On United States Affairs
Site: U.S. Military Academy, West Point, NY
Each fall the Director of the International Studies Program nominates one student to attend the annual Student Conference on United States Affairs (SCUSA). The conference brings together undergraduates over three days of roundtables, plenary discussions, and addresses to debate major issues of American foreign policy. Advisor: Wade

Security Council Simulation at Yale
Site: Yale University, Stanford, CT
Each October a small delegation attends the Security Council Simulation. Representing a member state and sitting on committees of the Security Council, students discuss foreign policy issues in terms of international law and crisis resolution. The four-day simulation, grounded in parliamentary procedure and committee structure, is solid preparation for the Model UN Conference in January. Advisor: Shad
Honor Code

By accepting the offer of admission, all students entering Washington College agree to conduct themselves in accordance with the Washington College Honor Code, College policies, and all local, state, and federal laws.

THE WASHINGTON COLLEGE HONOR CODE
We at Washington College strive to maintain an environment in which learning and growth flourish through individuals’ endeavors and honest intellectual exchanges both in and out of the classroom. To maintain such an environment, each member of the community pledges to respect the ideas, well-being, and property of others. Thus, each member of the Washington College community abides by its Honor Code.

THE SPIRIT OF THE HONOR CODE
The Washington College Honor Code was established by vote of the faculty and students in 1976 and was studied and reaffirmed in 1987. In 1994 it was redrafted to reflect student and faculty sentiment that a single code should address both academic and social conduct.

The Washington College Honor Code sets standards for the entire College community. The intention of the Honor Code is to encourage honest academic achievement and the highest standard of social conduct in all members of the institution. Those who agree to this honor system promise to uphold it and abide by it. All students are required to sign the Honor Code upon enrollment at Washington College, signifying that they have read and understood the Honor Code, that they are willing to abide by its principles, and that they understand the penalties they may incur if they violate the Code.

There are two kinds of Honor Code violations: academic and social. A complete description of the implementation of the Washington College Honor System can be found online in the Washington College Student Handbook.

THE STUDENT PLEDGE
In support of the spirit of the Honor Code faculty members are expected to have students attach the following statement (or an abbreviation suggested by the instructor) to any credit-bearing work: “I pledge my word of honor that I have abided by the Washington College Honor Code while completing this assignment.”
Courses of Instruction
2013-2014
American Studies

Interdisciplinary Major

Kenneth Miller (History), Director
Richard De Prospo (English)
Alisha Knight (English and American Studies)
Sean R. Meehan (English)
Joseph Prud’homme (Political Science)
Kenneth Schweitzer (Music)
John L. Seidel (Anthropology and Environmental Studies)
Richard Striner (History)
Aileen Tsui (Art History)
Michele Volansky (Drama)
Carol Wilson (History)

American Studies explores culture and identity from an interdisciplinary perspective to help students develop a rich understanding of the American experience. For instance, students might explore race and ethnic identity—a central theme in American Studies—in many different fields, including history classes on slavery or the Civil Rights Movement; literature classes on the Harlem Renaissance, Irish and Irish-American literature, or Jewish-American literature; music courses on jazz and American music; or a summer-session archaeology field school conducting excavations on the Eastern Shore.

**STUDENT OPPORTUNITIES**

American Studies students benefit from a close relationship with the C. V. Starr Center for the Study of the American Experience. The C. V. Starr Center, located in the historic Custom House on the Chester River in downtown Chestertown, supports student research, hosts special events, and brings distinguished scholars to Chestertown. The Center also provides significant funding support for undergraduate research, including Comegys Bight Fellowships, which fund summer research in American Studies, and Frederick Douglass Fellowships, which support spring-semester research in African-American studies.

**THE CURRICULUM**

The major in American Studies requires twelve courses. Four of these are lower-level courses in two introductory sequences: American Culture and American History. To satisfy the sequence in American Culture, students must take one course from each of the following lists:

- Introduction to American Culture I (AMS 201 cross-listed as ENG 211)
- Introduction to American Literature I (AMS 209 cross-listed as ENG 209)
- Introduction to African-American Lit I (AMS 213 cross-listed as ENG 213 and BLS 213)

**AND**

- Introduction to American Culture II (AMS 202 cross-listed as ENG 212)
- Introduction to American Literature II (AMS 210 cross-listed as ENG 210)
- Introduction to African-American Lit II (AMS 214 cross-listed as ENG 214 and BLS 214)

To satisfy the sequence in American History, students must take both of the following courses:

- History of the United States to 1865 (HIS 201)
- History of the United States since 1865 (HIS 202)

Beyond this foundation, the major consists of eight upper-level courses. Two of these are required:

- American Studies Colloquium (AMS 300), usually offered in the fall
- Senior Capstone Experience Seminar (AMS SCE), usually offered in the spring

The remaining six required upper-level courses are electives. There is a formal list of American Studies electives (see below), but students are encouraged to develop an individualized course of study reflecting their interests and goals. This individualized course of study may
include additional courses (both special topics and regular offerings), as well as internships, study-abroad experiences, experiential learning, and other programs. The Program Director and other American Studies faculty will work closely with students to assist in designing their course of study and preparing them for the Capstone.

Because of the program’s interdisciplinary nature, there is no minor in American Studies.

SENIOR CAPSTONE EXPERIENCE

The American Studies Senior Capstone is an intensive research project guided by a faculty advisor on a topic of the student’s choice. Students complete the Capstone while enrolled in the four-credit Senior Capstone Experience (SCE) course in the spring of their senior year. The Capstone receives a mark of Pass, Fail, or Honors. Double majors are encouraged to develop Capstones that integrate their majors. Since this requires consultation and cooperation between departments and faculty advisors, double majors should discuss the possibility of an integrated capstone in their junior year.

COURSE DESCRIPTIONS

209 (ENG 209). Introduction to American Literature I
Taught in the fall semester, the course is concerned with the establishment of American Literature as a school subject. Texts that have achieved the status of “classics” of American Literature, such as Hawthorne’s The Scarlet Letter, Thoreau’s Walden, and Mark Twain’s The Adventures of Huckleberry Finn, will be read in the context of the history and politics of their achieving this status. Texts traditionally excluded from the canon of American literature, in particular early Hispano- and Franco-American texts, will be considered in the context of their relative marginality to the project of establishing American Literature in the American academy. Other-than-written materials, such as modern cinematic representations of the period of exploration and colonization of North America, as well as British Colonial portraits and history paintings, will be studied for how they reflect on claims for the cultural independence of early America. Other-than-American materials, such as late medieval and early Renaissance Flemish and Hispanic still lifes, as well as the works of nineteenth-century European romantic poets and prose writers, will be sampled for how they reflect on claims for the exceptional character of American culture.

210 (ENG 210). Introduction to American Literature II
Taught in the spring semester, the course is concerned with the establishment of American Studies as a curriculum in post-World War II American colleges and universities. Readings will include a variety of written texts, including those not traditionally considered “literary,” as well as a variety of other-than-written materials, including popular cultural ones. Introductions to the modern phenomena of race, gender, sexual orientation, and generation in U.S. culture will be included. A comparatist perspective on the influence of American culture internationally, and a review of the international American Studies movement in foreign universities will also be introduced.

213 (ENG 213). Introduction to African American Literature I
This course is a survey of African American literature produced from the late 1700s to the Harlem Renaissance. It is designed to introduce students to the writers, texts, themes, conventions and tropes that have shaped the African American literary tradition. Authors studied in this course include Phillis Wheatley, Frederick Douglass, Harriet Jacobs, William Wells Brown, Frances E. W. Harper, Paul Laurence Dunbar, Nella Larsen and Langston Hughes.

214 (ENG 214). Introduction to African American Literature II
This course surveys African American authors from the Harlem Renaissance to the present. It is designed to expose students to the writers, texts, themes, and literary conventions that have shaped the African American literary canon since the Harlem Renaissance. Authors studied in this course include Zora Neale Hurston, Richard Wright, Ralph Ellison, Gwendolyn Brooks, James Baldwin, and Toni Morrison.
300. American Studies Colloquium  
Topics vary. The colloquium is often taught as a film course. Usually taught in the fall.

190, 290, 390, 490. Internships

194, 294, 394, 494. Special Topics

195, 295, 395, 495. On-campus Research

196, 296, 396, 496. Off-campus Research

197, 297, 397, 497. Independent Study

SCE. Senior Capstone Experience  
The Senior Capstone Experience (SCE) is a spring seminar for seniors completing their capstones. It includes sessions on research methods, organization, visual display of information, writing, and electronic publication.

AMERICAN STUDIES ELECTIVES IN THE HUMANITIES

ART 322. The Arts in America
ART 421. Early American Modernisms
DRA 306. Theater and Drama: American Musical Theater
DRA 308. After Angels: American Theater since 1992
   ENG 341. Native American Literature
ENG 343. American Short Story
ENG 344. The American Novel
ENG 345. The African-American Novel
ENG 346. The Postmodern American Novel
   ENG 347. American Environmental Writing
ENG 360. The Literature of the European Colonies of North America and of the Early U.S.
ENG 361. Literary Romanticism in the U.S. I
ENG 362. Literary Romanticism in the U.S. II
ENG 363. The Gilded Age and American Realism
ENG 370. The Harlem Renaissance
ENG 371. Faulkner and Modernism in the United States
ENG 372. American Poetry Since 1945
ENG 373. American Fiction Since 1945
ENG 374. Main Divisions in American Culture: Race, Gender, Sexual Preference, Generation, Class
ENG 375. Body Language: Representation and Transgression from Dreiser and Chopin through Baker and Easton Ellis
ENG 376. Culture of the Old/Cultures of the Young
ENG 377. 2PACalypse Now! The Cult of Heart of Darkness among White Male Anglophone Intellectuals
   ENG 409, 410. Special Topics in American Literature
MUS 303. American Music
MUS 305. History of Jazz
* Additional “special topics” courses offered regularly by these departments

AMERICAN STUDIES ELECTIVES IN THE SOCIAL SCIENCES

ANT 137. Cultures and Environments of the Chesapeake
ANT 208. Doing Anthropology
ANT 296. Archaeological Field School
ANT 474. Historic Preservation and Cultural Resource Management
ECN 312. Public Finance: Theory and Policy  
EDU 301. Principles of Education  
EDU 354. Literature for Children, K-8  
HIS 313. Seventeenth- and Eighteenth-Century America  
HIS 315. The Early Republic  
HIS 319. African-American History  
HIS 334. American Civil War  
HIS 335. Reconstruction and the Gilded Age  
HIS 336. Progressivism and the Twenties  
HIS 337. The New Deal and World War II  
HIS 338. The United States Since 1945  
HIS 340. American Intellectual History  
HIS 342. Victorian America  
HIS 343. History of American Women  
HIS 344. Hollywood Films in the Depression and World War II  
HIS 492. Selected Topics in American History  
POL 311. Congress and the Legislative Process  
POL 312. The American Presidency  
POL 313. Elections and the Political Process  
POL 317. State and Local Politics  
POL 320. Law and Society  
POL 321. Women and Politics  
POL 323. Constitutional Law  
POL 324. American Political Thought  
POL 334. Media and Politics  
POL 380. American Foreign Policy  
SOC 344. White Collar Crime  
SOC 351. Religion in the United States

* Additional “special topics” courses offered regularly by these departments

**AMERICAN STUDIES ELECTIVES IN THE NATURAL SCIENCES**

ENV 109. Introduction to GIS  
ENV 490. GIS Internship

Other courses, including special topics and regular catalog offerings, may also be used as electives.  
Students should consult with the program director to plan their course of study.
The anthropology major provides students with the knowledge to understand the complexities of human behavior in the past and present and the practical skills to conduct rigorous research into the environmental and social forces that influence human cultural development across the globe. The major provides students with multiple perspectives for solving theoretical and practical issues through courses in the subfields of sociocultural anthropology, archaeology, linguistics, and biological anthropology. Students graduate with a broad understanding of human evolution and adaptation, changes in food and technology, the rise of civilizations and urban life, how language shapes worldviews, the diversity of cultural belief systems, and the human consequences of globalization. Trained in data collection and analysis, critical thinking, persuasive writing, and professional presentation, anthropology graduates find employment opportunities in business, national and international government agencies, NGOs, museums, and academia. Recent graduates have continued postgraduate work in anthropology and have found careers in geospatial intelligence, foreign service, sociocultural data analysis, international health and medicine, cultural tourism, grant writing, political analysis, international education, law, social justice, and environmental advocacy. We often have assistantships and internships available to students interested in geographic information systems, cultural resource management in archaeology, and historic preservation. We also offer a summer field school in archaeology and experiential summer programs in Tanzania, Denmark, and the American Southwest.

**REQUIREMENTS FOR THE ANTHROPOLOGY MAJOR**

Ten courses: Anthropology 105, 107, 208, 305, 405, four additional courses in anthropology, and the Senior Capstone Experience (ANT SCE). It is strongly recommended that majors have at least one study abroad and/or experiential field-research experience during their undergraduate career. In addition to the required courses, all majors in anthropology complete either a major research paper or a special research project to satisfy their Senior Capstone Experience.

Students who major in Anthropology may wish to pursue a regional concentration. These concentrations are administered through the International Studies Program, but students are not required to major in International Studies. Current regions of study include African Studies, Asian Studies, European Studies, Latin American Studies and Near Eastern Studies. More information about the requirements for these concentrations can be found in the International Studies Program section of this catalog.

**THE SENIOR CAPSTONE EXPERIENCE**

The Senior Capstone Experience integrates the theoretical knowledge and practical skills that students have acquired throughout their undergraduate years, not only within the major, but also across the liberal arts and sciences. The Capstone Experience is an independent research project, on an anthropological topic of the student’s choosing, undertaken with the close guidance of a faculty thesis advisor. Thesis proposals are typically developed during the spring of the third year in the Anthropology Seminar. Course credit for this project is awarded through registration, in the fall or spring semester of the senior year, for ANT SCE. Academic research is most meaningful when it is shared with the larger academic community. Thus, completed projects will be published on the Miller Library’s Web site.
REQUIREMENTS FOR THE ANTHROPOLOGY MINOR

Six courses, including Anthropology 105, 107, and either 208 or 305, plus three additional anthropology courses (CRS 242 may count as an Anthropology elective).

The Distribution Requirement in Social Science

May be satisfied by one of the following course sequences:

- Anthropology 105 and any one of the following: ANT 215, 235, 280, 320, CRS 242; or
- Anthropology 107 and any one of the following: ANT 137, 208, 234, 282, 306, CRS 242.

To satisfy the requirement of a third (unpaired) course for social science distribution, students may take Anthropology 105 or Anthropology 107.

COURSES IN ANTHROPOLOGY

ANT 105. Introduction to Anthropology

The study of human diversity with emphasis on cultural anthropology. Topics include the anthropological perspective, resources of culture, organization of material life, systems of relationships and global forms of inequality. The course examines how anthropologists apply their skills to solve contemporary human social problems. Basic ethnographic interviewing skills. Introduction to ethnography.

ANT 107. Introduction to Environmental Archaeology

Exploration of the variety of past human societies and cultures through archaeology, with an emphasis upon the interplay between environment and culture. The course covers a wide time span, from the biological evolution of hominids and the origins of culture to the development of complex civilizations and the more recent historical past.

ANT 109. Introduction to Geographic Information Systems

Geographic Information Systems (GIS) are used in academia, business, and government to manage large datasets of spatially-linked information and to provide users with powerful analytic tools. Classroom discussions introduce the theories and uses of GIS and focus on the organizational issues that impact the implementation of GIS in our society. Laboratory activities teach the student how to extract and present GIS data in graphical form, and how to construct and augment GIS databases using on-the-ground data gathering, map point-plotting equipment, and auxiliary data bases.

ANT 137. Cultures and Environments of the Chesapeake

An examination of prehistoric and historic societies in the Chesapeake Region. Archaeological, historical, and environmental evidence is used to understand cultural development and the relationships between people and their environment. Topics include the arrival of humans in the region, Native American groups, colonial settlement in the Tidewater, and the 19th Century. (Also ENV 237)

ANT 194. Introductory Topics in Anthropology

Topics vary.

ANT 200. Introduction to Language

This course will introduce the student to the study of linguistics. Concepts of both historical and descriptive linguistics are included. Some of the areas of study are: linguistic history and methodology, language origin, language and society, language structure, dialects and language families. The course is open to all students. (Also FLS 200)

ANT 208. Doing Archaeology

An examination of the methods of archaeology and theoretical perspectives. Course topics include research design, site surveys, remote sensing technology, excavation techniques, dating methods, the analysis of material culture, and theory building. Students will be involved in exploration and research using the wide variety of resources available in the region, including local excavations, local and regional archives, and museum collections. Prerequisite: Anthropology 107.
ANT 210. Intermediate Geographic Information Systems  
This second course in geographic information systems builds upon the theories discussed in Introduction to Geographic Information Systems, and focuses on the more technical aspects of GIS. Laboratory activities teach the student to use more advanced functions of GIS software, and the fundamentals of advanced GIS analysis and display programs. The student will also learn to operate a precision GPS field data collector. Prerequisite: Anthropology 109.

ANT 215. Sex, Gender, and Culture  
The study of the biological differences of sex in relationship to the cultural construction of gender. The importance of modes of production and ideology in forming gender concepts for all human societies. Cross-cultural issues of gender identity, roles, relationships, and equality or inequality. Prerequisite: Anthropology 105.

ANT 234. Human Evolution and Biological Anthropology  
This course will utilize a holistic approach to explore the evolution of the human species. Students will learn the basics of evolutionary theory, biology, and fossil and archaeological evidence through lectures, discussion, readings, videos and hands-on learning. This course is divided into three main sections titled: (a) how evolution works, (b) the history of the human lineage, and (c) evolution, technology, and modern humans.

ANT 235. Cultures of Latin America  
Prehistory of the Americas and survey of indigenous cultures in Latin America today (Mesoamerica, the Andean countries and the Amazonian countries). Introduction to environmental anthropology and applications to environmental issues. Prerequisite: Anthropology 105 or permission of the instructor. Interested students who have a background in history, political science, Spanish or international studies are encouraged to seek the instructors permission.

ANT 280. Traditional Ecological Knowledge  
This course introduces students to the anthropological study of indigenous peoples and how they respond to the forces of globalization. Traditional Ecological Knowledge (TEK) refers to the knowledge base acquired by indigenous and local peoples over many hundreds of years through direct contact with the environment. It includes nomenclature, classification, beliefs, rituals, technology, environmental management strategies and worldviews—all of which have helped shape environments for millennia. This course explores these different forms of knowledge and poses a series of questions about their importance and use, such as: How is globalization affecting TEK? Who possesses TEK? Who "owns" TEK? Should the owners of TEK be compensated for their knowledge? Does TEK promote sustainability? Can nation-states utilize TEK? What are the impacts on indigenous groups when TEK is "promoted"? How can traditional knowledge of the natural world be responsibly and ethically collected, studied and applied in modern medicine and global commerce?

ANT 282. Primitive Technology and Experimental Archaeology  
Students in this course are exposed to the field of experimental archaeology and gain an appreciation for the valuable contribution it can make to our understanding of the past. Students will explore various primitive technologies utilized throughout prehistory. These technologies were not only crucial to the survival of our ancestors but also played an important role in the development of culture. A holistic, project based learning approach will be utilized during the semester, which includes lectures, discussions, reading, hands-on learning, self-reflection, and group work.

ANT 294. Special Topics in Anthropology  
Contents vary. Prerequisite: Anthropology 105 or 107, or permission of instructor.

ANT 296. Archaeological Field School  
An introduction to archaeological fieldwork methods and to the theoretical concerns of anthropological archaeology. includes participation in archaeological survey and excavation as well as lectures,
ANT 305. Doing Anthropology
Introduction to cultural anthropological field methods and the writing of ethnographies. Students practice skills of observation, participation, reflection, mapping, selection of informants, ethnographic interviewing, analysis, proposal writing, and ethnographic writing. Each student researches a cultural scene in the Chesapeake region and writes an ethnography. Prerequisite: Anthropology 105.

ANT 306. Marine Archaeology
Introduction to underwater archaeology. Gives students an overview of the history and methods of the field. In addition to class activities, students will be involved in practical exercises such as mapping and data analysis; field trips, including remote sensing work on the College’s workboat and visits to historic vessels; and outside lectures on marine history and archaeology. A basic understanding of archaeological method and theory is useful for the course. Prerequisite: previous archaeological coursework or permission of instructor.

ANT 308. Reconstructing Past Environments
The study of scientific principles and methods in archaeology, with special emphasis upon earth sciences. Environmental reconstruction and site formation processes will be explored, along with methodologies such as remote sensing, geophysical prospecting, soil science, palynology, floral and faunal analysis, and radiometric dating. Pleistocene and post-Pleistocene geomorphology and environmental change in the Chesapeake will be examined, with field trips to local sites and local research projects. (Also ENV 308) Prerequisites: Anthropology 208, Environmental Studies 101, or permission of instructor.

ANT 320. Race and Ethnicity
The dangers of using the concept “race.” Focus on the cultural construction of ethnic, racial, and national identities in the contexts of immigration, colonialism, nationalism, and globalization. Symbols of ethnic identity, stereotyping, style, tactics of choice, situational ethnicity. Prerequisite: Anthropology 105.

ANT 355. Myth, Ritual, and Symbolism
Study of theories of culture with a focus on human creativity as it is expressed in myth, ritual, and symbolism. Introduction to the major paradigms of anthropology. Ethnographic fieldwork on a ritual, analysis, and writing a scholarly paper. Prerequisite: Anthropology 105.

ANT 394, 494. Special Topics in Anthropology
Contents vary. Prerequisite: two prior anthropology courses.

ANT 405. Seminar in Anthropology
Discussion of significant contemporary issues in anthropology. Application of anthropology to ethical issues and careers. Familiarity with professional literature and professional style guides. Research design and location and assessment of source materials. Grant writing and research. Exploration of careers and higher studies in anthropology. Required course for anthropology majors and minors. Should be taken in the spring semester of junior year.

ANT 474. Historic Preservation and Cultural Resource Management
Provides a comprehensive overview of historic preservation and cultural resource management as practiced in the United States. Examines the history of the preservation movement, the role of preservation in American culture, and the legislative framework for historic preservation. Reviews the growing field of cultural resource management, looking at issues in architectural design, contract or “salvage” archaeology, and heritage tourism. Prerequisite: 200-level coursework in archaeology or American history, or permission of instructor.
ANT 472. Anthropology of Art
A study of art from anthropological perspectives on creativity, aesthetics, art, and artists. Readings include significant works by anthropologists who have taken unusual and interesting approaches to art, aesthetics, and the artist. Students will apply these new ways of thinking about and studying art to an ethnographic study of the art scene in Chestertown as well as to a larger project involving library research. Visual anthropology techniques will also be taught. Prerequisite: Anthropology 105 or permission of instructor.

ANT 290, ANT 390, ANT 490. Anthropology Internship
The department encourages students with prior courses in anthropology to develop, with a member of the department, internship opportunities. Students interested in pursuing internships should read “Internships And Other Opportunities” in this Catalog. In addition to the requirements listed there, interns should expect to write a paper describing their experiences, as relevant to anthropology, and connected to a reading list to be developed and agreed upon by the intern and the supervising faculty member.

ANT 297, ANT 397, ANT 497. Independent Study
Junior and senior students with a strong interest and background in anthropology may, working with a faculty member in the department, develop either a research project or a course of study in order to pursue a subject or topic within the discipline not a covered by the department’s regular offerings. The student and faculty member will agree upon a reading list, and either a formal research project or a substantial paper. The student should expect to meet regularly with his or her instructor to demonstrate progress in, and knowledge of, the readings; and to discuss, and to receive guidance on the project or paper. (Note that students may not use independent study courses to gain academic credit for work on their Senior Theses).

ANT 295, ANT 395, ANT 495. On-campus Research

ANT 396, ANT 496. Off-campus Research

ANT SCE. Anthropology Senior Capstone Experience
The anthropology senior capstone experience is a significant piece of independent research experience in the form of a thesis or project undertaken by each senior with the guidance and mentorship of a department faculty member. All senior capstone experiences must include anthropological methods and theory. A student who successfully completes the SCE will receive a grade of Pass or Honors, and will be awarded 4 credits. A more extensive description of the SCE is available from the department chair. Discussion of a joint thesis, undertaken by a student with two majors, can be found on page 43 of this Catalog.
Art and Art History
Division of Humanities

Aileen Tsui, Chair
Benjamin Bellas
Alex Castro
Heather Harvey
Donald McColl
Denise Mensinger-Campbell
Scott Woolever

“The pencil speaks the tongue of every land.”
— Alexander Pope

“Art for art’s sake is an empty phrase. Art for the sake of the true, art for the sake of the good and the beautiful, that is the faith I am searching for.”
— George Sand

Washington College has a long and inspired tradition in the visual arts. Elizabeth Callister Peale and her sister, Sarah, taught drawing and painting here in the 1780s—perhaps the first women to teach at any institution of higher learning in North America. In the middle part of this century, one of our graduates, Anthony Kloman, was a prime mover at the Institute for Contemporary Arts, London, behind an extraordinary yet ultimately unsuccessful competition for a monument to the Unknown Political Prisoner, the winning maquette for which, selected from some 2700 entries from 57 countries, survives in the Tate Modern. More recently, we had a special relationship with the South-African photographer Constance Stuart Larrabee, whose name adorns our studio facility, and whose work, a corpus of which she bequeathed to the College, hangs, among other places, in the Smithsonian National Museum of African Art.

At a time when images shape our lives in ways hard to imagine even a decade ago, and neuroscientists and evolutionary biologists are plumbing the ways in which image-making is thought to make us uniquely “human,” we in the Department of Art and Art History try continually to map the relations between thinking and making, to contemplate the role of the beautiful—yes, the beautiful, which, in the work of certain aestheticicians has again been linked to ideals of social justice—and to live up to the ideal set forth in the Renaissance, that image-making at its best (at that time, painting) is, in fact, the eighth liberal art, in dialogue with, and building on, the other seven: logic, rhetoric, grammar, music, astronomy, geometry and arithmetic.

The student interested primarily in the study of visual cultures, past and present, is given the tools for historical analysis and a theoretical grounding in the discipline of art history, as well as some understanding of techniques and concepts of current studio practice. The student concentrating in studio art, in turn, benefits from the perspective of those artists who came before her/himself, by taking one introductory and three advanced courses in art history, and learning something of the traditions of which she/he is—or is not—a part, in addition to immersing herself/himself in contemporary visual culture.

Whatever one’s interest, the major is structured to serve as an intellectual base from which the student can make connections across disciplines, as she/he seeks to understand, criticize, and engage our world, and especially the role of the visual in it—from study of works of art in museums, to the images scientists use to model our bodies and cosmos. In fact, many of our majors complete an additional major while here, in fields ranging from anthropology, English, the humanities, and political science, to biology, psychology, and mathematics.

The curriculum throughout is integrated with a vigorous complement of internships, study abroad programs, exhibitions, public lectures and classroom visits by leading artists, critics, historians and curators, which in recent years have included Linda Nochlin (Institute of Fine Arts, New York University), Laurie Anderson, John Walsh (Director Emeritus, J. Paul Getty Museum), Carlos Eire (history and religious
studies, Yale University), and Shelley Errington (anthropology, University of California, Santa Cruz), as well as regular departmental field trips to galleries and museums in Baltimore, Philadelphia, New York, and Washington, DC.

A highlight of the academic year is the Janson-La Palme Distinguished Lecture in European Art History. Endowed by Washington College Professor of Art History Emeritus Robert J.H. Janson-La Palme and his wife, Bayly, this series “brings internationally known scholars of European Art to campus for public lectures and presentations.” Among those who have delivered the Janson-La Palme lecture are Rusty Powell (Director, National Gallery of Art), Nicholas Penny (Director, National Gallery of Art, London), Robert Rosenblum (New York University), Thomas Crow (Getty Institute) and Martin Kemp (University of Oxford). The speaker for 2013-14 is Mariët Westermann, Vice President of the Andrew W. Mellon Foundation.

We also have the advantage of having a new, secure and climate-controlled art gallery on campus, Kohl Gallery, which in its first year saw everything from Impressionist paintings to middle school art, and by which we hope not only to better engage every major in the Department, but also the campus as a whole, and, for that matter, Chestertown and beyond.

In recent years our majors have been admitted to post-baccalaureate programs at such institutions as the Parsons School of Art and Design, of the New School University, New York; Christie’s, London; the Maryland Institute College of Art; the University of Maryland, College Park; the University of Iowa; the University of Virginia; the University of Pennsylvania; the University of Texas, Austin; the Fashion Institute of Technology, San Francisco; the University of St. Andrews, Scotland, UK; the University of Glasgow, Scotland, UK; and the Courtauld Institute of Art, of the University of London, UK. But they have flourished in other fields as well, including studio art, teaching, medicine, business and law, and, perhaps most important (and this is true of the former group as well), continue to learn throughout their lives, and make significant contributions to their families, communities and the larger worlds of which they are a part.

REQUIREMENTS FOR THE ART AND ART HISTORY MAJOR
Art and Art History Majors: All majors are required to take Art 200 and Art 251. It is recommended that they take both in their first year. Additionally, six additional Art or Art History courses are required, at least three of which must be 300 or 400 level Art History courses. These eight required courses do not include the further required courses described below: the Junior Seminar (either Contemporary Practices or Methods of Art History), the Senior Seminar (for Studio majors only), and the SCE (for all majors).

Studio Art Concentration: Students who plan to major in Art and Art History with a concentration in Studio should be aware that many upper level studio courses have pre-reqs that include Art 251 plus two Intermedia courses of their choice. Intended Studio majors are also required to take: 1. Contemporary Practices: Junior Seminar in Spring of Junior year (4 cr), 2. Studio Art Senior Seminar in Fall of their Senior Year (0 cr), and 3. SCE Studio Senior Capstone Experience in Spring of their Senior Year (4 cr). Studio Majors are also strongly encouraged to take Art 320: Twentieth-Century Art by their sophomore year.

Art History Concentration: Students who plan to major in Art and Art History with a concentration in Art History are also required to take 1. Junior Seminar: Methods of Art History in Spring of Junior year (4 cr), and 2. SCE Art History Senior Capstone Experience in Spring of their Senior Year (4 cr). Students concentrating in art history are also encouraged to develop facility in a foreign language (preferably French or German), to participate in the College's Study Abroad Programs, and to intern in the College's Kohl Gallery.

Senior Capstone Experience (SCE)  The Senior Capstone Experience in art, which is to be undertaken under the close supervision of an advisor or advisors, but passed or accorded honors by all full-time Departmental faculty, involves some combination of the following: a comprehensive exam or exams, and, in the case of those who have
earned a cumulative grade point average of 3.5 or higher in the major, a visual thesis, or exhibition, an art history thesis, or curating an exhibition of works of art or other artifacts. To be awarded honors, the student must present and defend her/his thesis in a public forum. For more details, please download the relevant document from the Department’s website.

REQUIREMENTS FOR THE ART AND ART HISTORY MINOR
For the minor, students are required to take Art 200, Art 251, and 3 additional classes at the 300 or 400 level in art and/or art history.

DISTRIBUTION CREDIT FOR ART AND ART HISTORY
The Humanities and Fine Arts Distribution Requirement can be met by taking any combination of any two courses from the department, along with the required Humanities courses.

COURSE DESCRIPTIONS
200. Introduction to History of Western Art
A careful discussion and analysis of a selection of significant topics in the history of Western art from the earliest times to our own century. Emphasis is placed on the methods and approaches of the art historian. The term paper is written on a museum object or objects. Required of all majors.

231. Creative Process
In this course students learn how to develop an idea over time. Students are expected to focus on one concept and develop it more fully each week as the semester progresses. All media and art forms are acceptable, including the written word, video, performance, painting, photography, sound, construction, etc. Though centered upon the student and their ability to be objective about their work, it also demands they help others to see the values, problems, and potentials in their work. Thoughtful class participation in the form of discussion during weekly presentations and critiques is expected from each student. Prerequisite: 1 course of Studio Art, Music, Drama or Creative Writing or permission of the instructor.

241. Environmental/Public Art
This course introduces students to the basic concepts of environmental and public art through team projects in the field and studio. Students concentrate on the development of one artwork created at Stepne Manor, a 77-acre farm owned by Washington College and adjacent to the College’s waterfront campus. The curriculum centers on the production of a site specific work created by students working in two-person teams. Students regularly engage in class discussions about the projects being pursued by its participants, readings, screenings, and research papers directed toward the work of specific artists. Prerequisite: 1 course of Studio Art or permission of the instructor.

251. Visual & Critical Thinking
This course is an introduction to a rigorous investigation of conceptual, technical, and critical skills common to diverse areas of creative production. The curriculum is interdisciplinary and designed to emphasize the development of studio fundamentals, through technical practice and conceptual thinking. Basic visual design principles are covered, while contemporary and historical examples are presented through lectures and applied to studio problems.

261. Intermedia_D
This course explores the theories and concepts of drawing from a contemporary perspective. The curriculum, while focusing on basic skills and concepts of drawing, is interdisciplinary in nature. In addition to drawing fundamentals, the course will place emphasis on connecting conceptual thinking to one's broader creative practice. Contemporary and historical examples of artists working within such a creative practice are covered through lectures and screenings.

271. Intermedia_P
This course will focus on the fundamentals of painting in form, concept and technique. The curriculum introduces the basic skills and theories as they pertain to a contemporary painting practice, while
exploring interdisciplinary applications of the medium. Basic materials and processes are covered in facilitating students to move from concept to completed work, so as to form an understanding as to how painting positions itself within the world. Relevant examples of artists and their works are provided in the form of lectures, screenings, and readings.

281. Intermedia_S
This course introduces the methodologies and concerns consistent with the creation of sculptural works of art. Drawing upon the basic skills, processes, and concepts of working with three dimensional forms, the curriculum examines the expansiveness of sculpture's inherently interdisciplinary definition. In addition to sculpture fundamentals the course engages the critical and theoretical concepts as they pertain to the relationships between meaning and making. Artists whose works exemplify historical and contemporary approaches are examined through lectures, screenings, and readings.

Art 291. Intermedia_VNM
This course introduces students to an interdisciplinary grounding in the techniques, concepts, and empirical experiences they will need to engage video and new media technologies in the making of art. Students develop the necessary conceptual and technical grounding to engage the creation of imagery through digital means by studying various video and computer imaging strategies. Contemporary artists working in the mediums of video and new media are examined through lectures and screenings.

311. Italian Renaissance Art
After discussion of the special historic-cultural conditions that made the Italian city-state possible, the greatest painters and sculptors of Florence and Venice will be examined. Giotto, Michelangelo, Leonardo, Donatello, Botticelli, and Bellini are some of the major figures of the fifteenth and sixteenth centuries to be included. Field trip to the National Gallery of Art. Prerequisite: Art 200 or permission of instructor.

315. Northern Renaissance Art
Painting and the graphic arts in Germany and the Low Countries during the fifteenth through the seventeenth centuries, with special emphasis on Van Eyck, Dürer, Bosch, Brueghel, Rubens, Rembrandt, and Vermeer. Field trip to the National Gallery of Art. Prerequisite: Art 200 or permission of instructor.

316. European Art from the Baroque to Neoclassicism
Covers the seventeenth-century grand manner in Italy, France, Spain, and England, followed by the rococo and finally the austere style of revolution in the late eighteenth century. Caravaggio, Bernini, Poussin, Velazquez, and Gainsborough are a few of the principal artists. Prerequisite: Art 200 or permission of instructor.

318. Nineteenth-Century European Art
Starting with Romanticism, the course gives intensive coverage to the major nineteenth-century movements in European art. The art of the period is seen in its cultural context with special reference to literature and to social conditions. Field trip to the National Gallery of Art. Prerequisite: Art 200 or permission of instructor.

320. Twentieth-Century Art
This course discusses major artistic developments and key figures in twentieth-century art from Matisse and Picasso into the twenty-first century. The emergence of abstraction, the historical position of the avant-garde, and theories of visual modernism are among the themes discussed in the course. Field trips to Philadelphia and Washington museums. Prerequisite: Art 200 or permission of instructor.

322. The Arts in America
Although the course sketches in the art of the early colonies, its main body begins at the period of the American Revolution. Lectures and discussion explore the changing significance of the visual arts in American life and culture through the 1930s. Field trips to museums in Washington. Prerequisite: Art 200 or permission of instructor. This course is cross-listed under American Studies.
324. Photography's First Century
This course examines historical developments in photography from the 1830s to the 1920s, from the medium's inception through early modernism. Lectures and discussion will consider topics at issue in debates about photography's place in the history of art, such as changing attitudes toward photography's dual role as aesthetic creation and as documentary artifact. Prerequisite: Art 200 or permission of instructor.

327. Washington Center Internship
A full-time, semester-long internship in Washington, DC, with a federal government agency, museum or gallery, or the like. The student must develop a substantial portfolio as part of their internship experience. Prerequisite: ART 200, a cumulative GPA of 2.8, permission of an instructor, and successful application to The Washington Center for internships and Academic Seminars. This course is normally open only to juniors and seniors. 12 credits. The internship package of Art 327, 328, and 329 will yield 16 credits towards graduation and 8 credits toward the art major or minor.

328. Washington Center Seminar
Washington Center Interns participate in an evening seminar selected from a variety of topics offered during the semester concerned. Students engage in class discussion, and may also be required to research seminar topics, prepare written assignments, and take examinations. Required of and limited to students enrolled in Art 327. Three credits.

329. Washington Center Forum
Washington Center Interns participate in lectures, site visits, small group discussions, briefings, and other required events, designed to help them understand the connection between their academic and professional goals and the special educational opportunities available through living and working in Washington, DC. Evaluations of these experiences are included in the student portfolio. Required of and limited to students enrolled in Art 327. 1 credit.

330. Video Intensive
This course examines video as a medium for artistic expression and inquiry. The curriculum engages students in an exploration of the video-making process and develops technical skills associated with relevant video equipment. Methodologies for the use of video as an art-making tool are explored, while contemporary and historical examples of works within the medium are presented through screenings. Prerequisite: Intermedia_VNM or permission of the instructor.

335. New Media Intensive
This is an advanced course in the study of the intersection between art and technology. A broad interdisciplinary investigation of the skills, concepts, and applications that are necessary to develop a creative practice versed in the technologies of our time are pursued. Particular emphasis is placed on the conceptual implications of choosing such a practice, and how those implications inform each student's work. Current practitioners within the discipline are examined through lectures, readings, and screenings. Prerequisite: Intermedia_VNM or permission of the instructor.

340. Photography Intensive
This course examines the production and pertinent concepts of photographic based images. The curriculum is primarily centered on camera based work, while allowing for the exploration of other methods of photographic image creation such as scanners, cell phones, and copiers. Technical instruction and principles of composition are employed to form an understanding as to how the construction and manipulation of photographic images implicate form and meaning. Contemporary photographic based image-makers are examined through screenings, readings, and lectures. Prerequisite: Visual & Critical Thinking or permission of the instructor.

345. Photography_BW
This course serves as an introduction to black and white photography, with emphasis on basic camera skills, darkroom techniques, and understanding photographic imagery and processes. Prerequisite: Visual & Critical Thinking
350. Advanced Studio_D
This course is an interdisciplinary exploration of advanced studio techniques and conceptualization originating from a drawing perspective. Students engage projects thematically and pursue their own interests in diverse mediums and hybrid forms. Particular emphasis is placed on each student’s research and development practices as it relates to the conceptualization and execution of each of their works. Contemporary and historic examples of artists working within the designated themes of the course are introduced through screenings, lectures, readings, and independent study. Prerequisite: Visual & Critical Thinking + 2 Intermedia or permission of the instructor.

360. Advanced Studio_P
This course is an interdisciplinary exploration of advanced studio techniques and conceptualization originating from a painting perspective. Students engage projects thematically and pursue their own interests in diverse mediums and hybrid forms. Particular emphasis is placed on each student’s research and development practices as it relates to the conceptualization and execution of each of their works. Contemporary and historic examples of artists working within the designated themes of the course are introduced through screenings, lectures, readings, and independent study. Prerequisite: Visual & Critical Thinking + 2 Intermedia or permission of the instructor.

370. Advanced Studio_S
This course is an interdisciplinary exploration of advanced studio techniques and conceptualization originating from a sculptural perspective. Students engage projects thematically and pursue their own interests in diverse mediums and hybrid forms. Particular emphasis is placed on each student’s research and development practices as it relates to the conceptualization and execution of each of their works. Contemporary and historic examples of artists working within the designated themes of the course are introduced through screenings, lectures, readings, and independent study. Prerequisite: Visual & Critical Thinking + 2 Intermedia or permission of the instructor.

392. Junior Seminar: Methods and Theories of Art History
Required of all art history majors, this seminar, which should be taken in the spring semester of the junior year, will provide a more theoretical framework for art and its histories than is possible in 300-level courses, while also modeling the best professional practices. The class is run in a seminar format with student oral presentations, close analysis of assigned texts, and frequent written assignments. The seminar’s exploration of the variety of methodologies in the discipline of art history helps to prepare students for writing the senior thesis in art history.

392 Junior Seminar: Contemporary Practices
Required of all majors in Studio Art, this interdisciplinary course provides a practical and theoretical framework for students to independently develop their creative practice through research and studio work. Students begin to define their individual practice by writing an artist statement and developing a professional portfolio. The course is designed to prepare each student for the rigors of the Studio Art Senior Seminar, and culminates in a formal proposal for the Senior Capstone Experience project to be produced in the student’s senior year. Prerequisite: Advanced Studio or permission of the instructor.

394. Post-1945 Revolutions in Art and Theory
A profound shift in what we consider art resulted from the ethical and aesthetic crisis of the post-1945 world, when artists began to wonder whether art was still possible after the Holocaust, to paraphrase Theodore Adorno’s famous statement. This crisis proved to be a revolutionary force in the field of contemporary art, inspiring ideas and movements related to such cultural and social developments as Postmodernism and Feminism. This class not only examines key works and texts of the period, but also the reasons why works of art increasingly inhabit public spaces, are made from ephemeral materials, contain site-specific messages, take as their subject the body and its racial or gender identity, and eschew traditional means of commercial exchange. Prerequisite: Art 200 or permission of the instructor.
425. Women Artists and Feminist Art History (Honors)
In recent decades, growing scholarly attention has been brought to the previously neglected productions of female artists. This seminar examines the variety of approaches that feminist art historians have taken in studying art made by women in the modern period. We will be concerned both with the historical analysis of the visual productions of particular female artists and with an exploration of how feminist theories, practices, and political commitments have affected, and can continue to change, the discursive and institutional construction of the history—or histories—of art and visual culture. Prerequisite: Art 200 or permission of instructor. This course is cross-listed under Gender Studies.

440. Rembrandt (Honors)
This course, which has as its subject the life and art of Rembrandt van Rijn (1606-69), not only opens a window onto the culture of the Netherlands in the seventeenth century, but also serves as an introduction to the methodology of art history—from the scientific examination of paintings, to theories of interpretation—for few artists raise so many fundamental issues as to what it is we do as art historians—indeed resist traditional methods of interpretation—as does Rembrandt. The format of the course is that of a seminar, with students giving presentations, aimed at honing their ability, not only to tackle tough art historical questions, but also to articulate their ideas, in visual, oral, and written forms.

294, 394, 494. Special Topics
The intensive study of some selected art form, movement, or other specialized subject in studio art or art history. Recent and upcoming special topics courses include The Performative Object, Interventions, Art as Inquiry: The Artistic Laboratory, Installation and Site Specific Art, Visual Poetics, Ancient Egyptian Art, Classical Art: An Odyssey in Method, American Pictures, Whistler and His Contemporaries, Dürer and His Culture, and Art and Nature, Then and Now. See the Department of Art and Art History’s website for descriptions of individual courses being offered.

290, 390, 490. Internships

295, 395, 495. On-campus Research

296, 396, 496. Off-campus Research

397, 497. Independent Study in Studio Art
Exceptional students in their Junior or Senior years seeking to define their own course of study, distinct from the course offerings in the department, may submit a formal application to do so. The deadline for applications is the end of the 7th week of the preceding semester, and must consist of a 1-page written proposal for the student’s course of study, a 20 image portfolio of recent work, a corresponding list of titles and materials, and an artist statement. Proposals will be reviewed and notice will be given by the department’s faculty. If the student’s application is accepted, notification of acceptance will be accompanied by an assigned studio advisor to facilitate the course of study during the desired semester. Prerequisite: Advanced Studio.

397, 497. Independent Study in Art History
Exceptional students in their Junior or Senior years seeking to define their own course of study, distinct from the course offerings in the department, may submit a formal application to do so. The deadline for applications is the end of the 7th week of the preceding semester, and must consist of a 1-page written proposal for the student’s course of study, a portfolio of recent written work, a bibliography of texts relevant to the proposed course of study, and a proposed course syllabus. Proposals will be reviewed and notice will be given by the department’s faculty. If the student’s application is accepted, notification of acceptance will be accompanied by an assigned art history advisor to facilitate the course of study during the desired semester. Prerequisite: Art 200.

490. Museum Internship
This internship is for seniors with a strong academic record in the Department. In recent years, art majors
have held internships at such places as the Walters Art Museum, Baltimore; the Massachusetts Museum of Contemporary Art, North Adams, Massachusetts; the Kunstmuseum, Bonn; and the British Museum, London. Students can also intern for academic credit at the College's Kohl Art Gallery.

491. Studio Art Senior Seminar
Required of all graduating seniors preparing for the Studio Senior Capstone Experience, this course instigates a concept-driven and research-supported project. Guided by a faculty advisor and other studio art faculty, the seminar is an intensive exploratory period of studio work and research with feedback from peers. The curriculum prepares each student for the culminating Spring Thesis exhibition by guiding them through the process of developing a coherent body of work, including the ideas and influences driving that work, and the practical issues that need be navigated in order to fully realize each student's vision. Each student's performance in this non-credit bearing course will influence their grade earned at the completion of the Studio Senior Capstone Experience. **Prerequisite: Contemporary Practices: Jr. Seminar.**

**SCE. Studio Senior Capstone Experience**
Required of all graduating seniors within the studio concentration, this course is defined by each student's engagement with a project of active learning and integration of materials and concepts within the major. A continuation of the work initiated in the Studio Art Senior Seminar, students are guided by a faculty advisor and other studio art faculty. The Capstone is an intensive period of advanced independent studio practice with feedback from peers. Students employ their course of study from within the department to think critically, conduct research, and independently produce a substantial body of work. The culmination of this course is the Spring Thesis exhibition in the Kohl Gallery, conceived and produced by the course's participants, and the associated supporting activities. The SCE will be accorded Pass, Fail, or Honors, and, upon successfully completing it, the student will receive four credits. **Prerequisite: Studio Art Senior Seminar.**

**SCE. Art History Senior Capstone Experience**
Meant to be the summation of all one has done in the Department, the SCE involves some combination of comprehensive examinations and/or an art history thesis or curatorial project. The SCE will be accorded Pass, Fail, or Honors, and, upon successfully completing it, the student will receive four credits.

**COURSES OFFERED IN THE WASHINGTON COLLEGE ABROAD PROGRAMS**
Art courses are presently offered through the following institutions: Monash University, Melbourne, Australia (art); University of Costa Rico, San José (art), Costa Rica; University of Copenhagen, Copenhagen, Denmark (art); Universidad San Francisco de Quito, Quito, Ecuador (art); Royal Holloway, University of London, London, UK (media arts); University of Hull, Hull, UK (art history); Artos University, Arras, France (art history); University of Provence, Aix-Marseille I, Marseille, France, (art); University of Tübingen, Tübingen, Germany (art); University College, Cork, Cork, Ireland (art history); Università Cattolica del Sacro Cuore, Milan, Italy; University of Siena, Siena, Italy; Leiden University, Leiden, the Netherlands (art history); Pontificia Universidad, Católica del Perú, Lima, Peru (fine arts); St. Andrews University, St. Andrews, Scotland (art history); Rhodes University, Grahamstown, South Africa (art); Semester in Granada, Spain (art); and University of Nebrija, Madrid, Spain (art).

The following is a selection of commonly taken courses:

**150. Methods and Monuments**
Painting, sculpture, and architecture studied as artistic and cultural expressions of their times. Emphasis is on selected major artists, monuments, and methods of analysis. Offered in the London program only, both fall and spring semesters. Three credits.

**308. Modern Architecture: 1750-1900**
Aesthetic and technological developments of architecture, interior design, and the planned environment: Renaissance tradition to Art Nouveau and the rise of the skyscraper. Offered in the London program only, both fall and spring semesters. Three credits.
312. Art in Northern Italy from the Late Gothic through the Renaissance
The course casts light on a very important period of Italian Art during which the Northern Italian cities, with their enlightened rulers, gave birth and played host to some of the most important European artists. Its goal is to examine the most relevant topics of artistic thought and practice in order to understand the peculiarities of each cultural center and of the leading artists operating there. Offered in the Milan program only. Three credits.

314. Art in Northern Italy from the Baroque through the Present
The course analyses a very fruitful segment in the history of Italian Art, focusing, in particular, on artists and artistic movements that developed in the northern regions. The most important topics in artistic thought and practice will be examined in order to understand the peculiarities of each period. A detailed examination of the most significant works of painters, sculptors, and architects will seek to underline the differences in their artistic “languages” and will strengthen the students ability to “read” works of art independently. Offered in the Milan program only. Three credits.

319. French Art of the 19th Century
This course surveys developments in art in France during the nineteenth century. The periods and movements studied are Romanticism, Realism, Impressionism, Neo-Impressionism, and Symbolism. The course includes visits to Paris museums and galleries. Offered in the Paris program only, in the fall semester. (In English.) Three credits.

326. Art and Architecture of Germany
This course presents the history of art and architecture in Germany from the Middle Ages to the present. The course includes several field trips to sites of artistic and architectural interest. Offered in the Bayreuth, Germany, program only, in the spring semester. (In German.) Prerequisite: German 202 or equivalent. Three credits.

330. Art and Architecture of Spain
This course is a history of art and architecture in Spain, beginning with Hispanic-Moorish art during the Middle Ages and ending with the contemporary period. Included are the Renaissance, Mannerism, the Baroque, Rococo, and the modern period. The course includes visits to major artistic and architectural sites in the city of Granada. Offered in the Granada, Spain, program only, in the fall semester. (In Spanish.) Prerequisite: Hispanic Studies 202 or equivalent. Three credits.

335. Development of Space and Light in Florentine Painting, 1300-1550
This course will look at Florentine painting between 1300 and 1550 with special emphasis on the development of the illusion of space and light on a two-dimensional surface. The course will explore the sources of these forms (Greco-Roman, Early Christian, and Medieval), as well as look at the works of the major painters of the period (Giotto, Masaccio, Michelangelo). Field trips to view the art of the period are included. Offered in the Siena, Italy, program only, in the spring semester. (In English.) Three credits.
The biology major is designed to provide the student with a strong and broad background in biology and related fields while providing opportunities for students to specialize in an area of interest. The curriculum emphasizes knowledge of biological principles and concepts, familiarity with the practice of biology as a hypothesis-driven science, and the ability to effectively communicate scientific information. With careful course selection guided by a departmental advisor, students may prepare themselves for employment in a biologically-oriented profession, graduate work in biology and related fields, professional training in medicine and other health-related fields, or a career in secondary education.

Students have two options for the degree. First, the department offers a B.S. in Biology in which students can choose electives from all areas giving them a general background, or they may select electives from one area, such as cell and molecular biology or ecology, thus specializing in that area. The second degree option is a B.S. in Biology with a Concentration in Biochemistry for students with a strong interest in studying biology at the chemical level.

Courses offered in the biology department range from introductory level courses for non-majors and majors to advanced courses in various fields of biology. Undergraduate research opportunities are available in departmental laboratories during both the academic year and the summer. Students can also participate in internships sponsored by off-campus laboratories through existing programs or those proposed by the student. A chapter of Beta Beta Beta, the national biological honor society, provides supplemental activities for students.

The nearby Chester River, a major tributary to the Chesapeake Bay, and Chino Farms afford excellent opportunities for ecological studies in a wide variety of biological subdisciplines. Another resource is the Virginia Gent Decker Arboretum, the collection of trees and shrubs on the college campus, in which students can also study a broad range of topics. Collaborative student-faculty research is an important focus of the department and the new Toll Science Center boasts personal labs for each of the faculty and a number of shared research spaces including a set of microsuites (DNA sequencing, fluorescence microscopy, cell and tissue culture, and histology), the aquatic research facility, and a spacious research greenhouse.

**REQUIREMENTS FOR THE B.S. IN BIOLOGY**

To meet course requirements for the biology major, students must complete General Biology (BIO 111,112), seven upper-level biology courses, and supporting courses in chemistry and mathematics. The seven upper-level biology courses must include Ecology (BIO 206), Genetics (BIO 305), one course in addition to Genetics from the Cellular Biology Category (Category II), one course from the Organismal Biology Category (Category III), and two additional courses chosen from any course offering in Categories I (Ecology/Evolutionary Biology), II, or III. The remaining course may be any upper-level departmental offering
(Categories I through V). All upper-level courses for the major must be taken at Washington College or in Washington College-approved programs although exceptions may be made by the department chair for transfer students. Required chemistry courses include General Chemistry I and II (CHE 111, 112) and Organic Chemistry I and II (CHE 201, 202). Differential Calculus (MAT 201) is also required. In addition, all majors must complete the Biology Seminar (BIO 491, 492) in each semester of the senior year.

Physics is a requirement for admission to medical school, many graduate programs, and some allied health programs. This requirement can be fulfilled by taking either the algebra-based physics course [College Physics I and II (PHY 101, 102)] or the calculus-based physics course [General Physics I and II (PHY 111, 112)]. In addition, a course in statistics is recommended for all biology majors.

Students should consult with the appropriate departmental advisor (listed on the departmental Web page at biology.washcoll.edu) early in their academic career to assist them in preparing for internships and admission to graduate schools and professional programs. Students are also encouraged to discuss options concerning research opportunities and career choices with members of the department.

Students who successfully complete the Biology major typically have grades of C- or better in both semesters of General Biology (BIO 111/112). We strongly encourage students who have grades below a C- in these classes and who plan to major in Biology to retake General Biology before enrolling in upper level biology courses.

SENIOR CAPSTONE EXPERIENCE

Each student must successfully fulfill the Department’s Senior Capstone Experience (SCE). Students will enroll in the four-credit SCE course during their final semester, although work on the SCE and related Senior Seminar (BIO 491, 492) meetings will span the entire final academic year. The SCE for a biology major may be satisfied (1) by completing an independent laboratory or field research project, (2) by writing an in-depth scientific monograph or (3) by completing comprehensive exams and literature analyses. The comprehensive exams are in General Biology, Ecology, Genetics, and one course selected by the student. All SCEs are under the direction of a faculty member. Students must receive project approval from a sponsoring faculty member and the departmental chair. Guidelines for the Biology SCE, including requirements for receipt of honors, are distributed to all rising seniors and are posted on the departmental Web page.

REQUIREMENTS FOR THE B.S. IN BIOLOGY WITH A CONCENTRATION IN BIOCHEMISTRY

Students who complete the concentration in biochemistry will meet the requirements for both the major in biology and the minor in chemistry.

The major in biology with a concentration in biochemistry requires completion of the following courses: General Biology (BIO 111,112), Cell Biology (BIO 205), Genetics (BIO 305), Biochemistry (BIO 409), three additional upper-level biology courses, and six supporting courses in chemistry and two in mathematics. The additional upper-level biology courses must include one course from the Ecology/Evolutionary Biology Category (Category I), one additional course from the Cellular Biology Category (Category II), and one course from the Organismal Biology Category (Category III). Required chemistry courses include General Chemistry (CHE 111,112), Organic Chemistry (CHE 201,202), Analytical Chemistry (CHE 301), and The Chemistry of Biological Compounds (CHE 303). All upper-level courses in biology and chemistry that count toward the major must be taken at Washington College or Washington College-approved programs although exceptions may be made by the department chair. Required mathematics courses include Differential Calculus (MAT 201) and Integral Calculus (MAT 202). The concentration also requires Biology Seminar (BIO 491, 492) in each semester of the senior year. The Senior Capstone Experience must be based in the field of biochemistry for either the research project or the monograph or must include comprehensive exams in General Biology, Genetics, a Category I course selected by the student, and Biochemistry. Two semesters of General Physics (PHY 111,112) are highly recommended. Requests to substitute a class not listed above for one of the requirements may be considered by the program advisor.
REQUIREMENTS FOR THE BIOLOGY MINOR

The course requirements for the biology minor include General Biology (BIO 111,112) and five upper-level biology courses. By petition of the biology department, an appropriate upper-level course in chemistry, psychology, or environmental studies may be substituted for one of the required advanced biology courses. Students planning on using the biology minor as a basis for further studies in the biological sciences or for employment should seriously consider taking a year of General Chemistry (CHE 111, 112). All students should note that CHE 111, 112 is a prerequisite for some upper-level biology courses.

WRITING IN THE DISCIPLINE

The Biology Department emphasizes the importance of effective writing in the discipline in the design of the curriculum for the biology major. Writing appropriate to the field of biology is a key component of all majors-level courses, from the introductory General Biology sequence (BIO 111, 112) through the upper level biology courses, the two-semester Biology Seminar required of all seniors (BIO 491, 492), and Senior Capstone Experience. Some upper level courses are designated as writing intensive, but all courses in the major emphasize the development of writing skills. Through a combination of required and elective courses, students learn how to maintain laboratory notebooks; write abstracts, lab reports and research papers; and prepare poster presentations and the written backdrop to oral presentations.

SUMMARY OF COURSE REQUIREMENTS FOR THE TWO TRACKS IN BIOLOGY

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<tr>
<th>B.S. Biology</th>
<th>B.S. Biology with a Biochemistry Concentration</th>
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<tr>
<td>BIO 111, 112. General Biology</td>
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<td>BIO 305. Genetics</td>
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<td>5 Advanced Biology Courses</td>
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<td>1-course Category II</td>
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<td>CHE 111, 112. General Chemistry</td>
<td>CHE 111, 112. General Chemistry</td>
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<td>CHE 301. Analytical Chemistry</td>
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<td>CHE 303. The Chemistry of Biological Compounds</td>
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<td>MAT 201. Differential Calculus</td>
<td>MAT 201, 202. Differential and Integral Calculus</td>
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<td>BIO 491, 492. Senior Seminar</td>
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Other courses may be recommended depending on the student’s career goals.

CATEGORIES OF STUDY

Category I: Ecology
- BIO 206. Ecology
- BIO 309. Marine and Estuarine Biology

Category II: Cellular Biology
- BIO 203. Microbiology
- BIO 205. Cell Biology
- BIO 207. Biotechnology and Molecular Biology
- BIO 302. Developmental Biology
- BIO 305. Genetics
- BIO 310. Microbial Ecology
- BIO 404. Immunology
- BIO 409. Biochemistry
Category III: Organismal Biology
- BIO 211. Plant Biology
- BIO 301. Comparative Vertebrate Anatomy
- BIO 303. Parasitology
- BIO 304. Invertebrate Zoology
- BIO 336. Ichthyology
- BIO 424. Comparative Animal Physiology

Category IV: Seminars (excluding summer field courses)
- BIO 394. Special Topics in Biology (non-laboratory bearing course)
- BIO 415-90. Evolutionary Biology - Honors

Category V: Research/Independent Study/Internship/Summer Field Courses
- BIO 210. Community Ecology of Coastal Maine (summer field course)
- BIO 221. The Bermuda Environment (summer field course)
- BIO 395. Summer Research
- BIO 397. Independent Study
- BIO 490. Biology Internship
- BIO 495. Independent Research

COURSE DESCRIPTIONS

100. Current Topics in Biology
An introduction to some of the fundamental principles and concepts of modern biology with emphasis on three dominant themes: cell biology, genetics, and animal physiology. The application of biological phenomena to everyday life will be emphasized. The laboratory will explore topics introduced in lecture and expose students to investigative learning.

104. Ecology of the Chesapeake Bay
A detailed exploration of the unique features and history of the Chesapeake Bay to demonstrate the dynamic interrelationships between ecology and human affairs. Topics include ecological principles, pollution, endangered species, conservation practices, and public policy. A regularly scheduled laboratory session will complement the lecture.

BIO 111, 112 are also for distribution and along with all upper-level courses (200-level and above) will count toward the major and minor in biology. Introductory courses and many upper-level courses are offered annually, while other courses are offered on an alternate year basis. For planning purposes, information about the semester/year in which a course is to be offered is available on the departmental Web page.

111, 112. General Biology
This course provides an introduction to living systems. Topics studied include biomolecules, cell structure and function, metabolism, genetics and molecular biology (111) and diversity of life, physiology of plants and animals, evolution, and ecology (112). The laboratory complements the lecture and also provides an introduction to experimentation and communication of experimental results. These courses are designed for students with a strong interest in the biological sciences and are prerequisites for upper-level biology courses. An honors section of BIO 111 and of BIO 112 is offered. Biology 111 or permission of instructor is required for Biology 112.

203. Microbiology
A study of microorganisms (viruses, bacteria, fungi, and protists). Topics include microbial physiology, metabolism, growth, and genetics; infectious diseases; interaction of the microbe and host; and environmental microbiology. The laboratory portion of the course emphasizes staining techniques; culture methods; environmental, food, and medical microbiology; identification of unknown bacteria; and an independent research project. Prerequisite: Biology 111-112.
205. Cell Biology
An examination of the structure and function of cells. Topics covered will include the various chemical
components and physical factors which contribute to cell structure and function. Lectures will also
include surveys of cellular diversity and subcellular organization, including organelles, membranes,
and the cytoskeleton. The laboratory explores these components using microscopy, tissue culture, and
molecular techniques. Biology 205 provides a broad foundation for subsequent cellular, molecular,
biochemical and genetics courses. **Prerequisite:** Biology 111-112.

206. Ecology
A study of the fundamentals of ecology. Topics include the relationship between organisms and their
physical environments; population growth, regulation, and interactions; the nature and diversity of
biological communities; and ecosystem structure and function. Approximately half of the weekly labo-
raries will involve off-campus field trips for the collection of data from various ecosystems, while the
remaining half will involve processing of collected data. **Prerequisite:** Biology 111-112.

207. Biotechnology and Molecular Biology
This course introduces the tools and techniques of biotechnology. While the discipline of biotechnology
is founded in molecular biology, its tools can be applied to tackle problems in all branches of biology from
cell biology to evolution. This course provides the conceptual background for understanding the basis of
biotechnology and emphasizes laboratory activities related to DNA and DNA-RNA-protein interconnec-
tions. Students will learn standard techniques in DNA analysis and cloning. **Prerequisite:** Biology 111-112.

210. Community Ecology of Coastal Maine
This summer course focuses on the biological communities of coastal Maine as represented by the
communities within Acadia National Park on Mount Desert Island, ME. Students visit and characterize
many of the diverse forest and marine communities represented on the island. The course begins with
a consideration of the geological, oceanographic and climatic features of coastal Maine. Other topics
considered in lecture and through data collection and observation in the field include succession,
disturbance, species diversity, vertical and horizontal community structure, physical and biological
stresses on communities, bottom-up and top-down regulation of community structure, and competi-
tive and positive interactions among species. **Prerequisite:** Biology 112.

211. Plant Biology
An introduction to plants emphasizing their diversity, structure, function, and ecology. The laboratory
includes field trips to collect local flora and explores plant cells and tissues, physiological processes
and environmental influences on growth and metabolism. **Prerequisite:** Biology 111-112.

221. The Bermuda Environment
This summer course will investigate the complex ecology of the Bermuda Islands, the impact that
human habitation has had on their natural history, and current environmental concerns and means of
mitigating those concerns. Major areas of study will include (but not be limited to) coral reef ecology/
symbioses, mangrove community ecology and environmental relevance, architectural and military
influences during colonization, fisheries practices (past, present and future) and current concerns and
problems, and ecotourism and associated environmental impacts. (Also ENV 221) **Prerequisite:** Environ-
mental Studies 101, or Biology 111-112, or permission of the instructor.

200-level courses with the exception of off-campus courses can be used as prerequisites for 300- and 400-
level courses.

301. Comparative Vertebrate Anatomy
A comparative study of the major body systems of vertebrates, with emphasis placed on system structu-
re, function, and evolutionary modification across vertebrate phylogeny. Laboratory work consists of
detailed systems-level examination and comparative dissection in numerous representative verte-
brates. **Prerequisite:** Biology 111-112 and one 200-level biology course.
302. Developmental Biology
Examines embryo development, focusing on cellular and regulatory mechanisms that guide the process. We will cover the events of development from fertilization through organogenesis in a range of animal systems including sea urchins, Drosophila, amphibians, chickens and mammals. This course will also examine the role of developmental biology in medicine including stem cells. The laboratory portion is an investigative approach to the study of animal development, emphasizing cellular and molecular techniques that will complement many of the topics covered in lecture using sea urchin and chicken animal models. Prerequisite: Biology 111-112 and one 200-level biology course. Biology 205 recommended.

303. Parasitology
An introduction to the phenomenon of parasitism, the study of parasites and their relationships to hosts. Lecture and laboratory studies emphasize the morphology, taxonomy, life history, and host-parasite relationships of protozoa, helminths, and arthropods of medical and veterinary importance. Prerequisite: Biology 111-112 and one 200-level biology course.

304. Invertebrate Zoology
A study of the basic patterns of form and function that characterize the major groups of invertebrate animals. Lecture and laboratory work will include invertebrate functional morphology, reproduction, development, evolution, and ecology. Emphasis will be on the diverse adaptations of invertebrates to the aquatic and terrestrial habitats in which they live. Prerequisite: Biology 111-112 and one 200-level biology course.

305. Genetics
A study of heredity in cells, individuals, and populations, and of the molecular expression of genes. The course emphasizes genetic analysis in both lab and lecture. Topics in the laboratory include experiments in transmission, population, cellular, and molecular genetics using a variety of organisms as models. Prerequisite: Biology 111-112 and two upper-level biology courses or permission of the instructor. Corequisite: Chemistry 112.

309. Marine and Estuarine Biology
A study of marine and estuarine ecosystems. The biological, chemical, and physical parameters influencing these ecosystems will be discussed and the natural history, physiology, and ecology of selected ecosystems, invertebrate, and vertebrate phyla will be emphasized. About one-half of the laboratory will be spent in off-campus field trips and will include a two- or three-day mandatory trip to a field station. There will be some extra expense to the student, probably not more than $80. Prerequisite: Biology 111-112 and one 200-level biology course.

310. Microbial Ecology
A study of microbes, particularly the bacteria, fungi, and protists, and their relationship to the natural environment. Specific topics include microbes in terrestrial and aquatic habitats; microbial interactions with other microbes, plants, and animals; microbial enumeration and activity determination; and biogeochemical cycling. These topics will be explored with emphasis on microbial physiology, metabolism, and adaptation. The laboratory portion of the course will focus on the Chesapeake Bay region and will include an independent research project. Prerequisite: Biology 111-112 and one 200-level biology course. Biology 203 recommended.

336. Ichthyology
Ichthyology encompasses the study of fishes. Topics will include the systematics, physiology, behavior, ecology, and evolution of this diverse group. Identification of specimens during a weekly lab will familiarize students with the major fishes of the Chesapeake region. A multi-week independent project will familiarize students with the scientific method and with aspects of fish behavior. Field trips to the fish collection at the Smithsonian Museum of Natural History, the largest in the world, and to the National Aquarium in Baltimore will broaden the perspective of the course. There may be some additional cost
to the students for these trips, though not more than $50. Prerequisite: Biology 111-112 and one 200-level biology course.

404. Immunology
An examination of the specific defense system of mammals. Topics include leukocyte characteristics and their responses to antigen; antigen characteristics; antibody structure, diversity, function, genetics, and synthesis; the major histocompatibility complex; vaccines; and disorders of the immune system. The laboratory focuses on animal handling, antibody purification, and detection of antigen-antibody interactions. Prerequisite: Biology 111-112 and one 200-level biology course. Corequisite: Chemistry 112.

409. Biochemistry (CHE 309)
An examination of living systems at the chemical level. Topics will include structure and function of macromolecules, cellular energetics, cellular respiration, with a particular focus on protein structure and enzyme function. A laboratory will be conducted weekly to introduce students to experimental techniques and molecular modeling. Prerequisite: Biology 111-112 and one 200-level biology course. Corequisite: Chemistry 202.

415. Evolutionary Biology - Honors
Evolutionary Biology is a seminar-style class revolving around discussion of readings from popular literature and scientific papers drawn from the primary literature. Topics of consideration will include natural selection, sexual selection, speciation, the co-evolution of man and disease, the selfish gene, and battle of the sexes as it is fought on the molecular level. The course will include a number of short writing assignments. Periodic Friday recitation sessions will be used for debates, oral presentations, videos, and other activities. Prerequisite: Biology 111 and Chemistry 202.

424. Comparative Animal Physiology
A comparative study of physiological processes in animals. Topics will include gas exchange, circulation, water and ion balance, and excitable cells. As a comparative study, we will examine a variety of animals that are adapted to function in diverse environments. A weekly laboratory illustrates physiological principles. Prerequisite: Biology 111-112 and two 200-level biology courses, college GPA of 3.4 or higher.

491, 492. Biology senior seminar
Biology majors participate with faculty in the department’s weekly Biology Seminar in each semester of the senior year. Instruction focuses on searching the biological literature, reading of primary literature, and writing appropriate to the discipline. Students discuss readings and make oral and poster presentations. Biology senior seminar is a non-credit bearing course.

SPECIAL COURSES
190, 290, 390, 490. Biology Internship
An internship developed by a faculty mentor and student in close consultation with the supervisor at the internship site. A learning contract will be developed prior to enrollment in the course. Evaluation of student performance will be completed by the faculty mentor based on fulfillment of the contract terms and written evaluation by the internship site supervisor. Not offered as Pass/Fail. Prerequisite: Permission of faculty mentor.

194, 294, 394, 494. Special Topics in Biology
The study of areas in biology that are not regularly offered in the curriculum. Courses may be interdisciplinary, seminar or summer field-type courses. Prerequisite: Biology 111-112, or permission of instructor.

195, 295, 395, 495. On-campus Research
A ten-week on-campus summer research project to be guided by a faculty mentor. Based on mutual interests, the student and faculty mentor will develop a research project, supported by a reading list and involving theoretical, laboratory, or field investigations. Participants will produce a final report detailing the findings of their research. Selection of students will depend on academic background, scholastic
achievement, and the results of a personal interview with the faculty mentor. Not offered as Pass/Fail. 
Prerequisite: Permission of faculty mentor.

196, 296, 396, 496. Off-campus Research  
The course consists of an individual research project chosen by the student in consultation with a faculty mentor. The project involves the design and performance of an experiment or experimental series and submission of a written report. Not offered as Pass/Fail. Prerequisite: Permission of faculty mentor, academic advisor, and biology department chair.

197, 297, 397, 497. Independent Study  
The in-depth study of an area of particular interest to a student and faculty mentor not covered by the regular curriculum. Not offered as Pass/Fail. Prerequisite: Permission of faculty mentor, academic advisor, and biology department chair.

SCE. Senior Capstone Experience  
Each student must successfully fulfill the Department’s Senior Capstone Experience (SCE). Students will enroll in the four-credit SCE course during their final semester, although work on the SCE and related Senior Seminar (BIO 453, 454, which introduces the basic skills and information concerning the SCE) will span the entire final academic year.
Black Studies
Interdisciplinary Minor

Alisha Knight, Director
Lisa Daniels
Kenneth Schweitzer
Tahir Shad
Ruth Shoge
Christine Wade
Carol Wilson

Black Studies is the interdisciplinary study of the multifaceted history, culture, and lives of people of African descent. Unlike African American and African Studies, Black Studies is not limited to a single nation or continent; rather, it encompasses all locales where black people have voluntarily or involuntarily been dispersed throughout history. The Black Studies minor offers students of all backgrounds the opportunity to explore and research various aspects of black culture from a local, national, and global perspective. Students who earn a minor in Black Studies will increase their knowledge of the impact people of African descent have had and continue to have on world cultures and human history.

This interdisciplinary minor consists of six courses (24 credits). Two Humanities courses, three Social Sciences courses and one additional course in any discipline are required. At least two of these six courses must pertain to black culture outside of the United States, and students are encouraged to take three of these courses.

Pre-approved Study Abroad courses may also count toward the minor (e.g., ECN 238 South African Economy offered at Rhodes University, South Africa). One-credit music ensembles may count toward the minor only if the student takes four semesters of the same ensemble.

Students may request that a special topics course or a course not cross-listed with Black Studies be applied toward the minor. Credit for such courses may be granted only with the program director’s approval and upon the completion of specific course requirements. Students planning to complete the Black Studies minor should notify the director of their intentions and consult with the director when selecting courses for the minor.

SENIOR CAPSTONE EXPERIENCE
Students who complete a Senior Capstone Experience project that focuses on a Black Studies topic may request to have their SCE credits applied toward the Black Studies minor. A student must first receive approval for the SCE according to the requirements stipulated by the major department. A copy of the approved SCE proposal must be submitted to the Black Studies program director in order to be considered for Black Studies course credit. If approved by the program director, the student would receive credit for one four-credit course within the Black Studies minor upon successful completion of the SCE.

Social Sciences Courses That Count toward the Black Studies Minor
ANT 320. Race and Ethnicity
ECN 218. Economic Development
HIS 319. African American History
HIS 371. History of South Africa
POL 341. Politics of Development
POL 356. Civil War and Violence In Africa
POL 348. Latin American Politics
SOC 221. Social Inequalities
SOC 240. Criminology
Humanities Courses That Count Toward the Black Studies Minor

ENG 213, 214. Introduction to African American Literature
ENG 345. The African American Novel
ENG 370. The Harlem Renaissance
ENG 377. 2PACalypse Now!
ENG 470. Toni Morrison
FRS 312. The Contemporary Francophone World
FRS 419. Studies in Francophone Literature and Culture
GRS 315. Minorities in Germany: Reading at the Margins
MUS 194. History of Rock Music
MUS 303. American Music
MUS 305. History of Jazz
MUS 313. Ethnomusicology in Latin America
One credit music ensembles:
    Jazz Ensemble
    Jazz Combo
    Afro-Cuban Ensemble
Business Management
Division of Social Sciences

Michael Harvey, Chair
R. Stewart Barroll
Joseph Bauer
Alvin Drischler
Terrence Scout
Hui-Ju Tsai (on leave, Spring)
Susan A. Vowels (on leave, Fall)
Peter Weed
Lansing Williams
Steven Winand

Build in-demand career skills with a minor in Accounting and Finance . . . gain experience with internships in town and around the world . . . study abroad in London, Paris, or other business capitals . . . work hands-on with SAP, the world’s leading enterprise software package . . . invest in your future with the Alex. Brown student-managed investment fund: at Washington College business management is an active liberal art.

Our quantitative orientation teaches you how to think with numbers. Our small course size sharpens your discussion skills and lets you work closely with faculty. Our team projects let you experience the challenges and rewards of collaborative work. Our senior capstone—a rigorous, senior-year individual project—polishes your research, analytic, and writing skills. All in all, our program challenges you to become a “liberal-arts entrepreneur,” linking the College’s enduring liberal-arts values of critical thinking, effective communication, and moral courage with cutting-edge business leadership skills.

THE MAJOR
The major consists of seven core business management (BUS) courses, plus (1) two foundation Economics courses, (2) a two-course quantitative requirement, (3) a global learning requirement, and (4) a senior capstone. All core BUS courses except BUS 401 are offered every semester.

Foundation Economics Courses (usually taken the first year)
ECN 111. Introduction to Macroeconomics
ECN 112. Introduction to Microeconomics

Quantitative Requirement (usually taken in the first two years; any one of the following pairs)
BUS 203. Quantitative Methods I and BUS 204. Quantitative Methods II, or
MAT 109. Statistics and MAT 135. Finite Math, or
MAT 109. Statistics and MAT 201. Calculus (recommended for students interested in graduate study in Business), or
PSY 209. Statistics and Research Design I with Lab and PSY 309. Statistics and Research Design II with Lab (recommended for BUS/PSY double-majors; not recommended for other students)

Core BUS Courses (200-level courses usually taken the second year; 300-level courses usually taken the third year)
BUS 201. Introduction to Financial Accounting
BUS 202. Marketing
BUS 301. Financial Analysis
BUS 302. Organizational Behavior
BUS 303. Legal Environment of Business
BUS 304. Management Information Systems
BUS 401. Strategic Management
Senior Capstone (typically completed in the student’s final semester)
BUS SCE. Senior Capstone Experience

All of these courses, as well as electives, may be taken at our study-abroad partners.

THE BUSINESS MANAGEMENT MINOR
A Business Management minor adds value to your résumé. The five-course minor consists of three required courses (BUS 201, 202, and 302) and two BUS electives, which may be drawn from any upper-level (300- or 400-level) BUS course. Any of the five courses may be taken in a study-abroad program. Since the scope of business is limited only by imagination, the department encourages creative pairings of majors and minors: a Business Management minor is an excellent addition to a major in the humanities or sciences, for instance.

THE ACCOUNTING AND FINANCE MINOR
The Accounting and Finance minor prepares students from all majors for future employment or further study in these in-demand fields. The minor consists of four core courses, and four electives. (Economics majors can complete the Accounting and Finance minor by taking five courses beyond those required for their major. Business Management majors cannot declare the minor, but can earn a specialization in Accounting and Finance by completing the same curricular requirements.)

Four Core Courses
- MAT 109. Statistics or BUS 203. Quantitative Methods I or equivalent statistics course
- ECN 111. Introduction to Macroeconomics or ECN 112. Introduction to Microeconomics
- BUS 201. Introduction to Financial Accounting
- BUS 301. Financial Analysis

Four Elective Courses (at least one from each area)
ACCOUNTING AREA
- BUS 212. Introduction to Managerial Accounting
- BUS 340. Intermediate Accounting
- BUS 341. Income Tax Accounting
- BUS 342. Auditing

FINANCE AREA
- BUS 355. Corporate Finance
- BUS 440. Investments
- BUS 455. Financial Derivatives
- ECN 411. International Finance

GLOBAL LEARNING PROGRAM
Since business is global, the Business Management major includes a global learning requirement. (International students are exempt.) It may be fulfilled in three ways: (1) participating in any study-abroad experience that earns Washington College credit; (2) studying a foreign language through the 202-level; or (3) taking two global-focus courses. One of these must be a Business Management course, either BUS 310 International Business or BUS 311 Global Business Strategy. The other may be chosen from any course in any Department listed as part of the International Studies Program (excluding BUS 310, BUS 311, and ECN 111).

The department encourages students to fulfill their global learning requirement by studying abroad. Study abroad gives you first-hand experience with other ways of life; you’ll get a deeper understanding of how culture affects markets, firms, and strategy. And study abroad, by offering you a new perspective on your native culture, will challenge you and stimulate your creativity and critical thinking. To facilitate study abroad, our Working Capital Program includes nine outstanding partner business programs, (all taught in English except the Argentina program):
Many students planning to study abroad and interested in further study of international business, choose to pursue a concentration in Global Business Studies, administered through the International Studies Program (students are not required to major in International Studies). In addition, students interested in a particular region may wish to pursue a regional concentration in African Studies, Asian Studies, Latin American Studies, Near Eastern Studies, or European Studies. More information about the requirements for these concentrations can be found in the International Studies Program section in this catalog. Interested students are advised to review this section before making study-abroad course selections.

ALEX. BROWN STUDENT INVESTMENT PROGRAM
Students from any major can participate in the Alex. Brown Student Investment Program and help manage an equity fund valued at hundreds of thousands of dollars. In the program, you’ll learn to analyze and report on stocks, and then execute actual trades worth tens of thousands of dollars. The program includes field trips to finance markets and conferences, talks by visiting industry leaders, and intensive work over the semester that will help prepare you for a career in the investment field.

HONORS
The Washington College chapter of Sigma Beta Delta, the national business honor society, recognizes outstanding majors and minors pursuing business studies. In addition, business management students may aspire to membership in other honor societies, including Omicron Delta Kappa, the national leadership honor society, and Phi Beta Kappa, the nation’s oldest academic honor society. Membership in Phi Beta Kappa is by invitation only, and eligibility is based on the totality of a student’s academic achievement and character. Students interested in Phi Beta Kappa are advised to take a broad range of courses and should plan a program that includes at least 96 credits in “liberal studies” courses. (Quantitative Methods I and II and Organizational Behavior count toward the “liberal studies” requirement, but other BUS courses do not.)

WASHINGTON COLLEGE ENACTUS
Many Business Management majors and minor participate in WC Enactus, the campus chapter of a global student organization dedicated to fostering student leadership and improving the world “through the positive power of business.” WC Enactus team members practice skills learned in the classroom by designing, implementing and assessing projects that serve communities here and abroad. WC Enactus has been instrumental in launching two major campus annual events, the Washington College Career Fair and Neighbors for Good: Connecting Campus and Community, as well as helping local organizations such as the Community Food Pantry and Junior Achievement enhance their programs. Washington College Enactus has earned regional championships the last three years, earning the team the right to compete at the national level. And in May 2013, our team was recognized as a top-20 program in the United States at the national competition.

INTERNSHIPS
Most majors and many minors in Business Management complete for-credit internships during the fall, spring, or summer (see the course descriptions below for BUS 390 and BUS 490). These are some of the local, regional, and national internship placements students have had in recent years:

- AFLAC (Columbus, GA)
- Anne Arundel Medical Center (Annapolis)
COURSES

201. Introduction to Financial Accounting
An introduction to the accounting principles and procedures used for collecting, recording, summarizing, and interpreting financial information. Students will learn to read and interpret financial statements. Special emphasis is placed upon the concepts of internal control over resources and transactions. Computerized spreadsheets are integrated into the course. Students should expect to complete many time-consuming homework assignments.

202. Marketing
A critical approach to the study of the marketing concept including policies and principles. Emphasis is placed on the identification of variables involved in marketing decision-making and the process by which marketing decisions are made.

203. Quantitative Methods I
First course in a two-semester sequence in data analysis, modeling, and decision-making. Includes data management, descriptive statistics, correlation, probabilities, discrete and continuous distributions, and sampling methods and distributions. Computer applications are integrated throughout the course.

204. Quantitative Methods II
Second course in a two-semester sequence in data analysis, modeling, and decision-making. Includes estimation, hypothesis testing, ANOVA, simple and multiple regression, optimization using linear programming, and statistical methods for quality control. Computer applications are integrated throughout the course. Prerequisite: BUS 203.

212. Introduction to Managerial Accounting
Study of the use of accounting information to plan for, evaluate, and control activities. The course will explore various product and service costing procedures. Other topics include responsibility accounting, budgets, financial analysis, costs control, and the time value of money. Emphasis will be placed upon the use of information for management decisions. Prerequisite: BUS 201.
301. Financial Analysis
This course introduces students the fundamental concepts of finance and equips students with the ability to make meaningful financial decisions. This course addresses topics including the valuation of future cash flows, the analysis of financial statements, the operation of financial markets, and the introduction of financial instruments, such as stocks and bonds. After taking this course, students should be able to (1) conduct financial ratio analysis, (2) understand the time value of money and apply the discounted cash flow (DCF) method to value assets, such as stocks and bonds, and (3) understand the concept of risk and return. Prerequisite: BUS 201 and statistics (either BUS 203 or MAT 109).

302. Organizational Behavior
A research-based exploration of how organizations function. Topics include the contemporary workplace, career management, culture, bureaucracy, teams, motivation, emotional intelligence, power, communication, gender, diversity, and leadership. Students prepare and make collaborative presentations and conduct workplace and leadership interviews.

303. Legal Environment of Business
This course looks at how the law has evolved from English common law to today’s statutory and regulatory legal environment. The course explores recent statutes such as Sarbanes-Oxley and Dodd-Frank and how they have impacted the way businesses operate. The course also investigates legal and ethical issues facing businesses today, different types of business associations, and liability issues faced by businesses under current tort law, contract law, and property law.

304. Management Information Systems
This course introduces Management Information Systems (MIS) and its use in solving business problems, finding new opportunities for organizational improvement, and supporting enterprise strategic and operational objectives. Students learn transactional and analytical database concepts, document and analyze business processes as related to integrated software systems, and use various models to develop ethical approaches to the design and use of information systems. Microsoft Access and SAP enterprise software are used to illustrate concepts. Prerequisite: BUS 201.

310. International Business
Introduction to the study of global business, including the dynamics of conducting business across national boundaries and the critical roles that culture, technology, politics, and economics play in shaping the global competitive environment.

311. Global Business Strategy
Acquaints future managers with the tools necessary to understand challenges facing multinational firms. Focuses on the management, strategy, corporate structuring, and functional operations necessary for firms to succeed globally. Includes lectures, cases, guest speakers, and a computer simulation game.

315. Enterprise Resource Planning Systems
This course provides the student with comprehensive knowledge of an important information technology tool—Enterprise Resource Planning (ERP) software. Using SAP ERP software, students learn the information flow for three fundamental business processes—order fulfillment, procurement, and production—and learn how ERP systems support these business processes in an integrated fashion. The course emphasizes the concept of system configuration, in which organizational structure, policy rules and other corporate information are analyzed and then mapped to the ERP system. This intensive, hands-on class is taught in a conference-room pilot environment that demands active participation from each student. Prerequisite: BUS 304.

320. Entrepreneurship
A study of entrepreneurs and entrepreneurship, the process of identifying opportunities, the marshaling and management of resources, and strategic planning and development of a business plan. An examination of the management process through growth and change, including reasons for the successes and failures of specific companies. Prerequisite: BUS 202 or permission of the instructor.
327, 328, 329.
An integrated three-course unit for students spending a semester at the Washington Center. Students receive 16 elective credits in Business Management. (Details below.)

327. Washington Center Internship
A full-time, semester-long internship in Washington, DC, with a federal agency, non-profit organization, or private firm. Depending upon interest and internship placement, students may attend hearings, conduct policy research, draft correspondence, monitor legislation, lobby members of Congress, or write analytical reports. Students will create an in-depth portfolio of their internship experience. 12 credits. **Prerequisite:** BUS 202, 2.8 cumulative GPA, permission of an instructor, and successful application to The Washington Center for Internships and Academic Seminars. This course is normally open only to juniors and seniors.

328. Washington Center Seminar
Washington Center Interns participate in an evening seminar selected from a variety of topics offered during the semester. Students engage in class discussion and may also research seminar topics, prepare written assignments, and take examinations. **Required of and limited to students enrolled in BUS 327.** Three credits.

329. Washington Center Forum
Washington Center Interns participate in lectures, site visits, small group discussions, briefings, and other required events designed to help them understand the connection between their academic and professional goals and the special educational opportunities available through living and working in Washington, DC. Evaluations of these experiences are included in the student portfolio. **Required of and limited to students enrolled in BUS 327.** One credit.

330. International Business Experience
This summer course, taught by a Washington College Business Management faculty member, takes students abroad for two weeks of intensive study and experiential learning in international business. To maximize learning about international business, the itinerary is intense. Students spend four hours listening to lectures from host university faculty, twenty hours visiting local businesses, ten hours visiting political/economic institutions, and four hours in a seminar experience with the accompanying WC faculty member. The course includes two three-hour sessions at Washington College, one before the course to prepare students academically, and one afterwards to help students reflect on their learning experiences.

334. Leadership
What do leaders do? Are they born or made? Why are some leaders effective, and others ineffective? What role do followers play? This seminar explores these and other questions by focusing on leadership in organizations. Topics include vision, power, trust, ethics, communication, gender, and change. **Not open to first- or second-year students.**

340. Intermediate Accounting
The study of current and emerging financial accounting theory and techniques. Emphasizes financial statement presentation and the underlying treatment of cash, investments, receivables, inventory, long-lived assets, and intangible assets. **Prerequisite:** BUS 201.

341. Income Tax Accounting
Federal taxation of individuals focusing on income, exclusions, deductions, depreciation, credits, and capital transactions. Property coverage includes the tax consequences of sales and dispossession of investment and business assets. Both tax planning and tax compliance issues are covered. **Prerequisite:** BUS 201.
342. Auditing
Auditing consists of a set of practical conceptual tools that help a person to find, organize, and evaluate evidence about the assertions of another party. This course will focus on those analytical and logical skills necessary to evaluate the relevance and reliability of systems and processes. Critical thinking and communications skills are developed through a variety of means including case analyses, presentations, discussion, preparation of group and individual case papers, and research of professional and scholarly literature. Recognizing that ethics is an integral part of the entire accounting-related profession and a significant topic in all the College’s accounting courses, this course will contain a section reviewing audit ethics, and will cover lapses of ethical behavior by both auditors and audited firms. Prerequisite: BUS 201.

355. Corporate Finance
This course provides an in-depth analysis on the financial policies of corporations. Students learn how to use and analyze financial data to make sound managerial decisions. Since successful financial management also depends on effective communication, case studies will be provided throughout the semester to strengthen students’ ability to express clearly in presentation as well as writing. Topics covered include capital budgeting, capital structure, dividends and payout policies, working capital management, mergers and acquisitions, and leasing. In addition, to help students develop an ethical sensitivity in business, topic about ethics in corporate finance will also be included. Prerequisite: BUS 301 or permission of the instructor.

390. Internship
In Chestertown or around the world, Business Management majors and minors can earn credit for internships during the school year or the summer. Grading is pass-fail only. Prerequisite: BUS 201 and 202 and minimum 2.5 GPA, or approval by the department.

401. Strategic Management
Strategic analysis and implementation. The case study method is used, requiring oral and written presentations. All separate functional areas are integrated in the strategy process in relation to the firm’s social responsibilities with regard to society, employees, and the larger environment. Prerequisite: BUS 202, 301, and 302.

440. Investments
This course provides students with the essential concepts in investment and enables them to make meaningful investment decisions. To reach this goal, it will talk about current investment theories as well as empirical evidence found in academic research. Topics addressed include the operation of financial markets, financial assets and its valuation, and the construction of optimal investment portfolios. After taking this course, students should be able to (1) understand the operation of financial market, (2) be familiar with various financial instruments, (3) apply the discounted cash flow method to determine the value of financial assets, (4) be familiar with various investment strategies, and (5) conduct financial analysis to make meaningful investment decisions. Prerequisite: BUS 440 or permission of the instructor.

451. Advertising
Overview of the advertising industry from client and agency sides. Advertising is placed within the marketing context of consumer behavior and market segmentation. Included is media strategy and selection, creative strategy, print and broadcast advertising from concept through production, advertising research, and international advertising strategy. Prerequisite: BUS 202.

455. Financial Derivatives
This course introduces financial derivatives and the operation of derivatives market. Coverage includes options, forward contracts, commodity and financial futures, and swaps. Students also learn how to use analytical models to determine the proper value of these financial products. Since the existence
of a well-functioning financial market depends a lot on the integrity of its participants, especially the investment professionals, cases regarding financial crisis and business ethics will be provided and discussed. These case studies also allow students to strengthen their oral as well as written communication skills. Prerequisite: BUS 301 or permission of the instructor.

490. Internship
Students taking a second for-credit internship are enrolled in BUS 490. Grading is pass-fail only. Prerequisite: Completion of BUS 390 and approval by the department.

194, 294, 394, 494. Special Topics
Topics not regularly offered in the department’s normal course offerings.

195, 295, 395, 495. On-campus Research
Consists of an individual research project chosen by the student in consultation with a faculty member, involving both design and implementation. Submission of a written report is required. Open only to upper-level business management majors and minors who have acquired a strong foundation in business management, and who have received project approval from a sponsoring faculty member and permission of the department chair.

196, 296, 396, 496. Off-campus Research

197, 297, 397, 497. Independent Study

SCe. Senior Capstone Experience
The Senior Capstone Experience is an intensive research project chosen by the student and guided by a faculty member. It hones research, analytic, and writing skills developed during four years of study. Students complete the Capstone while enrolled in the four-credit Senior Capstone Experience (SCe) course, usually in the spring. The Capstone receives a mark of Pass, Fail, or Honors. Full details on the capstone are available on the department Web site. Prerequisite: BUS 401.
The mission of the Chemistry Department at Washington College is to provide outstanding undergraduate education in the chemical sciences by integrating classroom instruction with laboratory experimentation, faculty-student collaborative research, and service opportunities. Our goal is to inspire students to become liberally educated scientists. Our program is approved by the American Chemical Society. The program is designed to prepare students for graduate work in pure chemistry, for professional work in other scientific fields such as environmental science, engineering, medicine, dentistry, nursing, pharmacy, neuroscience and veterinary science, for teaching at the secondary school level, and for work in industrial or governmental laboratories. Chemistry graduates have established diverse career paths that range from a dedication to pure or applied scientific research, to management of scientific and business concerns, to consultancies with industries and governments on scientific, environmental, legal, and business issues, and to service as medical personnel and elected public officials.

Students who have an interest in majoring in chemistry or double majoring in chemistry and another subject are advised to take CHE 111 and CHE 112 during their first year. Premedical students and students interested in the 3:4 pharmacy program are advised to take CHE 111, 112 and BIO 111, 112 during their first year. Students intending to teach at the secondary school level should consult with the Chair of the Department of Education and the Chair of Chemistry about planning a full-course schedule as early as possible in their college career. Such students need to be aware that NASDTEC Certification in Chemistry requires BIO 111, 112 and at least one course in computer science.

**PROGRAMS IN CHEMISTRY**
The Department offers two programs leading to the Bachelor of Science degree in Chemistry: a non-ACS Certified Chemistry major and an ACS Certified Chemistry major.

**REQUIREMENTS FOR THE CHEMISTRY MAJOR**
The table below summarizes the REQUIRED courses for both tracks in chemistry as well as for students who have declared a major in chemistry late (Spring of sophomore year or Fall of junior year).

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<th>Non-ACS certified degree in chemistry</th>
<th>ACS certified degree in chemistry</th>
<th>Chemistry major declared late</th>
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<tbody>
<tr>
<td>First year</td>
<td>CHE 111, CHE 112 BIO 111 MAT 201, MAT 202</td>
<td>CHE 111, CHE 112 BIO 111 MAT 201, MAT 202</td>
<td>CHE 111, CHE 112 MAT 201, MAT 202</td>
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<tr>
<td>Second year</td>
<td>CHE 201, CHE 202 PHY 111, PHY 112</td>
<td>CHE 201, CHE 202 PHY 111, PHY 112</td>
<td>CHE 111, CHE 112 MAT 201, MAT 202</td>
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<tr>
<td>Third year</td>
<td>CHE 301 CHE 305 or CHE 306 Elective #1 and Elective #2 CHE 392</td>
<td>CHE 301 CHE 305 and CHE 306 CHE 392 CHE Elective #1 and CHE Elective #2</td>
<td>CHE 201, CHE 202 PHY 111, PHY 112 CHE 392 Elective #1 and Elective #2</td>
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</tbody>
</table>
Fourth year | Elective #3 and Elective #4 | CHE 311 | CHE 305 or CHE 306
CHE SCE | CHE Elective #3 | CHE 309 | Elective #3 and Elective #4
CHE 491 | CHE SCE | CHE 491

BIO 111 is a prerequisite for BIO 409/CHE 309.

Elective courses are courses at the 200-level or above. Three of the four elective courses for the non-ACS certified degree can be BIO or PHY courses not counted towards that major. The three elective courses for the ACS certified degree in chemistry must be CHE courses such as: CHE 303, CHE 310, CHE 314, CHE 403, CHE 410, CHE 395, 495, CHE 396, 496 or CHE 394, 494.

Historically students who obtained a C- or below in the second semester of general chemistry did not perform well in CHE 201 and CHE 202 and students who obtained a C- or below in the first semester of organic chemistry CHE 201 did not perform well in the second semester of organic chemistry CHE 202. Therefore we do not encourage students to pursue CHE 201 and CHE 202 (Organic Chemistry I, II) if their grade in pre-requisite courses is not satisfactory. We also strongly recommend that students take Organic Chemistry I and II the year immediately following General Chemistry I and II.

REQUIREMENTS FOR THE CHEMISTRY MINOR

Students intending to minor in Chemistry should meet with the Department Chair early in their career to insure that they are able to complete the following courses and to get their minor declaration card signed.

Six chemistry courses are required for the chemistry minor.
- CHE 111, 112. General Chemistry I and II
- CHE 201, 202. Organic Chemistry I and II
- Two courses at the 200 level or above.

CHEMISTRY SEMINAR

All junior and senior majors participate in a two-semester Chemistry Seminar which constitutes one course equivalent. For juniors this is in the spring semester and for seniors it is in the fall semester. Each junior and each senior gives one seminar each semester on a topic of his or her choice that has been approved by a department member.

SENIOR CAPSTONE EXPERIENCE

Chemistry majors fulfill the Senior Capstone Experience by conducting a yearlong research project either based on a laboratory project or an in-depth literature review in collaboration with a chemistry faculty member. Many research projects involve synthetic and preparative procedures and include the use of the department’s research grade analytical instrumentation. The results of this research are presented in the department’s annual research symposium and are included in a written, thesis-quality report. Many projects involve synthetic and preparative procedures and include the use of the department’s research-grade UV-VIS, FTIR, AA, NMR, GC, HPLC, GC-MS, ICP-MS, electrochemical analyzer, and polarimeter. Students pursuing the ACS-certified degree in Chemistry must perform a laboratory-based research project for their SCE to meet the number of laboratory hours required by the ACS. This requirement could be waived if ACS-certified majors have already performed research for credit during the academic year or during the summer. Seniors present the results of their project in a poster session that is open to the College community. The department has a set of Senior Capstone Experience Guidelines that are distributed to both junior and senior chemistry majors each Fall. For those students meeting the College-wide standards of eligibility for departmental honors at graduation, the capstone experience also forms the basis of an oral examination given at the end of the students’ final semester. Students must enroll in CHE SCE in their final semester to obtain credit for the Senior
Capstone Experience. The Senior Capstone Experience is graded according to the Washington College grading system, which involves the use of letter grades (A-F) that may be modified by a minus or a plus.

**INTERNSHIP AND RESEARCH OPPORTUNITIES**

A number of stipend-bearing internships and research opportunities exist for chemistry majors and minors. Summer on-campus research projects as well as summer and semester-long off-campus internships not only provide additional laboratory experience, but also allow students the opportunity to explore, in depth, areas of chemistry not covered in the core curriculum. Off-campus internships may or may not bear credit. On-campus summer internships are credit bearing.

**HONORS COURSES**

The Department of Chemistry offers Honors sections of General Chemistry I and General Chemistry II.

**DISTRIBUTION COURSES**

For distribution credit in Natural Sciences, the Chemistry department offers CHE 111, 112 General Chemistry I, II, and CHE 110 Chemistry of the Environment.

**ADVANCED PLACEMENT CREDIT**

Students scoring 4 or 5 on the chemistry advanced placement examination may, with the approval of the department, receive credit for General Chemistry I, II.

**TRANSFER CREDIT**

It is not recommended for Chemistry majors to take any chemistry course off campus. It is not encouraged for any other major to take general chemistry and/or organic chemistry off campus. If absolutely necessary, it is the responsibility of the students to provide the Chair of the Chemistry department the appropriate documentation for transfer credit.

**NOTE ABOUT PREREQUISITE**

Having the correct prerequisite for a course also means that the students successfully pass the prerequisite course.

**COURSE DESCRIPTIONS**

110. (ENV 110) Chemistry of the Environment

This introductory course focuses on the chemical dimensions of current environmental problems such as global warming, ozone depletion, water and soil contamination, and energy production. Fundamental principles of chemical bonding, reactions, and energy are studied as they arise in connection with each environmental issue. Interdisciplinary aspects are explored to further understand the multiple dimensions of the problems. Intended for students planning to major outside the sciences. Three hours of lecture and one hour and 3/4 of laboratory each week. (Offered annually)

111, 112. General Chemistry I, II

This two-semester sequence focuses on the fundamental principles of chemistry. Key topics are atomic and molecular structure, chemical bonding, and stoichiometry, with an emphasis on molecules and reactions important in biological systems. Other topics include thermochemistry, kinetics, chemical equilibria, electrochemistry, intermolecular forces and states of matter, periodic properties, coordination chemistry, and an introduction to organic chemistry, biochemistry, and Green Chemistry. Laboratory work is designed to complement lecture material. Three hours of lecture and three hours of laboratory each week. **Prerequisite. Chemistry 111 is a prerequisite for Chemistry 112. (Offered annually)**

201, 202. Organic Chemistry I, II

This two-semester sequence is concerned with the molecular architecture and chemical reactivity of a broad spectrum of organic molecules, including aliphatic and aromatic hydrocarbons, their halogenated derivatives, and molecules containing oxygen and nitrogen, alone or in one or more combinations. Particular emphasis is placed on the structure and function of organic molecules important
in biological systems. Heavy emphasis is given to the study of reaction mechanisms. Three hours of
lecture and three hours of laboratory each week. Prerequisite. Chemistry 112 or its equivalent. Chemistry
201 is a prerequisite for Chemistry 202. (Offered annually)

210. (ENV 210) Environmental Chemistry
The cycling of natural chemical species and pollutants in the water, soil and air of our earth system
is a major component of our complex ecosystem. In this environmental chemistry course, students
will develop an understanding of the transport and reactions controlling natural chemical species in
our environment, as well as the cycling of pollutants. Students will study current issues of water, soil
and air pollution, and how society is working towards reducing the movement of pollutants through
our environment. In the laboratory portion of the class, students will investigate the water quality of
local water bodies, including the Chester River, as well as conduct hands-on experiments related to
the environmental topics studied in class. Three hours of lecture and three hours of laboratory each.
Prerequisites. Chemistry 112. (Offered Fall: even numbered years)

301. Analytical Chemistry
This course is intended to be an introduction to analytical chemistry. Both classical and instrumental
methods of analysis are considered. A detailed treatment of simple and complex chemical equilibria
with particular emphasis on theoretical aspects of acid-base, oxidation-reduction, complex formation,
and precipitation equilibria is presented as a basis for the classical gravimetric and titrimetric methods.
The instrumental techniques included electroanalytical, uv-visible molecular spectroscopy, atomic
spectroscopy, and chromatography. Applications of the techniques to inorganic, organic, biochemical,
and environmental analysis are covered in the lecture and lab components of the course. Three
hours of lecture and three hours of laboratory each week. Prerequisite. Chemistry 112. (Offered annually: Fall)

303. Chemistry of Biological Compounds
This course is designed to provide a comprehensive introduction to the structure and function of
biological molecules at the molecular level. Using post-translational modification of proteins as a
guide, we will explore intermolecular interactions, biomolecular structure (proteins, nucleic acids,
carbohydrates and lipids) and fundamental concepts in mechanistic enzymology. Students will learn
to interpret biochemical data, predict the impact of mutations associated with disease and visualize
biomolecular structures with the aid of computer software commonly utilized in the field. Additional
topics include: RNA transcription, protein translation, enzyme engineering and more. Prerequisite.
Chemistry 202. (Offered annually: Spring)

305. Chemical Thermodynamics and Chemical Dynamics
Thermodynamics is the study of the behavior of matter and the transformation between different
forms of energy on a macroscopic scale. Chemical dynamics is the study of the rate at which the mac-
roscopic properties and composition of matter change. These changes can involve either transport
properties, such as thermal conductivity, viscosity, and diffusion or chemical kinetics. Some of the
chemical kinetics topics covered are rate laws, temperature effects on reaction rates, reaction rate
theories, reaction mechanisms, and enzyme catalysis. Applications of chemical thermodynamics and
chemical dynamics are drawn from environmental chemistry and biochemistry. Laboratory exercises
include determination of thermodynamic properties and kinetics experiments. Three hours of lecture
and three hours of laboratory each week. Prerequisite: Chemistry 112 and Mathematics 202. Co-requisite:
Physics 111. (Offered annually: Fall)

306. Quantum Chemistry and Spectroscopy
Quantum chemistry is the application of quantum mechanics to the field of chemistry. Topics included
in the discussion of quantum chemistry are the early development of quantum mechanics, quantum
mechanical models for molecular vibrations and rotations, and electronic structure of atoms and mol-
ecules. Spectroscopy is the study of the interactions of electromagnetic radiation with matter, and is
the principal experimental tool used to investigate the predictions made using quantum mechanics.
309. (BIO 409) Biochemistry
An examination of living systems at the chemical level. Topics will include structure and function of macromolecules, cellular energetics, cellular respiration, and photosynthesis. A laboratory will be conducted weekly to introduce students to experimental techniques. Prerequisite: Biology 111 and Chemistry 202, or permission from instructor. (Offered annually: Fall)

310. Greener and Sustainable Chemistry
Environmentally friendly scientists are increasingly conscious about the need to make chemistry “greener.” The goal of this course is to present a different perspective regarding chemistry and its applications in academia and industry worldwide. This course will cover both the theoretical and practical aspects of green and sustainable chemistry. The introduction will include the foundations of green chemistry and sustainability as well as a description of the tools and principles it employs. There will be an in-depth study concerning the evaluation of methods and tools in designing environmentally benign reactions and chemicals. Real-world examples will be used to illustrate the goals of green chemistry. Throughout the semester students will have the opportunity to enhance their writing and oral presentation skills and improve their communication and discussion abilities. Three hours of lecture each week. Prerequisite: Chemistry 201 and Chemistry 202. (Offered Spring: in rotation with Chemistry 410)

311. Inorganic Chemistry
This course is an in-depth study of structure and bonding in molecules. Topics include atomic structure, symmetry and bond theory, ionic and covalent bonding, coordination and organometallic chemistry, and catalysis. The laboratory work focuses on the synthesis and characterization of the following: main group compounds, bioinorganic molecules, zeolites, coordination and organometallic complexes used in catalysis. It also introduces green inorganic chemistry, computational chemistry, and metal complexes used in bioinorganic chemistry. Three hours of lecture and three hours of laboratory per week. Co-requisite: Chemistry 305. (Offered annually: Fall)

314. Instrumental Methods of Analysis
This course examines instrumental methods based on their selectivity, sensitivity, and detection limits. Instrumental systems are analyzed in terms of electronics, computers, and optics. The following topics are included: Molecular and atomic spectroscopy, electroanalytical techniques, and separation techniques. Applications of the techniques to inorganic, organic, biochemical and environmental analysis are covered in the lecture and lab components of the course. The laboratory emphasizes the critical evaluation of data. Three hours of lecture and three hours of laboratory each week. Prerequisite: Chemistry 201 and Chemistry 301. (Offered annually: Spring)

403. Advanced Organic Chemistry
This course expands upon the topics discussed previously in the two semesters of organic chemistry. Topics that are covered are: Frontier Molecular Orbital (FMO) Theory and how this can be applied to chemical reactivity, Pericyclic Reactions, Linear Free-Energy Relationships, Molecular Rearrangements, Heterocyclic Chemistry, and Organometallic Chemistry. Heavy emphasis will be on reaction mechanisms and synthesis. Prerequisite: Chemistry 202.

410. Materials Science
Our lives are influenced by all types of materials in transportation, housing, clothing, communication, recreation, and food production. The development and advancement of societies have been dependent on the ability to use existing materials, produce, manipulate, and select new materials suitable in many technologies that make our existence more comfortable. This course depicts relationships between the processing of a material, its structure, and finally its performance based on its properties in terms of the design, production, and utilization of the material. The overall goal of this course is to
become familiar with the selection process that scientists and engineers use when designing a suitable material at a reasonable cost with minimal environmental impact. Three hours of lecture each week.  
*Prerequisite: Chemistry 305 (Offered Spring; in rotation with Chemistry 310)*

**392, 491. Chemistry Seminar**
Chemistry majors and chemistry faculty participate in the department’s weekly seminar program. Each student participant will make oral and written presentations based on current scientific literature and collaborative research. Instruction modules will include literature-searching methods, history of chemistry, contemporary problems in the chemical and biochemical sciences, molecular drawing, and modeling and calculation programs. Two credits per semester for a maximum of four credits.  
*Prerequisite: chemistry major status. (Offered annually)*

**194, 294, 394, 494. Special Topics in Chemistry**
A detailed study of an advanced topic or topics in chemistry chosen on the basis of current student interest and faculty expertise. Special topics include but are not limited to: Biophysical Methods, Heterocyclic Chemistry, Organometallic Chemistry, Solid-State Chemistry, Chemistry of Macromolecules, Medicinal Chemistry, Advanced Synthesis and Spectroscopy, and Electronics Instrumentation. Three hours of lecture per week.  
*Offered annually*

**195, 295, 395, 495. On-Campus Research**
This course is comprised of a ten-week summer research project guided by a faculty mentor. The student and faculty mentor develop a research project supported by a reading list and involving theoretical, laboratory, or field investigations supervised by the faculty mentor. Participants will produce a final report detailing the findings of their research. The course may be taken twice for credit. Not offered as Pass/Fail.  
*Prerequisite: Permission of the mentor. (Offered annually)*

**196, 296, 396, 496. Off-campus Research**
The course consists of an individual research project chosen by the student in consultation with a faculty mentor. The student will, with the help of the mentor, design a project to be implemented during a one- or two-semester period or during the summer. The student will conduct an appropriate literature search, carry out the research, and submit a written report by the end of each semester. One-half course credit will be awarded for each semester or a full course credit for the summer. The course may be taken twice for credit. Not offered as Pass/Fail.  
*Prerequisite: Permission of the mentor.*

**190, 290, 390, 490. Internship**
An internship is based on an opportunity for students to work with industries, governmental laboratories and institutes, and outside non-research based institutions. Students will be able to work closely with an on-site supervisor to discover the numerous aspects of the working world. Participants will produce a final report detailing the findings of their research. The course may be taken once for credit. Not offered as Pass/Fail.  
*Prerequisite: Permission of the mentor. (Offered annually)*

**197, 297, 397, 497. Independent Study**

**SCE. Senior Capstone Experience**
Chemistry majors fulfill the Senior Capstone Experience by conducting a yearlong research project in collaboration with a chemistry faculty member and writing a thesis-quality report. Many projects involve synthetic and preparative procedures and include the use of the department’s research-grade UV-VIS, FTIR, AA, NMR, GC, HPLC, GC-MS, ICP-MS, electrochemical analyzer, and polarimeter. Students pursuing the ACS-certified degree in Chemistry must perform a laboratory-based research project for their SCE to meet the number of laboratory hours required by the ACS. This requirement could be waived if ACS-certified majors have already performed research for credit during the academic year or during the summer. Seniors present the results of their project in a poster session that is open to the College community. The Senior Capstone Experience is graded according to the Washington College grading system, which involves the use of letter grades (A-F) that may be modified by a minus or a plus.  
*Offered annually*
Chesapeake Regional Studies
Interdisciplinary Concentration

John L. Seidel, Program Advisor

The Chesapeake Bay is central to the history, culture, and economy of the mid-Atlantic region, and it is an attractive educational resource for exploration and integration of liberal arts studies. The concentration in Chesapeake Regional Studies allows students to assemble a coherent array of courses based on student interests that might include science courses emphasizing field and laboratory study, and humanities and social sciences courses.

Students can complete the concentration in one of two ways. Either completion of the Chesapeake Semester and one other course chosen from those listed below, or completion of BIO 104 and three additional courses chosen from at least two academic divisions listed below.

**Division of Humanities**
- ART 322. The Arts in America
- PHL 303. Environmental Ethics

**Division of Natural Sciences and Mathematics**
- BIO 104. Ecology of the Chesapeake Bay
- BIO 206. Ecology
- BIO 309. Marine and Estuarine Biology
- ENV 301. Birds of the Chesapeake Bay

**Division of Social Sciences**
- HIS 313. 17th- and 18th-Century America
- ECN 117. Introduction to Environmental and Natural Resource Economics
- ANT 305. Doing Anthropology

**CHESAPEAKE SEMESTER**
Each fall, the Chesapeake Semester engages a select group of students in the interdisciplinary study of North America's largest estuary, the Chesapeake Bay. Students study the complex history, ecology, and culture of the Chesapeake as a microcosm of the challenges and transitions confronting coastal communities around the world. Using the College and the Chesapeake Bay Maritime Museum as base camps, students travel in, on and around the 64,000 square mile watershed.

This "signature semester" builds on the successful tradition of linking people and the environment in both the McLain Program in Environmental Studies and the Center for Environment & Society at Washington College. Connecting students to the land and water fosters a powerful sense of place and gives students a better understanding of the human and social dimensions of environmental issues. Students have an opportunity to study the ecosystem in depth, develop solutions to environmental problems, and influence decision-making at the local and national levels.

This is a four course program for 16 credits offered only in the fall. It combines intensive study, field work, and outdoor adventure. Students might band songbirds at sunrise, muck through the marsh, kayak on the river, research aquatic organisms, hike in the mountains and sleep beneath the stars, all in the same week. Class work and day trips are supplemented with four themed "voyages" away from campus, like the Ridge to Ocean tour. On the final voyage, participants will travel to another country such as Peru to explore a comparable estuary. Similarities and differences in culture, economics, politics, laws and ethics will be discussed.

**CRS 240. The Natural Science of an Estuary**
This course explores topics such as geology, coastal morphology and the formation of the Chesapeake Bay; defining a watershed; chemical and biological estuarine oceanography; estuarine productivity and community structure; zonation in marine habitats; salt marshes and mud flats; oyster bars and
sea grass beds; contaminant cycling in the Chesapeake Bay; and the science and impacts of climate change. Some lecturers are on campus, while others are delivered while traveling.

CRS 242. The Social Science of an Estuary
This course explores topics such as the birth of an estuary, the first inhabitants, archaic and woodland traditions, the European influx, the Southern Chesapeake, Maryland in the early years, African Americans in the Chesapeake, Tidewater architecture, foodways, and the Bay today. Some lecturers are on campus, while others are delivered while traveling.

CRS 244. A Humanities Perspective on the Chesapeake
This course explores topics such as vision and site in environmental writing, environmental literature of the Chesapeake, traditional art of the Chesapeake, art in the exploration of nature and the environment, the Peales — art and science, music and culture, the influence of religion in the Chesapeake, and environmental ethics.

CRS 246. Interdisciplinary Study of an Estuary: Integration and Action
This course explores topics such as interdisciplinary and multidisciplinary research; logic models and outcome assessments; policy, programs, and practice; environmental economics; competing resource use and resource valuation; visual impact assessments; geographic information systems and other data management and modeling tools; global trends—problems and solutions; and visioning for the future.
Creative Writing
Minor, Division of Humanities

Kathryn Moncrief, Director
Dale Daigle
Jehanne Dubrow
James Allen Hall
Robert Mooney
Robert Earl Price
Michele Volansky
Katherine Wagner

Budding writers find the creative writing community at Washington College inviting and full of opportunities to practice their craft. The minor in creative writing offers a carefully planned curriculum designed to foster the young writer’s creative expression—guidance that is significantly enhanced by exposure to the voices and visions of some of the finest poets and fiction writers in the country. Each year, thanks to the endowment of the Sophie Kerr Fund, the College brings to campus a succession of distinguished writers, editors, and literary scholars. Billy Collins, Jane Smiley, Joyce Carol Oates, Jonathan Franzen, Heather McHugh, Li-Young Lee, Junot Díaz, Colum McCann, Nick Flynn, Eamon Grennan, James McBride, Tim O’Brien, Daniel Handler (Lemony Snicket), Lauren Groff, Natasha Trethewey, and Ted Kooser are just some of the writers and literary scholars who have come to campus in the last decade to teach, lecture, and conduct writing workshops.

The Sophie Kerr Fund also supports the justly famous Sophie Kerr Prize (at $61,192 in 2013, the largest undergraduate literary prize in the country), as well as various student publications that spring from the imaginations of students who find a welcoming and creative environment in the Rose O’Neill Literary House.

The minor in creative writing can be achieved through the successful completion of five courses—ENG 103 Introduction to Creative Writing and then any combination of four 300/400-level creative writing courses including those indicated below, as well as additional “special topics” courses. Recent “special topics” courses have included The Screenplay, Poetry in Performance, Seminar of the Book, The Art of Biography, and Writing about the Natural World.

ENG 103. Introduction to Creative Writing
A workshop introducing new writers to several forms of creative writing, including poetry, fiction, and nonfiction. Students will use classic and contemporary literature as models for their own efforts. In the fall semester, this course is only open to first-year students. In the spring semester, beginning writers from all years may enroll in ENG 103.

ENG/DRA 351. Playwriting I
Analysis and practical application of techniques and styles employed in writing for the stage.

ENG 352. Forms of Poetry
This course explores the rich literary tradition of received forms in English and American verse. By studying a wide range of formal poems students will discover the adaptability of fixed forms like the sonnet, villanelle, and sestina. Class assignments will include both critical writing and creative “experiments” in poetic forms. Students are strongly encouraged to take Forms of Poetry in preparation for the “Creative Writing Workshop: Poetry.”

ENG 353. Contemporary American Literature: Living Writers
This course focuses on the study of American poetry, fiction, and non-fiction from 1945 to the present. (The course alternates among the genres of poetry, fiction, and non-fiction.) Emphasis includes an
examination of the work of major American writers of the last half-century. The course is structured in a way similar to a traditional offering in literature with this difference: some of the writers whose work is studied in class will at some time during the semester come to campus to visit the class, discuss their work with participants, and give a public reading.

ENG/DRA 451. Playwriting II
An advanced workshop in writing for the stage. Prerequisite: ENG 351 Playwriting I.

ENG 452. Creative Writing Workshop: Fiction
This workshop offers guided practice in the writing short fiction. Using established writers as models, considerable effort is put toward the objective of learning to read as writers and, in the process, becoming better critics of the student’s own work and the work of others in the group. By offering a more intimate familiarity with the elements of fiction, students write and revise prodigiously and, in the process, learn and practice a repertoire of literary strategies in preparation and in support of short stories of their own composition. Prerequisite: Introduction to Creative Writing. Primarily intended for juniors and seniors.

ENG 453. Creative Writing Workshop: Poetry
This course builds upon student’s previous training in the workshop, asking them to hone their skills not only as writers but also as readers and critics of poetry. Using recently released, debut collections as role models, students will address concepts of diction, the line and line break, figurative language, imagery, rhyme, meter, and narrative. Assignments will include drafting new poems, performing close readings of published texts, and facilitating class discussions. Prerequisite: Introduction to Creative Writing. Primarily intended for juniors and seniors.

ENG 454. Creative Writing Workshop: Nonfiction
This course will use a workshop approach for students who are interested in developing their skills in a kind of writing which combines elements of journalism, such as the feature article, with elements of the literary, such as the personal essay. In addition, students will also develop their essay skills in the form of the personal narrative and travel writing. In essence this course treats the various forms of the essay with a special emphasis on the creative ways the genre can be interpreted and rewritten. Readings of representative essays will be included. Prerequisite: Introduction to Creative Writing. Primarily intended for juniors and seniors.
Dance
Minor, Division of Humanities

Michele Volansky, Program Director
Asa Trinh-Smith, Lecturer

The Dance Minor program offered at Washington College is designed to give students dance technique, choreographic, and performance training with particular attention to artistry and proper anatomy and biomechanics. These are facets of dance that are viewed as mutually dependent and interactive. Fundamental to the training of the dancer is the building of the dancer's body; so the program includes technical training in a variety of dance forms as well as Pilates, yoga, and ta’i chi chu’an and work in improvisation, dance composition, dance history, and repertory.

Within the liberal arts education tradition the Dance Minor is designed as an important ingredient in the development of students for whom intellectual, physical, and artistic inquiry are linked. Critical thinking, creative imagination, intellectual and artistic collaboration, and development of aesthetic awareness and communication skills are integral components of the minor program. The courses in the Dance Minor are designed to give the student an in-depth understanding of the art of dance technique and choreography, the field of dance scholarship, the science of mind/body integration, the craft of performance, and the management and problem solving skills necessary to produce creative work.

Dance History, Dance Production and Performance, Dance Composition, and a minimum of three technique classes are required for the minor. A variety of elective classes are available to complete the minor requirement of 24 credits. The student will be required to take DAN 203 or DAN 204, DAN 228, DAN 233, DAN 310, DAN 313 plus six additional elective credits in Dance History, Production, dance technique, somatics (yoga, ta’i chi, or Pilates), or Ballroom Dance.

Dance courses that may be used for the College Distribution Requirement in the Fine Arts are Dance History I, II, Ballet I, II, III, Modern Dance I, II, III, Dance Composition, or both of the two-credit courses: Jazz/Musical Theater Dance and Tap Dance (i.e. each is 2 credits, so both must be taken to equal 4 credits).

DANCE MINOR COURSES
DAN 106. Jazz and Musical Theater Dance
DAN 108. Tap Dance
DAN 113. Ballet I Beginning Ballet
DAN 203. Dance History I: Cultural Perspectives in Dance
DAN 204. Dance History II: Classical and Theatrical Dancing
DAN 213. Ballet II Intermediate Ballet
DAN 227. Modern Dance I Beginning Modern Dance
DAN 228. Modern Dance II Intermediate/Advanced Modern
DAN 233. Dance Composition
DAN 310. Dance Production and Performance
DAN 313. Ballet III Advanced Ballet
DAN 328. Modern Dance III – Advanced Modern

COURSE DESCRIPTIONS
106. Jazz and Musical Theater Dance
Survey of musical theatre dance from late 19th century African-based dance forms through 21st century Broadway show styles. Focuses on the study of ballroom, ballet, jazz, and tap dance techniques, choreography, their integration in musicals, and selected repertory. “Jazz” is a compendium of movement styles that reflect African and European rhythms blended with cultural, historical, and social
themes that produces a uniquely American style of dance. Includes jazz warm-ups, movement isolations, and combinations emphasizing rhythm, jumps, and turns. Some choreography, reading, and writing required.

108. Tap Dance

Tap is a distinctly American dance form that uses precise rhythmical patterns of foot movement and audible foot tapping to produce syncopation of sounds. Course will include instruction in basic steps such as Flaps, Shuffle Steps, Breaks, Time Steps, Waltz Clog, Cramp Roll, Riffs, Chugs, as well as complex patterns of the feet. Forms such as soft-shoe, waltz-clog, stage tap, “hoofing,” and Appalachian clogging will be explored. This course is open to all tappers, from beginning to advanced.

113. Ballet I: Beginning Ballet

Ballet is the spectacular, classical dance form that grew out of 16th century court dances. It has a tradition, a technique, and an aesthetic basis all its own. Codification of steps has been intellectual and based on geometrical-aesthetic principles. The ballet’s movement is motion dictated by taste and selectivity. Ballet I is an introduction to the fundamentals of classical ballet vocabulary; correct body placement; alignment; positions of the feet, head, and arms; flexibility; and basic locomotion in the form. The class is primarily a technique class with emphasis on proper technique at the barre, execution of movement in center and en diagonale with short variations of adagio and allegro. The course differentiates between classical and modern forms and investigates Cecchetti, Vaganova, and Bournonville styles. Some choreography, reading, and writing required.

203. Dance History I: Cultural Perspectives in Dance

An exploration of specific primitive and ancient cultures as well as contemporary world dance forms and their historical and cultural contexts, including pre-Christian civilizations—the African diaspora, America (Native American and Hawaiian dance and Meso-America), Polynesia, Asia, the Far East, India, Egypt, and Europe prior to the Golden Age of Ballet, and early social dancing and the relationship of dance forms to society and patterns of culture. This course will trace the role of dance as religious ritual, form of education, popular entertainment, and means of passing on a culture’s history—viewing dance in relation to the social, geographical, and political context of each period and culture.

204. Dance History II: Classical And Theatrical Dancing

An in-depth historical exploration of the development of theatrical dance in the Western world (ballet, modern dance, and theatrical dancing in Europe and America) with a special emphasis on the relationship between dance and other performing arts. The course examines the cultural forces affecting the development of these forms, their origins in Greek theater and Roman spectacle to the Renaissance, the Golden Age of Ballet, and through the 20th century, and the contributions of the major figures (choreographers, dancers, teachers, etc.) in the field.

213. Ballet II: Intermediate Ballet

This course continues the mastery of technique and skill of classical ballet. While emphasis is still on placement of the body, alignment, and proper technique at the barre, center, and en diagonale, variations of adagio, petite allegro, and grande allegro will be more complicated and more lengthy; and students should demonstrate improved physical control and coordination. Course includes ballet history and terminology and introduces partnering. Some choreography, research, and writing required. Prerequisite: Ballet I or permission of the instructor.

227. Modern Dance I

An introduction to basic principles of modern dance as a creative art form: dance movement, body alignment, coordination, strength, and flexibility, movement vocabulary, dance sequences, and musicality. Improvisation exercises and short composition studies will be included. If taken for academic credit, concert attendance and two short papers are required. Focuses on a biomechanical approach to movement and basic principles and techniques derived from the American founders of modern
dance—Graham, Cunningham, Limon, and Weidman. Some choreography, research, and writing required.

228. Modern Dance II
Continued exploration and development of modern dance technique, where expressive movement is highly selected, spatially designed, and organized through rhythmic structure. Focuses on both abstract and thematic material, complex sequences, and extended creative studies with emphasis on dynamics, direction, level, range, focus, floor pattern, space, and time. Course includes improvisation, taking weight/partnering, and short compositional pieces as well as choreography, selected readings, and writing of critiques. Prerequisite: Modern Dance or permission of the instructor.

233. Dance Composition
This course in choreographic theory and the study of the basic principles of dance composition explores the use of improvisation, movement dynamics, effort, meter, space, shape, and rhythm. Students explore compositional devices and develop solo and small group works. Students are encouraged to create in their range of vocabularies. Directed learning uses experiences with dynamics, rhythm, motivation, and gesture coordinated with aesthetic principles of form to develop studies and dances. Principles explored are applicable to dance making in a wide variety of styles, and students are encouraged to create in their range of vocabularies. Includes development of critical awareness, reading, writing, video and live concert viewing, movement studies, journals, and a final piece for public performance.

310. Dance Production
A practicum of theatre crafts and techniques involved in dance production, including lighting, sound, set and costume design and construction, makeup, stage-management, and filming dance. Includes choreography, production, and performance of student and faculty works, both on and off campus.

313. Ballet III: Advanced Ballet
Further development of ballet technique including differentiation between classical and modern forms; investigates Cecchetti, Russian/Vaganova, Bournonville/Royal Danish Ballet styles; and emphasizes clean line, technique, and vocabulary. Teaching methods and solo and group choreography are explored. Some reading, research, and writing required. Prerequisite: Ballet II or permission of the instructor.

328. Modern Dance III – Advanced Modern
Continued practice in technique of modern and contemporary movement skills, including approaches to various styles, emphasizing the body as an instrument of expression and techniques for increasing kinesthetic sensitivity. If taken for academic credit, concert attendance, writing assignments, and solo and group choreography are required. Prerequisite: Modern Dance II or permission of the instructor.
The mission of the Department of Drama is to provide opportunities for students to encounter in a meaningful way the three sub-fields of our discipline: text studies (history, theory, criticism, dramaturgy, and dramatic literature), plastic studies (design, technology), and performance studies (acting, directing, playwriting). The proper study of drama includes study in all three sub-fields, allowing for a degree of concentration in one or more. The true student of theatre must acquire an understanding of each area because of the essentially synthetic nature of the art itself and the highly collaborative means by which it is created. The Drama Major at Washington College guides students toward an understanding of the synthesis of drama and theatre and toward an understanding of the essential collaboration of the two.

It is important to note that the Department of Drama embraces the principles of a liberal arts education. To that end, we emphasize, both in our curricular and co-curricular activities, the full breadth of such an education. Our students routinely double major, pairing drama with disciplines as similar as English and as diverse as Environmental Studies and Chemistry. Indeed, we look for these kinds of intersections.

That being said, the Department must also be conscious of representing a tradition that has been central to the intellectual life of world civilization for over 2500 years, and to ensure that students taking drama courses in any area become aware of the weight and splendor of that tradition. This is our hedge against the pleasing seductions of vocationalism and a “show-biz” aesthetic.

**THE MAJOR**

A total of ten courses are required for the major in drama. Each student must complete Drama 211, 221, and 231. It is suggested that these courses be completed by the end of the sophomore year. Of the seven remaining courses, at least four must be elected from those courses that form the history/theory component of the curriculum (courses listed in the catalog with a Theater and Drama prefix and selected special topic courses). In the spring of the junior year all majors are required to take the Junior Seminar. In addition to the course requirements, majors are expected to take an active role in co-curricular activities of the department by attending two works calls per faculty show, all faculty strikes, two thesis strikes per semester, one thesis work call per semester and usher six times per year.

**THE MINOR**

The minor program in drama shall consist of a minimum of seven courses plus participation in an approved capacity in co-curricular productions during the student’s junior and senior years. The student will be required to take DRA 211, 221, 231 (or 331) plus four additional courses, two of which must be from the following: DRA 201, 202, 203, 304, 305, 306, 307.

**SENIOR CAPSTONE EXPERIENCE**

A student may satisfy the Senior Capstone Experience in drama in one of three ways: a production thesis in directing, performance, dramaturgy or design; a playwriting thesis in which the student writes a play that is presented in either a staged (rehearsed) reading or in full production; or a traditional research thesis in the areas of theatrical criticism, theory, or history. The department believes that the production option is the more appropriate way to fulfill the obligation, since it synthesizes the critical/theoretical and practical/performance aspects of the study of drama. A research thesis may be elected only in cases where the student has demonstrated an unusual enthusiasm for and distinction in critical, theoretical, or historical inquiry.
In the spring of their sophomore year all drama majors are required to meet with each faculty member to discuss their plans for the Senior Capstone Experience. Proposals are to be presented at the end of the fall semester in the junior year.

The proposal will identify the type of project planned—directing, design, performance, dramaturgical, playwriting, theoretical, critical or historical. The student will also provide an etiology for the choice and discuss why, and how, this topic is appropriate to the student’s interests and capabilities. It will also include a synopsis of the project. Decisions regarding scheduling, space, and the order of the department season will take place in the Junior Seminar, offered annually in the spring semester – all junior majors are required to take this course. Failure to do so results in the removal of the student from the major.

No more than two weeks following the completion of the thesis production, the student director/actor/designer/dramaturgstage manager will meet with members of the faculty for an oral post-mortem of the production. At this meeting, the student will assess the success and failure of all aspects of production, from casting to strike. Students are expected to provide refreshments for this meeting. Two weeks after this meeting (or earlier if the production occurs anytime in April), the student is required to submit a draft of the written portion of the thesis. Full details on the structure of the written portion of the thesis can be found on the department’s website: http://www.washcoll.edu/live/files/950-senior-capstone-guidelines.

HONORS
The Senior Capstone Experience will be graded pass, fail, or honors. Honors will be conferred on those projects that, in the critical view of the department faculty, achieve an exceptional level of creative, artistic, and scholarly conception and realization.

COURSE DESCRIPTIONS
** Students electing drama as part of their humanities distribution requirement may choose any course except DRA 105 and DRA 200.

105. Principles of Effective Speaking
The course is intended to enhance student abilities in the development and delivery of various kinds of public presentations, and to foster skill in the analysis of speeches from the standpoint of the critical listener. This course does not count toward distribution or toward the Drama major.

200. Theater Practicum
The student will be given a specific assignment on a departmental production (student or faculty-directed) during the course of the semester. The instructor will determine productions and assignments. Requirements for successful completion of each assignment include attendance at all required activities, from rehearsals to load-in to tech week events and run-throughs to strike. This is a two-credit course that may be repeated four times. Permission of the instructor is required prior to registration. The course cannot be applied to requirements for the drama major.

400. Theater Practicum
This course is open to ONLY drama majors. The student will be given a specific assignment on a departmental production (student or faculty-directed) during the course of the semester. The instructor will determine productions and assignments. Requirements for successful completion of each assignment include attendance at all required activities, from rehearsals to load-in to tech week events and run-throughs to strike. In addition, the credits for this class also include completion of departmental co-curricular activities. This is a two-credit course that may be repeated four times. Permission of the instructor is required prior to registration.

201. Theater and Drama: Ancient Greece, and Rome
The study of the foundations of Western theater and drama with emphasis on dramatic forms and the interrelationship between theater and society.
202. Theatre and Drama: the Middle Ages and Early Modern Europe
The study of dramatic theory, dramatic writing, theatrical convention, and the interrelationship between theatre and society from 1350 to 1750.

203. Theater and Drama: Romanticism and Realism
The study of the progression from eighteenth century sentimentalism and romanticism to nineteenth century melodrama and naturalism with emphasis on dramatic writing and theatrical convention in England, Germany, and America.

211. Acting I
Analysis and application of basic acting techniques with a concentration on scene study and character analysis.

221. Directing I
Study of the basic principles and practices of directing, including interpretation, structural analysis, and investigation of basic staging techniques.

231. Theater Technology I
Investigation of methods and materials used in the theatrical production process. Laboratory hours will be required. This course is designed primarily for those who plan to participate in future theatrical productions.

241. Scenic Design
The translation of the play script into visual expression. Concentration on the interpretations, the means of expression, and the techniques of the scenic designer. Laboratory hours will be required.

304. Theater and Drama: the Modern Age
The study of experimentation and innovation in dramatic writing and theatrical convention in Europe and America from 1875 to 1950 with emphasis on the principal reactions to naturalism: symbolism, impressionism, expressionism, theatricalism.

305. Theater and Drama: Traditional Japanese Theater
A comparative study of the major forms of traditional Japanese theater with emphasis on Noh, Kyogen, Kabuki, and Bunraku.

306. Theater and Drama: American Musical Theater
The study of musical theater in America from the turn of the century to the present with emphasis on the form itself and its history. The course will explore the structure of the musical and the dramatic functions of score, lyrics, and libretto as well as the political, societal, musical, and theatrical reasons for changes in the form.

307. Theater and Drama: Late 20th Century Theater
The study of major trends in dramatic writing, theatrical convention, and dramatic and performance theory in the second half of the 20th century.

308. After Angels: American Theater since 1992
This course will study the plays and significant theatrical movements which have occurred since 1992 and the production of Tony Kushner’s landmark play Angels in America. Students will read new works (both published and non-published) by established and emerging American playwrights, with a special focus being placed on the theatrical and social context out of which these works emerged.

309. Performance Studies
The course investigates the nature of performances and how to analyze them. While concentrating on performance art, the students also examine other kinds of performances, including theater, dance, work,
ritual, architecture, and the aesthetics of everyday life. Students attend performances and create two performance pieces.

311. Acting II
Advanced development of acting techniques to explore classical texts. In addition to finding the emotional truth, students will use tools such as scansion to diagram and speak Shakespeare and other classical writers with clarity, specificity, and passion. Prerequisite: Drama 211.

331. Theater Technology II
This course covers in detail some specific aspect of Theatre Technology, such as lights, costumes, scene painting, or computer-aided design. The course may be repeated for credit with the approval of the chair. Laboratory hours will be required.

351. Playwriting I
Analysis and practical application of techniques and styles employed in writing for the stage.

401. Dramatic Theory
Throughout history, thinkers have been variously excited, enraged, bothered or bored by theater. Through the rigorous study of the writings and historical context of the major thinkers in the evolution of theater (from Aristotle to Ehn), students will come to a greater understanding of the various changes, permutations and responses to theater in the Western World. This course is both Honors Level and Writing Intensive.

411. Acting III
Advanced study of acting techniques with a concentration on analysis, interpretation, and rehearsal methods. Prerequisite: Drama 311.

451. Playwriting II
Advanced workshop in writing for the stage. Prerequisite: Drama 351.

458. Dramaturgy
Analysis and discussion of the theoretical and practical aspects of dramaturgy, with particular emphasis placed on script analysis and historical research. This course is not recommended for first-year students.

190, 290, 390, 490. Theater Internship
Students will be placed with a professional theater company for one full semester or an entire summer season. Permission of the department and acceptance by the professional theater are required. Open only to drama majors.

194, 294, 394, 494. Special Topics
Intensive study of a selected figure, movement, period, form, or other topic.

197, 297, 397, 497. Independent Study
Advanced study in a selected area under departmental guidance.

195, 295, 395, 495. On-campus Research

196, 296, 396, 496. Off-campus Research
Earth and Planetary Science
Interdisciplinary Minor

Karl Kehm, Director

The Earth and Planetary Science minor gives students a broad understanding of processes that formed and modify the Earth and other planets in the solar system. The curriculum introduces a wide range of topics, from surface phenomena such as weather and climate, to the Earth’s internal composition and dynamics. Transcending the boundaries of traditional geological studies, the Earth and Planetary Science program focuses on the way large Earth systems such as the lithosphere, hydrosphere, and atmosphere interact and evolve. Further emphasis is placed on the fundamental physical and chemical laws that govern the cycling of matter and energy on the Earth. Together, these complementary approaches help to provide students with a comprehensive view of the planet’s origin and evolution, as well as an enlightened appreciation for the forces at work in our natural environment.

The core program offers both introductory (PHY 140 and PHY 141) and advanced (PHY 340) Earth Science courses. The introductory courses can be applied toward distribution. The advanced course requires completion of PHY 140 and PHY 141. As a whole, the curriculum provides excellent supplementary training for science and environmental studies majors. The Earth and Planetary Science minor combined with a major in physics, chemistry, biology, or environmental studies can form an ideal launch point for Earth Science careers in industry, academia, or research.

This minor can be combined with any major at Washington College. It comprises six courses, to be chosen as follows:

- PHY 140. Exploring the Solid Earth (with lab)
- PHY 141. Atmosphere, Ocean and Environment (with lab)
- MAT 201. Differential Calculus

And two courses from the following:

- CHE 111. General Chemistry I
- CHE 112. General Chemistry II
- CSI 201. Introduction to Computer Programming
- ANT 109. Introduction to Geographical Information Systems
- PHY 111. General Physics I
- PHY 112. General Physics II

COURSE DESCRIPTIONS

PHY 140. Exploring the Solid Earth
This course investigates the composition, structure, and dynamics of the solid Earth. The course reviews prominent theories for the origin of matter, the accretion and differentiation of the planets, and the structure of the Earth’s interior. The role of plate tectonics in driving the exchange of matter and energy between Earth systems is a central theme of the course, providing the theoretical context for understanding geological phenomena such as seismic activity, volcanism and mountain building. The course is designed to provide the necessary scientific and intellectual background for understanding a wide range of Earth phenomena, and to give students a greater appreciation for the origin and evolution of their planet. Includes three lecture-hours per week plus lab.

PHY 141. Atmosphere, Ocean and Environment
This course examines processes and features that characterize the Earth’s surface. The course focuses on the major Earth systems of land (lithosphere), air (atmosphere), and water (hydrosphere) and explores how these systems evolve and interact through geologic time. Examples include studying global air circulation and its effect on weather, examining links between ocean currents and global
climatic processes that help to shape landscape. The role of plate tectonics in driving the exchange of matter and energy between Earth systems is also a central theme. The course is designed to provide the necessary scientific and intellectual background for understanding a wide range of Earth phenomena, and to give students a greater appreciation for their natural environment. Includes three lecture hours per week plus lab. Prerequisite: Physics 140.

This course features a detailed examination of the unique interaction between the Earth's geosphere, biosphere, hydrosphere and atmosphere, and how these systems contrast with those of the other planets in the solar system. The course includes a lecture and an integrated lab component. The lecture discussion and reading emphasizes the history of Earth systems, from the birth of the solar system and differentiation of the Earth, to the emergence of biological life, chemical evolution of the modern atmosphere, and the changes to the Earth's climate, ocean and lithosphere throughout geologic history. The lab will introduce students to important tools in Earth Science research, including radiometric dating, chemical studies of natural materials, remote sensing and data base analysis. The course provides advanced students with the necessary scientific and intellectual background for pursuing further studies in Earth and planetary science, geography, and environmental studies. Includes three lecture-hours per week plus lab. Prerequisite: Physics 140 and 141.
At its heart, economics is a social science that seeks to explain human behavior. Far from being limited to questions of the demand and supply for goods and services, economics seeks to answer questions spanning a wide range of issues. These include poverty, discrimination, crime, pollution, education, international trade, taxation, natural resource management, and many other areas. Unlike the study of business management which focuses on improvements for a single firm or industry, economics takes a societal view that examines the impact of decisions or policies on individuals, households, businesses, taxpayers, the environment, and the country or the world as a whole.

In order to examine the impacts of policies from a societal view, economic analysis relies on a highly quantitative analytical method that requires knowledge of microeconomic and macroeconomic theory, mathematical modeling, statistics and logic. Graduates who have mastered the “economic way of thinking” are prepared to move on into successful careers. Our majors have gone on to careers in law, business, finance, foreign service, government, consulting, education, and research. For those wishing to pursue graduate school, economics majors tend to score very well on entrance exams. Nationwide, economics graduates tend to score better than majors from business management, political science, international studies, psychology and virtually every other field of study on the Graduate Record Examination (GRE), Law School Admission Test (LSAT), and the Graduate Management Admission Test (GMAT). Many of our majors have successfully completed graduate school in these areas.

MAJOR REQUIREMENTS
Students planning to major in economics must take Economics 111, 112, 211, 212, and five economics courses at the 200-level or above. In addition, students must take one of the two following courses: Economics 215 or Mathematics 109. Economics 215 may count as one of the five upper-level economics courses if Math 109 is also taken.

Students who are majoring in both economics and business may substitute BUS 203 and BUS 204 for the economics requirement of ECN 215 or MAT 109. Both business courses must be taken in order to satisfy this requirement. If you do take Bus 203/204, you may not take Ecn 215 as an upper-level economics course since the content is too similar to Bus 203/204.

In addition to the required courses, students must complete the Senior Capstone Experience, which is fulfilled by writing a thesis or passing comprehensive exams.

MINOR REQUIREMENTS
Students who wish to minor in economics must complete Economics 111, 112, and four economics courses at the 200-level or above.

SOCIAL SCIENCE DISTRIBUTION REQUIREMENTS
Students who elect to use economics to fulfill their social science distribution requirement with only one course from economics can choose from ECN 111, 112, or 117. If students want to fulfill their social science distribution requirement with two courses from economics, they may take Economics 111 and 112, or they may take either Economics 111 or 112 and any one of the following courses (Some of the courses below require 111 or 112. See individual course descriptions for prerequisites):
ECN 117 Introduction to Environmental and Natural Resource Economics
ECN 218 Economic Development
ECN 219 Labor Economics
ECN 312 Public Finance
ECN 317 Environmental Economics
ECN 318 Natural Resource Economics
ECN 320 Econometrics
ECN 411 International Finance
ECN 415 Government and Business
ECN 416 Law and Economics

INTERNSHIPS THROUGH THE WASHINGTON CENTER
Students who major or minor in economics have the opportunity to undertake an internship in Washington, D.C. through The Washington Center (see www.twc.edu). During this semester-long program, students may attend hearings, conduct policy research, draft correspondence, monitor legislation, lobby members of Congress, or write analytical reports depending upon their placement. In addition, students attend an evening seminar selected from a variety of topics offered during the semester. Finally, students participate in lectures, site visits, small group discussions, briefings, and other required events designed to help them understand the connection between their academic and professional goals and the special educational opportunities available through living and working in Washington, D.C. Students earn 16 credits for this internship during the semester (eight toward upper-level economics courses and eight for general electives). If students undertake an internship during the ten-week summer program, they earn eight credits.

REGIONAL CONCENTRATIONS, INDIVIDUAL PROJECTS, AND SECONDARY TEACHING CERTIFICATES
Students who major or minor in economics may pursue a regional concentration. These concentrations are administered through the International Studies Program, but students are not required to major in International Studies. Current regions of study include African Studies, Asian Studies, European Studies, Latin American Studies and Near Eastern Studies. More information about the requirements for these concentrations can be found in the International Studies Program section in this catalog.

In addition to the regional concentration, the department encourages activities outside the classroom by helping interested individuals find suitable projects and programs whether they be independent studies, cooperative research projects, study abroad, or internships outside of the Washington Center Program. In many cases, upper-level academic credit may be earned through these activities.

Economics majors may earn a secondary teaching certificate in social studies. Students interested in a secondary teaching certificate should inform the chairs of both the Economics and Education Departments as early as possible in their college careers.

COURSE DESCRIPTIONS
111. Principles of Macroeconomics
An introduction to principles of economic analysis, economic institutions, and issues of economic policy. The course examines factors determining national income, price, and employment levels as well as the international position in the U.S. economy.

112. Principles of Microeconomics
An introduction to the principles of economic analysis, economic institutions, and issues of economic policy. Principal topics covered include commodity and factor price determination under various market structures, and resource allocation and income distribution through a pricing system.

117. Introduction to Environmental and Natural Resource Economics
Environmental and natural resource economics focuses on the economic sources of environmental problems and natural resource use in a market economy and the evaluation of the alternative policies for deal-
ing with these problems. This analysis extends to the examination of regional issues (local air and water pollution, recycling programs, and fisheries) and global issues (climate change and waste disposal). The course is intended for students not planning to major in economics.

211. Intermediate Macroeconomics
The course reviews the measurement of national income and examines modern and classical theories explaining the determination of national income, employment, price, and growth levels. Prerequisite: Economics 111.

212. Intermediate Microeconomics
The course examines modern and classical theories of demand and supply, and analyzes market equilibrium, general equilibrium, and criteria for welfare maximization. Prerequisite: Economics 112.

215. Data Analysis
An introduction to applied statistical methods, including descriptive statistics, hypothesis testing, analysis of variance, and linear regression. Students study questionnaire design, sample selection, and data analysis techniques using SPSS or other software packages. Students also design their own online survey and analyze the results.

218. Economic Development
This course introduces students to issues related to economic development and growth among poor countries. The topics include measurement of development, poverty, inequality, population growth, the role of markets and government, population, trade, and the role of institutions. Students will also compare the success or failure of poverty alleviation strategies in different countries. Prerequisite: Economics 111 or 112.

219. Labor Economics
This course combines theoretical modeling and basic empirical analysis to study the market for labor. We use models of labor supply and labor demand in different market settings to examine differences in earnings, labor-force participation, and unemployment. We study the effects of education, technological change, information, immigration, and government policies on earnings and employment. Prerequisite: (Economics 112) and (Math 109 or Economics 215).

312. Public Finance
An examination of the role of government in a competitive market economy and the effects of tax and expenditure policies at the federal, state, and local levels on the allocation of resources and the distribution of income and wealth. Prerequisite: Economics 111 or 112.

314. Money and Banking
An examination of banking institutions, techniques of money management, theories of the demand for money, and the influence of money on economic activity. Prerequisite: Economics 211.

316. Regional and Urban Economics
An examination of the economic factors influencing the growth of urban concentrations, their size, and their functions. The course studies the problems of transportation, housing, segregation and discrimination; poverty; crime; the various ecological factors affecting cities, including pollution, congestion, and urban decay; and the financing and provision of public services, including planning, zoning, and the special problems of inner cities. Prerequisite: Economics 112 and 212.

317. Environmental Economics
This course is a survey of the application of economic analysis to environmental problems. Analysis will focus on: policy options available to lawmakers and citizens, methods for assigning value to the environment, and air and water pollution and the laws meant to control these problems. Prerequisite: Economics 112.
318. Natural Resource Economics
This course surveys the economic theory behind, and the management of, renewable and non-renewable resources including fisheries, minerals, timber, water, and biodiversity. Analysis of management options is at the local, regional, and national levels. Analysis includes trade-offs of policies and the effect of property rights regime on resource use. Prerequisite: Economics 112.

320. Econometrics
This course introduces the statistical tools that economists use to test and quantify their theories. Regression analysis is used to evaluate relationships between economic variables. The results are interpreted with the help of concepts like causality and significance. Prerequisite: (Economics 111 or Economics 112) and (Math 109 or Economics 215).

327, 328, 329.
An integrated three-course unit for students spending a semester at the Washington Center. Students receive 8 elective credits in Economics and 8 general elective credits.

327. Washington Center Internship
A full-time, semester-long internship in Washington, DC, with a federal agency, non-profit organization, or private firm. Depending upon interest and internship placement, students may attend hearings, conduct policy research, draft correspondence, monitor legislation, lobby members of Congress, or write analytical reports. Students will create an in-depth portfolio of their internship experience. 12 credits. This course is normally open only to juniors and seniors.

328. Washington Center Seminar
Washington Center Interns participate in an evening seminar selected from a variety of topics offered during the semester. Students engage in class discussion and may also research seminar topics, prepare written assignments, and take examinations. Required of and limited to students enrolled in Economics 327. Three credits.

329. Washington Center Forum
Washington Center Interns participate in lectures, site visits, small group discussions, briefings, and other required events designed to help them understand the connection between their academic and professional goals and the special educational opportunities available through living and working in Washington, DC. Evaluations of these experiences are included in the student portfolio. Required of and limited to students enrolled in Economics 327. One credit.

410. International Trade
The principles that govern world trade and investment and the factors that determine the direction of international trade will be discussed. The gains from trade, the basis for trade, and the arguments for and against protection will be examined. The effects of various policies that obstruct the free flow of trade will be analyzed. The influence of international trade on economic development will also be studied within the contexts of both developed and developing economies. In addition, the regional and international organizations that are designed to influence or promote the orderly functioning of the international trading system will be described. Prerequisite: Economics 111 and 112.

411. International Finance
The course examines foreign exchange markets, the concept of the balance of payments, and exchange rate determination. The cases for fixed and flexible exchange rates are presented. The various mechanisms for achieving domestic and international equilibrium and stability, in terms of employment, prices, and growth, are discussed. The evolution of the international monetary system and current international economic problems are analyzed. Prerequisite: Economics 111.
415. Government and Business
An exploration of the economic, political, and legal aspects of antitrust, regulation, and public enterprise. Major topics include: monopolies, mergers, industry structure and performance, various restrictive practices such as collusion and exclusion, and the role and nature of public enterprise in the United States and abroad. Prerequisite: Economics 111 and 112.

416. Law and Economics
This course describes how rules, e.g. property rights or contract law, should be designed to encourage economic efficiency. The human response to the prices imposed by laws on different kinds of behavior is analyzed. Applications to land use legislation, consumer products liability, the criminal justice system, and medical malpractice are included. Prerequisite: Economics 112

194, 294, 394, 494. Selected Topics in Economics
The topics covered by this course vary from term to term as dictated by student and faculty interest. Course topics have included the history of economic thought, American and European economic development, mathematical economics, African economic development, and other topics not specifically covered in other economics courses. Prerequisite: Permission of the instructor.

190, 290, 390, 490. Internship

195, 295, 395, 495. On-campus Research

196, 296, 396, 496. Off-campus Research

197, 297, 397, 497. Independent Study in Economics
The topics covered through independent study vary as dictated by student and faculty interest.

SCE. Senior Capstone Experience
All students are required to complete the Senior Capstone Experience. This can take the form of a senior thesis or comprehensive exams. In the case of the thesis, students are required to begin their research in the spring semester of their junior year and submit a thesis proposal in September of their senior year. Students who choose to take the comprehensive exams instead must pass the microeconomics, macroeconomics, and field exams. For the thesis or for the comprehensive exams, students will receive a letter grade.

COURSES OFFERED IN THE WASHINGTON COLLEGE ABROAD PROGRAMS

112. Microeconomics
This course examines fundamental economic concepts; comparative economic systems; demand, supply, and market equilibrium; elasticities of supply and demand; production and costs; price and output determination under competitive and monopolistic conditions; and the structure and development of the South African economy. Note: this course may not be taken with Economics 112. Offered at Rhodes University, South Africa.

212. Intermediate Microeconomics
This course examines the theory of consumer behavior; production theory and costs; theory of imperfectly competitive markets, theory of income distribution; general equilibrium and social welfare, with attention given to South Africa. Note: this course may not be taken with Economics 211. Offered at Rhodes University, South Africa. Prerequisite: Economics 112.

228. Development Economics
This course examines broadly the development problem; mainstream approaches to economic development; cumulative causation; technological constraints and unemployment; market imperfections; macroeconomic theory and policy. Note: this course may not be taken with Economics 218. Students
must complete a second term (i.e., half-course) within the Economics Department to gain credit for the course. Two credits; four credits for successful completion of both terms. *Offered at Rhodes University, South Africa. Prerequisite: Economics 111 or Economics 112.*

**238. South African Economy**
A comprehensive survey of the problems and challenges facing the South African economy. Students must complete a second term (i.e., half-course) within the Economics Department to gain credit for the course. Two credits; four credits for successful completion of both terms. *Offered at Rhodes University, South Africa. Prerequisite: Economics 111 and Economics 112.*

**322. The Making of the European Economy**
Examines the process of European economic integration on a micro- and macroeconomic scale, covering both theory and policy analysis of the integration process. Includes visits to businesses and government agencies, supplementing course material with presentations of business executives, practicing economists, and financial experts. Offered in the London program only, both fall and spring semesters. *Prerequisite: Economics 111 or Economics 112.* Three credits.

**420. Analysis of European Economic Performance**
Taught in conjunction with Economics 322, but utilizes more economic theory and entails more difficult exams and a more sophisticated paper. Offered in the London program only, in the fall semester. *Prerequisite: Economics 212 Intermediate Macro and one of the following: Economics 215 Data Analysis I or Economics 211 Intermediate Micro.* Three credits.

**422. International Economics**
This course undertakes an analysis of international trade; balance of payments structure and concepts; foreign exchange markets; and the history of the international monetary system. Students must complete a second term (i.e., half-course) within the Economics Department to gain credit for the course. Two credits; four credits for successful completion of both terms. *Offered at Rhodes University, South Africa. Prerequisite: Economics 111 and 112.*
The Education Department is characterized by a highly nurturing and personalized environment, intellectual rigor, and a performance milieu within a liberal arts context. Education is not a subject major; the Department offers an interdisciplinary major in Human Development and a minor in Secondary Education Studies in addition to two teacher certification programs. As the department is a member of the Social Sciences Division, the foundational sequence courses (Principles of Education and Educational Psychology) can fulfill distribution requirements in the social sciences.

The department, recognizing that the world of schooling is a primary socializing agency for the American polity, has the aim of inviting all students to inquire into the nature of education and its relationship to their future lives as citizens, parents, or educators. Through close connections and unhurried conversations with faculty and staff, the department integrates philosophy, theory, and practice in order to prepare students to be the next generation of citizens and leaders. The department aims a) to explore the social, psychological, philosophical, and historical foundations of education in our society; b) to stimulate inquiry concerning the nature of our educational institutions; and c) to provide the professional preparation for certification required by the State Department of Education in Maryland and the 45 states with which Maryland has reciprocal certification agreements.

The Education Department offers teacher certification programs in Elementary and Secondary Education. Program requirements are in alignment with the Maryland Redesign of Teacher Education and standards of assessment are based on The Maryland Essential Dimensions of Teaching. The Department has established eleven Professional Development School (PDS) partnerships in three local counties; this facilitates implementation of state requirements that each teacher candidate complete 100 days of an extended internship in a PDS in two consecutive semesters, including the student teaching experience.

**CERTIFICATION PROGRAM ENTRY REQUIREMENTS**

Entry criteria for the Teacher Certification Program are as follows: cumulative GPA of 2.8 (and a GPA of 3.0 in the teaching field for secondary certification); recommendation from a professor in the student’s major field of study (secondary only); approval of the Education Department Chair following a formal interview with the Chair and departmental colleagues; and a Maryland passing score on one of the following exams: Praxis I-composite score of 527, SAT-composite score (math and reading) of 1100, ACT-composite score of 24, or GRE-composite score of 1000 (if taken before 9/1/2011) or 297 (as of 9/1/2011). Admission to the secondary program generally occurs during the fall semester of the junior year, and admission to the elementary program generally occurs during the spring semester of the junior year. (Where possible, the Department will make accommodations for “late deciders”). Students should be aware that the Maryland State Department of Education requires a grade of “C” or better in all courses applied toward certification.

It should be noted that Washington College Teacher Certification Program requirements may be modified because of evolving state requirements for approved programs in teacher education.

**PROGRAM COMPLETION**

Students will be recommended for Maryland Approved Program teacher certification when they successfully: 1) earn an academic degree with a cumulative GPA of 2.8 and a GPA of 3.0 in their major for secondary certification; 2) complete the Washington College Teacher Certification Program; 3) complete national examinations according to Maryland standards, 4) complete an exit interview with the
program Certification Administrator; and 5) earn a grade of "B-" or better in EDU 405. or EDU 413. and 414.

I. ELEMENTARY EDUCATION
The Elementary Certification Program (grades 1-6) is made up of three required components: 1) completion of selected core courses in Humanities, Social Sciences, and Mathematics-Natural Sciences; 2) an academic major, usually in Human Development; and 3) a required sequence of Education courses and field experiences. Consultation with the Coordinator of Elementary Education should be held during the first semester of the freshman year to insure proper scheduling and selection of courses.

The required education courses for students who wish to become certified as elementary teachers are listed under the Human Development major.

THE HUMAN DEVELOPMENT MAJOR
Students selecting the Human Development major will study the individual in community and the world of schooling. The major provides a comprehensive preparation for prospective elementary school teachers, and an interdisciplinary program for students who wish to examine human development in the context of theory and practice in education but who do not wish to seek teacher certification.

The Human Development major is designed to help students answer the question, “How do children develop into fully mature, autonomous and self-aware human beings who are capable of both intimate and public communal relationships?” These studies will facilitate an understanding of the development of children in our multifaceted society within the comprehensive liberal arts foundation of the Washington College experience. The Human Development major provides the opportunity for enlarging our understanding of the development of school-aged youth. This is a particularly appropriate foundation for individuals wishing to become elementary school teachers.

The academic program includes sequenced study in educational foundations (the history, philosophy, and psychology of education), a developmental progression of study in pedagogical theory and practice, a demonstrated knowledge of content in selected liberal arts disciplines, and multi-disciplinary courses from the departments of anthropology, sociology, and psychology.

Field experiences and research are an essential component for the major. The major study for the teacher candidate requires a 100-day internship in a Professional Development School; for the non-teacher candidate, the major study includes field experiences in schools or other educational and social agencies.

Washington College places singular emphasis on the completion of a significant independent project as the culminating activity in a major program. The teacher candidate will develop and present a professional portfolio which includes an action research project; the Maryland Essential Dimensions of Teaching standards will provide guidance and evaluative criteria. The non-teacher major will develop and present an approved interdisciplinary thesis that includes field research.

Course Sequence for Human Development Majors
HD Major - Option 1: Course Sequence for Human Development Majors with Professional courses required for Maryland Approved Program Elementary Certification. Students should be aware that the Maryland State Department of Education requires a grade of “C” or better in all courses applied toward certification.

EDU 211-214. Clinical Experiences/practica
EDU 301. Principles of Education
EDU 302. Educational Psychology
EDU 330. Diversity and Inclusion
EDU 351. Processes and Acquisition of Reading
EDU 352. Reading Instruction and Assessment
EDU 354. Literature for Children: K-8
EDU 411. Curriculum and Instruction: Mathematics and Natural Science
EDU 412. Curriculum and Instruction: Language Arts and Social Studies
EDU 413. Teaching Internship
EDU 414. Teaching Internship
EDU SCE. Senior Capstone Experience
PSY 202. Lifespan Development
An approved research design course

An additional two courses will be selected, in consultation with the advisor, from the following:

Anthropology
- ANT 200. Introduction to Linguistics
- ANT 215. Sex, Gender, and Culture
- ANT 305. Doing Anthropology
- ANT 320. Race and Ethnicity

Psychology
- PSY 221. Social Psychology
- PSY 231. Personality
- PSY 234. Psychopathology II
- PSY 309. Statistics and Research Design II with Lab
- PSY 316. Cognitive Psychology with Lab
- PSY 403. Behavior Modification with Lab
- PSY 433. Child Assessment with Lab

Sociology
- SOC 212. Sociology of the Family
- SOC 213. Sociology of Gender
- SOC 221. Social Inequalities
- SOC 250. City and Suburb
- SOC 262. Self and Society
- SOC 306. Research Methods in Sociology
- SOC 341. Variant Behavior
- SOC 351. Religion in the United States

In completing the General Education requirements of the College, certification students will choose from the following list of courses in the distribution sequences:

**Freshmen common core courses:**
GRW Seminar and ENG 101 (forms of Literature & Composition). Exceptions may be granted through advanced placement or transfer credit. See ‘Requirements for First-Year and Transfer Students’ for more information.

**Natural Science - Two Courses**
Students will take two courses in the natural sciences. The courses must have a laboratory component, and can be courses for non-majors or majors.

Students may complete any combination of the following courses:
- BIO 100. Current Topics in Biology
- BIO 104. Ecology of the Chesapeake Bay
- CHE 110/ENV 110. Chemistry of the Environment
- PHY 100. Concepts in Contemporary Physics
- PHY 110. Astronomy
- PHY 140/ENV 140. Exploring the Solid Earth
- PHY 141. Atmosphere, Ocean, and Environment
Preferred two-course sequences are:

- BIO 111, 112. General Biology I, II
- CHE 111, 112. General Chemistry I, II
- PHY 111, 112. General Physics I, II

Students pursuing a minor in a natural science or psychology should take one of the preferred two-course sequences.

**Quantitative - Two Courses**
Students will take two math courses, one of which must be MAT 221 Communication, Patterns and Invention in Mathematics. Students may choose from MAT 109 Statistics, PSY 209 Statistics and Research Design I with Lab (for Psychology minor only), BUS 203 Quantitative Methods I (for Business minors only), or any other mathematics course.

**Humanities (Two-Course Sequence)**
Students will fulfill the Humanities requirement by taking any of the following courses:

- AMS 201/ENG 211, AMS 202/ENG 212. Introduction to American Culture I, II
- ENG 207, 208. History of English Literature I, II
- ENG 209, 210. Introduction to American Literature I, II
- ENG 213, 214. Introduction to African American Literature I, II

**Fine Arts - One course** in art, drama, music, or dance that will fulfill distribution in the Fine Arts.

**Social Science - Three Courses**

- EDU 301. Principles of Education
- EDU 302. Educational Psychology
- HIS 201 or 202. History of the U.S.

**HD Major - Option 2: Course Sequence for Human Development Majors without Teacher Certification**
Required Foundation Courses:

- EDU 301. Principles of Education (satisfies social sciences distribution)
- EDU 302. Educational Psychology (satisfies social sciences distribution)
- EDU SCE Senior Capstone Experience
- PSY 202. Life-Span Development

Two of the following from two separate disciplines

- ANT 105. Introduction to Anthropology
- SOC 101. Introduction to Sociology
- PSY 111, 112. General Psychology

**Research Design Course - One Course**

- SOC 306. Research Methods in Sociology
- PSY 309. Statistics and Research Design II with Lab
- ANT 305. Doing Anthropology
- Other approved research design course

The choice of research method will influence the choice of the student’s major co-advisor and the nature of the senior capstone research.

**Experiential Field Course - Two**
Students must complete two one-credit experiential learning components, i.e. EDU 218 and EDU 219. (Clinical Field Experiences) or EDU 494. Special Topics: Individualized Internships/Experiential Learning.

Eight courses (in addition to those listed previously) will be selected from at least two areas as listed. Two of these courses may be at the introductory level; six of these courses must be upper level.
Area 1: Anthropology
  ANT 200. Introduction to Linguistics
  ANT 215. Sex, Gender, and Culture
  ANT 305. Doing Anthropology
  ANT 320. Race and Ethnicity

Area 2: Education
  EDU 311. World Geography
  EDU 315. Traditional and Modern Grammar
  EDU 330. Diversity and Inclusion
  EDU 354. Literature for Children: K-8
  EDU 490. Seminar in Peer Tutoring

Area 3: Psychology
  PSY 221. Social Psychology
  PSY 231. Personality
  PSY 234. Psychopathology II
  PSY 309. Statistics and Research Design II with Lab
  PSY 316. Cognitive Psychology with Lab
  PSY 403 Behavior Modification with Lab
  PSY 433. Child Assessment with Lab

Area 4: Sociology
  SOC 212. Sociology of the Family
  SOC 213. Sociology of Gender
  SOC 221. Social Inequalities
  SOC 240. Criminology
  SOC 250. City and Suburb
  SOC 262. Self and Society
  SOC 306. Research Methods in Sociology
  SOC 341. Variant Behavior
  SOC 351. Religion in the United States

Substitution of up to two courses is possible with the approval of the advisor.

SENIOR CAPSTONE EXPERIENCE
Human Development majors selecting the non-certification route will complete and present a research study.

II. SECONDARY EDUCATION CERTIFICATION PROGRAM
Washington College has twelve Maryland Approved Secondary Certification Programs (grades 7-12): art, biology, business education, chemistry, English, French, German, mathematics, physics, social studies, Spanish, and theatre. The number and specificity of courses required for certification in these subject areas vary, with some fields such as social studies and English having more extensive state requirements. Program Completion and Certification are contingent upon candidates achieving Maryland passing scores on the required national examinations. Students should be aware that the Maryland State Department of Education requires a grade of “C” or better in all courses applied toward certification.

The following education courses are required for students who wish to become certified as secondary teachers:
  EDU 216, 217. Clinical Field Experience (each 1 credit)
  EDU 301. Principles of Education
  EDU 302. Educational Psychology
  EDU 307. Reading in the Content Field
  EDU 330. Diversity and Inclusion
  EDU 401. Principles of Teaching I: Secondary
  EDU 402. Principles of Teaching II: Secondary
EDU 403. Special Methods in the Teaching Area  
EDU 404. Secondary Teaching Internship  
EDU 405. Secondary Education Internship (double credit)

EDU 401, 402, 403, and 405 make up the “Education Block” taken in the fall semester of the senior year or the fall semester after graduation.

EDU 307 meets Maryland reading I and II Secondary Requirements (together with 302 & 401).

Students wishing to be certified in English must take EDU 315. Traditional and Modern Grammar and ENG 342. Children’s and Adolescent Literature.

It should be noted that students majoring in economics, political science, psychology, sociology, international studies, and American studies may apply for certification in social studies and do their student teaching in social studies. They must plan their programs carefully in order to fulfill all requirements. Social studies certification includes the following core courses: HIS 103, 104 Modern World History; HIS 201, 202 History of the United States; HIS 319 African American History; ECN 111 Introduction to Macroeconomics; POL 102 American Government and Politics; EDU 311 World Geography; and an approved upper division course in social science.

SECONDARY EDUCATION STUDIES MINOR

The Secondary Education Studies Minor requires a minimum of seven courses: EDU 301, EDU 302, EDU 307, EDU 330, a one-credit Secondary Field Experience (EDU 215-217), and two additional courses from the following:

- EDU 303. Comparative Education  
- EDU 311. World Geography  
- EDU 315. Traditional and Modern Grammar  
- EDU 354. Literature for Children: K-8  
- EDU 490. Seminar in Peer Tutoring  
- PSY 202. Lifespan Development  
- ENG 342. Children’s and Adolescent Literature  
- ANT 200. Introduction to Linguistics  
- SOC 221. Social Inequalities  
- EDU Special Topics courses  
- An approved research design course  
- Related courses approved by Department Chair and Coordinator of Secondary Education

Students planning on pursuing teacher certification should note that this minor on its own is not sufficient for certification. Students who wish to teach are encouraged to consider applying for the Secondary Teacher Certification Program.

Human Development majors are not eligible for a minor in Secondary Education Studies.

COURSE DESCRIPTIONS

211-219. Clinical Field Experiences
Field work consists of off-campus supervised experiences. For teacher candidates, four separate one-credit experiences will take place in Professional Development Schools and include experiences with special needs students. Field work opportunities for Human Development majors may also include international teaching experiences or alternative experiences studying related school personnel.

211, 212, 213, 214. Clinical Field Experiences – Elementary
This four-part course consists of off-campus supervised field experiences, including experience with special needs students. For teacher candidates, these will take place in a Professional Development School. (1 credit each)
215. Clinical Field Experience – Alternative
This course is designed for Human Development majors and students in Education Certification programs who participate in the international teaching experience. Students are responsible for planning, implementing, and assessing lessons as well as participating in school community. (2 credits)

216, 217. Clinical Field Experience – Secondary
This two-part course consists of off-campus supervised field experiences, including experiences with special needs students. For teacher candidates, these will take place in a Professional Development School. (1 credit each)

218, 219. Clinical Field Experience – Human Development
This two-part course consists of off-campus supervised field experiences. Field work opportunities may also include alternative experiences studying related educational personnel. (1 credit each)

301. Principles of Education
A general summary of the field of education for prospective teachers. The historical, philosophical, and sociological foundations of education will be surveyed; contemporary education in the United States will be examined.

302. Educational Psychology
A study of (a) aspects of psychology that are generally applicable to education, (b) the aspects of evaluation that are specifically applicable to classroom practices, and (c) the aspects of individual differences and psychological adjustments that are generally relevant to education. Prerequisite: Permission of the instructor.

303. Comparative Education
A study of the educational systems of various nations. Social, political, and economic influences upon educational practice and theory will be considered.

307. Reading in the Content Area
This is a Maryland Approved Reading Course. It is designed to train preservice middle school and high school teachers to develop in their students the literacy skills necessary for learning in all content areas. Cooperative learning and performance assessment will be used extensively. (Additional reading competencies not included in EDU 307 are integrated into EDU 301, EDU 302, EDU 401 and EDU 402 for students in the undergraduate approved program to meet all requirements set by the state Reading Professional Development Committee.)

311. World Geography
The course examines the relationships between the physical environment, population, and culture in the evolution of global regions.

315. Traditional and Modern Grammar
The course reviews traditional grammar and introduces generative/transformational grammar. It promotes confidence and competence in a student’s ability to recognize and manipulate grammatical elements of English. Finally, it prepares teacher certification candidates to incorporate grammar into the English classroom and explore theories about its uses and abuses.

330. Diversity and Inclusion
Students will learn: a) to understand the nature and range of special needs among pupils in today’s public schools; b) to differentiate instruction to meet the special needs of students in our multicultural society; c) to interpret and implement an Individualized Educational Program; and d) to use a range of support services available to students and teachers.
351. Processes and Acquisition of Reading
An investigation of research explaining the relationship between language acquisition and reading development, the interactive nature of the reading process, and the interrelationship of reading and writing. Topics include assessing the stages of literacy development from emergent literacy through fluency in the language arts processes of speaking, listening, reading, and writing and applying corresponding instructional strategies. This is a Maryland-approved reading course. Prerequisite: Education 301 and 302, or permission of the instructor.

352. Reading Instruction and Assessment
Students will demonstrate mastery of instructional strategies used to make educational decisions in a balanced literacy program including developmentally appropriate word recognition and comprehension strategies. Students will evaluate, use, and interpret a variety of assessment techniques and processes, local, state, and national instruments. The co-requisite clinical field experience will require the student to plan, implement, and evaluate developmentally appropriate reading and language arts instruction and evaluation in a Professional Development School classroom. This is a Maryland-approved reading course. Prerequisite: Education 351.

354. Literature for Children: K-8
A study of literary texts by notable American authors with children as the major audience. Emphasis will be placed on the literary elements, evaluation criteria, and value to the reader of each genre. Through the lens of reader response theory, students will explore the variety of materials, from bound literature to electronic media, available to support children’s motivation to become fluent, independent readers and writers. Students will demonstrate their ability to identify, select, and evaluate literature and other materials that meet students’ literacy needs and interests and to communicate such knowledge to parents. This is a Maryland-approved reading course.

401. 402. Principles of Teaching I & II: Secondary
An exploration of the art and science of teaching and a study of curriculum. Course content, teaching methods, planning, instructional technology, as well as observation and performance of varied teaching techniques are combined to prepare prospective teachers for their student teaching. EDU 302 and 401 in combination comprise a Maryland-approved reading course.

403. Special Methods in the Teaching Field
A course concentrating upon the specific teaching field of the student. Examines objectives and the nature and place of the academic discipline in the secondary school, with emphasis placed on methods and materials for teaching that discipline.

404, 405. Secondary Teaching Internship
This two-semester teaching internship requires the teacher candidate to demonstrate increasing proficiency in a Professional Development School (PDS) classroom. Teacher candidates also participate in additional evening seminars. One credit for EDU 404 and double credit for EDU 405. Laboratory fee.

411. Curriculum and Instruction: Mathematics and Natural Science
This course examines the mathematics and science concepts, curriculum, methods and materials used for effective instruction in mathematics and science in the elementary school. The focus will be on the development of strategies for active learning that will help children construct a meaningful understanding of mathematics and science.

412. Curriculum and Instruction: Language Arts and Social Studies
Teachers of social studies should possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of the ten social studies content themes as identified by the National Council for the Social Studies. This course provides the teacher candidate with some of the organizational tools and instructional strategies needed to conduct classroom instruction in social studies and in the language arts, primarily writing.
413. 414. Elementary Teaching Internship
This two-semester internship, which represents the culmination of the professional development of the teacher candidate, requires the teacher candidate to demonstrate increasing responsibility for assessing, planning, and evaluating instructional effectiveness in a Professional Development School classroom. Teacher candidates will also participate in weekly seminars held on campus. 12 credits for EDU 414. Laboratory fee.

490. Writing Center Theory and Pedagogy: A Seminar in Peer Tutoring
This seminar explores current research and theory on the writing process and prepares students for potential work as Peer Consultants in the college Writing Center. Over the semester, students will develop rhetorical knowledge and critical strategies for working with other writers and their texts. To be considered for the seminar, students must submit faculty recommendations and a writing sample and complete an interview with the Director of the Writing Center. Students from all disciplines may apply.

190, 290, 390. Internships

194, 294, 394, 494. Special Topics of Education
Advanced study in a selected area under departmental guidance.

195, 295, 395, 495. On-campus Research

196, 296, 396, 496. Off-campus Research

197, 297, 397, 497. Independent Study

EDU SCE. Human Development Senior Capstone Experience
Human Development majors seeking teacher certification will prepare and publicly present a professional teaching portfolio. The portfolio will include an independent action research project. Human Development majors selecting the non-certification route will complete and present a research study, which will generally be in the form of a thesis.
Engineering
A Dual Degree Program

Satinder S. Sidhu, Program Advisor

This program makes it possible for qualified undergraduate students to earn baccalaureate degrees from both Washington College and the A. James Clark School of Engineering of the University of Maryland in as little as a five-year period. It was designed in response to a widely felt need for engineers with a broad understanding of issues that a liberal education provides. A significant benefit of the program is the opportunity for students with an interest in engineering to complete their pre-engineering course requirements in a liberal arts environment at a small college. On the other hand, students who complete several semesters of pre-engineering studies and subsequently decide to forego engineering as a major remain eligible to pursue any of the majors offered at Washington College.

A student in the Dual Degree Program will attend Washington College for approximately three academic years and the University of Maryland, A. James Clark School of Engineering, for at least two years.

After attending the A. James Clark School of Engineering for one year and completing the academic requirements of Washington College, the student will be awarded a baccalaureate degree from Washington College. Because the University of Maryland academic year extends beyond that of Washington College, grades from the A. James Clark School of Engineering may not be available in time to permit the student to participate in Washington College’s Commencement exercises at the end of the fourth year.

After completing the requirements of the A. James Clark School of Engineering in one of the areas listed below, the student will be awarded the baccalaureate degree by the University of Maryland. Dual degree candidates from Washington College may major in any of the following areas:

- Aerospace Engineering
- Bioengineering
- Chemical and Biomolecular Engineering
- Civil and Environmental Engineering
- Electrical and Computer Engineering
- Fire Protection Engineering
- Materials Science and Engineering
- Mechanical Engineering

Requirements For Dual Degree Students While Attending Washington College:
- Completion of a minimum of 24 courses
- Completion of the College General Education and Writing requirements
- Completion of the College Distribution Requirements

Completion of the following courses:
- CHE 111, 112. General Chemistry I, II
- CSI 201. Computer Science I
- MAT 201. Differential Calculus
- MAT 202. Integral Calculus
- MAT 203. Multivariable Calculus
- MAT 345. Differential Equations
- PHY 111, 112. General Physics I, II
- PHY 201. Electronics
- PHY 204. Fundamentals of Modern Physics
- PHY 301. Electromagnetism
- PHY 304. Classical Mechanics
Students who wish to major in Bioengineering should also take:
  BIO 111. General Biology I
  BIO 207. Biotechnology and Molecular Biology
  BIO 409. Biochemistry (CHE 309)
  CHE 201. Organic Chemistry I

Students who wish to major in Chemical Engineering should also take:
  CHE 201, 202. Organic Chemistry I, II
  CHE 305. Chemical Thermodynamics and Chemical Dynamics
  CHE 306. Quantum Chemistry and Spectroscopy

Many upper-division courses offered by Washington College departments of Physics, Mathematics and Computer Science, and Chemistry can be used as technical electives in the engineering major programs at the A. James Clark School of Engineering. Students are encouraged to select these courses in consultation with the designated Program Advisor at Washington College.

Different engineering major programs in the A. James Clark School of Engineering have differing prerequisites for their upper-division technical courses. Students wishing to enter the A. James Clark School of Engineering as juniors in good standing should investigate the possibility of taking these prerequisite courses in a program acceptable to the University of Maryland while still enrolled at Washington College.

During the third year at Washington College the student will formally apply for transfer admission to the A. James Clark School of Engineering. Since most engineering majors are designated as Limited Enrollment Programs, students wishing to be admitted to them must meet specific requirements for courses (including those in Distributive Studies) and grade point averages. Students should consult the Program Advisor about these requirements at the earliest opportunity and keep themselves informed about any important changes in them.

A recommendation from the Dual Degree Engineering Program Advisor at Washington College will be provided upon request to assist qualified students applying for transfer admission.

Requirements for Dual Degree Students while attending the University of Maryland are determined individually by the major program at the A. James Clark School of Engineering. Generally they involve completion of a minimum of 120 semester hours, including credits earned at Washington College. At least 45 of these credits must be in upper-division courses.
From classes in literature and creative writing to the welcoming environment of the Rose O’Neill Literary House, writers and students of literature alike will find Washington College home to a vibrant literary community. Each year, thanks to the endowment of the Sophie Kerr Fund, the College brings to campus a succession of distinguished writers, editors, and literary scholars. Billy Collins, Jane Smiley, Joyce Carol Oates, Jonathan Franzen, Heather McHugh, Li-Young Lee, Junot Díaz, Colum McCann, Nick Flynn, Eamon Grennan, James McBride, Tim O’Brien, Daniel Handler (Lemony Snicket), Lauren Groff, Natasha Trethewey, and Ted Kooser are just some of the writers and literary scholars who have come to campus in the last decade to teach, lecture, and conduct writing workshops. The Sophie Kerr Fund also provides money for scholarships, library books and student publications, and supports the justly famous Sophie Kerr Prize (at $61,192 in 2013, the largest undergraduate literary prize in the country).

To read, to think, to write, to communicate: these habits of interpretation and expression are fundamental to a liberal arts education, to the mission of Washington College, and to the study of English. The mission of the English Department is to develop students who can read the variety of literature in English broadly, think through ideas critically, analyze texts closely, gather and communicate information effectively, and write clearly, creatively, and articulately.

THE MAJOR
The major in English is the study of the arts of literature. Although the emphasis is on the critical analysis of great works, students are expected to attain a general knowledge of the historical development of English and American literature by the end of the senior year.

FOR STUDENTS MATRICULATING 2008-09 AND AFTER:
A student majoring in English must complete a total of twelve courses on the 200-, 300-, and 400-levels in the English Department in the following areas:

200-level:
Three courses selected from English courses on the 200-level, excluding 205, 206

300/400-level:
Three courses in pre-1800 literature (ENG 205/206 Shakespeare I & II will also be counted here)
Three courses in post-1800 literature
Three electives

Note: Students who both major in English and minor in creative writing may “double count” no more than two courses.
SENIOR CAPSTONE EXPERIENCE (SCE)

The Senior Capstone Experience (SCE) in English is an opportunity for English majors to bring their interpretive abilities, their writing skills, and their understanding of the literary tradition to bear on a long-term, independent project in the form of a thesis that will serve as the culmination of their literary studies at Washington College. The SCE for English majors exemplifies each student’s accumulated knowledge and mastery of literary analysis.

SCE: CRITICAL THESIS

The English Department sees the thesis option for fulfilling the Senior Capstone Experience as a privilege. Therefore, it is vital that the student demonstrate sufficient preparation though coursework, have a good working knowledge of the topic proposed, and show evidence of strong research and writing skills.

A student writing a thesis can use an essay written in a particular course as the foundation for further development into a thesis. A student electing to write a thesis must show initiative by conducting preliminary research to develop an appropriate topic. The completed thesis should demonstrate the student’s ability to interpret literary texts and support the interpretation with secondary critical sources.

During the period of proposal formulation, a student should work in close contact with a member of the English Department. A student should contact a member of the English Department who represents the field or literary period in which the student proposes to work to ask if that faculty member would be willing to serve as his or her thesis advisor.

Each member of the English faculty may limit his or her Senior Capstone Experience students to six, thus students may not have their choice of advisors. If their first choice of advisor is not possible, students must select an alternative period to study.

After the student and advisor have agreed on a topic and approach, the student must complete a written proposal. Once completed, and approved by the individual faculty member who has agreed to direct the thesis, the proposal must be sent electronically to the chair of the department, who will bring it to the entire department for its consideration.

Guidelines for Thesis Proposals

The proposal should be approximately two pages long (though it may be longer). It should be narrative and free of spelling errors and grammatical mistakes. The more specific the proposal (including the argument) is, the more likely it is to be approved without problems.

The thesis proposal must detail the project carefully. It must include a description of the scope and range of the projected thesis, an explanation of the problem or problems to be investigated, and a description of what strategies will be used in the investigation. The proposal must also include a clearly articulated thesis statement and well-documented bibliography.

It must include the following specific elements:

- A description of the proposed project (what the argument will be).
- A description of what has already been done. (This should include a list of relevant coursework and other preparation. It should also indicate if the thesis is an expansion of a paper from a class.)
- A description of critical or theoretical problems the thesis will investigate and the questions to be explored.
- A chapter outline with brief details about what each chapter will cover. For example, an introduction to the problem, chapter descriptions (this number will vary), and a conclusion.
- A working bibliography, including books and articles likely to be used, that shows familiarity with the field of study.
- A writing sample. This should be a sample chapter, if available, or the essay, submitted for a course, upon which the thesis will be developed.
For those graduating in May of 2015 (those who are juniors in the 2013-14 academic year), the deadline for a thesis proposal is March 28, 2014.

**Thesis Completion**
Research should begin as soon as the proposal receives formal approval from the English department. Following notification of approval during the spring of the junior year, students should begin researching their topic by surveying the critical literature related to the chosen subject. Students are expected to work through the summer. In early fall of the senior year, chapters must be completed to meet deadlines established by each thesis advisor. In the final semester of a student’s undergraduate career, when the student is completing the thesis, he or she should register for ENG SCE for academic credit.

The thesis itself should be at least 50 pages. Theses are to be turned in electronically. The digitized theses will be made available to the college community via the library catalog.

For those graduating in May of 2014, the deadline for completed theses is April 11, 2014 at 4 pm.

Important Note: Plagiarism is a serious academic and professional offense. Any thesis submission found to contain plagiarized material will be considered in violation of the Honor Code and will be reported to the Dean’s office. The consequences for plagiarizing may include expulsion from Washington College. Washington College has contracted with Turnitin.com, a web-based plagiarism prevention service. Theses submitted for the Senior Capstone Experience may be submitted electronically to Turnitin.com.

**THE ENGLISH MINOR**
Any five courses at the 300/400-level, including those labeled as “special topics,” are required for a minor in English. ENG 205/206 Shakespeare I & II will also count for the minor.

**CREATIVE WRITING MINOR**
The minor in creative writing can be achieved through the successful completion of five courses— ENG 103 Introduction to Creative Writing and then any combination of four 300/400-level creative writing courses including those indicated below, as well as additional “special topics” courses. Recent “special topics” courses have included The Screenplay, Poetry in Performance, Writing about the Natural World, and Seminar of the Book,

- ENG/DRA 351. Playwriting I
- ENG 352. Forms of Poetry
- ENG 353. Contemporary American Literature: Living Writers
- ENG/DRA 451. Playwriting II
- ENG 452. Creative Writing Workshop: Fiction
- ENG 453. Creative Writing Workshop: Poetry
- ENG 454. Creative Writing Workshop: Nonfiction

**Distribution Credit in English**
Students who wish to fulfill the Humanities Distribution Requirement with one Humanities course may do so by taking any course listed below. Students who chose to take two courses in English fulfill the Humanities Distribution Requirement are not required to take a sequence; they may take any two of the following:

- ENG 205. Shakespeare I
- ENG 206. Shakespeare II
- ENG 207. History of English Literature I
- ENG 208. History of English Literature II
ENG 209. Introduction to American Literature I
ENG 210. Introduction to American Literature II
ENG 211. Introduction to American Culture I
ENG 212. Introduction to American Culture II
ENG 213. Introduction to African American Literature I
ENG 214. Introduction to African American Literature II
ENG 215. Foundations of Western Literature I
ENG 216. Foundations of Western Literature II
ENG 220. Introduction to Fiction
ENG 221. Introduction to Nonfiction
ENG 222. Introduction to Poetry
ENG 223. Introduction to Drama

COURSE DESCRIPTIONS

101. Literature and Composition
This course develops the student’s capacity for intelligent reading, critical analysis, and writing through the study of literature. There are frequent writing assignments, as well as individual conferences on the student’s writing. A college-wide requirement, the course is limited to matriculating students in their first year at Washington College.

103. Introduction to Creative Writing
A workshop introducing new writers to several forms of creative writing, including poetry, fiction, and nonfiction. Students will use classic and contemporary literature as models for their own efforts. In the fall semester, this course is only open to first-year students. In the spring semester, beginning writers from all years may enroll in ENG 103.

205, 206. Shakespeare I and II
Reading and analysis of Shakespeare’s best known plays (comedy, tragedy, history, and romance) both in the context of early modern English culture and as play scripts/performances.

207, 208. History of English Literature I and II
A survey of the development of English literature from Anglo-Saxon times to the present with attention to the historical background, the continuity of essential traditions, and the characteristic temper of successive periods. The second semester begins approximately with the Restoration in 1660.

209 (AMS 201). Introduction to American Literature I
Taught in the fall semester, the course is concerned with the establishment of American Literature as a school subject. Texts that have achieved the status of classics of American Literature, such as Hawthorne’s *The Scarlet Letter*, Thoreau’s *Walden*, and Mark Twain’s *The Adventures of Huckleberry Finn*, will be read in the context of the history and politics of their achieving this status. Texts traditionally excluded from the canon of American literature, in particular early Hispano- and Franco-American texts, will be considered in the context of their relative marginality to the project of establishing American Literature as worthy of being taught and studied in the American academy. Other-than-written materials, such as modern cinematic representations of the period of exploration and colonization of North America, as well as British colonial portraits and history paintings, will be studied for how they reflect on claims for the cultural independence of early America. Other-than-American materials, such as late medieval and early Renaissance Flemish and Hispanic still lifes, as well as the works of nineteenth-century European romantic poets and prose writers, will be sampled for how they reflect on claims for the exceptional character of American culture.

210 (AMS 202). Introduction to American Literature II
Taught in the spring semester, the course is concerned with the establishment of American Studies as a curriculum in post-World War II American colleges and universities. Readings will include a variety of written texts, including those not traditionally considered literary, as well as a variety of other-than-written materials, including popular cultural ones, in accordance with the original commitment
of American Studies to curricular innovation. Introductions to the modern phenomena of race, gender, sexual orientation, generation, and class in U.S. culture will be included. A comparatist perspective on the influence of American culture internationally and a review of the international American Studies movement in foreign universities will also be introduced.

211, 212. (AMS 201). Introduction to American Culture I and II

213. Introduction to African American Literature I
This course is a survey of African American literature produced from the late 1700s to the Harlem Renaissance. It is designed to introduce students to the writers, texts, themes, conventions and tropes that have shaped the African American literary tradition. Authors studied in this course include Phillis Wheatley, Frederick Douglass, Harriet Jacobs, William Wells Brown, Frances E. W. Harper, Paul Laurence Dunbar, Nella Larsen and Langston Hughes. There are no prerequisites for this course; however, students are encouraged to take HIS 319 “African American History to 1865” as a co-requisite.

214. Introduction to African American Literature II
This course surveys African American authors from the Harlem Renaissance to the present. It is designed to expose students to the writers, texts, themes, and literary conventions that have shaped the African American literary canon since the Harlem Renaissance. Authors studied in this course include Zora Neale Hurston, Richard Wright, Ralph Ellison, Gwendolyn Brooks, James Baldwin, and Toni Morrison. There are no prerequisites for this course; however, students are encouraged to take HIS 320 “African American History from 1865” as a co-requisite.

215. Foundations of Western Literature I
No work has had a more profound impact on Western thought than the Bible. Familiarity with the Biblical texts is necessary for an informed understanding of almost any aspect of Western art and culture, from medieval love poetry to modern political debates. This course is designed to introduce students to the stories, doctrines, and themes of the Bible upon which most of English and American literature presumes.

216. Foundations of Western Literature II
This course will survey representative texts of ancient Greece and Rome, focusing on the genres of epic poetry, the dramatic play, lyric poetry, and the philosophical fragment. It will explore aspects of classical mythology, civilization, and history, and it will trace how ancient Greece and Rome maintain a dynamic presence in post-classical art, literature, and culture. Authors to be studied may include Homer, Aeschylus, Euripides, Sappho, Herakleitos, Catullus, Virgil, and Ovid.

220. Introduction to Fiction
This course will survey the rich tradition of prose fiction largely, but not exclusively, in English. Emphasis will be placed on the enduring features of this genre as it evolved throughout the centuries as well as to the innovations introduced by individual writers. The literary works selected for this course will draw upon a variety of fictional forms and styles. Class discussions will include, along with close readings of the works themselves, an appreciation of the historical and cultural contexts out of which they arose and to which they gave a fictional rewriting.

221. Introduction to Nonfiction
This course will offer students a selective overview of the “fourth genre” of nonfiction prose. Readings will be drawn from some of the principal subdivisions of this field, which includes autobiography and biography, documentary, the essay, literary journalism, memoir, and writing in new media.

222. Introduction to Poetry
This course will provide an introduction to the study of various styles and forms of poetry. By reading a wide range of poetic styles from a number of aesthetic schools, students will consider the ways in which poetry has become a conversation across centuries, how the genre may act simultaneously as a personal and a political voice, and how it may be interpreted not only as intimate confession but also as “supreme fiction.”
223. Introduction to Drama
This course will examine plays as literary texts, as play scripts, and as performances. It will investigate theatre/drama from a variety of styles and themes across several centuries (from ancient Greece to renaissance England to contemporary USA) to understand dramatic conventions and assumptions. The course will consider how writers from across the globe in various time periods consider, rework, and comment upon similar subjects and themes.

300. Medieval Literature
This course explores some of the texts and ideas that dominated the cultural landscape of Europe for centuries. We will consider many of the themes and topics that occupied the imagination of medieval writers, such as courtly love, the ways of Fortune, allegory, and authorship itself. We will sample many of the great authors of the Middle Ages, including Augustine, Boethius, Dante, and Chaucer. Most importantly, we will seek to come to a clearer understanding of how medieval readers looked at the world and how medieval writers expected their texts to be read.

301. Chaucer

302. Arthurian Literature
Throughout the Middle Ages, the story of King Arthur and his knights was continually adapted and eagerly retold in epics, romances, and histories alike. In this course, we will examine the development of the Arthurian legend from its Celtic roots through the signature English treatment of the story by Sir Thomas Malory. We will end the semester with a look at the continuation of the legend in modern film.

310. The Renaissance
The literature and culture of the Tudor period focusing on the age of Elizabeth. Poetry, prose and drama including Kyd, Shakespeare, Marlowe, Sidney, Spencer, More, and Whitney.

311. The Seventeenth Century
A study of the literature and culture of the Jacobean period through the Restoration. Poetry, prose and drama including Shakespeare, Jonson, Webster, Middleton, Donne, Herbert, Marvell, Lanyer, Cavendish, Philips, and Milton.

312. Renaissance Drama
The study of the development of the English drama before the closing of the theaters. A cultural approach with emphasis on Kyd, Marlowe, Dekker, Heywood, Jonson, Middleton, Webster, Beaumont, Fletcher, and Ford.

320. The Eighteenth Century
The triumph and decline of the neoclassic ideal in the eighteenth century. The course concentrates on the great figures of Swift, Pope, Johnson, and Boswell.

321. Romanticism
The movement from the late eighteenth century to 1832 considered as a revolution in the aims and methods of poetry. Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

322. The Victorian Age
Major poets, novelists, and essayists including Tennyson, Browning, Arnold, Rossetti, Carlyle, Newman, Mill, Pater, Bronte, and Gaskill will be studied in conjunction with the culture of the age of Victoria.

323. 19th-Century English Novel
Major writers such as Jane Austen, Emily Bronte, Charlotte Bronte, Charles Dickens, George Eliot, and Thomas Hardy will be studied. Attention will be given to the cultural and literary context of the novels.
330. Modernist Fiction I
A study of the major novels of such early modernist writers as Henry James, Joseph Conrad, James Joyce, D.H. Lawrence, Marcel Proust, Franz Kafka, and Virginia Woolf.

331. Modernist Fiction II
A study of the major novels of such late modernist writers as Vladimir Nabokov, William Faulkner, Samuel Beckett, Jorge Borges, Italo Calvino, Marguerite Duras, and Thomas Bernhard.

332. Modernist Poetry
A study of the major poetic innovators of the modernist period, including W.B. Yeats, T.S. Eliot, H.D. (Hilda Doolittle), Ezra Pound, William Carlos Williams, Marianne Moore, Wallace Stevens, and Mina Loy.

333. Experimental Fiction
A study of the major innovations in prose fiction since James Joyce’s *Ulysses*.

334. The Irish Short Story
The modern short story is part of an international tradition. The form is a relative newcomer to literature, and for various reasons that we will investigate, the Irish have taken to it with particular verve. Through lecture-discussions and response paper and essay assignments, the course teaches techniques for interpreting stories from the abundantly rich Irish imagination evident in its mythology and folklore to the modern agora of the written page. Writers include Maria Edgeworth, Elizabeth Bowen, Liam O’Flaherty, Frank O’Connor, Sean O’Faolain, Edna O’Brien, and William Trevor.

335. Tolkien
The beginning of the 20th century saw a major shift in literary thought and sensibility. While his peers, the modernists, were responding in one way, J.R.R. Tolkien was moving in a diametrically different direction, reviving a literary and linguistic culture from England’s past. With his astounding breadth of invention and his almost unequalled mastery of language, Tolkien crafted one of the most powerful and influential literary works of the century. In this course, we will begin with a study of the literary and theoretical foundations of Tolkien’s work and then move through a careful study of Tolkien’s major works: *The Silmarillion*, *The Hobbit*, and *The Lord of the Rings*.

340. Women’s Literature
A study of women writers with an emphasis on nineteenth- and twentieth-century works. Essays, fiction, poetry, and drama.

341. Native American Literature
This course will be a consideration of contemporary Native American prose and poetry. Most of the readings will focus on twentieth-century works and their sources in Native American and European American cultural and literary traditions. Students will consider how complicated the process of defining Native American literature can be; how works by native people relate to or depart from other ethnic American literatures; how indigenous speakers/writers respond to and resist colonialism; and how Native American perspectives and narratives continue today. Emphasis will be placed on the use of Native American myths and images of the natural world in the texts.

342. Children’s and Adolescent Literature
Various genres will be treated with regard to historical, social, cultural, and contemporary perspectives. Readings for the course will be drawn from the folk tale, fairy tale, poetry, myth, fiction, and picture books. The art and practice of storytelling will be treated.

343. American Short Story
Irving, Hawthorne, Poe, Twain, Crane, James, Hemingway, Porter, and Salinger are among the writers this course will consider. The study will be chronological and historical, placing emphasis upon the development of the genre.
344. The American Novel
This course is a survey of nineteenth- and twentieth-century novels written by Americans. Writers include Nathaniel Hawthorne, Herman Melville, Theodore Dreiser, Willa Cather, F. Scott Fitzgerald, Ernest Hemingway, J.D. Salinger, Toni Morrison, and Tom Wolfe.

345. African American Novel
This course examines the origin and development of the African American novel. We will begin with the earliest novels and conclude with an analysis of contemporary novels by African American writers. We will examine novels from multiple genres and give careful attention to the intersection of race, gender, class and environment in representative novels of the 19th, 20th and 21st centuries.

346. The Postmodern American Novel
The main focus of this literature course will be the careful reading and examination of seven ‘post-modern’ novels from the 1950’s to the 1980’s. We will look at historical fiction, memoir, realism, post-modernism, post-post-modernism, science fiction, and satire. We will discuss contemporary issues in the context of the stories and novels we read, but this is not a course in cultural studies; we will come back to the individual, the character, and his or her place, experience, and reflections upon cultural and psychological idiosyncrasies in the general context of contemporary America.

347. American Environmental Writing
The study of writing from an environmental perspective is both an emerging field in literary criticism and a rich tradition in American literary history. What does it mean to be green from a literary point of view? This course explores that question in looking at classic and contemporary authors of American environmental writing, from Henry David Thoreau to Annie Dillard to recent examples of eco-criticism. Though the primary focus will be on nonfiction prose, the traditional home of nature writing, the course will also explore environmental perspectives in poetry, fiction, and film as well as cross-disciplinary connections with the natural sciences and social sciences.

351. (DRA 351) Playwriting I
Analysis and practical application of techniques and styles employed in writing for the stage.

352. Forms of Poetry
This course explores the rich literary tradition of received forms in English and American verse. By studying a wide range of formal poems students will discover the adaptability of fixed forms like the sonnet, villanelle, and sestina. Class assignments will include both critical writing and creative “experiments” in poetic forms. Students are strongly encouraged to take Forms of Poetry in preparation for the “Creative Writing Workshop: Poetry.”

353. Contemporary American Literature: Living Writers
This course focuses on the study of American poetry, fiction, and nonfiction from 1945 to the present. (The course focuses on poetry one year, novels and short fiction the next, and nonfiction the next, rotating among them.) Emphasis includes an examination of the work of major American poets or fiction writers of the past half-century. The course is structured in a way similar to a traditional offering in literature with this difference: some of the writers whose work is studied in class will at some time during the semester come to Washington College to visit the class, discuss their work with course participants, and give a public reading.

360. The Literature of the European Colonies of North America and of the Early U.S.
Alvar Nuñez Cabeza De Vaca, Père Jogues, Rowlandson, Marrant, Wheatley, Bradstreet, Franklin, Jefferson, Brockden Brown, Poe.

361. Literary Romanticism in the U.S. I
Poe, Emerson, Thoreau. Stowe.
362. Literary Romanticism in the U.S. II
Hawthorne, Melville, Whitman, Dickinson.

363. The Gilded Age and American Realism
This course examines key prose fiction of the Gilded Age of American literary history and culture (roughly 1878 – 1901). Careful attention will be given to various treatments of “Big Business,” industrialization, urbanization, regionalism and social inequality in the work of Mark Twain, Stephen Crane, Kate Chopin, Frances E.W. Harper, Charles Chesnutt, and others.

370. The Harlem Renaissance
This course examines the literature and intellectual thought of the Harlem Renaissance. It is designed to move beyond a cursory treatment of the movement and offer students the opportunity to study key figures and texts at length. Authors studied in this course include Alain Locke, W. E. B. DuBois, Zora Neale Hurston, Wallace Thurman, Nella Larsen and Langston Hughes.

371. Faulkner and Literary Modernism in the United States
The course will concentrate on the novels of Faulkner as exemplifying modernism.

372. American Poetry Since 1945
A survey of the major American poets who have written and published their work in the post-World War II era. Lowell, Wilbur, Stafford, Brooks, and Hecht are examples.

373. American Fiction Since 1945
A survey of major American fiction writers who have written and published their work in the post-World War II era. Salinger, Mailer, Updike, Cheever, and O’Connor are examples.

374. Main Divisions in American Culture: Race, Gender, Sexual Orientation, Generation, Class
Ever since the Harvard-educated Midwestern American Studies founder V.L. Parrington identified the Main Currents in American Thought, the tendency of most influential scholars has been synoptically to emphasize the commonalities that unite “We, the people,” since even before the founding of the U.S. Conflictual approaches to American culture have been pursued mainly from the margins—by African-American, Latina/o, feminist, queer, and Marxian critics. Playing on the title of Parrington’s book, this course will pay attention to what divides us, still, approaching a century after Main Currents first appeared back in 1927.

375. Body Language: Representation and Transgression from Theodore Dreiser and Claire Chopin through Nicholson Baker and Brett Easton Ellis
A study of how bodies have been transformed from soma into vox in modern and post-modern culture. Curriculum will be a catholic mixture of a variety of genres and media, including standard school texts, literary and feminist theory, popular music, still images and video, and journalism. Readings will include fiction that has been labeled transgressive, and in all but the very latest examples for a time banned in the U.S.; theory from De Beauvoir to Judith Butler; and various works associated with the pornography debate from Katherine MacKibbon and Andrea Dworkin through Madonna and Linda Williams.

376. Culture of the Old/Cultures of the Young
Whereas what once seemed controversial topics—race, ethnicity, gender, sexual orientation, borderlands—have become mainstream in college and university American Studies and English courses, one, arguably major category of cultural difference remains relatively understudied—at least in the humanities. The study of generation, like that of all of the topics listed above, is potentially subversive, and it may be neglected because of the fact that most college and university professors (admittedly with increasingly numerous exceptions) are members of the single, for some time now and for some time to come, dominant generation. The Baby Boom runs the same risks as do white people in the U.S., white Anglo-Saxon-Protestant people in the U.S., men everywhere, and heterosexuals everywhere when it acknowledges that the products of (sub)cultures other than its own are as worthy of becoming college and university curricula as its own traditional canon. The course will try to distinguish in a variety of ways the belated, frequently plaintive, cultures of the young from that of the Baby Boom.
377. 2PACalypse Now! The Cult of *Heart of Darkness* among White Male Anglophone Intellectuals

There’s something about *Heart of Darkness*—neither the most readable nor the most teachable of books, even of Conrad’s books. And there’s something about Conrad, too, a native Pole for whom English was a third language, a third language that he evidently spoke so poorly that when conversing with his American literary friend Henry James they both reverted to what was for both of them a second language: French. The course will try to explore what it is that has attracted so many white male Anglophone intellectuals—and prompted the condemnation of one African writer, the mockery of one black rapper, and, perhaps, the rivalry of a prominent, brown, novelist—over the more than hundred years now since the original publication of *Heart of Darkness* in 1899 in England in *Blackwood’s Magazine*. Class texts will include Conrad’s novella, Coppola’s *Apocalypse Now*, Tupac’s *2PACalypse Now*, Faulkner’s *Absalom, Absalom!* (which contains a prominent allusion to *Heart of Darkness*), Chinua Achebe’s essays, V.S. Naipaul’s *A Bend in the River*, a sampling of the blizzard of journalistic quotations of the novel’s title and of its most famous, four-word, speech, plus some theorizings of race and gender that might shed some light on why the book has managed to appeal so strongly to a relatively homogenous cohort of readers and adaptors.

410. Shakespeare Now: Shakespeare and Contemporary Criticism

This course focuses on the advanced study of plays initially covered in the 200-level Shakespeare course in conjunction with the study of contemporary literary theory. The semester begins with an introduction to literary theory and methodology. Then, using plays as case studies, we will examine each play in relation to historical, seminal, or controversial criticism. Reading will concentrate on important critical approaches to the study of Shakespeare (i.e., New Criticism, Reader Response Theory, Structuralism, Post-structuralism, Psychoanalytic Criticism, Marxism, Feminism, New Historicism/ Cultural Materialism, Queer Theory, Performance Criticism and Post-Colonialism).

411. Milton

This course focuses on Milton’s poetry, especially his epic poem *Paradise Lost*, with some attention to his minor poems and prose. Emphasis includes study of the following: the formal elements of his poetry; the importance of his poetry in literary history; Milton’s biography, especially his experience of blindness and revolutionary defeat; Milton’s writing in relationship to his culture (regicide and revolution, the turmoil of the seventeenth-century Puritan experiment, the commonwealth government, and restoration of the monarchy.)

430. Joyce, Eliot, and Beckett

An intensive study of James Joyce’s *Dubliners*, T.S. Eliot’s major poems, and Samuel Beckett’s major plays.

451 (DRA 451). Playwriting II

An advanced workshop in writing for the stage. *Prerequisite: ENG 351 Playwriting I.*

452. Creative Writing Workshop: Fiction

*Prerequisite: Introduction to Creative Writing. (Students who completed Introduction to Creative Writing or Intermediate Creative Writing in previous years are also eligible to register.) Primarily intended for juniors and seniors.*

453. Creative Writing Workshop: Poetry

*Prerequisite: Introduction to Creative Writing. (Students who completed Introduction to Creative Writing or Intermediate Creative Writing in previous years are also eligible to register.) Primarily intended for juniors and seniors.*

454. Creative Writing Workshop: Nonfiction

This course will use a workshop approach for students who are interested in developing their skills in a kind of writing which combines elements of journalism, such as the feature article, with elements of the literary, such as the personal essay. In addition, students will also develop their essay skills in the form of the personal narrative and travel writing. In essence this course treats the various forms of the
essay with a special emphasis on the creative ways the genre can be interpreted and rewritten. Readings of representative essays will be included. Prerequisite: Introduction to Creative Writing. (Students who completed Introduction to Creative Writing or Intermediate Creative Writing in previous years are also eligible to register.) Primarily intended for juniors and seniors.

190, 290, 390, 490. Internship
Internships in the English Department serve to give focus to a student’s prospective employment in the world beyond Washington College, and they aim to integrate and develop the writing, thinking, and communicative skills acquired in the course of completing an English Major. The specific conditions related to each internship will be developed among the faculty advisor, the representative of the institution offering the internship, and the student. This course may be taken only once for academic credit.

393, 493. Journalism Practicum
The purpose of this practicum is to introduce students to journalism by writing for a newspaper or magazine. Students will receive instruction on effective news writing, along with other topics including AP Style, interviewing, bias in the media, libel and ethics. They will also receive one-on-one feedback about their articles from the instructor. This practicum is 2 credits, pass/fail only. Students may not earn more than 4 credits for ENG 391/491 and may not count more than four journalism practicum credits towards the major in English.

194, 294, 394, 494. Special Topics
The intensive study of a selected figure, movement, form, or theme.

195, 295, 395, 495. On-campus Research

196, 296, 396, 496. Off-campus Research

197, 297, 397, 497. Independent Study

COURSES OFFERED IN THE WASHINGTON COLLEGE ABROAD PROGRAMS

385. Literature and Landscape
This course is attached to the Kiplin Hall Summer Program. Literature connected to specific landscapes in Yorkshire and the Lakes will be studied in conjunction with firsthand experience of those landscapes by foot.

386. Literature of London
London through the literature of Charles Dickens, Virginia Woolf, T.S. Eliot, George Orwell, and contemporary writers; developments in literary movements (Romanticism, Realism, Modernism). Offered in the London program only, both fall and spring semesters. Three credits.

387. Studies in the Drama
Special topics in author or authors, a type or types of drama, a period, or theme. Emphasis is on the development, function, and continuing development of the theater in London. Variable content: may be repeated for credit. Offered in the London program only, both fall and spring semesters. Three credits.

388. English in Africa: West African Literature
This course offers, through the study of selected texts, an introduction to the modern literatures in English of sub-Saharan Africa, the theorization of colonial and postcolonial discourse, the politics of language, the question of African identity, and the relationship between art and social praxis. Offered at Rhodes University, South Africa.

389. English in Africa: East and Southern African Literature
Offered at Rhodes University, South Africa.
Environmental Science and Studies
Interdisciplinary Major

Leslie Sherman, Chair
Karl Kehm
Brian Scott
John Seidel
Robin Van Meter

The enormity and complexity of environmental decisions facing humanity as we near the end of the first decade of the twenty-first century is staggering. No discipline by itself, nor in consort with a closely related discipline, can fully prepare students to make the sound environmental decisions they assuredly will have to make in the future. Adequate preparation for such decision making is best found within the context of a liberal education—an education that is equally balanced among the humanities, natural sciences, and social sciences. The environmental studies major at Washington College has this breadth of perspective as its foundation. Whether the issues be regional or global in perspective—i.e., revival of a depleted fishery, the fate of toxics, land use management in the Chesapeake Bay watershed, world population concerns, loss of biodiversity, climatic changes due to changing industrial and agricultural practices—all of these issues have economic, ethical, historical, scientific, and sociological perspectives that must be examined before solutions to them can be formulated.

It is appropriate, then, that the environmental studies major at Washington College takes a multidisciplinary approach to teaching and learning. Students engage in a coherent course of studies ranging from marine and estuarine biology to environmental economics to the nature writers of American literature. The major in environmental studies is designed to educate students from a wide diversity of backgrounds and interests about the nature and complexity of environmental issues they will have to address as educated citizens. The major will provide students with a rigorous program addressing a wide spectrum of environmental concerns from a variety of perspectives. Worldwide awareness of environmental issues has evolved beyond concerns over specific issues such as pollution and the ozone layer, the fate of tropical rain forests, or wildlife conservation. Environmental studies now encompass theories of global environmental change, how the change influences the quality of life, and our relationship to the world around us.

Washington College is located between the Chesapeake Bay and the Atlantic beaches—a unique location for environmental studies. In a predominantly rural area projecting rapid growth over the next decade, Washington College students can use the Chesapeake Bay region—its farms and waterways, its history and culture, its people and their environmental concerns—as a learning laboratory. The Chester River is at Washington College’s back door, and several environmental research facilities are located nearby. The college has two research vessels, the 46 ft Callinectes and the 27 ft Lookdown, and state-of-the-art field equipment, including water quality sondes, sidescan sonar, and sediment coring devices. In the Toll Science Center, a new ICP-mass spectrometer is available for analysis of environmental samples. In addition, the college’s Chester River Field Research station at nearby Chino Farms and Foreman’s Branch Bird Observatory are additional locations for hands-on environmental study.

Students are encouraged to participate in internships and summer research programs and complete a minor in an allied field of study. It is recommended that majors take a course that introduces them to the techniques and applications of Geographical Information Systems. The senior capstone experience (SCE) in environmental studies can be fulfilled by either doing a research paper or a laboratory investigation. With either selection, the Senior Capstone Experience should be interdisciplinary in nature.

Advanced Placement credit will be given for ENV 101 provided a score of 5 is attained on the Environmental Science AP exam. However, it is strongly suggested that students in this category audit this course.
REQUIRED COURSE WORK

All of the following:

- ENV 101. Introduction to Environmental Studies (to be completed by the end of the sophomore year)
- BIO 104. Ecology of the Chesapeake Bay or BIO 206 Ecology
- CHE/ENV 110. Chemistry of the Environment or CHE/ENV 210 Environmental Chemistry
- MAT 109. Statistics
- ECN/ENV 117. Introduction to Environmental and Natural Resource Economics
- PHL 303. Environmental Ethics

TWO upper level ENV courses chosen from the following:
- ENV/BIO 221. The Bermuda Environment (summer course)
- ENV 222. Summer Environmental Studies in Ecuador
- ENV 314. Energy and the Environment
- ENV 294, 394. Special Topics (with approval of the Chair)
- ENV 491, 492. Environmental Studies Seminar

One introductory-level majors sequence in the Natural Sciences combined with the appropriate upper-level course in the same department, as chosen from those courses listed below:


Additional Natural Sciences courses, to be chosen from those listed below, are recommended:
- BIO 203. Microbiology
- BIO 211. Plant Biology
- BIO 303. Parasitology
- BIO 309. Marine and Estuarine Biology
- BIO 336. Ichthyology

At least one additional Humanities course, chosen from those listed below, is required:
- CRS 244. A Humanities Perspective on the Chesapeake (if enrolled in the Chesapeake Semester)
- ART/ENV 241. Environment and Public Art
- ENG 321. Romanticism
- ENG 361 or 362. Literary Romanticism in the United States I or II
- ENG 347. American Environmental Writing
- PHL 310. Philosophy of Science

At least two additional Social Science courses, chosen from those listed below, is required.
- ANT/ENV 107. Introduction to Environmental Archaeology
- ANT/ENV 137. Cultures and Environments of the Chesapeake
- CRS 242. The Social Science of an Estuary (if enrolled in the Chesapeake Semester)
- ECN/ENV 317. Environmental Economics
- ECN/ENV 318. Natural Resource Economics
- EDU 311. World Geography
- POL/ENV 335. Environmental Politics
- POL 375. International Political Economy
- SOC/ENV 370. Environmental Sociology

One of the credit-bearing internships or research opportunities, as well as pertinent special topics courses, can substitute for a selection in the Humanities, Natural Sciences, or Social Sciences where appropriate. This decision is based on the approval of the Chair of the Department of Environmental Science and Studies.
ENV 395. Summer Research
ENV 490. Individualized Internships
ENV 495, 496. Independent Research

SENIOR CAPSTONE EXPERIENCE
Every senior is required to complete a Senior Capstone Experience (SCE) in Environmental Studies. Students will enroll in the four credit SCE course during their final semester, although students must begin work on their SCE during the previous semester. The SCE can take the form of a laboratory or field research project or a monograph. Selection of the nature of the SCE will be based upon discussion with an Environmental Studies faculty member(s), and also will require the approval of the Director of the Environmental Studies Program. The SCE will be graded A (Honors), B C D or Fail. Grading will be based on joint evaluation of the SCE by Environmental Studies faculty.

Experiential learning is at the heart of the environmental studies major. Although not required for the major, internships and research opportunities help students directly apply the insight, theory, and research methodology they learn in class. The College sponsors ten-week summer research projects in the fields of biology, chemistry, environmental studies, psychology, and physics. Internships and research projects outside of the natural sciences are also encouraged. Students of environmental studies have completed internships with the Chesapeake Bay Foundation in Annapolis, the Wildfowl Trust of North America in Queenstown, the Smithsonian Environmental Research Center near Annapolis, the Center for Environmental and Estuarine Studies in Cambridge, the Maryland Department of Natural Resources in Annapolis, The Mote Marine Laboratory, Sarasota, Florida and the Washington College Center for Environment and Society. Washington College has established cooperative relationships with the Chesapeake Bay Maritime Museum in St. Michaels, the Pickering Creek Environmental Center in Easton, and the Sassafras River Natural Resource Management Area near Kennedyville.

The Department of Environmental Science and Studies regularly conducts summer courses abroad. Students are accompanied on these courses by Washington College faculty. Summer Study in Bermuda is based at the Bermuda Institute of Oceanographic Sciences in St. George. In field trips, lectures, and labs, students study the ecology and history of the island, exploring mangrove swamps, coral reefs and much more. Summer Study in Ecuador, jointly run with the Universidad de San Francisco in Quito, takes participants through a variety of ecosystems, from the Pacific coast and highlands to the rain forests of the Amazon, and to the Galapagos Islands. These trips allow students to relate their coursework to new parts of the world, to meet professionals and students from other countries, and to see a wide variety of ecosystems and related social systems.

Environmental Studies is a growing field. In response to the scientific investigation of the environment and the high level of social concern for the preservation of the environment, professional and academic specializations in the environmental arena have multiplied. All large companies employ environmental attorneys. Private foundations and governmental agencies employ Washington College graduates as environmental educators and land management planners. All of these positions require people with training that is both scientifically sound and steeped in the social, political, ethical, and humanistic dimensions of environmental issues.

COURSE DESCRIPTIONS

101. Introduction to Environmental Studies
This course is an introduction to the discipline of environmental studies. A multidisciplinary, international view of human responsibility toward the natural world will be emphasized, focusing on significant contemporary environmental issues. Topics to be covered include environmental literature (both historical and current), economic and ethical environmental concerns, scientific methods of assessment and analysis of environmental problems, and possible solutions to representative environmental problems. The laboratory/recitation section will be utilized for field trips, guest lectures, demonstrations, and discussions. This course is a prerequisite for all upper-level courses entitled environmental studies. The course should be completed by the end of the sophomore year if it is going to be counted toward the major.
107. Introduction to Environmental Archaeology
Exploration of the variety of past human societies and cultures through archaeology, with an emphasis upon the interplay between environment and culture. The course covers a wide time span, from the biological evolution of hominids and the origins of culture to the development of complex civilizations and the more recent historical past. (Also ANT 107)

109. Introduction to Geographic Information Systems
Geographic Information Systems (GIS) are used in academia, business, and government to manage large datasets of spatially-linked information and to provide users with powerful analytic tools. Classroom discussions introduce the theories and uses of GIS and focus on the organizational issues that impact the implementation of GIS in our society. Laboratory activities teach the student how to extract and present GIS data in graphical form, and how to construct and augment GIS databases using on-the-ground data gathering, map point-plotting equipment, and auxiliary data bases. (Also ANT 109)

110. Chemistry of the Environment
This introductory course focuses on the chemical dimensions of current environmental problems such as global warming, ozone depletion, water and soil contamination, and energy production. Fundamental principles of chemical bonding, reactions, and energy are studied as they arise in connection with each environmental issue. Interdisciplinary aspects are explored to further understand the multiple dimensions of the problems. Intended for students planning to major outside the sciences. Three hours of lecture and one hour and 3/4 of laboratory each week. (Also CHE 110)

117. Introduction to Environmental and Natural Resource Economics
Environmental and natural resource economics focuses on the economic sources of environmental problems and natural resource use in a market economy and the evaluation of the alternative policies for dealing with these problems. This analysis extends to the examination of regional issues (local air and water pollution, recycling programs, and fisheries) and global issues (climate change and waste disposal). The course is intended for students not planning to major in economics. (Also ECN 117)

137. Cultures and Environments of the Chesapeake
An examination of prehistoric and historic societies in the Chesapeake Region. Archaeological, historical, and environmental evidence is used to understand cultural development and the relationships between people and their environment. Topics include the arrival of humans in the region, Native American groups, colonial settlement in the Tidewater, and the 19th Century. (Also ANT 137)

140. Exploring the Solid Earth
This course investigates the composition, structure, and dynamics of the solid Earth. The course reviews prominent theories for the origin of matter, the accretion and differentiation of the planets, and the structure of the Earth’s interior. The role of plate tectonics in driving the exchange of matter and energy between Earth systems is a central theme of the course, providing the theoretical context for understanding geological phenomena such as seismic activity, volcanism and mountain building. The course is designed to provide the necessary scientific and intellectual background for understanding a wide range of Earth phenomena, and to give students a greater appreciation for the origin and evolution of their planet. Includes three lecture-hours per week plus lab. (Also PHY 140)

141. Atmosphere, Ocean and Environment
This course examines processes and features that characterize the Earth’s surface. The course focuses on the major Earth systems of land (lithosphere), air (atmosphere), and water (hydrosphere) and explores how these systems evolve and interact through geologic time. Examples include studying global air circulation and its effect on weather, examining links between ocean currents and global climate, and exploring how stream processes help to shape landscape. The role of plate tectonics in driving the exchange of matter and energy between Earth systems is also a central theme. The course is designed to provide the necessary scientific and intellectual background for understanding a wide range of Earth phenomena, and to give students a greater appreciation for their natural environment.
Includes three lecture hours per week plus lab. (Also PHY 141) **Prerequisite: Physics 140 or Environmental Studies 101**

**210. Environmental Chemistry**
The cycling of natural chemical species and pollutants in the water, soil and air of our earth system is a major component of our complex ecosystem. In this environmental chemistry course, students will develop an understanding of the transport and reactions controlling natural chemical species in our environment, as well as the cycling of pollutants. Students will study current issues of water, soil and air pollution, and how society is working towards reducing the movement of pollutants through our environment. In the laboratory portion of the class, students will investigate the water quality of local water bodies, including the Chester River, as well as conduct hands-on experiments related to the environmental topics studied in class. Three hours of lecture and three hours of laboratory each. (Also CHE 210) **Prerequisite: Chemistry 112**

**211. Intermediate Geographic Information Systems**
This second course in geographic information systems builds upon the theories discussed in Introduction to Geographic Information Systems, and focuses on the more technical aspects of GIS. Laboratory activities teach the student to use more advanced functions of GIS software, and the fundamentals of advanced GIS analysis and display programs. The student will also learn to operate a precision GPS field data collector. **Prerequisite: Anthropology 109.**

**221. The Bermuda Environment**
This summer course will investigate the complex ecology of the Bermuda Islands, the impact that human habitation has had on their natural history, and current environmental concerns and means of mitigating those concerns. Major areas of study will include (but not be limited to) coral reef ecology/symbioses, mangrove community ecology and environmental relevance, architectural and military influences during colonization, fisheries practices (past, present and future) and current concerns and problems, and ecotourism and associated environmental impacts. (Also BIO 221) **Prerequisite: Environmental Studies 101, or Biology 111-112, or permission of the instructor.**

**222. Summer Environmental Studies in Ecuador**
This three-week-long summer course, offered in conjunction with the Universidad San Francisco de Quito, will investigate many of the world's most distinctive species of plants, animals that inhabit the richly diverse ecosystems of Ecuador. Students will gain an understanding of Ecuador's social and economic issues and the challenges it faces as a developing country while attempting to conserve its natural resources. Topics investigated include conservation of the Amazon rain forest and oil exploration, ecotourism, biodiversity concerns, mangrove conservation and the fate of Galapagos tortoises and the Galapagos fisheries. **Prerequisite: Environmental Studies 101 or Biology 111-112, or permission of the instructor.**

**241. Environmental and Public Art**
This course introduces students to the basic concepts of environmental and public art through team projects in the field and studio. Students concentrate on the development of one artwork created at Stepne Manor, a 77-acre farm owned by Washington College and adjacent to the College's waterfront campus. The curriculum centers on the production of a site specific work created by students working in two-person teams. Students regularly engage in class discussions about the projects being pursued by its participants, readings, screenings, and research papers directed toward the work of specific artists. **Prerequisite: 1 course of Studio Art or permission of the instructor.**

**301. Birds of the Chesapeake Bay**
This course will emphasize the natural history, ecology, and conservation concerns of the major groups of birds (both residential and migratory) that can be found associated with the Chesapeake Bay Watershed. It will provide students a rigorous overview of the study of birds from ecological and environmental perspectives. Students will be expected to keep a field journal for the duration of most of the
semester. There will be weekly mandatory off-campus four-hour Saturday field trips. These field trips will focus on identification, ecology, natural history, the use of mist nets, and banding. Students are expected to provide their own binoculars. Prerequisite: Environmental Studies 101, BIO 111-112.

302. Conservation and Wildlife Management
This course will focus on current conservation concerns of both national and international importance. The course covers such topics as biodiversity and its preservation, ecosystem management and habitat destruction, designing and managing protected areas, values and ethics in conservation, and wildlife management and its many facets. The course will have two to three required scheduled off campus field trips that may occur on a Saturday. Prerequisite: Environmental Studies 101, BIO 111-112.

308. Reconstructing Past Environments
The study of scientific principles and methods in archaeology, with special emphasis upon earth sciences. Environmental reconstruction and site formation processes will be explored, along with methodologies such as remote sensing, geophysical prospecting, soil science, palynology, floral and faunal analysis, and radiometric dating. Pleistocene and post-Pleistocene geomorphology and environmental change in the Chesapeake will be examined, with field trips to local sites and local research projects. (Also ANT 308) Prerequisite: Anthropology 208, Environmental Studies 101, or permission of instructor.

314. Energy and the Environment
This course explores general topics of energy generation, distribution and use, as well as the many ways that the energy industry affects the environment. Topics include: fossil fuels, heat engines, renewable energy sources, global effects of energy use, politics and energy policy, nuclear energy, and energy conservation. Prerequisite: ENV 101 or permission of the instructor.

317. Environmental Economics
This course is a survey of the application of economic analysis to environmental problems. Analysis will focus on: policy options available to lawmakers and citizens, methods for assigning value to the environment, and air and water pollution and the laws meant to control these problems. (Also ECN 317) Prerequisite: Economics 112.

318. Natural Resource Economics
This course surveys the economic theory behind, and the management of, renewable and non-renewable resources including fisheries, minerals, timber, water, and biodiversity. Analysis of management options is at the local, regional, and national levels. Analysis includes trade-offs of policies and the effect of property rights regime on resource use. (Also ECN 318) Prerequisite: Economics 112.

335. Environmental Politics
This course explores public policy and the policy process in American politics, and specifically focuses on the development and enactment of environmental policies over the past several decades in the United States. Attention is given to how political actors have responded to environmental problems, what creates a favorable landscape for environmental policies to be implemented, and how effective such policies are at achieving their goals. (Also POL 335) Prerequisite: POL 102 or permission of the instructor.

370. Environmental Sociology
This class explores the human dimension of ecosystem science. Use of environmental sociology as a framework for understanding the dynamic relationship between humans and the environment, trends in environmental policy and public opinion, environmentalism as a social movement, human-induced environmental decline, and environmental justice. Students will explore how changes in ecosystems influence the achievability and sustainability of societal values such as security from natural disasters, health, good social relations, and freedom to pursue personal and cultural interests. (Also SOC 370) Prerequisite: SOC 101 and one additional sociology course or permission of the instructor.
195, 295, 395, 495. On-campus Research
On-campus courses currently available in this category are offered by the Biology, Chemistry, Physics, and Psychology Departments. The course is comprised of a ten-week summer project guided by a faculty member. The student and the faculty mentor develop a research project, supported by a reading list and involving theoretical laboratory or field investigations supervised by the faculty mentor. Participants will produce a final report detailing the findings of their research.

190, 290, 390, 490. Internships
A number of these have recently been offered. Students have received academic credit for summer work carried out at the Chesapeake Bay Foundation, The Wildfowl Trust of North America, The Smithsonian Environmental Research Center, and the Joint Cooperative National Marine Fisheries Service/Maryland Department of Natural Resources Laboratory at Oxford, Maryland. Available to declared Environmental Studies majors only. Not open to first-year students. Internships receiving academic credit must first be approved by the Chair of the Department.

194, 294, 394, 494. Special Topics

196, 296, 396, 496. Off-Campus Research

197, 297, 397, 497. Independent Study
Courses in this category are currently available in most disciplines. The course consists of an individualized research project chosen by the student in consultation with a faculty member. The student will, with the help of the faculty mentor, design a project to be implemented during the course of the semester. The student will conduct an appropriate literature search, carry out the research, and submit a written report by the end of the semester.

392, 491, 492. Environmental Studies Seminar
A two semester weekly non-credit bearing seminar that prepares students for either graduate education, career development, and writing a successful Senior Capstone Experience (SCE). Seminars are led by Environmental Studies faculty and invited guests. Students will present their SCE proposals and findings as part of the seminar. Required of all Environmental Studies majors.

SCE. Senior Capstone Experience
Every senior is required to complete a Senior Capstone Experience (SCE). Students will enroll in the 4 credit SCE course during their final semester. The SCE can be in the form of either a monograph or a laboratory or field research experience.
Gender Studies
Interdisciplinary Minor

Janet Sorrentino, Director (on leave, Spring)
Erin Anderson
Jennifer Benson
Cristina Casado Presa
Melissa Deckman
Richard De Prospo
Richard Gillin
Ryan Kelty
Alisha Knight
Kathryn Moncrief
Timothy Maloney
Matthew McCabe
Pamela Pears
George Spilich
Aileen Tsui
Christine Wade
Carol Wilson

The Gender Studies minor offers students the opportunity to concentrate on the ways gender is analyzed in a variety of fields in the liberal arts. In order to complete this interdisciplinary minor, students will take six courses. One course, either Sociology of Gender (GEN 213/SOC 213) or Sex, Gender, and Culture (GEN 215/ANT 215), is required. Five more courses may be taken as electives from regular or special topics offerings in a number of departments: Art; Drama; English; Modern Languages; History; Philosophy and Religion; Political Science; Psychology; and Sociology and Anthropology. Other courses which are not cross-listed as Gender Studies may be applied to the Gender Studies minor after consultation with the instructor and the program director in order to set up specific Gender Studies requirements. Students planning to complete the Gender Studies minor should consult with the program director on their course selection. Students whose senior capstone experience focuses on the issue of gender may also apply that credit toward the minor. Courses regularly offered that apply toward the Gender Studies minor include:

GEN 194. Introduction to Women’s Studies
GEN 212. The Family
GEN 213. Gender
GEN 215. Sex, Gender, and Culture
GEN 220. Human Sexuality
GEN 302. Renaissance: Age of Elizabeth
GEN 305. Romanticism
GEN 312. Contemporary Francophone World
GEN 317. Women’s Literature
GEN 319. The African-American Novel
GEN 321. Women and Politics
GEN 343. History of American Women
GEN 348. Gender in Western Civilization to 1600
GEN 355. Women in Medieval Europe
GEN 374. Main Divisions In American Culture: Race, Gender, Sexual Preference, Generation, Class
GEN 375. Body Language: Representation and Transgression from Theodore Dreiser and Claire
Chopin through Nicholson Baker and Brett Easton Ellis
GEN 376. Culture of the Old/Cultures of the Young
GEN 377. 2PACalyse Now! The Cult of Heart of Darkness among White Male Anglophone Intellectuals
GEN 399. Gender Studies Seminar
GEN 425. Women Artists and Feminist Art History (Honors)

COURSE DESCRIPTIONS

194: Introduction to Women’s Studies
This course serves as an introduction to the cross-disciplinary field of Women’s Studies. We will explore issues relevant to women from a variety of fields, including history, politics, law, media and communication, sexuality, literature, and economics. We will also study the concepts of gender and sex from psychological, anthropological, and sociological perspectives. The class will focus mainly on the lives of women in the United States, but will pay particular attention to diversity—ethnic, racial and class—within our nation.

212. (SOC 212) Sociology of the Family
Study of the family as a social institution. Comparative family systems, history of the family, and theory and research dealing with courtship, marriage, and disorganization of the modern family. Prerequisite: Sociology 101

213. (SOC 213) Sociology of Gender
Gender as a social construction. Sex and gender. Effects of gender on individuals’ statuses and opportunity structures. Focus on contemporary American responses to sex and gender. Gender roles and definitions earlier in U.S. history and in other societies. Prerequisite: Sociology 101.

215. Sex, Gender, and Culture
The study of the biological differences of sex in relationship to the cultural construction of gender. The importance of modes of production and ideology in forming gender concepts for all human societies. Cross-cultural issues of gender identity, roles, relationships, and equality or inequality. Prerequisite: Anthropology 105 or permission of the instructor.

220. Human Sexuality
A biological approach to the study of human sexuality. This course emphasizes topics such as the anatomy and physiology of the human reproductive system, conception and contraception, STDs and infertility, and then continues on to discuss the influences that shape sexual attitudes as well as the values and behavior systems that influence human sexual behavior. An overview of attitudes towards sexuality across cultures is included.

302. Renaissance: Age of Elizabeth
The literature and culture of the Tudor period focusing on the age of Elizabeth. Poetry, prose, and drama including Kyd, Shakespeare, Marlowe, Sidney, Spencer, More, and Whitney.

305. Romanticism
The movement from the late eighteenth century to 1832 considered as a revolution in the aims and methods of poetry. Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

312. The Contemporary Francophone World
Taught in English, this course provides an introductory historical and cultural study of the contemporary Francophone world. Designed as a survey of the non-European Francophone world, the course will offer for study both literary and cultural documents from the Caribbean, North Africa, Sub-Saharan Africa, and Canada. Initially students will be provided tools for cultural interpretation via critical texts, media analysis (including print and internet sources) and the analysis of Francophone films; they will then apply them to the cultural history of Francophone world. We will explore French colonization, the process of decolonization, and subsequent independence movements. We will examine social, political, and economic roles of both women and men, changing gender roles, and contemporary divisions of labor. Finally, we will reflect on the political, historical, and socio-cultural situations of post-colonial Francophone nations.
317. Women's Literature
A study of women writers with an emphasis on nineteenth- and twentieth-century works. Essays, fiction, poetry, and drama.

319. African American Novel
This course examines the origin and development of the African-American novel. We will begin with the earliest novels and conclude with an analysis of contemporary novels by African-American writers. We will examine novels from multiple genres and give careful attention to the intersection of race, gender, class, and environment in representative novels of the 19th, 20th, and 21st centuries. Prerequisite: Any combination of two 200-level English courses, or permission of the instructor.

321. Women and Politics
This course examines the role of women as voters, citizens, candidates, and leaders in American politics, grounded in theories of gender. Attention will also be given to the history of the women's movement and the current status of women's organizations. The course also focuses on how various public policies, including workplace issues, family issues, education issues and reproductive rights, affect women and their legal rights.

343. History of American Women
Examines the private lives and public roles of women throughout American history, from colonial settlement to the present. Social attitudes and laws and policies affecting women will be studied, as well as women's daily lives, experiences, and accomplishments. Attention will be given to women of different races, classes, and ethnic backgrounds. Topics include women's right to vote; involvement in reform movements; family life; education; birth control and abortion; and economic activities. Prerequisite: One year of introductory history required.

348. Gender in Western Civilization to 1600
A survey of the differing social roles, legal status, and day-to-day lives of women and men in Mediterranean and European societies from the earliest Near Eastern civilizations through the Middle Ages, the Renaissance, and the Reformation. Prerequisite: One year of introductory history or permission of the instructor.

355. Women in Medieval Europe
A seminar exploring the lives of women and their role in society from the fifth through the fifteenth centuries. Topics include legal status, economic activity, marriage and family, and women in religion. Readings include both traditional and feminist-influenced secondary works, medieval works about and for women, and the writings of medieval women themselves. Discussion is a major component of the course. Prerequisite: One year of introductory history or permission of the instructor.

374. Main Divisions In American Culture: Race, Gender, Sexual Preference, Generation, Class
Ever since the Harvard-educated Midwestern American Studies founder V.L. Parrington identified the Main Currents in American Thought, the tendency of most influential scholars has been synoptically to emphasize the commonalities that unite "We, the people," since even before the founding of the U.S. conflictual approaches to American culture have been pursued mainly from the margins—by African-American, Latina/o, feminist, queer, and Marxian critics. Playing on the title of Parrington's book, this course will pay attention to what divides us, still, approaching a century after Main Currents first appeared back in 1927.

375. Body Language: Representation and Transgression from Theodore Dreiser and Claire Chopin through Nicholson Baker and Brett Easton Ellis
A study of how bodies have been transformed from soma into vox in modern and post-modern culture. Curriculum will be a catholic mixture of a variety of genres and media, including standard school texts, literary and feminist theory, popular music, still images and video, and journalism. Readings will
include fiction that has been labeled transgressive, and in all but the very latest examples for a time banned in the U.S.; theory from De Beauvoir to Judith Butler; and various works associated with the pornography debate from Katherine MacKibbon and Andrea Dworkin through Madonna and Linda Williams.

376. Culture of the Old/Cultures of the Young
Whereas what once seemed controversial topics—race, ethnicity, gender, sexual preference, borders—have become mainstream in college and university American Studies and English courses, one, arguably major category of cultural difference remains relatively understudied—at least in the humanities. The study of generation, like that of all of the topics listed above, is potentially subversive, and it may be neglected because of the fact that most college and university professors (admittedly with increasingly numerous exceptions) are members of the single, for some time now and for some time to come, dominant generation. The Baby Boom runs the same risks as do white people in the U.S., white Anglo-Saxon-Protestant people in the U.S., men everywhere, and heterosexuals everywhere when it acknowledges that the products of (sub)cultures other than its own are as worthy of becoming college and university curricula as its own traditional canon. The course will try to distinguish in a variety of ways the belated, frequently plaintive, cultures of the young from that of the Baby Boom.

377. 2PACalypse Now! the Cult of Heart of Darkness among White Male Anglophone Intellectuals
The course explores Conrad’s The Heart of Darkness to understand what it is that has attracted so many white male Anglophone intellectuals—and prompted the condemnation of one African writer, the mockery of one black rapper, and, perhaps, the rivalry of a prominent, brown, novelist—over the more than hundred years now since its original publication in 1899 in England in Blackwood’s Magazine. Class texts will include Conrad’s novella, Coppola’s Apocalypse Now, Tupac’s TUPACalypse Now, Faulkner’s Absalom, Absalom!, Chinua Achebe’s essays, V.S. Naipul’s A Bend in the River, and other sources, plus some theorizings of race and gender that shed light on the book’s long-standing appeal to a relatively homogenous cohort of readers and adaptors.

399. Gender Studies Seminar
A special topics course that offers opportunities for courses on gender that are trans-disciplinary in nature or are co-taught. Examples are Gender and Multiculturalism, and Women in Sport and Society: 1850–present.

425. Women Artists and Feminist Art History (Honors)
In recent decades, growing scholarly attention has been brought to the previously neglected productions of female artists. This seminar will examine the variety of approaches that feminist art historians have taken in studying art made by women in the modern period. We will be concerned both with the historical analysis of the visual productions of particular female artists and with an exploration of how feminist theories, practices, and political commitments have affected, and can continue to change, the discursive and institutional construction of the history—or histories—of art and visual culture. Prerequisite: Art 200 or permission of instructor.

294, 394, 494. Special Topics in Gender Studies
Offered occasionally, these courses provide focused study of specialized topics in gender. Contents will vary according to the instructor. Examples include Philosophy, Feminism, and the Body; Human Rights and Social Justice; Post-1945 Revolutions in Art and Theory; and American Women Playwrights.
History
Division of Social Sciences

T. Clayton Black
Adam Goodheart
Kenneth Miller
Janet Sorrentino
Richard Striner
Carol Wilson

Through stimulating teaching of the works of historians, and also non-historians, we foster in our students a sense of the development of past societies and a curiosity about why these developments occurred. We believe that understanding the past through a maturing historical consciousness and instruction in the proficient use of primary and secondary sources can improve students’ understanding of their own time. Students at Washington College are trained as generalists, studying a variety of geographical areas and eras, and able to apply their skills of research and analytical thinking to whatever interests them.

The study of history is closely related to other disciplines that inform the student’s understanding of the world. History gives a context to and a wider perspective on the approaches offered by the political scientist, the geographer, the economist, the sociologist, as well as the disciplines of art history, music, and literature. History is in many ways the broadest of the traditional disciplines. In other words, it has a great deal to contribute to the making of a cultured person. We endeavor to promote among our students an appreciation for outstanding cultural achievements, an appreciation which helps them to know who they are and who they might become.

Engaging in historical studies at Washington College is an excellent preparation for future careers. Our graduates have been successful in secondary school and college teaching, archival, curatorial, and museum work, law, journalism, and publishing. Many of our majors work in other areas traditionally attracting liberal arts graduates—business and government, for example.

THE MAJOR
One year of introductory work at the College level is required for admission to the major.
A major in history consists of two of the yearlong introductory sequences:

1. Pre-1860 United States
   - HIS 101, 102. Early Origins of Western Civilization
   OR
   - HIS 103, 104. Modern World History
   AND
   - HIS 201, 202. History of the United States

2. Post-1860 United States
   - HIS 313: Seventeenth- and Eighteenth-Century America
   - HIS 315: The Early Republic
   - HIS 342: Victorian America
   - HIS 343: History of American Women
   - HIS 414: Comparative Cultural Encounters

Students also take 8 courses at the 300 or 400 level. At least one course must be selected from each of the following five categories:

1. Pre-1860 United States
   - 313: Seventeenth- and Eighteenth-Century America
   - 315: The Early Republic
   - 319: African-American History
   - 342: Victorian America
   - 343: History of American Women
   - 414: Comparative Cultural Encounters

2. Post-1860 United States
   - 318: Historical Film Genres
   - 319: African-American History
334: The American Civil War
335: Reconstruction and the Gilded Age
336: Progressivism and the Twenties
337: The New Deal and World War II
342: Victorian America
343: History of American Women
344: Hollywood Films in the Depression and World War II

3. Early Europe
   351: Ancient Rome
   353: Medieval Europe
   354: Renaissance and Reformation
   355: Women in Medieval Europe

4. Modern Europe
   360: Twentieth-Century Germany
   391: Russia and the Soviet Union I
   392: Russia and the Soviet Union II

5. Global
   371: History of South Africa
   381: History of Modern China
   383: History of Modern Japan
   357: Early Islamic Civilization
   372: Colonial Latin America
   473: Latin American Literature as History

Students will also take any two additional history courses at the 300 and 400 level, plus HIS 399: Historical Method, and the SCE. Departmental special topics courses (HIS 394 or 494) offered in the above subject areas can be counted toward the requirements.

History majors have opportunities for internships with the Kent County Historical Society, the Maryland Department of Archives and History, the Maryland General Assembly, the Office of the Governor of Maryland, and the Hansard Society for Parliamentary Government in London, and others.

History majors are eligible to prepare for secondary school teaching certification either in history or social studies. To ensure proper scheduling of courses, interested students should consult with the chairs of the History and Education Departments as early in their college careers as possible.

Students who major in history may wish to pursue a regional concentration. These concentrations are administered through the International Studies Program, but students are not required to major in International Studies. Current regions of study include African, Asian Studies, Latin American Studies, Near Eastern Studies, and Western European Studies. More information about the requirements for these concentrations can be found in the International Studies Program section in this catalog.

SENIOR CAPSTONE EXPERIENCE
The Senior Capstone Experience in history consists of studies in historiographical techniques and preparation of a substantial senior thesis. During the spring term of the junior year, history majors participate in a required course entitled Historical Method (HIS 399). In connection with this course, each student is assigned a thesis advisor under whose supervision a prospectus, preliminary bibliography and other elements are prepared. Students who wish to be considered for departmental honors, or who are preparing for graduate study in history or related fields, should request permission to attempt an honors thesis. Students who wish to be candidates for honors on the senior thesis must have a 3.5 grade point average by the start of Spring semester junior year.
THE MINOR
The history minor consists of at least six courses: one of the introductory sequences (101 and 102; 103 and 104; 201 and 202) and at least four more courses at the 300 or 400 level. At least one of the upper-level courses must be in U.S. history; at least one must be outside of U.S. history. Introductory sequences must be taken at the college level; AP credits will not count toward the history minor.

DISTRIBUTION CREDIT
Students selecting history as part of their distribution requirement may take any one of the following year sequences:

- HIS 101, 102. Early Origins of Western Civilization
- HIS 103, 104. Modern World History
- HIS 201, 202. History of the United States

Completion of any one of these sequences is a prerequisite for admission to departmental courses numbered 300 or 400.

COURSE DESCRIPTIONS

101. Early Origins of Western Civilization I
Focuses on ancient societies, from Sumer through imperial Rome, whose cultures contributed to the development of Western civilization. The course stresses the multiplicity of cultures that melded and conflicted in the ancient Near Eastern and Mediterranean worlds, and looks to the origins of cultural symbols that appear and reappear in the emerging Western world.

102. Early Origins of Western Civilization II
Studies European society from the fall of the western Roman empire through Galileo and Newton. The course is a continuation of History 101; it builds on the assimilation of ancient culture into Roman, Germanic, Greek, Christian, Jewish, and Islamic societies. It traces the development of Europe through the Middle Ages, Renaissance, Reformation, and Scientific Revolution. Note: HIS 101 is not a prerequisite for HIS 102.

103. Modern World History I
A survey of world history from the fourteenth century to the end of the eighteenth. This course treats the increasing integration of world civilizations through commercial and cultural interactions and traces the emergence of Europe as a center of global economic and military power. Prominent themes include the Mongol empire, Black Death, Age of Exploration, Reformation, Gunpowder empires, Enlightenment, and French revolution.

104. Modern World History II
A survey of world history in the nineteenth and twentieth centuries. The course examines the world in the age of global integration and includes such themes as the rise of republicanism and nationalism, the industrial revolution, imperialism, communism and fascism, the world wars, the Cold War, and globalization, among others. Note: HIS 103 is not a prerequisite for HIS 104.

201. History of the United States to 1865
A survey of United States history through the Civil War, this course begins with the history of the first residents of North America, Native Americans. Includes the founding and development of the various colonies that eventually joined to form a new nation, and the early history of that nation--political, economic, and social.

202. History of the United States Since 1865
This survey of United States history starts with the Reconstruction era and traces the growth of the nation to the present. We will study how the nation was restored after the Civil War, how the United States industrialized, urbanized, and became a world power in the twentieth century. Note: HIS 201 is not a prerequisite for HIS 202.
313. Seventeenth- and Eighteenth-Century America  
The social, economic, and political structure of Colonial America; the background and development of the American Revolution; and the interaction of social and political life during the Confederation, Constitutional, and Federalist periods. \textit{Prerequisite: One year in introductory sequence in history required.}

315. The Early Republic  
This course explores the history of the early American republic from the framing of the Constitution to the Civil War. The course investigates the clash between Hamiltonian and Jeffersonian visions, the development of party politics and a popular political culture, territorial expansion and the dispossession of Native Americans, the spread of King Cotton and slavery, the transportation and market revolutions, religious revival and social reform, and the sectional conflict between North and South. \textit{Prerequisite: One year in introductory sequence in history required.}

318. Historical Film Genres  
In this course, a selection of film genres will be presented for comparative analysis, including four or five genres such as gangster films, “film noir” detective films, westerns, musicals, or films that depict and characterize professions such as journalism or jurisprudence. Films will be selected within each genre that offer different commentaries on recurrent social themes in American history. This course will also incorporate a significant amount of reading and research in primary-source documents relating to the historical periods and themes represented in the films. It will also include new secondary-source and interpretive texts. The course will thus extend the students repertoire of analytical skills in the field of history to more sophisticated intellectual challenges. \textit{Prerequisite: One year in introductory sequence in history required.}

319. African-American History  
Examines the experience of African Americans from African origins through two centuries of slavery to emancipation in 1865, through segregation, the civil rights movement, up to the present. This course explores the nature of racism and race relations as well as Black initiative. \textit{Prerequisite: One year in introductory sequence in history required.}

334. The American Civil War  
This course encompasses the U.S. Civil War (1861-1865) in all pertinent areas. In addition to military history, the course reviews significant historical interpretations of the causes and effects of the Civil War; the dimensions of social, economic, political, and diplomatic history pertaining to the war; and the evolution of war aims relating to the central issues of slavery and race relations. \textit{Prerequisite: One year in introductory sequence in history required.}

335. Reconstruction and the Gilded Age  
A study of the thirty-five years of American history that followed the Civil War, with particular emphasis given to problems of reconstruction, the achievements and costs of industrialization, the economic and social problems confronting workers and farmers, and the major intellectual and cultural crosscurrents of American life during the late nineteenth century. \textit{Prerequisite: One year in introductory sequence in history required.}

336. Progressivism and the Twenties  
A study of America’s early-twentieth-century age of reform and the very different period that followed in the 1920s. Emphasis is placed on the politics and culture of reform at the local, state, and federal levels from 1900 through 1920; the presidencies of Theodore Roosevelt and Woodrow Wilson; the impact of World War I; and the cultural contradictions and ferment of the 1920s, culminating in the Wall Street crash of 1929. \textit{Prerequisite: One year in introductory sequence in history required.}

337. The New Deal and World War II  
A study encompassing a period dominated by the presidential leadership of Franklin D. Roosevelt. Emphasis is placed on the crisis and challenge of the Great Depression, the interlude of Herbert
Hoover’s administration, the themes and occasional contradictions of the New Deal, the struggles for the redefinition of American society, and the challenge of totalitarian aggression in World War II. **Prerequisite: One year in introductory sequence in history required.**

### 342. Victorian America
Examination of American social attitudes and behavior in both the public and private spheres during the nineteenth century. Topics include marriage and the family; childhood; the individual’s role in society; entertainment; race and ethnicity; religion; migration; immigration; urbanization; and reform movements. **Prerequisite: One year in introductory sequence in history required.**

### 343. History of American Women
Examines the private lives and public roles of women throughout American history, from colonial settlement to the present. Social attitudes and laws and policies affecting women are studied, as well as women’s daily lives, experiences, and accomplishments. Attention is given to women of different races, classes, and ethnic backgrounds. Topics include women’s right to vote; involvement in reform movements; family life; education; birth control and abortion; and economic activities. **Prerequisite: One year in introductory sequence required.**

### 344. Hollywood Films in the Depression and World War II
This course uses American films of the 1930s and early-to-mid 1940s combined with appropriate readings to provide a richer understanding of the social and cultural history of the era encompassed in the regular upper-level course HIS 337 (New Deal and World War II). Films from a variety of genres—social protest/ topical exposés, melodramas, screwball comedies, musicals, historical romances, gangster films, and “film noir” detective films—will present a wide array of themes reflecting the moods and preoccupations of the era. **Prerequisite: One year in introductory sequence required.**

### 351. Ancient Rome
The social, cultural, and political history of ancient Rome and its dominions, from prehistory through the decline and fall of the Roman Empire in the fifth century C.E. Topics will include republican and imperial government, Rome’s army and conquests, the Roman family, Roman religion, and the rise of Christianity. **Prerequisite: One year in introductory sequence in history required.**

### 353. Medieval Europe
An exploration of the cultural and political development of medieval Europe in the period 500-1500. Topics covered include the fall of Rome, kingship, feudalism, the medieval church, art and architecture, literary culture, and the realities of everyday life. **Prerequisite: One year in introductory sequence in history required.**

### 354. Renaissance and Reformation
A study of Europe in the period 1400-1648. Cultural developments in fifteenth-century Italy are the starting point; students then explore religious and political change, and social and economic trends throughout Europe. **Prerequisite: One year in introductory sequence in history required.**

### 355. Women in Medieval Europe
A seminar exploring the lives of women and their role in society from the fifth through the fifteenth centuries. Topics include legal status, economic activity, marriage and family, and women in religion. Readings include both traditional and feminist-influenced secondary works, medieval works about and for women, and the writings of medieval women themselves. Discussion is a major component of the course. **Prerequisite: One year in introductory sequence in history required.**

### 357. Early Islamic Civilization
Early Islamic civilization from its origins in Arabia to its expression in several imperial regimes in the sixteenth century (e.g. Ottoman, Mughal). We will examine the creation of a Muslim community, the development of a rich and dynamic civilization, the competing claims for political and religious author-
ity, the forging of empires and their break-up, as well as contacts with the non-Muslim societies. Thus we will be studying a universal religion as it was expressed and incorporated into a variety of unique cultures that differed in ethnicity, language, geography and beliefs. Students will acquire an understanding of basic vocabulary, geography, historical sources and narrative, through directed readings, lecture and class discussion. Prerequisite: One year in introductory sequence in history required.

360. Twentieth-Century Germany
A study of the impact of military defeat and economic crisis on the institutions, foreign and domestic politics, and society of modern Germany from the first World War to the reunified Germany of today. Prerequisite: One year in introductory sequence in history required.

371. History of South Africa
Traces the political, economic, and social history of the Republic of South Africa. Beginning with the earliest inhabitants, the course traces the diversity of African institutions, the establishment of European colonies, the policy of apartheid, and African resistance. Prerequisite: One year in introductory sequence in history required.

372. Colonial Latin America
This course surveys Spanish and Portuguese America from the pre-Columbian era to the present. Topics include the origins and evolution of indigenous civilizations, the process of European conquest and colonization, the formation of mixed cultures, and the struggle for independence. Prerequisite: One year in introductory sequence in history required.

381. History of Modern China
This course traces the history of China from roughly 1800 to the present. It devotes special attention to the development of nationalism and communism in China and China’s uneasy relationship with the West. Topics will include the Opium War and Taiping Rebellion, Republican era and warlordism, China in the Pacific War, Maoism and the reforms of Deng Xiaoping, among others. Prerequisite: One year in introductory sequence in history required.

383. History of Modern Japan
An examination of Japan from the late Tokugawa era (ca. 1800-1868) to the present. The course looks at the causes and consequences of the Meiji Restoration, Japan’s rise as a modern industrial state, its struggle with democratic government, imperialist expansion, the impact of World War II on the country’s subsequent political, social, and economic development, the “Japanese Miracle” of the 1970s, and Japan’s current difficulties in confronting its past and defining its place in the twenty-first century. Prerequisite: One year in introductory sequence in history required.

391, 392. Russia and the Soviet Union
Russian political, social, economic, and cultural developments from the founding of the first eastern Slavic state to the present. The first semester treats Kievan Rus, Muscovy, and the Imperial period from Peter the Great to Alexander II. The second semester deals with the final decades of the Russian autocracy, the revolutionary movement, World War I, the revolutions of 1917, the Civil War, and the history of the Soviet Union to the end of the Gorbachev era. Prerequisite: One year in introductory sequence in history required.

399. Historical Method
A study of history as a discipline. Classroom lecture and discussion on fundamental aspects of research and synthesis plus the history of historical writing. With the help of an assigned advisor, each student prepares first a prospectus and then a preliminary chapter of the eventual senior thesis in history. Both papers are presented to the class for comment and review in workshop format. Enrollment is limited to history majors. Prerequisite: One year in introductory sequence in history required.
414. Comparative Cultural Encounters
This seminar examines interactions among native, European, and African peoples during the initial centuries of North American colonization. Situating the American colonies within a broader Atlantic World and offering a comparative approach, the course investigates processes of cultural conflict, exchange, adaptation, and transformation. Prerequisite: One year in introductory sequence in history required.

473. Latin American Literature as History
This seminar employs new and classic novels to investigate diverse trends in modern Latin American history, focusing on the insight each text offers into the land’s people and institutions. Collectively, these volumes illuminate sweeping historical themes, harnessing personal stories to broad, impersonal forces and surveying a range of topics, from poverty and repression to adaptation and rebellion. Prerequisite: One year in introductory sequence in history required.

474. Historic Preservation and Cultural Resource Management
Provides a comprehensive overview of historic preservation and cultural resource management as practiced in the United States. Examines the history of the preservation movement, the role of preservation in American culture, and the legislative framework for historic preservation. Reviews the growing field of cultural resource management, looking at issues in architectural design, contract or “salvage” archaeology, and heritage tourism. Prerequisite: 200-level coursework in archaeology or American history, or permission of instructor.

190, 290, 390, 490. Internship

194, 294, 394, 494. Special Topics in History
Intensive study of specialized topics or limited periods in American history. Such courses will be offered occasionally and topics will vary. Prerequisite: One year in introductory sequence in history required.

195, 295, 395, 495. On-campus Research

196, 296, 396, 496. Off-campus Research

197, 297, 397, 497. Independent Study

SCE. Senior Capstone Experience
See page 183.

COURSES OFFERED IN THE WASHINGTON COLLEGE ABROAD PROGRAMS

208. Introduction to Latin American History
An introduction to Latin American History from the pre-conquest period until the present. Topics include regional geography, Pre-Columbian cultures, the colonial experience, independence and the problems of nation-building, economic and political trends from 1850 to the 1930s, demography and society, Latin America and international relations, Mexico since the Revolution, the Cuban Revolution and aftermath, Central America, and the future of democracy in Latin America. Offered in the Costa Rica program only, in the spring semester. (In English.) Prerequisite: May not be taken with History 209 or History 210. Three credits.

357. Topics in French History
The course focuses on some aspect or period of French history. Specific topics change from year to year. Courses in the past have looked at the period from World War I to World War II, the Fourth and Fifth Republics, social developments since World War II, immigration and national identity, and the evolution of the European Union. Offered in the Paris program only, in the fall semester. (In French.) Prerequisite: Introductory sequence in history desirable and FRS 202 or equivalent required. Three credits.
358. Modern Italian History
The course describes the historical evolution of Italy from its unification in 1860 to the present, with special emphasis on the connection between historical events and political and social developments. Offered in the Siena, Italy, program only, in the spring semester. Prerequisite Introductory sequence in history desirable. (In English.) Three credits.

359. Topics in Modern European History: the History of Spain
This course deals with the history of Spain from its unification under Isabel and Ferdinand through the contemporary period. Topics covered include the reign of the “Reyes catolicos;” the Spanish Empire under Charles V and Philip II; the decline of the Empire under the subsequent Habsburg rulers; the Bourbon reforms; the crisis of the “ancienne regime” and the formation of the liberal state; the democratic interlude and the restoration; the failure of the restoration; the Second Republic and the Civil War; Spain under Franco; and the return of democracy since 1975. Offered in the Granada, Spain, program only, in the fall semester. (In Spanish.) Prerequisite: Introductory sequence in history and Hispanic 303 or equivalent required. Three credits.

364. Topics in Modern German History
This course focuses on some aspect or period of German history. Past courses have covered German history from 1870 to 1933. Topics included the achievement of German unification, the politics of Bismarck, Wilhelm II, the First World War, and the Weimar Republic. Offered in the Bayreuth, Germany, program only, in the spring semester. (In German.) Prerequisite: Introductory sequence in history and German 202 or equivalent required. Three credits.

372. Introduction to African and South African History
An introduction to broad themes, problems, and debates in South African and African history. Designed both for students who do not proceed to History second-level courses and for those who require a foundation for the most in-depth courses in South African and African history offered at the second and third levels. Note: This course may not be taken with History 371. Offered at Rhodes University, South Africa.

373. South African History in the Nineteenth and Twentieth Centuries
This course surveys southern African history in the nineteenth and twentieth centuries. The central theme of the first part of the course is the establishment of a thoroughgoing colonial system in the region during the nineteenth century. In the second half of the course the main focus is on the rise of capitalism, urbanization, cultural change, and popular resistance in twentieth-century South Africa. Note: This course may not be taken with History 371. Offered at Rhodes University, South Africa.

374. Race, Class, Nationalism, and Ethnicity in Twentieth-Century South Africa
South Africa has long been a country marked by divisions of race, class, and national and ethnic affiliation. This course explores how these divisions have arisen and gained expression. It also examines how these different identities have come to be represented by different interest groups and debated by scholars. Offered at Rhodes University, South Africa.

375. History of England 1715 to Present
Rise and decline of a global power, the transformation of an oligarchy into a democracy, and the consequences of industrialization and urbanization. Offered in the London program only, both fall and spring semesters. Prerequisite: One of the introductory sequence, History 261, 262 preferred. Three credits.
Humanities
Interdisciplinary Major

Richard Gillin, Director
T. Clayton Black, Advisory Board Member
Peter Weigel, Advisory Board Member

The humanities are the branches of learning that investigate what makes us essentially human; specifically, languages, the arts, and history. This discipline provides students special fields of concentration. Thus they might choose a particular historical period and view it from an interdisciplinary perspective, compare forms of artistic expression, or combine insights from distinct fields of research in the pursuit of a particular theme or interest.

The program encourages students to seek a broad background in the humanities and to recognize that all significant achievements of Western culture are closely interrelated. In the course of their studies, students will be required to develop disciplined thinking and writing skills in more than one academic field and will learn to transfer insights and methods from one area to another.

Recent majors have gone on to graduate studies in a variety of subjects, from philosophy and English to library science. Others have chosen careers that value interdisciplinary skills such as publishing, public relations work, or the legal profession.

Prospective majors should take introductory courses in at least three of the following areas: art history, drama, English, foreign languages, history, music history, philosophy, and world literature. Humanities majors must take at least one year of a foreign language or literature in translation. Students interested in the major are encouraged to discuss their ideas and plans with the director as early as possible in their college careers.

Majors in the Humanities Program must take a minimum of eight courses on the 300 and 400 level, selecting these courses from at least two, preferably three, of the areas mentioned above. The major, while offering students the opportunity of pursuing work in several academic disciplines, requires a distinct focus and careful planning.

SENIOR CAPSTONE EXPERIENCE
Humanities Majors must complete a thesis for the SCE. The thesis must relate to at least two fields in the Humanities

THE HUMANITIES PROGRAM OFFERS NO MINOR.
While students generally select courses for the major from the humanities disciplines taught at Washington College, they are introduced to the history and development of the humanities in two courses specifically designed for them and taught in alternate years by the director of the Program. These two courses do not fulfill distribution.

COURSE DESCRIPTIONS
305. The Humanist Tradition and the Humanities
Intended for students majoring in the humanities program, but open to all, this course is designed to focus on the historical context, educational intent, and social vision which shaped the study of the humanities from its beginnings in the fifteenth century to the present day. The course will emphasize the reading of primary sources in the humanist tradition, but will also include secondary analyses of its achievements. Required of all majors in the humanities program unless excused by the director.

400. The Humanities in the Twentieth and Twenty-First Centuries
An intensive exploration of major challenges which developments in modern life and thought have mounted against the traditional canons of the humanities. Topics will vary but will concentrate on
such movements as feminism, pragmatism, radical political theories, and post-modernism in their impact on the identity and viability of the humanities today. Strongly recommended to all majors in the humanities program, open to all upperclass students or by permission of the instructor.

394, 494. Special Topics

SCE. Senior Capstone Experience
The Senior Capstone Experience is a thesis which must include research in at least two humanities disciplines. Students are responsible to find Senior Capstone Experience advisors from the humanities division faculty.
Information Systems
Interdisciplinary Minor

Austin A. Lobo, Co-director
Susan A. Vowels, Co-director

Information Systems is the interdisciplinary study of the ways in which computer technology can foster organizational excellence. Drawing from both Business Management and Computer Science, the Information Systems minor builds on the foundations of an education in the liberal arts by stressing strong analytical skills, the facility to find imaginative solutions to difficult problems, and the application of ethical principles. Students who complete the Information Systems minor will understand and be able to write and orally communicate about technology to a body of professionals and non-professionals alike. The minor is especially suited to students majoring in Business Management who would like to acquire an in-depth understanding of technology, and to students majoring in Computer Science who wish to acquire business skills essential to a productive career. The minor is open to students from all majors offered at Washington College.

A minimum of eight courses (32 credits) are needed for the minor. Of these, the following seven are required:

- BUS 201. Introduction to Financial Accounting
- BUS 302. Organizational Behavior
- BUS 304. Management Information Systems
- MAT 201. Differential Calculus
- CSI 201. Computer Science I
- CSI 202. Computer Science II
- CSI 360. Database Systems

The eighth course, an elective, may be chosen from the following:

- BUS 202. Marketing
- BUS 203. Quantitative Methods I
- BUS 204. Quantitative Methods II
- BUS 212. Introduction to Managerial Accounting
- BUS 301. Financial Analysis
- BUS 303. Legal Environment of Business
- BUS 315. Enterprise Resource Planning Systems
- CSI 100. Basics of Computing
- CSI 250. Introduction to Computer Organization and Architecture
- CSI 470. Computer Networks
- CSI 480. Software Engineering
- ANT 210. Intermediate Geographical Information Systems

Additionally, special topics courses in Business Management or Computer Science or in other areas deemed suitable and approved by one of the Information Systems program co-directors may be taken as the elective. Students majoring in Computer Science are urged to take the elective from the courses offered in Business Management; students majoring in Business Management are similarly encouraged to take the elective from the courses offered in Computer Science.

Students may not count the courses for a minor in Information Systems again for a minor in Computer Science or Business Management without the approval of the Chairs of the respective departments. Students who wish to double-major in Computer Science and Business Management will be required to take an additional elective.
International Literature and Culture
Interdisciplinary Major

Students pursuing the interdisciplinary major in International Literature and Culture will complete nine upper-level courses chosen in consultation with their advisor from among course offerings in this department or related courses in other disciplines as outlined below. In addition they will successfully complete the Senior Capstone seminar (See below.) The prerequisites for the major are completion of ANT 105 Introduction to Anthropology and study of a foreign language through the 202 level (or demonstration of proficiency at that level). The major courses must include one of the following Anthropology courses: ANT 200, ANT 208, ANT 215, ANT 235 and ANT 320. Of the remaining eight, at least four should be selected from the upper-level offerings in a foreign language, literature or culture in this department or at study abroad sites. At least two of these must be at the 400-level.

If students are pursuing study in a language in which Washington College does not offer upper-level courses, four culturally relevant courses in other disciplines taught in English may be substituted as necessary. The remaining four courses may be chosen from among the International Literature and Culture courses (ILC) offered by this Department or appropriate courses from other departments or programs (such as History, Art, Music, Drama, Philosophy, Humanities). With the help of the advisor, students will design their major to focus on a language or culture, a particular theme (such as gender or ethnicity), a historical period, or a particular literary genre or form of cultural expression (such as the novel, poetry, drama, film, art, or music). Students may choose Italian, Japanese, Portuguese, or Arabic cultural studies as the central focus of their major in International Literature and Culture by combining appropriate study abroad with courses that are available on campus in those fields.

Majors must successfully complete the Senior Capstone Experience, during which they will produce a thesis or other project related closely to the focus of the major. The project or thesis may be written in English or in the foreign language. Students will also give a formal oral presentation of their thesis or project before their peers and faculty, again either in English or the foreign language. The Senior Capstone Experience will be graded Pass, Fail or Honors. International Literature and Culture majors are strongly urged to engage in a semester-long or summer study abroad experience.

COURSES TAUGHT IN ENGLISH

305. Introduction to the Film
The study of film as an art form. Special attention will be given to the various dimensions of film structure and criticism, with emphasis upon foreign language films (with English subtitles). Selected films will be viewed and analyzed.

306. French Literature in Translation
Study of a selected author, movement, genre, or theme. Open to all students.

307. German Literature in Translation
Devoted to selected themes in German literature. Recent topics have included the study of the myth of Dr. Faustus; a reading of texts by Marx, Nietzsche, and Freud; literature of the holocaust; and treatment of German literature in the medium of German film. Open to all students.

308. Spanish and Latin American Literature in Translation
A study of a selected author, movement, genre, or theme from the literature of Spain, the Spanish-speaking republics of Latin America, and Brazil. Topics taught in this course have included the works of Miguel de Cervantes Saavedra, Hispanic Women Writers, The Quest for Identity in Latin American Literature, and War and Revolution in the Literatures of Spain and Latin America.

311. Contemporary France
This course provides an introductory historical and cultural study of contemporary France. Students will be provided tools for cultural interpretation via critical texts and the analysis of French films and
their American remakes; they will then apply them to the cultural history of France. We will explore the impact of World War II, of the student protests of May ’68, and of women’s emancipation movements. We will examine France’s position in the world—its past as a colonizing nation, its present post-colonial actions, and its multicultural identity enriched by different waves of immigration. We will study the political and economic roles of women, their place in the family, health concerns, and struggles for autonomy through works by women. This course counts toward the French major and minor if the journal entries, mid-term exam, and final paper are written in French.

312. The Contemporary Francophone World
This course provides an introductory historical and cultural study of the contemporary Francophone world. Designed as a survey of the non-European Francophone world, it will offer for study both literary and cultural documents from the Caribbean, North Africa, Sub-Saharan Africa, and Canada. Initially students will be provided tools for cultural interpretation via critical texts, media analysis (including print and Internet sources) and the analysis of Francophone films; they will then apply them to the cultural history of the Francophone world. We will explore French colonization, the process of decolonization, and subsequent independence movements. We will examine social, political, and economic roles of both women and men, changing gender roles, and contemporary divisions of labor. Finally, we will reflect on the political, historical, and sociocultural situations of post-colonial Francophone nations.

313. Berlin – Symphony of a Great City. History, Culture and Identity in Germany’s Metropolis
The course provides an overview of the cultural, sociological, political, and historical significance of Berlin. It presents a survey of its history and culture over the past century, examining how Berlin has come to stand as a symbol of the development of Germany as a whole. Discussion of selected (fictional and nonfictional) texts from specific moments in Berlin’s history. Course may be taught in English or German.

315. Minorities in Germany: Reading at the Margins
The course provides an overview of the historical background to situate minorities in contemporary Germany, focusing on cultural productions (fictional, non-fictional texts, films) that contribute to the discussion about the situation of minorities in postwar Germany. We examine works that address minorities and their particular circumstances such as guest workers, the Turkish community, Black Germans, Jews, Muslims, Aussiedler, Russian immigrants. Course may be taught in English or German.

317. Mexico, Ancient and Modern
A study of the historical, political, and literary evolution of Mexico from the Pre-Colombian period to the present. In addition to historical texts, the course will include readings from Pre-Colombian poetry (Maya and Aztec), *The True History of the Conquest of New Spain* by Bernal Diaz del Castillo, the poetic and autobiographical writings of Sor Juana Inés de la Cruz, *The Itching Parrot* by Fernández de Lizardi, *The Underdogs* by Mariano Azuela, and works by such contemporary writers as Rosario Castellanos, Juan Rulfo, Carlos Fuentes, and Laura Esquivel. Also included is Octavio Paz’s classic analysis of Mexican national character and culture, *The Labyrinth of Solitude*.

413. The Film in Spain and Latin America
A study of the film as art form and as social and cultural document in Spain, Spanish America, and Brazil. The thematic focus of this course and the films included will vary. Important topics include gender issues, the quest for identity, and freedom versus repression. Prerequisite: ILC 305 or permission of the instructor.

194, 294, 394, 494. Special Topics in International Literature and Culture
Study of a selected topic within a single national literature or culture, or a comparative study across cultures. Recent and planned offerings include: Perspectives on International Film; Food in Film, Literature and Culture; Shakespeare and Cervantes (Honors); The Big City in Literature and Film; Love and the Ideal in European Literature and Film; and The Reception of the Middle Ages.

SCE. Senior Capstone Experience in International Literature and Culture
The senior capstone seminar is required for graduation and is devoted to the completion of a thesis or other project in the field of International Literature and Culture. Senior ILC majors register for this course in the last semester in which they have full-time status at the College. While much of the work is done by each student independently in consultation with a faculty advisor, there are occasional group meetings in which students discuss their respective theses or other projects. All students will give a formal oral presentation of their thesis or project before their peers and the faculty at the end of the seminar. Both written and oral work may be presented in English or in the foreign language. The Senior Capstone Experience will be graded Pass, Fail or Honors.
International Studies
Interdisciplinary Major

Christine Wade, Acting Director
Clayton Black
Lisa Daniels
Alvin Drischler
Aaron Lampman
Kate McCleary
Andrew Oros (on leave, Spring)
Pamela Pears (on leave, Fall)
Mitchell Reiss
Terrence Scout
Tahir Shad
Shawn Stein

The International Studies major gives students a strong foundation of theoretical knowledge as well as practical experience that prepares them for careers and advanced training in business, journalism, international work, public service, politics, teaching, and a wide range of other fields. The curriculum is enhanced by integrated experiential, study abroad and foreign exchange components, and supplemented with numerous extracurricular opportunities such as Model United Nations and on-campus programming through the Goldstein Program in Public Affairs, the International House and the student-run International Studies Council. Students study under the guidance of the director of the International Studies program and its Steering Committee. The program is offered through the cooperative efforts of the departments of Anthropology, Business Management, Economics, History, Modern Languages and Political Science together with the Global Education Office.

There is no minor in International Studies, though non-majors are encouraged to pursue a regional or functional concentration offered in International Studies (discussed below). Speak to your faculty advisor about how a concentration might enrich your particular course of study.

MAJOR REQUIREMENTS
The International Studies major is an intensive, interdisciplinary program with five required elements:

1. 13 four-credit courses, taken across at least five academic departments;
2. Foreign language study beyond the College-wide requirement;
3. A semester-long study-abroad experience;
4. An experiential learning activity; and
5. The senior thesis.

In addition, International Studies majors are encouraged to pursue a concentration, either regional or functional, to add focus and depth to their course of study.

1. 13 required four-credit courses:
   Five introductory courses to be completed in the freshman and sophomore years
   - Anthropology 105. Introduction to Anthropology
   - Economics 111. Introduction to Macroeconomics (should be completed in the first year)
   - Economics 218. Economic Development (typically offered fall semester only)
   - History 101, 102, 103, or 104. Early Origins of Western Civilization I or II, or Modern World History I or II
   - Political Science 104. Introduction to World Politics

   One upper-level course in International Business, Economics, or Political Economy, chosen from:
   - BUS 310. International Business
   - BUS 311. Global Business Strategy
   - ECN 410. International Trade
   - ECN 411. International Finance
   - POL 375. International Political Economy
An equivalent course taken abroad
One course focusing on theories of international politics, chosen from:
   POL 201. Theories of Peace and Conflict
   POL 371. International Politics
   POL 374. International Organization and Law
An equivalent course taken abroad
Five upper-level elective courses related to International Studies
   These courses are offered in a wide range of academic departments at Washington College
   and abroad, including Anthropology, Business Management, Economics, History, and
   Political Science as well as most foreign language courses above the 302 level and courses in
   departments such as Art, English, Philosophy, and others.
   A list of pre-approved courses is published in the on-line schedule of classes each semester.
   At least three of these courses are typically completed during the required study abroad
   component of the major.

The international studies senior seminar
   INT 491. International Studies Seminar (taken in the first semester of the senior year)

2. Foreign language requirement
   Option One: completion of a 202-level or higher language course at Washington College or
   abroad
   Option Two: completion of at least four credits of study of an approved language not taught at
   Washington College while studying abroad. (This option may also require students to separately
   fulfill the College-wide foreign language requirement.)
   Note (1): students with a documented learning accommodation related to language
   acquisition may substitute two additional courses towards this requirement.
   Note (2): majors may also count foreign language courses above the 302 level toward the five
   upper-level elective courses for the major, as discussed under the 13-course requirement
   above.

3. Semester abroad requirement
   Majors must study abroad for one semester at one of the programs offered through the Global
   Education Office before the fall of the student’s senior year.
   Note (1): students must attain a GPA of at least 2.5 to be considered for study abroad. Failure
   to achieve this GPA by the fourth semester at Washington College will require students to
   pursue a different major.
   Note (2): a combination of short-term study abroad programs shall not be substituted for
   this requirement, though short-term study abroad does satisfy the experiential learning
   requirement discussed below.
   Note (3): students may petition the Director of International Studies to pursue a semester-
   long equivalent at a non-Washington College program to satisfy this requirement, though
   ordinarily this would require withdrawal from the College during the time of this experience
   (apart from a semester-long summer experience).

4. Experiential learning requirement
   Majors must complete one experience from an approved list of activities, including an internship
   or volunteer work related to international studies, study abroad beyond the one-semester
   requirement, or an off-campus Model United Nations simulation.
   A worksheet that details how majors have completed this requirement must be submitted once
   this activity is completed. See the experiential learning page of the International Studies web-
   site for further information.
   Note: An internship or volunteer work should consist of at least 80 hours of work and may or
   may not be pursued for academic credit.
5. Senior thesis requirement (SCE)

The senior capstone requirement for International Studies is a year-long self-directed project that culminates in a 50-page minimum research thesis completed under the direction of a thesis advisor. Ordinarily students initiate the project together with the required International Studies Seminar (INT 491) during the fall semester of the senior year. Students should register for the SCE during the last semester of their senior year, when a final version of thesis will be due. The senior thesis should be interdisciplinary in scope, methodology and content. Theses will be assessed on the basis of Pass/Fail/Honors. Students who wish to be considered for honors should request permission to attempt an honors thesis prior to submission of the complete draft, at which point they will be informed of additional requirements for an honors-level thesis. An oral defense is held at the end of the semester during which a student is applying for honors for the thesis by faculty members of the program.

Note: Students who wish to complete their studies at Washington College in the fall semester must begin working on their senior thesis in the preceding spring semester under the direction of an assigned thesis advisor.

CONCENTRATIONS IN INTERNATIONAL STUDIES

Regional and functional concentrations are open to students of all majors and offer an interdisciplinary approach to the study of a particular area. They combine course work at Washington College in anthropology, business, economics, history, modern languages, and political science with at least one semester (or summer/winter) abroad in the region of focus. Current regions of study include African Studies, Asian Studies, European Studies, Latin American Studies, and Near Eastern Studies. In addition, the program offers two functional concentrations in Global Business Studies and Peace and Conflict Studies.

The regional concentration is designed to serve students who wish to develop a focus on a particular world region, for those who plan to enter business, government, international agency service, science and medicine, and for those who are preparing for graduate study of a particular region.

Common Requirements for the Regional and Global Business Concentrations

Students must complete six courses (plus the study of a regional language for a regional concentration or a seventh course for the Global Business concentration), must study abroad for a semester (preferred) or a summer/winter short-term program, and complete a research paper in the area of concentration. In particular, to complete a concentration students must:

Take two of the following introductory courses, preferably during their freshman and sophomore years:

- ANT 105. Introduction to Anthropology
- ECN 111. Introduction to Macroeconomics
- HIS 104. Introduction to World History
- POL 104. Introduction to World Politics

Students may substitute other introductory-level courses that pertain to their concentration with approval from the Director of International Studies. Examples include, but are not limited to, Philosophy 112, Introduction to Comparative Religion: Eastern for African or Asian Studies, or Art 200, History of Western Art for European Studies.

By the middle of their final semester at Washington College, submit a research paper of acceptable quality on a topic relating to the area of concentration, approved by the concentration advisor. Students are free to revise or adapt a paper written for one of the required courses for the concentration or to adapt a chapter of the senior thesis to fulfill this requirement.

Pursue upper-level coursework in their area of specialty, both at Washington College and in the region itself, beyond the study of language. Students must complete two such courses (three for Global Business) at Washington College (see recommended courses listed below) and two courses abroad.
Alternatively, participation in a Washington College summer program plus one additional course at Washington College may substitute for two courses abroad. Non-Washington College programs or Washington College summer programs may be considered with approval of the concentration faculty advisor listed below. Please note: students may not count the same upper-level courses towards the completion of multiple concentrations.

**The Concentration in African Studies**

*Faculty Advisor: Dr. Tahir Shad, Associate Professor of Political Science and International Studies*

WC abroad programs in Egypt, Morocco, South Africa, and Tanzania (summer)

Required language of study: French, or an indigenous African language abroad.

Recommended Courses Offered At Washington College:

- ANT 320. Race and Ethnicity
- ECN 218. Economic Development
- FRS 312. The Contemporary Francophone World
- HIS 371. History of South Africa
- POL 341. Politics of Development
- POL 356. Civil War and Violence in Africa

**The Concentration in Asian Studies**

*Faculty Advisor: Dr. Andrew Oros, Director of International Studies*

WC abroad programs in Hong Kong, Japan, South Korea, and China (summer)

Required language of study: Japanese, or an Asian language abroad.

Recommended Courses Offered At Washington College:

- HIS 381. Modern China
- HIS 383. Modern Japan
- MUS 314. Music of Asia
- PHL 416. Philosophy of Buddhism
- POL 345. Comparative Government: East Asia
- POL 346. Japanese Politics and Foreign Policy
- POL 347. Chinese Politics and Foreign Policy
- POL 351. Politics, Religion, and Ethnicity in South Asia
- POL 384. International Relations of East Asia

**The Concentration in European Studies**

*Faculty Advisor: Dr. Pamela Pears, Associate Professor of French*

WC abroad programs in Denmark, England, Finland, France, Germany, Hungary, Ireland, Italy, Netherlands, Scotland, Spain

Required language of study: French, German, Portuguese, Spanish, or another European language abroad.

Recommended Courses Offered At Washington College:

- ART 311. Italian Renaissance Art
- ART 315. Northern Renaissance and Baroque Art
- ART 316. European Art from Baroque to Neoclassicism
- ART 318. Nineteenth Century European Art
- ENG 323. Nineteenth Century English Novel
- ENG 334. The Irish Short Story
- ENG 430. Joyce, Eliot, and Beckett
- FRS 311. Contemporary France
- HIS 351. Ancient Rome
- HIS 353. Medieval Europe
- HIS 354. Renaissance and Reformation
- HIS 355. Women in Medieval Europe
- HIS 360. Twentieth-Century Germany
In addition, several courses that count toward the concentration are taught in the French, German, and Spanish languages.

**The Concentration in Global Business Studies**  
*Faculty Advisor: Dr. Alvin Drischler, Adjunct Professor of Business Management and Political Science*

WC abroad programs world-wide—over 40 to choose among.  
Required language of study: any language to the 200 level.  
Required Courses Offered At Washington College—choose three:  
  - BUS 310. International Business  
  - BUS 311. Global Business Strategy  
  - ECN 218. Economic Development  
  - ECN 410. International Trade  
  - ECN 411. International Finance  
  - PHL 226. Global Ethics  
  - POL 375. International Political Economy

Special topics courses offered in an area related to global business also may be acceptable upon approval from the Concentration advisor.

**The Concentration in Latin American Studies**  
*Faculty Advisor: Dr. Christine Wade, Associate Professor of Political Science and International Studies*

WC abroad programs in Argentina, Brazil, Costa Rica, Ecuador, Mexico, and Peru  
Required language of study: Portuguese or Spanish.  
Recommended Courses Offered At Washington College:  
  - ANT 235. Cultures of Latin America  
  - HIS 372. Colonial Latin America  
  - HIS 473. Latin American Literature as History  
  - MUS 313. Ethnomusicology in Latin America  
  - POL 348. Latin American Politics  
  - POL 382. U.S.-Latin American Relations

**The Concentration in Near Eastern Studies**  
*Faculty Advisor: Dr. Tahir Shad, Associate Professor of Political Science and International Studies*

WC abroad programs in Egypt, Israel, Morocco, Turkey  
Required language of study: French, or Arabic or Hebrew abroad.  
Recommended Courses Offered At Washington College:  
  - HIS 357. Early Islamic Civilization  
  - POL 354. US Foreign Policy in the Middle East  
  - POL 356. Civil War and Violence in Africa

**Peace and Conflict Studies Concentration**  
*Faculty Advisor: Dr. Christine Wade, Associate Professor of Political Science and International Studies*

Peace and conflict studies is an interdisciplinary area of study that emerged in the post World War II era that seeks to promote a greater understanding of causes of war and ways of resolving conflicts without resorting to violence. The goals of the concentration are to expose students to the nature of contemporary conflicts, increase awareness about the practices and philosophies that guide peace-
making, and to help students develop a critical understanding of policies and values about conflict, war and peace. The concentration is open to students of any major and may be combined with any regional concentration.

Requirements for the Peace and Conflict Studies Concentration:
Students will complete three courses in the political science department that include specific treatment of the issue of peace and conflict, and then will take three additional courses offered in a range of departments (including political science and abroad programs) that will offer more treatment of specific aspects of peace and conflict, both philosophical and practical. The concentration is composed of six courses focusing on peace and conflict, as well as either an experiential learning component or a senior capstone project. Concentrators should meet with the program advisor, Dr. Christine Wade, prior to the second semester of their sophomore year to develop a coherent course of study.

Courses
Concentrators are required to take POL 201 Theories of Peace and Conflict and five courses from the three categories listed below:

a) Two courses on the philosophical approaches and practical applications of peace and peace processes. Courses in this category include religious approaches to our conceptions of peace and those focusing on the resolution of conflict and peacebuilding. Students are required to take either POL 373, POL 374, or POL 386 and any additional course in this category which includes:
   - PHL 111. Introduction to Comparative Religion: Western
   - PHL 112. Introduction to Comparative Religion: Eastern
   - PHL 225. Ethical Theory
   - PHL 235. Foundations of Morality
   - PHL 335. Philosophy of Law
   - PHL 416. Philosophy of Buddhism
   - POL 373 Human Rights and Social Justice
   - POL 374. International Law and Organization
   - POL 386. Comparative Peace Processes

b) One course exploring contemporary conflict. Students are required to take one course exploring area studies of conflict-prone regions. Courses in this category include:
   - HIS 360. Twentieth Century Germany
   - HIS 371. History of South Africa
   - HIS 381. History of Modern China
   - HIS 383. History of Modern Japan
   - HIS 392. Russia and the Soviet Union
   - POL 347. Chinese Politics and Foreign Policy
   - POL 351. Politics, Religion and Ethnicity in South Asia
   - POL 356. Civil War and Violence in Africa
   - POL 348. Latin American Politics
   - POL 382. US-Latin American Relations
   - POL 388. US Foreign Policy in the Middle East

c) Two courses on the structural causes of violence and conflict, including inequality, poverty, racism, repression and demographic stresses. Students are required to take either POL 341, POL 342 or POL 371, and any additional course in this category which includes:
   - ANT 320. Race and Ethnicity
   - ECN 218. Economic Development
   - PHL 226. Global Ethics
   - PHL 414. Philosophy of Marxism
   - POL 341. Politics of Development
   - POL 342. Revolutions, Violence and Terrorism
POL 371. International Politics  
SOC 221. Social Inequalities  
SOC 240. Criminology  

Note: No more than two courses taken at abroad institutions apply to the concentration. Any courses taken abroad for the concentration must be approved by the program advisor.

Concentrators are also required to complete either an experiential learning exercise or a Senior Capstone Experience. For the Experiential Learning option, students are required to participate in a semester-long applied learning experience in the field of conflict resolution. Such activities include the Model UN course, internship or volunteer activity. Alternatively, students receiving the concentration may complete a senior capstone experience in their respective major discipline on a topic related to peace and conflict studies. Concentrators should seek the approval of concentration advisor prior to either endeavor.

**COURSE DESCRIPTIONS**

190, 290, 390, 490. International Studies Internship  
Students may receive course credit for an individualized internship at an organization that engages in substantial international activity, under the supervision of a faculty advisor. The details of the internship and associated academic requirements will be specified in a learning contract drawn up by the student and advisor.

194, 294, 394, 494. Special Topics in International Studies  
The Program occasionally offers a course on a special topic in International Studies that is not a part of the regular course offerings.

195, 295, 395, 495. On-campus Research  

196, 296, 396, 496. Off-campus Research  

197, 297, 397, 497. Independent Study  
Students may receive credit for an individualized course of reading and writing under the supervision of a faculty advisor. The requirements of the course will be specified in a learning contract drawn up by the student and advisor.

327, 328, 329. Washington Center Semester  
An integrated three-course unit for students spending a semester at the Washington Center. Students receive 8 elective credits in International Studies and 8 general elective credits, and fulfill the Experiential Learning requirement. Prerequisite: 2.8 cumulative GPA and successful application to the Washington Center for Internships and Academic Seminars. This program is normally open only to juniors and seniors.

327. Washington Center Internship  
A full-time, semester-long internship in Washington, DC, with a federal agency, non-profit organization, foreign embassy, or private firm. Depending upon interest and internship placement, students may attend hearings, conduct policy research, draft correspondence, monitor legislation, lobby members of Congress, or write analytical reports. Students will create an in-depth portfolio of their internship experience. 12 credits.

328. Washington Center Seminar  
Washington Center interns participate in an evening seminar selected from a variety of topics offered during the semester. Students engage in class discussion and may also research seminar topics, prepare written assignments, and take examinations. Students must choose a seminar with clear international content chosen in consultation with the Director of International Studies. Required of and limited to students enrolled in International Studies 327. Three credits.
329. Washington Center Forum
Washington Center interns participate in lectures, site visits, small group discussions, briefings, and other required events designed to help them understand the connection between their academic and professional goals and the special educational opportunities available through living and working in Washington, DC. Evaluations of these experiences are included in the student portfolio. Required of and limited to students enrolled in International Studies 327. One credit.

491. International Studies Seminar
This course is designed to help students to consider in depth their off-campus experiences as an International Studies major and to draw connections among inter-disciplinary courses required of the major. The nature of theory, its application to International Studies, and problems involved in defining this field of study and in developing empirical methods for it will be analyzed. Special attention will be given to anthropological, economic, historical, and political approaches to International Studies, as well as to approaches that include textual analysis (including foreign language texts). The seminar also will provide students with an opportunity to discuss topics for their senior theses, a complete working draft of which is due upon completion of the seminar. This course is required for, and limited to, senior International Studies majors.

SCE. Senior Capstone Experience
See description of the SCE requirement in International Studies under that heading above.
Justice, Law and Society
Interdisciplinary Minor

Matthew McCabe, Director

The minor in Justice, Law and Society provides an interdisciplinary study of justice, law, civil liberties, crime and ethics in both domestic and global contexts, from a variety of social sciences and humanities perspectives. The Minor explores a range of topics, such as social control, variant behaviors, legal processes and human rights, as well as crime ranging from street violence to complex organizational crime, often referred to as white collar and transnational. The Minor is open to students with various majors and encourages them to: explore theoretical explanations of justice, law, civil rights, and criminal activities; and to use an array of research tools to study incidence, prevention, and reduction policies associated with American and international legal systems.

The minor prepares students for post-graduate study at more than 30 Ph.D. and 100 Master’s and certificate programs here in the U.S. Juris Doctor programs (law school) or combined law and Master’s programs in criminology may also be of interest to students with this minor.

Students seeking entry level positions in law firms, advocacy organizations, government, and social service agencies involved with the administration of justice will find the Justice, Law and Society minor has provided useful theoretical and practical concepts.

This interdisciplinary minor consists of seven courses (28 credits). Sociology 101 (Introduction to Sociology) and Sociology 240 (Criminology) are required unless a waiver is granted by the director. Students must select two other Department of Sociology and Anthropology courses of which one pertains to criminology and three elective courses from the list specified below. The three electives include selections from both Humanities and Social Sciences courses. Students interested in pursuing the Justice, Law and Society minor should consult with the Director on their course selections and should be aware that internship opportunities in justice and law related organizations are offered through the Washington Center program as well as several of the courses listed below.

**DEPARTMENT OF SOCIOLOGY COURSES THAT COUNT TOWARD THE JUSTICE, LAW AND SOCIETY MINOR**

- Criminology Options (one required):
  - SOC 341. Variant Behavior
  - SOC 347. Juvenile Delinquency and Social Welfare

- Additional Sociology Course Options (one required):
  - SOC 221. Social Inequalities
  - SOC 250. Cities and Suburbs
  - SOC 341. Variant Behavior (if not taken as a criminology option)
  - SOC 483-484. Field Experience in Social Welfare

Note: Special Topics courses (such as SOC 294 Sociology of Law, SOC 394 Environmental Justice, Law and Sustainable Development: Legal Theory and Practice and SOC 394 Fraud: A Forensic View and Analysis) may be used to meet Criminology and/or Additional Sociology Course options with approval from the director.

**OTHER SOCIAL SCIENCE COURSES THAT COUNT TOWARD THE JUSTICE, LAW AND SOCIETY MINOR ELECTIVE REQUIREMENT**

- ANT 109. Introduction to Geographic Information Systems
- BUS 303. Legal Environment of Business
- POL 202, Justice, Power, and Political Thought
- POL 320. Law and Society
POL 323. Constitutional Law
POL 374. International Organization and the Law
Note: The elective courses may have prerequisite courses that must be taken prior to enrollment. See course descriptions for further information.

HUMANITIES COURSES THAT COUNT TOWARD THE JUSTICE, LAW AND SOCIETY MINOR ELECTIVE REQUIREMENT

PHL 210. Introduction to Political Philosophy
PHL 225. Ethics
PHL 226. Global Ethics
PHL 300. Business Ethics
PHL 303. Environmental Ethics
PHL 325. Biomedical Ethics
PHL 335. Philosophy of Law
Note: The elective courses may have prerequisite courses that must be taken prior to enrollment. See course descriptions for further information.

COURSE DESCRIPTIONS

SOC 101. Introduction to Sociology
Introduction to basic concepts and theories in sociology concerning the nature of society, culture, and personality. Consideration of social processes, groups, and institutions found in modern American society.

SOC 221. Social Inequalities
The nature of the systems of social stratification and racial inequality as well as the interaction between social class and race in the United States. Personal consequences of the various forms of inequality and perceptions of the legitimacy of social systems based on race are considered. Prerequisite: Sociology 101.

SOC 240. Criminology
Study of the nature, causes, and social significance of crime. Prerequisite: Sociology 101.

SOC 250. Cities and Suburb
Cities from their origins to the present. Cities are both causes and consequences of social and technical change: therefore they are always places of social problems and conflict. Course will focus on medieval and industrial cities, and on the newly emerging "edge cities." Prerequisite: Sociology 101 or Anthropology 105.

SOC 341. Variant Behavior
An exploration of behavior that has been socially defined as “deviant.” The nature, sources, and consequences of this definition will be discussed. Prerequisite: Sociology 101 and one additional course in sociology.

SOC 347. Juvenile Delinquency and Social Welfare
Examines theories of delinquency causation and looks critically at programs that treat delinquents and status offenders, nationally and in Maryland. Students visit detention center and Juvenile Court and talk with experts in the field. Prerequisite: Sociology 101 and at least two of the following: Sociology 212, 240, 250, 303, 341, 382; or prior permission of the instructor.

SOC 483-484. Field Experience in Social Welfare
A study of the organization and operation of social agencies. Field Experience in welfare work under professional supervision. Prerequisite: Sociology 382 and prior permission of the instructor.

ANT 109. Introduction to Geographic Information Systems
Geographic Information Systems (GIS) are used in academia, business and government to manage large datasets of spatially-linked information to provide users with powerful analytic tools. Classroom
discussions introduce the theories and uses of GIS and focus on the organizational issues that impact the implementation of GIS in our society. Lab activities teach the student how to extract and present GIS data in graphical form and how to construct and augment GIS databases using on-the-ground data gathering, map point-plotting equipment, and auxiliary data bases.

BUS 303. Legal Environment of Business
This course looks at how the law has evolved from English common law to today’s statutory and regulatory legal environment. The course explores recent statutes such as Sarbanes-Oxley and Dodd-Frank and how they have impacted the way businesses operate. The course also investigates legal and ethical issues facing businesses today, different types of business associations, and liability issues faced by businesses under current tort law, contract law, and property law.

PHL 210. Introduction to Political Philosophy
Political philosophy applies the tools of philosophical analysis to the challenges of politics and social life. Most fundamentally, political philosophy seeks to answer the question, how should we organize our society? The course content may focus on such themes as rights, justice, equality, freedom, power, oppression, exploitation, multiculturalism, obligations of the State, and the duties of citizenship. Prerequisite: Philosophy 100

PHL 225. Ethical Theory
An examination of some of the major ethical theories in Western philosophy. Applications of these theories to concrete ethical problems will be considered. Special attention will be given to Consequentialist, Deontological, and Virtue theories. Readings will be drawn from classical and contemporary authors. Prerequisite: Philosophy 100

PHL 226. Global Ethics
As we become a global community, the need for secular ethical discourse becomes increasingly important. This course will explore how international culture, policy, and standards impact ethical practices around the world. Current events, anecdotes, and personal experiences will be brought together to highlight ethical theory in action in today’s global environment. General topics include: the Absolutism-Relativism debate, The Ethics of Globalization, Global Business Ethics, Global Bioethics with emphasis on Feminist issues, Global Environmental Ethics, and the Ethics of Warfare and Terrorism. Prerequisite: Philosophy 100.

PHL 300. Business Ethics
A course focused on major ethical theories and principles as they apply to individuals, companies, corporations, and consumers in the business world. Typical issues treated are: corporate social responsibility; government versus self-regulation; employee and consumer safety; whistle-blowing; deceptive advertising; conflicts in accounting; insider trading and issues in international business. Prerequisite: Philosophy

PHL 303. Environmental Ethics
A study of the nature and history of the environmental movement and our ethical responsibilities with regard to such current issues as the preservation of species, animal rights, the value of ecosystems, ozone depletion, and “deep” or radical ecology. Prerequisite: Philosophy 100

PHL 325. Medical Ethics
This course focuses on patients rights, duties of physicians, conflicts of interest between regulators, pharmaceutical companies, and physicians. Prerequisite: Philosophy 100

PHL 335. Philosophy of Law
This course explores the philosophical issues surrounding a number of areas of the law including, the nature of law, constitutional interpretation, legal responsibility, punishment, capital punishment, and legal limits on personal liberty. Readings will be drawn from classical and contemporary authors. Prerequisite: Philosophy 100
POL 202, Justice, Power, and Political Thought
This course will introduce students to the study of political philosophy by examining the ways many of the most influential political theorists have struggled to define the nature of justice, as well as developing an understanding of how theorists have approached the question of founding just regimes; ensuring that just systems of government operate legitimately once established; and assessing the major causes for the deterioration of regimes based on justice.

POL 320. Law and Society
A study of the American system of criminal justice. The major emphases of the course are the operation of the institutions and processes of the system, the constitutional rights of those accused of crime, and the social goals and consequences of criminal punishment. Prerequisite: Political Science 102 or permission of the instructor.

POL 323. Constitutional Law
An analysis of the distribution of power among the three branches of the federal government, and between the federal and state levels of government, as specified in major decisions of the U.S. Supreme Court. The Court itself will be studied as a political institution, with emphasis on its role in a democratic political system. The course also includes a study of the constitutional rights of individuals, as specified by the U.S. Supreme Court, with primary emphasis on issues of freedom and equality. Prerequisite: Political Science 102.

POL 374. International Organization and the Law
A study of organized human efforts made throughout history to promote international cooperation and peace. Special attention is given to the principles and rules of international law regulating national conduct in international affairs, the League of Nations, the United Nations, and contemporary blueprints for world federation and government. Prerequisite: Political Science 104 or permission of the instructor.
The Mathematics and Computer Science Department’s curriculum gives students technical knowledge along with a broad foundation of reasoning and analytical skills that can be applied to many fields. Graduates can pursue graduate work in computer science or mathematics, teach in secondary schools, work as professionals in government and industry, or use quantitative and computing techniques in the natural sciences or social sciences. All students must master the relevant basic mechanical concepts necessary to perform the fundamental operations related to mathematics or computer programming. The learning environment places emphasis on reasoning and problem-solving and communications skills. Students are required to make oral presentations in classes and at seminars and to write detailed papers and reports for regular classes and for their Senior Capstone projects.

FRESHMAN/SOPHOMORE COURSES

Provided they have the necessary prerequisites, students planning to take one quantitative course for distribution credit may take any course in this department; students planning to take two quantitative courses may take any combination of two courses in mathematics and/or computer science.

In mathematics, the calculus sequence of MAT 201, MAT 202, and MAT 203 is the gateway to the major; the analogous sequence for computer science consists of CSI 201, CSI 202, and CSI 203. Prospective majors should begin course work in these sequences in their first semester at the College.

The Department strongly advises students not to take a course unless they received a grade of C or better in the prerequisite course.

THE MAJOR IN MATHEMATICS

Normally a student with good preparation in mathematics who intends to major in mathematics or one of the natural sciences will start in the calculus sequence with MAT 201, but a student who has had some work in calculus or who has received advanced placement credit for calculus may start with a more advanced course, and is encouraged to consult with the department chair to make such arrangements.

Mathematics majors are eligible for the teacher education program. In order to assure proper scheduling, students wishing to become certified to teach mathematics should inform the chairs of both the Mathematics and Education Departments as soon as possible.

The major in mathematics consists of the senior capstone plus a minimum of eleven courses: three gateway courses, two theory courses, and six electives:

Three Gateway Courses:
- MAT 201 Differential Calculus
- MAT 202 Integral Calculus
- MAT 203 Multivariable Calculus
A Minimum of Two Theory Courses from:
MAT 311 Real Analysis I
MAT 312 Real Analysis II
MAT 322 Abstract Algebra
MAT 325 Vector Spaces

Six Electives Chosen From:
MAT 240 Discrete Mathematics
MAT 316 Complex Analysis
MAT 318 Probability
MAT 327 Number Theory
MAT 330 Foundations of Geometry
MAT 340 Numerical Analysis
MAT 345 Differential Equations
MAT 294, 394, 494 Special Topics in Mathematics
Any of MAT 311, MAT 312, MAT 322, MAT 325 that was not counted as a theory course.
CSI 201 Computer Science I
CSI 202 Computer Science II
CSI 350 Theory of Computation
CSI 370 Analysis of Algorithms
CSI 380 Organization of Programming Languages

THE MINOR IN MATHEMATICS
The minor in mathematics consists of MAT 201, MAT 202, MAT 203, and any four other courses that count for the major. However, at least one of these must be a theory course from the list above.

THE MAJOR IN COMPUTER SCIENCE
Typically, a student with good background preparation who intends to major in computer science will start in the computer science sequence with CSI 201. However, a student who has received advanced placement credit for computer science may start at a higher level and is encouraged to consult with the department chair to make such arrangements.

The major in computer science consists of the senior capstone plus a minimum of twelve courses: six core courses, four theory and systems courses, and two electives.

Six Core Courses:
MAT 201. Differential Calculus
CSI 201. Computer Science I
CSI 202. Computer Science II
CSI 203. Object Oriented Programming
CSI 240. Discrete Mathematics (cross-listed as MAT 240)
CSI 250. Introduction to Computer Organization and Architecture

Four Theory and Systems Courses:
CSI 350. Theory of Computation
CSI 360. Database Systems
CSI 370. Design and Analysis of Algorithms
CSI 480. Software Engineering

Two Electives Chosen From:
CSI 340. Numerical Analysis
CSI 380. Organization of Programming Languages
CSI 394. Special Topics in Computing
CSI 450. Operating Systems
CSI 460. Artificial Intelligence
CSI 470. Computer Networks
CSI 494. Special Topics in Computing

THE MINOR IN COMPUTER SCIENCE
The minor in computer science consists of MAT 201, CSI 201, CSI 202, CSI 203, CSI 250, and any two of the following: CSI 240, CSI 340, CSI 350, CSI 360, CSI 370, CSI 380, CSI 394, CSI 450, CSI 460, CSI 470, CSI 480, CSI 494.

MATHEMATICS COURSE DESCRIPTIONS

MAT 109. Statistics
Introduction to the appropriate methods for analyzing data and designing experiments. After a study of various measures of central tendency and dispersion, the course develops the basic principles of testing hypotheses, estimating parameters, and reaching decisions.

MAT 110. Precalculus Mathematics
The objective of this course is to prepare students to undertake Mathematics 201. Topics studied will include a review of algebra, properties of transcendental functions including trigonometry, and elementary analytic geometry. Prerequisite: permission of the department. Students who have successfully completed a calculus course or who have received advanced placement credit for calculus may not enroll in this course.

MAT 120. Chaos and Fractals
This course is an introduction to the rapidly developing science of complexity. It is a discussion of the tools—fractals, chaos, and self-organization—being refined for the purpose of understanding such things as the fractured and irregular structures of Nature, surprise and unpredictability, and the emergence of lifelike properties from inanimate matter. The theme of the course is that complexity can arise from simple origins, such as the repeated application of elementary processing rules. The course emphasizes the use of the computer for visualization. Practical application of these ideas in medicine and engineering will be discussed, as will examples of the connections between complexity in the sciences and that in the humanities and the arts.

MAT 135. Finite Mathematics
Linear programming, matrices, sets and counting, Markov process, difference equations, and graphs. The course will emphasize developing, analyzing, and interpreting mathematical models.

MAT 201. Differential Calculus
Analytic geometry, the derivative and differential, elementary functions, limits, continuity, and applications.

MAT 202. Integral Calculus
The indefinite integral, the definite integral, the fundamental theorem of the integral calculus, sequences, series, and applications. Prerequisite: Mathematics 201 or permission of the instructor.

MAT 203. Multivariable Calculus
Vectors, partial derivatives, and multiple integrals for functions of several variables. Line and surface integrals. Prerequisite: Mathematics 202 or permission of the instructor.

MAT 221. Communication, Patterns, and Inventions in Mathematics
This course is designed for students in the Elementary Education Certification Program and for students planning to complete the Secondary Education Certification Program in an area other than mathematics. The framework of the course consists of four themes: Number Systems and their Operations, Algebra and Functions, Geometry and Measurement, Data Analysis, Statistics, and Probability. Emphasis throughout is on reasoning and problem solving using concepts and procedures from all four areas. Substantial amounts of both reading and writing will be required and students will be
expected to demonstrate both orally and in writing a thorough understanding of the concepts and the ability to communicate this understanding to others.

**MAT 240. Discrete Mathematics (cross-listed as CSI 240)**
An introduction to logic, reasoning, and the discrete mathematical structures that are important in computer science. Topics include proposition logic, types of proof, induction and recursion, sets, combinatorics, functions, relations, and graphs.

**MAT 311, MAT 312. Real Analysis I and II**
A rigorous treatment of calculus. Topics include limits, continuity, sequences and series, differentiation and integration, compactness, completeness, and calculus of several variables. **Prerequisite:** Mathematics 202 and at least one of Mathematics 322, Mathematics 325, Mathematics 327, or Mathematics 330, or permission of the instructor.

**MAT 316. Complex Analysis**
Theory of functions of a complex variable, including applications to problems in the theory of functions of a real variable. Cauchy’s Integral Formula and its application to the calculus of residues. **Prerequisite:** Mathematics 203 or permission of the instructor.

**MAT 318. Probability**
Events and their probabilities, dependence and independence. Bayes Theorem. Variates and expected values. Theorems of Bernoulli and De Moivre. Special distributions. Central limit theorem and applications. **Prerequisite:** Mathematics 202 or permission of the instructor.

**MAT 322. Introduction to Abstract Algebra**
Introduction to groups, rings, and fields. Other topics may include integral domains, polynomial rings, and extension fields. **Prerequisite:** Mathematics 202.

**MAT 325. Vector Spaces**

**MAT 327. Theory of Numbers**

**MAT 330. Foundations of Geometry**
A critical study of the basic concepts of geometry. This course begins with an axiomatic approach to Euclidean geometry which includes careful proofs of its principal theorems. The course will continue with an examination of various types of non-Euclidean geometries which may include spherical geometry, projective geometry, and/or hyperbolic geometry. **Prerequisite:** Mathematics 202.

**MAT 340. Numerical Analysis (cross-listed as CSI 340)**
Solution of equations and systems of equations by iteration and elimination, numerical differentiation and integration, assessment of accuracy, methods of interpolation and extrapolation. **Prerequisite:** Mathematics 203 or permission of the instructor.

**MAT 345. Differential Equations**
Elementary methods for the solution of ordinary differential equations, including the expansion of the solution in an infinite series. **Prerequisite:** Mathematics 203 or permission of the instructor.

**MAT 194, MAT 294, MAT 394, MAT 494. Special Topics in Mathematics**
Study of an area of mathematics not covered in other courses. Students are urged to suggest possible topics to the department as their interests and needs develop. **Prerequisite:** Permission of the instructor.
MAT 190, MAT 290, MAT 390, MAT 490. Internship

MAT 195, MAT 295, MAT 395, MAT 495. On-campus Research

MAT 196, MAT 296, MAT 396, MAT 496. Off-campus Research

MAT 197, MAT 297, MAT 397, MAT 497. Independent Study

MAT SCE. Senior Capstone Experience
The Senior Capstone Experience in mathematics consists of two components: a senior thesis and oral presentation AND the solution and oral presentation of six approved problems or equivalent.

Each major will research and write a senior thesis with the supervision of a faculty member and will make an oral presentation on the thesis at a departmental seminar. Each major should have a thesis topic selected and approved by the end of his/her junior year. The senior capstone in mathematics will be graded Pass, Fail, or Honors.

Capstone problems may be selected from a departmental list of approved problems or from current issues of the following journals: Mathematics Magazine, The American Mathematical Monthly, The College Mathematics Journal, Math Horizons, The AMATYC Review, SIAM Review, Journal of Recreational Mathematics, and School Science and Mathematics. Students may also earn credit for problems solved while participating in teams in the annual ACM Programming Contest or the COMAP Mathematical Contest in Modeling. A maximum of three such problems may be credited toward the six required capstone problems. The department strongly recommends that each major complete at least two capstone problems by the end of his/her junior year. Capstone problem credit may also be earned for the oral presentation of the review of an approved scholarly paper in Mathematics. Papers may be chosen from the journals mentioned above as well as from other sources after consultation with a faculty member from the department.

Weekly seminars of the majors and faculty in the department are scheduled to provide information about careers, graduate school, thesis topics, and research areas, as well as to enable each major to make presentations of problem solutions and to make the required presentation on the thesis. All mathematics majors are enrolled in the seminar and will receive a pass/fail grade at the end of the semester.

The Senior Capstone Experience in mathematics is graded as Pass, Fail, or Honors.

COMPUTER SCIENCE COURSE DESCRIPTIONS

CSI 100. Basics of Computing
The course introduces students to a wide range of topics in computer science. The material covered includes such important concepts as algorithms, hardware design, computer organization, system software, language models, programming, artificial intelligence, and social issues of computing. Students will gain a fundamental understanding and proficiency in programming with Java/JavaScript, Hypertext Markup Language (HTML), and Visual Basic. Students will become proficient in the use of 1) e-mail, 2) computer virus protection, 3) File Transfer Protocols, and 4) the following applications of Microsoft Office: MS Excel, MS Word, MS FrontPage, Windows Messenger, and MS PowerPoint.

CSI 201. Computer Science I
The objectives of this course are threefold: (a) to introduce problem-solving methods and algorithmic development; (b) to teach an object-oriented programming language; and c) to teach how to design, code, debug, and document programs in an object oriented environment using techniques of good programming style.

CSI 202. Computer Science II
The objectives of this course are twofold: (a) to study data structures, such as stacks, queues, trees,
dictionaries, tables, and graphs, their efficiency, and their use in solving computational problems; and (b) to gain proficiency in an object-oriented programming language. Exercises in that language will provide an opportunity to design and implement the data structures. **Prerequisite: Computer Science 201 and Mathematics 201 or permission of the instructor.**

**CSI 203. Object Oriented Programming**
This course gives a deep understanding of object-oriented programming, and the design and coding of applications programs using Java. The use of Java for graphics and graphical user interfaces, multi-threading, connectivity with databases and across networks will be covered. Students will be required to design and write a large application for a final course project that incorporates GUIs and a selection of the principles taught. **Prerequisite: Computer Science 202 and Mathematics 201.**

**CSI 240. Discrete Mathematics (cross-listed as MAT 240)**
An introduction to logic, reasoning, and the discrete mathematical structures that are important in computer science. Topics include proposition logic, types of proof, induction and recursion, sets, combinatorics, functions, relations, and graphs.

**CSI 250. Introduction to Computer Organization and Architecture**
Principles of computer organization and architecture are introduced, including interfacing and communication, register and memory organization, digital logic, representation of data, and introduction to assembly language. **Prerequisite: Computer Science 202 and Mathematics 201.**

**CSI 340. Numerical Analysis (cross-listed as MAT 340)**
Solution of equations and systems of equations by iteration and elimination, numerical differentiation and integration, assessment of accuracy, methods of interpolation and extrapolation. **Prerequisite: Mathematics 203 or permission of the instructor.**

**CSI 350. Theory of Computation**
Formal models of computation such as finite state automata, pushdown automata, and Turing machines will be studied along with corresponding formal languages, e.g., regular languages and context-free languages. Uncomputability, including the halting problem, and computational complexity including the classes P and NP and NP-completeness will be studied. **Prerequisite: Computer Science 202 and Computer Science 240.**

**CSI 360. Database Systems**
An introduction to the design and use of databases together with insights into the key issues related to the use of database systems. The course covers the entity-relationship model; the hierarchical, network, and relational data models, and their languages; functional dependencies and normal forms; the use of SQL language, and the design and implementation of relational databases using MS ACCESS and MySQL. **Prerequisite: Computer Science 202 and Computer Science 240, or permission of the instructor.**

**CSI 370. Design and Analysis of Algorithms**
The topic of this course is the design of computer algorithms and techniques for analyzing their efficiency and complexity. Types of algorithms include greedy algorithms, divide and conquer algorithms, dynamic programming, searching and sorting. **Prerequisite: Computer Science 202, Computer Science 240.**

**CSI 380. Organization of Programming Languages**
The objectives of this course are to develop an understanding of the organization of programming languages, to introduce the formal study of specifying and analyzing programming languages, and to continue developing skills in programming and solving problems begun in previous courses. **Prerequisite: Computer Science 202 and Computer Science 240.**
CSI 450. Operating Systems
Introduction to operating systems including tasking, memory management, process scheduling, file systems, protection, and distributed systems. Prerequisite: Computer Science 250.

CSI 460. Artificial Intelligence
Explores the principles and techniques involved in programming computers to do tasks that usually are thought of as requiring intelligence when done by people. State-space and heuristic search techniques, logic and other knowledge representations, and statistical and neural network approaches are applied to problems such as game playing, planning, the understanding of natural language, and computer vision. Prerequisite: Computer Science 202.

CSI 470. Computer Networks
This course covers the principles, structure, and operation of computer networks. Emphasis will be placed on understanding the protocols and mechanisms used in the Internet, and in local and wide-area networks. The student will write application-level programs running on the LINUX or Windows operating systems. Prerequisite: Computer Science 240, Computer Science 250, and a strong background in C++ and Java.

CSI 480. Software Engineering
A capstone course on information management covering the principles and practice of software project specification, design, testing, and production. The course incorporates real-world problems from industry and uses the “Six Sigma” structure and CASE tools for the project management and software development. Prerequisite: Computer Science 203 (or Computer Science 202 with permission of the instructor).

CSI 194, CSI 294, CSI 394, CSI 494. Special Topics in Computing
Study of an area of computer science not covered in other courses. Students are urged to suggest possible topics to the department as their interests and needs develop. Prerequisite: Permission of the instructor.

CSI 190, CSI 290, CSI 390, CSI 490. Internship

CSI 195, CSI 295, CSI 395, CSI 495. On-campus Research

CSI 196, CSI 296, CSI 396, CSI 496. Off-campus Research

CSI 197, CSI 297, CSI 397, CSI 497. Independent Study

CSI SCE. Senior Capstone Experience
The Senior Capstone Experience in Computer Science can take one of two forms:
- a senior thesis and oral presentation on a topic in theoretical computer science; OR
- a senior programming project with a written exposition and oral presentation.

Each major choosing the thesis option will research and write a senior thesis with the supervision of a faculty member and will make an oral presentation on the thesis at a departmental seminar. Each major choosing the thesis option should have a thesis topic selected and approved by the end of his/her junior year. For students with double majors in mathematics and computer science, this thesis may also satisfy the thesis requirement of the Senior Capstone Experience for a major in mathematics.

Each major choosing the programming project option will complete the project with the supervision of a faculty member and will also complete a written exposition and make an oral presentation on the project at a departmental seminar. Each major choosing the programming project option should have a project selected and approved by the end of his/her junior year.
For students with double majors in mathematics and computer science, the senior programming project may be awarded credit for some of the problems to be done as part of the Senior Capstone Experience for a major in mathematics. The Chair will decide the number. Students may also earn credit for problems solved while participating in teams in the annual ACM Programming Contest or the COMAP Mathematical Contest in Modeling.

A maximum of three problems from these alternative sources may be credited toward the six required capstone problems in mathematics.

Weekly seminars of the majors and faculty in the department are scheduled to provide information about careers, graduate school, thesis ideas, and research areas, as well as to enable each major to make the required presentation on the thesis or programming project.

The Senior Capstone Experience in computer science is graded as Pass, Fail, or Honors.
Modern Languages
Division of Humanities

James Martin, Chair (on leave, Spring)
Collin Ashmore
Cristina Casado Presa
Elena Deanda Camacho
Nicole Grewling (on leave, Fall)
Katherine Maynard (on leave, Spring)
Rebeca Moreno Orama
Noriko Narita
Pamela Pears (on leave, Fall)
Shawn Stein
Kaitlin Thomas

The Department of Modern Languages offers majors in French Studies, German Studies, Hispanic Studies, and International Literature and Culture. Our courses prepare students to live and work in the global community of the 21st century by giving them powerful tools for communicating and collaborating with people in the pluralist U.S. and abroad. Our courses have three main goals: 1. to foster critical thinking skills through an awareness of the power of language in its many contexts, 2. to provide linguistic training for students to develop proficiency in a foreign language, and 3. to promote intercultural competence for students to communicate effectively across diverse cultural lines. Our graduates pursue successful careers in most fields, including education, international education, journalism, social services, business, international business, economics, government, law, international law, and applied and theoretical sciences.

COURSES THAT FULFILL THE FOREIGN LANGUAGE REQUIREMENT
The Department offers courses appropriate to majors and minors in French Studies, German Studies, and Hispanic Studies, as well as courses given in English in the field of International Literature and Culture. It also offers language courses in Japanese, and occasionally in Arabic, Italian, Latin, and Portuguese. All language courses may be used to satisfy the foreign language requirement.

ALTERNATIVE LANGUAGE STUDY
After consultation with the chair a student may receive tutorial instruction in a language that is not part of the regular curriculum but for which expertise is available. Students who participate in this program are urged to follow up the year of study with a year abroad in a country where the language is spoken.

COURSES THAT FULFILL THE HUMANITIES DISTRIBUTION REQUIREMENT
Courses in literature and film in the foreign language or International Literature and Culture, given in English, may be used to fulfill the distribution requirement in the Humanities. In some cases, where such action seems appropriate, the department chair may approve the use of foreign language literature courses to fulfill the foreign language requirement. In that case, those courses may not be used in fulfillment of the distribution requirement in Humanities as well.

LANGUAGE PLACEMENT
First-year and transfer students will be placed in the appropriate level language courses based upon the results of a language survey and placement test taken over the summer for all new students. The department strongly recommends that students planning further study of their high school foreign language enroll as early as possible in a course in that language to ensure their continued progress. It counsels students to plan their academic program so as to complete year-long distribution sequences without interruption.
MAJORS IN FRENCH STUDIES/GERMAN STUDIES/HISPANIC STUDIES
To major in either French, German or Hispanic Studies the student must take at least eight courses at the 300 and 400 levels and complete the Senior Capstone Experience. The courses chosen for the major must include:

- Either 301 or 302 (or an equivalent taken abroad).
- Either 303 or 304 in French, 303, 304, or 305 in Spanish or 304 or 305 in German, to be taken on the Washington College campus.
- At least two courses at the 400 level, one of which must be taken during the senior year.

As a general rule, at least four of the courses presented for the major must be taken on the Washington College campus unless otherwise agreed upon by the faculty advisor. Students may count courses given in English under the International Literature and Culture heading toward their major if their written work is done in the foreign language.

The Department requires its majors in a foreign language to complete a semester of overseas study (or a summer program if previously approved by the Department) in the relevant language, and strongly recommends a year-long course of study. As part of their study abroad experience, students must complete a study abroad portfolio to be turned in to the faculty advisor. Through exchanges coordinated by the Global Education Office, Washington College offers many options for study abroad to majors and minors in this department. Students are expected to maintain a 3.0 grade point in order to be eligible for the study abroad experience. Students should consult the faculty when planning their study abroad experience to ensure that the program they choose meets the needs of their major and that they have a well-balanced course of study while abroad, including classes that complement their course of study on campus.

Majors must successfully complete the Senior Capstone Experience, which may consist of a comprehensive examination, a thesis or other project approved by the faculty advisor(s). The Senior Capstone Experience will be graded Pass, Fail or Honors and should be taken during the semester in which the student plans to graduate.

To improve fluency, enrich course work, and further their interest in the customs and cultures they are studying, language students are encouraged to speak the foreign language on a daily basis with the native French, German, and Spanish assistants and the students who reside in the Language Suites. The language assistants are also available to students on a regular basis at informal coffee hours and other meetings of the foreign language clubs throughout the year. All interested students are invited to participate in the cultural activities sponsored by the language clubs, the Language Suites, International House, and the department itself. There are opportunities for language-related internships as well. Interested students are urged to consult the chair or other department faculty.

The Department encourages students to enrich their knowledge of the foreign culture they are studying by taking related courses from other departments, and in some cases, these courses may be counted toward the major. We also recommend that our majors study two years of a second foreign language.

MINORS IN FRENCH STUDIES/GERMAN STUDIES/HISPANIC STUDIES
The Department also offers minors in French Studies, German Studies, and Hispanic Studies. Students who begin a language with 101, 102, or 201 must take a total of six classes in order to obtain the minor. Students who begin with 202 or above must take a total of five classes, at least one of which must be at the 400 level.

TEACHER TRAINING
Students planning to earn certification for secondary school teaching in a foreign language should consult with the Chair of the Department of Modern Languages and with the Chair of the Education Program during their first year or no later than their sophomore year.
FRENCH STUDIES

Katherine Maynard (on leave, Spring)
Pamela Pears (on leave, Fall)

101, 102. Elementary French
Designed for beginning students and aimed at developing skill in listening, speaking, reading, and writing in French. Emphasis on communication through intensive aural/oral practice and awareness of cultural context. Three class meetings and one or two laboratory sessions per week at the discretion of the instructor.

200. Review of Introductory French
This course for high/advanced beginners reviews the material covered in FRS 101 and FRS 102 for those who need a refresher in the basics but have enough experience to progress to more advanced language production. The objective of this course is to expand basic proficiency in the four language skills: speaking, listening, reading and writing, as well as to help students interact with various elements of the culture from different French-speaking countries. FRS 200 is only appropriate for those with no prior French experience at the university level who have had a minimum of 2 years and a maximum of 4 years at the high school level. Three class meetings and one or two laboratory sessions per week at the discretion of the instructor. Prerequisite: By placement exam or departmental approval only.

201, 202. Intermediate French
Continued emphasis on the four basic skills. Intensive aural/oral practice. Review of grammar, expansion of vocabulary, and their application in writing. Development of effective reading strategies in response to both expository and literary texts. Familiarization of the student with French life and the francophone world. Three class meetings and one laboratory session per week. Prerequisite: French 102 or 200 (for 201) or French 201 (for 202), appropriate placement score, or permission of the instructor.

301, 302. Advanced French
A sequence designed to deepen the student’s skills reading, writing, speaking, and listening. Journalistic, cultural, and literary readings about contemporary French life serve to develop the student’s ability to analyze texts and to write clearly and persuasively in varied forms, such as the résumé, analysis, commentary, description, and short narrative. Class discussion aims at stimulating fluent and spontaneous use of spoken French. The course includes instruction in phonetics as a guide to correct pronunciation as well as multimedia cultural activities intended to improve the student’s linguistic and cultural knowledge. The course prepares the student for upper-level literature and civilization courses and for study abroad in a Francophone country. Prerequisite: FRS 202, appropriate placement score, or permission of the instructor. FRS 302 may be taken before FRS 301.

303, 304. Introduction to French and Francophone Literature and Culture
A course designed to help students answer the questions, “How does one talk and write about literature?” and “What does it mean to read and give a reading to a text?” An exploration of selected works representing different genres both in relation to other literary movements and their historical contexts. Prerequisite: French 301 or 302 or permission of the instructor.

311. Contemporary France
Taught in English, this course provides an introductory historical and cultural study of contemporary France. Students will be provided tools for cultural interpretation via critical texts and the analysis of French films and their American remakes; they will then apply them to the cultural history of France. We will explore the impact of World War II, of the student protests of May ‘68, and of women’s emancipation movements. We will examine France’s position in the world—its past as a colonizing nation, its present post-colonial actions, and its multicultural identity enriched by different waves of immigration. We will study the political and economic roles of women, their place in the family, health concerns, and struggles for autonomy through works by women. This course counts toward the French major and minor if the journal entries, mid-term exam, and final paper are written in French.
312. The Contemporary Francophone World
Taught in English, this course provides an introductory historical and cultural study of the contemporary Francophone world. Designed as a survey of the non-European Francophone world, the course will offer for study both literary and cultural documents from the Caribbean, North Africa, Sub-Saharan Africa, and Canada. Initially they will be provided tools for cultural interpretation via critical texts, media analysis (including print and internet sources) and the analysis of Francophone films; they will then apply them to the cultural history of the Francophone world. We will explore French colonization, the process of decolonization, and subsequent independence movements. We will examine social, political, and economic roles of both women and men, changing gender roles, and contemporary divisions of labor. Finally, we will reflect on the political, historical, and sociocultural situations of post-colonial Francophone nations.

411. Love In the Middle Ages
An investigation of the various modes of representation used to define love during the Middle Ages in France. Readings will include Ovid, Andreas Capellanus, the troubadours, Chrétien de Troyes, Marie de France, and the letters of Heloise and Abelard. Prerequisite: French 303, 304 or permission of the instructor.

412. The Renaissance in France
Reading and discussion of works exemplifying the literary achievement of sixteenth-century France and its relation to the spread of printing, voyages of exploration, the rise of Humanism, the Reformation, and the Wars of Religion. Readings include works by Marot, Rabelais, Scève, Louise Labé, du Bellay, Ronsard, Marguerite de Navarre, and Montaigne. Prerequisite: French 303, 304 or permission of the instructor.

413. The “Grand Siècle”
A study of representative works of the “grand siècle,” in which France achieved cultural ascendancy in Europe. Exploration of the development of classicism and its relation to the emergence of a centralized, autocratic régime. Readings will include dramatic works by Corneille, Racine, and Molière and selected non-dramatic writings: the poetry of La Fontaine, Madame de Lafayette’s La Princesse de Clèves, and selected writings of Descartes, Pascal, and La Bruyère. Prerequisite: French 303, 304 or permission of the instructor.

414. Les Lumières
A study of letters and the history of ideas from the Regency to the Revolution, with emphasis on the philosopher’s use of literature as a weapon to further their rationalistic, humanitarian ideas. The Pre-Romantic reaction to the Age of Reason as manifested in writing and painting. Readings include works by Prévost, Voltaire, Diderot, Rousseau, Beaumarchais, Bernardin de Saint-Pierre, and de Staël. Prerequisite: French 303, 304 or permission of the instructor.

415. Nineteenth-Century France: Romantics, Realists, Symbolists
An exploration of the nature of the different grands récits that shape this century and of how they relate to problems of colonialism, aestheticism, industrialization, class structures, feminism, publishing, and criticism. Examines as well the effects of the crise du roman. Prerequisite: French 303, 304 or permission of the instructor.

416. French and Francophone Poetry
An examination of major trends in French poetry from Romanticism to the present, this course is designed to increase the student’s awareness of and appreciation for poetry by close reading and explication in class of representative poems. Special attention will be paid to poetic forms and devices. Prerequisite: French 303, 304 or permission of the instructor.

417. Twentieth Century Evolutions and Revolutions: 1900-1945
Evolutions and revolutions in French literature in their necessary relation to other artistic, social, philosophical, and psychoanalytical developments, criticism, the impact of the two World Wars and the interwar period. Emphasis on narrative and genre. Readings will include works by Apollinaire, Barthes, Colette, Proust, Sartre, and Surrealist writers. Prerequisite: French 303, 304 or permission of the instructor.
418. Post-World War II France
What are the voices of the post-war period, feminism, and anticolonialism? What is the nature of identity and nationalism? What was the impact of the Algerian War and Mai 68? What is the nouveau roman? Who are some of the critics that have helped shape the visions of this century? Readings will be drawn from works by Beauvoir, Beckett, Césaire, Cixous, Duras, Fanon, Foucault, Ionesco, and Robbe-Grillet. Prerequisite: French 303, 304 or permission of the instructor.

419. Studies in Francophone Literature and Culture
This course will present the student with a number of aesthetic, cultural, historical, and political issues relevant to francophone literature. The particular national or regional focus will vary. Prerequisite: French 303, 304 or permission of the instructor.

451, 452. Senior Reading
The intensive study of an author or literary genre. Open to seniors; others by permission.

194, 294, 394, 494. Special Topics in French Studies
The intensive study of a selected author, movement, genre, or theme. Prerequisite: French 303, 304 or permission of the instructor for 394 and 494.

190, 290, 390, 490. Internship

195, 295, 395, 495. On-campus Research

196, 296, 396, 496. Off-campus Research

197, 297, 397, 497. Independent Study

SCE. Senior Capstone Experience in French Studies
The senior capstone is required for graduation and is devoted to the completion of a thesis or other project or to preparation for a comprehensive examination in the field of French Studies. Senior French Studies majors register for this course in the last semester in which they have full-time status at the College. While much of the work is done by each student independently in consultation with a faculty advisor, there are occasional group meetings in which those students writing theses or developing other projects report on the progress of their work and in which students preparing for the comprehensive examination discuss the texts and other materials they are studying. All students will give a formal oral presentation in the target language before their peers and the faculty at the end of the semester. Thesis students will present their research. Students who are taking the comprehensive examination will choose a topic for their presentation in consultation with the faculty advisor. The Senior Capstone Experience will be graded Pass, Fail or Honors.

GERMAN STUDIES
Nicole Grewling (on leave, Fall)
James Martin (on leave, Spring)

101, 102. Elementary German
Designed to develop basic proficiency in aural comprehension, speaking, reading, and writing. Authentic cultural materials (videos, slides, and cassettes) and computer-aided instruction enrich the student’s knowledge and understanding of German-speaking countries. A native German-speaking assistant serves as tutor for the course. Three class meetings and one or two laboratory sessions per week at the discretion of the instructor.

201, 202. Intermediate German
Review and intensified practice of language skills. German literary texts, newspapers, magazines, and television shows provide the basis for discussion of a wide range of contemporary social, political,
and cultural topics. Class projects allow students to explore issues of their particular interest. A native German-speaking assistant serves as tutor for the course. Three class meetings and one laboratory session per week. Prerequisite: German 102 (for 201), German 201 (for 202), appropriate placement score, or permission of the instructor.

301, 302. Advanced German Proficiency
Students enhance their language skills and build their vocabulary through instructional units involving contemporary texts and literature. Topics include: “The Modernization of the Märchen, “ “German Perception of America through American Film, “ “Contemporary Short Stories by Women,” “ Der kleine Vampir, a Children’s Book. “ Texts and assignments are chosen to fit the particular needs, interests and proficiency level of students. Multi-media classroom instruction includes use of video, cds and the Internet. Prerequisite: German 202 or permission of the instructor. German 302 may be taken before German 301.

304. German Civilization
A survey of German history, politics, and art from their beginnings to the present with special emphasis on the nineteenth and twentieth centuries. In addition, this course will focus on a close study of the geography and social structures of German-speaking countries. Use will be made of authentic sources. Students will continue to develop language skills, especially reading strategies and vocabulary building. Prerequisite: German 202 or permission of the instructor.

305. Introduction to German Literature
This course provides students with the analytic tools that will facilitate the reading and interpretation of German literature. Specific artistic accomplishments are discussed against the background of historical and social contexts. Brief selections reach from the writings of Martin Luther to works by contemporary women. Particular emphasis will be placed on authors of the twentieth century. Students will continue to develop language skills, especially reading strategies and vocabulary building. Prerequisite: German 202 or permission of the instructor.

313, 314. Berlin – Symphony of a Great City. History, Culture and Identity in Germany’s Metropolis
The course provides an overview of the cultural, sociological, political, and historical significance of Berlin. It presents a survey of its history and culture over the past century, examining how Berlin has come to stand as a symbol of the development of Germany as a whole. Discussion of selected (fictional and nonfictional) texts from specific moments in Berlin’s history. Course may be taught in English or German. Prerequisite: None if taught in English (313); GRS 301 or GRS 302 if taught in German (314).

315, 316. Minorities in Germany: Reading at the Margins
The course provides an overview of the historical background to situate minorities in contemporary Germany, focusing on cultural productions (fictional, non-fictional texts, films) that contribute to the discussion about the situation of minorities in postwar Germany. We examine works that address minorities and their particular circumstances such as guest workers, the Turkish community, Black Germans, Jews, Muslims, Aussiedler, Russian immigrants. Course may be taught in English or German. Prerequisite: None if taught in English (315); GRS 301 or GRS 302 if taught in German (316).

411. The Classical Age
Largely prevented from taking an active political role in the society of their day, late eighteenth-century German authors and intellectuals began what amounted to an artistic revolution—a revolution in thought and expression whose effects are still felt today. Focusing on key works by Kant, Goethe, Schiller, Mozart, Beethoven, and others, this course explores and critiques central concerns of the German Classical Age (e.g., enlightenment, tolerance, harmony, human perfectibility, progress, etc.)

412. Romantic Germany
Set against the backdrop of French/European revolution, German Romantic thought manifested two distinct but related modes. On the one hand, many romantics broke with traditional commonplaces about art, nature, and humanity, embracing forms of philosophical idealism, pantheism, and
“Romantic Irony.” On the other hand, however, a number of artists and intellectuals also longed for a return to the past—to an “organic” society in which divisive religious and political conflicts were as yet unknown. The course examines these and related trends as manifested in the literature, philosophy, painting, and music of the era.

413. The Birth of Modern Germany
In many respects, modern German history may be said to have begun with the failed bourgeois revolution of 1848. With the shattering of its democratic hopes, the German middle class largely turned away from political concerns, focusing instead on the pleasures of family life, the private accumulation of wealth, and the advancement of science and industry. At the same time, the German bourgeoisie also came to accept the autocratic state authority with which it would ever afterwards be associated. This course traces the often ambivalent artistic responses to German “modernity,” focusing on figures such as Fontane, Hauptmann, Nietzsche, Wagner, and Rilke, and the movements with which they are associated (Realism, Naturalism, Symbolism, and Expressionism.)

417. Democratic and Totalitarian Germany
Few eras continue to fascinate as do those of Germany’s Weimar Republic (1918-1933) and Third Reich (1933-1945). In the former, we find a fragile new democracy characterized at once by anxiety, inflation, and the destruction of values, as well as an explosion of creative energies in literature, film, music, the visual arts, and architecture. In the latter, by contrast, Germany’s “Golden Twenties” come crashing to a halt; post-war anxieties, uncertainties, and freedoms are exchanged for the reactionary nationalism of Adolf Hitler and the Nazi Party. Drawing on key cultural artifacts from the periods in question, this course considers the troubled relationship between democracy and totalitarianism in German history. The course then concludes with an analysis of the divided Germany as it developed after 1945.

418. The Culture of the Open Society
With the construction of the Berlin Wall in 1961, Germany’s permanent separation seemed assured. In the east, the German Democratic Republic sought to realize a socialist state founded upon the principles of Marxism-Leninism. In the west, the Federal Republic of Germany embraced the model of a capitalist and politically “open” (pluralistic) society. This seminar focuses on the trials and triumphs of the latter, tracing social, cultural, and political developments from 1961 to the present. Topics of discussion will include Germany’s “economic miracle” and “affluent society,” the social market economy, student, peace, and women’s movements, terrorism, and German Reunification.

194, 294, 394, 494. Special Topics in German Studies
The intensive study of a selected author, movement, genre, or theme in German culture studies.

190, 290, 390, 490. Internship

195, 295, 395, 495. On-campus Research

196, 296, 396, 496. Off-campus Research

197, 297, 397, 497. Independent Study

SCE. Senior Capstone Experience in German Studies
The senior capstone is required for graduation and is devoted to the completion of a thesis or other project or to preparation for a comprehensive examination in the field of German Studies. Senior German Studies majors register for this course in the last semester in which they have full-time status at the College. While much of the work is done by each student independently in consultation with a faculty advisor, there are occasional group meetings in which those students writing theses or developing other projects report on the progress of their work and in which students preparing for the comprehensive examination discuss the texts and other materials they are studying. All students will give a formal oral presentation in the target language before their peers and the faculty at the end of the semester. Thesis students will present their research. Students who are taking the comprehensive
examination will choose a topic for their presentation in consultation with the faculty advisor. The Senior Capstone Experience will be graded Pass, Fail or Honors.

After consultation with the faculty in the German Program, students can take up to two 300- or 400-level courses from outside the German Program for credit toward a major, one such course toward a minor, in German studies if these courses contain substantial work done in German under the supervision of the German faculty. The following courses are recommended. This list is not exclusive.

- ART 315. Northern Renaissance and Baroque Art
- ECN 410. International Economics
- HIS 354. Renaissance and Reformation
- HIS 360. Twentieth Century Germany
- HIS 362. Europe Since 1945
- MUS 308. Classic Music
- MUS 312. Romantic Music
- PHL 414. The Philosophy of Marxism
- POL 315. Comparative Government Western Europe

**HISPANIC STUDIES**

- Collin Ashmore
- Cristina Casado Presa
- Elena Deanda Camacho
- Shawn Stein
- Rebeca Moreno Orama
- Kaitlin Thomas

101, 102. Elementary Spanish
Designed to develop basic proficiency in aural comprehension, speaking, reading, and writing. A native Spanish-speaking assistant serves as tutor for the course. Three class meetings and one or two laboratory sessions per week at the discretion of the instructor.

200. Review of Introductory Spanish
A review of the material covered in HPS 101 and HPS 102 for those who need a refresher in the basics but have enough experience to progress to more advanced language production. The objective of this course is to expand basic proficiency in the four language skills: speaking, listening, reading and writing, as well as to help students interact with various elements of the culture from different Spanish speaking countries. HPS 200 is only appropriate for those with no prior Spanish experience at the university level who have had a minimum of 2 years and a maximum of 3 years at the high school level. Students who have completed HPS 101, HPS 102, or HPS 201 may not take this course. Three class meetings and one laboratory session per week. *Prerequisite: Appropriate placement score, or permission of the instructor.*

201, 202. Intermediate Spanish
Review and intensified practice of language skills. Readings cover a wide range of topics in Spanish and Spanish American culture and literature. A native Spanish-speaking assistant serves as tutor for the course. Three class meetings and one laboratory session per week. *Prerequisite: HPS 102, 200, appropriate placement score, or permission of the instructor for HPS 201; HPS 201, appropriate placement score, or permission of the instructor for HPS 202.*

301. Advanced Spanish Proficiency I
A course designed to improve reading and writing skills and to augment vocabulary through the use of literary and cultural texts, including film. Spanish grammar is thoroughly reviewed with emphasis on those elements of the structure of Spanish that are often the most troubling to non-native learners. *Prerequisite: HPS 202, appropriate placement score, or permission of the instructor.*
302. Advanced Spanish Proficiency II
This course is designed especially to improve speaking and listening comprehension skills, again through the use of cultural and literary materials, including film. Emphasis will continue to be placed on vocabulary building and the review of Spanish grammar. Prerequisite: HPS 202, appropriate placement score, or the permission of the Instructor. HPS 302 may be taken before HPS 301.

303. Introduction to the Literature and Culture of Latin America
An introduction to the literature of Latin America. This course provides students with the analytic tools that will facilitate the reading and interpretation of the literature of various Latin American countries and their representative authors. The course includes works of poetry, drama, short story, novel and film. Prerequisite: HPS 301 or 302 or permission of the instructor.

304. Introduction to the Literature and Culture of Spain
An introduction to Spanish literature. This course provides students with the analytic tools that will facilitate the reading and interpretation of the literature of Spain and its representative authors. The course includes works of poetry, drama, short story, novel, and film. Prerequisite: HPS 301 or 302 or permission of the instructor.

305. Introduction to the Literature of Spain and Latin America
An introduction to Spanish and Latin American literature. This course provides students with the analytic tools that will facilitate the reading and interpretation of the literature of Spain and Latin America and their representative authors. The course includes poetry, drama, short story, novel, and essay. This class combines key texts from HPS 303 and 304 and prepares HPS majors for the Senior Capstone Experience. Prerequisite: HPS 301 or 302 or permission of the instructor.

307. Spanish for International Business
Designed to give students a foundation in the vocabulary of business and international trade and in the expression of basic business concepts in Spanish. Practice in presenting oral reports on business and cultural topics, in reading business reports and other texts of a cultural nature, and in writing various kinds of business correspondence, including résumés, memos, and letters. All materials are presented within a cultural context intended to expand the students’ knowledge and understanding of the manners and mores of Spain and the Spanish-speaking republics of Latin America, as well as of demographic, geographic, and other data related to those nations. Prerequisite: HPS 301 or 302 or permission of the instructor.

194, 294, 394, 494. Special Topics in Hispanic Studies
The intensive study of a selected author, movement, genre, or theme in literature or film or a study of the culture of a particular period, region, or nation. Prerequisite: HPS 303, 304 or 305, or permission of the instructor.

401. The Civilization of Spain
The course begins with a look at the geography of Spain, followed by a study of the early cultures that contributed to the formation of Spanish character and civilization. It continues with the study of the evolution of Spain’s civilization from the Middle Ages up to the present time. A major emphasis is on contemporary Spanish society, its institutions and forms of cultural expression. Prerequisite: HPS 303, 304 or 305, or permission of the instructor.

402. The Civilization of Spanish America
The course begins with consideration of the geography of the Spanish-speaking republics from Mexico through Central and South America and the Caribbean. It moves then to the study of the major pre-contact indigenous cultures (the Mayas, the Aztecs, and the Incas), continuing with the Spanish conquest and a study of colonial society and culture. It then moves to the struggle for independence from Spain and cultural developments in the 19th and 20th centuries. A major emphasis of the course is on general characteristics of Spanish American society, its institutions and forms of cultural expression in the contemporary period. Prerequisite: HPS 303, 304 or 305, or permission of the instructor.
410. History of Spanish
A study of the evolution (phonological, morphological, semantic and syntactic of spoken Latin into Castilian through the reading and analysis of medieval texts. The class will also consider the major historical events (social and political that contributed to the formation of modern Spanish. Prerequisite: HPS 301 or 302, or permission of the instructor.

415. Studies in Early Modern Spanish Literature
Spanning the medieval era to the XVIII century, this course focuses on selective works of history, essay, poetry, prose, and theatre that are representative of literary periods such as Medieval, Golden Age, Baroque, and/or the Enlightenment. This class emphasizes close reading as well as contextual analysis, considering the major historical, social and political events that contributed to each period formation. Prerequisite: HPS 303, 304 or 305, or permission of the instructor.

416. Studies in Colonial Latin American Literature
Spanning the pre-hispanic era to the XVIII century, this course focuses on selective works of history, essay, poetry, prose, and theatre that are representative of periods like Pre-Hispanic literature, Colonial Baroque, and/or the Enlightenment. This class emphasizes close reading as well as contextual analysis, considering the major historical, social and political events that contributed to each period formation. Prerequisite: HPS 303, 304 or 305, or permission of the instructor.

418. Narratives of Mexico
An examination of modern Mexican society through representative works of cultural production, this course aims to enhance students’ understanding of Mexican literature, film, art, history and politics, by focusing on critical analysis of narrative forms that derive from a wide range of aesthetic and ideological approaches, including the idea of Mexico, imagined communities, national consciousness, representations of stereotypes, border culture and migration, democracy, human rights, justice (environmental and social), the Mexican Revolution, free trade, the Zapatista Rebellion, and violence (gender-based and narco). Successful completion of this course will enhance proficiency in technical vocabulary for writing and speaking about cultural analysis. Prerequisite: HPS 303, 304 or 305, or permission of the instructor.

419. Weapons, Words, Images: Perspectives on the Spanish Civil War
Few events on the 20th century have ignited the imagination, caused ideological discussions, inspired historical studies and shaken more passions inside and outside Spain than the Spanish Civil War (1936-1939). This course analyzes this conflict in depth and shows how the Civil War has been and continues to be the center of an extraordinary cultural energy and a center of reflection in popular culture, art, literature, politics and the society of Spain today. Prerequisite: HPS 303, 304 or 305, or permission of the instructor.

420. I Am No Angel: Post-Franco Literature Written by Women
Literary representations throughout the centuries reflect the belief that the aspirations of the Spanish woman must be subordinated to the roles of mother, saint, virgin...the prudente. This course explores representative literary works written by women after General Franco’s death. In this moment of political change, a significant tendency is the emergent depiction of female characters that show a clear self-consciousness and express fully their thoughts, emotions and desires. Throughout the course we will examine poems, short stories and plays that allow us to consider the possibility of the production of new ideologies at a moment in which new models of “la mujer española” coexist and come into conflict with the old ones. Prerequisite: HPS 303, 304 or 305, or permission of the instructor.

190, 290, 390, 490. Internship

195, 295, 395, 495. On-campus Research

196, 296, 396, 496. Off-campus Research
197, 297, 397, 497. Independent Study

**SCE. Senior Capstone Experience in Hispanic Studies**
The senior capstone is required for graduation and is devoted to the completion of a thesis or other project or to preparation for a comprehensive examination in the field of Hispanic Studies. Senior Hispanic Studies majors register for this course in the last semester in which they have full-time status at the College. While much of the work is done by each student independently in consultation with a faculty advisor, there are occasional group meetings in which those students writing theses or developing other projects report on the progress of their work and in which students preparing for the comprehensive examination discuss the texts and other materials they are studying. All students will give a formal oral presentation in the target language before their peers and the faculty at the end of the semester. Thesis students will present their research. Students who are taking the comprehensive examination will choose a topic for their presentation in consultation with the faculty advisor. The Senior Capstone Experience will be graded Pass, Fail or Honors.

**OTHER COURSES**

**ELL 101 English for Academic Purposes I**
This two-credit course is intended for non-native speakers of English who have attained the minimum English language proficiency required for admission to Washington College. The focus is on English grammar and vocabulary as well as intensive practice of the four skills (speaking, listening, reading, and writing) as they relate to coursework and classroom interactions. The course also introduces students to the demands and conventions of American academic culture. The class meets three times a week: two fifty-minute sessions and one forty-five minute lab session. Lab sessions allow for more focused work on the needs of individual students. Permission of the department chair or the Provost’s Office required.

**FLS 101, 102. Elementary Language Study (Tutorial)**
Students may enroll in this course to study a language that is not part of the regular curriculum of the Department of Modern Languages. Permission to study the language under this independent study/tutorial arrangement depends upon the availability of an appropriate tutor for the language requested. Students who study a language in this program are strongly urged to follow up such study by participating in at least one semester of study abroad in a country where the language is spoken. Permission of department chair required.

**FLS 200. Introduction to Language**
This course will introduce the student to the study of linguistics. Concepts of both historical and descriptive linguistics are included. Some of the areas of study are: linguistic history and methodology, language origin, language and society, language structure, dialects and language families. The course is open to all students.

**FLS 194, 294, 394, 494. Special Topics in Foreign Language Studies**

**FLS 400. Romance Linguistics**
A comparative overview of the Romance language family. Topics include the evolution, variation, and structural characteristics of these languages. Also considered are the sociopolitical factors favoring the linguistic autonomy accorded to some languages but not to others. Taught in English. Prerequisites: 300-level HPS or FRS, Italian 201 or permission of the instructor. Not currently offered.

**FLS 490. Foreign Language Internship**
Designed to provide students with pre-professional experience in fields in which their language proficiency is an essential asset. The specific internship experiences will vary. They include placement of Hispanic Studies students with public health and social service agencies, as well as in the local school systems as instructional aids with ESOL students. Interested students should consult the department chair.
ARA 101, 102. Elementary Arabic I and II
An introduction to Arabic, this course offers an integrated approach to basic language skills: listening, speaking, reading, and writing. The class meets three days per week, and class work is supplemented by one or two weekly laboratory sessions, at the discretion of the instructor. The course is accompanied by a continuous video narrative that is presented as the basic text and the context for new grammatical concepts. Not currently offered.

CHN 101, 102. Elementary Chinese
An introduction to Mandarin Chinese, this course offers an integrated approach to basic language skills: listening, speaking, reading, and writing. Class work is supplemented by laboratory periods that include practice with language tapes and video tapes. Discussion of a graded series of cultural topics promotes students understanding of Chinese life and society and aids language learning. Three class meetings and one or two laboratory sessions per week at the discretion of the instructor. Not currently offered.

CHN 201, 202. Intermediate Chinese
This course will review and build upon language skills acquired in the introductory course to Mandarin Chinese. It offers an integrated approach to basic language skills: listening, speaking, reading, and writing. The class will meet three days per week, plus a laboratory period. The laboratory includes practice with audio- and videotapes. Graded readings on topics related to Chinese life and society serve as an aid to language learning and provide an introduction to Chinese culture. Prerequisite: Chinese 102 or the equivalent. Not currently offered.

ITA 101, 102. Elementary Italian
Designed for beginning students and aimed at developing skills in listening comprehension, speaking, reading and writing Italian. Emphasis on communication through intensive aural/oral practice, basic composition, and awareness of cultural context. Three class meetings and one or two laboratory sessions per week at the discretion of the instructor. Not currently offered.

ITA 201, 202. Intermediate Italian
Continued emphasis on the four basic skills. Intensive aural/oral practice. Review and continued study of grammar, expansion of vocabulary, and their application to writing. Readings devoted to a wide range of topics in Italian culture. Class discussion of contemporary issues and cultural topics. Class meets three days per week with one additional laboratory session. Not currently offered.

JPN 101, 102. Elementary Japanese
The course aims at the acquisition of communicative competence in the four basic language skills—listening comprehension, speaking, reading and writing in contemporary Japanese. The emphasis is on thorough mastery of the basic structures of Japanese through student-centered, aural/oral exercises and practice, and on an introduction to Japanese culture. Three class meetings per week, plus one or two drill sessions at the discretion of the instructor.

JPN 201, 202. Intermediate Japanese
The course aims at further development in communicative competence in the four basic language skills—listening comprehension, speaking, reading and writing in contemporary Japanese. The emphasis is again on thorough mastery of basic structures of Japanese through student-centered aural/oral exercises. Continued practice in reading and writing Japanese in a cultural context. Three class meetings per week, plus one or two drill sessions at the discretion of the instructor.

POR 101, 102. Elementary Portuguese
Designed for beginning students and aimed at developing skill in listening comprehension, speaking, reading and writing Brazilian Portuguese. Emphasis on communication through intensive aural/oral practice, basic composition, and awareness of cultural context. Three class meetings and one or two laboratory sessions per week at the discretion of the instructor.
Music
Division of Humanities

Kenneth Schweitzer, Chair
Thomas Anthony
Douglas Brandt Byerly
Phyllis Crossen-Richardson
Davy DeArmond
Chris Dudley
Mindy Heinsohn
Lori Kesner
Grace Eun Hae Kim
John Leupold
Jonathan McCollum
Kimberly McCollum
Matt Palmer
Daniel Shomper
Keith Wharton

From the time of the ancient Greeks, music has been an integral part of civilization. In the medieval university, with arithmetic, geometry, and astronomy, it formed the quadrivium, the upper division of the seven liberal arts. Further, music held an important position in the philosophy and theology of the age. Music has been indispensable to cultures through the centuries, and its intellectual and artistic possibilities have proved to be limitless.

Liberal arts students have traditionally studied music through its history and literature, its theoretical aspects, and its performance. The music department at Washington College is committed to assisting both students who expect to study music in preparation for a professional career, as well as those who wish to pursue music as an interest or avocation. Music majors are expected to acquire a thorough grounding in history and literature, in theory, and in performance, as well as the ability to apply this knowledge creatively. The course offerings provide solid preparation for lifelong study and for the making and teaching of music.

All students pursuing the study of music in a liberal arts setting, regardless of intended major or future career, are given opportunities to explore music and to develop their individual musical talents through a selection of classroom experiences, private lessons, and ensemble offerings.

FIRST-YEAR/SOPHOMORE REQUIREMENTS
A student planning to major in music should have completed MUS 131 and 132, and two courses selected from 203, 204, and 205 before the junior year. In addition, the prospective music major should arrange to study applied music and to participate in performance groups during the first two years at Washington College.

MAJOR REQUIREMENTS
In addition to the courses listed under first-year/sophomore requirements, all music majors must also take MUS 231 and 232; one course selected from 313, 314, and 327; and two additional four-credit courses in music (except MUS 100). Music majors must declare a primary instrument or voice for study, and must complete four semesters of applied music in their declared area (eight semesters are recommended). Majors whose declared area is not piano must satisfy a “piano proficiency requirement” by passing the piano proficiency exam (offered once a semester) or completing 2 years of applied piano and/or class piano. All majors must participate in those performance ensembles for which they are qualified. Music majors are also required to perform as a soloist in a student recital at least once during the junior or senior year. In addition, majors must attend and participate in department-designated performances and events. In this regard, the department faculty reserves the right to assign majors to
specific tasks and responsibilities. If a student intends to pursue graduate work in music, the department strongly recommends studying two years of German or French, in that order of preference.

**SENIOR CAPSTONE EXPERIENCE**
The Senior Capstone Experience in music may be fulfilled by writing an extensive research paper or an extended composition; by presenting a research paper in conjunction with a lecture recital; by performing an hour-long solo recital; or by combining a half recital with a research paper. Students may pursue an alternate Senior Capstone Experience project with the approval of the department chair. Students who double major are encouraged to explore a project that satisfies both majors. The SCE will be accorded Pass, Fail, or Honors, and, upon successfully completing it, the student will receive four credits.

**MINOR REQUIREMENTS**
For the music minor, students are required to take MUS 131, 132, and twenty additional credits selected in music, including history, ethnomusicology, theory, applied music, and ensembles. In addition, minors must attend and participate in department-designated performances and events.

**DISTRIBUTION REQUIREMENT**
To fulfill the Quantitative component of the Natural Sciences and Quantitative distribution requirement, students may complete two consecutive courses in the music theory sequence (MUS 131, 132, 231, 232). If the student chooses to take two Natural Science courses, then any one course in music theory (MUS 131, 132, 231, 232) may be used to satisfy the Quantitative component.

To fulfill the Humanities and Fine Arts distribution requirement with two Fine Arts courses and one Humanities course, students may complete eight credits of Music courses (except MUS 131, 132, 231 or 232). This includes any combination of applied music (private instruction) and musical ensembles. To fulfill the Humanities and Fine Arts distribution requirement with one Fine Arts course, students may complete any four credits of Music courses (except MUS 131, 132, 231 or 232) along with two Humanities courses.

**APPLIED MUSIC**
Instruction in applied music solves technical problems, develops knowledge of the literature, and teaches performance techniques. Each course consists of a weekly 30-minute individual lesson and is open to all students. One hour of daily practice per half-hour lesson is expected. All courses in applied music are two credits. There is an additional fee of $350 for each 200-level applied music course. Music majors are exempted from paying this fee.

251. Voice  
253. Piano  
255. Woodwinds  
257. Guitar/Lute  
259. Brass  
261. Strings  
263. Percussion/Drums  
265. Composition

400-level applied music courses are intended for advanced students, and may require auditions. They are open to all qualified students. Each course consists of a weekly 60-minute individual lesson. One to two hours of daily practice per hour lesson is expected. For non-majors, there is an additional fee of $700 for each 400-level applied music course. The fee for Music majors is $350.

451. Advanced Voice  
453. Advanced Piano  
455. Advanced Woodwinds  
457. Advanced Guitar/Lute
459. Advanced Brass
461. Advanced Strings
463. Advanced Percussion/Drums
465. Advanced Composition

**MUSIC ENSEMBLES**

Music ensembles are one credit. Eight credits count toward the 128 required for graduation.

277. **Washington College Symphonic Band**
The Symphonic Band studies and performs concert band and wind ensemble music from various musical periods. Membership is open to qualified students.

281. **Washington College Jazz Ensemble**
The Jazz Ensemble presents programs each semester and plays at various College functions throughout the year. Membership is open to qualified students.

283. **Washington College Chorus**
The College Chorus performs music from all principal style periods. Membership is open to all students.

285. **Washington College Early Music Consort**
The Early Music Consort is an instrumental ensemble that performs music from the Middle Ages, Renaissance, and Baroque eras on period instruments. Membership is open to qualified students.

291. **Washington College String Orchestra**
The String Orchestra studies and performs orchestral music from various musical periods. Membership is open to qualified students.

295. **Washington College Afro-Cuban Ensemble**
The ensemble focuses primarily on the Cuban drum and song traditions associated with rumba and Santeria. Musical literacy is not a requirement; instead, rhythms and melodies will be transmitted via the oral traditions that are prevalent in Cuba. Membership is open to all students.

475. **Washington College Jazz Combo**
The Washington College Jazz Combo allows advanced jazz students to perform various styles of jazz literature, including standards, original compositions and arrangements. Ample opportunity is given for improvisation. The Combo presents programs each semester and performs at various College functions throughout the year. The ensemble is open to students through auditions, which take place at the beginning of each semester.

479. **Washington College Chamber Singers**
Chamber Singers perform music from all principal periods and performs both on and off campus. The ensemble is open to students through auditions, which take place at the beginning of each semester.

487. **Chamber Ensembles**
Various woodwind, brass, and string ensembles (duets, trios, quartets, quintets) perform in recitals throughout the year. The ensembles are open to students through auditions, which take place at the beginning of each semester.

**COURSE DESCRIPTIONS**

**MUSIC HISTORY/LITERATURE AND MUSIC THEORY**

100. **Introduction to Music**
An introduction to music, including the study of notation, the basic elements of music theory, terminology, instrumentation, form, and the basic style periods. Representative works will be examined, and the aesthetics of music will be considered. Intended for students with little or no background in music.
104. Introduction to World Music and Ethnomusicology
An introduction to music of the world, including popular, folk, religious and classical traditions. Explores the way ethnomusicologists organize and analyze knowledge about the world, while investigating the ways music acquires meaning in performances that are socially, historically, and culturally situated.

131, 132. Music Theory 1 & Music Theory 2
A study of the elements of diatonic harmony—chord structures and functions—through part-writing exercises. Aural and keyboard training, score analysis, and composition of small pieces. Recommended for participants in performance groups. Music 131 is prerequisite to 132. (Students who have a strong background in theory may take an examination to receive advanced standing and exemption from this prerequisite.)

135. Class Piano I
Class Piano I introduces the art of piano playing through establishing fundamentals in proper piano technique and facility. Simplified classical and popular literature will be taught in conjunction with fundamental music theory, technique, rhythmic exercises, and sight-reading. It is a prerequisite course for those students wishing to take applied music piano lessons, but have no prior experience with the piano instrument.

203. History of Western Music: Ancient to Baroque
An examination of music in Western culture from its roots in ancient Greece to 1750. This course covers the Ancient, Medieval, Renaissance, and Baroque periods of music history. Areas of focus include the transformation of musical language and form, notions of musical creativity, music and politics, and the sociology of listening. These themes will be explored through close readings and analyses of significant musical, literary and philosophical works. This course requires that students have an advanced knowledge in reading and writing music.

204. History of Western Music: Classical to Romantic
An examination of music in Western culture from the end of the Classical to the Romantic periods. Areas of focus include the transformation of musical language and form, notions of musical creativity, music and politics, and the sociology of listening. These themes will be explored through close readings and analyses of significant musical, literary and philosophical works. This course requires that students have an advanced knowledge in reading and writing music.

205. History of Western Music: Music since 1900
An examination of music in Western culture since 1900. This course covers Impressionism, Modalism, Expressionism, Free Atonality, Modernism, Neoclassicism, Nationalism, Minimalism, and Postmodernism. Areas of focus include the transformation of musical language and form, notions of musical creativity, music and politics, and the sociology of listening. These themes will be explored through close readings and analyses of significant musical, literary and philosophical works. This course requires that students have an advanced knowledge in reading and writing music.

231, 232. Music Theory 3 and Music Theory 4
Advanced work in diatonic harmony. Chromatic harmony and elements of atonality; serial procedures. Analysis of an extended tonal work; original composition. Prerequisite: Music 132.

233. Conducting
A study of basic conducting skills, score reading, rehearsal techniques, and the elements of arranging. Prerequisite: Music 132 or permission of the instructor.

303. American Music
A study of music in the colonies and the United States from the various editions of the Bay Psalm Book to the music of the present.
304. Opera
Opera from the Florentine era to the present. The elements that comprise opera are studied, and representative works are analyzed. Students attend performances at the Washington National Opera as part of their study in the course.

305. History of Jazz
An exploration of jazz from its roots and musical components to its status in 21st-century culture.

310. Music and Gender
An examination of the role of gender in music, including the effect of gender on music history, analysis, and performance. Topics will include the lives and musical accomplishments of selected musicians, and the impact of social and cultural conditions affecting those musicians.

311. Mozart’s Operas
This course will examine eight of Mozart’s operas, from *Mitridate, rè di Ponto*, composed when he was fourteen, to *La clemenza di Tito* and *Die Zauberflöte*, written a few months before his death. The works will be examined for musical and dramatic content, as well as for what they say about society, politics, and sexuality. In addition, such topics as Mozart’s interest in freemasonry and its effect on some of his works will be studied.

312. Music in the Romantic Period
A study of the principal styles, forms, and composers of the Romantic period (ca. 1820 to ca. 1900).

313. Ethnomusicology in Latin America
Students will be introduced to ethnomusicological theory and method, while focusing on the musical practices of South and Central America and the Caribbean. Folk, ritual, popular, and art/classical traditions will be examined in the contexts of cultural issues such as belief systems, politics, aesthetics, and identity.

314. Music of Asia
Using selected musical areas from Asia, this course introduces and reinforces the basic concepts of ethnomusicology and trains students to develop listening and musicological analytical skills. We will examine folk, ritual, popular, and art/classical traditions in the contexts of cultural issues, such as belief systems, politics, aesthetics, and identity.

327. Music, Ritual and Early Christianity
Using music, ritual, and liturgical analyses, this course investigates the historical, social, political, and intellectual circumstances that led to the eventual success of Christianity as a major religion of the world. Examples are drawn from Eastern Orthodoxy and Catholicism.

328. The Symphony in Context: History and Development
This course traces the history and development of the symphony from its roots in music of the late Baroque, its development in the Classical and Romantic periods, and its interpretations during the twentieth century. Using symphonic literature and readings as sources for analyses, this course examines both the musical innovations and social contexts of key composers and style periods.

330. Counterpoint
Study of two great periods of contrapuntal music: sixteenth-century vocal music and eighteenth-century instrumental music. Exercises and composition in two and three voices; analysis of contrapuntal works.

331. Analytical Technique
A study of the principles of musical organization through analysis of compositions from diverse periods in music history. Prerequisite: Two years of music theory or permission of the instructor.
332. Music Technology
A study of a variety of technologies associated with music recording, post-production, performance and composition. Students will become familiar with advanced software, a variety of recording equipment, and MIDI peripherals. Potential students must first demonstrate competency as an instrumental or vocal performer.

194, 294, 394, 494. Special Topics
A period course in music history or an offering in some other specific area of interest, such as conducting, composition, or independent research.

430. Orchestration and Arranging
A study of the fundamentals of instrumentation, orchestration, and arranging. Prerequisite: Two years of theory or permission of the instructor.

190, 290, 390, 490. Internship

195, 295, 395, 495. On-campus Research

196, 296, 396, 496. Off-campus Research

197, 297, 397, 497. Independent Study

SCE. Senior Capstone Experience
The Senior Capstone Experience in music may be fulfilled by writing an extensive research paper or an extended composition; by presenting a research paper in conjunction with a lecture recital; by performing an hour-long solo recital; or by combining a half recital with a research paper. Students may pursue an alternate Senior Capstone Experience project with the approval of the department chair. Students who double major are encouraged to explore a project that satisfies both majors. The SCE will be accorded Pass, Fail, or Honors, and, upon successfully completing it, the student will receive four credits.

COURSES OFFERED IN THE WASHINGTON COLLEGE ABROAD PROGRAMS

103. Appreciation of Music
An introduction to Western music literature through a nontechnical presentation of various musical styles and forms. Offered in the London program only, both fall and spring semesters. Three credits.
Nursing
A Dual-Degree Program

Rosemary Ford, Program Advisor

Students may earn a bachelor’s degree from Washington College and a bachelor of science degree with a major in nursing from the University of Maryland School of Nursing or the University of Delaware College of Health Sciences. This dual degree program requires five years of study. The first three years are spent at Washington College fulfilling the general education requirements, requirements for a major, and the prerequisites for entrance into the school of nursing. Because of the shortened period of time at Washington College and the prerequisites in biology, students will usually major in biology or psychology, although another major is possible with departmental approval. At the University of Maryland students enter the “Traditional Baccalaureate Program,” which takes two years, and students opting for Delaware enter the “Accelerated Degree Nursing Program,” which is completed in 17 months.

Admission to a School of Nursing requires an application and successful completion of their requirements. Students should contact the Program Advisor to learn about the requirements for applying to these schools through the articulation agreements. Successful students admitted through the articulation agreements have a B+ average in their science courses. Students also have the option of applying through the School of Nursing’s regular admission process. Applicants are reviewed on an individual basis and admission is not guaranteed.

These nursing programs recommend that students participate in a nursing internship program. Students may speak with the 3:2 Nursing Advisor for information about internship opportunities.

Students successfully completing the first year of the nursing program will have satisfied the requirements for a bachelor’s degree from Washington College. To be eligible for graduation from Washington College, students must see that the Registrar at Washington College receives their transcripts from the University of Delaware or University of Maryland by the appropriate graduation deadline. In their first year at the nursing school students must plan to carry enough credits to graduate from Washington College the following spring (16 credits per semester).

Students should refer to the Web site for each School of Nursing and contact personnel at the nursing school to learn more about each school.

Some students elect to complete the bachelor’s degree at Washington College before applying to nursing school. These students could enter either BS or MS-entry nursing programs.

PREREQUISITES FOR THE UNIVERSITY OF MARYLAND

BIO 111, 112. General Biology (w/lab) 8 credits
BIO 301, 424. Anatomy and Physiology (w/lab) 8 credits
BIO 203. Microbiology (w/lab) 4 credits
CHE 111. General Chemistry (w/lab) 4 credits
Nutrition 3 credits*
MAT 109 or PSY 209. Statistics 3 credits
Mathematics 3 credits (any college math course but not a computer science course)
ENG 101. English Composition and a second English course 6 credits
PSY 111. Introductory Psychology 3 credits
PSY 202. Life-span Development 3 credits
SOC 101. Introductory Sociology 3 credits
Social Sciences Electives 3 credits
Anthropology, Economics, Geography, History, Political Science, or another course in Psychology or Sociology,
Humanities Electives 9 credits
Other courses taken from at least two different departments -- English, Philosophy, Art,
Music, Drama, Dance, Religion, or Foreign Languages
Open Electives 7 credits
*Nutrition must be taken elsewhere.

PREREQUISITES FOR THE UNIVERSITY OF DELAWARE
BIO 111, 112. General Biology (w/lab) 8 credits
BIO 301, 424. Anatomy and Physiology (w/lab) 8 credits
BIO 203. Microbiology (w/lab) 4 credits
Pathophysiology* 3 credits NURS 212 (Delaware)
Nutrition* 3 credits NTDT 200 (Delaware)
CHE 111, 112. General Chemistry (w/lab) 8 credits
CHE 201, 202. Organic Chemistry (w/lab) 8 credits
MAT 109 or PSY 209. Statistics 3 credits
Critical Reading, Writing, and Literature (Two literature courses) 6 credits
ENG 101. Problems in Composition 3 credits
A course in English literature 3 credits
PSY 111. General Psychology 3 credits
PSY 202. Life-Span Development 3 credits
SOC 101. Introductory Sociology 3 credits
Social Sciences Electives 3 credits (or another course in the Social Sciences)
Art 200. Introduction to History of Western Art 3 credits (Humanities Elective)
Open Electives 6 credits
*These courses will be taken in the first semester at UD.

REQUIREMENTS FOR A MAJOR IN BIOLOGY OR PSYCHOLOGY FROM WASHINGTON COLLEGE IN THE 3:2 NURSING PROGRAM
Completion of 96 credit hours before leaving Washington College
Completion of all general education requirements prior to leaving Washington College

For A Major in Biology:
BIO 111, 112. General Biology
BIO 203. Microbiology
BIO 301. Comparative Anatomy
BIO 424. Comparative Physiology
Two additional upper level biology courses (BIO 305, Genetics, is recommended)
CHE 111, 112. General Chemistry
CHE 201. Organic Chemistry
MAT 201. Differential Calculus

For A Major in Psychology:
PSY 111, 112. General Psychology
Two-semester methods sequence in statistics (BUS 215, ECN 215, MAT 109 or PSY 209), followed by PSY 309 Research Design
Three additional psychology electives, one of which must be a lab course. The three electives must be chosen so that one comes from each of the following areas:
General Experimental (PSY 202 required for nursing)
Biological (PSY 210, 305, 313, 317, 410)
Applied/Clinical (PSY 233, 234, 304, 320, 333, 403, 433, or Human Neuropsychology).

Advising
The strict requirements of this program make it imperative that interested students start planning their schedules of courses early in the first year at Washington College. It is strongly recommend that students contact the 3:2 Nursing Advisor soon after arrival on campus and that they attend information sessions on the 3:2 Nursing Program. Students should continue to meet with the Nursing Advisor on a semester basis.
Pharmacy
A Dual-Degree (3:4) Program

Martin Connaughton, Program Advisor

For students with a strong interest in a liberal arts education and a career in pharmacy, Washington College and the University of Maryland offer the 3:4 Pharmacy Program. Through this program, students may earn a bachelor of science degree from Washington College and a doctor of pharmacy degree (Pharm. D.) from the University of Maryland School of Pharmacy. A Pharm. D. is the current standard for today’s pharmacists. This dual degree program requires a minimum of seven years of study: The first three years are spent at Washington College, completing the Washington College general education requirements and the prerequisites for entrance into the School of Pharmacy. After the third year at Washington College, four years of additional study are required at the School of Pharmacy.

Consideration of the prerequisite courses for entrance into the School of Pharmacy leads to the recommendation that students major in biology. Students in this program will receive their B.S. degree from Washington College after successful completion of the first year of courses in the Pharm. D. program. To be eligible for graduation from Washington College, grades from the School of Pharmacy must be submitted to the Washington College registrar by the appropriate deadline. Because the academic calendar at the University of Maryland generally runs behind that of Washington College, students in the 3:4 program might not be able to participate in graduation exercises after their first year in the Pharm. D. program.

**PREREQUISITES TO ENTER THE SCHOOL OF PHARMACY**

**Natural Sciences**
- Biology (w/lab) 5 semesters: BIO 111, 112, 203, 301, 424
- Chemistry (w/lab) 4 semesters: CHE 111, 112, 201, 202
- Physics (w/lab) 2 semesters: PHY 111, 112
- Mathematics 2 semesters: MAT 109, 201

**Humanities and Social Sciences**
- English Composition 1 semester
- Other humanities and social sciences 4-6 semesters
- DRA 105. Public speaking
- ECN 112. Microeconomics

**ADDITIONAL REQUIREMENTS OF THE 3:4 PHARMACY PROGRAM FOR COMPLETION OF THE BS AT WASHINGTON COLLEGE**

**Required of All Students:**
- Completion of 96 credit hours before leaving Washington College
- Completion of all distribution courses before leaving Washington College
- Completion of the required GRW seminar courses

**Required for the Major in Biology:**
- BIO 203. Microbiology
- BIO 301. Comparative Vertebrate Anatomy
- BIO 424. Comparative Animal Physiology
- Any additional upper-level biology course.

A Senior Capstone Experience is not required unless a student wishes to be eligible to graduate with departmental honors.

**ADVISING AND APPLICATION**

The numerous requirements of this program make it imperative that interested students and their advisors lay out an appropriate schedule of courses as soon as possible! Prospective students should contact the 3:4 Pharmacy Advisor during the freshman orientation period and take required courses beginning with the first semester at Washington College. Each semester, students should consult
with both their regular advisors and the 3:4 Pharmacy Advisor to make sure that they are meeting all requirements of the program.

Students can obtain an internship at a local pharmacy to get experience before applying to the School of Pharmacy.

Admission to the University of Maryland School of Pharmacy is a separate process, and it is highly competitive. Washington College students are not guaranteed positions in the School of Pharmacy. Students participating in the 3:4 Pharmacy Program should submit applications to the School of Pharmacy by February 1 of the third year at Washington College. Applicants must have an overall GPA of 2.5; the average GPA for entering students has been 3.5 in recent years. Applicants must also submit results of the Pharmacy College Admission Test (PCAT), which should be taken in October prior to application to the School of Pharmacy. An admissions interview and writing assessment are required as well.
Philosophy and Religion
Division of Humanities

Peter Weigel, Chair (on leave, Spring 2014)
Jennifer Benson
Kevin Brien
Matthew Holtzman
Matthew McCabe, Acting Chair, Spring 2014

Philosophy—traditionally at the center of the liberal arts—asks some of the most difficult and searching questions about human existence, the nature of the universe, right and wrong in human conduct, and the basis of our social and political arrangements. In so doing, it gives the mind the greatest possible leeway to doubt, probe, and criticize.

The courses of the Department of Philosophy and Religion have four main purposes: (1) to acquaint the student with some of the great philosophical questions of the past and present and with leading attempts to answer them; (2) to exhibit the connections between philosophy and such related areas as art, business, law, literature, medicine, science, religion, and the environment; (3) to develop the students’ capacities for clear thinking and critical analysis; and (4) to provide the basis for reflecting on right versus wrong and good versus evil in the present-day world. These aims are pursued in the atmosphere of diverse philosophical interests and approaches found among the staff of the department. Typically, students also bring varied concerns to their own explorations in philosophy and move on to careers in many diverse fields.

ACADEMIC REQUIREMENTS
A major in philosophy includes ten courses in the department selected in consultation with the major advisor. Six courses are required: PHL 100, 108, 213, 214, either 225 or 235, plus 435. (The Department urges that PHL 213 be taken before PHL 214.) Among the four elective courses required for the major, at least one must be a 400-level seminar. PHL 435 will normally be taken in the spring of the junior year.

Students wishing to minor in the program may elect either a philosophy minor or a religion minor. Philosophy minors are required to take six courses: PHL 100, either 213 or 214, plus four electives in philosophy. Religion minors are also required to take six courses: PHL 100, 111 and 112 (the Comparative Religion sequence), plus three courses in religion or courses having significant religious content, given either within the Department or outside of it with permission. Courses in religion may be counted among the elective courses for the philosophy major and minor.

Distribution credit for the Humanities Requirement will be given for any two courses taken in the Department with the exception of Philosophy 108. Distribution credit for the Quantitative Requirement will be given for Philosophy 108 to those students choosing only one course in the Quantitative area. A GRW course taught by a member of the philosophy department may, in some cases, be used instead of PHL 100 anywhere in the program, except in a departmental distribution sequence.

SENIOR CAPSTONE EXPERIENCE
In addition to the ten required courses, each philosophy major must also complete the Senior Capstone Experience (SCE) which takes the form of a senior thesis. Majors will work in close association with a department mentor; and those majors who do successfully complete the SCE will receive four credits toward graduation.

COURSE DESCRIPTIONS
100. Introduction to Philosophy
A study of selected systems of thought designed to acquaint the student who has no training in philosophy with basic philosophical concepts and with the techniques and advantages of a thoughtful and reflective approach to problems. Topics taken up vary with the individual instructor. Offered every semester.
108. Logic
A systematic overview of the rules and methods of argument. The course has three parts. The first part examines the features of arguments one finds in everyday speech and writing. A second part covers Classical Aristotelian methods of syllogistic reasoning. The third part teaches the modern use of abstract symbols to represent and assess the formal structure of proofs. This last part involves the skills of formal and quantitative reasoning. Please note that this course can only combine with two natural science courses to fulfill Natural Science and Quantitative Distribution. It may not combine with a second quantitative course. No prerequisite.

111. Introduction to Comparative Religion: Western
This course offers an introductory study of the central ideas in living Western religions. The course concentrates on Judaism, Christianity, and Islam. The readings focus on the primary religious texts of each religion. Consideration is also given to philosophical issues common to Western religions. No prerequisite.

112. Introduction to Comparative Religion: Eastern
This course offers an introductory study of the central ideas in living Eastern religions. The course investigates Hinduism, Buddhism, Zen Buddhism, Confucianism, and Taoism. Our readings will be in primary classical and contemporary texts. This course introduces students to the spiritual perspectives of other cultures, and to the philosophical issues at play in them, with a view toward developing better intercultural understanding. No prerequisite.

210. Introduction to Political Philosophy
Political philosophy applies the tools of philosophical analysis to the challenges of politics and social life. Most fundamentally, political philosophy seeks to answer the question, how should we organize our society? The course content may focus on such themes as rights, justice, equality, freedom, power, oppression, exploitation, multiculturalism, obligations of the State, and the duties of citizenship. Prerequisite: Philosophy 100, or permission of the instructor.

213. History of Philosophy: Ancient
A study of the historical development of Western philosophical thought in ancient times. The main emphasis of this course will be on the Pre-Socratics, and on works of Plato and Aristotle. Prerequisite: Philosophy 100.

214. History of Philosophy: Modern
A study of the development of Western philosophic thought from the early Modern period through Kant. The emphasis of this course will be on the works of major figures such as Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Prerequisite: Philosophy 100.

215. Medieval Philosophy
This course examines medieval philosophical thought and argumentation from its origins in the Greco-Roman world through the early 15th century. Major figures from Judaism, Christianity, and Islam usually include: Philo, Augustine, Anselm, Avicenna, Averroes, Maimonides, Aquinas, Scotus, Ockham, and others. Topics include the problem of universals, faith and reason, God, ethics, political theory, and the rise of science. Prerequisite: Philosophy 100.

221. Contemporary Religious Thought
Important thinkers and issues in twentieth-century Catholic, Jewish, and Protestant thought will be examined. Attention will be given to the relation between faith and reason, to the understanding of myth and symbol, to the quarrels between religion and science. Prerequisite: Philosophy 100.

225. Ethical Theory
An examination of some of the major ethical theories in Western philosophy. Applications of these theories to concrete ethical problems will be considered. Special attention will be given to Consequen-
tialist, Deontological, and Virtue theories. Readings will be drawn from classical and contemporary authors. Prerequisite: Philosophy 100.

226. Global Ethics
As we become a global community, the need for secular ethical discourse becomes increasingly important. This course will explore how international culture, policy, and standards impact ethical practices around the world. Current events, anecdotes, and personal experiences will be brought together to highlight ethical theory in action in today’s global environment. General topics include: the Absolutism-Relativism debate, the Ethics of Globalization, Global Business Ethics, Global Bioethics with emphasis on feminist issues, Global Environmental Ethics, and the Ethics of Warfare and Terrorism. Prerequisite: PHL 100, or permission of the instructor.

235. Foundations of Morality
An examination of the moral theories of four major philosophical positions: Aristotle and Kant from the Western philosophical tradition, as well as Buddha and Confucius from the Eastern tradition. The aim is to explore as systematically as possible the understanding of the best or most moral life as interpreted by these positions, together with an understanding of the varying views of human nature correlated with them. Moreover, this exploration will face the question of how one decides what is the best or most moral life, and also other central questions concerning the relationship of ethics to religion and science. No prerequisite.

245. Metaphysics and Epistemology
This course examines classic debates in metaphysics and the nature of knowledge. Close attention is given the study of philosophical argumentation and methods. Topics usually include: knowledge, mind, reality, universals, identity, time, God, and freedom. Prerequisite: Philosophy 100.

300. Business Ethics
A seminar focusing on major ethical theories and principles as they apply to individuals, companies, corporations, and consumers in the business world. Typical issues treated are: corporate social responsibility, government versus self-regulation, employee and consumer safety, whistle-blowing, deceptive advertising, conflicts in accounting, the environment, insider trading, issues in international business, etc. Prerequisite: Philosophy 100.

303. Environmental Ethics
A study of the nature and history of the environmental movement and our ethical responsibilities with regard to such current issues as the preservation of species, animal rights, the value of ecosystems, ozone depletion, and “deep” or radical ecology. Prerequisite: Philosophy 100.

305. Philosophy of Religion
An examination of major philosophical discussions in the Western religious tradition. Among the topics dealt with are: the existence of God, faith and reason, religious language and experience, evil and suffering, science and religion, the afterlife, and the challenges of modernity to religious belief. Prerequisite: Philosophy 100.

307. Philosophy of Art and Beauty
They say that beauty is in the eye of the beholder. But is that really so? Indeed, what is beauty? What is art? What exactly is involved in artistic creation? Does art have a purpose—and if so, what is it? These are some of the questions that we will be exploring in this course. Readings will include selections from Plato, Aristotle, Hume, Kant, and Nietzsche, as well as a number of contemporary articles on aesthetics. Prerequisite: one course in philosophy or religion, or permission of the instructor.

310. Philosophy of Science
This course will begin with an exploration of the nature of scientific revolutions, along with an examination of some case studies of such revolutions from the history of science. We will go on to examine
some current theories concerning the evolution of microbial life, as well as issues associated with the Darwinian understanding of biological evolution. Our primary concern will be the philosophical presuppositions and implications of such theories. On the methodological side, we will treat such issues as induction, falsification, the hypothetical-deductive method, scientific facts, experimentation, etc. Prerequisite: Philosophy 100 or permission of the instructor.

325. Biomedical Ethics
Biomedical ethics explores the ethical problems that arise in the context of modern medical care and biomedical research. As such, biomedical ethics involves the lives and decisions of patients, family members, doctors, nurses, and medical researchers. The course content focuses on the application of ethical theories to problems such as the rights of patients, duties of physicians, the distribution of resources, conflicts of interest in the managed care system, assisted suicide, euthanasia, end of life decisions, abortion, nature of disease, the use of human subjects in research, and the use of genetic and reproductive technologies. Prerequisite: Philosophy 100, or permission of the instructor.

335. Philosophy of Law
The course explores the philosophical issues surrounding a number of areas of the law including, the nature of law, constitutional interpretation, legal responsibility, punishment, capital punishment, and legal limits to personal liberty. Readings will be drawn from classical and contemporary authors. Prerequisite: Philosophy 100.

410. Existentialism
A survey of the major themes and thinkers identified with existentialistic philosophy in recent times. Major emphasis will be on such thinkers as Kierkegaard, Nietzsche, Jaspers, Sartre, Tillich, and Camus. Prerequisite: Two courses in philosophy or permission of the instructor.

414. Philosophy of Marxism
This course begins with a focus on Hegel's philosophy of history and goes on to explore various dimensions of Marx's own thought, such as: his philosophy of history, his conception of human nature, his analysis of the structural dynamics of the capitalist system, alienation, “positive freedom,” and the nature of dialectical reasoning. The course will also critically examine the dominant interpretations of Marx. Prerequisite: Two courses in philosophy or permission of the instructor.

415. Seminar: Marx, Nietzsche, Buddha
This course will focus on three important and major philosophical positions that share a common concern about human suffering, but that have differing, although often complementary, ways of attempting to explain the generation of such suffering, and of addressing and alleviating it. We will work to understand, and to critically assess, each of these philosophical perspectives taken separately; but we will also work to bring out the philosophical similarities, dissimilarities, and interconnections that obtain among them. Prerequisite: Two courses in philosophy or permission of instructor.

416. Philosophy of Buddhism
In this course we will range over the main schools of Buddhism. We will read and discuss both primary and secondary Buddhist texts associated with the Theravada Buddhist tradition, the Zen Buddhist tradition, and the Tibetan Buddhist tradition. The format for this course is class discussion. Regular response papers and a longer paper on each of the three major currents in Buddhism will be required.

418. Seminar in Epistemology and Metaphysics
A detailed examination of one or several systematic approaches to the problems of epistemology and metaphysics. The specific subject matter will vary from year to year and will focus on topics such as Plato’s theory of ideas, Kant’s Critique of Pure Reason, or the contemporary theories of knowledge. Prerequisite: Two courses in philosophy or permission of the instructor.
420. Analytic Philosophy
A study of the development of analytic philosophy and its characteristic methods. Major figures include C. S. Peirce, Frege, Russell, Moore, Wittgenstein, Carnap, Quine, and select contemporary thinkers. Prerequisite: Two courses in philosophy.

425. Seminar in Ethics
A seminar on one major moral philosopher, movement, or issue in ethics, such as Kant, Rawls, Utilitarianism, Natural Law, the Nature of Rights, etc. Prerequisite: Two courses in philosophy or permission of the instructor.

435. Philosophy, Dialogue, Methods
This seminar focuses on the literary and philosophical style of dialogue as a device for advancing arguments, offering critique, and supplying revision. Course content will cover dialogues from authors such as Plato, Anselm, Hume, etc., as well as individually chosen works. Students will be expected to take an active role in presenting and leading discussion about the philosophical works. Finally, each student will prepare a major paper in the form of a philosophical dialogue, and will also present their dialogue to the seminar for critical commentary and discussion. Philosophy majors are encouraged to take this course in their junior year and required to take it by their senior year. Prerequisite: Philosophy 100.

194, 294, 394. Special Topics
A topic of special interest in philosophy or religion offered at the intermediate level. Prerequisite: Philosophy 100 or permission of the instructor.

494. Special Topics
A detailed consideration of selected problems and areas of philosophical interest. The course may be centered on a particular topic (e.g., Philosophy of Mind or Philosophy of Buddhism), on a certain historical period (e.g., Pre-Socratic Philosophy or Nineteenth-Century Philosophy), or on the thought of a major philosopher such as Plato, Aristotle, Aquinas, Hume, Kant, Marx, Nietzsche, Heidegger, Krishnamurti, or Nishida. Prerequisite: Two courses in philosophy, or permission of the instructor.

190, 290, 390, 490. Internship

195, 295, 395, 494. On-campus Research

SCE. Senior Capstone Experience
All philosophy majors must complete the Senior Capstone Experience. This will take the form of a senior thesis. Students will be given four credits for successful completion of their Senior Capstone Experience. Each senior philosophy major will work in close association with a faculty mentor from the Department of Philosophy and Religion. The association between student and mentor will be an intensive one spanning the whole course of development of the thesis—from the initial formulation of a thesis proposal in the spring of the student’s junior year to the final completion of the thesis by the conclusion of the senior year.
Physical Education

Thomas J. Finnegan, Chair
Alexa Fry
Sandra Griffiths
Jonathan Jenkins
Carrie Kerr
John Kiser
Andrew Laux
Kim Lessard
Thad Moore
Thomas Pierson

The courses in the Physical Education program are designed to develop capacities, knowledge, and carry-over skills in health and movement essential to daily life based on the needs, interests, and abilities of the students with an emphasis on scientific bases of exercise and wellness and to develop an appreciation for physical activity as a foundation for a healthy life. The variety of Physical Education courses provide the pertinent information so the student can guide himself/herself in this direction to develop sufficient skill and knowledge in several activities in which the individual may participate throughout life in order to maintain fitness and health, as well as to constructively and enjoyably utilize leisure time. The purpose of the program is to expose the student to numerous activities and to seek individual improvement in those he/she finds most suited to his/her specific goals and capabilities.

All full-time students may take theory and activity classes in Physical Education for academic credit. Students may receive a maximum of four credits -- two of which must be Lifetime Fitness. Theory courses and combined theory/activity courses (such as Life guarding/CPR and Scuba) yield two credits; activity courses are one half semester in length and yield one credit (see below). Classes may be taken for grades or on a pass/fail basis. While students may receive only the maximum of four credits in physical education, they may audit any class any number of times.

In order to receive the maximum total allowed of four credits in Physical Education, students must take one section of the CORE COURSE—Lifetime Fitness (two credits)—and any other two credits in Physical Education. Without Lifetime Fitness, students may receive a maximum of two credits in Physical Education.

Theory class grades are judged on the basis of normal academic criteria, including reading assignments, composition, and class participation and testing. Activity credit is assessed on the basis of skill acquisition; skill analysis; knowledge of strategies, rules, techniques and required reading and testing.

While there is no major or a requirement in physical education, students are encouraged to take a variety of credit-bearing classes. The program offers activities in sports, fitness, dance, and aquatics, which serve to improve health and physical fitness, develop recreational and leisure-time skills, and facilitate functional and aesthetic body movement. The classes also impart knowledge of health and fitness, skills performance, game strategies and rules, sport coaching, nutrition, and sport history as well as offering American Red Cross certification in Advanced Emergency Care, CPR/Lifeguarding Red Cross certification, NASM Personal Trainer certification and PADI certification in Scuba.

Students are also encouraged to take advantage of instructional and recreational opportunities available through the use of the Johnson Fitness Center, Cain Gymnasium, Casey Swim Center, and the waterfront facilities. Recreation and dance programs, club sports, and 16 intercollegiate sports are offered as extracurricular activities. Contact the Physical Education Department, Athletic Office, or Rec Sports Office for details.
COURSE DESCRIPTIONS

Theory and Activity Classes in Physical Education

002. Aerobics/Cardio (one credit). The course is designed for toning and firming, cardiopulmonary endurance, conditioning of joints and muscle groups, strength, flexibility, coordination, and agility.

004. Tennis (one credit). The course focuses on instruction in the sport’s fundamental strokes: forehand, backhand, volley, and serve. The course also includes an explanation of the rules, as well as basic singles and doubles strategy.

005. Golf (one credit). The course offers instruction and practice in golf skills—chipping, pitching, full swing, putting, the rules of golf and golf etiquette.

006. American Red Cross Lifeguarding/CPR (two credits). The course stresses physical fitness and strength and endurance combined with the skills and techniques needed to be a certified lifeguard. Participants will take standard ARC test, and cards will be issued for successful completion of the course.

008. Lifetime Fitness (two credits). This course combines lectures and discussion on a variety of wellness topics including the principles of exercise, fitness, and training, injury prevention, diet and weight control, physiology, and basic nutrition. The course lectures also discuss exercise misconceptions, ergogenic aids, drug and substance abuse, stress and stress management techniques.

013. Sailing (one credit). The course offers instruction and practice in small sailboats on the Chester River. Students must be able to swim to take this course.

017. Strength Training and Conditioning (two credits). The course provides instruction in various exercise and strength building programs for individual improvement. The course also includes practice in proper techniques using of free weights, various isokinetic machines, and cardio equipment such as treadmills, stairs, and Ergs for speed and endurance.

018. Horseback Riding (two credits). The course offers an introduction to riding in both English and Western disciplines. The course also includes basic skills and horsemanship, tack and application, equine anatomy, health and management as well as Equestrian techniques, theory and practice. The course provides an introduction to Washington College Equestrian Team opportunities. Additional fee of $525.00 is required.

019. Pilates Mat Class (one credit). The Pilates Method helps to lengthen and strengthen muscles while building a uniformly developed body, focusing on core strength—abs, gluteus, and inner thighs. It is the perfect activity to tone and elongate muscles, rehabilitate from an injury, or train for an athletic event. Class will help with posture, alignment, breathing, control, balance, flow, and strength.

025. Yoga (one credit). Hatha yoga exercises involve stretching, relaxation, and deep breathing to increase the circulation of the blood and the powers of concentration. Faithful practice can bring relief from tension and fatigue and will help develop poise, flexibility, balance, energy, vitality, and a firm figure. Course includes postures (asanas), breathing (pranayama) and yogic theories of movement and meditation.

026. Racquet Sports (one credit). The course offers instruction and practice in fundamentals of badminton, racquetball, platform tennis, and squash. The course also includes an explanation of the rules and etiquette of each sport.

030. SCUBA (two credits). This PADI open water certified diver course would provide students with the knowledge and skills to visit the underwater world safely. Instruction includes two hours of class-
room and two hours of pool time for six weeks plus a weekend open water dive. Advanced Scuba also offered. Additional fee of $200.00 is required for SCUBA, additional fee of $175.00 is required for Advanced SCUBA.

031. Cycling (one credit). The course offers biking for aerobic exercise as well as the care, repair, and maintenance of bikes and techniques for safe riding.

034. Advanced SCUBA (zero credits; audit only). See description above.

047. Personal Training Certification (two credits) Washington College Physical Education Department has partnered with the National Academy of Sports Medicine to offer a certified personal trainer course. In this two credit seven week course students will follow an accelerated learning of the human movement system, fitness assessment, integrated training and theory application, design of fitness programs, nutrition and exercise, lifestyle coaching and professional development. Taking the course does not guarantee a personal trainer certification. Students must schedule and pass the NASM-CPT exam at a certified testing center outside of Washington College. An additional fee of $475.00 is required for this course which covers the textbook, study guide, online content, practice exams and the NASM-CPT exam which must be taken at a certified testing center.

051. Methods of Coaching (two credits). The course is directed to those individuals who are interested in coaching team or individual sports. The course focuses on responsibilities of coaches, including organization, pre-, post-, and in-season workouts, teaching fundamental skills, developing team play, sports psychology, game or contest strategies and scouting.

052. Nutrition (two credits). The course concentrates on the study of foods and nutrients and their relationships to health and disease. Topics include vitamins, minerals, fats, carbohydrates, protein, water; additives and preservatives; diet and weight control; herbs; eating disorders; caffeine and alcohol.

068. Beginning Swimming (one credit). The course includes floating, treading, and basic strokes for the novice swimmer.

077. CPR/Advanced Emergency Care (two credits). American Red Cross certification course includes immediate and temporary care given to victims of accident or sudden illness, emphasizing care of wounds, shock, respiratory emergencies, and poisoning. An additional fee determined by the Red Cross is required.

078. Conditioning Swimming (one credit). The course offers advanced instruction and practice in basic strokes and how to achieve better technique.
Physics
Division of Natural Sciences and Mathematics

Juan Lin, Chair
Gerald Ferguson
Karl Kehm
Satinder Sidhu

Physics is the most fundamental of sciences. Taking as its domain all forms of matter and energy, it seeks to discover the laws that govern motions of material objects and waves, and the interactions between particles. Application of these universal laws to systems ranging from atoms and molecules to clusters of galaxies gives rise to challenging problems whose solution requires creative insight alongside logical rigor and mathematical reasoning.

Study of physics helps the student understand the scientific method and its implications—how to make rational inferences from data and how to test hypotheses critically. It also leads to an appreciation of the aesthetic dimensions of a scientists work and the interrelationship of physics with other areas of knowledge and its technological applications. This aspect is particularly emphasized in courses intended for distribution.

Courses in the department are designed to develop the student’s competence in those fundamental areas of classical and modern physics that have played an important role in the evolution of physics. Familiarity with the art of scientific experimentation is provided through laboratory work that complements the study of theoretical principles. Computation—the third mode of “doing physics”—is emphasized at all levels.

The Physics Department prepares the major student in any career where problem-solving skills are required. Popular career options include graduate study in physics, industrial research, secondary school teaching, and professional careers in engineering and medicine. Most of our recent graduates have gone on to graduate studies in the physical sciences. Others have chosen to work in government or industrial laboratories or used their computer skills in the private sector.

Physics 100 and 110 are designed to serve the needs of students wishing to take a science course to meet distribution requirements. They do not assume any special mathematics or science preparation.

THE PHYSICS MAJOR
The major in physics requires the following courses in physics and six auxiliary courses in related fields.

PHY 111. General Physics I
PHY 112. General Physics II
PHY 201. Electronics
PHY 204. Fundamentals of Modern Physics
PHY 301. Electromagnetism
PHY 304. Classical Mechanics
PHY 401. Selected Experiments
PHY 403. Quantum Physics
CHE 111. General Chemistry I
CHE 112. General Chemistry II
MAT 201. Differential Calculus
MAT 202. Integral Calculus
MAT 203. Multivariable Calculus
MAT 345. Differential Equations
CSI 201. Computer Science I
In their junior and senior years, physics majors are required to participate in a weekly seminar (Physics 391/392/491/492).

Students planning to major in physics should ideally take Physics 111, 112, and Mathematics 201, 202 in their freshman year. These courses constitute the foundation of the major and should be taken early to ensure timely progress towards graduation. In addition, the student is urged to complete the requirements in chemistry (Chemistry 111, 112) during the first two years. A score of four or better on an Advanced Placement examination may, with the approval of the appropriate academic department, earn course credit toward graduation and make the student eligible to take upper-level courses in the department. Physics majors intending to become certified high school teachers should inform the Education Department as early in their college careers as possible to assure proper scheduling.

**SENIOR CAPSTONE EXPERIENCE**

In addition to the required courses listed above, all students must fulfill the Senior Capstone Experience.

**THE MINOR IN PHYSICS**

The minor in physics requires a total of six semester courses in physics—Physics 111, 112, 201, 204, and two additional ones from among the courses required for the major.

**COURSES IN PHYSICS**

100. Concepts in Contemporary Physics

This course traces the evolving concepts of space, time, and motion through the main contributions of Galileo, Newton, Einstein, and Bohr. Topics include: sizing up the universe surrounding us, the kinematics and dynamics of motion, the great conservation laws, the unification of space-time and gravity in the theories of special and general relativity, the physics of black holes, and the quantum structure of matter. There will be laboratory sessions, class demonstrations, and exercises.

101. College Physics I

An algebra-based introduction to physics for life science majors. Kinematics in one and two dimensions, Newton’s laws of motion, work-energy theorem, conservation of energy, conservation of linear momentum, collisions, rotational kinematics and dynamics, simple harmonic motion, Newton’s law of gravitation, fluid mechanics, temperature, heat, kinetic theory and thermodynamics. One three-hour laboratory session per week. Prerequisite: High school algebra and trigonometry, or permission of the instructor. (offered annually: Fall)

102. College Physics II

Second part of two-semester algebra-based introduction to physics for life science majors. Electric charge, electric field and potential, conductors, dielectrics, capacitors, electric circuits and power; magnetic fields, forces on moving charges and on current-carrying wires, fields of current-carrying wires, electromagnetic induction; wave motion, superposition, physical and ray optics; quantum physics of atoms and atomic nuclei. One three-hour laboratory session per week. Prerequisite: Physics 101 or permission of the instructor. (Offered annually: Spring)

110. Astronomy

A survey of the universe, beginning with the Earth, Moon, the planets, and the Sun, and continuing outwards to distant stars, galaxies, galactic clusters, superclusters, and large-scale structure. The emphasis will be on the interplay between physical theory and observation that leads to the modern astrophysical perspective of the universe. Topics include the origin and evolution of stars, formation of red giants, planetary nebulae, white dwarfs, neutron stars, supernovae, and black holes. We will explore the present state of our knowledge of these objects and how this knowledge is acquired. The course concludes with a discussion of quasars and the past, present, and future of the universe according to the Big Bang cosmology. There will be laboratory and observing sessions, demonstrations, and exercises.
111. General Physics I
A calculus-based introduction to physics for further study in the physical sciences and engineering. Mechanics: kinematics and dynamics of particles, conservation laws, the law of universal gravitation, oscillations, and fluids. Thermodynamics: internal energy, heat, work, entropy and their statistical foundations. One three-hour laboratory session per week. Co-requisite: Mathematics 201, or permission of the instructor. (Offered annually: Fall)

112. General Physics II
Second part of two-semester calculus-based introduction to physics. Waves: wave propagation, superposition, interference, and physical and ray optics. Electric and magnetic fields: Coulomb’s law, Gauss’s law, electric potential, steady currents, magnetic forces, Ampere’s and Faraday’s laws. One three-hour laboratory session per week. Prerequisite: Physics 111, co-requisite: Mathematics 202, or permission of the instructor. (Offered annually: Spring)

201. Electronics
The study of electronics as it is used in the physical sciences. Theory, operation and applications of R-L-C electrical circuits, diodes, transistors, operational amplifiers, timers, analog, digital, mixed-signal and microprocessor circuits. The course comprises three lecture hours and one three-hour laboratory session per week. Prerequisite: Physics 111. (Offered annually: Fall)

204. Fundamentals of Modern Physics
The first part of the course will explain the special theory of relativity: simultaneity, time dilation, length contraction, Lorenz’s transformations, and relativistic dynamics. The second part of the course will introduce the fundamental ideas of quantum physics: Planck’s hypothesis, Bohr’s model of the hydrogen atom, wave-particle duality, Schrödinger’s equation, and basic applications of the formalism to atomic and molecular physics. Prerequisite: Physics 112 and Mathematics 203, or permission of the instructor. (Offered annually: Spring)

301. Electromagnetism
Electric and magnetic fields in vacuum. A survey of experiments and theory leading to Maxwell’s equations. Topics include: electrostatics, electric currents, magnetic fields, electromagnetic induction, Maxwell’s equations, and electromagnetic waves. Prerequisite: Physics 204 and Mathematics 345, or permission of the instructor.

304. Classical Mechanics
Kinematics and dynamics of particles and rigid bodies. Topics include: Conservation laws, central forces, motion in non-inertial frames, small oscillations, and Lagrangian and Hamiltonian equations of motion. Prerequisite: Physics 112 and Mathematics 345, or permission of the instructor.

This course features a detailed examination of the unique interaction between the Earth’s geosphere, biosphere, hydrosphere and atmosphere, and how these systems contrast with those of the other planets in the solar system. The course includes a lecture and an integrated lab component. The lecture discussion and reading emphasizes the history of Earth systems, from the birth of the solar system and differentiation of the Earth, to the emergence of biological life, chemical evolution of the modern atmosphere, and the changes to the Earth’s climate, ocean and lithosphere throughout geologic history. The lab will introduce students to important tools in Earth Science research, including radiometric dating, chemical studies of natural materials, remote sensing and data base analysis. The course provides advanced students with the necessary scientific and intellectual background for pursuing further studies in Earth and planetary science, geography, and environmental studies. Includes three lecture-hours per week plus lab. Prerequisite: Physics 140 and 141.
401. Selected Experiments
Advanced experiments in mechanics, electromagnetism, waves, physical and geometrical optics, thermal and statistical physics, atomic, and nuclear physics. Prerequisite: Physics 204, or permission of the instructor.

403. Quantum Physics
An introduction to the fundamental principles of quantum mechanics: states and the principle of superposition, observables and operators, operator representations, and perturbation theory. There will be a discussion of selected applications of the theory to atomic, solid state, and nuclear physics. Prerequisite: Physics 301 and Mathematics 345, or permission of the instructor.

391/392. Junior Physics Seminar
491/492. Senior Physics Seminar
Weekly meetings of students and faculty. Students are required to read journal articles of current interest in physics and astronomy and give oral presentations summarizing their contents. Presentations of SCE projects are also made here. One credit per semester. Can be taken up to four times for credit. Open for credit to physics majors and minors only. Prerequisite: Permission of the instructor.

190, 290, 390, 490. Internship

194, 294, 394, 494. Special Topics

195, 295, 395, 495. On-campus Research
A ten-week, on-campus summer research project guided by a faculty mentor. Based on mutual interests, the student and faculty mentor develop a research project supported by a reading list and involving theoretical, laboratory, or field investigations supervised by the faculty mentor. Participants produce a final report detailing the findings of their research. Selection of students will depend on academic background, scholastic achievement, and the results of a personal interview with the faculty mentor. The course may be taken twice for credit. Not offered as pass/fail. Prerequisite: Permission of the instructor.

196, 296, 396, 496. Off-campus Research

197, 297, 397, 497. Independent Studies
The study of areas of physics not covered in other courses. Instructor and student will meet weekly to discuss any progress made. Designed for the student interested in pursuing a professional career in physics or engineering. Available to physics majors and others by agreement of instructor. Prerequisite: Permission of the instructor.

SCE. Senior Capstone Experience
The Senior Capstone Experience is required of all majors in Physics. It consists of an experimental, theoretical, or computational investigation of a current topic in physics under the guidance of a faculty mentor. Results of these investigations will be presented in two sessions of the weekly Physics Seminar, and may also result in conference posters or publication in professional journals. Academic credit equivalent to one semester course (four credits) is granted upon successful completion of the Senior Capstone Experience, and a grade of Honors, Pass or Fail will be recorded on the students transcript along with the title of the investigation.
Political Science
Division of Social Sciences

Melissa Deckman, Chair
Alvin Drischler
Jennifer Hopper
Andrew Oros (On leave, Spring 2014)
Joseph Prud’homme
Mitchell Reiss
Tahir Shad
Christine Wade

The political science major is designed to provide an understanding of the political forces, institutions, ideas, and problems of contemporary society. The curriculum prepares students for graduate studies and professional careers in law, politics, teaching, journalism, government, and international civil service. Our top faculty, our innovative teaching styles, and our emphasis on experiential learning set the study of political science at Washington College apart from other places. Political science students at Washington College benefit from the college’s close proximity to our nation’s capital as well as Annapolis, the Maryland state capital, and many of our students complete internships or volunteer to work for political parties, nongovernmental organizations or campaigns during election season.

Political science majors may become certified to teach secondary school social studies. To assure proper scheduling, students interested in this program should inform the chairs of both the Political Science and Education Departments as early as possible in their college careers.

THE MAJOR
Requirements for the major in political science are: (1) Political Science 102 (American Government and Politics) and 104 (Introduction to World Politics), to be taken in the freshman or sophomore year, (2) Political Science 201 (Theories of Peace and Conflict) or Political Science 202 (Justice, Power, and Political Thought), to be completed by the junior year, (3) Political Science 401 (Empirical Political Research), (4) Political Science SCE, the Senior Capstone Experience, (5) completion of a department-approved experiential learning requirement; and (6) seven additional department offerings, including one 300-level course from each of the three subfields offered at Washington College: American Government and Political Thought; Comparative Politics; and International Politics.

EXPERIENTIAL EDUCATION REQUIREMENT
All majors must complete one experiential education requirement, which the Political Science Department at Washington College envisions as a meaningful experience related to politics outside of the classroom. We believe it is important for students to apply the theories and concepts that they have learned in a “real-world” setting. Majors may complete this requirement through one of the following ways:

1. Completion of a relevant internship related to political science and approved by the political science faculty (either credit or non-credit bearing). Credit-bearing internships include formally structured programs such as the Maryland General Assembly Internship Program, The Tanzania Internship, The Washington Center Internship Program in Washington, DC and the Hansard Programme in London—all of which are competitive and have minimum GPA requirements (see course listings below for more information on these programs). Students may also participate in internship programs administered through the International Studies Program (see International Studies Program Director for more details). In addition, students may arrange their own political internship experience and work with political science faculty to develop course credit or may opt to complete an internship without a credit option. Please note: to earn college credit for a political internship, arrangements for credit, including the completion of a learning contract, must be made PRIOR to the start of the internship; please see department chair for more details.
2. Participation in a Model Diplomacy Program (POL 471) or a Model United Nations program (POL 473) together with the two-credit course component. Please see Professor Tahir Shad, advisor to the Model UN programs, for more information for applying to participate.

3. Completion of a substantial volunteer or political advocacy activity outside of class requirements that has been approved by a member of the political science faculty. Regular participation in student clubs, such as Student Government or College Democrats or Republicans, does not count.

4. At least one semester or summer program of study abroad. The college currently participates in more than 30 study-abroad programs—including 15 programs in which courses are taught in English. Students who complete our summer Tanzania Seminar will have this count for their experiential component (see Professor Tahir Shad for more information). Please contact the Global Education Office and the International Studies Director, Professor Oros, for more information about other programs.

Students intending to major in political science are encouraged, but not required, to take Mathematics 109 (Statistics), and Computer Science 100 (Basics of Computing) as part of their freshman-sophomore distribution selections, so that some aspects of the most recent methodological developments in political analysis will be more readily understandable to them.

SENIOR CAPSTONE EXPERIENCE

Political Science majors are required to write a thesis, which should be a minimum of 30 pages, and will then choose, with the guidance of their SCE advisor, whether to present that research as a poster presentation or in the form of a short-form writing project, which includes a synopsis and op-ed style piece. Each student works closely with a faculty advisor who guides and supports the project from beginning to end. Students may attempt an honors thesis in Political Science only if their GPA is 3.5 or higher in the major.

THE MINOR

Requirements for the minor in political science are: Political Science 102, 104 and four other courses in political science. Students who minor in political science must complete three courses at Washington College or in a Washington College program. Students majoring in International Studies may not minor in political science.

INTERNSHIPS AND OTHER OPPORTUNITIES

Students in good standing are encouraged to participate in one of the internship opportunities administered through the Department and the International Studies Program, and they may earn course credit for doing so. For students matriculating in 2010-2011 and beyond, completion of such internships counts as part of their experiential learning requirement. For program details and eligibility requirements, see “Internships and Other Opportunities” in this catalog. Those of particular interest to political science majors include:

- Maryland General Assembly Internship (see also course listings below)
- The Washington Center Internship (see also course listings below)
- Hansard Scholars Programme in London (see also course listings below)
- The Tanzania Internship
- Internships with the Department of State
- The Washington Semester and World Capitals Program

A number of special programs and student conferences are also of interest to majors. For details, see “Internships and Other Opportunities” in this catalog. Those of particular interest to majors include:

- Model United Nations
- Naval Academy Foreign Affairs Conference
- Student Conference on United States Affairs at West Point
- PLEN Seminar on Women and Congress or Women and Public Policy
Political science majors are also eligible to complete regional concentrations in African, Asian, European, Latin American, or Near Eastern Studies, and/or a functional concentration in Global Business Studies or Peace and Conflict Studies. For details, see the catalog section for International Studies.

**COURSE DESCRIPTIONS**

**INTRODUCTORY COURSES**

**102. American Government and Politics**
A study of the foundations, institutions, processes, and policy issues of American government at the national level.

**104. Introduction to World Politics**
A general introduction to the study of world politics and international relations. The course focuses on the history and nature of the international system, the cold war and the post cold war era, foreign policy behavior, arms control, conflict, nationalism, international political economy, environmental problems, terrorism, and human rights.

**201. Theories of Peace and Conflict**
The course reviews theoretical and philosophical approaches to understanding and explaining conflict and peace, including theories of violence and nonviolence. The first half of the course addresses the causes of conflict at the individual, group and systems level. We will also review modern thinking on the relationship between gender and conflict. The second half of the course addresses the theoretical considerations of peace, including positive and negative peace, and the realization of peace through strength, negotiations, justice and personal transformation.

**202. Justice, Power, and Political Thought**
This course will introduce students to the study of political philosophy by examining the ways many of the most influential political theorists have struggled to define the nature of justice, as well as developing an understanding of how theorists have approached the question of founding just regimes; ensuring that just systems of government operate legitimately once established; and assessing the major causes for the deterioration of regimes based on justice.

**COURSES IN AMERICAN POLITICS AND POLITICAL THOUGHT**

**311. Congress and the Legislative Process**
This course is designed to introduce students to the legislative process in the U.S. Congress. The impact of the inputs (constituents, elections, interest groups, the bureaucracy, the Supreme Court, and the president) upon the congressional structure is discussed and analyzed, as well as the structure itself (rules, norms, procedures, the committee system, party leadership, congressional staff). Finally, the outputs of the legislative process are examined (policy-making, representation, and legislative oversight). Throughout the course, students will participate in an ongoing simulation of the congressional legislative process so that they can experience the challenges of crafting legislation. **Prerequisite: Political Science 102 or permission of the instructor.**

**312. The American Presidency**
This course involves a systematic examination of the dynamic institution of the presidency. It includes a study of presidential power, character, leadership, domestic and foreign policy-making, the presidential-election process, as well as the interaction between the president and the media, and presidential-congressional relations. **Prerequisite: Political Science 102 or permission of the instructor.**

**313. Elections and the Political Process**
An examination of the idiosyncratic nature of the American electoral process with a focus on the role of political parties. The course includes an overview of American electoral history as well as a study of the factors influencing election outcomes, such as issues, ideology, party identification, candidate images, campaign finance, organization, and strategies. **Prerequisite: Political Science 102 or permission of the instructor.**
317. State and Local Politics
This course focuses on the interactions among the three levels of government in the United States as well as on the institutional structures of state and municipal governments. It concentrates on the interaction among governments as a significant portion of the policy-making process. The course discusses the changing roles over time of different levels of government. Prerequisite: Political Science 102 or permission of the instructor.

320. Law and Society
A study of the American system of criminal justice. The major emphases of the course are the operation of the institutions and processes of the system, the constitutional rights of those accused of crime, and the social goals and consequences of criminal punishment. Prerequisite: Political Science 102 or permission of the instructor.

321. Women and Politics
This course examines the role of women as voters, citizens, candidates, and leaders in American politics, grounded in theories of gender. Attention will also be given to the history of the women’s movement and the current status of women’s organizations. The course also focuses on how various public policies, including workplace issues, family issues, education issues and reproductive rights, affect women and their legal rights. Prerequisite: Political Science 102 or permission of the instructor.

323. Constitutional Law
An analysis of the distribution of power among the three branches of the federal government, and between the federal and state levels of government, as specified in major decisions of the U.S. Supreme Court. The Court itself will be studied as a political institution, with emphasis on its role in a democratic political system. The course also includes a study of the constitutional rights of individuals, as specified by the U.S. Supreme Court, with primary emphasis on issues of freedom and equality. Prerequisite: Political Science 102.

324. American Political Thought
A study of the influence of values and ideologies upon the formation, evolution, and operation of the American constitutional and political system. In deference to the pragmatic character of American political thought, the course focuses on the writings of American statesmen as they confronted such continuing problems as the nature of the Union, the contest between economic power and democratic power, and the responsibility of government for individual and social welfare. The course concludes with a consideration of the relevance of American political doctrines for contemporary issues of public policy. Prerequisite: Political Science 102 or permission of the instructor.

331. History of Political Thought
A critical study of the enduring problems of political philosophy as treated by the major thinkers in the Western political tradition. The emphasis of the course is upon the fundamental choice of values which underlies the design of every system of government. The course thus examines how such writers as Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Burke, and Marx have formulated and attempted to resolve the conflicting demands of freedom and order, law and justice, authority and obligation, and the individual and the state. Prerequisite: Political Science 102 or 104 or permission of the instructor.

334. Media and Politics
This course will explore the role of the media in politics from various perspectives, providing an overview of the following: the history of the media in the United States; the legal issues that relate to the media; the impact that the media has on public opinion; the substance (or lack of substance) of the media’s coverage of the news, government and elections; biases of the news media; political campaign advertising; alternative and newly developing forms of media; and the increasing conglomeration of the news media through mergers. Throughout the course, these issue areas will be discussed in a larger context involving questions of freedom, representation, and political participation. Students will also engage in a simulation involving the White House press corps and the presidency. There will
be a field trip to Washington, DC, to visit various news outlets. Prerequisite: Political Science 102 or permission of the instructor.

335. Environmental Politics
This course explores public policy and the policy process in American politics, and specifically focuses on the development and enactment of environmental policies over the past several decades in the United States. Attention is given to how political actors have responded to environmental problems, what creates a favorable landscape for environmental policies to be implemented, and how effective such policies are at achieving their goals. Political Science 102 or permission of the instructor.

COURSES IN COMPARATIVE POLITICS

341. Politics of Development
This course focuses on the political and economic challenges confronted by developing countries, including democratization, gender, nationalism and regional integration, trade, foreign investment, and sustainable development. The course also examines issues of development theory and practice in developing countries of Latin America, Asia and Africa. Prerequisite: Political Science 104.

342. Revolutions and Revolutionary Movements
This course examines revolutions as a means of political and social change through the study of competing theories about the causes, processes, outcomes and aftermath of revolution. These theories and approaches are then applied to cases of social revolutions of the 20th century, wars of anti-colonial struggles, and their anti-global successors. The course concludes with a discussion about the future of revolution in the modern world, including whether revolution through democracy and non-violence can be achieved, the influence of globalization, and the effect of the September 11 attacks on would-be revolutionary movements. Prerequisite: Political Science 104 or permission of the instructor.

344. Comparative Government: Western Europe
A comparative study of the governmental structures and organizations, as well as the political cultures and processes, of the diverse states of Western Europe, with special focus on the United Kingdom, France, and Germany. Also included will be study of the European Union and its process of expansion into Central Europe. Prerequisite: Political Science 104.

345. Comparative Government: East Asia
This course provides a broad overview of the different governmental structures and organizations, as well as history and political cultures, of a range of states in East Asia, including Japan, the Koreas, China, and the countries of Southeast Asia. Particular attention will be paid to the link between governmental structure and economic development. Prerequisite: Political Science 104.

346. Japanese Politics and Foreign Policy
This course provides a broad introduction to Japan of the early 21st century, considering its role in the world and its unclear domestic agenda after successfully “catching up with the West.” Study of Japan’s post-Second World War political and economic development will provide the basis for deeper study of demographic, social, economic, and diplomatic challenges facing Japan today. Prerequisite: Political Science 104 or permission of the instructor.

347. Chinese Politics and Foreign Policy
This course provides an introduction to the vast political challenges facing China today, which requires an examination of China’s governmental structure, social development, and the effect of communism under Mao Zedong and other Chinese leaders. Emphasis will be placed on political reform currently underway, the possibility of democracy’s arising, and China’s economic and diplomatic linkages to the outside world. Prerequisite: Political Science 104 or permission of the instructor.

348. Latin American Politics
An introduction to the politics of Latin America. Attention is given to the historical and cultural context of political institutions and behavior, the roles of traditional and emerging groups and forces, political
instability, and the decision-making process under different types of regimes. Case studies of individual countries are selected on the basis of their contemporary importance and representativeness of general political problems. Prerequisite: Political Science 104 or permission of the instructor.

351. Politics, Religion, and Ethnicity in South Asia
This is a survey of contemporary politics in South Asia (Afghanistan, India, Nepal, Pakistan, and Sri Lanka). It examines the impact of British colonialism on state formation, the internal politics since the 1940s, and the relationship of these countries to each other and with the major external powers (U.S., Russia, and People’s Republic of China) influencing the region. Prerequisite: Political Science 104 or permission of the instructor.

356. Civil War and Violence in Africa
This course provides an analytical approach to the study of civil wars in post-independent sub-Saharan Africa. The course divides into four parts. The first provides a broad overview of the challenges that Africa confronts. The second part of the course investigates the causes of civil wars: what conditions permit civil war? Why do dissidents or governments choose violence instead of peaceful means of resolving disputes? Is civil war politics by other means or a means of wealth acquisition? The third explores the processes of civil war: why do people join insurgencies? And why do some conflicts become more violent than others? We will conclude the course by examining mechanisms for resolving conflicts. We will explore why the international community intervenes to stop genocide in some wars but not others; what takes it so long to act, if it acts at all; how the prospect of military intervention affects the military strategies of combatant parties in civil wars; and whether outsiders help or hinder the resolution of civil wars. Prerequisite: Political Science 104 or permission of the instructor.

COURSES IN INTERNATIONAL POLITICS

371. International Politics
A study of an integrated theoretical framework for analyzing the behaviors of nation-states in the international political arena, as well as of selected critical issues and areas in contemporary international politics. Normally included in the study are nuclear weapons systems and their implications in international politics; nuclear arms negotiations and agreements; East-West relations; the triangular relationship among the United States, the former Soviet Union, and China; the Arab-Israeli conflict; the Third World’s nonalignment movement; and the North-South tensions. Students who have taken Political Science 302 at Rhodes University will not receive credit for this course. Prerequisite: Political Science 104.

373. Human Rights and Social Justice
This course is designed to provide an introduction to the history, philosophy and major debates on human rights and social justice. Students will consider the philosophical and political positions underlying the debates that are central to the promotion of human rights, including gender, universalism and cultural relativism. The course also covers contemporary issues in the international human rights and social justice movement, including the right to development and freedom from poverty, women’s human rights, minority rights, torture, slavery and genocide. Group work and the creation of a public awareness campaign are required course assignments. Prerequisite: Political Science 104 or permission of the instructor.

374. International Organization and Law
A study of organized human efforts made throughout history to promote international cooperation and peace. Special attention is given to the principles and rules of international law regulating national conduct in international affairs, the League of Nations, the United Nations, and contemporary blueprints for world federation and government. Prerequisite: Political Science 104 or permission of the instructor.

375. International Political Economy
This course is a study of the relationship between international politics and economics. It examines theories of international political economy, including Liberal, Mercantilist, and Radical. Using these themes, the course will analyze the history of political economy, the relationship between economics and politics, trade, foreign investment, economic aid, development, dependency, interdependency,
and the role of the United States in the global political economy. Prerequisite: Political Science 104 or permission of the instructor.

380. American Foreign Policy
A brief historical survey of American diplomacy and analytical study of factors conditioning American foreign policy; the constitutional basis of U.S. foreign relations; the concept of American national interest and goals; the structure and processes of decision-making and policy-execution; the organization of, and relations among, the White House, Department of State, Department of Defense, other Executive organs, and Congress; and Americas current involvement in world affairs. Prerequisite: Political Science 102, Political Science 104 or a year of American history.

382. U.S.-Latin American Relations
A study of U.S. foreign policy and Latin America since the Monroe Doctrine. Attention is given to the interests of Latin American nations in their relationship with each other and with other areas of the world, with special emphasis on the post-World War II period. Prerequisite: Political Science 104 or permission of the instructor.

384. The International Relations of East Asia
The course seeks to expand student knowledge of important past political events and contemporary political issues related to the international relations of East Asia, including U.S.-East Asia relations; to introduce students to a new terminology based in international relations theory, including the contentiousness of some terms, major thinkers associated with these terms and theories, and how general international relations theory has been applied to the case of East Asia; and, to assist students in applying their new knowledge of terminology and theory to better understand past and contemporary political interactions in East Asia. Prerequisite: Political Science 104 or permission of the instructor.

386. Comparative Peace Processes
This course focuses on contemporary conflicts and efforts at peace-building in a comparative perspective. Drawing on cases such as Bosnia, Northern Ireland, and East Timor, the course will examine the roots of conflict, theories of peace, methods of peace-building, reconciliation, and international cooperation. Simulations will be used to enable students to understand the dynamics of the peace process. Prerequisite: POL 104 or permission of the instructor.

388. U.S. Foreign Policy in the Middle East
In recent decades, the Middle East has proved to be one of the most troubling as well as important parts of the world. The war in Iraq, the standoff with Iran, the regular failure to find a diplomatic solution to the Israeli-Palestinian conflict and the continuing danger posed by Al Qaeda all testify to the intractability of the region’s problems. This course focuses on US foreign policy in the Middle East. The United States has grappled with the region’s persistent and cross cutting conflicts, and confronted fundamental questions about the use of force, the role of allies and international law. Prerequisite: POL 104 or permission of the instructor.

COURSES IN RESEARCH METHODS AND EXPERIENTIAL LEARNING

401. Empirical Political Research
An introduction to current research techniques and methodology in political science, taken by majors in the fall semester of the senior year. The course includes a discussion of the use of theory building, hypothesis testing, survey research, statistics, and computers in empirical political inquiry. Much of the class will be interactive, as students learn basic data analysis techniques using statistical software. Students will work in groups to develop, administer, and analyze their own survey of the political attitudes of the student population of Washington College. Prerequisite: Political Science 102 and 104, or permission of the instructor. This course is required for Political Science majors.

419. Maryland General Assembly Internship
Students enrolled in this program spend two days per week as state legislative interns in Annapolis during the three-month legislative session. They also meet and do assignments for a weekly academic
seminar on campus. Students may enroll in this program only by application to the Director, and applicants must have a 3.0 GPA. Students completing the internship earn two course credits. **Prerequisite: Political Science 311 or 317, or permission of the Director.**

427. Washington Center Internship
A full-time, semester-long internship in Washington, DC, with a federal government, political, or non-profit agency. Depending upon their interest and internship placement, students may attend hearings, conduct policy research, draft correspondence, monitor legislation, lobby members of Congress, and write analytical reports. Students will create an in-depth portfolio of their internship experience. **Prerequisite: Political Science 102, 2.8 cumulative GPA, permission of an instructor, and successful application to The Washington Center for Internships and Academic Seminars. This course is normally open only to juniors and seniors. Twelve credits. The internship package of Political Science 427, 428, and 429 yields 16 credits towards graduation and 8 credits towards the political science major or minor.**

428. Washington Center Seminar
Washington Center Interns participate in an evening seminar selected from a variety of topics offered during the semester. Students engage in class discussion and may also research seminar topics, prepare written assignments, and take examinations. **Required of and limited to students enrolled in Political Science 427. Three credits.**

429. Washington Center Forum
Washington Center Interns participate in lectures, site visits, small group discussions, briefings, and other required events designed to help them understand the connection between their academic and professional goals and the special educational opportunities available through living and working in Washington, DC. Evaluations of these experiences are included in the student portfolio. **Required of and limited to students enrolled in Political Science 427. One credit.**

471. Model Diplomacy
This two-credit course is offered as a complement to required delegate training for participation in an off-campus model diplomacy simulation. The course goes beyond the basics of delegate preparation (public speaking, model procedure, and familiarity with committee topics) to offer a broader framework for understanding the evolution of the practice of diplomacy, principal challenges facing diplomats today, and the role of diplomacy and the diplomat in the modern world. As part of the course, students are offered individualized feedback on their committee research for a model simulation, background information on important developments in international affairs and major international organizations, and the opportunity to reflect on the linkage between the model experience and the actual practice of international organizations in the 21st and previous centuries. **Two credits. Prerequisite: application and acceptance into a Model Diplomacy program.**

473. Model United Nations
This two-credit course is offered as a complement to required delegate training for participation in an off-campus model United Nations simulation. The course goes beyond the basics of delegate preparation (public speaking, model procedure, and familiarity with committee topics) to offer a broader framework for understanding the evolution of the United Nations since its founding in 1945, principal challenges it faces today, and the role of diplomacy and the diplomat in the modern world. As part of the course, students are offered individualized feedback on their committee research for the model simulation, background information on important developments in international affairs and major international organizations, and the opportunity to reflect on the linkage between the model experience and the actual practice of international organizations in the 21st and previous centuries. **Two credits. Prerequisite: application and acceptance into a Model United Nations program.**

190, 290, 390, 490. Political Science Internship
Students may receive course credit for an individualized internship at a political organization, under the supervision of a faculty advisor. The details of the internship and associated academic requirements will be specified in a learning contract drawn up by the student and advisor.
194, 294, 394, 494. Special Topics in Political Science
The department occasionally offers a course on a special topic in political science that is not a part of
the regular course offerings.

197, 297, 397, 497. Independent Study
Students may receive credit for an individualized course of reading and writing under the supervision
of a faculty advisor. The requirements of the course will be specified in a learning contract drawn up
by the student and advisor.

195, 295, 395, 495. On-campus Research

196, 296, 396, 496. Off-campus Research

SCE. Senior Capstone Experience
The Senior Capstone Experience is an independent research project on a topic of the students choos-
ing, culminating in a thesis of at least 50 pages. Thesis proposals are normally generated as part of
the work of the required course on empirical political research, and each student has a faculty advisor
to assist in completion of the project. Theses are graded Pass, Fail, or Pass with Honors. Candidates
for honors must employ primary sources, contribute some element of original research, analysis, or
interpretation, and sustain an oral examination on the thesis. Candidates must have a GPA of 3.5 in
their major courses to be considered for honors status. This project is required of all majors in political
science.

COURSES OFFERED IN THE WASHINGTON COLLEGE ABROAD PROGRAMS
Students enrolled in Rhodes University Program in South Africa take the following courses:

402. International Politics
This course examines the dynamics of post-World War II international political economy, financial insti-
tutions, the North-South debate, debt, development, democracy, Africa and the New World Order. Five
classes per week, including one tutorial. Students who have taken Political Science 361 will not receive
credit for this course. offered at the Rhodes University, South Africa, program only, in the spring semester.
Prerequisite: Political Science 104. Eight credits.

404. Introduction to South African Politics
This course will study the process of transformation and transition to democracy in South Africa by
looking at external and domestic factors which have shaped the present reality. Particular attention
will be given to the issues of democratic consolidation and policy implementation after 1994. The
course will provide an historical context with which to examine the challenges facing the new democ-
racy from gender to economic policy and international relations. At least three classes per week.
offered at the Rhodes University, South Africa, program only, in the spring semester. Prerequisite: Political
Science 104. Four credits.

406. Government and Politics in Africa
Case studies in selected African countries looking at political economy, development, and democrat-
ization. At least three classes per week. Students who have taken Political Science 356 will not receive
credit for this course. offered at the Rhodes University, South Africa, program only, in the spring semester.
Prerequisite: Political Science 104. Four credits.

408. International Relations
This course examines contemporary theories, issues and debates in the study of international relations.
At least three classes per week. offered at the Rhodes University, South Africa, program only, in the spring
semester. Prerequisite: Political Science 104. Four credits.
Students enrolled in The Hansard Scholars Programme in London take the following courses:

470. Hansard Internship
Hansard Scholars are assigned to work in most cases as research assistants to Members of the House of Commons and the House of Lords, or to the political parties and other politically-related organizations. Students write speeches, research political issues, prepare briefs, and take part in constituency work. Six credits.

472. Politics and Parliament
This course examines the constitutional and political process in Britain with special reference to the student’s internship programs. External lecturers include leading British politicians, political commentators, and lobbyists. Three credits.

474. Politics and Public Policy
This course analyzes current policy issues, seen in their historical context and in a European dimension. Topics include the economy, social policy, education, the role of the media, and ethnic and regional problems. Three credits.

476. Supervised Research Project
Each student works on an individually designed research project leading to a substantial paper of between 8,000 and 12,000 words. Usually, this is based on research undertaken during the internship. Three credits.
Pre-Law Preparation

Jim Allison, Program Advisor
Andrea Lange, Program Advisor
Joseph Prud’homme, Program Advisor

Admission requirements at law schools normally include the completion of a baccalaureate degree program at an accredited institution, a distinguished overall average, and a competitive score on the Law School Admission Test (LSAT). Standards concerning grade averages and LSAT scores vary from school to school. Law schools do not specify a particular undergraduate curriculum or major as preparation for a legal education. Legal study draws on many fields of knowledge in the social sciences, natural sciences, and humanities. Potential law students should elect courses sufficiently diverse to acquire the basic ideas and methodologies of a number of disciplines, and to develop their skills of critical analytical thinking and effective written and oral expression. The pre-law advisors are available to help in this process. They counsel individual students with respect to course selection, how to prepare for the LSAT, the law school application process and provide periodic programs and workshops of interest to pre-law students.

The regular course distribution requirements at Washington College, which provide the student with a broad foundation in the liberal arts and sciences, are part of the general preparation for law school. The pre-law student is urged to consider taking some of the following courses, either as part of the distribution requirement or as electives. The pre-law advisors particularly recommend those courses marked with an asterisk: logic because it is helpful in preparing for the LSAT, political science courses because they prepare students for the study of cases in law school, business law because it introduces topics like contracts and torts, philosophy of morality and ethics courses because these are issues central to the profession, and sociology and justice, law and society courses since these courses explore domestic and global crime and justice issues.

RECOMMENDED COURSES
*particularly recommended for pre-law students

BUS 213. Introduction to Financial Accounting
An introduction to the accounting principles and procedures used for collecting, recording, summarizing, and interpreting financial information. Students will learn to read and interpret financial statements. Special emphasis is placed upon the concepts of internal control over resources and transactions. Computerized spreadsheets are integrated into the course.

BUS 303. The Legal Environment of Business*
Study of the various legal environments in which business operates, including the legal/political systems of major trading areas abroad. American government regulation of business will be examined in detail, as well as the international legal environment, to appreciate varying legal requirements affecting foreign trade. Ethics and corporate responsibility will be compared to the differing standards in foreign countries.

DRA 105. Principles of Effective Speaking
The course is intended to enhance student abilities in the development and delivery of various kinds of public presentations, and to foster skill in the analysis of speeches from the standpoint of the critical listener. This course does not count toward distribution or toward the Drama major.

ECN 111. Introduction to Macroeconomics
An introduction to principles of economic analysis, economic institutions, and issues of economic policy. The course examines factors determining national income, price, and employment levels as well as the international position in the U.S. economy.
ECN 112. Introduction to Microeconomics
An introduction to the principles of economic analysis, economic institutions, and issues of economic policy. Principal topics covered include commodity and factor price determination under various market structures, and resource allocation and income distribution through a pricing system.

ECN 416. Law and Economics
The course describes how legal rules, e.g. property rights or contract law, should be designed in order to encourage economic efficiency. The human response to the prices imposed by laws on different kinds of behavior is analyzed. Applications to land use legislation, consumer products liability, the criminal justice system, and medical malpractice are included. Prerequisite: Economics 112.

HIS 201, 202. History of the US
A basic course designed for students wishing to supplement their knowledge of general American history. The first semester covers the period from the European backgrounds of colonization in the New World to 1865; second semester, the period from 1865 to the present.

MAT 109. Statistics
Introduction to the appropriate methods for analyzing data and designing experiments. After a study of various measures of central tendency and dispersion, the course develops the basic principles of testing hypotheses, estimating parameters, and reaching decisions.

PHL 100. Introduction to Philosophy
A study of selected systems of thought designed to acquaint the student who has no training in philosophy with basic philosophical concepts and with the techniques and advantages of a thoughtful and reflective approach to problems. Topics taken up vary with the individual instructor. Offered every semester.

PHL 108. Logic*
An introduction to informal logic (especially informal fallacies), formal sentential logic, and the application of logic to arguments found in ordinary language.

PHL 225. Ethical Theory*
An examination of some of the major ethical theories in Western philosophy. Applications of these theories to concrete ethical problems will be considered. Special attention will be given to Consequentialist, Deontological, and Virtue theories. Readings will be drawn from classical and contemporary authors. Prerequisite: Philosophy 100.

PHL 300. Business Ethics
A seminar focusing on major ethical theories and principles as they apply to individuals, companies, corporations, and consumers in the business world. Typical issues treated are: corporate social responsibility, government versus self-regulation, employee and consumer safety, whistle-blowing, deceptive advertising, conflicts in accounting, the environment, insider trading, issues in international business, etc. Prerequisite: Philosophy 100.

PHL 335. Philosophy of Law*
The course covers three areas: (1) the nature of law, (2) the relation between law and morality, and (3) the nature and justification of punishment. Legal philosophers of various viewpoints will be covered. The class will meet with the judge of the Second Maryland Circuit in his courtroom and make an all-day field trip to one or more Maryland prisons. Prerequisite: Philosophy 100.

POL 102. American Government and Politics
A study of the foundations, institutions, processes, and policy issues of American government at the national level.
POL 323. Constitutional Law*
An analysis of the distribution of power among the three branches of the federal government, and between the federal and state levels of government, as specified in major decisions of the U.S. Supreme Court. The Court itself will be studied as a political institution, with emphasis on its role in a democratic political system. The course also includes a study of the constitutional rights of individuals, as specified by the U.S. Supreme Court, with primary emphasis on issues of freedom and equality. Prerequisite: Political Science 102.

POL 407. Law and Society*
A study of the American system of criminal justice. The major emphases of the course are the operation of the institutions and processes of the system, the constitutional rights of those accused of crime, and the social goals and consequences of criminal punishment. Prerequisite: Political Science 102 or permission of the instructor.

SOC 240. Criminology*
Study of the nature, causes, and social significance of crime. Prerequisite: Sociology 101.

SOC 340. Victimology*
The concepts and theories surrounding victimization in the U.S. resulting from violent crime and white collar crime form the basis of this course. Students will explore the history and social context of the American victim’s movement. They will develop an understanding of how victimization data is collected (i.e. national surveys; emergency room data, etc) and will learn about victim services provided nationally as well as on the Eastern Shore of Maryland. Discussions of race, gender, and economic class will be woven through the analysis of specific victim categories such as: domestic and family violence; hate crimes; violent street incidents; sexual violence; campus violence; identify fraud; and government benefit thefts. The course will present students with experiential learning opportunities as well as a forum for assessing public policy options that address the legal, financial, medical, and emotional needs of crime victims and their families.

SOC 341. Variant Behavior*
An exploration of behavior that has been socially defined as “deviant.” The nature, sources, and consequences of this definition will be discussed. Prerequisite: Sociology 101 and one additional course in sociology.

SOC 344. White Collar and Commercial Crime*
Ask most citizens how they define crime and they will usually refer to violence and deviance in their community or their neighborhood. Few consider the scope or incidence of white collar crimes committed by organizations and corporate entities, nor the resulting levels and types of victimization. Sociologists and legal theorists discuss corporations as the twentieth-century criminal, born of industrial transformation, requiring regulation and transparency to ensure that the public is adequately protected. This course will explore foundational concepts associated with white collar criminology using some of the most significant cases of the past 30 years. Special emphasis will be placed on offenses involving consumer frauds, institutional and political corruption, and crimes likely to increase in frequency and magnitude such as health care fraud, financial transactions offenses, and cybercrimes.

SOC 345. Transnational and Organized Crime*
This course will examine organized crime in the U.S., transnational crimes and international law concepts, and regional crime groups on various continents. Students will use sociological theories of deviance, comparative justice models, and a new vocabulary that applies to transnational crimes throughout the course. Prerequisites: Sociology 101 and Sociology 240, or permission of instructor.
Students interested in pursuing a career in allopathic medicine (M.D.), osteopathic medicine (D.O.), podiatric medicine, veterinary medicine, dentistry, or optometry should take advantage of the College’s Premedical Program. The Premedical Program is not a major; it is a program under the guidance of the Premedical Committee designed to assist students with pre-professional planning and applications to one of the above types of professional schools. Premedical students should consult members of the Premedical Committee early in their academic careers and formally notify the Premedical Committee Chair of their interest in considering a career in medicine. Premedical Committee members include Professors Kathleen Verville (Committee Chair), Anne Marteel-Parrish, Juan Lin, George Spilich, and Matthew McCabe.

To become aware of expectations, requirements, procedures, and deadlines, premedical students should read the advising information found on the College’s premedical Web site, Canvas site and in the college catalog and attend all premed meetings (announced through email and the Premed Canvas site). In addition, each premedical student is strongly encouraged to frequently seek out individual advice from Premedical Committee members. Students seeking a Committee Letter from the Washington College Premedical Committee (required/recommended by the majority of medical schools) must be aware of the need to complete a file with the Premedical Committee, file requirements, the deadline for file completion, and the procedures for obtaining a Committee Letter.

Students should begin to plan their program of coursework immediately upon entering the College. Although many premedical students major in one of the Natural Sciences, any major offered by the College may be chosen. Regardless of major, students are encouraged to explore courses and activities outside their major. In addition to fulfilling the requirements for the major and for graduation from Washington College, premedical students will need to take those courses required for professional school admission. These vary depending on the type of medical program (e.g. veterinary medicine vs. allopathic medicine) and, to some extent, from school to school. The required prerequisite courses most commonly include: General Biology (BIO 111, 112), General Chemistry (CHE 111, 112), Organic Chemistry (CHE 201, 202), Biochemistry (BIO 409/CHE 309), Physics [PHY 101, 102 (the algebra-based course sequence) or PHY 111, 112 (the calculus-based course sequence); see information below], two semesters of Math (see information below), two semesters of English (ENG 101 plus one additional English class), Social Science courses (see information below), and Humanities courses.

Math requirements can vary depending on the program. Statistics (MAT 109) is strongly recommended. Since many medical schools require or recommend Differential Calculus (MAT 201) and the course is required for the major in Biology, Chemistry, and Physics, students should plan to take MAT 201. The next course in the calculus course series, Integral Calculus (MAT 202), is required for some majors (physics and chemistry). Students opting to take the calculus-based Physics course (PHY 111, 112) should note that MAT 201 is a co-requisite for PHY 111 and MAT 202 is a co-requisite for PHY 112. Note that students may need to take Precalculus (MAT 110) to be adequately prepared for Differential Calculus. (Registration for Precalculus requires permission from the Math Department.)

Students may fulfill the physics requirement for medical school by taking either the algebra-based physics course [College Physics I and II (PHY 101, 102)] or the calculus-based physics course [General Physics I and II (PHY 111, 112)]. Those students planning a major in Physics or planning to major in Chemistry and receive an ACS-certified degree need to take the calculus-based physics sequence (PHY 111, 112).

In addition to fulfilling prerequisites for admission, the content of many of these courses is included on the tests required for admission [Medical College Admission Test (MCAT), the Dental Admission Test (DAT), and the Optometry Admission Test (OAT)]. Beginning in 2015, in addition to testing verbal
reasoning skills, the MCAT will test knowledge of general biology, general chemistry, organic chemistry, biochemistry, physics, statistics, psychology, and sociology. Therefore, students planning to enter programs that require the MCAT (allopathic medicine, osteopathic medicine, many podiatric medicine programs) should consider fulfilling the social science distribution requirements with General Psychology (PSY 111, 112) and Introduction to Sociology (SOC 101). Knowledge of statistics for the MCAT can also be gained from Statistics and Research Design I and II with lab (PSY 209, PSY 309).

Note that many programs require or recommend additional biology courses beyond General Biology. These biology classes are also important for students who ultimately opt for programs such as Physician Assistant programs instead of medical school.

Ethics courses (e.g. Ethical Theory (PHL 225), Foundations of Morality (PHL 235), Biomedical Ethics (PSY 325)) are also encouraged.

Students who do not major in one of the sciences are strongly encouraged to take more than the minimum required science classes.

Given the variation in requirements from program to program, and the fact that some schools have additional requirements, students are encouraged to consult the appropriate Web sites for each area of medicine (aamc.org, aacom.org, aacpm.org, aavmc.org, adea.org, opted.org) as well as books that list professional school requirements (Medical School Admission Requirements (MSAR), Osteopathic Medical College Information Book, Veterinary Medical School Admission Requirements (VMSAR), and ADEA Official Guide to Dental Schools). These books, which are updated annually, are available in the Premedical Reading Area of the Toll Science Center.

Students should plan to take the appropriate test (MCAT, DAT, OAT, GRE) before applying to professional school. Advice about which test is required for particular programs, when to take these tests, and how to prepare for them should be sought from the Premedical Committee. Strong test scores and GPA are essential for a successful application to these highly competitive programs. The exams should not be taken without adequate preparation, and students should plan to take the test one time only.

Students may plan to attend professional school the academic year following graduation, but are strongly encouraged to consider taking additional time. Those who wish to attend professional school immediately following graduation must plan coursework especially carefully so that courses required for admission (many of which are also necessary for successful completion of the admission tests) are completed by the end of the Junior year. This allows an application to be submitted early in the summer between the Junior and Senior years. A sample schedule for each major that allows for completion of required courses by the end of the Junior year is shown below; however, because there are many other possible course arrangements and because students differ in academic background, each student is encouraged to seek individual advice about course planning. The course schedule presented is rigorous and may not be appropriate for every student.

Regardless of the timing of the application, careful and early planning of courses required for the major, graduation, and medical school admission is important because many required courses have prerequisites, some students may need to take additional courses (e.g. Precalculus) for adequate preparation, and some course combinations are not recommended.

Students with Advanced Placement credit in required premedical courses should seek advice from the Premedical Committee, as many professional schools do not accept AP credit for required courses. Those schools typically ask students either to retake the course at a four-year college or to take additional upper level courses in the discipline(s) in which the AP credit was received. Those students planning to study abroad should seek advice about coursework planning and should take required premedical courses in the United States.
Required courses, which should not be taken Pass/Fail, have minimum grade requirements. All science classes taken should be majors level and have a lab.

Students who do not have U.S. citizenship or permanent residency should seek out early advice about career planning and be aware that it is very difficult for non-U.S. citizens/permanent residents to gain entry into U.S. medical schools and to finance their medical education.

See sample schedules for students planning to attend professional school the year following graduation on opposite page.
Sample Course Schedules For Students Who Plan To Enter Medical/Professional School 
The Academic Year Following College Graduation*

<table>
<thead>
<tr>
<th>BIOLGY MAJOR</th>
<th>CHEMISTRY MAJOR</th>
<th>PHYSICS MAJOR</th>
<th>PSYCHOLOGY MAJOR</th>
<th>OTHER MAJOR</th>
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<tr>
<td>FIRST YEAR</td>
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<td>GRW 101, ENG 101</td>
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<tr>
<td>BIO 111, 112</td>
<td>CHE 111, 112</td>
<td>PHY 111, 112</td>
<td>PSY 111,112</td>
<td>Introductory Sequence for Major</td>
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<tr>
<td>CHE 111, 112</td>
<td>BIO 111, 112</td>
<td>CHE 111, 112</td>
<td>BIO 111, 112</td>
<td>BIO 111, 112</td>
</tr>
<tr>
<td>MAT 201, Math</td>
<td>MAT 201, 202</td>
<td>MAT 201, 202</td>
<td>CHE 111, 112</td>
<td>CHE 111, 112</td>
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<td>SECOND YEAR</td>
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<td>CHE 201, 202</td>
<td>CHE 201, 202</td>
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<tr>
<td>Advanced Biology</td>
<td>PHY 111, 112 ‡</td>
<td>PHY 201, 204</td>
<td>PSY 209, PSY 309</td>
<td>Advanced Course for Major</td>
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<tr>
<td>English</td>
<td>English</td>
<td>MAT 203, 345</td>
<td>Advanced Psychology</td>
<td>English</td>
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<tr>
<td>Distribution or Elective</td>
<td>Distribution or Elective</td>
<td>BIO 111, 112</td>
<td>MAT 201, Math</td>
<td>MAT 201, Math</td>
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<td>THIRD YEAR</td>
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<td>BIO 409/CHE 309</td>
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<td>BIO 409/CHE 309</td>
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<tr>
<td>Advanced Biology</td>
<td>Advanced Chemistry</td>
<td>Advanced Physics</td>
<td>PHY 101,102 or PHY 111, 112</td>
<td>PHY 101,102 or PHY 111, 112</td>
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<tr>
<td>PHY 101,102 or PHY 111,112</td>
<td>Distribution or Elective</td>
<td>English</td>
<td>Advanced Psychology</td>
<td>Advanced Course for Major</td>
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<td>Distribution or Elective</td>
<td>Distribution or Elective</td>
<td>English</td>
<td>Distribution or Elective</td>
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<tr>
<td>FOURTH YEAR</td>
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<tr>
<td>Advanced Biology Course(s)</td>
<td>Advanced Chemistry Course(s)</td>
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<td>Advanced Chemistry Course(s)</td>
<td>Advanced Physics Course(s)</td>
<td>Advanced Psychology Course(s)</td>
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</table>

‡ PHY 111,112 is required for students seeking an ACS-certified degree in chemistry. Other chemistry majors may take PHY101, 102 or PHY 111,112.

*These sample schedules allow for a professional school application in the summer between the junior and senior years, the approximate application timing for students who plan to enter professional school in the year following college graduation. We strongly encourage students to consider taking at least one additional year before applying to professional school. Please note that these sample schedules should not be used without also reading the accompanying text, which provides additional explanation. As there are many course combinations that can allow this same application timing, students should seek out individual advice regarding course planning. When planning courses, students should be aware that the required courses for professional school admission normally need to be completed before the application is submitted and that many of the required courses are also necessary for strong performance on admission tests (e.g. MCAT), which students should plan to complete before the application is submitted. Students should also be aware of course prerequisites and the hierarchical nature of the biology and chemistry courses that lead to Biochemistry.
Psychology
Division of Natural Sciences and Mathematics

Lauren Littlefield, Chair
Jack Barnhardt
Sheila Barry
Cynthia Gibson
Michael Kerchner
Benjamin Kohl
Kevin McKillop (on leave, Spring)
Tia Murphy
James Siemen
George Spilich

Psychology addresses the fundamental premises of human behavior and the brain’s complex role in determining who we are. Students are kept abreast of the latest scientific advances and research methods in this burgeoning field. The department offers a bachelor of arts degree in psychology, as well as two specialized programs: a bachelor of arts concentration in clinical/counseling and a bachelor of science concentration in behavioral neuroscience.

The curriculum in psychology is designed to provide a strong background in the biobehavioral sciences and to prepare students for entry into graduate programs in experimental psychology, clinical/counseling psychology, neuroscience, medicine, and related fields. The course offerings reflect both the basic scientific content of psychology and its application in the clinical setting or in the business world. The department heavily stresses faculty-student interaction through laboratories and internships. A psychology club is open to all interested students, and a chapter of Psi Chi, the international honor society in psychology, also provides supplementary activities.

The curriculum is three-tiered. Students first survey the domain through a year-long general psychology course (tier 1) and then progress through a two-semester methods sequence in statistics and research design while they broaden and deepen their understanding through lab-oriented cognate coursework (tier 2). Students preparing for graduate or professional school are encouraged to work with faculty in a mentor-apprentice fashion no later than their third year; such work often culminates in faculty/student presentations at conferences or co-authored professional publications. Junior seminar (PSY 399) helps students prepare for the senior year as well as consider post-graduate plans. In their last year, majors design and conduct an original research project or write a theoretical review to address some unanswered question in the field under the guidance of a faculty mentor (tier 3). The conceptualization of the senior capstone project is typically proposed during the spring of the junior year. In addition to the written thesis, the results are presented in poster format during the second semester of the senior year. Theses judged by the departmental faculty to be outstanding earn honors status, and the author of one project per year can be given the Psychology Department Senior Capstone Award.

The Virginia Conner ’85 Prize is given annually to the graduating psychology major “who has demonstrated outstanding ability and achievement in the biobehavioral sciences.” (See page 81 in this Catalog for additional honors and awards given by the department.) Recent graduates have earned their Ph.D. or M.D. from such universities as Toronto, Columbia, Purdue, Delaware, Drexel, South Carolina, Maryland, and Virginia Commonwealth.

Grants awarded to the department by the National Science Foundation and the Jessie Ball duPont Fund have provided state-of-the-art laboratory instrumentation within our newly renovated facility. The Daniel Z. Gibson/John A. Wagner Psychology Department Fund provides honoraria for prominent speakers. Money is also available to support student travel to professional conferences.
Teaching and research facilities include: computerized labs in biostatistics, biofeedback/psychophysiology, cognition, sensation and perception, a developmental/social lab with digital video capabilities, a psychometric testing lab complete with personality and cognitive instrumentation, a neuroscience lab with histology and surgery capabilities, and transcranial doppler and topographic EEG machines to map brain functioning.

Qualified students may spend a semester or two in their junior and/or senior year in which they earn academic credit and clinical experience providing psychological services. A wide array of internship and practicum experiences in local settings is available. Working closely with a therapy team, student interns participate in all aspects of treatment. A junior year abroad program allows students to broaden their horizons at approved institutions; if possible, Psychology majors are encouraged to choose the fall semester of the junior year to go abroad because Junior Seminar is offered each spring.

**FIRST-YEAR AND SOPHOMORE COURSES**

Psychology 111 and 112, the General Psychology sequence, count toward Social Science distribution requirements. PSY 111 is not a prerequisite for PSY 112; they can be taken in any order.

Students interested in pursuing psychology beyond the introductory sequence should complete PSY 209, Statistics and Research Design I, by the end of their sophomore year. Most 300- and 400-level offerings have statistics as a prerequisite.

**WRITING IN THE MAJOR COURSES**

Statistics and Research Design II (Psychology 309) and Junior Seminar (Psychology 399) focus on psychological research. Together, these two courses refine reading, writing, and thinking skills necessary for performing research. Written components of these courses are specifically designed to hone students’ ability to write detailed critiques of journal articles and create succinct research proposals.

**SENIOR CAPSTONE EXPERIENCE**

Students majoring in psychology must satisfy their requirements for the degree by completing either an empirical research project or a theoretical review paper. Specific guidelines for the Senior Capstone Experience (SCE) are available online, complete with downloadable SCE resources, such as the syllabus with annual deadlines and formatting examples: http://psychology.washcoll.edu/seniorcapstoneexperience.php. The SCE in Psychology is graded as any other course and gets factored into the students GPA. In addition to proposing, writing, and defending the SCE, an additional component of the SCE is completion of the ETS Psychology Major Field Test offered during the spring of every year.

Students with a dual major in Psychology and another discipline who wish to pursue an integrative capstone project must declare this intent early in the first semester of their senior year and secure an agreement from the relevant departments and faculty mentors before commencing their capstone project. The department cannot guarantee that an integrated project acceptable to both departments can be implemented in all instances.

**MAJOR REQUIREMENTS FOR THE B.A. IN PSYCHOLOGY**

For broad exposure to many disciplines within psychology, courses in the major emphasize empirical testing of theoretical psychological models. The broad Psychology major is especially recommended for those students who wish to double major in psychology and another field or for those who are not interested in the clinical/counseling concentration or the behavioral neuroscience concentration.

**A. Two-semester introductory sequence in the natural sciences:** Take one of the following sequences:

- BIO 111 and 112 - General Biology
- CHE 111 and 112 - General Chemistry
- PHY 111 and 112 - General Physics
B. The Psychology Core: All of the following psychology courses are required:
PSY 111 and 112 - General Psychology
PSY 209 - Statistics and Research Design I
PSY 309 - Statistics and Research Design II
PSY 399 - Junior Seminar
PSY SCE - Psychology Senior Capstone Experience

C. Laboratory Requirement: Majors must complete five of the following courses. Three of these must be laboratory courses (+ indicates a laboratory course), and there must be at least one course from each of the three disciplinary areas:

General Experimental
PSY 202 – Lifespan Developmental
PSY 205 – Drugs and Behavior
PSY 211 – History and Systems of Psychology
PSY 220 – Human Sexuality
PSY 221 – Social Psychology
PSY 231 – Personality
PSY 302 – Advanced Developmental Psychology +
PSY 316 – Cognitive Psychology +
PSY 321 – Experimental Social Psychology +

Applied/Clinical
PSY 233 – Psychopathology I
PSY 234 – Psychopathology II
PSY 304 – Theories & Processes of Counseling
PSY 320 – Health Psychology +
PSY 333 – Psychological Testing
PSY 403 – Behavior Modification +
PSY 433 – Child Assessment +

Biological
PSY 210 – Biopsychology +
PSY 305 – Psychopharmacology +
PSY 313 – Learning +
PSY 317 – Sensation and Perception +
PSY 319 – Comparative Psychology +
PSY 410 – Neuroscience Research Methods +

MAJOR REQUIREMENTS FOR THE B.A. IN PSYCHOLOGY WITH A CLINICAL/COUNSELING CONCENTRATION

Concentration Advisors: Dr. Siemen, Dr. Littlefield

This concentration is designed to prepare students interested in the helping professions and human services. Coursework provides students with a foundation for graduate work in counseling, school psychology, clinical psychology, and the allied health fields. Students are also prepared for entry-level positions in human resources, management, child care or school settings as well as work as clinical/counseling assistants or research assistants.

A. Two-semester introductory sequence in the natural sciences: Take one of the following sequences:
BIO 111 and 112 - General Biology
CHE 111 and 112 - General Chemistry
PHY 111 and 112 - General Physics
B. The Psychology Core: All of the following psychology courses are required:
PSY 111 and 112 - General Psychology
PSY 209 - Statistics and Research Design I
PSY 309 – Statistics and Research Design II
PSY 399 – Junior Seminar
PSY SCE – Psychology Senior Capstone Experience
(SCE topic must be pre-approved by a clinical/counseling concentration advisor)

C. Counseling/Clinical Core - Four (4) of the following courses are required:
Personality (PSY 231)
Psychopathology I (PSY 233)
Psychopathology II (PSY 234)
Psychological Testing (PSY 333)
Special Topics in Clinical/Counseling/Community Psychology (PSY 294, 394)
Theories and Processes of Counseling (PSY 304)
Psychology Internship (PSY 490, 491)

D. Counseling/Clinical Lab Courses- Choose two of the following, only one of which can be Advanced Developmental Psychology or Experimental Social Psychology:
Advanced Developmental Psychology (PSY 302)
Health Psychology (PSY 320)
Behavior Modification (PSY 403)
Experimental Social Psychology (PSY 321)
NRM: Human Neuropsychology (PSY 410)
Child Assessment (PSY 433)
Advanced Problems (PSY 440); with prior approval
FOR DUAL CC and BN CONCENTRATORS: Only one of the courses above may be applied toward the requirements for both concentrations.

E. Biological Lab Courses- Choose one of the following:
Biopsychology (PSY 210)
Psychopharmacology (PSY 305)
Learning (PSY 313)
Sensation & Perception (PSY 317)

Strongly encouraged courses to round out the concentration are Developmental Psychology and Drugs & Behavior, as well as an array of courses in other fields (i.e., Biology, Business Management, Education, Philosophy, Sociology. . .). Discuss areas of potential interest with your academic advisor.

MAJOR REQUIREMENTS FOR THE B.S. IN PSYCHOLOGY WITH A BEHAVIORAL NEUROSCIENCE CONCENTRATION
Concentration Advisor: Dr. Gibson

The concentration in behavioral neuroscience is designed for students with a focused interest in the biological bases of behavior and thought. The concentration is well suited for students who are contemplating professional or research careers in medicine, pharmaceuticals, veterinarian medicine, animal science, neurology, and neuroscience. Because BN concentrators have additional laboratory requirements beyond other Psychology majors, students in the BN track earn a Bachelors of Science (B.S.).

A. BN students are required to complete all of the following natural science sequences:
BIO 111 and 112 - General Biology
CHE 111 and 112 - General Chemistry
B. The Psychology Core: All of the following psychology courses are required:
   - PSY 111 and 112 - General Psychology
   - PSY 209 - Statistics and Research Design I
   - PSY 309 – Statistics and Research Design II
   - PSY 399 – Junior Seminar
   - PSY SCE – Psychology Senior Capstone Experience
   (SCE topic must be pre-approved by the BN concentration advisor)

C. The Behavioral Neuroscience Core: The following two laboratory courses are required:
   - PSY 210 - Biopsychology
   - PSY 410 - Neuroscience Research Methods

D. Additional Laboratory Courses: Three of the following courses are required, with at least one from group D1 and one from group D2:
   - Group D1
     - PSY 305 – Psychopharmacology
     - PSY 313 – Learning
     - PSY 319 - Comparative Psychology
     With advance approval of the BN concentration advisor, one of the following can be chosen: on-/off-campus research; Advanced Problems (PSY 440); or an upper-level laboratory course in Biology, Chemistry, or Physics. If choosing this option, one additional course must also be chosen from D1.
   - Group D2
     - PSY 316 - Cognitive Psychology
     - PSY 317 - Sensation & Perception
     - PSY 320 - Health Psychology

E. Fundamental Psychology: One of the following courses is required:
   - PSY 202 – Lifespan Developmental
   - PSY 221 – Social Psychology
   - PSY 233 or 234 – Psychopathology I or II
   - PSY 333 – Psychological Testing

NOTE: Students in the BN concentration are encouraged to take additional 300- and 400-level PSY courses, as well as other upper-level BIO and CHE courses. Those students planning to apply to graduate neuroscience programs, medical, or veterinary schools should also consider MAT 201, MAT 202, PHY 111, PHY 112, CHE 201, and CHE 309/BIO 409. Such students should consult with the Pre-medical advisor or their behavioral neuroscience advisor.

Minor Requirements
The following courses fulfill the requirements for a minor in psychology. Four of the six courses must have the PSY prefix and be completed at Washington College.
   - PSY 111, 112
   - A year of Statistics (either BUS 203, ECN 215, MAT 109 or PSY 209; and BUS 204 or PSY 309)
   - Any psychology lab course (not including PSY 209 or PSY 309)
   - Any additional elective course in psychology.

COURSE DESCRIPTIONS

111, 112. General Psychology
An introduction to the science of human and animal behavior. This course surveys the methods and major findings of the various fields of psychology. PSY 111 introduces the student to the cognitive, neurological, and biological aspects of psychology. PSY 112 covers the clinical, personality, and social aspects of psychology.
202. Lifespan Developmental Psychology
This course will provide a broad overview of human growth and development from infancy to old age. Changes in biological, cognitive, emotional, and social domains will be discussed. Topics will include heredity, learning, emotional development/temperament, attachment, peer relationships, families, and aging. Recent research across domains will be highlighted.

205. Drugs and Behavior
A survey of human physiological and behavioral responses to commonly used drugs. Special emphasis is placed on nonprescription drugs (nicotine, alcohol, caffeine), psychotherapeutic agents (anti-anxiety drugs, anti-depressant medications, anti-psychotic drugs), and other psychoactive drugs (opiates, hallucinogens, marijuana).

209. Statistics and Research Design I with Lab
Consideration of sampling theory, the design of experiments, and the analysis and presentation of data with emphasis on correlation, t-test, chi square, and the analysis of variance. Attention is given to parametric and non-parametric procedures. Students learn both to hand calculate and to use a simple computer analysis package to analyze data. Prerequisite: Psychology 111, 112.

210. Biopsychology with Lab
The study of the biological bases of human and non-human behavior. The emphasis is on the hierarchical organization of the nervous system and behavior. Specific topics include: structure and function of the nervous and endocrine systems; mechanisms of neurotransmission; neurologic disorders; feeding; reproduction; aggression; sleep and dreaming; functional organization of sensory and motor systems; lateralization of function and language disorders; learning and memory; and the biological bases of emotion and psychopathology. Laboratory. Prerequisite: Psychology 111, 112 or Biology 111, 112.

211. History and Systems of Psychology
Historical backgrounds of psychological theories and systems (i.e., Structuralism, Functionalism, Behaviorism, Gestalt, Psychoanalytic, and Cognitive) with reference to the significant individuals, classic studies, and major trends in the field. The ways in which psychology has been both influenced by society and has altered society will also be discussed. The latter portion of the course focuses on contemporary trends in psychology.

220. Human Sexuality
A biological approach to the study of human sexuality. This course emphasizes topics such as the anatomy and physiology of the human reproductive system, conception and contraception, STDs and infertility and then continues on to discuss the influences that shape sexual attitudes as well as the values and behavior systems that influence human sexual behavior. An overview of attitudes towards sexuality across cultures is included.

221. Social Psychology
The course surveys the major topics and theories of social psychology, such as social perception, attitudes, altruistic behavior, aggression, attraction, social cognition, as well as applied areas of social psychology and the legal system and the social psychology of health behavior. Special emphasis is placed on original research and recent developments in the field.

231. Personality
Discussion of the major approaches to personality from the psychodynamic approach of Freud to the contemporary cognitive approaches of Kelly, Bandura, and Mischel. Research regarding major personality attributes (need for achievement, authoritarianism, intelligence) may also be discussed.

233. Psychopathology I
Evaluation of the etiology of various forms of behavior disorders (anxiety, mood, substance abuse,
psychotic), their symptoms, and treatment. These disorders will be considered in relation to clinical theories, research, and practice. **Prerequisite: Psychology 111, 112.**

**234. Psychopathology II**
Evaluation of the etiology, symptoms, and treatment of behavior disorders within the broad areas of childhood/developmental disorders and medical/organically-induced abnormal behavior. Specific topics include eating disorders, sleep disorders, sexual disorders, learning disorders, autism, mental retardation, attention deficit/hyperactivity disorder, dementia, delirium, and amnesia. Disorders will be considered in relation to clinical theories, research, and practice. **Prerequisite: Psychology 111, 112. Psychopathology I is NOT a prerequisite.**

**302. Advanced Developmental Psychology**
This course will delve into the primary literature on an important developmental topic such as attachment theory, children’s empathy, or prosocial behavior in preschoolers. Theory will be applied to current issues in child development (e.g., relationships, daycare, divorce, parental incarceration). Practical observation and/or applied research will be accomplished. **Prerequisite: Psychology 202 and Psychology 209.**

**304. Theories and Processes of Counseling**
An examination of the major theories of counseling (psychoanalytic, rational-emotive, client-centered and behavioral), an examination of the major ethical and legal issues, and an opportunity to acquire practical counseling process skills such as listening, problem-solving, vocational counseling and goal setting. **Prerequisite: Psychology 111, 112, or two semesters of sociology.**

**305. Psychopharmacology with Lab**
An in-depth study of the chemistry and pharmacology of the nervous system. Laboratory exercises will emphasize the use of laboratory animal models in pharmacological research. The actions of pharmacological agents on both the central nervous system and the peripheral nervous system will be explored. Laboratory exercises emphasize the use of behavioral measures to assess dose effects, tolerance and withdrawal, and drug interactions. Laboratory. **Prerequisite: Psychology 210 or Biology 111, 112. Psychology 209 is recommended.**

**309. Statistics and Research Design II with Lab**
A survey of appropriate research designs employed in psychological research taken during the junior year. Emphasis will be on inferential statistics such as regression, analysis of variance, factor analysis, discriminant analysis, and appropriate a priori and post hoc tests of significance. Examples will be drawn from a wide range of behavioral sciences. Principles relating to the planning, implementation, and ethics of psychological research will be examined and emphasis will be placed upon evaluation of published research and presentation of one’s own research. A significant portion of the course will be devoted to instruction in SPSS, a computer-based statistical package. Use of the World Wide Web as a research tool will be explored. **Prerequisite: Psychology 111, 112 and Psychology 209.**

**313. Learning with Lab**
A consideration of classical and operant conditioning paradigms of learning research. Cognitive theories of learning will be contrasted with the classical and operant theories. Emphasis in lectures and the laboratory will be on experimental research that utilizes nonhuman subjects, but the course will also address the application of these methods and theories to practical human affairs. Laboratory. **Prerequisite: Psychology 111, 112.**

**316. Cognitive Psychology with Lab**
A survey of research in the areas of human learning, memory, attention, problem-solving, and general comprehension processes. Special topics include: eyewitness testimony, reading and comprehension problems, and brain damage. A computer-based laboratory, topographic EEG/ERP, and eye movement research are used for class projects. **Prerequisite: Psychology 111, 112 and Psychology 209.**
317. Principles of Sensation and Perception with Lab
A survey of the methods by which humans detect stimuli, the mechanisms used to code and process
stimulus information, and the mechanisms used to create meaningful percepts out of sensory infor-
mation. Special attention is directed to psychophysics, sensory physiology, perceptual illusions, and
experimental methods. A computer-based laboratory provides the opportunity to collect and evaluate
data. Laboratory. Prerequisite: Psychology 111, 112 and Psychology 209.

319. Comparative Psychology with Lab
An approach to the study of behavior which considers the wide diversity among animal species and
stresses the interaction between inherited factors and the demands of the environment. The emphasis
in the lab will be on the methods and skills needed for quantification and analysis of behavioral data in
naturalistic and laboratory settings. Laboratory. Prerequisite: Psychology 111, 112 or Biology 111, 112; and
Psychology 209.

320. Health Psychology with Lab
Inquiries into human physiological response patterns to such processes as thinking, emotion, and
stress. Electroencephalographic, neuromuscular, glandular, and dermal responses will be studied. Stu-
dents will develop original research topics related to the investigation and treatment of psychophys-
iological disorders. Biofeedback theory and use will also be covered. Laboratory. Prerequisite: At least
two courses in psychology beyond 111, 112 and Psychology 209.

321. Experimental Social Psychology with Lab
Thorough and critical examination of current social-psychological thought and theory. Student-initiated
research in laboratory or natural settings. Laboratory. Prerequisite: Psychology 111, 112 (or two semesters of
sociology).

323. Industrial/Organizational Psychology
This is a perspectives course in that students examine work and organizational behavior from psycho-
logical, business science, and sociological viewpoints. Topics in personnel psychology, job motivation,
and job satisfaction from the area of I/O psychology are examined along with topics on corporate
culture, group process, and leadership from the area of organization behavior. The final section of
the course examines issues of sex roles and sex differences that occur in the workplace. Prerequisite:
Psychology 111, 112 (Psychology 221 and Psychology 209 are recommended).

333. Psychological Testing
An analysis of the construction, interpretation, and application of various psychological tests and mea-
surement tools. Personality, intelligence, vocational, achievement, and aptitude tests will be evalu-
ated. Offered as an honors course every other year, this course then involves an additional component
of group research projects. Prerequisite: Psychology 111, 112. Psychology 209 is recommended but it can be
a co-requisite.

399. Junior Seminar
This required 2-credit course, normally taken during the second semester of the junior year, teaches
foundational skills that are essential to psychology as a profession, such as ethics certification, writing
in the discipline, and proposal development. By taking this seminar, students will have the opportu-
nity to clarify achievement goals and develop academic and career plans.

403. Behavior Modification with Lab
Concerns the development of skills in altering human behavior according to principles derived
from experimental psychology. Attention will be focused on the advantages and limitations of this
approach to behavior change and treatment. Laboratory. Prerequisite: Psychology 111, 112 or permission
of the instructor.
410. Neuroscience Research Methods with Lab
This course is recommended for students who are preparing for graduate study in neuroscience or medicine and combines seminar and lab work. The topics discussed in the seminar vary from year to year (e.g., Psychopharmacology of Mood Disorders, Animal Models of Mental Illness, Cognitive Neurological Assessment) and may be repeated with permission of the concentration advisor. During the final portion of the course, students design and conduct a pilot research project. The project should be a means for the student to hone skills (e.g., perfect a specific surgical procedure) or develop methods (e.g., neural tract-tracing, histochemistry, quantitative neuroanatomy, neurological assessment, topographic EEG mapping) for his or her senior thesis project. Prerequisite: Psychology 111, 112 or Biology 111,112; and Psychology 209; or permission of the instructor.

433. Child Assessment with Lab
This course provides the student with knowledge and experience in the clinical assessment of children. Students will learn observational techniques, behavioral scales, emotional testing, and measures of cognitive assessment (intelligence, language, and memory) that are specific to children and adolescents. Prerequisite: Psychology 333.

490, 491. Psychology Internship
Supervised experience in an agency providing some aspect of psychological services. The class includes seminar sessions designed to help students achieve a fuller understanding of their placement experiences. A large variety of placements are available. PSY 490 is a four-credit course and may be repeated. PSY 491 is an eight-credit course, with twice the time commitment, and may not be repeated. Prerequisite: Psychology 111, 112, junior/senior standing, and permission of instructor.

SCE: Senior Capstone Experience
The culmination of the students academic experiences, the SCE in Psychology is intended to provide each student with an opportunity to deeply explore a research topic in psychology. In consultation with a faculty mentor, a process of active inquiry is facilitated that requires critical thinking, integration of acquired knowledge and skills, and mastery of intellectual accomplishment beyond the classroom. A theoretical review of a problem/question in the field or a data-driven research project is completed by each student.

SPECIAL COURSES
490 (491). Psychology Internship
Supervised experience in an agency providing some aspect of psychological services. The class includes seminar sessions designed to help students achieve a fuller understanding of their placement experiences. A large variety of placements are available. PSY 490 is a four-credit course and may be repeated. PSY 491 is an eight-credit course, with twice the time commitment, and may not be repeated. Prerequisite: Psychology 111, 112, junior/senior standing, and permission of instructor.

194, 294, 394, 494. Special Topics in Psychology
The study of topics in psychology that are not regularly offered in the curriculum. Courses may be interdisciplinary in nature. Prerequisite: Psychology 111, 112.

195, 295, 395, 495. On-campus Research
A ten-week on-campus summer research project to be guided by a faculty mentor. Based on mutual interests, the student and faculty mentor will develop a research project, supported by a reading list and involving theoretical, laboratory, or field investigations supervised by the faculty mentor. Participants will produce a final report detailing the findings of their research. Selection of students will depend on academic background, scholastic achievement, and the results of a personal interview with the faculty mentor. Not offered as pass/fail. Prerequisite: Permission of the instructor.
196, 296, 396, 496. Off-campus Research
Guided research under the supervision of a faculty mentor. Based on mutual interests, the student and faculty mentor will develop a research project, supported by a reading list and involving laboratory or field investigations supervised by the faculty mentor. Participants will produce a final report dealing with the finding of their research. Selection of students will depend on academic background, scholastic achievement, and the result of a personal interview with the faculty mentor. Not offered as pass/fail. Prerequisite: Permission of the instructor and psychology department chair.

197, 297, 397, 497. Independent Studies in Psychology
An in-depth study of an area of particular interest to a student and faculty member not regularly covered within the curriculum. Not offered as Pass/Fail. Prerequisite: Permission of the faculty mentor and psychology department chair.

440. Advanced Problems
Advanced independent research under the direction of a faculty mentor. The interested student must petition the psychology department chair for this course and show evidence of the maturity required for its completion. Prerequisite: Psychology 395, 396 or 397 and consent of the faculty mentor.
Sociology
Division of Social Sciences

Erin Anderson, Chair
Almon C. Barrell
Nikole Hotchkiss
Ryan Kelty

The Department of Sociology offers a major and a minor in sociology as well as concentration in Social Welfare.

SOCIOL OGY
Sociology is the study of human social interaction. Courses in sociology help students gain a general understanding of human society, understand how individuals’ lives are shaped by social forces, develop theoretical and analytic skills appropriate for graduate or professional school programs, prepare for careers in social service or allied fields, and acquire theoretical and practical knowledge for careers in business and industry. Recent graduates have gone on to professional or graduate schools in sociology, anthropology, law, criminology, social work, and teaching. Graduates have found employment in those fields, and also the Peace Corps, counseling, corrections, the armed services, banking, public relations, human resources management, and other corporate and nonprofit positions.

THE SOCIOLOGY MAJOR
Sociology 101 is prerequisite for the major in sociology. Additionally, prospective majors should complete at least two additional sociology courses by the end of their sophomore year, and the major’s statistics requirement, which must be satisfied no later than the fall semester of junior year to avoid later problems in completing the Senior Capstone Experience.

THE SENIOR CAPSTONE EXPERIENCE
During the senior year, each sociology major completes a major independent research project with the guidance of one of the department’s sociologists. Senior Capstone Experiences integrate the diverse learning that students have accomplished throughout their undergraduate years, not only within the major, but also across the liberal arts and sciences. During their junior year, students will learn about constructing research proposals and the steps to carrying out their own research and analysis in preparation for completing the Senior Capstone Experience. The range both of topics and methods is broad; the Capstone Experience is an independent research project, on a topic of the student’s choosing, with the guidance of a faculty member to assure that it is both significant and capable of completion in the time available. Work on the Capstone is supported by the student’s capstone advisor, and by some of the work of the Sociology Senior Seminars, SOC 491 taken during the fall semester and SOC 492 taken during the spring semester. Course credit for this project is awarded through registration, in the spring semester, for SOC SCE. Academic research is most meaningful when it is shared with the larger academic community. Thus, completed projects will be published on the Miller Library’s Web site.

REQUIRED FOR THE MAJOR IN SOCIOLOGY
Ten courses: Sociology 101, 303, and 306, the statistics requirement, the Senior Capstone Experience, five additional courses in sociology; and Sociology 491-492. (Students with a double major in sociology and psychology who complete a research methods course or sequence in psychology may omit Sociology 306, but must then take a sixth sociology elective.)

Concentrations within the Sociology Major
Social Welfare: Students who complete this concentration will be well-prepared for entry-level positions in the field, and for graduate work in social welfare and social policy. Students wishing to achieve official recognition of the concentration must complete a minimum of four courses. Sociology 382, 483, and 484 are required. In addition, students will complete at least one of the following courses: Sociology 212, 240, 341, 347; Anthropology 105; or Psychology 304.
Students planning to do graduate work in sociology should take the following courses: Sociology 221, 250, 262, and 356. All students, of course, should strive for insight into the nature of human society. Additional courses in the program should be planned in consultation with the chair to meet individual needs and interests. Sociology and anthropology majors may become certified to teach social studies in secondary schools. To assure proper scheduling, students interested in this program should inform the chairs of both the Sociology and Anthropology Department and the Education Department as early as possible in their college careers.

**Required for the Minor in Sociology**
Six courses, of which Sociology 101, 303, 306, and the statistics requirement are required; and two additional courses in sociology. (Students with a major in psychology and who complete a research methods course or sequence in psychology may omit Sociology 306, but must then take a third sociology elective.)

**The Statistics Requirement**
This requirement, a prerequisite for Research Methods in Sociology, may be met by taking either MAT 109 or PSY 209.

**The Distribution Requirement in Social Science may be satisfied by**
Sociology 101 and any 200-level course in Sociology.

To satisfy the requirement of a third (unpaired) course for social science distribution students may take Sociology 101.

**COURSES IN SOCIOLOGY**

**101. Introduction to Sociology**
Introduction to basic concepts and theories in sociology concerning the nature of society, culture, and personality. Consideration of social processes, groups, and institutions found in modern American society.

**194. Introductory Topics in Sociology**
Contents vary. (No prerequisite.)

**212. Sociology of the Family**
Study of the family as a social institution. Comparative family systems, history of the family, and theory and research dealing with courtship, marriage, and disorganization of the modern family. **Prerequisite:** Sociology 101 (Also Gender Studies 212)

**213. Sociology of Gender**
Gender as a social construction. Sex and gender. Effects of gender on individuals’ statuses and opportunity structures. Focus on contemporary American responses to sex and gender. Gender roles and definitions earlier in U.S. history and in other societies. **Prerequisite:** Sociology 101. (Also Gender Studies 213)

**221. Social Inequalities**
The nature of the systems of social stratification and racial inequality as well as the interaction between social class and race in the United States. Personal consequences of the various forms of inequality and perceptions of the legitimacy of social systems based on race are considered. **Prerequisite:** Sociology 101.

**240. Criminology**
Study of the nature, causes, and social significance of crime. **Prerequisite:** Sociology 101.

**250. City and Suburb**
Cities from their origins to the present. Cities are both causes and consequences of social and technical
change; therefore they are always places of social problems and conflict. Course will focus on early and industrial cities, and on the newly emerging “edge cities.” Prerequisite: Sociology 101.

262. Self and Society
Examines reciprocal relationships of society and the individual, and of the nature of face-to-face human interaction. Introduces key concepts, theories, and methodologies of sociological social psychology. Students read, analyze, and perform research that explores the ways in which society affects individuals and groups; how individuals and groups, reciprocally, influence society; how individuals interpret and negotiate the social world; and the influence individuals and groups have on others. Prerequisite: Sociology 101.

294. Special Topics in Sociology
Contents vary. Prerequisite: Sociology 101 or permission of instructor.

303. Social Theory
Critical analysis of leading social thinkers from 1800 to the present. Prerequisites: Sociology 101 and one additional course in Sociology or permission of the instructor.

306. Research Methods in Sociology
Introduction to the methods used in studying society. Selection of a research topic, experimental design, sampling, methods of data collection, statistical analysis of findings. Prerequisites: Sociology 101, and completion of the statistics requirement (MAT 109 or PSY 209).

340. Victimology
The concepts and theories surrounding victimization in the U.S. resulting from violent crime and white collar crime form the basis of this course. Students will explore the history and social context of the victims’ movement. They will develop an understanding of how victimization data are collected and will learn about victim services provided nationally as well as on the Eastern Shore of Maryland. Discussions of race, gender, and economic class will be woven through the analysis of specific victim categories such as: domestic and family violence; hate crimes; violent street incidents; campus violence; identity fraud; and terror victims. The course will present students with experiential learning opportunities as well as a forum for assessing public policy options that address the legal, financial, medical and emotional needs of crime victims and their families. Prerequisites: Sociology 101 and Sociology 240, or permission of instructor.

341. Variant Behavior
An exploration of behavior that has been socially defined as “deviant.” The nature, sources, and consequences of this definition will be discussed. Prerequisite: Sociology 101 and one additional course in sociology.

344. White Collar and Commercial Crime
Exploration of foundational concepts of white-collar criminology using some of the more significant cases of the past 30 years. Emphasis on offenses involving consumer fraud, institutional and political corruption, and crimes likely to increase in frequency and magnitude such as health care fraud, financial transactions offenses, and cyber-crimes. Students examine enforcement patterns and evaluate reforms under legislation such as Sarbanes-Oxley. Prerequisites: Sociology 240.

345. Transnational and Organized Crime
This course will examine organized crime in the U.S., transnational crimes and international law concepts, and regional crime groups on various continents. Students will use sociological theories of deviance, comparative justice models, and a new vocabulary that applies to transnational crimes throughout the course. Prerequisites: Sociology 101 and Sociology 240, or permission of instructor.
351. Religion in the United States
The influence of religion on contemporary North American society, and of society on religious form and practice. Particular emphasis on the relationship between one’s place in the class system and religious group membership and participation. Prerequisite: Sociology 101 or prior permission of the instructor.

356. Complex Organizations
The nature of bureaucratic and other formal organizations and the changing place of the bureaucracy in society. The relationship between bureaucratic structure and individual development. Prerequisite: Sociology 101 and one additional sociology course or permission of the instructor.

370. Environmental Sociology
This class explores the human dimension of ecosystem science. Use of environmental sociology as a framework for understanding the dynamic relationship between humans and the environment, trends in environmental policy and public opinion, environmentalism as a social movement, human-induced environmental decline, and environmental justice. Students will explore how changes in ecosystems influence the achievability and sustainability of societal values such as security from natural disasters, health, good social relations, and freedom to pursue personal and cultural interests. Prerequisites: SOC 101 and one additional sociology course or permission of the instructor.

394, 494. Special Topics in Sociology
Contents vary. Prerequisite: two prior sociology courses or permission of instructor.

413. Work and Gender
This course examines the expectations, opportunities, and rewards as well as the limitations that men and women face in paid and unpaid labor. The historical contexts of work, the intersection of race and gender, the balancing of paid and unpaid labor, and global patterns of work with respect to gender will be studied. Prerequisites: SOC 101 and one additional course in sociology, or permission of the instructor.

462. Sociology of the Body
An examination of bodies as a source of power, repression, and subjugation, a medium for expression, and an entity to be controlled. This course investigates how the body is influenced by social forces, the meanings attached to the body and particular body parts, the ways in which we experience our own bodies in contemporary society, and the significance of the body for the discipline of sociology. Includes study of characteristics such as body size, physical ability, race, and sex as well as various forms of elected or forced body modification. Prerequisites: Sociology 101 and an additional course in sociology, or permission of the instructor.

This course focuses on the interactive effects among the military, the state (government), and society (citizens). Components of the course include examination of social change and the growth of military institutions, civil-military relations, the changing functions of the military in (global) society, military service as an occupation versus a profession, the sociology of military life, and the intersection of the military institution with issues of race, gender, and sexual orientation. This course will also explore the relationships of foreign militaries to their host societies in a comparative context with the U.S. Prerequisites: SOC 101 and one additional course in sociology, or permission of the instructor.

290, 390, 490. Sociology Internship
The department encourages students with prior courses in sociology to develop, with a member of the department, internship opportunities. Students interested in pursuing internships should read “Internships and Other opportunities,” in this Catalog. In addition to the requirements listed there, interns should expect to write a paper describing their experiences, as relevant to sociology, and connected to a reading list to be developed and agreed upon by the intern and the supervising faculty member. Prerequisite: Sociology 101.
295, 395, 495. On-campus Research

296, 396, 496. Off-campus Research

297, 397, 497. Independent Study
Junior and senior students with a strong interest and background in sociology may, working with a faculty member in the department, develop either a research project or a course of study in order to pursue a subject or topic within the discipline not covered by the department’s regular offerings. The student and faculty member will agree upon a reading list, and either a formal research project or a substantial paper. The student should expect to meet regularly with his or her instructor to demonstrate progress in, and knowledge of, the readings; and to discuss, and to receive guidance on the project or paper. (Note that students may not use independent study courses to gain academic credit for work on their Senior Theses.) Prerequisites: Sociology 101 and two additional courses in sociology.

491-492. Senior Seminar
Seniors will meet for 75 minutes each week in each semester of the senior year for general guidance in the Capstone process, for integration of the undergraduate educational experience, and for guidance in the transition from undergraduate study to employment and to post-BA academic work. Participation in SOC 491 in the fall of senior year and SOC 492 in the spring semester is a requirement of the major.

SCE. Senior Capstone Experience
The Senior Capstone Experience in sociology is a significant piece of independent research, generally in the form of a thesis, undertaken by each senior with the guidance and mentorship of a department faculty member. A successful SCE will demonstrate the student’s ability to answer a significant sociological question using the tools of both sociological theory and methodology. A student who successfully completes the SCE will receive a grade of Pass or Honors, and will earn four credits in her or his final undergraduate semester. A more extensive description of the SCE is available from the department chair. Discussion of a joint thesis, undertaken by a student with two majors, can be found on page 39 of this Catalog.

COURSES IN SOCIAL WELFARE

347. Juvenile Delinquency and Social Welfare
Examines theories of delinquency causation and looks critically at programs that treat delinquents and status offenders, nationally and in Maryland. Students will visit a detention center and Juvenile Court, and talk with experts in the field. Prerequisites: Sociology 101 and at least 2 of the following: Sociology 212, 240, 250, 303, 341, 382; or prior permission of the instructor.

382. Introduction to Social Welfare
A history of social welfare and the development of social welfare programs. Special attention will be paid to the organization of welfare in the United States. Prerequisites: Sociology 101 and Psychology 112.

483-484. Field Experience in Social Welfare
A study of the organization and operation of social agencies. Students gain field experience in welfare work under professional supervision. Prerequisites: Sociology 382 and prior permission of the instructor.

COURSES OFFERED IN THE WASHINGTON COLLEGE ABROAD PROGRAMS

101. Introduction to Sociology (Rhodes University)
Terms 1 and 2 of Rhodes University course “Sociology I.” Term 1 is an introduction to the concepts of sociology; term 2 is a topical survey of sociological issues with particular emphasis on issues facing South Africa. Consult current Rhodes University offerings for descriptions applicable in any particular academic year. May not be taken for credit if student has previously taken the Washington College course. Four credits.
201. Intermediate Sociology (Rhodes University)
Terms 1 and 2 of Rhodes University course “Sociology II.” Term 1 (referred to as “Paper I [Section A]”) is an introduction to sociological theory, with focus on the major classical theorist. Term 2 (“Paper I [section B]”) focuses on a single topic chosen from areas such as Race and Class, Political Sociology, Family Sociology, Sociology of Language, Mass Communication, Migrant Studies. Consult current Rhodes University offerings for descriptions applicable in any particular academic year. Students may complete either this course or Industrial Sociology (Rhodes University) for credit, but not both. Prerequisite: Sociology 101 and one additional sociology course. Four credits.

250. Urban Communities (London)
Processes of urban growth and urbanization, comparative urban dynamics, organization of urban communities. Emphasis on urban social policies and problems. Case studies, urban explorations appropriate to the site. (London) Prerequisite: Sociology 101. May be paired with Sociology 101 for Social Science Distribution. Note: three credits.

259. Industrial Sociology (Rhodes University)
Terms I and II of Rhodes University course “Industrial Sociology II.” Term 1 (referred to as “Paper I [Section A]”): is an introduction to sociological theory, with focus on the major classical theorist, and an overview of theories of industrial society. Term 2 (“Paper I [section B]”): Classical and contemporary theories of trade unions; current debates about the role of the trade union movement. Students may complete either this course or Intermediate Sociology (Rhodes University) for credit, but not both. Prerequisite: Sociology 101 and one additional sociology course. Four credits.
Graduate Program

The College offers a part-time evening program leading to the Master of Arts in English during the fall, spring, and summer sessions. The Master of Arts degree is awarded to students who complete a 30 semester-hour program (10 courses) as specified by the English department. Courses listed below are typical of those offered. For a graduate catalog and further information contact Dr. Andrea Lange, Director of the Graduate Program (alange2@washcoll.edu or 410-778-7776).

Master of Arts in English

- American Fiction Since 1945
- American Literary Romanticism
- American Poetry Since 1945
- Chaucer
- Eighteenth-Century British Literature
- Faulkner and Literary Romanticism in U.S.
- James and Post Romantic Literature
- Medieval Literature
- Modern Drama
- Poe and Literature of British Colonies of North America and Early U.S.
- Poe and Post-Colonialism
- Postcolonial English Literature
- Romantic Poetry
- Seventeenth-Century British Literature
- Shakespeare
- Studies in Comic Drama
- The Nineteenth-Century British Novel
- Twentieth Century British and American Poetry
- Victorian Literature
- Yeats, Joyce and Beckett
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Mike Davenport, B.A., Ed.D., Director of Rowing and Coach Women’s Rowing; Assistant to the Director of Athletics
David Donn, B.A., Men’s and Women’s Tennis
Kanute Drugan, B.A., Coach, Women’s Soccer
Roy F. Dunshee, B.A., Coach, Men’s Soccer
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Professor of Philosophy, Emeritus

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Ph.D., University of Maryland, 1973.
Professor of Mathematics and Computer Science, Emeritus

Steven Cades, A.B., Rutgers University, 1970; M.A., Rutgers University, 1972; Ph.D., Rutgers University, 1975.
Professor of Sociology, Emeritus

Associate Professor of Physical Education, Emeritus

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Professor of Music, Emeritus

Professor of Chemistry, Emeritus

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Robert Day, B.A., University of Kansas, 1964; M.A., University of Kansas, 1966; M.F.A., University of
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Professor of English, Emeritus

Colin Campbell Dickson, B.A., Amherst College, 1959; M.S., University of Pennsylvania, 1961; M.A.,
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Princeton University, 1976.
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Professor of English, Emeritus

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Professor of Drama, Emeritus

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Lecturer in Economics, Emeritus

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Professor of Music, Emerita

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Professor of Philosophy, Emeritus
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Professor of Spanish, Emeritus
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Professor, Librarian Emeritus

Professors

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Inquiries in any area may be addressed to persons listed in the directory below.

Prospective students should write or call:
Office of Admissions
Washington College
300 Washington Avenue
Chestertown, MD 21620
(410) 778-7700 – (800) 422-1782

Admissions Office Hours: 8:30 A.M. to 4:30 P.M. on weekdays throughout the year. Interviews and campus tours may be scheduled in advance by appointment with the Admissions Office. The general telephone number for the College is (410) 778-2800, or toll free (800) 422-1782. Our web site can be found at www.washcoll.edu/

Directory for Correspondence
Mailing address:
Washington College
300 Washington Avenue
Chestertown, Maryland 21620
Telephone: (410) 778-2800, (800) 422-1782

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All administrative offices are open weekdays from 8:30 a.m. to 4:30 p.m.

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