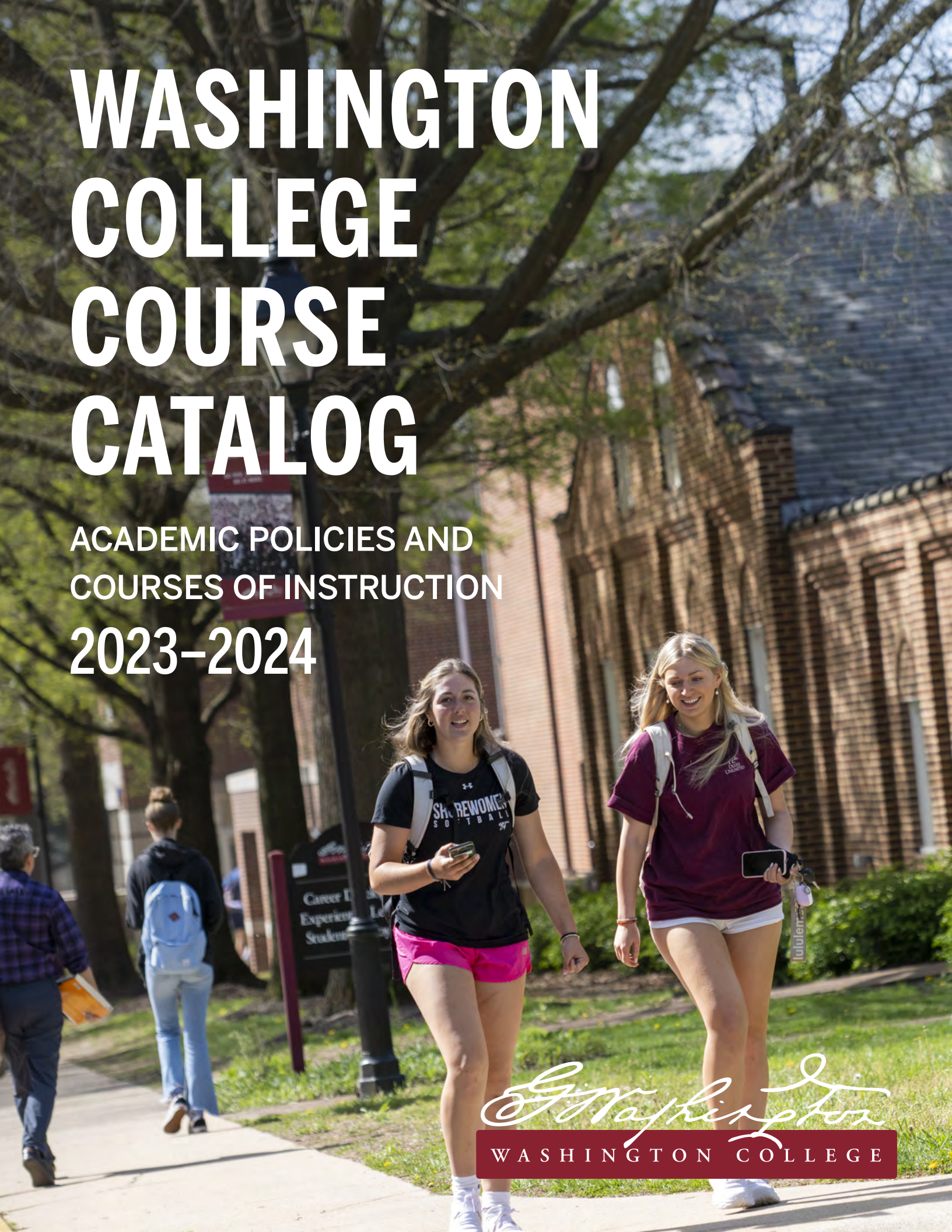


WASHINGTON COLLEGE COURSE CATALOG

ACADEMIC POLICIES AND
COURSES OF INSTRUCTION
2023-2024



Washington
WASHINGTON COLLEGE

President’s Note	5
Provost’s Note	6
DIVERSITY STATEMENT	7
Policies on Discrimination, Harassment, and Disabilities	8
GENERAL INFORMATION.....	10
Graduation Rates.....	10
Academic Calendar 2023-2024	11
A Brief History	13
Our Mission	15
Admission	16
Special Admission Programs.....	17
Fees and Expenses.....	20
Billing and Payment Policies.....	23
Financial Aid	25
THE ACADEMIC PROGRAM.....	31
Academic Requirements	34
Academic Policies and Regulations	46
Graduation Policies	59
Attendance, Evaluation, and Grading Policies	63
Academic Resources.....	70
Withdrawal from the College.....	72
Transfer Credit and Advanced Standing	77
Summer Academic Program.....	85
Special Academic Opportunities	89
Funding for Research and Internships	93
Fellowships	93
Collaborative Research Opportunities	95
International Programs	96
Special Sessions.....	105
Career Development	107
Signature Internships.....	107
College Honors and Awards	112
Honorary Fraternities and Societies	112
Individual Awards	114

The Honor Code	122
PROGRAMS OF STUDY	123
Accounting Minor	124
American Studies.....	126
Course Descriptions.....	128
Anthropology and Archaeology	131
Course Descriptions.....	133
Art and Art History	139
Course Descriptions (Art History)	140
Course Descriptions (Studio Art)	143
Arts Management & Entrepreneurship Minor.....	150
Asian Studies Minor	153
Biochemistry and Molecular Biology	155
Course Descriptions.....	157
Biology.....	158
Course Descriptions.....	163
Black Studies Minor	169
Business Management	171
Course Descriptions.....	177
Chemistry	184
Course Descriptions.....	188
Chesapeake Regional Studies Minor	194
Course Descriptions.....	194
Communication and Media Studies	196
Course Descriptions.....	199
Computer Science	202
Course Descriptions.....	204
Creative Writing Minor	208
Dance Minor.....	210
Data Analytics Minor	211
Data Science	213
Course Descriptions.....	214
Earth and Planetary Science Minor	216
Economics.....	217
Course Descriptions.....	218

Education.....	223
Course Descriptions.....	231
Engineering Dual-Degree Program.....	237
English	239
Course Descriptions.....	241
Entrepreneurship Minor	255
Environmental Science and Studies	257
Course Descriptions.....	262
Ethnomusicology Minor	268
European Studies Minor.....	270
Finance Minor	272
History	274
Course Descriptions.....	276
Humanities	281
Course Descriptions.....	282
Information Systems Minor	283
International Business Minor	285
International Economics Minor.....	286
International Literatures and Cultures.....	288
Course Descriptions.....	288
International Studies	291
Course Descriptions.....	294
Journalism, Editing and Publishing Minor.....	296
Justice, Law and Society Minor	298
Latin American Studies Minor	300
Marketing Minor	301
Mathematics	303
Course Descriptions.....	305
Medieval and Early Modern Studies Minor	310
Museum, Field, and Community Education Minor	313
Music	315
Course Descriptions.....	320
Near Eastern Studies Minor	326
Neuroscience.....	327
Course Descriptions.....	330

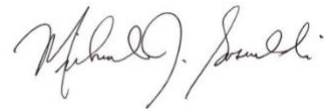
Peace and Conflict Studies Minor	331
Philosophy and Religion	333
Course Descriptions	334
Physics	339
Course Descriptions	342
Political Science	346
Course Descriptions	348
Pre-Health Professions Programs	358
Pre-Law Preparation.....	368
Psychology.....	370
Course Descriptions.....	376
Public Health Minor.....	381
Sociology	383
Course Descriptions.....	384
Theatre and Dance	389
Dance Minor	391
Course Descriptions (Theatre).....	392
Course Descriptions (Dance)	398
Wellness and Personal Development	403
Course Descriptions.....	403
World Languages and Cultures	406
Chinese Studies.....	410
French Studies	411
German Studies	414
Hispanic Studies.....	417

President's Note

Washington College is a remarkable, historic institution with limitless opportunities for academic and personal growth and achievement. For 241 years, this institution has challenged curious minds to think critically, to follow new paths, and to discover lives of purpose. Academic excellence lies at the very heart of the student experience, ensuring that every student is well prepared at graduation to successfully transition from the undergraduate years to a career, service opportunity, or advanced educational pursuit of their choosing.

What you will find in the 2023-2024 College Catalog will reinforce the strength of our academics, the excellence of our faculty, and the meaningful ways that our curriculum reflects our commitment to interdisciplinary and experiential learning. You will see the depth of academic majors, minors, programs and concentrations that have been thoughtfully designed to meet the needs of today's students. What you will experience as a student participating in the curriculum is an enriching and collaborative environment that allows you to customize your own experience, supported by dedicated teachers and scholars.

Education is at its best when we are all active participants in the process, learning from and alongside one another. What a joy it is to partner with the terrific faculty, staff and students who contribute in profound ways to our vibrant learning community every single day.

A handwritten signature in black ink, appearing to read "Michael J. Sosulski". The signature is fluid and cursive, with a prominent initial "M" and a long, sweeping underline.

Dr. Mike Sosulski
President

Provost's Note

A liberal arts and sciences education like the one offered at Washington College is more important than ever. Highly engaged teaching and learning nurture critical thinking, effective communication, and moral courage, which are essential for making sense of – and thriving in – a rapidly changing world. As Provost and Dean, I am committed to ensuring that Washington College provides rigorous, inclusive, and transformative experiences in the classroom, lab or field, and studio, and through community engagement, internships, and study abroad.

A liberal arts and sciences education like the one offered at Washington College is more important than ever. Highly engaged teaching and learning nurture critical thinking, effective communication, and moral courage, which are essential for making sense of – and thriving in – a rapidly changing world. As Provost and Dean, I am committed to ensuring that Washington College provides rigorous, inclusive, and transformative experiences in the classroom, lab, studio, and field, and through community engagement, internships, and study abroad.

Dr. Kiho Kim
Provost and Dean

Diversity Statement

We, the students, faculty, staff, and Board of Visitors and Governors of Washington College, welcome, invite, value, and support a diverse community of individuals. We strive to create a place where all can study, work, and thrive. We believe in the worth, dignity, and safety of human beings of all races, ethnicities, nationalities, gender identities and/or expressions, sexual orientations, socioeconomic statuses, cultural backgrounds, cognitive or physical abilities, emotional and behavioral characteristics, ages, and educational levels. In the pursuit of academic excellence, we endeavor to be a community made up of people from a variety of backgrounds with differing perspectives, life experiences, religious, philosophical and political beliefs, lifestyles, and ideologies.

We pledge to create a respectful and supportive environment for collaboration, empathy, and the building of meaningful relationships among members of Washington College. We commit to fostering a more equitable, inclusive, and engaged community that embraces all the complexity that each person brings to campus.

- We will empower all members to contribute ideas, ask questions, contest assumptions, and revise points of view through civil debate.
- We will confront and challenge attempts to dehumanize others through prejudiced attitudes, behaviors, and practices that exclude, demean, or marginalize any individual or group.
- We will encourage alumni, parents, visitors, guests, and the wider community to respect and embrace the values and behaviors that we embody.

Our promise is to cultivate a continuous desire and ability to understand and meaningfully engage with different perspectives and experiences, including those of historically underrepresented and marginalized groups. We seek to contribute to the full intellectual and emotional development of every person and to the enrichment of our local, regional, national, and global communities.

Policies on Discrimination, Harassment, and Disabilities

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, gender identity, gender expression, 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 Section 504 of the Rehabilitation Act of 1973 is Dr. Justine F. Khadduri, Director of the Office of Academic Skills and 504/ADA Coordinator, Miller Library, Washington College, 300 Washington Avenue, Chestertown, Maryland, 21620, (410) 778-8833, jkhadduri2@washcoll.edu.

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

Policy on Sexual Harassment & Discrimination

Washington College complies with Title IX of the Educational Amendments of 1972, as well as the Title IX regulations released by the Department of Education August 2020. The policy also covers sexual misconduct that does not fall within new federal regulations. This policy applies to all students, student organizations; College employees and contractors, including faculty, staff, and administrators; and all other persons who participate in the Washington College educational program. Washington College is committed to protecting the privacy and confidentiality are involved in a report of prohibited conduct.

The designated individual to ensure compliance with Title IX and related provisions of the Clery Act, VAWA and Maryland State law is Gregory H. Krikorian, who serves in this capacity as Title IX Coordinator, gkrikorian2@washcoll.edu, 410-810-7425.

Prohibited Conduct includes:

- Quid Pro Quo Sexual Harassment
- Hostile Environment Sexual Harassment
- Sexual Assault
- Dating Violence
- Domestic Violence
- Stalking

Substantial details within the policy include specific information related to:

1. Reporting
2. Mandated reporting
3. Advisors & Resources for Support
4. Supportive Measures
5. Investigation
6. Formal Complaints
7. Participants rights and responsibilities
8. Informal Resolution

9. Adjudication
10. Sanctions
11. Appeal

Title IX policies and information also include student and staff training, community-based resources, the biennial Sexual Assault Climate survey. Detailed information on Title IX policies at Washington College, can be found at www.washcoll.edu/title-ix/index.php.

Policy on Students with Disabilities

Disability Services, a part of the Office of Academic Skills, provides information, support, and accessibility accommodations for individuals with disabilities on campus. Accessibility accommodations are provided in compliance with the Americans with Disabilities Act (ADA) of 1990, the Amendments Act (ADA AA) of 2008, and Section 504 of the Rehabilitation Act of 1973. If you are a student with disabilities and you would like to request accommodations, please review and follow the Accommodation Request Process found on the Disability Services webpage, washcoll.edu/people_departments/offices/disability-services/for-students.php. Students are encouraged to request accommodations as early in the semester as possible to ensure timely access to programs and facilities. If you need assistance with the process or have any questions or concerns, please contact the Disability Access Specialist, or the Director of the Office of Academic Skills.

General Information

While every effort is made to ensure the accuracy of the information provided in the Catalog as of its publication date, 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 upon request. Individuals assume any risks associated with relying upon such information without checking other credible sources such as the student's faculty advisor, the Provost, the Registrar, and other senior officers of the college. 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.

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.

Academic Calendar 2023-2024

Fall 2023

Tues	August 1	Due date Fall tuition bill
Mon	August 14	Due date for students to hand in Incomplete assignments
Mon	August 21	Incomplete grades due to Registrar's Office
Mon	August 28	Undergraduate classes begin
Thur	August 31	Fall Convocation
Tues	September 5	Last day to Drop/Add or request an Audit
Fri	September 15	Last day to request Pass/Fail option
Fri	September 29	Last day to withdraw from a half semester (first half) course with a "W" grade
Wd	October 11	Midterm grades and major declarations due to Registrar's Office
Thur-Fri	October 12-13	Fall Break – NO CLASSES (offices open)
Fri-Mon	October 20-23	Spring registration for returning seniors
Fri-Mon	October 27-30	Spring registration for returning juniors
Wed	November 1	Fall Advising Day – NO UNDERGRADUATE CLASSES
Fri-Mon	November 3-6	Spring registration for returning sophomores
Fri	November 10	Last day to withdraw from a full semester course with a "W" grade
Fri-Mon	November 10-13	Spring registration for returning freshmen
Fri	November 17	Last day to withdraw from a half semester (second half) course with a "W" grade
Mon	November 20	Online Drop/Add reopens for all students via Self Service
Wed-Fri	November 22-24	Thanksgiving Break – NO CLASSES (offices closed)
	December 7	Last Day of classes
Fri	December 8	Reading Day – NO CLASSES (offices open)
Mon-Fri	December 11-15	Final Exams
Tues	December 19	Final grades due to Registrar's Office
Fri	December 22	College offices close at 4:30 PM for semester break

Spring 2024

Tues	January 2	College offices re-open
Fri	January 5	Due date Spring tuition bill
Mon	January 8	Due date for students to hand in Incomplete assignments
Mon	January 15	Incomplete grades due to Registrar's Office
Mon	January 15	Martin Luther King Jr. holiday (offices closed)
Mon	January 22	Undergraduate classes begin
Tues	January 30	Last day to Drop/Add or request an Audit
Fri	February 9	Last day to request Pass/Fail option
Fri	February 23	Washington's Birthday Convocation
Fri	February 23	Last day to withdraw from a half semester (first half) course with a "W" grade
Wed	March 6	Midterm grades and major declarations due to Registrar's Office
Mon-Fri	March 11-15	Spring Break – NO CLASSES
Fri-Mon	March 22-25	Fall registration for rising and non-graduating Seniors
Wed	March 27	Spring Advising Day – NO UNDERGRADUATE CLASSES
Fri-Mon	March 29-April 1	Fall registration for rising Juniors begins
Fri	April 5	Last day to withdraw from a full semester course with a "W" grade
Fri-Mon	April 5-8	Fall registration for rising sophomores and returning freshmen
Fri	April 12	Last day to withdraw from a half semester (second half) course with a "W" grade
Mon	April 15	Online Drop/Add reopens for all students via Self-Service

Thurs	May 2	Last Day of classes; deadline for thesis submission
Fri	May 3	Reading Day – NO CLASSES (offices open)
Mon-Fri	May 6-10	Final Exams
Tues	May 14	Final grades due to Registrar’s Office
Sun	May 19	241 st Commencement

Summer 2024

Tues	May 28	Summer Session Session 1 begins
Thur	May 30	Last day to Drop/Add
Fri	June 14	Last day to withdraw with a “W” grade
Wed	June 19	Emancipation Day – NO CLASSES
Fri	June 21	Summer Session Session 1 ends
Tues	June 25	Final grades Session 1 due
Mon	June 24	Summer Session Session 2 begins
Wed	June 26	Last day to Drop/Add
Thur	July 4	Independence Day – NO CLASSES
Fri	July 12	Last day to withdraw with a “W” grade
Fri	July 19	Summer Session Session 2 ends
Tues	July 23	Final grades Session 2 due

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. The next year, 1784, Washington College became the first college in the nation to receive state governmental support, beginning a long partnership to further the education of young people in the state.

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.

Washington College has in recent years launched a forthright examination of the institution's troubling historical legacy of racism and the urgent need to acknowledge and reconcile this history in order to dismantle racial injustices in the present moment. This legacy includes foundational connections to slaveholders, including George Washington and William Smith, and the slave trader who owned the imposing 18th-century structures—the Custom House and Hynson-Ringgold House—both now owned by the College. The legacy also includes a long history of segregation and the courage of the College's first Black graduate, Thomas Edgar Morris, in 1962. Other heroes in this history include Thomas Bowser, a member of Kent County's thriving community of free people of color, who was honored by the College for extinguishing a fire on campus in 1817.

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 Commission on Higher Education 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, the Council of Independent Colleges, and the American Council on Education.

Our Mission

Mission Statement

Washington College challenges, inspires, and empowers emerging citizen leaders to discover and pursue successful 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.

Admission

Washington College is a selective national liberal arts college. Through the application 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 is 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. Test-optional admission is available for most students. Other 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 entering class.

There are two ways to apply to Washington College, through the Washington College application or the Common Application for Admission. The Common Application is available in most secondary school guidance offices, online at www.commonapp.org.

Application Fee

There is no application fee for 2023-2024.

Notification and Reply Date

You may apply to the college through the Early Decision, Early Action, or Regular Decision processes and deadlines. For more details on each deadline, please see the “Special Admissions Programs” section.

Early Decision candidates must apply by November 15 and will be notified by December 15. Early Decision is a binding admissions agreement.

Early Action candidates must apply by December 1 and will be notified by January 15. Regular Decision candidates must apply February 15 and will be notified by April 1. Transfer admissions applications can be submitted and are reviewed on a rolling-basis.

Since Washington College subscribes to the Candidate’s Reply Date Agreement, the required \$350 enrollment deposit must be received no later than May 1 for all Early Action and Regular Decision applicants. The deposit is non-refundable and will be applied toward first-semester bills.

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

A written statement from the secondary school college advisor or guidance counselor (or college faculty advisor if a transfer applicant) should be submitted on the applicant’s behalf. An optional teacher

evaluation by a teacher of a major academic subject taken within the last two years may also be submitted on the applicant's behalf. 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. Unless requested, transfer candidates who have completed more than two semesters of college-level coursework are not required to submit results of standardized testing.

Although SAT and/or ACT scores can, in some cases, help to inform the review process, we believe that students with a strong record of academic performance should not be penalized by test results that are inconsistent with their grades. With this point in mind, we have instituted a 'Test Optional' policy for most applicants. International and homeschool applicants will be asked to report test scores.

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 required (unless specifically requested by the Admissions Committee), candidates who have visited the campus and met with a member of the admission staff or who have completed a virtual interview with a member of the admissions 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) or visiting washcoll.edu/visit.

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 15. 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 their 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 15. 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 Enrollment Management.

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, and 4) submit one letter of recommendation.

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 15 and that applications for spring transfer admission be filed prior to December 15. 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. This may be appealed to the Scholarship Appeals Committee.

To have their matriculated enrollment status reinstated, students suspended for academic reasons must petition the Dean for Student Achievement & Success 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 website: washcoll.edu/international-apply.

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 2023-2024:

Tuition \$52,146
Overload Credit Charge (per credit over 20) \$1,500
Audit Fee (per course) \$444
Part Time (per course) \$8,870
Student Service Fee 780
Student Health Fee \$500
Recreation Fee \$100
Technology Fee \$250
Music Fee (per course) \$360
Lab Fee (per lab course) \$25-\$50
Parking \$80
Orientation (Fall) \$490
Orientation (Spring) \$174
Campus Housing \$6,958-9,750
Single Room Upcharge \$1,250 per semester

Meal Plans Per Year

Ultimate Plan \$8,058
19/meal \$7,366
14/meal \$6,934
250 Block \$7,364
220 Block \$6,934
180 Block \$6,364
150 Block \$5,794
75 Block* \$994 per semester
100 Block* \$1,144 per semester
780 Dining Dollar* \$780 per semester
*available to off-campus students only

Orientation Fee

All first-year and transfer students must pay an orientation fee of \$490 for the fall semester or \$174 for the spring semester.

Off-Campus Study Fees for Partner Institutions

Students who wish to participate in semester- or summer-long study abroad through one of Washington College's 30 partner institutions must pay an application fee of \$200 at the time of application, which is refundable prior to commitment to a specific partner institution. In the semester they are studying abroad, students continue to pay usual tuition and fees to Washington College, including usual scholarship aid. Students who choose to study abroad at one of the nine Group O partners must pay an additional fee per semester. Students who participate in the three summer exchange programs with Washington College partners must pay a participation fee. Room and board fees vary by type of partner institution. See the International Programs section for additional information about each partner institution and fee structure.

Students studying off-campus at the Washington Center for Internships and Academic Seminars, in Washington, DC, pay the application fee directly to The Washington Center, as well as an additional fee of \$450 per semester to Washington College and all usual tuition and fees, including usual scholarship aid. If the student will be living in The Washington Center housing the cost will be included in the students Washington College semester bill.

Short-Term Off Campus Study

Students who participate in a short-term (less than a semester) off-campus study program led by Washington College faculty pay the fee for that program and an Off-Campus Study Fee of \$400 and tuition of \$500 for a 4-credit course or \$300 for a 2-credit course. Fees for the program are paid in two installments. A deposit is required at the time the student applies to the program, and the balance of tuition and the program fee is due upon billing. Students should check with the faculty leading the program about the amount and due date for the deposit. Short-term program fees are non-refundable.

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 \$8,870 per course. For students enrolled only as auditors, the tuition for each audited course is \$444.

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.

Senior Capstone Fee

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: \$8,870.

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, they 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 their 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: \$8,870. Students in this situation will need to contact the Provost's Office 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. 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.

Note: previously matriculating students enrolled before 2006, who need to complete their Senior Obligation, and have no other graduation requirements, 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: \$430.

Overload Credit Charge

The normal full-time credit load is 16 credits per semester. Students may enroll in up to 20 credits in a semester at no additional cost. Any student course load exceeding 20 credits in a semester incurs an overload charge of \$1,500 per credit for each additional credit. The maximum credits in a semester that a student may enroll in without special permission is 22.

Summer Program Fees

See the Summer Academic Program section below for fee information.

Deposits

Once admitted to Washington College, full-time matriculating undergraduate students are required to make a \$350 non-refundable enrollment deposit. The College reserves places in the entering class in the order in which these deposits are recorded.

In addition to semester fees, all undergraduate students are required to maintain a security deposit of \$300 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. The due dates for each semester are the first Monday in August for fall semester and the first Monday in January for spring semester.

Students who have not paid in full, or who have not made satisfactory arrangements to pay in full using financial aid or the "ACH Payments, Inc.-- 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 \$200 on any balance of \$2,000 or more for undergraduate 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/Financial 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 July 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 Student Self-Service.

Prepaid Debit Card System

The College uses GET (<https://get.cbord.com/washcoll>) 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. GET 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.

Lost or stolen cards are reported by logging on to <https://get.cbord.com/washcoll> 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 emailing the Accounts Receivable Team at Accounts_Receivable@washcoll.edu. 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 Student Self-Service on the Washington College Website, there is a convenience fee for this service. E-Check payment can be made via Student Self-Service on the Washington College Website, there is no fee for this service.

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

To insure against the financial losses associated with medical withdrawals after the beginning of classes all students are automatically enrolled in the DeWar tuition refund insurance for a premium per semester. Families who wish to opt out the insurance coverage may do so in writing by sending an email including the student's name and student ID# to wac_trp@washcoll.edu requesting cancellation of coverage. Details of the tuition refund insurance can be found on the Business Office webpage, washcoll.edu/people_departments/offices/business-office/index.php.

ACI Payments Inc., in partnership with Washington College, offers tuition installment payment plans. Tuition, fees, room and board may be paid in 5 or 4 monthly installments per semester under these plans. All payment obligations not included in the Plan must be paid in full by the due date for the semester. If Official Payments terminates the student's plan for nonpayment, the student will be subject to a default penalty charge equal to the late check-in penalty.

Withdrawals and Refunds

Students considering withdrawal should contact the Financial Aid Office before dropping, withdrawing, auditing, or deciding not to attend a course to confirm how it will affect financial aid. Students should also review both the Return of Title IV Financial Aid Funds (R2T4) and the Satisfactory Academic Progress (SAP) policy to make an informed decision.

Dropping, withdrawing from, auditing, or not attending a course can reduce financial aid eligibility depending on the type of aid the student has, how many credits the student is no longer attending, and the timing of the enrollment change. Students will be required to repay any financial aid they are no longer eligible to receive, and this can negatively impact Satisfactory Academic Progress.

See the section 'Withdrawal from the College' below for the withdrawal refund schedule and more important details.

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.

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. 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 the actual cost of tuition, room, and board, plus an estimated amount for books and miscellaneous expenses.

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 First-Year and Transfer Students

The Free Application for Federal Student Aid (FAFSA) must be submitted to be considered for need-based financial aid at Washington College:

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 FAFSA is also used by Washington College to determine eligibility for institutional need-based grants.

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

FAFSA submission for Continuing Students

Financial aid recipients are required to re-apply for need-based aid each year. All continuing students anticipating financial aid in the next academic year must complete the FAFSA form by March 1. Tax transcripts are required only in the event that the student's file is selected for verification by the U.S. Department of Education or by the College. Notification of aid decisions begins in June.

Guaranteed Self-Help Aid

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 and Unsubsidized Direct Loans and Federal Work-Study.

Satisfactory Academic Progress (SAP) Policies

The Office of Student Financial Aid has established 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.

Details the Satisfactory Academic Progress policy, as well as other forms and resources, can be found on the college's Financial Aid webpage: washcoll.edu/admissions/financial-aid/index.php

Washington College Academic Tuition Scholarships and Grants

Washington College recognizes and rewards exemplary academic achievement. Many 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 of 2.5 or above.

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 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.

Admitted applicants who are members of their high school's National Honor Society, Cum Laude Society or National Society of High School Scholars and have a high School CGPA of at least 3.0 at the time of admission are awarded a four-year Washington College Academic Tuition Scholarship of at least \$28,000 annually (\$14,000 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.

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 \$28,000 to \$35,000 per year. A minimum CGPA of 2.5 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.

The Cincinnatus Scholarship

This \$2,500 scholarship—with an extra \$5,000 stipend for experiential learning opportunities—through The Institute of Religion, Politics and Culture at Washington College, is renewable and awarded annually to one admitted student per year with a strong interest in the study of religion’s influence on American and world history, as well as its contemporary importance for cultural and political life.

Constance Stuart Larrabee Arts Scholarships

These \$6,000 scholarships (\$1,500 annually for four years) are awarded to entering students who have a proven talent in art, music, or theatre, but who do not necessarily intend to major in the arts.

Eastern Shore Society Scholarship

These \$6,000 scholarships (\$1,500 scholarship annually for four years) - with a one-time grant of \$2,000 to offset the cost of the Chesapeake Semester - will be awarded to an entering student from Maryland's Eastern Shore or of Eastern Shore heritage who is interested in a major in environmental science or studies.

The Environment & Society Fellowship

These \$6,000 scholarships (\$1,500 annually for four years) are awarded to entering students who are interested in exploring environmental science or studies as a major, minor, or area of focus.

The Eirik A. T. Blom Ornithology Scholarship

These \$6,000 scholarships (\$1,500 annually for four years) are awarded to entering students who have experiences as a birder, wildlife enthusiast, or conservationist.

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 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

Students who receive a merit-based academic tuition scholarship are required to maintain a 2.5 Cumulative Grade Point Average (CGPA) and full-time, continuous enrollment at Washington College. International students who receive a merit scholarship are required to maintain a 2.0 CGPA.

Students who receive an endowed scholarship, unless otherwise stated in the Memorandum of Understanding (MOU), are required to maintain a 2.5 CGPA and full-time continuous enrollment at Washington College. Endowed scholarships may or may not be renewable.

Students who leave WC and do not attend another college and are meeting the minimum 2.5 WC CGPA when they leave will automatically be eligible for their merit aid upon return to WC. Financial aid will

automatically review their file upon notification of their return to WC. Students who have received need-based aid in prior years will be reviewed upon receipt of the FAFSA for the academic year in which they return. Eligibility for need-based aid will be determined when the FAFSA is received.

Students who leave WC and attend another school will not be eligible for their merit and/or need based aid. Students may appeal and should contact the Financial Aid office to begin that process.

Students who are not meeting the minimum criteria will not be eligible for the respective aid upon their return. Students will have the ability to appeal if there is an extenuating circumstance.

Appeals

Appeals are available to any student who was previously in receipt of a merit-based tuition scholarship, honors fellowship, or need-based grant. Appeals are reviewed by the Scholarship Appeals Committee. Appeal approvals are not guaranteed and will be decided on a case-by-case basis.

An exception to full-time enrollment will be allowed in either of the following two scenarios:

1. Students are in their final semester and need less than full-time enrollment to complete their program. Students must have verified this with advisor and registration office.
2. Students are in their final semester but wish to divide up their remaining credits and take them over two semesters. Students can receive a prorated amount of aid for each semester so that the total amount does not exceed the value of the original award. Some donor scholarships are excluded from this exception.

Students must contact the Office of Student Financial Aid to determine eligibility of either of the above two exceptions.

Scholarship eligibility is for a maximum of eight semesters. Renewal eligibility will be reviewed at the end of every spring term. Students will be notified in June of their merit award status.

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 the FAFSA.

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

State Grants and 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 amount for freshmen is \$5,500; for sophomores, \$6,500; and for juniors and seniors, \$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. Students borrowing funds through the Unsubsidized Direct Student Loan program are responsible for monthly interest that accrues while enrolled. Students may elect to pay on the interest that accrues while they are in school, but it is not a requirement. 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 family contributions. All students 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 until the student is no longer enrolled at least half-time. Application information is available at www.studentaid.gov or through the Office of Student Financial 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. Students who have withdrawn, officially or unofficially, granted an approved leave of absence, or are expelled who have 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 the amount of Title IV assistance that the student has earned up to that point be reviewed and, in some cases, adjusted. If the student received more assistance than they 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:

ID	Description	Return Priority
USTF	Unsub FFEL/Direct loan	1
GSL	SUB FFEL/Direct Stafford	2
GPLUS	FFEL/Direct Graduate PLUS	3
PLUS	FFEL/Direct PLUS	4
PELL	Pell Grant	5
FSEOG	FSEOG Category	6
TEACH	EACH Grant	7

Policies and procedures for withdrawing from the College are described below, in the section "Withdrawing from the College." To request an *approved* leave of absence or to withdraw from the College, contact the Dean for Student Achievement & Success in the Provost's Office.

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.

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 tenured or tenure-track professor for every 11 students, teachers know their students by name, and develop strong relationships with them.

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. Most 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 ten to 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. Students may earn a Bachelor of Arts or a Bachelor of Science, but not both. Please refer to the Second Bachelor's Degree section in the next chapter for additional information. To earn a baccalaureate degree, students must satisfactorily complete a minimum of 128 credit hours, including four courses that fulfill the writing program, major coursework, 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 offered toward graduation. No more than six four-credit courses with “D” grades may count toward the 128 credit hours required. Additionally, students must maintain a minimum GPA of 2.00 in their major, and may not count more than two four-credit courses with “D” grades toward any major. (D grades earned in Spring 2020 do not count toward these limits.)

In most cases, students must complete 24 of the last 32 credits 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 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 with the student.

** Due to the disruptions to student educational progress caused by the Covid-19 pandemic, students who earn transfer credit in courses worth three credit hours at another institution during the nationwide emergency as defined by the Federal Emergency Management Agency (FEMA) are eligible to graduate with only 126 or 127 credit hours upon approval by the Office of Student Records and Registration.

Goals of Liberal Arts Education

The traditional purposes of higher education are teaching, research, and service. A liberal arts education, in particular,

- supports the individual’s intellectual, aesthetic, ethical, and skill self-development,
- advances human capacity and capability,
- preserves, transmits and advances learning, wisdom, and discovery,
- enlarges educational justice and equity, and
- critically evaluates society for the sake of renewal.

At the heart of liberal arts education is deeply engaged teaching and learning centered on individuals. The faculty and staff of Washington College form close personal relationships with students, and help each student grow and achieve personal, social and civic maturity and agency.

The Curriculum

At Washington College, each student takes primary responsibility for shaping a program of study that reflects their interests and goals, broadens and deepens their intellectual development, and prepares them for productive life and work after graduation. That program of study begins broadly, with exploration and learning across the curriculum, and then develops a focus, chosen by the student, to gain depth of expertise in a particular discipline. Members of the faculty, including faculty advisors, work closely with students to help them succeed in their chosen program of study.

Each program of study will be unique, reflecting each student's own goals, choices, and learning experiences, but every program of study shares four basic attributes:

- **Acquisition of Knowledge:** Each student develops a foundation of pertinent information and learns how to seek out information, how to read carefully, and how to systematize and order information.
- **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:** One of the premises of a liberal education is that young people are encouraged to apply their learning to take thoughtful, meaningful action in the world. Action and its consequences require that students learn and practice writing and talking with greater accuracy, grace, and persuasiveness, and that they learn fundamental elements of collaboration, problem-solving, and imagination.
- **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.

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* ensure that students are introduced to a diverse range of liberal arts and sciences. *Major requirements* ensure that students concentrate sufficiently in at least one liberal art or science to attain proficiency. *Graduation requirements* (like the required 2.0 minimum GPA) ensure the academic integrity of each degree the College awards.

1. 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:

The Writing Program

During their education at Washington College, all students will complete at least four deliberate writing experiences that comprise the requirements of our Writing Program. These experiences, sequenced over the four years of a typical Washington College education, will serve to develop in students the knowledge, skills, and habits essential to the clear thinking, sharp inquiry, careful analysis, and effective expression at the heart of the college's tradition of liberal education. Writing has traditionally been a prominent feature of the Washington College curriculum, and across all disciplines it serves as an important means of helping students to discover the purpose and passion that guide their intellectual endeavors. The sequenced writing framework described in this document makes a clear statement of how writing will continue to be at the core of the College's mission—and at the heart of our transformative student experience.

Students fulfil the Writing Program requirements by completing four courses, one in each of the following categories:

W1 Critical Inquiry: The W1 introduces all students to the essential thinking activities of liberal arts education, including inquiry, critical thinking, discussion, writing, and argument. Students fulfill this requirement by completing a first-year seminar (FYS). Washington College's [First-Year Seminar program](#) introduces new college students to the excitement of critical inquiry and learning, and to the key academic skills required for sustained collegiate success. FYS courses cover a wide range of topics, but all share three essential elements: the passion of a dedicated instructor, a small-seminar format where students contribute and learn from each other, and a sustained focus on careful reading, sound research, thoughtful discussion, and clear writing—the 'habits of critical inquiry' at the heart of liberal education.

All FYS courses introduce students to library research and information literacy; offer instruction on the writing process, rhetorical knowledge, and academic conventions; and include significant research, writing, revision, and presentation work.

W2 Process of Writing: W2 courses continue the development of rhetorical knowledge and critical thinking introduced in W1, while providing additional time and attention to the practice of all aspects of writing processes. Students must complete one W2 course by the end of their second year at Washington College, or by completion of 60 credits. Courses that fulfill this requirement are indicated

on the course schedule every semester. The W2 requirement may be completed by transfer credit that has been reviewed and approved by the Department of English and the Director of Writing.

W3 Writing in the Discipline: The W3 requirement advances the larger program goals of persuasive analysis, flexible thinking, responsible inquiry, and effective expression into each department and major, focusing attention on the methods and modes of writing and critical thinking specific to a discipline or major field of study. Courses that fulfill this requirement are indicated on the course schedule every semester. Each major builds a W3 course into the required program of study, so simply completing a major will ensure completing the W3 writing requirement.

W4 Senior Capstone Experience: W4 is the capstone of the writing experience at Washington College. All seniors complete discipline-specific writing as part of their Senior Capstone Experience (SCE), demonstrating at an advanced level the elements of critical thinking, writing processes, rhetorical knowledge, and knowledge of conventions that they have been developing in their previous writing experiences across the curriculum and in the major. As with the W3 requirements, each student will automatically complete the W4 requirement by completing the SCE.

Distribution Requirements

To ensure breadth of learning, all students are required to complete courses from the four categories listed below, unless a waiver is granted based on Advanced Standing credits (AP, CIE, CLEP, or IB), Community College Direct Transfer, 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 Registrar 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.

I. Foreign Language Distribution Requirement

Students must complete one or two courses in a foreign language or otherwise fulfill the requirement, as detailed here:

- For students starting a new language or students placed in the 101 or 102 level: two semesters in the new or placement language.
- Students placed in the 200-level or above in French, German, Spanish, or Chinese must complete one four-credit course.
- Students who have achieved a score of 4 or 5 on the Advanced Placement test have satisfied this requirement.
- Students whose native language is not English may satisfy the language requirement with that language pending approval from the Associate Chair of World Languages and Cultures. (Heritage speakers are not exempt from the language requirement.)
- Students with a language-based learning disability, and who are granted an accommodation by the Office of Academic Skills, may apply for an OAS accommodation (information is available here: washcoll.edu/people_departments/offices/disability-services/student-academic-accommodations.php). Students granted an OAS accommodation 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 World Languages and Cultures department and available from the Office of Academic Skills.

II. Natural Science and Quantitative Skills Distribution Requirement

Students must complete three courses, either with two natural-science courses and one quantitative course (option A below), or two quantitative courses and one natural-science course (option B below), as detailed here:

A. Two natural-science courses and one quantitative-skills course

This is a common pathway for students intending to major in the sciences.

Option 1: Complete a natural science general sequence. This option is recommended for students who plan to major in biology, chemistry, environmental science, 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 and have an interest in the sciences:

BIO 111 and 112. General Biology

CHE 120 and 140 Chemical Principles of Organic Molecules, Reactions of Organic Molecules

ENV 140 and 141 Exploring the Solid Earth & Atmosphere, Ocean, and Environment

PHY 101 and 102. College Physics (algebra-based)

PHY 111 and 112. General Physics (calculus-based)

Option 2: Complete any two (non-sequential) natural science courses. Any two of the non-major science courses on this list may be taken, or one of these may be paired with a course from the list under Option 1. Note that since BIO 100 courses are diverse, two BIO 100 courses on different topics may be paired.

BIO 100. Current Topics in Biology

BIO 104. Ecology of the Chesapeake Bay (*may not be paired with CRS240*)

CHE/ENV 110. Chemistry of the Environment

CRS 240. Estuarine Science (*may not be paired with BIO 104*)

PHY 100. Concepts in Contemporary Physics

PHY 105. Astronomy

ENV 140. Exploring the Solid Earth

Note: Transfer, AP, and IB credit for CHE 111 and 112 will fulfill the Natural Science component.

Students completing two natural-science courses as specified above may complete the Natural Sciences and Quantitative requirement with just one Quantitative Skills course. Any of the following courses will count to complete the quantitative component (keep in mind that further attention may be needed to fulfill major requirements).

BUS 109. Managerial Statistics

ECN 215. Data Analysis

MAT, CSI Any Mathematics (MAT) or Computer Science (CSI) course

MUS Any Music Theory course (MUS 131, 132, or 231)

PHL 108. Logic

POL 209 Political Data Analysis

PSY 209. Statistics and Experimental Design

B. Two quantitative-skills courses and one natural-science course:

This is a common pathway for students whose major (Business Management is an example) has a two-course quantitative requirement. There are three main options:

Option 1: Complete any combination of two Mathematics (MAT) and/or Computer Science (CSI) courses, with the exception that MAT 106 Stretch Differential Calculus I and MAT 107 Stretch Differential Calculus II must **both** be taken to count for this option. (In other words, taking MAT 106 and another MAT course would not fulfill this option.) Note that some Math special-topics courses may not qualify—consult the department chair for specific special-topics courses.)

Option 2: Complete any two Music Theory courses (from MUS 131, 132, or 231).

Option 3: Complete one quantitative-skills course from the first column, and one from the second column.

COURSE 1

BUS 109 Managerial Statistics

ECN 215 Data Analysis

MAT 109 Statistical Inference & Data Analysis

POL 209 Political Data Analysis

PSY 209 Statistics & Research Design I

COURSE 2

BUS 209 Financial Analysis

ECN 320 Econometrics

Any MAT/CSI course besides MAT 106,
107, or 109

Students completing two quantitative skills courses as specified above may complete the Natural Sciences and Quantitative requirement with any Natural Science course listed in Option A above (keep in mind that further attention may be needed to align with major requirements).

Notes

Please see department course listings for prerequisite restrictions and/or major requirements. Keep in mind that fulfilling the Natural Science and Quantitative distribution requirement is not the same as fulfilling a major requirement. Students with different majors should expect to pursue different paths, best aligned to their major requirements, to fulfill the quantitative requirement.

Students may not receive academic credit for both BUS 109 and MAT 109.

III. Humanities and Fine Arts Distribution Requirement

Students must complete three courses, either with two humanities courses and one fine-arts course (option A below), or two fine-arts courses and one humanities course (option B below), as detailed here:

A. Two humanities courses and one fine-arts course

Choose one of these Humanities options and add a fine-arts course:

Communication and Media Studies option: CMS 101 Introduction to Communication & Media Studies and CMS 201 Contemporary Popular Film & TV.

English option: ENG 101 and one 200-level English course, or two 200-level English courses.

Foreign Language option: Any two courses taught in the same foreign language and numbered 303 or above, e.g. FRS, GRS, or HPS 303+ (except HPS 307).

International Literatures and Cultures option: Any two International Literatures and Culture courses.

Philosophy option: Any two Philosophy courses (except PHL 108).

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

B. Two fine-arts courses and one humanities course

Choose one of these fine-arts options and add a humanities course:

Art & Art History option: Any two four-credit Art or Art History courses.

Dance option: Eight credits of Dance courses (except DAN 181-186, 285, 310, or 381).

Music option: Eight credits of Music courses (except MUS 131, 132, or 231), including applied music (private instruction) and musical ensembles.

Theatre option: Eight credits of Theatre courses (except THE 375).

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 Distribution Requirement

Students must complete three four-credit courses, with two from one department and the third from a different social-science department, as detailed below. Students must select an option from the two-course pathway, and an option in a different social-science department from the one-course pathway.

Two-course pathway (two courses from the same department):

Anthropology and Archaeology (ANT) option: Any two ANT courses.

Economics (ECN) option: ECN 111 and 112 (Principles of Macroeconomics and Microeconomics); or either ECN 111 or ECN 112 and one of the following:

ENV 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 351. Behavioral Economics
 ECN 361. Information Economics
 ECN 394. Game Theory
 ECN 410. International Trade
 ECN 411. International Finance
 ECN 415. Government and Business
 ECN 416. Law and Economics

Education (EDU) option: EDU 251 Principles of Education and EDU 252 Educational Psychology

History (HIS) option: HIS 111 Introduction History, plus any other HIS course; or any two of the following 200-level HIS courses:

HIS 201 U.S. History to 1865
 HIS 202 U.S. History from 1865
 HIS 203 Modern World History I
 HIS 204 Modern World History II
 HIS 205 Early Origins of Western Civilization I
 HIS 206 Early Origins of Western Civilization II

Political Science (POL) option: (1) POL 102 American Government and Politics and POL 104 Introduction to World Politics; or (2) POL 102 and any 200-level or 300-level POL course; or (3) POL 104 and any 200-level or 300-level POL course.

Psychology (PSY) option: PSY 111 and 112 (General Psychology I and II); or either PSY 111 or PSY 112 and one of the following:

PSY 202 Lifespan Developmental Psychology
 PSY 205 Drugs and Behavior
 PSY 220 Human Sexuality

Sociology (SOC) option: SOC 101 Introduction to Sociology, plus any 200-level SOC course.

One-course pathway (one introductory course from a social-science department, to be combined with a two-course pathway, as detailed above):

Anthropology and Archaeology (ANT) option: Any ANT course (note that some courses have prerequisites).

Economics (ECN) option: ECN 111, or ECN 112, or ECN 117.

Education (EDU) option: EDU 251 or EDU 252.

History (HIS) option: HIS 111 or any 200-level HIS course.

Political Science (POL) option: POL 102 or POL 104.

Psychology (PSY) option: PSY 111 or PSY 112.

Sociology (SOC) option: SOC 101.

Policies Regarding General Education Requirements

Transfer students with 28 or more transferable credit hours do not have to take an FYS 101 seminar. Note that first-time college students bringing in 28 or more transferable credit hours will not have this requirement waived; only transfer students with 28 or more transferable credits hours will have the requirement waived.

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. *More information about Transfer credit and Advanced Standing credit equivalency is in the chapter on Academic Policies and Regulations that follows.*

Students may drop one FYS seminar and add another within the Drop/Add period but may not withdraw from an FYS seminar without the approval of the Dean of Student Achievement and Success. Students approved to withdraw from an FYS seminar must enroll in an FYS seminar in the next possible semester. Students must earn a “D-” or better in FYS 101 in order to satisfy the requirement.

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.

2. 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 major advisor; 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.

Independent Major Guidelines

The Independent Major (INM) offers students the opportunity to create a cohesive major program of study outside of the majors offered by the college. To earn an INM, students must develop a proposal (described below), obtain letters of support from two faculty sponsors, receive approval from the department chairs of the constituent departments and be approved by the Curriculum Committee.

Given the maturity and academic ability needed to successfully complete an independent major, students must have a minimum 3.00 GPA when they submit their proposal. In addition, students will not be considered for an INM after they have completed 70 credits at Washington College.

Students begin the process by articulating a vision for their INM, including potential course work. Once formulated, students must find two faculty sponsors, one in each of the departments from which the majority of their intended INM coursework will be completed, with the understanding that one of these faculty members will serve as the primary academic advisor if the proposal is approved. The faculty sponsors and the student will then work together to develop a curriculum for completing the INM.

The proposed major must meet the following criteria:

- At least twelve total courses (48 credits) from no fewer than two academic departments.
- No more than four introductory courses.
- At least four upper-level courses, where “upper-level” is defined by the department(s) and/or the faculty serving on the student’s advisory committee (typically courses at the 300-level or above).
- No more than 8 credits of for-credit internship.
- No more than 8 credits of independent study or faculty-led research.
- Clearly defined requirements for completing the Senior Capstone Experience.
- Clearly defined requirements for obtaining Honors in the independent major, if applicable.

In addition to a detailed course plan, the proposal must also include two letters of support from the faculty sponsors and a cover letter, written by the student, describing how the proposed INM creates a cohesive program with a clear academic focus that is distinct from current majors offered at Washington College.

If the major proposal appears reasonable but is not polished, complete, or otherwise ready for approval, the subcommittee may suggest revisions. The subcommittee will send feedback directly to the student, after which the student will have thirty (30) calendar days to revise and resubmit the proposal for reconsideration. The subcommittee will then accept or reject the revised proposal, but no further revisions to the proposal will be considered.

Once the application is complete, the proposal is submitted to the department chairs of the constituent departments for review. Upon approval by the department chairs, the student must submit the application to the Provost’s Office for consideration by a subcommittee of the Curriculum Committee. If the proposal is accepted by the Curriculum Committee, the student will be an official candidate for the proposed INM and the specified faculty advisor will be assigned as the student’s academic advisor. In the event the approved course plan must be modified, e.g. due to new course offerings or schedule conflicts, changes to the approved proposal must be approved by both faculty sponsors.

Given the unique nature of the INM, students must complete at least 32 credits of the INM at Washington College or in a Washington College approved program. While completion of the INM satisfies the graduation requirement for an academic major, it does not preclude a student from completing a secondary major or one or more minors. In addition, all students approved for an INM must also complete all general education requirements appropriate to their Catalog year. As with traditional majors, courses counted toward general education requirements may overlap with major requirements.

To ensure the INM program adheres to the same standards as other majors offered by Washington College, the Dean of Student Achievement and Success will oversee assessment of all INMs and will make recommendations to improve learning outcomes, as necessary.

Double Majors, Minors, and Concentrations/Specializations

Students may complete one or two majors. 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. Pursuing a double major requires that students 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.

Some 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. In addition to minors in most departments and programs, the College offers interdisciplinary minors in American studies, black studies, earth and planetary science, gender studies, the humanities, human development, information systems, public health, 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

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 earlier.

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 below.*

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.

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 below.*

3. 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 the Writing Program and distribution requirements. Students must also complete a major, which includes a minimum of eight courses (or 32 credit hours) in the major and the Senior Capstone Experience.

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 24 of the last 32 credits in residence at Washington College or in a Washington College-administered program.

"D" grades earned for Spring 2020 will not count towards this rule.

The Registrar's Office helps students monitor their progress in completing graduation requirements. This includes periodic degree audits informing both students and advisors of their progress. Students may also request a degree audit from the Registrar at any time.

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:

- Enable students to take responsibility for designing their programs of study.
- Encourage and assist the student to explore and articulate interests or career goals.
- Encourage the student to take a reasoned, contemplative approach to designing a program of study.
- Assist the student in designing a program within the liberal arts framework that is clearly related to interests or career goals.
- 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.
- Provide advisors who not only monitor the student's academic program but also meet personally with the student and explore their changing interests and goals.
- 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 their second year at the College. Once the student selects one or more majors, they are 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 the academic requirements rest 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 Dean of Student Achievement and Success 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 their 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 Dean of Student Achievement and Success 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 Dean of Student Achievement and Success, 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 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 the Registrar's Office website.

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 their tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their 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's official custodian of records, the Registrar. Should the student decide to file a complaint against Washington College for a potential violation of their 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

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 their 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	Permanent address
Graduation dates	Home phone number
Awards	Email address
Campus box number	Major(s) and Minor(s)
Expected graduation dates	Class year
Honors	Concentration(s)
Campus phone number	Full/part-time status
Previous institutions attended	Dates of attendance
Honor Societies	Degrees
Hometown and State	<i>For varsity athletes:</i> Participation in officially
Cell phone number	recognized sports, photograph, height, and 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 their 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 Faculty and Staff.

FERPA does not permit the release of educational records to anyone, including parents/guardians unless the student has waived their FERPA rights, which they may do online. Students may also choose to restrict the release of directory information online. Decisions 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 they graduate or withdraw.

Transcript Requests

In compliance with FERPA, all requests for a student's academic transcript must be made by the actual requesting student. Washington College provides transcripts using an electronic transcript delivery service through an approved vendor. There is a convenience fee charged by the delivery service.

Students can visit washcoll.edu/people_departments/offices/registrar/index.php and click on the “Transcripts” link in the navigation bar to order an official transcript. Transcripts can be delivered electronically or via USPS. This is the only way to order an official transcript and to have a transcript delivered electronically.

Transcripts of students who attended prior to 1987 are archived and only available via hard copy. Electronic copies are not available.

Transcripts are generally sent out within 24 to 48 hours. Additional time may be required during registration, grading periods, and holidays. Notifications will appear on the ordering site if there is a delay in processing or the College is closed due to a holiday. 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.

Official transcripts are available by request. Unofficial transcripts can be accessed online by students in Self-Service.

Enrollment Verification Requests

In compliance with FERPA, all enrollment verification requests must be made in writing by the student. Students can email the Registrar’s Office from their washcoll.edu email account placing their request or they can complete an Enrollment Verification Request Form at the Registrar’s Office in Bunting Hall. This form includes a physical signature (pen to paper) of the actual requesting student. Students can print, complete, and mail or email the Enrollment Verification Request Form located on the website. Alternately, students may submit the interactive form electronically by providing a digital signature and submitting the completed form from their washcoll.edu email account.

Upon request by a student or authorized person, the Registrar’s Office will 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. Washington College partners with the National Student Clearinghouse (a non-profit funded by the U.S. Department of Education) to assist with student enrollment and degree completion verification.

COVID-19 Grading

Due to the COVID-19 pandemic, the Spring 2020 semester was graded as Pass/Fail. If the letter grade earned was a D- or above, students earned a CP (COVID Pass). As per college policy, passing grades have no impact on a student’s semester or cumulative grade point average, but “F” grades are calculated into the student’s cumulative GPA.

The academic transcript will not include letter grades or the term GPA for Spring 2020. The cumulative GPA does not include Spring 2020 unless “F” grades were earned.

The Registrar’s Office has an official record of all Spring 2020 final letter grades. For external purposes, students may need to report their letter grades for Spring 2020 (for instance, graduate or professional school applications, employment, teacher certification or to maintain eligibility for certain student discounts). In these cases, the Registrar’s Office can provide an official letter verifying your Spring 2020 letter grades and send the letter to any organization needing this information. This letter will exclude cumulative GPA but include term GPA.

Letter grades were needed for internal purposes to determine whether students are making the satisfactory academic progress needed to remain eligible for federal and state financial aid and to determine students' academic standing. In these cases, the Registrar's Office will produce reports of the letter grades that any internal group needs (for instance, a report of majors' letter grades for department chairs.)

Maximum number of D grades

Students may count no more than six courses with D grades (D+, D or D-) toward their degree, and no more than two courses with D grades toward their major. D grades earned in Spring 2020 courses do not count toward those limits.

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 Director of the Registrar's Office. Entering students who wish to make changes to their first semester course registration after this initial meeting must communicate their wishes 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 website. These instructions remind the student to complete several tasks prior to the start of registration, including a review of any active holds on Self Service. Possible student holds may include a "no registration" hold from the Business Office, Health Services, the Provost's Office, Registrar's Office, or Student Affairs. Any of these holds will prevent registration for new courses until the hold is lifted by the originating office.

Registration

For all returning students, registration is divided into three distinct time periods: (a) priority registration by class year; (b) online Drop/Add for all students; and (c) 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 by class year is determined by the number of credits the student has 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. If the student has not met with their faculty advisor, they will not be approved to register.

Prerequisites and Corequisites

Course descriptions specify whether a course has one or more prerequisites (other courses that must be taken and passed before being able to register for the course) or co-requisites (other courses that must be taken either prior to or concurrently with the course). In some situations, the instructor of a course may waive a prerequisite or co-requisite rule.

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

Drop/Add

After the initial registration period, students may make changes to their course registrations online until the Friday before the semester begins. 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.*

Registration changes made during the first seven days of the semester must be made using the Drop/Add form available in the Registrar's Office. Adding a course requires the signatures of the student, his/her/their faculty advisor, and the instructor; dropping a course requires the signatures of only the student and his/her/their advisor. Students must use the 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. Students who wish to withdraw from these courses must do so by the Friday of the fifth week of class.

Withdrawal from Courses

After the Drop/Add period, students may withdraw from one or more courses, with the exception of a First-Year 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 Dean of Student Achievement and Success. 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 First-Year Seminar (FYS) without the approval of the Dean of Student Achievement and Success. Students who are approved to withdraw from a FYS must enroll in an appropriate FYS in the next possible semester. Withdrawals from FYS follow all other rules for course withdrawals.

If a faculty member determines that a student has committed an academic violation in that faculty member's course, the faculty member can instruct the Registrar to put a hold on a student's record to prevent the student from withdrawing from that course. At this time, the faculty member should notify the student of the placement of a withdrawal hold. The student should consult with the instructor of the course regarding the student's continued attendance. If the faculty member decides later in the semester to allow the student to withdraw, the faculty member will communicate the change to the Registrar. If the withdrawal hold remains, the faculty member can submit a letter grade for the student consistent with the faculty member's course policy at the end of the semester.

Waitlists

When a course section appears online "closed" or "waitlisted", students may add themselves to the waitlist for that section. While not all courses allow waitlisting, most departments at the College use waitlists. Frequently waitlists assign 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 process and automatically add the first student on the waitlist to an available seat. Students who have added themselves to a waitlist can monitor their current position on the waitlist online.

Students may not add themselves to a waitlist for a section if they are already registered for a different section of the same course. Additionally, students nearing the top of a waitlist should clear any schedule conflicts that may prevent the Registrar's Office from adding them 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 college email account for such notifications.

Expected Course Load

Normally, Washington College students take four courses, worth four credit hours each, every 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 as few as 12 credits or as many as 22 credits. Students may not enroll in more than 22 credits in a single semester without permission from the Committee on Academic Standing and Advising.

Students registered for 21 or 22 credits will incur an additional fee. Please refer to the Overload Credit Charge in the Fees and Expenses section.

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.

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 and must participate in the Academic Recovery program.

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 Provost's Office 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 their 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 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.
- Due to the COVID-19 pandemic, the Spring 2020 semester was graded as Pass/Fail. See the section above, COVID-19 Grading, for details.

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.

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 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, they must request this change using the Drop/Add form, which must include the instructor’s signature. At the end of the second week of classes, this status becomes permanent. Students may not shift from an Audit to credit option or vice versa after this deadline. 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.

Credit Hour Policy

Since 1957, most Washington College undergraduate courses have been designed and delivered as four-credit courses, with a formal framework of 45 hours of in-class instructional time and 15 or more hours of labs or additional structured learning outside the classroom and tied to the course. Structured learning varies by course, discipline, and instructor, and may consist of laboratory work, guided study, a formal final examination or other final assignment, mandatory individual or group work with faculty members, independent research, additional reading and writing, creative projects, peer mentoring, mandatory academic support tied to the course, as well as service-learning opportunities and participation in the many cultural events hosted by the College. Structured learning activities are delineated in course syllabi and major requirements.

During the fall and spring semesters, Washington College students normally take four courses, worth four credit hours each, 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. Each four-credit course in fall and spring is taught over 15 weeks, with 45 hours of classroom instruction time and 15 hours of out-of-class structured learning. A summer course consists of four weeks, with five three-hour classes a week (Monday through Friday), for a total of 60 hours.

Other configurations—two-credit courses, eight-credit courses, the 16-credit Chesapeake semester, internships and half-semester courses—also exist, but adhere to the Colleges credit-hour framework (so

that, for instance, a two-credit course comes with half the expectations of time, student contact hours, and student and faculty workload). Some two-credit courses meet for 22.5 hours of class time, and 7.5 hours of structured learning over the course of an entire semester, while others meet for either the first half or second half of the semester. 16-credit courses are limited to full-immersion, semester-long courses such as Chesapeake Semester, which count for the whole of a student's semester schedule.

The college's small student-to-faculty ratio enables a course design philosophy and faculty workload model that stresses intensive ongoing interaction between faculty and student, not only during formal class instructional hours, but in structured learning, office hours, informal advising, and co-curricular activities beyond the formal framework.

Independent Study and On-Campus Research

Matriculated students interested in pursuing a course of study not offered within the standard curriculum may undertake an independent study (e.g. a reading course, independent project, summer research, or its equivalent) with a College faculty member, if that faculty member agrees. 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:

- Independent study and on-campus research require 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.
- Independent study and on-campus research cannot be used to satisfy distribution requirements or the Senior Capstone Experience.
- Students may 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 Dean of Student Achievement and Success in the Provost's Office by the appropriate deadline. The internship or off-campus research opportunity must meet the following criteria to be eligible for four credit hours:

- A minimum of 140 hours of supervised work or research experience.
- Duration of at least eight weeks of supervised experience, approved by a Department.

Internships and off-campus research cannot be used to satisfy distribution requirements or the Senior Capstone Experience.

Students may 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 Dean of Student Achievement and Success in the Provost's Office.

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 Wellness and Personal Development Courses

The Wellness and Personal Development (WPD) program offers an opportunity within the curriculum for experience-based teaching and learning of health, wellness, and personal growth intended to support flourishing lives and communities. WPD courses are designed to develop capacities, knowledge, and carry-over skills in health, wellness, and personal development, with an emphasis on the research and scientific bases of exercise, wellness, and holistic growth.

Most WPD courses are one- or two-credit and are a half-semester in length. A maximum of eight WPD credits may be applied toward graduation, but no more than four credits of practice-only courses can be applied toward graduation. Beyond those limitations there is no limit on how many WPD courses may be taken, or how many credits may be earned. Courses may be taken for grades or on a pass/fail basis.

Courses are designated as either all theory (T), all practice (P), or a combination of theory and practice (T/P). Any course listed as T or T/P will count toward the theory requirement for students wishing to earn more than four WPD credits.

English Language Learning Courses

Students for whom English is a second language and who at enrollment don't present a TOEFL score or equivalent measure of their English language skills taken within the two years prior to enrollment at Washington College, or present a TOEFL score between 79 - 86 or equivalent measure of their English language skills taken within two years of enrollment at Washington College, must complete the Washington College English language assessment process before they begin classes at Washington College.

Students whose language assessment results indicate that they require more study of English language to support their academic work at Washington College must successfully complete both ELL 101: English for Academic Purposes I and ELL 102: English for Academic Purposes II, in their first two semesters at Washington College. Students who earn a grade of at least A- in ELL 101 may, at their request, opt out of taking ELL 102.

Credit for Study Abroad Programs

Students participating in a Washington College-approved study abroad program receive Washington College credit and grades for their 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, they must contact their 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.

If students do not submit a completed Study Abroad Course Approval Forms by the end of the semester after return to Washington College, the Registrar will post general credits in place of their credits earned abroad. General credits will not count towards major, minor, or distribution requirements, but will be counted toward the minimum credits required to graduate and will be factored into the student's GPA.

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/sessions 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 participating in a study abroad programs not approved by Washington College 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 Study Abroad Course Approval 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.

Short-Term Faculty-Led Study Abroad Courses

Washington College offers intensive two- to three-week travel/study experiences during winter or summer breaks. Led by Washington College faculty, these trips focus on a specific area of study and typically count as one 4-credit course. Policies regarding these courses are below.

Prior to the departure of the trip, students may elect to audit the course. Students may elect to take the course on a Pass/Fail basis, unless it is being used to fulfill a distribution or major requirement. Established Pass/Fail policies still apply: please review the Pass/Fail Option section above for further details.

Because of the brief nature and scheduling considerations related to short-term courses, students may not withdraw after departure; however, students may drop the course prior to departure (not all fees may be refundable).

Registration and Grading Policies for 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. Students who decide to drop a second major after the drop/add deadline and before the withdrawal deadline will receive a W grade on that SCE. The remaining SCE will be updated to four credits. Exceptions to this deadline must be approved by the Dean of Student Achievement and Success.

The four credit hours awarded through the successful completion of the Senior Capstone Experience course(s) is part of the 128 credit hours required to graduate from the College. Students may not earn 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. For Departments that use letter grades, only Senior Capstone Experience courses receiving a letter grade of A- or better qualify for honors.

Students may only enroll in the Senior Capstone Experience in fall or spring semesters.

Graduation Policies

Degree Completion Audit

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 their 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 their majors, minors, specializations or concentrations prior to graduation.

If the student's academic record indicates that they 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 their 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 generally 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.

A student who wishes to participate in the commencement ceremony but has not completed all credits or requirements, must apply for Provost approval. Only students who are within 8 credits of completion, and able to articulate a plan for completing their requirements prior to the start of the fall semester, are eligible. Applications must be received no later than 24 hours after the submission of final grades to be considered for spring commencement. Formal graduation and the receipt of diploma will occur after all degree requirements are met.

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 their 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 they have become ineligible to graduate, the student, faculty advisor(s) and the Dean of Student Achievement and Success 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 GPA
- *magna cum laude*: 3.750 cumulative GPA
- *cum laude*: 3.625 cumulative GPA

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.

Delayed Graduation

A student who is eligible to graduate but who wishes to extend their studies to complete a second major or a minor must apply for Provost approval before April 15 (for spring graduates) or November 15 (for fall graduates) to delay graduation. The student must need fewer than 32 credits to complete the second major or minor and must anticipate completion within one academic year. The student's academic advisor(s) must endorse the student's request and plan. The student may choose to walk with their original cohort at Commencement, but formal graduation will be deferred to the next graduation cycle after completion of degree requirements. If the student fails to complete the second major or minor within one year, then the student will be considered graduated with one major after one year. The opportunity to delay graduation also extends to teacher certifications, as well as any other academic credential that is within 32 credits of completion. Students should be aware of the Financial Aid implications of their decision and must seek guidance from the Financial Aid Office. In general, students who have already completed all the requirements for a major are no longer eligible for Federal Student Aid; students who have completed 8 semesters at WC are no longer eligible for institutional aid.

Second Bachelor's Degree

A student who has already completed a bachelor's degree at another college or university and wants to complete a second bachelor's degree at Washington College is considered a transfer student. Transfer students may transfer to Washington College up to 72 credits from their previous college or university and thus must complete 56 credits at Washington College or a Washington College program to earn a bachelor's degree at Washington College. Transfer students who have already earned a bachelor's degree elsewhere must complete all general education, distribution and major requirements for their Washington College degree.

A student who has completed a bachelor's degree at Washington College and wants to re-enroll at the College to complete a second bachelor's degree must complete a minimum of 32 additional credits in order to earn the second bachelor's degree. The second bachelor's degree may be a Bachelor of Arts or a Bachelor of Science, regardless of which degree the student has already earned. The student must complete all requirements for the major for the second bachelor's degree, including the proper sequencing of courses in the major and a second Senior Capstone Experience, which might require more than 32 credits and/or more than two semesters. Students may not earn two degrees from Washington College concurrently.

The student who has already earned a Washington College degree does not have to fulfill the general education and distribution requirements a second time for the second bachelor's degree. The student is not permitted to invoke the College's repeat course policy for courses already counted toward the first degree because it is our policy that "Grade changes are not possible regardless of circumstance after a student has graduated."

Students who have not taken courses at another institution since graduating from Washington College must request reinstatement from the Provost's Office. Students who have taken courses at another institution since graduating from Washington College should apply for readmission through the Admissions Office.

Attendance, 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 Dean of Student Achievement and Success about any absences that are truly unavoidable. A faculty member's attendance policy may include failure of the course for excessive absences. Students are encouraged to ask their professors about any attendance policies that are not clear to them.

Members of the faculty are under no obligation to accept any student who misses the first day of class. Faculty have the right to drop from a course any student who does not attend on the first day of classes. Students who cannot attend on the first day but would like to remain in the course must contact their instructors before the first day of class.

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 Dean of Student Achievement and Success 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 their instructor to either the Registrar or the Dean of Student Achievement and Success 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 primary competitive seasons are as follows:

MEN	Fall	Winter	Spring
	Soccer	Swimming	Baseball
	Golf	Basketball	Lacrosse
	Tennis		Tennis
	Sailing		Crew
			Sailing
			Trap & Skeet
			Golf
WOMEN	Fall	Winter	Spring
	Volleyball	Swimming	Softball
	Field Hockey	Basketball	Lacrosse
	Soccer		Tennis
	Golf		Sailing
	Tennis		Crew
	Sailing		Trap & Skeet
		Golf	

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 may 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 to reach out and plan to make-up examination/test 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.

Grading System

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

A	Excellent
B	Good
C	Fair
D	Pass
F	Failure

Letter grades are converted into grade points according to this scale:

A or A+	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67
C+	2.33	F	0.00

Other notations used on student records include:

W	Withdrawal from course
P	Pass, in courses graded by this method or where the student uses the Pass/Fail option
I	Incomplete
AU	Audit
R	Replaced course
H	Honors course

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. Students who do not receive midterm grades should consult their professors regarding their performance so far.

The Incomplete

If a student is prevented from completing any required coursework throughout the semester for medical reasons (as confirmed by the College’s Health Services) or some other valid and compelling circumstance, the instructor may assign the temporary grade of “I” (Incomplete) to the assignment or examination. For medical or other valid circumstances that occur at the end of a semester or near the final grading period, and which prevent the student from completing work, submission of a final course grade of “I” by the instructor should denote an agreed-upon extension of time period (no later than the

two weeks prior to the start of classes in the subsequent semester), in which the student may still complete and submit the work of the course to substantiate a final grade in the course. The terms of the agreement between student and faculty shall be recorded using the Incomplete Form available on the Registrar's website. Notice of necessary absence from a final examination must be given by the student to the Dean of Student Achievement and Success, 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 fails to complete the work of a course on time without documented medical or other valid circumstances, the instructor should award a final grade consistent with their grading policies.

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, but no later than two weeks prior to the beginning of 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 the pre-determined grade recorded on the Incomplete Contract 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 Dean of Student Achievement and Success, 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 FYS 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 they earn 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 semester GPA calculation.

If the course is offered in a subsequent semester at Washington College, the student may repeat the failed course. (See the section on Repeating Courses below.)

Students who fail FYS 101 must retake the First-Year Seminar in the following semester and receive a passing grade. (Please refer to The Academic Program section of the catalog that discusses First-Year Seminar requirements.)

Repeating Courses

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 (for three times total). The final grade from a student’s last 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.
- Courses taken at Washington College, in which a student earns a grade of “C-” or better, may not be repeated for academic credit. 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.
- Students are not permitted to repeat FYS 101 if they have received a passing grade (D- or higher). Students may only repeat FYS 101 if they have previously failed the course.
- The student receives the credit and the grade earned in the repeated 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.

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 reasons, 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 through the Registrar’s Office. Grade changes after more than one semester must be requested through the Dean of Student Achievement and Success, 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 their 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 serving to fulfill the major. 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, at the end of 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
- are currently on academic probation or warning
- have a cumulative GPA below 2.00 any time after their fourth semester

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 their 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 and whose subsequent performance qualifies for review by the Committee on Academic Standing and Advising 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.

Academic Resources

Clifton M. Miller Library

Clifton M. Miller Library is a dynamic place where active teaching and learning occurs in traditional and novel ways. It houses not just the library and archives, but also Academic Technology, the Quantitative Skills Center, and the Office of Academic Skills. It is a safe place that welcomes all students to get support for their academics from caring professionals, collaborate with classmates, or just hang out with friends.

The library provides a rich collection of over three-quarters of a million print and electronic resources available any time and from anywhere to all college account holders, as well as a research and reference instruction program designed to empower students to become independent learners, navigate the abundance of online content, and successfully manage the rigors of research, particularly the Senior Capstone Experience. Resources not available in the library's collection can be obtained through interlibrary loan. Library reserve materials are accessible through the College's Learning Management System, Canvas, along with other course materials, instructional activities, assignments, grades, interactive presentations, and assessments. With Canvas and more recently with Zoom, students can participate in synchronous and asynchronous online class discussions.

The building is equipped with teaching and learning spaces and workstations for individual and group study, research and computing, and hands-on activities. Some of the most innovative work on campus happens in Academic Technology on the ground floor of Miller Library. Beck Multimedia & Technology Learning Center, the Virtual and Augmented Reality Digital Imaging Studio (aka VARDIS), and the IDEAWORKS Innovation Center, which includes the Multimedia Production Center, Makerspace, and One-Button Studio, offer a variety of programs and services where the campus community can learn cutting-edge technologies.

The Writing Center

The ability to write clearly and persuasively is essential to professional success—for businesspeople writing reports, teachers creating curricula, or scientists drafting grant proposals. Thus, Washington College is deeply committed to cultivating students' writing skills. To this end, in addition to offering a curriculum rich in opportunities to write, the College requires that students enroll in several writing-intensive courses.

The Writing Center, located on the first floor of Goldstein Hall, provides resources for students who wish to sharpen their writing skills, generate new ideas through discussion, or review their work with a trained peer writing consultant in a supportive, non-evaluative atmosphere. Peer writing consultants train in a semester-long credit course. In addition to one-on-one consultations, peer writing consultants also visit classrooms to deliver presentations on writing-related topics and assist in classroom peer review. Writing groups and events throughout the year support the ongoing writing lives of students and faculty. Faculty are invited to reach out to the director for review of pedagogical materials and publications in process.

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, physics, business, economics, and other disciplines will find friendly, well-trained peer tutors available to help them. The Quantitative Skills Center holds evening drop-in hours (washcoll.edu/people_departments/offices/quantitative-skills-

[center/drop-in-information.php](#)) Monday through Thursday and offers one-on-one appointments ([washcoll.mywconline.com/](#)) every day except Saturday. The Quantitative Skills Center posts tutoring hours and other helpful information at [washcoll.edu/people_departments/offices/quantitative-skills-center/index.php](#)).

The Office of Academic Skills (OAS)

The Office of Academic Skills, located on the second floor of Miller Library, is available to all students who wish to acquire learning strategies and receive support as they progress through the Washington College academic program. Through individualized guidance, the OAS Director and Peer Tutors partner with students as they learn and practice the skills needed to become active and independent learners in a collegiate environment. Examples of these skills include discipline-specific study strategies, strategies for time management, test-taking, and managing test anxiety, and reading skills for comprehension and retention. Additionally, Peer Tutors are available to provide assistances in a variety of subjects including natural sciences, social sciences, and humanities based content.

Disability Access

Disability Services, a part of the Office of Academic Skills, provides information, support, and accessibility accommodations for individuals with disabilities on campus. Our mission is to ensure that all students, employees, and visitors have equal access to programs and services available at Washington College.

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, those interested in developing a more global perspective to their studies, and for international students. The office includes a lounge and study space on the first floor, as well as conference space for College faculty and staff. 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.

Withdrawal from the College

A student who withdraws from their 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, it is imperative that students who wish to withdraw from the College first complete the required paperwork and attend exit counseling where appropriate. The Dean of Student Achievement and Success 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 contact the Dean for Student Achievement and Success and complete the Withdrawal process. The purpose of this process is to explore factors behind the withdrawal decision, to find out how the College can assist the student through their transition, and to gain feedback on the student's experiences at Washington College.

Refund Schedule

Students who withdraw from the College during a semester are responsible for all non-refundable fees. 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 the semester: 75%
- During the third week of the semester: 50%
- During the fourth week of the 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.

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 Dean of Student Achievement and Success 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 their medical condition presents a risk to him or herself or others. In either case, Health or Counseling Services advises the student, the Dean of Student Achievement and Success, 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 Dean of Student Achievement and Success 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 process and informs the faculty that the student has withdrawn.

A student who is withdrawn for medical reasons is not allowed to reside on campus, attend classes, participate in student social life or other campus activities or use Washington College facilities. If the withdrawn student wishes to be on campus for a short visit as a guest, the student must submit a written request to the Associate Vice President for Student Affairs two weeks prior to the date that the student wants to visit.

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 contact the Dean of Student Achievement and Success and complete the requirements for the withdrawal process. The Dean of Student Achievement and Success 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 process was completed 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 follow the same process outlined above.

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 present to the Dean of Student Achievement and Success evidence of an emergency. If the request is granted, the Dean of Student Achievement and Success helps the student contact the Office of Financial Aid, the Office of Student Affairs, the Business Office and the Registrar and complete the withdrawal process 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. For students who stop attending classes at the College without being approved for a withdrawal, all active courses will be permanently graded with whatever grade the student earned up to the point they stopped attending, which may be grade of "F".

After the semester has ended: A student who wants to voluntarily withdraw from the upcoming semester at the College should contact the Dean of Student Achievement and Success. The Dean of Student Achievement and Success helps the student contact the Office of Financial Aid, the Office of Student Affairs, the Business Office, and the Registrar and complete the withdrawal process. The process will not be completed until all final grades for the student are received by the Registrar. A student who changes their mind prior to this point is welcome to contact the Dean of Student Achievement and Success and rescind their withdrawal request.

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 Dean of Student Achievement and Success for assistance in completing the withdrawal process while away from campus.

Note: Students who intend to leave Washington College to participate in a study abroad or academic program that is not a WC-partner, 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 process 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 process 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 their academic program with a status of “did not return.” The student’s email account and access to Self Service 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 personal emergency circumstances require that they be away from campus and/or unable to participate in classes for more than five days.

Medical Leave of Absence – typically granted when a student needs to be off campus and/or unable to participate in classes for more than five consecutive days in order to deal with a significant medical condition.

A. The student must consult with Health Services or Counseling Services about the problem that necessitates the leave.

B. Health or Counseling Services will recommend whether a student qualifies for medical leave.

i. If the leave is approved by the Dean of Student Achievement and Success, Health or Counseling Services will advise the student, the Dean of Student Achievement and Success and the Office of Student Affairs about the requirements for the student’s return to campus.

ii. The Dean of Student Achievement and Success maintains the approved leave documentation and communicates its details to Student Affairs, the student's faculty members, and the student’s advisor(s).

iii. A student on a medical leave of absence may not return to classes, reside on campus, participate in student social life or other campus activities or use Washington College facilities, until Health or Counseling Services has approved their return.

iv. The student is still expected to contact their professors as soon as possible to discuss making up missed work aligned with professors' course policies as articulated in their syllabi. When discussing missing work and deadlines, faculty members should make a good-faith effort to allow students to reasonably make up work whenever possible or complete alternative assignments.

v. The Dean of Student Achievement and Success will notify the faculty once Health or Counseling Services has determined that a student has been cleared to resume course work.

C. Illnesses or other health problems that require less than five consecutive days off campus/away from classes do not qualify as a medical leave of absence and in those cases, the student is expected to notify their faculty members that they will be missing class and to discuss making up missed work.

Other Leaves of Absence – leaves for other than medical reasons, i.e., personal emergency circumstances or bereavement.

- a. The student must contact the Dean of Student Achievement and Success to discuss the leave request.
 - i. If approved, the Dean of Student Achievement and Success will advise the student and the Office of Student Affairs about the student's leave and will advise all parties about when the student is expected to return to campus and classes.
 - ii. The Dean of Student Achievement and Success maintains the approved leave documentation and communicates its details to Student Affairs, the student's faculty members, and the student's advisor(s).
 - iii. The student is still expected to contact their professors as soon as possible to discuss making up missed work aligned with professors' course policies as articulated in their syllabi. When discussing missing work and deadlines, faculty members should make a good-faith effort to allow students to reasonably make up work whenever possible or complete alternative assignments.

Title IX-Related Absence – An absence as a result of a Title IX supportive measure or to participate in a Title IX investigation or hearing.

- a. If a student must be absent from class as a result of involvement in a Title IX case, this will be confirmed by the Title IX Coordinator and then sent to the Dean of Student Achievement and Success, who will notify faculty about the student's absence.
- b. As with other absences, the student involved should also contact their professors to discuss making up any missed work aligned with the professors' course policies.

Length of Leave of Absence – A leave of absence is usually granted for up to two weeks (14 calendar days). If Health and Counseling Services has not recommended to the Dean of Student Achievement and Success that the student return by 14 days OR if the student requests an extension of the leave of absence OR if the student requests an additional leave at another time during the semester, the Dean of Student Achievement and Success reviews the student's situation, consulting with Health Services or Counseling Services when appropriate, to determine whether the student's leave should be extended or an additional leave approved. Depending upon the situation, students who are not ready to return after 14 days may be advised to withdraw from the College for that semester. 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.

Honor Code and Leave of Absence – If a student is not in good social or academic standing when they take a leave of absence or withdraw for any reason, their 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 their time away from Washington College, must contact the Dean of Student Achievement and Success and

request Reinstatement of Enrollment. They are 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 Dean of Student Achievement and Success 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 they have 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 Dean of Student Achievement and Success in writing that the student is eligible to return. The Dean of Student Achievement and Success 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 study abroad or academic program that is not a partner of Washington College. 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 Dean for Student Achievement and Success 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 Registrar 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 Credit and Advanced Standing

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.

Transfer Credit 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.
- Except for Direct Transfer students (see below) who have completed their A.A. or A.S., (1) transfer credit is only accepted for courses in which the student earned a final grade of "C-" or better; and (2) courses taken on a Pass/Fail basis at another institution will not be considered for transfer credit.
- Except for Direct Transfer students who have completed their A.A or A.S, the W2 requirement may not be fulfilled with transfer credit.
- Transfer evaluations for incoming students are completed by the Registrar and are subject to faculty approval.
- Only transfer students transferring in 28 or more credit hours are exempt from taking FYS 101. First-time college students transferring in 28 or more hours of advanced placement or dual enrollment credit are required to take FYS 101.
- Students must complete 24 of the last 32 credits in residence at Washington College or in a Washington College-administered program.

The College does not currently award transfer credit equivalency for life- or work-related experience, with the exception of certain military training. 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 washcoll.edu/people_departments/offices/registrar/student-forms/transfer-credit-request-form.pdf. 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 send a ticket to registrar@washcoll.edu.

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.

Direct Transfer: Transfer students with a completed A.A. or A.S. degree from any Maryland community college, or another community college with whom Washington College has a "Direct Transfer" agreement, will be granted junior standing upon matriculation at Washington College. Such students will be deemed to have complete all general education requirements, including W1 and W2, with the exception of the foreign language requirement. (The foreign language requirement may be satisfied in a number of ways, including taking the appropriate courses at the community college. For details, see the catalog section on the Foreign Language Distribution Requirement.) A minimum of 56 credit hours must be completed at Washington College.

Transfer students from colleges with whom Washington College does not have a "Direct Transfer" agreement, even though the students may hold an associate degree, will have their coursework 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 on the Registrar's Office website.*

Note: Advanced standing credit cannot exempt students from FYS 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, in order to be eligible for advanced standing from exam scores. Washington College's CEEB code is 5888.

AP Exam	Score	WC Equivalent	Distribution Area
Art - History	4, 5	ART 200	Fine Arts
Art – Studio	5	<i>Subject to portfolio review by the Art & Art History Dept.</i>	Fine Arts
Biology	4	BIO 112	Natural Sciences
	5	BIO 111 & 112	Natural Sciences
Calculus AB	4, 5	MAT 111	Quantitative
Calculus BC	4, 5	MAT 111 & 112	Quantitative
Calculus AB Subscore	4, 5	MAT 111	Quantitative
Chemistry	5	CHE 194, 220	Natural Sciences
	3, 4	CHE 194	Natural Sciences
Comp. Government	4, 5	POL 194	<i>non-distribution</i>
Comp. Science A	4, 5	CSI 111	Quantitative
Comp. Science Pr.	4,5	CSI 100	Quantitative
Economics – Macro	4, 5	ECN 111	Social Sciences
Economics – Micro	4, 5	ECN 112	Social Sciences
English Lang/Lit	4, 5	ENG 101	Humanities
Environmental Science	5	ENV 101/102	<i>non-distribution</i>
French Lang/Lit	4, 5	FRS 201 & 202	Foreign Language
German Lang/Lit	4, 5	GRS 201 & 202	Foreign Language
Gov't/Politics - U.S.	4, 5	POL 102	Social Sciences
History - European	4, 5	HIS 203 & 204	Social Sciences
History - U.S.	4, 5	HIS 201 & 202	Social Sciences
History - World	4, 5	HIS 205 & 206	Social Sciences
Human Geography	4, 5	ANT 194	<i>non-distribution</i>
Latin - Vergil	4, 5	FLS 300 & 400	Foreign Language
Music Theory	4, 5	MUS 131	Quantitative
Physics 1	4, 5	PHY 101	Natural Sciences
Physics 2	4, 5	PHY 102	Natural Sciences
Physics B	4, 5	SCI 100	Natural Sciences
Physics C - Electr/Magnetism	4, 5	PHY 112	Natural Sciences
Physics C – Mechanics	4, 5	PHY 111	Natural Sciences
Psychology	4	PSY 112	Social Sciences
	5	PSY 111 & 112	Social Sciences
Spanish Language/Lit	4, 5	HPS 201 & 202	Foreign Language
Statistics	4, 5	MAT 109	Quantitative

Students may earn a maximum of eight credits from AP History exams.

CLEP (College Level Examination Program)

The CLEP 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.

CLEP Exam	Score	WC Equivalent	Distribution Area
American Government	55 or higher	POL 102	Social Sciences
American Literature	55-65	ENG 210	Humanities
	66 or higher	ENG 209 & 210	Humanities
Biology	50 or higher	SCI 100	Natural Sciences
Chemistry	65 or higher	CHE 194 & 220	Natural Sciences
Educational Psychology	70 or higher	EDU 252	Social Sciences
English Literature	55-65	ENG 208	Humanities
	66 or higher	ENG 208 & 208	Humanities
Financial Accounting	50 or higher	BUS 112	<i>non-distribution</i>
French Language	55-65	FRS 201	Foreign Language
	66 or higher	FRS 201 & 202	Foreign Language
German Language	55-65	GRS 201	Foreign Language
	66 or higher	GRS 201 & 202	Foreign Language
Intro to Business Law	50 or higher	BUS 303	<i>non-distribution</i>
Macroeconomics	55 or higher	ECN 111	Social Sciences
Microeconomics	55 or higher	ECN 112	Social Sciences
Principles of Marketing	50 or higher	BUS 111	<i>non-distribution</i>
Principles of Management	50 or higher	BUS 302	<i>non-distribution</i>
Sociology	55 or higher	SOC 101	Social Sciences
Spanish Language	55-65	HPS 201	Foreign Language
	66 or higher	HPS 201 & 202	Foreign Language
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 205 or 206	Social Sciences
Western Civilizations II	55 or higher	HIS 203 or 204	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.

IB Exam	Score	WC Equivalent	Distribution Area
Biology HL	5	BIO 112	Natural Sciences

Biology HL	6, 7	BIO 111 & 112	Natural Sciences
Chemistry HL	5 or higher	CHE 194 & 220	Natural Sciences
English HL	5, 6	ENG 211	Humanities
	7	ENG 211 & 212	Humanities
Psychology HL	5, 6	PSY 112	Social Sciences
	7	PSY 111 & 112	Social Sciences
Spanish B HL	5, 6	HPS 201	Foreign Language
	7	HPS 201 & 202	Foreign Language
U.S. History HL	5, 6	HIS 201	Social Sciences
	7	HIS 201 & 202	Social Sciences

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.

Military Training

Students should provide a copy of their Joint Services Transcript for evaluation. Washington College will accept up to two transfer credits of Physical Fitness Training as Physical Education credit.

Graduation Policies

Degree Completion Audit

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 their 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 their majors, minors, specializations or concentrations prior to graduation.

If the student's academic record indicates that they 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 their 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 their 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 they have become ineligible to graduate, the student, faculty advisor(s) and the Dean of Student Achievement and Success 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 GPA
- *magna cum laude*: 3.750 cumulative GPA
- *cum laude*: 3.625 cumulative GPA

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.

Second Bachelor's Degree

A student who has already completed a bachelor's degree at another college or university and wants to complete a second bachelor's degree at Washington College is considered a transfer student. Transfer students may transfer to Washington College up to 72 credits from their previous college or university and thus must complete 56 credits at Washington College or a Washington College program to earn a bachelor's degree at Washington College. Transfer students who have already earned a bachelor's degree elsewhere must complete all general education, distribution and major requirements for their Washington College degree.

A student who has completed a bachelor's degree at Washington College and wants to re-enroll at the College to complete a second bachelor's degree must complete a minimum of 32 additional credits in order to earn the second bachelor's degree. The second bachelor's degree may be a Bachelor of Arts or a Bachelor of Science, regardless of which degree the student has already earned. The student must

complete all requirements for the major for the second bachelor's degree, including the proper sequencing of courses in the major and a second Senior Capstone Experience, which might require more than 32 credits and/or more than two semesters. Students may not earn two degrees from Washington College concurrently.

The student who has already earned a Washington College degree does not have to fulfill the general education and distribution requirements a second time for the second bachelor's degree. The student is not permitted to invoke the College's repeat course policy for courses already counted toward the first degree because it is our policy that "Grade changes are not possible regardless of circumstance after a student has graduated."

Students who have not taken courses at another institution since graduating from Washington College must request reinstatement from the Provost's Office. Students who have taken courses at another institution since graduating from Washington College should apply for readmission through the Admissions Office.

Summer Academic Program

Summer Academic Program 2024 Fees and Expenses		
	RESIDENTIAL	NON-RESIDENTIAL
Tuition	\$2,282 per course	\$2,282 per course
Student Service Fee	\$98 per session	\$50 per session
Student Health Fee	\$63 per session	n/a
Campus Housing	\$928 per session	n/a
Food service (Board)	\$600 per session	n/a
Total	\$3,971 for one course	\$2,332 for one course

Washington College offers regular courses during the summer, in two four-week sessions—Session 1, from late May to late June, and Session 2, from late June to late July. Courses meet five days a week for three-hour sessions. See the Academic Calendar for date information.

Maximum Credits

Students may take a maximum of two courses (8 credits) in the summer program each year and a maximum of 4 credits in one session. Students seeking an exception to this policy may petition the Dean of Academic Achievement and Success.

Billing and Payment Policies

Tuition, Fees, Room, Board, and Financial Aid

Payment for tuition, fees, room, and board is due one month prior to each summer session. At the beginning of the Summer Term, pending financial aid is allowed as a credit to the student’s account, and is counted as payment until the second Friday in June for Session 1 and the second Friday in July for Session 2. 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. Students who have not paid in full, or who have not made satisfactory arrangements to pay in full using financial aid, 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. Tuition fees for the Summer Term are not eligible for tuition waivers or “More Able” rates.

Late Fee

The amount of the late payment fee is \$200. 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 Summer Term; 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.

All new students must e-sign the Financial Responsibility Agreement.

Other Student 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 moving out and are billed within two weeks of the end of the session. 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 Student Self-Service.

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 to 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 Student Self-Service on the Washington College Web site, there is a convenience fee for this service. E-Check payment can be made via Student Self-Service on the Washington College Web site, there is no fee for this service.

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

DeWar tuition refund insurance and Official Payments tuition installment payment plans are not available for the Summer Term.

Withdrawals and Refunds

Tuition refunds or credits for summer courses will be allowed only if the student withdraws by close of business on the day before classes.

If a student withdraws from the College during a summer session, the student will be responsible for all nonrefundable amounts. When the student withdrawal results from a disciplinary action, the College makes no refund of any kind.

Residence hall spaces are assigned for each session; therefore, no refunds or credits for rooms are given for a student withdrawing during a session. Board refunds or credits will be determined on a pro-rated basis.

Registration

Matriculating students, entering first-year students, transfer, dual-enrollment, and non-matriculating students register for summer courses in the spring.

Registration Holds

Prior to the registration period, students will find specific registration information and instructions available on the [Summer Term web page](#). These instructions remind the student to complete several tasks prior to the start of registration, including a review of any active holds in Self-Service. 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.

Drop/Add

After the initial registration period, students may make changes to their course registrations via the Registrar's Office until the end of business on the third day of each summer session. Changing courses after the first day of classes requires permission from the instructor.

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.

Withdrawal from Courses

Students may withdraw from one or more summer courses without academic penalty until the end of the third week of the session. 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 Dean of Academic Achievement and Student Success.

If a faculty member determines that a student has committed an academic violation in that faculty member's course, the faculty member can instruct the Registrar's Office to put a hold on a student's record to prevent the student from withdrawing from that course. At this time, the Professor should notify the student of the placement of a withdrawal hold. The student should consult with the instructor of the course regarding the student's continued attendance. If the faculty member decides later in the semester or session to allow the student to withdraw, the faculty member will communicate the change to the Registrar's Office. If the withdrawal hold remains, the faculty member can submit a letter grade for the student consistent with the faculty member's course policy at the end of the summer session.

Pass/Fail and Auditing

Summer courses may not be taken pass-fail or as audits.

Summer 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. Given the compressed nature of summer courses, this is especially true for summer courses. Students on probation are expected to attend all classes without exception and should contact the Dean of Student Achievement and Success about any absences that are truly unavoidable. A faculty member's attendance policy may include failure of the course for excessive absences. Students are encouraged to ask their professors about any attendance policies that are not clear to them.

Members of the faculty are under no obligation to accept any student who misses the first day of class. Faculty have the right to drop from a course any student who does not attend on the first day of classes. Students who cannot attend on the first day but would like to remain in the course must contact their instructors before the first day of class.

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's Office or the Dean for Student Achievement & Success.

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

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 will be conducted by the faculty in the final days of the class duration.

The duration of final examinations should not exceed two- and one-half hours. Exams may be in-person or online/take-home, at the discretion of the faculty member.

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

Other provisions (Waitlists, Making up Work, Grading System, Incompletes, Failed Courses, Repeating Courses): as per provisions for all courses at the college, as specified elsewhere in this catalog.

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 Dean of Student Achievement and Success 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 their medical condition presents a risk to themselves or others. In either case, Health or Counseling Services advises the student, the Dean of Student Achievement and Success, and the Office of Student Affairs, in writing, about what the student must do to return to the College after treatment of the medical condition. The Dean of Student Achievement and Success helps the student contact the Office of Financial Aid, the Business Office, the Office of Student Affairs, and the Registrar's Office and completes the withdrawal process and informs the faculty that the student has withdrawn.

A student who is withdrawn for medical reasons is not allowed to reside on campus, attend classes, participate in student social life or other campus activities, or use Washington College facilities. If the withdrawn student wishes to be on campus for a short visit as a guest, the student must submit a written request to the Associate Vice President for Student Affairs two weeks prior to the date that the student wants to visit.

Leave of Absence

Due to the compressed nature of the summer schedule, students may not take Leaves of Absence during summer courses.

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.

Center for Environment & Society

The Center for Environment & Society (CES) capitalizes on our location on the nation's largest estuary, and strong relationships with a variety of governmental and non-governmental organizations in the environmental arena. Following its mission to foster "learning by doing," the Center offers a wide variety of interdisciplinary research, internships, and employment opportunities to help students build their resumes. CES staff are dedicated to working with students, while providing two research vessels, the 5,000 acres of the River & Field Campus (with a bird-banding station, restored habitats, and other resources), and five major initiatives: the Watershed Innovation Lab, a GIS lab and program, the Past Is Present Program, the Natural Lands Program, and Foreman's Branch Bird Observatory. Past Is Present and GIS are located in town at 210 S. Cross St., and the Center's primary offices are located on the waterfront in the new Semans-Griswold Environmental Hall. More details may be found on the web site. CES resources are open to all on campus who have an interest in the environment, regardless of discipline.

Rose O'Neill Literary House

The Rose O'Neill Literary House stands at the center of Washington College's thriving literary community. Some of the nation's most distinguished writers, editors, and thinkers have given readings and broken bread with WC students on the Literary House's wraparound porch or within its poster-clad Victorian walls. In our state-of-the-art Printshop, students learn antique and new technologies of publishing: from setting type and binding books to desktop publishing software. The Rose O'Neill Literary House is a physical space where students, regardless of major, can find community. And it is a programmatic space committed to promoting the articulated word and its transformative power.

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.

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 regularly participate in outreach activities to the local middle school and organize an annual explosive pumpkin carving event for the community each fall. The club is open to anyone who has a passion for learning about and/or sharing their knowledge of chemistry.

Brown Advisory Student-Managed Investment Fund Program

Students from any major can participate in the Brown Advisory Student-Managed Investment Fund Program and help manage an equity fund valued at over \$1 million. Under the mentorship of Richard Bookbinder P'10, founder and manager of TerraVerde Capital Management and Bookbinder Capital Management, LLC, you'll learn to analyze and report on stocks, and then execute trades worth tens of thousands of dollars. The program includes career preparation, talks by visiting business leaders, and intensive work over the semester that will help prepare you for a career in the investment field. Networking events and special opportunities such as attendance at shareholder meetings allow students to acquire valuable real-world knowledge.

Libby & Douglass Cater Society of Junior Fellows

The Libby & 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. Applications to the Society are made in January/February each year. The Libby & Douglass Cater Society of Junior Fellows is directed by Aaron Lampman, Professor of Anthropology.

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; Ruben Zamora, El Salvador's Ambassador to the United States, and Dr. Robert Jones, CEO of the Public Religion Research Institute. The Goldstein Program is directed by Christine Wade, Professor of Political Science, and International Studies.

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 (almost \$70,000 in 2022). 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.

Kohl Gallery

The Kohl Gallery fosters the study and understanding of art through a diverse range of exhibitions and public programs. Embracing its liberal arts context, Kohl Gallery presents fresh perspectives on historical and contemporary art and promotes interdisciplinary conversations about historical, social, and cultural issues of significance to Washington College, Chestertown, and beyond. Kohl Gallery organizes diverse programming throughout the academic year. With each exhibit, the gallery hosts a combination of artist talks, public receptions, and scholarly presentations. Kohl Gallery also partners regularly with

Washington College classes and groups from the Chestertown community to create unique, interdisciplinary opportunities for engagement with the works on view.

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.

John S. 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 Science and 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.

Warehime Fund for Student Excellence in Business

Launched in 2020 with the advent of a major gift from Washington College alumna Beth Warehime '13 and her family, the Warehime Fund for Student Excellence in Business was established to promote and support student participation in practitioner and scholarly activities by providing direct financial support for experiential opportunities. We recognize that while education is grounded in the classroom, students flourish when small classes are combined with opportunities to extend themselves in ways that speak directly to their individual interests, aspirations, and passions. All Business Management majors as well as students pursuing any major who participate in student organizations sponsored by the Department of Business Management are encouraged to apply for grant funding to support such ventures as student-faculty research, primary research for Senior Capstone Experiences, participation at conferences, and pursuit of entrepreneurial projects. Interested students may contact the chair of the Department of Business Management for more information.

Model Programs and Student Conferences

Model United Nations

Site: Varies

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.

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 one of several seminars 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.

Funding for Research and Internships

Fellowships

A number of fellowships are awarded for summer research, internships, and other specialized educational opportunities. The College's three Signature Centers—CES, the Lit House, and the Starr Center offer dedicated fellowships in special areas, such as *Quill & Compass for Writers*, *Environment & Society Fellows*, *Ornithology Fellows*, and more.

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.

Margaret Bennett Fellowships in International Studies support experiential learning abroad for international studies majors and others pursuing concentrations in international studies. The fellowships provide 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 international conferences on world affairs. It is administered by the Director of 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 Libby & 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 Explore America Summer Internship Program provides Washington College students with unique opportunities to integrate their academic work with real-world practice, resulting in experiences that often alter their life paths. Internship placements include some of the nation's leading historical and cultural institutions. 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 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 is administered by the Rose O'Neill Literary House.

The Clarence Hodson Prize It is the aim of The Clarence Hodson Prize to reward 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 an overall grade point average of 3.0 or better and a grade point average in the major of 3.5 (the equivalent of Dean's List), the Prize is offered to a sophomore, junior, or senior majoring in the fine or performing arts, with a preference to a student majoring in music, who has achieved distinction among Washington College's top scholars.

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 pursuing 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 Guy F. Goodfellow Fellowship in History, awarded annually, provides up to \$1,000 toward the costs of research and/or experiential learning opportunities such as defraying the costs of travel, purchase of research materials and photocopies, microfilm for a History major working on her/his senior thesis. The award may also be used to supplement income for an otherwise unpaid internship at a historical national park, library, museum, or other appropriate venue. Endowed by the Goodfellow family in memory of Dr. Guy F. Goodfellow, former Professor of History at Washington College, the Fellowship Program complements the ongoing the Guy Goodfellow lecture series through which History Department of Washington College brings nationally-renowned scholars in American history to campus. The Guy F. Goodfellow Fellows may pursue projects in the full range of historical studies, however, and are not limited to American History topics. For more information, please contact the chair of the History Department.

The Conrad M. Wingate '23 Memorial Fellowship, awarded annually, provides up to \$1,000 toward the costs of research and/or experiential learning opportunities such as defraying the costs of travel, purchase of research materials and photocopies, microfilm for a History major working on her/his senior thesis. The award may also be used to supplement the income for an otherwise unpaid internship at a

historical national park, library, museum, or other appropriate venue. Endowed by Washington College Visitor Emeritus Phillip J. Wingate '33 in memory of his late brother Conrad Meade Wingate '23, the Wingate Fellowship complements the ongoing the Conrad M. Wingate '23 lecture series through which History Department of Washington College continues to bring nationally-renowned scholars in history to campus. For more information, please contact the History department chair, Dr. Janet Sorrentino, jsorrentino2@washcoll.edu

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 theatre 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.

Collaborative Research Opportunities

The John S. Toll Fellows

Student/faculty collaborative research projects supported by research grants are available for academic credit during the summer months in 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).

Faculty-Student Summer Collaborations in the Humanities, Arts, and Social

Supported by the Hodson Trust, Washington College faculty in the humanities, arts, and social sciences conduct collaborative research or creative projects with qualified Washington College students during the summer. Funding may cover travel, housing, equipment, and/or stipends.

Libby & Douglass Cater Society of Junior Fellows Seminar Grant

This program builds on the work of the Libby & Douglass Cater Society of Junior Fellows by providing funding for faculty members who engage in highly interactive, face-to-face work on research and other creative and/or scholarly endeavors outside of the classroom setting. The program provides support to faculty, and the students who collaborate with them, in the form of stipends and funds to offset costs associated with travel and/or materials. Projects may include archival research, lab research, field research, or creative/academic writing for presentation, exhibition, performance or publication.

International Programs

Global awareness and intercultural competencies are important aspects 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 shared world, our worldviews, and the views of others. Washington College encourages students to enrich their education by spending one or two semesters in a foreign country studying at one or more of our many partner institutions abroad and/or joining a short-term abroad program sponsored by faculty, staff, and other partner organizations over winter or summer breaks. The Global Education Office (GEO) coordinates academic semesters abroad, full-year study abroad, visiting exchange programs, and short-term faculty-led programs. Any student considering studying abroad should talk with their academic advisor, attend an information session on study abroad, and meet with the Assistant Director for Study Abroad in the Global Education Office. Reviewing the GEO web page information is a great first step in exploring the College's study abroad options: washcoll.edu/people_departments/offices/global-education-office/index.php.

College-Authorized International Student Travel

Washington College seeks to promote safe, healthy, and secure international travel for its students. The College requires students who are engaged in international travel (i.e., study abroad, faculty-led program, an academic trip with a faculty or staff member) that is sponsored, recognized, or organized by the College to adhere to the *Student International Travel Policy* and ensure that they complete the *Education Abroad Program Agreement: Assumption of Risk Waiver of Liability and Indemnification* form and its accompanying *COVID-19 Addendum*. The policy and form access details are online under the "College Sponsored International Travel" section at <https://washcoll-sa.terradotta.com>. Additionally, the College encourages all students traveling abroad for educational or other purposes to thoroughly review and familiarize themselves with the political, health, crime, and other safety-related conditions prevailing in the country (or countries) they intend to visit.

Billing and Payment Terms

See Fees and Expenses, Off-Campus Study Fees.

Short-Term Summer and Winter Abroad Programs

Washington College faculty and staff organize and lead several short-term programs during the summer and winter months, typically for two to three weeks. Short-term programs are open to all students in good academic and social standing at the College. Students should contact the program leaders regarding their summer and winter-sponsored programs. Recent trips include short-term programs in Bermuda, Cuba, England, and Ireland. The departments sponsoring the short-term programs have additional information on these short-term global engagement opportunities.

Summer Exchange Partner Programs

Washington College has partnered with three universities abroad that permit Washington College students to participate in their summer semesters; these semesters work similarly to a fall/spring semester abroad: students apply through the Global Education Office (either by the fall or the spring deadline, with priority given to fall applicants) and participate in the same mandatory pre-departure workshops required for semester-long study abroad. The three partners are: Lingnan University in Hong Kong, Yonsei University in South Korea, and Universidad San Francisco Quito (USFQ) in Ecuador. (Brief descriptions of each of these schools is provided in the next section below). The coursework completed

overseas will transfer back as Washington College credit/value/grades. Because these three programs work outside the regular semester parameters, students who participate will be charged the Summer Exchange Abroad fee of \$1,500 in lieu of other Washington College tuition and fees. In addition, summer housing fees will be paid to Washington College and provided at the partner institution in the cases of Lingnan and Yonsei universities.

Semester-Long Exchange and Study Abroad Programs

This section will give you an overview of the semester- and year-long visiting exchange and study-abroad programs available through Washington College. These programs have been vetted by the Washington College faculty and administration, including an on-site visit (and multiple visits in many cases). Second-semester sophomores and beyond are eligible to study abroad provided they meet the academic requirements of the host institution and are in good academic/disciplinary standing at the College. Students' acceptance to study abroad and recommendation to a specific institution is based on several 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 and ensure they have the prerequisites of their anticipated host institution. Most exchange partners require a 3.0 GPA.

All exchange programs include "tuition exchange," -- meaning that students continue to pay their tuition to Washington College and maintain all scholarships, loans, and aid. Some programs are Tuition/Room Exchange, meaning students pay their tuition and room charges to Washington College, and their board (i.e., meal) costs overseas. There are also four Full Exchange programs where students pay their tuition, room, and board fees to Washington College and are not charged directly by the visiting institution for any of these fees. An application fee is charged when students apply to study abroad -- usually, the semester before going abroad. However, students may apply earlier via a "priority application" cycle each spring. In addition, a fee is charged for students who choose to attend a semester at one of the nine "Group O" partners (indicated in the short descriptions of each partner below). (See the section on Fees above for details.)

The College reserves the right to withdraw and/or prevent students from attending programs due to any situation that may negatively impact the student's well-being. All exchange and study abroad programs provide on-site orientations and have an office dedicated to working with visiting Washington College students. All credit earned overseas at one of our partner institutions will transfer back to Washington College as Washington College credit. Students must complete the Course Approval form, consult with their academic advisors, and obtain the proper signatures before departing to earn these credits. For credit and grade transfer policies, please see the Policies Concerning Credit for Study Abroad Programs section.

Argentina: Universidad Católica Argentina, Buenos Aires - Tuition Exchange, Group O

One of Argentina's finest and largest private universities, Universidad Católica Argentina (UCA) is in Puerto Madero, Buenos Aires. Since its founding in 1958, UCA has been a pioneer in many fields and has 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. All courses at UCA are taught in Spanish, so Spanish language skills must be advanced.

Australia: Bond University, Gold Coast - Tuition Exchange, Group O

Bond University's small size (about 4,000 students) and top ranking among Australian universities make it an excellent fit for Washington College students. Unlike Washington College, BU is one of Australia's newest universities, founded in 1989 with an innovative year-round academic calendar that allows students to complete an undergraduate degree in just two and a half years. BU is a short bus ride from Australia's famed Gold Coast beaches, about 500 miles north of Sydney. Bond's small class sizes and low student/staff ratio distinguish it from most Australian universities. Students can take business, humanities, social sciences, information technology, and language courses. On-campus housing, assistance locating nearby rental apartments, and private student accommodation are offered.

Brazil: Pontifícia Universidade Católica, Rio de Janeiro - Tuition Exchange, Group E

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 English and Portuguese-language courses for the beginner through advanced levels. 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 to house them in a family homestay for their study period.

China: Lingnan University, Tuen Mun, Hong Kong - Tuition/Room Exchange, Group E

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, maximizes opportunities for social, cultural, and extracurricular activities, and shares the belief of the importance of their bilingual society: English and Chinese. Students can choose from various English courses in the following faculties: contemporary English studies, cultural studies, business administration, social sciences, history, and philosophy. An on-campus residence hall and dining hall are offered to visiting exchange students.

Ecuador: Universidad San Francisco de Quito, Quito - Tuition Exchange, Group E

The Universidad San Francisco de Quito (USFQ) is in historic Quito, the capital of Ecuador. USFQ was established in 1988 with 130 students; today, more than 8,400 students are enrolled in USFQ, including over 800 international students from fifty countries. 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 intermediate proficiency in Spanish prior to attending USFQ (the 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 improve 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.

Egypt: The American University in Cairo, Cairo - Tuition Exchange, Group E

The American University in Cairo (AUC) was founded in 1919 as an English-language-based college that would provide an opportunity for a liberal arts education and develop an awareness of 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 the buildings are beautiful examples of

traditional Islamic architecture with the added bonuses of modernity and state-of-the-art educational resources. Students can take courses in various 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 the residence facilities.

England: University of Hull, Hull, England - Tuition Exchange, Group E

The University of Hull has a long tradition of enhancing overseas students' education. 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 can study at the main Hull campus (15,000 students). 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, Theatre, Economics, English, History, Languages, Mathematics, Music, Philosophy, Politics and International Relations, Sociology, and Anthropology. Students are housed in university accommodations adjacent to the campus.

England: Royal Holloway, University of London, Egham - Tuition Exchange, Group E

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 to 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 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.

Finland: University of Oulu, Oulu - Full Exchange, Group E

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.

France: American Business School Paris, Paris – Tuition Exchange, Group E

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 American professors who have trained in the United States but who all have 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 at the beginner, intermediate, and advanced levels.

France: Université d'Artois, Arras - Tuition Exchange, Group E

Situated in a small city approximately one hundred miles north of Paris (fifty minutes by high-speed train), the Arras campus of the Université D'Artois is one of France's most recently created centers for

studying the liberal arts. An intermediate level of French is required to study at the Université D'Artois (the ability to succeed in 300-level French courses at Washington College is a prerequisite). Students may take classes in foreign languages, history, geography, business, computer science, sociology, and more. The campus received its first students in the early 1990s and has been rapidly growing. Arras itself was famous throughout Europe during the Middle Ages for manufacturing textiles. While little evidence of the medieval city remains, it boasts two of the most beautiful 18th-century public squares in Europe. Both the city and the campus are of a scale that should appeal to students who are hesitant about facing the costs and pressures of big-city and big-university life.

France: Université Grenoble Alpes, Grenoble - Tuition Exchange, Group E

Students can take courses across all disciplines offered at Washington College at the Université Grenoble Alpes (UGA). However, students must have an intermediate level of French as all classes are taught in French (the ability to succeed in 300-level French courses at Washington College is a prerequisite). Historically, Grenoble is where the French Revolution germinated, and Napoleon returned from exile on the Isle of Elbe. On a lighter side, Grenoble is a beautiful city surrounded by mountain ranges that offer alpine skiing in the winter and over 4000 km of trails for hikers in the summer. With 40,000 inhabitants, Grenoble is the capital of the French Alps. 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.

Germany: Eberhard-Karls-Universität Tübingen, Tübingen - Tuition Exchange, Group E

The Eberhard Karls Universität is one of the oldest universities in Germany and home to Nobel laureates in Chemistry and Medicine and the poet Friedrich Hölderlin. It offers 330 programs of study covering all subjects taught at Washington College and more. This program suits students who have completed only intermediate German courses at Washington College, though some courses are available in English. The university is a government-recognized German center of excellence and offers innovative, interdisciplinary, and international programs such as Applied and Environmental Geoscience, International Economics, or Business Administration. In addition, the university is recognized for its offerings in science and psychology and is internationally famous for its neuroscience program. The student population 28,000 includes 10% international students, who benefit from an institute dedicated to teaching German as a foreign language and many courses taught in English (especially at the graduate level). With almost a third of its inhabitants being students, Tübingen is a true college town. Rich in history, Tübingen is also a progressive, green town that consistently ranks high among German towns with the best quality of life. About 50 minutes south of Stuttgart, Tübingen is in the Schwäbische Alb highlands, with the romantic Neckar River running through the medieval town center.

Germany: Johannes-Gutenberg-Universität Mainz, Mainz - Tuition Exchange, Group E

Founded in 1477, JGU is a research institution of national and international recognition. With over 32,000 students from 120 countries, it is one of Germany's largest and most diverse universities. This is an excellent opportunity for motivated and independent students with strong language skills (the ability to succeed in 300-level German courses at Washington College is a prerequisite). JGU offers more than 260 degree programs in 75 departments, many of which are recognized as "centers of excellence" by the German state. JGU features many courses that match and complement Washington College's fields. Particularly renowned programs include a broad variety of science and media studies programs. Students may also choose among courses that include experiential learning experiences such as field trips, visits to public TV stations, or the state government. While most courses are taught in German, the university also offers an increasing number of courses taught in English. JGU is the sole German university of this size to combine almost all departments on one campus, which is in Mainz, a lively state

capital, and a German media headquarters near Frankfurt, the banking capital of Germany. It is situated on the Rhine River, in the heart of a wine-growing region, and has a rich history. Mainz is centrally located in the middle of Germany and provides excellent travel links.

Ireland: University College Cork, Cork - Tuition Exchange, Group O

Founded in 1849, University College Cork (UCC) is 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 the university's facilities will be available to students from Washington College, including specially designed programs for students from the USA.

Israel: The Ben-Gurion University of the Negev, Beer-Sheva - Tuition Exchange, Group O

The Ben-Gurion University of the Negev is the only Israeli university created to fulfill a unique nation-building mandate: to develop the Negev Desert region, its land, and its people. As Israel's fastest-growing institution, it is gaining international repute for its innovative research, dynamic student body, and modern campus. BGU offers courses in anthropology, pre-medicine, international relations, environmental studies, linguistics, and literature, along with many opportunities for experiential learning.

Israel: The Arava Institute, Ben-Gurion University - Tuition Exchange, Group O

The Arava Institute was founded in 1996 and initially partnered with Tel Aviv University, but since 2002 is joined with Ben-Gurion University in Beer Sheva (also a Washington College partner). The Institute's academic program focuses on the Middle East's environmental challenges. The program was developed around the idea that the environmental crises in the Middle East are separate from the region's politics. Its student population of around 100 students is roughly one-third Israeli, one-third Palestinian, and one-third international. Focusing on environmental science and peace and conflict resolution courses, the Arava Institute's mission is to unify and "advance cross-border environmental cooperation in the face of political conflict." The Institute is in the Negev Desert, about 30 minutes north of Eliat, on Kibbutz Ketura, a particularly rural and isolated kibbutz. A Kibbutz, meaning *communal settlement* in Hebrew, is a settlement where the community shares the same property, production, and education. The Kibbutz Ketura community numbers around 400 people, including the Institute students. All activities at the Institute, including classes, meals, residences, and extracurricular activities, are on the Kibbutz.

Italy: Università Cattolica Del Sacro Cuore, Milan - Tuition Exchange, Group E

Since its founding in 1921, Università Cattolica Del Sacro Cuore (UCSC) has become a central point of reference for the Milanese intellectual community. It is a true campus, offering everything that makes this university a unique and unrepeatable experience: study, research, the chance to meet professors and to become part of the dialogue of an academic institution, contact with the outside world, and the opportunity to extend one's personal development through cultural and recreational extracurricular activities. UCSC is a great program for independent students who can independently navigate new cities and academic systems. 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 twenty-five courses are offered in English each semester in these various faculties, with more added each year. An Intensive Italian Language and Culture course is offered both prior to and during each semester.

Japan: Meiji Gakuin University, Yokohama - Tuition Exchange, Group E

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 various areas. MGU offers a program for international students that allows them to take coursework in both Japanese and English. MGU prefers that students have a full academic year of Japanese language instruction. However, studying on the Yokohama campus is not required, as many classes are offered in English. Yokohama, with a student population of approximately 10,000, is in a spacious suburban setting and provides international students with numerous opportunities for participation in the academic and social life of the university as well as easy train access to central Tokyo in under one hour.

Morocco: Al Akhawayn University, Ifrane - Full Exchange, Group E

Located in the resort town of Ifrane, nestled in the Middle Atlas Mountains, Al Akhawayn University (AUI) is in the heart of a region known for its beautiful forests, mountains, lakes, and waterfalls. With around 2,250 students, most of whom live on campus, and the language of instruction in English, AUI provides a similar environment to Washington College, yet half a world away. Al Akhawayn has multiple exchange programs with partner institutions worldwide. AUI has excellent research facilities, particularly for North African and Middle Eastern Studies. Founded in 1993, AUI offers business administration programs, humanities and social science, and science and engineering. Facilities include 16 student residence buildings, a gymnasium, an indoor regulation Olympic swimming pool next to the soccer field and track, and three tennis courts. All classroom buildings are situated next to each other, and faculty offices are distributed throughout the campus.

Netherlands: Leiden University, Leiden - Tuition Exchange, Group E

Leiden University was founded in 1575 and is among Europe's foremost international research universities. Leiden University is home to 25,800 students and over 5,500 faculty and staff members and boasts an alumni network of more than 96,000 strong. The university has two campuses: the original is in the city of Leiden, but in 1998 Leiden University opened another campus, entirely dedicated to studies related to pillars of peace, security, and justice, in The Hague. The Hague campus houses approximately 3,000 students and works closely with the city's government, ministries, and legal and/or diplomatic institutions. Leiden is a city brimming with cultural exhibitions, galleries, museums, historical monuments, and sites close to other vibrant locations in the Netherlands, such as Amsterdam and The Hague. Leiden University offers classes in seven Faculties: Archaeology, Governance and Global Affairs, Humanities, Law, Medicine/Leiden University Medical Center, Science, and Social and Behavioral Sciences.

Peru: Pontificia Universidad Católica del Peru, Lima - Tuition Exchange, Group E

The Pontificia Universidad Católica del Peru (PUCP) is a prestigious, world-renowned academic institution. Founded in 1917, the Pontificia Universidad Católica del Peru is Peru's oldest-established private higher educational institution. Students must demonstrate a strong intermediate or advanced knowledge of the Spanish language to attend PUCP, as all courses at PUCP are taught in Spanish (the ability to succeed in 300-level Spanish courses at Washington College is a prerequisite). 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 to be immersed in Peru's social and family life and the Spanish language.

Scotland: St. Andrews University, St. Andrews - Tuition Exchange, Group O

Founded in 1411, St. Andrews is the oldest university in Scotland. With 8,200 undergraduate students and another 2,000 graduate students, the university comprises approximately one-third of the total population of the city of St. Andrews, located about 50 miles northeast of Edinburgh. 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 3.2 and demonstrated ability to work independently and creatively in a tutorial educational system are prerequisites to nomination to the program.

South Africa: Rhodes University, Grahamstown - Full Exchange, Group E

Located in Grahamstown's beautiful and historic city, Rhodes University is nestled in the city's hills, just 45 minutes from unspoiled beaches. Rhodes University is one of South Africa's oldest and most prestigious institutions. 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 may choose to attend a special interdisciplinary course on South Africa and the Eastern Cape Region. All students attending Rhodes may choose from a wide range of humanities, sciences, and social sciences courses.

South Korea: Yonsei University, Seoul - Tuition/Room Exchange, Group E

The oldest university in Korea, Yonsei celebrated its 125th anniversary in 2010. Yonsei sits quietly in a well-wooded district of Seoul, South Korea's capital of 11 million people. The University is recognized in Korea, Asia-Pacific, 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 is 100+ student clubs and organizations, all covering a variety of interests.

Senegal: University of Minnesota Learning Abroad Center - Tuition Exchange, Group O

This program is made possible through a partnership Washington College developed with the Minnesota Studies in International Development (MSID), an institute connected to the University of Minnesota. Washington College students will travel with a small group of students, about half of whom will be students at the University of Minnesota, and the other half will be students from other universities across the United States. The MSID Senegal program is based in Dakar. It is a dual study-intern program in which the students take four courses focused on development, language, and Senegalese society and then to spend 6 weeks in an internship getting hands-on experience working for a grassroots agency. During both phases of the program, students will live with a local family to gain deeper cultural insight into life in Senegal, first in Dakar, and then wherever their internship placement is located. This program is geared toward students interested in arts and cultural studies; development; education and literacy; entrepreneurship and alternative economies; public health; social services; and sustainability and the environment. An intermediate French language level is required to study at MSID Senegal (the ability to succeed in 300-level French courses at Washington College is a prerequisite).

Spain: Universidad De Nebrija, Madrid - Tuition Exchange, Group E

Nebrija University (UN, in Spanish) is 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 or may rent an apartment. Students who have an elementary Spanish level take courses in the Spanish Studies program. Those proficient in Spanish may also enroll in courses that are part of the normal curriculum for Spanish students. Although students choose courses in consultation with their advisor at WC pre-departure, they may be assigned to a different and more appropriate level of coursework after taking a Spanish-language placement test in Spain. 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.

Turkey: Bogazici University, Istanbul - Tuition Exchange, Group E

Bogazici University grew out of the long history of Robert College, the first American college to be established outside the United States, and today is considered Turkey's most prestigious university, enrolling roughly 12,500 undergraduate and 5,000 graduate students. With a distinguished academic tradition, Bogazici maintains at its core its historic liberal arts campus, supplemented by a newer modern campus across the street. An international student dormitory is located next door. Multiple dining halls and cafes are located on the campuses and dormitories. The university is in a leafy, residential district of Istanbul along the Bosphorus strait, next to a metro station that connects the university area conveniently to anywhere in this large and historic city of approximately 14 million residents. Students may take courses in most of the majors available at Washington College, with especially strong programs in biology, computer science, education, history, international studies, psychology, and sociology. All classes are taught in English, apart from optional language classes.

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.

January Session in Cuba: Cuban Music and Culture

Offered during the Winter Break, this course introduces students to anthropological, ethnomusicological, and ethnochoreological ethnographic fieldwork methods, including participant-observation, ethnographic interviews, and audio/video documentation techniques. Students will be exposed to both Afro-Cuban religious and Cuban popular expressive forms. They will learn about the interrelatedness of music, dance, visual arts, ritual, and religious beliefs, as well as with Cuban views on Cuban culture, gender, and race. Students will attend/observe both formal and informal music performances and take music and dance lessons where they will have an opportunity to engage musicians on a one-on-one basis. In addition to music-oriented activities, students will learn about Cuba's cultural and economic history by exploring Havana's rich museums, monuments, and plazas.

Summer Session in Bermuda

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.

Summer Program 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.

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.

Oxford University in England - 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.

Charles University in Prague - Research Seminar on Religion, Politics, and Culture

Washington College partners with Charles University in Prague for a distinctive summer course in Prague, Vienna, and Cracow, with a study trip to the extermination camp at Auschwitz. This distinctive program brings together students from around the world for an intensive examination of the role of religion in cultural and political life. Founded in 1347, Charles University is located in the historic center of the picturesque city of Prague, once the capitol of the Holy Roman Empire. For more information, please contact Joseph Prud'homme, director, the Institute for Religion, Politics, and Culture.

Summer International Business Experience

Washington College offers a two-week- travel course in international business. For details, contact the Chair of the Business Management Department.

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.

Summer Archaeological Field School

This 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 30 hours per week is required. Sites will focus on North American native people and colonial U.S. history in Maryland.

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.

Billing and Payment Terms

See Fees and Expenses, Off Campus Study Fees.

Career Development

Washington College students have multiple opportunities to become engaged in experiences designed to enhance learning outside the classroom. Our proximity to the major cities, 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, and artistic organizations while undertaking externships/job shadowing, internships, and participation in a variety of model programs. These experiences enhance and expand theoretical knowledge obtained through traditional coursework.

The Center for Career Development supports students through a process of self-discovery, strengths development, career exploration, and experiential learning. Internships, job shadowing, and engagement in campus and community life prepare students for post-graduate opportunities. Small group and individual career counseling is available with professional career educators and coaches who assist with graduate and professional school searches and applications. More information on the Center for Career Development can be found at careerconnx.washcoll.edu/.

Internships/Research Opportunities

Students pursue internships and research for a variety of reasons. Working under the close supervision of seasoned professionals provides a unique opportunity to learn about possible career pathways. Some students do internships or research solely for the valuable experience they provide, and these are recorded using an online system. At graduation, a student can request a letter from the Registrar's Office that lists all non-credit experiences completed outside of the classroom.

With the addition of an academic plan of study, these may be done for academic credit. Internships and research for academic credit are documented using an online system. Although academic credit for internship experiences may vary, many 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 opportunity and evaluated by the faculty advisor upon completion. Internships and research provide experience that students may apply toward their degree by earning up to 16 credits. The Center for Career Development assists students with providing resources and tools to identify meaningful experiential learning opportunities.

Signature Internships

Washington College provides "Signature Internships" hosted by organizations which give special consideration to applications submitted by our students. Full descriptions of current opportunities are available at <https://careerconnx.washcoll.edu/channels/internships/>. Several are summarized below.

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.

University of California San Francisco, San Francisco, CA

A summer research opportunity hosted by a Washington College alumna. This is a valuable opportunity to work alongside a team of experienced scientists and is open to students interested in pursuing medical research as a career. An interview is required and the selection process is highly competitive.

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 as an intern four days a week, students participate in an academic course of their choosing and a leadership forum designed to help them understand the connection between their academic and professional goals. Students earn a full semester of academic credit in this domestic off-campus experience ranging from 9-12 credits. 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.

Internship Opportunities by Major***Anthropology and Archaeology***

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 Chesapeake Maritime Museum in St. Michaels offer students opportunities to study the watermen of Maryland's Eastern Shore. The Washington College GIS laboratory offers semester and summer internships on grant-related mapping projects in environmental studies, crime and justice, land use, and transportation.

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, as well as 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.

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 nonprofits and government agencies (See Collaborative Research Opportunities below).

Business Management

Business Management students participate in many local, national, and international internships according to their field of interest. Internships are available with major financial providers, investment funds, banks, insurance companies, accounting firms, and other for profit and non profit enterprises. Examples include Corbin Advisors, Legg Mason, J.P. Morgan, and NASDAQ. Locally, students have interned with Benchworks, a global pharmaceutical marketing firm, and Dixon Valve, a multinational corporation with headquarters and manufacturing in Chestertown.

Chemistry

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.

Economics

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.

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. Recent examples of internships include Prestwick Press, The Summerset Review, and local newspapers.

Environmental Science and Studies

Internships in environmental science and studies education, wildlife and ecology management, environmental research and non-profit management are available at sites locally and nationally. Recently, environmental science and studies majors have interned with the National Oceanic and Atmospheric Administration, the Chesapeake Bay Foundation, and other colleges and universities such as Yale, Rutgers, and the University of Maryland. We have paid research and internship opportunities on campus with faculty in the Environmental Science and Studies Department and through our colleagues at [The Center For Environment and Society](#) (CES). CES offers academic year and summer internships in its programs and labs, including the River & Field Campus, Foreman's Branch Bird Observatory, the Watershed Innovation Lab, GIS, and the Past Is Present Lab. CES also places students with its many external partners in the region, including ShoreRivers, Eastern Neck Wildlife Refuge, the National Aquarium in Baltimore, and state and federal agencies. Many of our students also do internships through the Starr Center for the Study of the American Experience's Explore America Program. Recently students have completed Explore America Internships at Longwood Gardens, the Delaware Center for Horticulture, and the National Aquarium.

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. 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. A number of stipend/paid opportunities are available in the summer and are arranged by the Starr Center.

International Studies and Political Science

International studies and political science internships are available for qualified students 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 among many other options.

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, report writing, 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 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.

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 317 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.

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.

Political Science and International Studies majors also frequently attend the program of the Washington Center for Internships and Academic Seminars (see below).

Sociology; Justice, 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. Justice, law, and society students have interned with the Kent County State's Attorney, with the Washington, DC, Pretrial Services Agency, Mid-Shore Council on Family Violence, or with For All Seasons, a rape crisis agency serving several Eastern Shore Maryland counties, and Maryland and D.C. law firms. The Social Work program offers students the opportunity to interact directly with clients in a variety of community settings and under the supervision of agency professionals.

Physics

Opportunities are available for students to conduct collaborative research with department faculty. Many students have also pursued off-campus research opportunities or internships through Research Opportunities for Undergraduates (REUs), private industry, or the government.

Psychology

The Psychology Internship enables students to gain valuable practical experience while earning course credit. There are two main types of psychology interns: community interns and college wellness interns. *Community interns* provide psychological and supportive services in the greater Chestertown community throughout the year, or even at placements close to their home towns during the summertime. Common placements include inpatient and outpatient rehabilitation facilities, schools, physical and occupational therapy locations, early childhood centers, medical adult daycares, private practices, and summer camps. All community placements are pre-approved to ensure that students are supervised by a licensed or certified professional. *College wellness interns* develop outreach programming for the student body and promote proactive ways for students to thrive in college. Wellness Advocacy Coaches offer individual student support through weekly, drop-in evening hours. Other wellness interns specialize in creating social media to educate others and to inspire overall wellness. In addition to position-specific duties, community interns and college wellness interns have supervised meetings with a clinical/counseling psychology professor to help guide their learning experience. Psychology internships are a useful step toward preparing for careers and gaining graduate school admission in clinical psychology, professional counseling, social work, and allied health fields.

Theatre and Dance

Internships in professional theater allow theatre 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. Theatre 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 theatre department, are eligible. Interns are supervised by the department faculty and by a designated member of the theater company.

World Languages and Cultures

Students utilize their language skills while working in for-profit and nonprofit settings. Most recently, Spanish language students have interned with a Chilean company and with a Peruvian health care provider, and more locally have job shadowed at the Garnett Elementary School and with a non-profit family support group. French majors have worked with humanitarian organizations abroad as well as commercial enterprises in France.

Externships/Job Shadowing

An externship is a short, usually one- to three-day, experiential learning opportunity. A student visits an organization to learn about its missions and goals, ask questions about career paths, and explore fields of interest. Externships can be especially valuable in helping guide decisions about major and minor courses of study. Alumni, friends of the college, and parents of current or past students serve as hosts to the externs. Placements are made during winter and spring breaks. Externships are recorded as a non-credit bearing experience through the Office of the Registrar. More details are available at

<https://careerconnx.washcoll.edu/channels/externships/>

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.

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.

Delta Eta Pi is a national dance honor society sponsored by the National Dance Society to recognize students for outstanding achievements in dance, including performance, choreography, scholarship, technology, and community service. DEPi recognizes artistic and academic achievement and promotes dance education within the college and the local community.

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.

Delta Phi Alpha is the National German Honor Society. Delta Phi Alpha seeks to recognize excellence in the study of German and to provide an incentive for higher scholarship. The Society aims to promote the study of the German language, literature and civilization and endeavors to emphasize those aspects of German life and culture which are of universal value and which contribute to man's eternal search for peace and truth.

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.

Alpha Mu Alpha, the national marketing honorary, recognizes outstanding scholastic achievement for graduating students minoring in marketing.

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.

The *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.

The *Henry W. C. Catlin 1894 Medal* is awarded to a senior who has demonstrated significant growth and perseverance in and out of the classroom.

The *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.

The *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 a studio art senior who demonstrates exceptionally 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.

Washington College Pre-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.

Washington College Pre-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.

Washington College Pre-Pharmacy Award is awarded to the graduating biology major who has demonstrated academic excellence, who is pursuing a Doctor of Pharmacy and who has a strong potential for success in the field of pharmacy.

Washington College Pre-Nursing Award is awarded to the graduating biology major who has demonstrated academic excellence, who is pursuing a nursing degree, and who has a strong potential for the field of nursing.

The Department of Biology Research Award is awarded to the graduating senior who has demonstrated excellence in academics and undergraduate biological research.

The Department of Biology Academic Achievement Award is awarded to the graduating senior who has demonstrated excellent academic achievement and exceptional depth of understanding in the field of biology.

The Department of Biology Award of Special Recognition is awarded to the graduating senior who has demonstrated academic strength in the field of biology and has shown outstanding engagement in classroom, laboratory, and the department.

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 Rebecca Corbin Loree Business Leadership Award is awarded to a Washington College senior who has demonstrated outstanding academic ability and leadership potential for business.

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 Communication and Media Studies Outstanding Scholar Award is awarded to the graduation senior major in Communication and Media Studies who has demonstrated high academic achievement; superior oral and written abilities; a commitment to diversity, inclusion, and interventional work; and leadership among their peers.

The Communication and Media Studies Senior Capstone Experience Award is awarded to the graduating senior major in Communication and Media Studies whose Capstone project best encompasses CMS' commitment to original research that contributes to public discourse by embracing difference and fostering progressive social change.

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

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 Bennett Lamond Senior Capstone Award in English is awarded annually to a student with a superior senior capstone in the department of English.

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 Writer's Union. A gift of David Roach '71, the Writers' Union first president.

The Environmental Science and Studies Award is given annually to the student who has demonstrated through action or scholarship an abiding interest in promoting environmental awareness.

Middendorf Award for Academic Excellence in the Study of the Environment is given annually to the student who has exhibited outstanding academic accomplishments in environmental science or studies.

The Department of Environmental Science and Studies Research Potential Award is awarded annually to the student who demonstrates excellent leadership, organization, initiative, and skill in laboratory, field, and/or computer modeling research.

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 granted to the graduating senior history student whose dedication best supports the mission of the Phi Alpha Theta History Honor Society to promote the study of history through research, teaching, publication, and the exchange of learning and ideas among historians.

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 faculty of the international studies interdisciplinary major, demonstrates an exceptional understanding of and interest in international studies.

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 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 Garry E. Clarke Performance Prize is awarded annually to the graduating senior who has demonstrated excellence in musical performance or music composition. The recipient must have shown leadership in departmental ensembles and excelled in the performance of their senior recital or in applied music composition, as part of their Senior Capstone Experience.

The Department of Music Award for Professional Promise in Research and Creative Achievement is presented to a graduating music major who demonstrates professional promise in the field of music. In addition to excelling in the classroom, recipients of this award will have independently pursued professional and creative co-curricular opportunities beyond the classroom.

The Clarence Hodson Prize — please see Fellowships section.

The Jane Huston Goodfellow Memorial Prize is awarded to a graduating senior, receiving a B.S. degree in Biology, Chemistry, Physics, Environmental Science, Biochemistry and Molecular Biology, Psychology with a Concentration in Behavioral Neuroscience, or Neuroscience, who had 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 their 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 their 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 Mary Martin Prize is awarded by the Department of Theatre faculty to a student majoring in theatre who demonstrates great dedication in any area of the theater arts.

The Stewart Theatre 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 Department of World Languages and Cultures Service Award is given to a graduating senior for outstanding service within the department.

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

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

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 Goose Nation 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 and Other 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.

The 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 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 reaffirmed in 1987. In 1994, the Honor Code 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 understand the Honor Code, that they are willing to abide by its principles, and that they understand the sanctions they may incur if they violate the Code.

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.

Programs of Study

Majors and Minors



Accounting Minor

DEPARTMENT OF BUSINESS MANAGEMENT
DIVISION OF SOCIAL SCIENCES

Caddie Putnam Rankin, Director

The Accounting Minor covers knowledge of the accounting principles and practices fundamental to the capture and analysis of financial information about the firm, the use of accounting information to plan and control activities, accounting theory, and practical application of accounting in the areas such as taxation and auditing. This minor is suitable for students desiring to pursue careers in both private and public accounting and offers courses needed for entry into graduate studies in accounting, a necessary prerequisite for pursuing a career in public accounting. The minor can be combined with the Business Management major for intensive coverage of this field. It can also be taken as a stand-alone minor for students majoring in other disciplines.

Once basic skills of reading financial statements and balance sheets have been learned, accounting is a discipline marked by critical thinking, analytic precision, ethical awareness, and clarity with words, numbers, and visual display of information. Accountants ask questions, communicate answers, and clarify the difficult choices that organizations, both for-profit and not-for-profit, face with regards to budgets and strategic planning. They also ensure that organizations adhere to ethical and legal guidelines in gathering and reporting information and in their internal and external activities.

Given the on-going digital transformation of business, students planning to pursue careers in accounting are also encouraged to minor in either Data Analytics or Information Systems, and take BUS 315 Enterprise Resource Planning Systems and BUS 316 Data Analytics to prepare for future work with enterprise software and analytical tools.

Four Core Courses

ECN 111. Introduction to Macroeconomics, or ECN 112. Introduction to Microeconomics
BUS 109. Managerial Statistics, or ECN 215. Data Analysis, or equivalent course
BUS 112. Introduction to Financial Accounting
BUS 209. Financial Analysis

Four Elective Courses (select four of the following)

BUS 212. Managerial Accounting (typically offered every fall)
BUS 340. Intermediate Accounting I (offered every fall)
BUS 341. Income Tax Accounting (typically offered every other fall)
BUS 342. Auditing (typically offered every other spring)
BUS 343. Intermediate Accounting II (offered every spring)
Special topic elective courses.

With the prior permission of the Chair of the Department of Business Management, relevant special topic courses from other Washington College programs or courses taken at study-abroad partners may also be counted for the minor.

While internships are not required for the minor and do not count for the minor, they are strongly encouraged. Information regarding earning academic credit for internships may be found in the Business Management section of the catalog.

Preparation for Graduate Studies and the Certified Public Accounting (CPA) Exam

Students intending to pursue a career in public accounting and CPA certification are encouraged to consider entry into a Master of Accounting program upon graduation. It is recommended that students planning to enter a Master of Accounting program complete Intermediate Accounting I and II in their junior year, and that they take all five elective courses offered.

Washington College has partnerships with Master of Accounting programs offered by Loyola University Maryland, William & Mary, and Wake Forest. Please see our website for more information or contact the Chair of the Department of Business Management.

American Studies

INTERDISCIPLINARY MAJOR

Richard De Prospo, Director
Adam Goodheart
Heather Harvey
Alisha Knight
Meghan Grosse
Sean R. Meehan
Kenneth Miller
Patrick Nugent
Joseph Prud'homme
Kenneth Schweitzer
Aileen Tsui
Carol Wilson

The American Studies major is designed for the unusually independent student who will take on the responsibility of helping to determine the structure of her major and who seeks the freedom to participate actively in the selection of her curriculum. American Studies explores US culture from cross-disciplinary perspectives to help students develop a rich understanding of the American experience. For instance, students might explore racial, ethnic, gender, LGBTQ, or class identities—all central themes in current American Studies—in many different fields: history courses on slavery or the Civil Rights Movement; literature courses on the Harlem Renaissance, Irish and Irish-American literature, Jewish American literature, and European colonial through twenty-first century American literature; cultural studies courses on popular culture, gender, race, class, sexuality, and generation; music courses on jazz and American music; art courses on American painting, the history of US photography, and US museology; a summer-session archaeology field school conducting excavations on Maryland's Eastern Shore.

Student Opportunities

American Studies students benefit from the American Studies Program's close relationship with the Starr Center for the Study of the American Experience. The Center, located in the historic eighteenth-century Custom House on the Chester River in downtown Chestertown, supports student research, hosts special events, sponsors many internships, and provides significant funding for undergraduate research, including Explore America internships for summer research in American Studies.

The Curriculum

The major in American Studies requires completing twelve courses. Four of these are lower-level (200-level) semester courses in two introductory sequences, one in American Culture and one in U.S. History.

American Culture

Take one of these three sequences:

AMS 209, 210 Introduction to American Culture I, II (cross-listed as ENG 209, 210)

AMS 209 Introduction to American Culture I (cross-listed as ENG 209) and AMS 214 African American Literature & Culture II (AMS 214 cross-listed as ENG 214, BLS 214)

AMS 213 African American Literature & Culture I (cross-listed as ENG 213, BLS 213) and AMS 210 Introduction to American Culture II (cross-listed as ENG 210)

U.S. History

Take this sequence:

HIS 201 History of the United States to 1865

HIS 202 History of the United States since 1865

Beyond completion of these four prerequisite courses, the American Studies major requires completion of an additional eight upper-level (300 level or above) courses. Two of these are required: AMS 400 American Studies Seminar, offered in the fall, and AMS SCE Senior Capstone Experience.

The remaining six upper-level semester courses will be selected from among the courses listed below. Course choices will be determined according to individual American Studies majors' interdisciplinary interests in consultation with the Director of American Studies.

American Studies electives in the Humanities

ART 222 Body, Nature, and Nation in American Art

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, Sexuality 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

ENG 470 Toni Morrison

MUS 206 Jazz History

MUS 303 American Music

THE 306 Theater and Drama: American Musical Theater

THE 308 After Angels: American Theater since 1992

American Studies electives in the Social Sciences

ANT 137 Cultures and Environments of the Chesapeake

ANT 208 Archaeological Method

ANT 296 Archaeological Field School

ANT 474 Historic Preservation and Cultural Resource Management

ECN 312 Public Finance: Theory and Policy

EDU 251 Principles of Education

EDU 354 Literature for Children, K-8

ENV 109 Introduction to GIS
 ENV 490 GIS Internship
 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 342 Victorian America
 HIS 343 History of American Women
 HIS 344 Hollywood Films in the Depression and World War II
 HIS 414 Comparative Cultural Encounters
 HIS 494 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 351 Religion in the United States

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

Course Descriptions

AMS 209 (ENG 209). Introduction to American Culture 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 North America. Other-than-North-American materials, such as late medieval and early Renaissance Flemish and French 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 North American culture.

AMS 210 (ENG 210). Introduction to American Culture 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, sexuality, class, 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.

AMS 213 (ENG 213). African American Literature & Culture 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.

AMS 214 (ENG 214). African American Literature & Culture 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.

AMS 400 The American Studies Seminar

This course, required for the major, is offered every Fall semester. The course will include a review of American Studies' institutional background, in particular the nativist origins of American Studies at Yale and the more genteel nationalist consolidations established by the post-war Harvard American Civilization Program. Specific topics and readings will vary yearly but will always be chosen from among 1.) those that helped establish the cross-disciplinary foundations of American Studies; 2.) several texts, both literary and social-scientific, that have become iconic in the discipline; and 3.) texts critical of the chauvinist tendencies inherent in the origins of the discipline. Students in the seminar will be encouraged to develop independent research projects that can mature into Senior Capstone Experiences. American Studies majors will take the American Studies Seminar in the first semester of their senior years to give them a running start into the Senior Capstone Experience (AMS SCE) that they will complete in the spring semester.

Because the curriculum for the course will change yearly, American Studies majors may take AMS twice, and because the focus of the course will be on how to develop and execute research papers, it should be of interest to students facing a senior thesis SCE in other humanities and social science majors as well. The course will either be taught by the Director of American Studies or be team-taught by the Chair of American Studies and another American Studies faculty member.

AMS 190, 290, 390, 490. Internships

AMS 194, 294, 394, 494. Special topics

AMS 195, 295, 395, 495. On-campus research

AMS 196, 296, 396, 496. Off-campus research

AMS 197, 297, 397, 497. Independent Study

AMS SCE. American Studies Senior Capstone Experience

Offered every Spring semester. Graduating American Studies majors will complete an independent research project under the guidance of a American Studies faculty member of their choosing.

Anthropology and Archaeology

DIVISION OF SOCIAL SCIENCES

Emily Steinmetz, Chair
Messias Basques
Valerie Imbruce
Aaron Lampman
Julie Markin

The anthropology and archaeology program at Washington College allows students to engage directly with contemporary anthropological topics and applied research. Anthropology provides students with the knowledge to understand complex and diverse human experiences in the past and present, and the practical skills to conduct rigorous research into the social and environmental forces that shape human experiences around the world. Our students learn multiple perspectives for solving theoretical and practical problems through courses in the four subfields: sociocultural anthropology, archaeology, linguistics, and biological anthropology. With a departmental focus on issues of environmental and social justice, cultural heritage ownership, and activism, our students graduate with a broad understanding of human evolution and adaptation, the rise of civilizations and urban life, the diversity of cultural systems, and the human consequences of colonialism and globalization.

We emphasize learning by doing and offer many opportunities for experiential learning. Our Inside-Out course engages students in collaborative learning with incarcerated women in Delaware, and a Museum Studies course allows students to work alongside local communities to curate and conserve cultural materials, conduct oral history interviews, and develop virtual reality (VR) exhibits. We offer educational-experiential courses in the American Southwest, Cuba, and a summer archaeological field school, as well as assistantships and internships in geographic information systems and other areas.

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 other fields, 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, journalism, and environmental advocacy.

In conjunction with the Music department, we offer an interdisciplinary minor in ethnomusicology. Many of our students take advantage of our department's contributions to a range of interdisciplinary majors and minors as they chart their educational pathway.

Anthropology major

Core Courses (take all five)

ANT 105 Introduction to Anthropology
ANT 107 Introduction to Environmental Archaeology
ANT 305 Culture, Power, and the Human Experience: Anthropological Inquiry
ANT 405 Junior Seminar
ANT SCE Senior Capstone Experience

ANT Electives [complete five]

Any combination of ANT courses [excluding Core Courses]

No more than two electives may be fulfilled through Experiential/Applied courses

Experiential/Applied ANT course [complete one]

CRS 242 Estuary and Society

ANT 296 Archaeological Field School

ANT 329 Ethnomusicology of Cuba

ANT 340 Inside-Out

ANT 354 Visual Anthropology

ANT 360 Museum Studies

ANT 474 Historic Preservation and Cultural Resource Management

Semester long study abroad

Special Topics courses as approved by the Chair

Anthropology minor

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

Ethnomusicology Minor

Using music as an entry into a variety of cultures, social classes, and populations, the ethnomusicology minor offers a unique opportunity for students interested in both anthropology and music.

Ethnomusicologists take a global, interdisciplinary approach to the study of music and seek to understand music as a social practice, viewing music as a human activity that is shaped by its cultural context. Students who study ethnomusicology have a global outlook, are critical thinkers, and are better able to appreciate the cultural and aesthetic diversity of the world and communicate in ways that are ethically sensitive.

The minor in ethnomusicology is 23 credits and is open to students in all subject areas, including anthropology, and there is no expectation that you have prior experience as a musician. None of the 4-credit classroom courses in the minor presume an ability to read music notation, and the required 1-credit ensembles can be taken in subjects that do not assume prior ability to read music. To ensure that anthropology students take this opportunity to expand their knowledge in a supplemental area, anthropology majors who minor in ethnomusicology will have to observe the following guidelines: (1) they may only double count two courses between the ANT major and the Ethnomusicology minor, and (2) at least two of the electives must have a MUS designation. Students may not minor in both anthropology and ethnomusicology. For more information and a full list of requirements, see the Ethnomusicology Minor section.

The Distribution Requirement in Social Science may be satisfied by taking any two ANT courses. To satisfy the requirement of a third (unpaired) course for social science distribution, students may take any ANT course.

Course Descriptions

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. (Also, ENV 107)

ANT 109. Introduction to Geographic Information Systems

Geographic Information Systems (GIS) can be found throughout our modern society. Programs such as MapQuest and Google Earth have brought this technology into the lives of many citizens of our world. More advanced software systems such as ArcGIS are being used in academia, business, and government to manage large datasets of spatially linked information and provide the users with powerful analytic tools. The course lectures will review the fundamental theories of GIS and will also focus on the various organizational and ethical issues that impact the implementation and sustainability of GIS in our society. The lab portion of the course will teach the student how to operate the ArcGIS Desktop software product, ArcGIS Pro. Introduction to GIS will be taught as a blended course, which means that online content will be used to supplement the course. The online content will not replace the traditional lecture and lab components of the course, but is instead meant to enhance the content, and allow for materials to be available outside of class time. Content will be reviewed prior to attending class, which will provide time for discussion, clarification, and problem-solving during class time. All course materials along with lab assignments, quizzes, and exams will be managed in our innovative Canvas virtual learning environment. There will be little paper handed out or turned in during this class. (Also, ENV 109)

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 137) *This course counts toward the Chesapeake Regional Studies minor.*

ANT 194. Introductory Topics in Anthropology

Topics vary.

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. (Also, ENV 211) *Prerequisite: ANT/ENV 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. *This course counts toward the Communication and Media Studies major and the Gender Studies minor.*

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. *The course is open to all students.*

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.

ANT 247. Medical Anthropology

This course introduces students to the growing field of medical anthropology. We will explore the diverse ways that people understand health, illness, the body, and healing, and how those are mediated through cultural beliefs and practices around the world. We will also consider a variety of interrelated global processes that shape people's experiences of health and well-being in locally-specific ways. Students will learn anthropological methods and theories which complement more mainstream approaches to public health. *This course counts toward the Public Health minor.*

ANT 275. Prisons, Punishment, and Social Control

In this course, we will examine both overt and covert forms of surveillance, control, and confinement in historical and contemporary contexts. We will consider less repressive forms of control, which are often invisible to us even as they powerfully shape and define our lives, as well as more repressive forms of state power. An anthropological lens helps us consider the many ways that prisons and punishment are deeply entrenched in U.S. culture, social life, and political-economy. We draw upon a variety of theoretical frameworks, including Foucault, Marxism, critical race theory, disability studies, and others, each of which offers a unique way to make sense of our course topics. Rather than approach the prison as a set of buildings and experiences "over there" (apart from un-incarcerated life), we ask how the same social processes that make prisons possible are woven into many aspects of our social, cultural, political, and economic experiences. We will pay particular attention to the intersections of race, class, and gender with prisons /social control throughout U.S. history. Finally, we explore the creative ways that people critique, resist, imagine, and organize for more liberatory futures. *This course counts toward the Justice, Law, and Society, Black Studies, Gender Studies, and Social Welfare minors and the American Studies major.*

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? (Also, ENV 280)

ANT 294. Special Topics in Anthropology

Contents vary.

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, readings, and writing assignments. It typically is a six-week summer program, with a minimum obligation of 20 hours per week. *This course is open to all students.*

ANT 300. Language and Culture

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.*

ANT 305. Culture, Power, and the Human Experience: Anthropological Inquiry

In this course, we will explore how anthropologists ask and answer questions about culture, power, and the human experience. We will learn about a range of methodological and theoretical approaches to anthropological inquiry, with particular attention to the exciting possibilities that arise when thinking across the sub-fields of cultural anthropology and archaeology. Through a series of projects, students will learn research design and have the opportunity to apply archaeological, ethnographic, and GIS methods to problems around us. *Corequisite: ANT 105 and ANT 107, or permission of instructor.*

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 methods and theory is useful for the course. *Prerequisite: previous archaeological coursework or permission of instructor.*

ANT 312. Contemporary Issues in Archaeology

In the absence of written records, archaeology plays a critical role in answering questions about how past peoples interacted (trade, warfare) and were organized socially and politically (gender, elites, priests). However, reconstructing past lifeways based on material remains poses unique problems. Through class discussions and independent research, students will explore current technical and ethical issues. Topics include the assessment of gender and children; the utility of remote sensing techniques; collaboration between archaeologists and indigenous groups; the ethics of museum display; and the illicit antiquities trade.

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. *This course counts toward the Black Studies minor.*

ANT 329. Cuba Music and Culture

This course introduces students to anthropological, ethnomusicological, and ethnochoreological ethnographic fieldwork methods, including participant observation, ethnographic interviews, and audio/video documentation techniques. Students will be exposed to both Afro-Cuban religious and Cuban popular expressive forms. They will learn about the interrelatedness of music, dance, visual arts, ritual, and religious beliefs, as well as Cuban views on Cuban culture, gender, and race. Students will attend/observe both formal and informal music performances and take music and dance lessons where they will have an opportunity to engage musicians on a one-on-one basis. In addition to music-oriented activities, students will learn about Cuba's cultural and economic history by exploring Havana's rich museums, monuments, and plazas. (Also, MUS 329)

ANT 340. Inside-Out

Inside-Out is a course that brings together an equal number of Washington College ["outside"] students and incarcerated ["inside"] students to learn side-by-side at a prison. The class involves weekly class meetings at a prison, and transportation to the prison will be provided for Washington College students. Inside-Out is designed to meld theoretical knowledge, practical understanding, and personal experience and the wisdom that derives from that experience. We will use a variety of active learning and community-building techniques that require student participation to be most effective. Inside and outside students will collaborate on final group projects. The topic of the class may vary, and the class may be repeated with a different topic. *This course counts toward the Justice, Law, and Society, Black Studies, Gender Studies, and Social Welfare minors and the American Studies major.*

ANT 354. Visual Anthropology

Focusing attention on photography, film, and since the 1990s, new media, visual anthropology attempts to untangle issues of subjectivity, marginalization, and meaning making. The course will take an anthropological look at the use of visual media in marketing, documentary filmmaking, gaming, music videos, and artistic installations. Wherever humans use visual images to communicate, an anthropological lens can be applied to develop and critique cultural messages. You will develop research projects that incorporate visual documentation from the earliest planning stages through the final stages of public communication and will reflect on how this type of recording affects what is documented, how subjects are represented, the accuracy or reality of ensuing interpretations, and the intent of the visual production. *This course counts toward the Communication and Media Studies major.*

ANT 360. Museum Studies

The course examines the history of museums—art, anthropology, history, natural science, and children's—and the structuring of knowledge. Explore the politics of display in terms of what is displayed and who writes the narrative, to understand how and why this "knowledge" may be contested, the influence and outcome of the visitor's experience, and the importance of community collaboration. Learn about the practical considerations of collections acquisition and management, fundraising, and governance. *This course counts toward the Museum, Field, and Community Education and Arts Management and Entrepreneurship minors.*

ANT 374. North American Indians

Pre-Contact North America is extraordinarily rich in histories. The archaeology of North America aims to understand the diversity of histories lived by peoples from the Atlantic to Alaska, from the Plains to the Bayou, from nomadic hunting and gathering groups to large-scale horticulturalists. We will explore the human experience on the continent north of Mexico from the first footsteps on the continent to the impact of European contact to the relationship between archaeologists and American Indians today. By

the end of this course, you will understand the history of archaeology in North America and the diversity of contemporary Native American cultures. *This course counts toward the American Studies major.*

ANT 394, 494. Special Topics in Anthropology

Contents vary.

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 415. Cultural Ecology

This course focuses on the human-environment relationship and the state of world ecosystems resulting from this interaction across space and time. The course is focused on four paradigms central to the anthropological understanding of the human-environment relation. The first focuses on fundamental human-ecological principles; the second on the ecological dynamics of foraging and domestication; the third on indigenous ecological knowledge and community-based conservation, and the fourth on new approaches in human ecology.

ANT 420. Media and Power

By investigating the idea that what we view and express regarding cultural identity and cultural difference is artificial, we can see that popular entertainment, global news broadcasts, monuments and museums, and the internet might be doing more than merely “capturing,” “reporting,” or “exhibiting.” Understanding this, we can uncover something more about how representations are created, how they have been manipulated historically to oppress or devalue certain groups, and how they can be contested. Knowing that images are constructed and not real, we can turn our focus to how people can reclaim their identities and thus their own power through revising or even appropriating the representations that have been made of them. *This course counts toward the Communication and Media Studies major.*

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 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 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 their 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. Thesis proposals are typically developed during the spring of the third year in the Anthropology Seminar. 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 in the Academic Program section of the catalog.

Art and Art History

DIVISION OF HUMANITIES AND FINE ARTS

Benjamin Tilghman, Chair

Heather Harvey

Aileen Tsui

Julie Wills

Tara Gladden, Director and Curator for Kohl Gallery

Our curriculum, which offers major and minor concentrations in either Studio Art or Art History, gives students the skills, experience, and creative problem-solving abilities to question, understand and act in the world around us. We embrace interdisciplinary possibilities, both in the liberal arts setting that Washington College provides and in contemporary society. We prepare students for graduate studies and professional careers as artists, scholars, arts administrators, policy makers, activists, creative business owners and solution-finders.

Art + Art History students at Washington College experience small, hands-on classes and one-on-one faculty mentoring. Department offerings are further complemented by a robust program of visiting artists and scholars. Kohl Gallery and SANDBOX present professionally curated and experimental exhibitions and expose students to a wide range of artistic approaches and media.

Our students further benefit from the college's close proximity to museums and art centers in Washington DC, Philadelphia, Baltimore and New York, with a field trip to a major art museum offered each semester. Internship opportunities for Art + Art History students include both credit and non-credit bearing internships in Kohl Gallery as well as external opportunities at regional art museums available exclusively for Washington College students.

Requirements for the Major

The Studio Art concentration requires 42 credits, including the Senior Capstone Experience:

- Any Introductory Studio Art course (100- or 200-level)
- Any 100-Level Art History course
- One Art History elective (200-level or above)
- Five Studio Art electives (at least one at the 300 level or above)
- Contemporary Practices (offered every other year)
- Studio Art Senior Seminar in Fall of senior year (2 credits)
- Studio Art SCE Seminar in Spring of senior year (0 credits)
- ART SCE

The Art History concentration requires 40 credits, including the Senior Capstone Experience:

- Any 100-Level Art History Course
- Any Introductory Studio Art course (100- or 200-level)
- One Studio Art elective
- Five Art History electives (no more than one at 100 level; at least two at 300 level or above)
- One 400-Level Course
- SCE

The dual concentration (Studio Art and Art History) requires 62 credits, including the Senior Capstone Experience:

- Any 100-Level Art History Course
- Any Introductory Studio Art course (100- or 200-level)
- Five Art History Electives (no more than one at 100 level; at least two at 300 level or above)
- One 400-Level Art History Course
- Five Studio Art Electives (at least one at the 300 level or above)
- Contemporary Practices
- Studio Art Senior Seminar in Fall of senior year (2 credits)
- Studio Art SCE Seminar in Spring of senior year (0 credits)
- SCE (Combined or Dual Option)

The Senior Capstone Experience (SCE)

For the Art History Concentration: A comprehensive examination; OR a thesis paper that presents an original contribution to the study of a particular work of art, group of works, artist, or artistic tradition.

For the Studio Concentration: A year-long studio research project, developed in ongoing consultation with studio art faculty, successful completion of which will demonstrate not only extensive knowledge of the medium or media involved, but more importantly, the ability to think critically, conduct research, and produce independently a substantial body of work. Students must enroll in both the Senior Seminar in the fall and the SCE seminar in the spring. The final culminating requirement of the SCE is a spring exhibition conceived and produced throughout fall and spring of senior year.

For the Dual Concentration: A year-long research project combining studio practice and art historical methodology, developed in ongoing consultation with Art + Art History faculty; OR separate SCE projects in each field according to the requirements listed above for each concentration.

NOTE: No more than eight credits can be applied towards the Art + Art History major via transfer from another institution. Students planning to pursue the major using transfer or study abroad credits should consult with their advisor.

Requirements for the Minor

The minor requires twenty credits:

- Any introductory Studio Art course (100- or 200-level)
- Any 100-Level Art History Course
- Three electives in Studio Art or Art History

Course Descriptions (Art History)

ART 105. Introduction to Global Art History

A survey of the arts of Asia, Africa, the Americas, and Oceania from prehistory up to the 20th century. This course also serves as an introduction to the basic tools and concepts of art historical analysis, which synthesizes form, content, and cultural context to develop a deeper understanding of artworks. Lectures with some discussion.

ART 110. Introduction to History of Western Art

A careful discussion and analysis of a selection of significant topics in the history of Western art from prehistory to the 21st century. This course also serves as an introduction to the basic tools and concepts of art historical analysis, which synthesizes form, content, and cultural context to develop a deeper understanding of artworks. Lectures with some discussion.

ART 115. Arts of the Islamic World

An introduction to the art history of Islamic societies from the 7th century to the present, including discussion of the place of art in the Islamic faith, the relationship between art and power, and the importance of cross-cultural exchanges. Basic art historical methodology will be introduced. Lectures with some discussion.

ART 211. Making Gods in Medieval and Early Modern Art

This art history course surveys the material culture of the religions of Europe from 300 to 1500 CE, including Christianity, Judaism, and polytheistic traditions. The function of artworks in religious practice will be discussed, with particular attention to controversies over the use of art in religious practice. Lectures with rich discussion.

ART 212. Beauty & Power in Medieval and Early Modern Art

This art history course examines how art and architecture served to project power and prestige among cultural elites in Europe from 300 to 1500 CE. Considers how imagery, materials, and technological elements enhanced the social standing of the people who created, owned, and displayed a work of art. Lectures with rich discussion.

ART 222. Body, Nature, and Nation in American Art

Although this art history 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. *This course is cross listed under American Studies.*

ART 310. Art & Nature in Medieval and Early Modern Europe

An art historical exploration of how ideas about the natural world can be perceived in artworks from Europe from 500 to 1500 CE. Topics will include the depictions of animals and landscapes, the use of natural materials in art, and cultural concepts such as "Creation," "wilderness," and "wonders." Lectures with rich discussion. *Prerequisite: one art history course, ENV 101/102, or permission of instructor.*

ART 312. Depicting Difference in Medieval and Early Modern Art

How did medieval Europeans view human differences? What defined ethnicity for them? Did they have a concept of "race," or is that a wholly modern phenomenon? This course will explore these questions and more through the art of the Middle Ages and Early Modern period, as well as modern revivals of medieval culture. *Prerequisite: one art history course or permission of instructor.*

ART 318. Romanticism to Post-Impressionism

Starting with Romanticism, this art history 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 art criticism and to social conditions. *Prerequisite: one art history course or permission of instructor.*

ART 320. Twentieth Century Art

This art history 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. *Prerequisite: one art history course or permission of instructor.*

ART 324. Photography's First Century

This art history 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: one art history course or permission of instructor.*

ART 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.*

ART 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. 3 credits.

ART 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.

ART 375. Arts Administration

This course explores various aspects of leadership, management, and entrepreneurship for the visual and performing arts. Students will learn how arts organizations define themselves, make decisions, and plan for the future. Topics may include leadership & governance, mission & strategy, program planning & evaluation, intellectual property & contracting, marketing & public relations, and/or budgeting & fundraising. (Also BUS/DAN/MUS/THE 375) *This course has no curricular prerequisite but requires a baseline interest in and understanding of the arts. 4 credits.*

ART 425. Women Artists and Feminist Art History

This art history seminar examines the variety of approaches that feminist art historians have taken in studying art made by women in the modern and postmodern periods. We will be concerned both with the historical analysis of individual works of art 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: One art history course or permission of instructor. This course is cross listed under Gender Studies.*

ART 294, 394, 494. Special Topics

The intensive study of some selected art form, movement, or other specialized subject in art history. See the Department of Art and Art History's website for descriptions of individual courses being offered.

Recent Art History special topics courses include:

African American Art; Old Media; Global Sixties; Art of Stuff; Contemporary Arts of Africa; Not About Beauty; Whistler and His Contemporaries; Performance Art 1909 to the Present.

ART 290, 390, 490. Internships**ART 295, 395, 495. On-campus Research****ART 296, 396, 496. Off-campus Research****ART 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: one art history course.*

ART 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 Kunst Museum, Bonn; and the British Museum, London. Students can also intern for academic credit at the College's Kohl Art Gallery.

ART SCE. Art History Senior Capstone Experience

Meant to be the summation of all one has done in the Department. The SCE may consist of a comprehensive examination OR a thesis paper that presents an original contribution to the study of a particular work of art, group of works, artist, or artistic tradition. The SCE will be accorded Pass, Fail, or Honors, and, upon successfully completing it, the student will receive four credits.

Course Descriptions (Studio Art)

ART 231. Creative Process

This course will give an overview of major topics in creativity: the pleasures and pitfalls as well as effective strategies to use in creative work. Each week we tackle another issue and explore ways to approach creativity in the broadest sense. At the same time students work on self-directed projects throughout the semester (largely outside of class time), submit weekly progress updates, and periodically share with the class. By the end of the semester students will have a range of tools and hands-on experiences to return to again and again in their future creative work. (Also, DAN 281, MUS 234, & THE 281) *Prerequisite: One course of Studio Art, Music, Theatre, Dance, or Creative Writing, or permission of the instructor.*

ART 235. Art in the Anthropocene

This course brings students into the chemist's lab and artist's studio at turns to offer interdisciplinary insight into the overlap between scientific versus artistic processes of inquiry. Students are taught the chemical processes of various art materials and how to make, harvest, or find their own environmentally friendly materials which are then incorporated into self-designed art projects. The laboratory curriculum asks students to identify environmental hazards of art materials, understand the link of these hazards to related ailments and devastations, and identify sustainable science solutions that avoid use of the hazards. The studio curriculum introduces students to aesthetic and conceptual frameworks that contemporary artists use and encourages students to develop a distinctive creative voice that considers the meaning of the materials and processes they work with. *This course fulfills the distribution requirement for either the Humanities and Fine Arts OR the Natural Sciences and Quantitative. Chemistry majors on the non-ACS certified track, Chemistry minors, and Art and Art History majors/minors can count this course as an elective for their major or minor. ACS-certified majors can only count this course as an elective for the Fine Arts distribution.* (Also, CHE 235)

ART 241. Environmental Art

This seminar course introduces students to the basic concepts of environmental art through a series of environmental art projects made both inside and outside, in the field. The curriculum centers on deepening student awareness of how a range of materials, spaces, and approaches can be used to make environmental art projects. The course will explore both individual and collaborative strategies. Students will engage in creative work and basic environmental research, supported by related class discussions and critiques. Readings and screenings about environmentally engaged artists coincide with creative projects.

ART 245. Photography

This studio course serves as an introduction to digital photography, and will cover basic camera skills and photographic processes, although course emphasis is on the conceptual and creative uses of photography as an artistic medium. Students will gain the technical and critical skills to fulfill creative goals. Complex relationships between imagery, composition and meaning will be explored through creative assignments, lectures, discussions, and readings. The work of contemporary artists working in photography will be explored at length.

ART 251. Visual & Critical Thinking

This introductory level studio course investigates conceptual and material skills useful for making visual art. The curriculum is interdisciplinary and designed to emphasize the development of studio fundamentals through hands-on studio projects that allow for technical practice, critical thinking, and experimental approaches. Basic visual design principles are covered, while contemporary examples are presented through lectures and applied to studio problems.

ART 261. Introductory Drawing Studio

This studio class introduces students to drawing through a range of material, conceptual, and skill-based approaches. While focusing on basic skills and concepts of drawing, the curriculum is also interdisciplinary in nature. In addition to drawing fundamentals, the course also places emphasis on experimental approaches and 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 readings, lectures, and screenings.

ART 265. Introductory Printmaking Studio

Using a range of traditional and experimental methods, this course introduces printmaking as an artistic and expressive medium. Printmaking techniques generate artworks that may be repeatable or unique, and assignments highlight the multiple as a conceptual or strategic choice. Course builds upon and expands students' skills in drawing, 2D design, color, and composition while emphasizing the relationship between concept, imagery and form. Printmaking's role in contemporary art is examined through readings, lectures and screenings.

ART 271. Introductory Painting Studio

This studio course focuses on the fundamentals of painting including material, technical, and conceptual perspectives. The curriculum introduces basic skills and theories while also exploring interdisciplinary, experimental, and expressive applications of the medium. Basic materials and processes are covered to help students move from concept to completed works. Emphasis will be placed on the field of contemporary painting in particular. Artists who work within a painterly tradition will be explored in lectures, screenings, readings, and research projects.

ART 281. Introductory Sculpture Studio

This introductory course introduces students to the basic skills, processes, and conceptual concerns of contemporary sculptural approaches. The curriculum examines the expansiveness of sculpture's inherently interdisciplinary definition. In addition to sculpture fundamentals the course engages the critical and theoretical relationship between meaning and making. Artists whose works exemplify historical and contemporary approaches are examined through lectures, screenings, and readings.

ART 291. Introductory Video + New Media Studio

This studio 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.

ART 330. Video Intensive

This studio 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: ART 291 or permission of the instructor.*

ART 335. New Media Intensive

This is an advanced studio 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: ART 291 or permission of the instructor.*

ART 340. Photography Intensive

This studio 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: ART 245 or permission of the instructor.

ART 350. Drawing Intensive

Drawing is both a verb and a noun; it is a practice and an outcome. The making of a drawing can be highly personal and intimate or public and collaborative. A drawing can be a mark on a page left by the hand, a line or residue on the landscape or in three-dimensional space, or an action in time. Drawing Intensive will focus on expanded definitions of drawing and methods of mark-making in 2, 3 and 4 dimensions. Assigned projects will allow for maximum opportunity to explore individual subject matter interests, whether ideological, political, environmental, aesthetic or otherwise. *No prerequisites.*

ART 360. Painting Intensive

This studio 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: ART 251, 261, 271, 281, or 291, or permission of the instructor.

ART 365. Printmaking Intensive

Students expand upon previously developed skills in relief, monoprint, silkscreen and experimental printmaking techniques, with an emphasis on identifying and actualizing individual creative goals. Assignments and coursework are student-driven, and participants must possess a high degree of independent motivation. *Prerequisite: ART 265 or permission of the instructor.*

ART 370. Sculpture Intensive

Sculpture Intensive offers students a chance to explore the materials and strategies associated with contemporary sculpture in a sustained, in-depth way. The course is taught thematically to align with or complement programming happening on campus or in Kohl Gallery, respond to current news and events, and meet challenges posed by students' individual interests. Skills developed may include casting and mold-making; fabrication strategies; soft sculpture; kinetic art; responding to site; socially-engaged practices and other topics according to student interest. Assigned projects offer maximum opportunity to explore individual subject matter interests, whether ideological, political, environmental, aesthetic or otherwise. *No prerequisites.*

ART 392. Contemporary Practices

This course provides a practical and theoretical framework for students who wish to pursue a life in the arts. Students begin to define their creative practice by writing an artist statement; learn about the range of professional and career opportunities in the field and develop the skills needed to present their work professionally. Students will gain familiarity with the field of contemporary art through studio visits with practicing artists, field trips to galleries and museums, and independent research. Required of all majors in Studio Art and recommended for interested minors. *Prerequisite: Advanced Studio course or permission of the instructor.*

ART 294, 394, 494. Special Topics

The intensive study of some selected art form, movement, or other specialized subject in studio art. See the Department of Art and Art History's website for descriptions of individual courses being offered.

Recent Studio Art special topics courses include:

Art and Language, Art as Inquiry: The Artistic Laboratory, Collage, Materials and Meaning, Art on the Go: Making Portable and Itinerant Art, Installation and Site-Specific Art, Visual Poetics, Bodies, Borders & Shrinking Space, Kinetic Sculpture, Art for Social Change, The Performative Object, Interventions, Conceptual Art, The Art of Appropriation, Video Art and Theory.

ART 290, 390, 490. Internships**ART 295, 395, 495. On-campus Research****ART 296, 396, 496. Off-campus Research****ART 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.

ART 491. Studio Art Senior Seminar (Fall)

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 weekly 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. Should be taken in the fall semester of senior year. *Prerequisite: 392: Contemporary Practices.*

ART 492. Studio Art Senior Seminar (Spring)

Required of all graduating seniors preparing for the Studio Senior Capstone Experience, this course is a continuation of the intensive weekly studio work and research begun in Art 491 culminating in the Spring Thesis exhibition. Each student's performance in this non-credit bearing course will influence their grade earned at the completion of the Studio Senior Capstone Experience. Should be taken in the spring semester of senior year. *Prerequisite: 392: Contemporary Practices and 491: Studio Art Senior Seminar (Fall).*

ART 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.*

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 Rica, 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); Artois 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:

ART 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.

ART 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.

ART 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.

ART 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 student’s ability to “read” works of art independently. Offered in the Milan program only. Three credits.

ART 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.

ART 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.

ART 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.

Arts Management & Entrepreneurship Minor

INTERDISCIPLINARY MINOR

Benjamin Tilghman, Director

The arts industry is a diverse and multi-faceted landscape, encompassing fields from music production to entertainment law, poetry publishing to freelance choreography, and stage management to exhibition design. The interdisciplinary Arts Management & Entrepreneurship program prepares students for careers in the arts by exposing them to this industry's breadth of professional opportunities, and by arming them with the knowledge, skills, and experiences necessary to succeed as organizational leaders and creative entrepreneurs.

The Arts Management & Entrepreneurship program values interdisciplinary integration, self-directed education, and experiential learning.

As future artists, producers, presenters, curators, editors, marketers, fundraisers, managers, and entrepreneurs, graduates of this program are empowered to employ themselves both practically and creatively, with a humanistic perspective on what it means to contribute to society as a professional in the arts industry.

Learning Goals and Requirements

1. Literacy in the Arts (2 courses / 8 credits)

Ideally, the Arts Management & Entrepreneurship minor should be paired with a major or minor in the arts, but the minor is open to any student who demonstrates a working familiarity with at least one arts discipline. Any combination of two courses (or eight credits) from the list below:

Any ART course
CMS 200, 201, 202, or 401
Any DAN course except 381
Any ENG
HIS 218 or 344
Any MUS course except MUS 131/2, 231, 400

Any THE course
Any course above 302 in WLC, FRS, GRS, HPS, or ILC FRS/GRS/HPS/ILC, except WLC 375 & HPS 307

Courses designated as intern-/externships, field studies, on/off-campus research, departmental junior/senior seminars, and/or SCE may not be counted in this category, except with permission of the Program Director.

2. Arts Industries & Organizations (1 course / 4 credits)

This requirement introduces students to the goals, operations, and responsibilities of arts organizations, both within and beyond their respective industries. Any course from the list below:

ANT 360 Museum Studies
ART/BUS/DAN/MUS/THE 375 Arts Administration

BUS 234 Introduction to NonProfit Management
CMS 300 Creative & Information Economies
ENG 354 Literary Editing & Publishing

3. Financial Resources (2 courses / 8 credits)

This requirement instructs students in how to understand and manage assets, revenue, and expenses to build sustainability, increase impact, and make decisions. Two required courses:

BUS 112 Introduction to Financial Accounting
ECN 112 Principles of Microeconomics

4. Marketing & Development (1 course / 4 credits)

This requirement teaches students how to engage in research, relationship-building, and outreach to potential audiences, donors, and other stakeholders. One required course:

*BUS 111 Principles of Marketing

5. Elective (1 course / 4 credits)

This requirement allows students to broaden their knowledge of the field by exploring other subject areas related to arts management and entrepreneurship. One course from the list below:

Discipline-Specific Management

*ANT/HIS 474 Historic Preservation and Cultural Resource Management
THE 371 Stage Management
Any course listed above under “Arts Industries & Organizations”

Entrepreneurship & Strategic Planning

*BUS 320 Entrepreneurship
EDU 341 Designing and Measuring Learning Experiences
Leadership & Collaboration
BUS 302 Organizational Behavior
BUS 334 Leadership
*PSY 323 Industrial/Organizational Psychology

Data Literacy

BUS 109 or MAT 109 Statistics
*BUS 212 Managerial Accounting
*BUS 223 Marketing Research Methods
*BUS 316 Data Analytics
ECN 215 Data Analysis

Law, Ethics, & Policy

BUS 303 Legal Environment of Business
*BUS 360 Corporate Social Responsibility
POL 102 American Government and Politics

Diversity, Equity, & Inclusion

*ANT 320 Race and Ethnicity
*ANT 420 Media and Power
EDU 318 Cultural & Linguistic Diversity in Education

ENG 374 Main Divisions in American Culture: Race, Gender, Sexual Orientation, Generation, Class
ENG 376 Culture of the Old / Cultures of the Young
*SOC 221 Social Inequalities

Communication

CMS 150 Public Speaking
ENG 201 The Art of Rhetoric
ENG 224 Introduction to Journalism

6. Experiential Learning / Fieldwork (2 or 4 credits)

This component enables students to apply and expand their understanding of arts management and entrepreneurship by completing an off-campus internship in a professional arts-organization. *Internships must be approved in advance by the AME Program Director.* Complete one for-credit internship.

AME 190/290/390/490 Internship

Notes

- *Courses marked with an asterisk have one or more prerequisites.
- Special Topics, transfer courses, and other relevant coursework not listed above may count toward the minor with permission of the Program Director.
- The same course may not be counted in more than one of the categories listed above.
- No more than 12 credits (3 courses) from any single department may be applied to the minor.
- The AME program places no restrictions on double-counting of coursework between AME and other majors/minors/concentrations—except for the required internship, which is registered within AME and may not count toward another program except with special permission of both the AME Program Director and the applicable department chair.

Asian Studies Minor

INTERDISCIPLINARY MINOR

David N.C. Hull, Director
T. Clayton Black
Jonathan McCollum
Andrew Oros
Bin Song

Over half of the world's population lives in Asia, a region of remarkable cultural, ethnic, political, and economic diversity. Asian Studies at Washington College provides an excellent complement to multiple majors, providing an interdisciplinary focus on the study of Asia through language and additional academic fields. Minors may complete up to half of their required coursework at one of Washington College's four exchange partnerships in Asia—Hong Kong, China; Seoul, South Korea; and/or Tokyo, Japan. At least half of the required coursework must be taken either through a Washington College faculty-led short-term abroad program in Asia or on campus with Washington College faculty.

The Asian Studies minor at Washington College is an interdisciplinary minor designed to foster a multidisciplinary understanding of Asia. In accordance with the larger College-wide mission to develop in students "habits of analytic thought and clear communication," students choosing this minor will develop capacities for critical analysis, clear writing, and effective communication in a global and cross-cultural setting. Minors will acquire basic knowledge about Asian nations, past and present—including important historical and cultural events and study of an Asian language and are encouraged to travel abroad to Asia for a short-term summer or semester-long program.

All students intending to pursue the minor must meet with the director to design a program of study within the minor requirements. It is also expected that the student will continue to consult with the director in determining the best available courses to fulfill the minor requirements any given semester.

Asian Studies is an interdisciplinary minor of 24 credits:

- One 4-credit course of an Asian language (for students whose native language *is* an Asian language, an appropriate 4-credit course may be used as a substitution, with permission of the minor Director).
- 20 remaining credits taken in at least two different departments.

No more than 16 credits from one department may count toward the minor. 12 of these credits must be taken at Washington College or in a Washington College faculty-led short-term study abroad program. Additionally, one 4-credit course that is not solely devoted to Asia but with substantial Asian content may be included toward the minor, with permission of the minor Director.

Courses for the Minor

CHN 101 Elementary Chinese I
CHN 102 Elementary Chinese II
CHN 201 Intermediate Chinese I
CHN 202 Intermediate Chinese II
ENG 237/PHL 237 Global Wisdom and Literature

HIS 381 History of Modern China
HIS 383 History of Modern Japan
MUS 104 Intro to World Music & Ethnomusicology
MUS 279 Japanese Music Ensemble (1 credit course. May be repeated up to 8 times)
MUS 314 Music of Asia
MUS 394 Special Topics: Performing Japanese Buddhism
PHL 112 Intro to Comparative Religion: Eastern
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 The International Relations of East Asia

With approval of the Program Director, other courses—such as special topics courses, and those taken off-campus.

Biochemistry and Molecular Biology

DIVISION OF NATURAL SCIENCES AND MATHEMATICS

Daniel May (Chemistry), Co-Program Chair
Mindy Reynolds (Biology), Co-Program Chair
Kathleen Verville (Biology)
Jennifer Wanat (Biology)

The biochemistry and molecular biology (BMB) major is a rigorous interdisciplinary program that allows students to gain a broad foundation in concepts and techniques essential for success at the interface between biology and chemistry. Students completing the BMB major will be prepared for a variety of career opportunities, including biomedical research, a range of health professions, and post-graduate education. This program is jointly administered by representatives of the Biology and Chemistry Departments.

Requirements for the Major

The BMB major requires six courses in biology, six courses in chemistry, the General or College Physics sequence, Differential and Integral Calculus, and a BMB Senior Capstone Experience for a total of 70 credits.

BIO 111 General Biology I w/ Lab
BIO 112 General Biology II w/ Lab
BIO 209 Genetics w/ Lab
BIO 409 Biochemistry w/ Lab
BIO 200-400 Two approved BIO electives, one at the 300-400 level (BIO 310 and BIO 409 do not count).
CHE 120 Chemical Principles of Organic Molecules w/ Lab
CHE 140 Reactions of Organic Molecules w/ Lab
CHE 220 Quantitative Chemical Analysis w/ Lab
CHE 303 Chemistry of Biological Compounds
CHE 305 Chemical Thermodynamics & Kinetics w/ Lab (recommended) or CHE 306 Quantum Chemistry & Spectroscopy w/ Lab
CHE 200-400 One chemistry elective
CHE 392 Chemistry Junior Seminar (2 credits)
BMB SCE Senior Capstone Experience
PHY 101 or PHY 111 College or General Physics I w/ Lab
PHY 102 or PHY 112 College or General Physics II w/ Lab
MAT 111 or MAT 106/107 Differential Calculus or Stretch Differential Calculus (4 or 8 credits)
MAT 112 Integral Calculus

Based on these academic requirements, below is a typical plan of study for students wishing to complete the BMB major in four years. Given the flexibility in the proposed-curriculum, this plan can be condensed to three years to accommodate students who begin the major late, desire to graduate in three years or choose to study abroad.

Typical Four-Year Plan

	Fall Semester	Spring Semester
First Year	BIO 111 General Biology I CHE 120 Chemical Principles of Organic Molecules FYS 101 First-Year Seminar Distribution course	BIO 112 General Biology II CHE 140 Reactivity of Organic Molecules Two distribution courses
Second Year	BIO 209 Genetics or approved 200-level BIO CHE 220 Quantitative Chemical Analysis MAT 111 Differential Calculus (or MAT 106) Distribution course	BIO 209 Genetics or approved BIO elective MAT 112 Integral Calculus (or MAT 107) Two distribution courses
Third Year	BIO 409 Biochemistry PHY 101/111 College or General Physics I BIO 200-400 Elective Distribution course	CHE 303 Chemistry of Biological Compounds PHY 102/112 College or General Physics II Chemistry Junior Seminar (2 credits) Distribution course Elective
Fourth Year	Approved BIO elective (one at 300-400 level) CHE 305 OR CHE Elective Two electives	CHE 306 or CHE Elective BMB SCE Two electives

Majoring or Minor in Biology and Chemistry

Due to the interdisciplinary nature of the biochemistry and molecular biology major, students who major in BMB cannot double major or minor in chemistry or biology.

Seminar Requirements

All junior BMB majors will participate in CHE Junior seminar which focuses on (1) understanding contemporary moral/societal issues in chemistry with an emphasis on sustainability science literacy, and (2) introducing grant writing and the principles of an effective research proposal with the presentation of an integrative research proposal being the culmination of seminar. This will count as the W3 within the major. Therefore, at the end of this course, the following “4 Cs” will have been practiced and mastered: Critical thinking and problem solving, Communication, Collaboration, and Creativity and innovation.

Senior Capstone Experience

For the senior capstone experience, students will either be advised by a Biology or Chemistry faculty member. Students will be able to choose from two different options to complete the SCE which includes an experimental project or a written monograph on a topic of their choosing. Senior capstone students will be assigned to a faculty advisor by the Program Chair in consultation with program faculty. Seniors present the results of their project in a poster session that is open to the College community. The program has a set of Senior Capstone Experience Guidelines that are distributed to both junior and

senior BMB majors each Fall. Students must enroll in BMB SCE in their final semester to obtain credit for the Senior Capstone Experience. The Senior Capstone Experience receives a letter grade (A to F).

Internship and Research Opportunities

BMB majors are strongly encouraged to participate in internships during their undergraduate education. These experiences afford students the opportunity to enhance their understanding of biochemical concepts, gain additional laboratory experience, and/or network with other scientists and professionals. Internships may be located on or off-campus and may occur at any point during the academic year. Students wishing to earn course credit for an internship must gain approval from the BMB program chairs prior to beginning the internship. A number of stipend-bearing internships and research opportunities exist for BMB majors. 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 biochemistry and molecular biology not covered in the core curriculum. Off-campus and on-campus internships may or may not bear credit.

Distribution Courses

To aid in course planning, students should consult the Distribution Requirements section of the catalog.

Advanced Placement Credit

Students are instructed to consult either the Biology or Chemistry Department catalog section to determine the policy on Advanced Placement or IB credit.

Transfer Credit

Students are instructed to consult either the Biology or Chemistry Department catalog section to determine the policy on transfer credit.

Prerequisites

To enroll in any course, a student must complete and pass all prerequisites.

Course Descriptions

Descriptions of the courses required for the BMB major can be found in the Biology and Chemistry Department catalog sections.

Biology

DIVISION OF NATURAL SCIENCES AND MATHEMATICS

Jennie Rinehimer, Chair
Martin Connaughton, Associate Chair
Aaron Krochmal
Mala Misra
Mindy Reynolds
Suzanne Thuecks
Robin Van Meter
Kathleen Verville
Jennifer Wanat

The Biology major is designed to help students develop a strong and broad background in biological science and seeks to emphasize to its majors that the discipline of biology is intimately related to many disciplines outside of the sciences. As part of the major, students will gain an appreciation of the impact of biology on history, and they will appreciate the many philosophical and ethical questions that have biological underpinnings. Students are encouraged to find additional connections—to the humanities, to the social sciences, and to the other science fields—as they pursue their education.

A strong knowledge base is essential for a biologist, but it does not alone make the scientist. Therefore, the Biology major seeks to guide students to develop the skills to ensure that, for them, biology is an inquiry-based discipline. Through ample opportunities for practice, students learn to:

- read, understand, and analyze biological literature;
- design, perform, and analyze experiments to ask questions and test hypotheses; use up-to-date techniques and equipment common in the discipline; communicate their questions and findings both orally and in writing; and
- work collaboratively on experimentation with fellow students and faculty who share a love of inquiry.

The combination of these three components of our mission—the strong knowledge base, the appreciation of the connections between biology and other academic areas, and the collaborative “doing” of biology—position students to become skilled biologists, lifelong independent learners, and citizen leaders.

Many careers are available to students who have majored in biology. Some of these careers can be accessed directly by those with a B.S. in Biology. Others require—or can be enhanced by—post-graduate education. The Biology major seeks to ensure that graduates are well prepared for careers in biology and for admission to graduate programs (M.S. and Ph.D.) and programs designed to train and license the teaching or the medical professional. Among the many examples of the latter for which our students are well trained are medical school, dental school, veterinary school, pharmacy school, and nursing school, and well as programs that train the physician assistant, the physical therapist, and the occupational therapist.

The Biology Department offers classes for students enrolled in the first-year FYS program, distribution courses for nonscience majors, introductory level courses covering the breadth of the discipline, and

diverse upper-level courses for majors. Undergraduate internship and 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 the River and Field Campus 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 Toll Science Center boasts personal labs for each of the faculty and a number of shared research spaces including a set of microsuits (fluorescence microscopy, cell and tissue culture, and histology), the aquatic research facility, and a spacious research greenhouse.

Requirements For the B.S. Degree in Biology

Four Foundational Biology Courses

BIO 111, 113 General Biology I with Laboratory
 BIO 112, 114 General Biology II with Laboratory
 BIO 205 Cell Biology with Laboratory
 BIO 206, 216 Ecology with Laboratory

Five Advanced Biology Courses (see the “Categories of Study” list below for course options)

BIO 200-400 Category II (not BIO 205)
 BIO 200-400 Category III
 BIO 200-400 Category I - V (not BIO 205 or BIO 206)
 BIO 200-400 Two courses from either Category I, II, or III (not BIO 205 or BIO 206)
 BIO 392 Junior Seminar

Six Ancillary Courses

CHE 120 Chemical Principles of Organic Molecules with laboratory
 CHE 140 Reactions of Organic Molecules with laboratory
 CHE 220 Quantitative Chemical Analysis with laboratory
 CHE 240 Chemistry of the Elements with laboratory
 MAT 111 Differential Calculus or MAT 106 **and** 107 Stretch Differential Calculus
 BIO SCE Senior Capstone Experience

Two Recommended Ancillary Courses (not required for graduation, but many medical and graduate schools require)

PHY 101, 102 College Physics or PHY 111, 112 General Physics, with lab
 MAT 109 Statistical Inference & Data Analysis

Students who successfully complete the Biology major typically have grades of C- or better in both semesters of General B Differential Calculus (MAT 111)

iology (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. 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.

Cell Biology with Laboratory (BIO 205) must be taken within the subsequent two semesters after having completed the BIO 111, 112 General Biology sequence and their associated labs (BIO 113, 114). One 200-level course must be completed before taking a 300- or a 400-level course.

Suggested Schedule for Biology majors

	Fall Semester	Spring Semester
First Year	BIO 111/113 General Biology I with Lab CHE 120 Chemical Principles of Organic Molecules with Lab First-Year Seminar Distribution course	BIO 112/114 General Biology II with Lab CHE 140 Reactions of Organic Molecules with Lab Distribution course
Second Year	BIO 206/216 Ecology with Lab CHE 220 Quantitative Chemical Analysis with Lab MAT 111 Differential Calculus Distribution course	BIO 205 Cell Biology with Lab CHE 240 Chemistry of the Elements w/ Lab Distribution course
Third Year	Advanced Biology Elective Advanced Biology Elective Distribution course	Advanced Biology Elective Biology Junior Seminar Distribution course
Fourth Year	Advanced Biology Elective Distribution course	Advanced Biology Elective Senior Capstone Experience Distribution course

Senior Capstone Experience (SCE)

Majors must successfully fulfill the Department's Senior Capstone Experience (SCE). The four-credit SCE for a biology major may be satisfied (1) by completing an independent laboratory or field research project during the last year (two semesters) at Washington College or (2) by writing an in-depth scientific monograph during either the fall or the spring of their senior year. Students who are double majoring will enroll during their final semester, although work on the SCE will span the entire final academic year. 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. The Junior Seminar (BIO 392) introduces the SCE and the skills needed to successfully complete this project during the senior year.

Note for students who double major in Biology and Environmental Science

Students who double major in Biology and Environmental Science can double count a maximum of 4 courses (3 Required Courses: BIO 111, 112, BIO 206 or ENV 242 and 1 upper-level elective) towards their double major.

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 another department 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 Chemistry (CHE 120, 140). All students should note that CHE 120, 140 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 and the Senior Capstone Experience. Some introductory and upper-level courses are designed as W2 and W3, 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.

Advanced Placement and International Baccalaureate Credit

Students who earn a 4 on the biology AP exam can opt out of BIO 112 but must take BIO 111. Students who earn a 5 on the biology AP exam can opt out of both BIO 111 and 112. Students who earn a 5 on the biology HL exam can opt out of BIO 112; but must take BIO 111. Students who earn a 6,7 on the biology HL exam can opt out of both BIO 111 and 112. However, in either case, if the student plans to major in Biology the department strongly recommends taking both courses, or at the very least, BIO 111. In addition, BIO 112 is a W2 (writing intensive) course and if students do not fulfill their W2 requirement by completing BIO 112, they will need to take another W2 course.

Transfer Credit

Biology majors cannot take biology courses that will be applied to the major off campus. The only exception being biology courses offered at Washington College sanctioned full-semester, study abroad program. These courses must be reviewed and pre-approved by the chair of the Biology Department. Other courses required for the Biology major (calculus and chemistry) can be taken off campus only if pre-approved by the chairs of the requisite department.

Categories Of Study

Biology majors must complete courses in at least three categories of study. Those categories include Ecology (Category I), Cellular Biology (Category II), and Organismal Biology (Category III).

Areas of Emphasis (AOE)

While earning their B.S. in Biology, students may choose an Area of Emphasis that provides more in-depth coursework in one of three areas: (1) Biochemistry, Molecular Biology, & Infectious Disease, (2) Ecology & Evolution or (3) Physiology & Organismal Biology. To successfully complete one of three optional areas of emphasis, students must fulfill the requirements for the B.S. in Biology, design their Senior Capstone Experience with a focus on that particular AOE, and complete *three* of the courses within this area of emphasis as indicated in the superscripted list below (^{BMI} = Biochemistry, Molecular Biology, & Infectious Disease; ^{EE} = Ecology & Evolution; ^{PO} = Physiology & Organismal Biology)

Category I. Ecology

BIO 206 Ecology with Laboratory ^{EE}

BIO 309 Marine and Estuarine Biology with Laboratory ^{EE}

BIO 313 Wetlands Ecology with Laboratory ^{EE}

BIO 328 Behavioral Ecology with Laboratory ^{EE}

BIO 351 Evolution with Laboratory ^{EE}

BIO X94 Biology Special Topics courses with laboratories designated for this category ^{EE}

*ENV 302 Conservation & Wildlife Techniques ^{EE}

*ENV 394 Marine Conservation ^{EE}

*ENV 394 Restoration Ecology ^{EE}

Category II. Cellular Biology

BIO 202 Stem Cell Biology with Laboratory

BIO 203 Microbiology with Laboratory ^{BMI, PO}

BIO 205 Cell Biology with Laboratory ^{BMI}

BIO 209 Genetics with Laboratory ^{BMI}

BIO 302 Developmental Biology with Laboratory ^{BMI}

BIO 310 Microbial Ecology with Laboratory ^{BMI, EE}

BIO 314 Biotech and Molecular Biology with Laboratory ^{BMI}

BIO 369 Cell Signaling with Laboratory ^{BMI}

BIO 404 Immunology with Laboratory ^{BMI, PO}

BIO 409 Biochemistry with Laboratory ^{BMI}

BIO X94 Biology Special Topics courses with laboratories designated for this category ^{BMI}

Category III. Organismal Biology

BIO 208 General Zoology with Laboratory ^{PO}

BIO 211 Plant Biology with Laboratory ^{EE, PO}

BIO 228 Ornithology with Laboratory ^{PO}

BIO 301 Integrative Human Anatomy with Laboratory ^{PO}

BIO 311 Neurobiology with Laboratory ^{PO}

BIO 315 Ecophysiology with Laboratory ^{EE, PO}

BIO 317 Pathophysiology with Laboratory ^{PO}

BIO 336 Fish Physiology with Laboratory ^{PO}

BIO 350 Introduction to Toxicology with Laboratory ^{BMI}

BIO 424 Integrative Human Physiology with Laboratory ^{PO}

BIO X94 Biology Special Topics courses with laboratories designated for this category ^{PO}

Category IV. Seminars

BIO X94 Special Topics in Biology (non-laboratory bearing course)

Category V. Research/ Independent Study / Internship/ Field Course

BIO 210 Ecology of Coastal Maine (summer field course) ^{EE}

BIO 212 Bermuda Environment (summer field course) ^{EE}

BIO 294 Tropical Ecology (winter field course) ^{EE}

BIO X90 Biology Internship

BIO X95 On-campus Research

BIO X96 Off-campus Research

BIO X97 Independent Study

*Note: only one ENV course may count toward Biology major.

BIO 100 and 104 are distribution courses, and do not count toward the major or minor in biology.

BIO 111 and 112 count for distribution, and along with all upper-level courses (200-level and above) 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.

Course Descriptions

BIO 100. Current Topics in Biology with laboratory

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.

BIO 104. Ecology of the Chesapeake Bay with laboratory

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. General Biology with laboratory

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. Successful completion of BIO 111, 112 requires students to enroll in the lab sections of General Biology (BIO 113, 114) independently of the lecture. These courses are designed for students with a strong interest in the biological sciences and are prerequisites for upper-level biology courses.

BIO 202. Stem Cell Biology with laboratory

Stem cells possess the ability to build new tissues or replenish depleted ones. This course serves as an introduction to the unique biology of stem cells and their potential clinical applications in the treatment of degenerative disorders. The course meets for 2.5 hours of lecture and 3 hours of laboratory time per week. *Pre-requisites: BIO 111.*

BIO 203. Microbiology with laboratory

A study of microorganisms (viruses, bacteria, archaea, fungi, and protists). Topics include structure/function of prokaryotic cells; microbial metabolism, growth, genetics, and diversity; epidemiology; mechanisms of pathogenicity; selected infectious diseases; and environmental microbiology. The laboratory portion of the course emphasizes microscopy, microbial culture and enumeration, microbial metabolism, and water, food, and medical microbiology. *Prerequisite: BIO 111 AND 112.*

BIO 205. Cell Biology with laboratory

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 is based on the entire class addressing a research question with an unknown outcome and presenting the data at the end of the semester in a poster format. Biology 205

provides a broad foundation for subsequent cellular, molecular, biochemical and genetics courses.

Prerequisite: BIO 111 AND 112.

BIO 206. Ecology with laboratory

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 laboratories 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: BIO 111 AND 112.*

BIO 208. General Zoology with laboratory

General Zoology topics range from taxonomy and systematics to the basic patterns of form and function that characterize the major groups of animals. Lecture and laboratory work will include functional morphology, reproduction, development, evolution, and ecology from simple protozoans through complex vertebrate taxa. Emphasis will be on the diverse adaptations of animals to the aquatic and terrestrial habitats in which they live. *Prerequisite: BIO 111 AND 112.*

BIO 209. Genetics with Laboratory

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: BIO 111 AND 112.*

BIO 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 competitive and positive interactions among species. *Prerequisite: BIO 112.*

BIO 211. Plant Biology with laboratory

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: BIO 111 AND 112.*

BIO 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: ENV 101/102, or BIO 111 and 112, or permission of the instructor.*

BIO 228. Ornithology with laboratory

An in-depth study of birds with respect to their evolutionary history, structural and physiological adaptations, behavior, and ecology. The laboratory component of this course will focus on the

identification of local species of birds and reinforcement of lecture topics in the field. The lab will also introduce students to research techniques used to study birds in the field and will include visits to the River and Field Campus (RAFC) and local wildlife areas. *Prerequisite: BIO 111 AND 112.*

BIO 301. Integrative Human Anatomy with laboratory

BIO 301 represents a holistic, integrative investigation into the major body systems of humans, examining human anatomy through an integrative lens. Integration will occur across levels of organization (from molecules and cells up through organ systems) as well as time (across the phylogeny of vertebrates), with emphasis placed on system structure, function, and evolutionary modification across vertebrate phylogeny. Laboratory work consists of detailed systems-level examination, interactive simulations, and guided dissection. *Prerequisite: BIO 111 AND 112 and one 200-level biology course.*

BIO 302. Developmental Biology with laboratory

Developmental biology integrates concepts and practices from the disciplines of cell biology, genetics, anatomy, neurobiology, evolutionary Biology, and beyond to examine how complex multicellular organisms arise from a single cell—the fertilized egg. We will discuss the events of development from fertilization through organ development in a range of animal systems, focusing on the cellular and molecular mechanisms that regulate cell and tissue growth and differentiation.

Laboratory exercises use model organisms such as the embryonic sea urchin, fish, chick, and fruit fly to introduce common experimental techniques. Class discussions connect basic concepts from developmental biology to ethical debates related to reproductive, maternal, and fetal health. *Prerequisite: BIO 111 AND 112 and one 200-level biology course. BIO 205 or 209 recommended.*

BIO 309. Marine and Estuarine Biology with laboratory

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: BIO 111 AND 112 and one 200-level biology course.*

BIO 310. Microbial Ecology with laboratory

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: BIO 111 AND 112 and one 200-level biology course. BIO 203 recommended.*

BIO 311. Neurobiology with laboratory

This course will present an overview of the field of neurobiology. We will discuss the structure and components of the nervous system. In addition, we will examine the methods of communication within the nervous system and include an overview of some of the sensory systems that relay environmental cues for processing in the CNS. The purpose of this laboratory is for you to become familiar with neuroanatomy as well as experimental techniques used in the field of neuroscience both by hands on experience and reading/ presenting journal articles. *Prerequisite: BIO 111 and 112 and one 200-level biology course.*

BIO 313. Wetlands Ecology with laboratory

Wetlands Ecology provides an in-depth examination of the function and types of wetlands with an emphasis on ecosystem services, biodiversity and conservation. Lecture will include a broad overview of the role wetlands play in larger ecosystems as well as the hydrology, geology, chemistry, trophic interactions, and species common to these unique aquatic systems. Laboratories will include a large field-based component where students will learn to identify wetlands and their associated flora and fauna. *Prerequisite: BIO 111 AND 112, and BIO 206 or ENV 294 Applied Ecology*

BIO 314. Biotechnology and Molecular Biology with laboratory

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 interconnections. Students will learn standard techniques in DNA analysis and cloning. *Prerequisite: BIO 111 AND 112 and one upper-level biology course or permission of the instructor. BIO 205 or 209 recommended. Corequisite: Chemistry 140.*

BIO 315. Ecophysiology with laboratory

This course will examine how organisms' physiological responses have evolved in response to ecological challenges, such as fluctuating or extreme conditions in their environment. Discussions of physiological adaptations will integrate topics from a variety of fields, including behavior, ecology, and molecular biology. A particular emphasis will be given to interactions between vertebrate animals and their biotic and abiotic environments. The laboratory component of the course will include both in-lab and field activities. *Prerequisites: BIO 111 AND 112 and one 200-level biology course.*

BIO 317. Pathophysiology with laboratory

This course introduces the physiological basis of common human diseases through laboratory, lecture, clinical case study, and analysis of primary scientific literature. Topics include diseases of the nervous, cardiovascular, renal, immune, and endocrine systems. Laboratories will expose students to techniques commonly used in clinical settings. Three hours of lecture and three hours of lab each week.

BIO 328. Behavioral Ecology with laboratory

This course addresses how animal behavior has evolved in response to ecological pressures in the environment. Topics covered in the course include competition, sexual selection, parent-offspring conflict, social interactions, and game theory. Laboratory work will include discussions of primary literature, activities in the classroom, and field excursions. *Prerequisite: BIO 111 AND 112 for all enrolled, BIO 206 for BIO majors, ENV 294 for ESI/EST majors, or permission of instructor.*

BIO 336. Fish Physiology and Behavior with laboratory

Fish are the oldest, largest, and most diverse group of vertebrates on Earth. We have 5 senses, but most fish have 6 and some have 7. We will look at the physiology, anatomy, behavior, and ecology of fishes. Topics will include locomotion, feeding, sensory biology, predator/prey interactions, communication, reproduction and extreme habitats like the deep sea and polar waters. Laboratory work will be split between identification of specimens to become familiar with the major fish families of the Chesapeake region and investigations of fish behavior, including a multi-week independent project. Lab will also include two all-day field trips, one to the largest fish collection in the world at the Smithsonian Museum of Natural History Support Facility and one to the Baltimore Aquarium. *Prerequisite: BIO 111 AND 112 and one 200-level biology course.*

BIO 350. Introduction to Toxicology with laboratory

This course introduces the interdisciplinary field of toxicology at the molecular, environmental, and regulatory level. Basic concepts of toxicology including the history of poisons, dose-response, routes of exposure, and mechanisms of toxicity that pertain to human health and the environment will be covered. Emphasis will be placed on information literacy to support problem-based and evidence-based learning and case studies will be used to delve into the social, political, and global issues involved.

Prerequisite: BIO 111 and CHE 120 and 140, or permission by the instructor

BIO 351. Evolution with laboratory

An in-depth examination of various components of evolutionary biology. Topics covered in the course will include (but are not limited to) evolutionary mechanisms, genetics, speciation, adaptation, extinction, evolutionary history, and analysis of evolutionary relationships. Laboratory exercises will emphasize the discussion and analysis of primary literature articles supplemented by laboratory- and field-based observations. *Prerequisite: BIO 111 AND 112 and one 200-level biology course.*

BIO 369. Cell Signaling with laboratory

An examination of how cells communicate with themselves and their environments. Common cellular principles connecting diseases such as stroke and cancer to physiological processes such as vision will be explored via frequent discussions of primary scientific literature. Laboratories include cellular and molecular techniques such as microscopy and cell culture. Three hours of lecture and three hours of lab each week.

BIO 392. Biology Junior Seminar

Biology majors participate with faculty in the department's weekly Biology Seminar in the spring semester of the junior year. Instruction focuses on searching the biological literature, reading of primary literature, and preparing students to be engaged in the Senior Capstone Experience. Biology Junior Seminar is a non-credit bearing course.

BIO 404. Immunology with laboratory

An overview of host defense systems. Topics include lymphoid organs, hematopoiesis, leukocyte structure and function, innate and adaptive immunity, antigens, antibodies; lymphocyte receptors, immunogenetics, the major histocompatibility complex, complement, vaccines, and immune disorders. The laboratory focuses on antigen-antibody interactions. *Prerequisite: BIO 111, BIO 112, one 200-level biology course, and CHE 120. Corequisite: CHE 140 or CHE 220.*

BIO 409. Biochemistry with laboratory (CHE 309)

The chemistry and metabolism of biological molecules. Students will learn about the structure, function and metabolism of proteins, carbohydrates, and fats. Thermodynamics and enzyme-mediated catalysis will also be addressed, with an emphasis on how reaction rates and energetics affect biological processes and pathways. A laboratory will be conducted weekly to introduce students to experimental techniques and molecular modeling. *Prerequisite: BIO 111, CHE 120 and 140. Corequisite: CHE 220.*

BIO 424. Integrative Human Physiology with laboratory

A holistic, integrative investigation into the major body systems of humans, examining human physiology through an integrative lens. Topics will include gas exchange, circulation, water and ion balance, and excitable cells. Laboratory work will consist of hands-on explorations of physiological techniques. *Prerequisite: BIO 111 AND 112 and two 200-level biology courses.*

BIO 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.*

BIO 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 winter/summer field-type courses and will be designated as Category 1, 2 or 3 if they have a laboratory component. *Prerequisite: BIO 111 AND 112, or permission of instructor.*

BIO 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.*

BIO 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.*

BIO 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.*

BIO 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 year. Four credits are awarded in the final semester for year-long experimental SCEs and double-majors and during the semester of completion for single-semester monograph-based SCEs.

Black Studies Minor

INTERDISCIPLINARY MINOR

Elena Deanda-Camacho, Director
Sufiya Abdur-Rahman
Jennifer Benson
Lisa Daniels
Richard De Prospro
Rachel Durso
Alisha Knight

Carrie Reiling
Kenneth Schweitzer
Tahir Shad
Emily Steinmetz
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 is afro-Diasporic as 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- or two -credit music ensembles may count toward the minor only if the student takes four to two 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
ANT 340 Inside-Out: Race and Gender

ECN 218 Economic Development
HIS 319 African American History to 1865
HIS 371 History of South Africa
HIS 414 Comparative Cultural Encounters
POL 201 Theories of Peace and Conflict
POL 341 Politics of Development
POL 356 Africa in the World
POL 348 Latin American Politics
POL 404 Introduction to South African Politics
POL 406 Government and Politics in Africa
SOC 221 Social Inequalities
SOC 240 Criminology
SOC 271 Global Health Disparities
SOC 340 Victimology
SOC 342 Sociology of Punishment
SOC 347 Juvenile Delinquency

Humanities Courses that count toward the Black Studies Minor

ART 115 Arts of the Islamic World
ENG 213, 214 African American Literature & Culture I, II
ENG 345 The African American Novel
ENG 370 The Harlem Renaissance
ENG 377 2PACalypse Now!
ENG 470 Toni Morrison
ENG 471 Black Men & Women: Images of Race and Gender in American Culture.
FRS 312 The Contemporary Francophone World
FRS 419 Studies in Francophone Literature and Culture
GRS 315 Minorities in Germany: Reading at the Margins
HPS 417 Afro Latin America
MUS 104 Intro to World Music & Ethnomusicology
MUS 106 Rock, Pop, and American Culture
MUS 206 Jazz History
MUS 303 American Music
MUS 313 Music of Latin America

One-credit music ensembles

MUS 278 Steel Pan Ensemble
MUS 281 Jazz Ensemble
MUS 295 Afro-Cuban Ensemble
MUS 475 Jazz Combo

Business Management

DIVISION OF SOCIAL SCIENCES

Caddie Putnam Rankin, Chair

Joseph Bauer

Michael Harvey

Caroline Le Bon

Edyta Rudawska

Hui-Ju Tsai

Maria M. Vich

The Department of Business Management reflects Washington College values through our mission:

We transform students into leaders to create better worlds. Critical managerial skills in business combined with an emphasis on ethics, social responsibility, global business, and digital literacy infuse our business management major and minor as well as our minors in finance, accounting, marketing, international business, and our new minor in entrepreneurship. Our students learn in the classroom and apply their new knowledge and skills through co-curricular programs, internships, and research.

Our quantitative orientation teaches you how to think with numbers. Our small class sizes sharpen 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. And most importantly, our ethics-centered curriculum will help you infuse the practice of business with purpose. All in all, our program challenges you to link the College’s enduring liberal-arts values of critical thinking, effective communication, and moral courage with cutting-edge business leadership skills. At Washington College, business management is an *active* liberal art.

The Department of Business Management is a member of the AACSB Business Education Alliance, the SAP University Alliances, and the UiPath Academic Alliance, and is a partner with the B Local Mid-Atlantic community of certified B Corps. The department enjoys formal partnerships with several excellent master’s programs in accounting, data analytics, finance, and the MBA that provide benefits for our graduates.

The Major

The Business Management major consists of two economics introductory courses, eight 4-credit required courses, one 4-credit elective course at the 200-level or above, a Global Learning requirement, and the Senior Capstone Experience:

ECN 111 Principles of Macroeconomics

ECN 112 Principles of Microeconomics

BUS 109 Managerial Statistics (or alternative — see details under Quantitative Requirement)

BUS 111 Principles of Marketing

BUS 112 Introduction to Financial Accounting

BUS 209 Financial Analysis

BUS 210 Management Information Systems

BUS 302 Organizational Behavior

BUS 303 Legal Environment of Business, BUS 360. Corporate Social Responsibility, or a PHL ethics course
 BUS 401 Strategic Management (counts for W3; must be taken at Washington College)
 BUS elective at the 200-level or above
 Global learning requirement (see details below)
 BUS SCE Senior Capstone Experience (counts for W4; must be taken at Washington College)

Required courses are offered every semester. Elective courses are offered on a rotating basis; please check with the department chair or your academic advisor for details. All of these courses (except for the Senior Capstone Experience and BUS 401 Strategic Management) may be taken at our study-abroad partners (please note: not all courses are offered by all study abroad partners).

Global Learning Requirement

The purpose of the Global Learning requirement is to foster an understanding of the importance of the global context of contemporary business. This critical thinking skill requires students to add another layer of perspective to their analyses of problems by recognizing the need for knowledge of political, legal, economic, social, technical, environmental, and cultural factors that shape how business is conducted around the world.

This requirement may be fulfilled in one of three ways: (1) participating in a full-semester or short study abroad program (including the Chesapeake Semester); (2) studying a foreign language through the 202-level; or (3) taking two global-focus courses. For this last option, one course must be a Business Management course (BUS 310 International Business, BUS 311 Global Business Strategy, BUS 352 International Marketing, BUS 356 Multinational Financial Management, or an approved special topic course). The other course must be offered by a department other than Business Management included in an approved list published on the department's website. International students are exempt from this requirement.

The department encourages all students to consider 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, we've identified nine outstanding partner business programs (all taught in English):

Royal Holloway, University of London (England)
 American Business School Paris (France)
 Bond University (Gold Coast, Australia)
 Lingnan University (Hong Kong, China)
 Al Akhawayn University (Ifrane, Morocco)
 Meiji Gakuin University (Yokohama, Japan)
 Bogazici University (Istanbul, Turkey)
 University College Cork (Cork, Ireland)

Including those listed above, there are a total of 30 semester-long study abroad programs available; only four do not offer business or management classes for their international students (please see the Global Education Office for details). Students interested in study abroad are encouraged to share their interest with their academic advisors and visit with the Global Education Office at their earliest convenience. Junior year is typically the best time to include a semester or two abroad.

Quantitative Requirement

BUS majors are required to complete a two-course quantitative sequence: BUS 109 Managerial Statistics and BUS 209 Financial Analysis. Students may replace BUS 109 with MAT 109 Statistical Inference & Data Analysis, ECN 215 Data Analysis, or PSY 209 Statistics and Research Design I for the Business Management major. Please note that BUS 209 also requires BUS 112 Introduction to Financial Accounting as a prerequisite course. BUS 109 and BUS 209 fulfill the College-wide Quantitative Distribution Requirement.

Minors and Interdisciplinary Connections

To gain more depth in specific areas of business, Business Management majors may add one or more of the following minors: Accounting, Entrepreneurship, Finance, International Business, or Marketing. Students of all majors may pursue these minors as well.

Accounting Minor

The Accounting Minor covers knowledge of the accounting principles and practices fundamental to the capture and analysis of financial information about the firm, the use of accounting information to plan and control activities, accounting theory, and practical application of accounting in the areas such as taxation and auditing. This study also includes ethical and legal guidelines necessary in gathering and reporting information and in their internal and external activities. Details can be found in the separate catalog listing for the Accounting Minor.

Entrepreneurship Minor

Beginning Fall 2022, students may pursue the Entrepreneurship Minor. Entrepreneurship is the process of developing concepts into finished, actionable plans which ultimately allow us to offer marketable products or services to a defined consumer base. In order to move a concept from just a thought to a finished plan, an entrepreneur needs to carefully develop virtually all aspects of a sound business model. It is not sufficient to have an idea, gather some money, hang a sign, and consider oneself “in business”. Today’s business environment demands careful planning at each step along the way. Students will learn how to create for-profit as well as nonprofit organizations that can help boost prosperity while also developing a corporate social responsibility mindset that fosters economic justice, social equity, and environmental sustainability. Details can be found in the separate catalog listing for the Entrepreneurship Minor.

Finance Minor

Students pursuing the Finance Minor learn how to make the financial decisions critical to the sustainability of corporations. The acquisition of foundational knowledge related to the financial analysis of firms as well as an understanding of risk and return allows students to pursue advanced finance concepts both from the internal view of the corporation which informs the study of financial policies as well as the external evaluation and assessment of firms needed for making meaningful investment decisions. Throughout, students will examine business ethics as it particularly pertains to the field of finance. Details can be found in the separate catalog listing for the Finance Minor.

International Business Minor

The International Business Minor offers students an opportunity to learn about and analyze the forces impacting decisions necessary for conducting business around the world, including the evaluation of international organizational models and an understanding of the impact of country differences, particularly the roles culture and ethics play. Students also gain insight into how trade affects

profitability, the nature of international monetary systems, and how to configure international business functions. Details can be found in the separate catalog listing for the International Business Minor.

Marketing Minor

Students pursuing the Marketing Minor learn that marketing is a creative problem-solving process that begins with recognition of consumers' needs and desires, culminates in the development or improvement of products and services in response, and repeats cyclically to refine consumption outcomes. The range of demands thus placed on the marketing professional necessitates a combination of strong quantitative and analytical proficiencies, along with robust creative and communication skills. The Concentration also underscores the ethical demands placed on marketing professionals. Details can be found in the separate catalog listing for the Marketing Minor.

Business Management Minor

If you are not majoring in Business Management, the Business Management minor will add value to your résumé by complementing your major. You'll learn the language of business, the concepts of organizations, and lay the foundation for infusing your vision with these valuable tools whether you plan to pursue a career in the arts, humanities, social sciences, mathematics, or natural sciences. The five-course minor consists of three required courses (BUS 111, 112, and 302) and two BUS electives, which may be drawn from any upper-level (200-level or higher) BUS graded course listed below. BUS 109 Managerial Statistics is not required for the Business Management minor but is highly recommended. Please note that ECN 112 is a prerequisite for BUS 111.

Interdisciplinary Connections

The Business Management department contributes to several interdisciplinary minors — Arts Management & Entrepreneurship, Data Analytics, Information Systems, and the newly introduced International Economics minor — as well as two interdisciplinary majors — Communication & Media Studies and International Studies. Please see catalog listings for these programs for more information.

Internships

Most Business Management majors gain valuable experience by participating in for-credit internships during the fall, spring, or summer after completing Principles of Marketing and Introduction to Financial Accounting (see internship course descriptions below for BUS 390 and BUS 490). The Business Management department works closely with the Center for Career Development to prepare our students to vie for internships and flourish during their experience. Students may gain academic credit for both paid and unpaid internships. Internships may also be taken not-for-credit.

Local, national and international internships garnered by our students include the following:

- Cisco Systems
- Corbin Advisors
- Deloitte
- Dixon (global manufacturer headquartered in Chestertown)
- Equirus Capital Private Limited
- JP Morgan Chase & Co,
- Li & Fung Headquarters, Hong Kong
- Louis Vuitton Qingdao office, China
- Methodist Federation for Social Action (MFSA)
- Morgan Stanley
- Office of the Comptroller of the Currency, U.S. Department of Treasury

- Philadelphia Phillies
- T. Rowe Price

Students pursuing internships, whether for credit or not for credit, are encouraged to seek funding if needed from the William B. Johnson Business Internship Award. This program offers competitive internship awards of up to \$2,500 to ensure that students do not need to pass up an opportunity to learn more about business. Johnson grants may be used to compensate for income foregone due to an unpaid internship or used for living and transportation expenses if the internship is outside the student's home area. Please see our website or contact the chair of the department for more information.

The Warehime Fund for Student Excellence in Business

The Warehime Fund for Student Excellence in Business allows students to extend themselves beyond the classroom in ways that speak directly to their individual interests, aspirations, and passions. Grant funding available from the Warehime Fund provides financial support for individual and group participation in practitioner and scholarly activities to unlock student engagement, innovation, and creativity beyond the classroom. Please see our website or contact the chair of the department for more information.

American Marketing Association Student Chapter

Students of all majors and particularly those declaring the Marketing minor are invited to participate in the student chapter of the American Marketing Association (AMA), which provides a variety of opportunities and experiences, including speakers, networking, real-life case-based competitions and more. Students are invited to contact Dr. Caroline Le Bon, chapter advisor, for more information.

Brown Advisory Student-Managed Investment Fund Program

Students from any major can participate in the Brown Advisory Student-Managed Investment Fund Program and help manage an equity fund valued at more than \$1.5 million. Under the mentorship of Richard Bookbinder P '10, founder and manager of TerraVerde Capital Management and Bookbinder Capital Management, LLC, you'll learn to analyze and report on stocks, and then execute trades worth tens of thousands of dollars. The program includes career preparation, talks by visiting business leaders, and intensive work over the semester that will help prepare you for a career in the investment field. Networking events and special opportunities such as attendance at shareholder meetings allow students to acquire valuable real-world knowledge. Students are invited to apply for admission to this program by contacting Dr. Hui-Ju Tsai, Faculty Advisor.

Washington College Enactus

Enactus is an international organization that develops students into leaders through hands-on experience in designing and implementing entrepreneurial-based projects that empower people to engage in real, sustainable progress for themselves and their communities. Guided by academic advisors and business experts, students not only transform lives, but they also develop the talent and perspective essential to leadership in an ever more complex and challenging world. Current projects of the Washington College Enactus team include developing an all-electric vehicle ride-sharing program for rural communities, and an "ecotourism" project on the Chester River. Students participate in both regional and national competitions and have access to job fairs, internships, and employment opportunities. Membership in the Washington College Enactus team is open to students of all majors. Enactus: ENtrepreneurial ACTION for others creates a better world for US all. Students are invited to contact Dr. Caddie Putnam Rankin, faculty advisor, for more information.

Honor Societies and Awards

The Washington College chapter of Sigma Beta Delta, the national business honor society, recognizes Business Management majors and minors in the top 20% of their class who aspire toward personal and professional improvement and a life distinguished by service to humankind. Alpha Mu Alpha, the national marketing honorary, recognizes qualified undergraduate students for their outstanding scholastic achievement in the area of marketing.

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 strongly advised to take a broad range of courses and work with their academic advisor to plan a program that includes at least 96 credits in liberal studies courses. The following business management courses count towards the liberal studies requirement:

BUS 109 Managerial Statistics
 BUS 302 Organizational Behavior
 BUS 303 Legal Environment of Business
 BUS 310 International Business
 BUS 330 International Business Experience
 BUS 334 Leadership
 BUS 360 Corporate Social Responsibility

Students should also note that intermediate language skills are required by Phi Beta Kappa (i.e. study through the 201 level or placing at the 202 level). Native speakers of languages other than English automatically meet this criterion. Interested students are encouraged to review information about Phi Beta Kappa available online at washcoll.edu/academics/honor-societies/phi-beta-kappa/index.php.

Graduating seniors may aspire to three senior awards. The Rebecca Corbin Loree Business Leadership Award recognizes a graduating business management major who has demonstrated outstanding leadership potential and academic excellence in their time at Washington College. 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. More information may be found on the department website.

SAP Student Recognition Award

Washington College, a member of the SAP University Alliances Program, has been authorized by SAP to award students meeting the following criteria with the SAP Student Recognition Award. In order to earn this highly valued non-transcript resume-building recognition, students must successfully complete BUS 210, BUS 315 and BUS 316, reflecting a breadth of experience and familiarity with the SAP software products that are used to support pedagogy in these three classes. BUS 210 is offered every semester while BUS 315 and BUS 316 are offered on a rotating basis so students interested in pursuing this award should work with their advisors to plan accordingly. More information is available from Dr. Susan Vowels, SAP University Alliances Faculty Coordinator.

Course Descriptions

BUS 109. Managerial Statistics

Managerial statistics focuses on the use of statistical analysis to make fact-based decisions for business firms and other organizations. Topics taught include descriptive statistics, normal distributions, probabilities, sampling distributions, hypothesis testing, ANOVA, and simple and multiple linear regression analysis. Data analysis techniques using Microsoft Excel are included. *BUS 109 and MAT 109 may not both be taken for credit.*

BUS 111. Principles of 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 (including ethical considerations), and the process by which marketing decisions are made. *Pre/corequisite: ECN 112*

BUS 112. 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 209. Financial Analysis

This course introduces students to the fundamental concepts of finance and equips students with the ability to make meaningful financial decisions. This course addresses topics including the analysis of financial statements, the operation of financial markets, and the valuation 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, (3) understand the concept of risk and return, and (4) understand the importance of business ethics to the operation of financial markets. *Prerequisite: BUS 109 (or other statistics course) and BUS 112.*

BUS 210. Management Information Systems

Management Information Systems (MIS) is the ethical use of information systems to achieve corporate goals and objectives. Students learn how to use MIS in solving business problems, finding new opportunities for organizational improvement, and supporting enterprise strategic, operational, and analytical objectives as well as how to apply ethical models to the process of design and deployment of information systems. Microsoft Access, SAP S/4HANA ERP software, and Tableau visualization software are used to illustrate database, transactional and analytical concepts. *Prerequisite: BUS 112 or permission of instructor.*

BUS 212. 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, cost control, and the time value of money. Emphasis will be placed upon the use of information for management decisions. *Prerequisite: BUS 112.*

BUS 220. Creativity and Innovation for Products and Services

This course introduces the student to the techniques and process of creativity and innovation in the context of for-profit and not-for-profit organizations, leading to the creation of marketable products or services to a defined customer base. While existing enterprises are used as models, the tools acquired are also essential to the conception and formation of new ventures.

BUS 223. Marketing Research Methods

This course examines the role of marketing research in the formulation and solution of marketing problems, and the development of the student's basic skills in conducting and evaluating marketing research projects. Special emphasis is placed on problem formulation, research design, alternative methods of data collection (including data collection instruments, sampling, and field operations), and data analysis techniques using IBM SPSS. Applications of modern marketing research procedures to a variety of marketing problems are explored. *Prerequisite: BUS 111 and BUS 109 (or equivalent).*

BUS 224. Digital Marketing

This course introduces the practice of using social media and other digital communication channels, including Internet and mobile-based tools and platforms, to reach consumers and advance marketing strategies. Digital media can be used to build brands, create, and maintain relationships, launch promotions, advertise products and services and more. While this course will aim to offer theoretical underpinnings needed to launch, manage, and measure digital marketing efforts, it will also attempt to teach students to creatively engage with digital marketing tools and to stay abreast of the latest developments in the fast-growing world of digital marketing. *Prerequisite: BUS 111*

BUS 234. Introduction to Nonprofit Management

In this course we explore the foundations of nonprofit management in our society. We focus on how nonprofits contribute to the health and wellbeing of our communities. We will investigate the unique challenges of nonprofits and how to manage them to promote success and longevity. We will also discuss and debate how to maximize their social impact. The course will focus on case studies of high impact nonprofits and nonprofit failures from a thematic standpoint in order to critically examine the future of the sector.

BUS 250. Portfolio Management

This course offers a unique opportunity for students to develop and utilize their investment skills by providing real-life investing experience. In applying their research, student participants actively manage the Brown Advisory Student-Managed Investment Fund valued at over \$1.5 million with an investment objective to achieve positive performance results that compare favorably to major market indices. Students learn how financial concepts and current global news information influence investment decisions. To further enhance investment skills through experiential learning, student participants may have meetings and/or conference calls with professionals from investment banks, commercial banks, public company forums, or institutes that focus on ESG (environmental, social, and governmental) investing. This class may be taken up to six times for credit. *Admission subject to application and interview process. 1-credit.*

BUS 302. Organizational Behavior

A research-based exploration of how organizations function. Topics include the division of labor, career management, culture, bureaucracy, teams, motivation, emotional intelligence, power, communication, gender, diversity, leadership, and ethics. Students read and discuss key scholarship, conduct primary research, and collaboratively lead a class. *Not open to first-year students.*

BUS 303. Legal Environment of Business

This course looks at how American 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. *Not open to first-year students.*

BUS 310. International Business

Introduction to the study of international business, including the dynamics of conducting business across national boundaries. Focuses on the critical roles that environment, culture, technology, politics, economics, communication, and ethics play in successfully conducting business on an international level. *Not open to first- or second-year students.*

BUS 311. Global Business Strategy

An interactive course designed for future leaders to understand and experience the challenges associated with business at the global level. The course focuses on long term strategy, short term tactical options, the active management of functional areas within global operations, corporate structure, and supply chain management from raw material procurement to sales, marketing, and distribution of finished products. The course includes lectures, cases, guest speakers, and actively operating a competitive global business simulation. *Not open to first- or second-year students.*

BUS 315. Enterprise Resource Planning Systems

This course introduces students to software essential to the functioning of the firm —Enterprise Resource Planning (ERP) software. Using SAP S/4HANA ERP software, students learn the information flows for distribution and manufacturing business processes and learn how ERP systems support these business processes in an integrated fashion. The course includes an introduction to system configuration, in which organizational structure, policy rules and other corporate information are analyzed and then mapped to the ERP system. Ethical consideration of impacted stakeholders is integrated throughout. Guest speakers and field trips provide real-world context. *Prerequisite: BUS 210 or permission of the instructor.*

BUS 316. Data Analytics

Introduction to theory and practice encompassing tools used to perform descriptive, predictive, and prescriptive analytics in business and other social science settings. Topics include visualization, big data, and methods to approach both structured and unstructured data. Students develop actionable information from databases and spreadsheets using SAP, Tableau, and other software products. *Prerequisite: BUS 210 or permission of the instructor.*

BUS 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 111 or permission of the instructor.*

BUS 323. Consumer Behavior

This course is concerned with how and why people behave as consumers. Its goals are to: (1) provide conceptual understanding of consumer behavior; (2) provide experience in the application of buyer behavior concepts to marketing management decisions and social policy decision-making; and (3) to develop analytical capability in using behavioral research. *Prerequisite: BUS 111 or permission of the instructor.*

BUS 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.)

BUS 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 111, 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.

BUS 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.

BUS 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.

BUS 330. International Business Experience

This summer course, taught by a Washington College Business Management faculty member, takes students abroad for up to two weeks of intensive study and experiential learning in international business. The itinerary is intense. Students visit two businesses each weekday for facilities tours and/or presentations by managers on their firms' international strategy. Cultural activities are scheduled in the evenings and on weekends. On-campus sessions prior to travel round out the academic component of the course and ensure that students get the most out of their experiences abroad.

BUS 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.*

BUS 340. Intermediate Accounting I

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 112.*

BUS 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 dispositions of investment and business assets. Both tax planning and tax compliance issues are covered. *Prerequisite: BUS 112.*

BUS 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 112.*

BUS 343. Intermediate Accounting II

Continuation of Intermediate Accounting I. Continued emphasis on generation and presentation of financial statements. Special attention to inventory valuation, analysis of long-term debt instruments, asset impairment, share-based compensation, and the importance of ethical behavior in the business and reporting environment. Emphasis on comprehension, critical thinking, and problem solving. *Prerequisite: BUS 340.*

BUS 351. 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 111.*

BUS 352. International Marketing

International marketing is crucial in today's environment due to factors such as globalization of markets, emerging economics, development of innovation, and creation of regional cooperation as well as unique economic, political, and social situations within each country. We will analyze those factors along with their impact on marketing strategies and the development of opportunities in and outside the home country. Emphasis is placed on ethical concerns marketers must consider when developing a marketing strategy abroad. *Prerequisites: ECN 112 Principles of Microeconomics and BUS 111 Principles of Marketing.*

BUS 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. Topics covered include capital budgeting, capital structure, dividends, and payout policies, working capital management, real options, and mergers and acquisitions. In addition, to help students develop an ethical sensitivity in business, topic about ethics in corporate finance will be included. *Prerequisite: BUS 209.*

BUS 356. Multinational Financial Management

Today's firms are directly or indirectly exposed to an increasingly competitive global environment which presents significant implications for their financial strategies. This course provides students with a conceptual framework within which the key financial decisions of the multinational firms can be analyzed. It focuses on decision-making in an international context and on the use of financial analysis in solving international financial challenges, risks, and threats as well as opportunities faced by international firms. Topics addressed include exchange rate determination and global risk management as well as financing and investment options for corporations in an international context. *Prerequisite: BUS 209.*

BUS 357. Introduction to Quantitative Finance

This course provides an introduction to the application of mathematical models to the solution of financial problems, covering important topics in quantitative finance such as modeling risk-return

relationships, risk management, optimal consumption decisions, portfolio analysis, correlation structure between securities and/or markets and the pricing of financial securities. This is a data-applied course, in which the student will work on real-world data. For the computational aspects of the course, the student will work with Microsoft Excel. After taking this course, students should be able to (1) model different types of financial data, (2) analyze financial models, (3) confidently use Microsoft Excel for calculations, optimization, and modeling, and (4) be aware of the limitations of the data and models in the financial world. *Prerequisite: BUS 209.*

BUS 360. Corporate Social Responsibility

This course offers an introduction to corporate social responsibility and a discussion of business ethics. Students will examine and debate the minimal social expectations for organizations embodied in ethical theories, legal doctrines, and community principles. We then explore and critique broader corporate social responsibilities by drawing upon theories that discuss an organization's role in maintaining a vibrant civil society. Finally, we will analyze how corporate responsibilities can promote strategic and competitive advantages for the firm. *Prerequisite: BUS 302.*

BUS 390. Internship

For-credit internships combine work experience (at least 70 hours for two credits; at least 140 hours for four credits) and faculty supervision. Internships (paid or unpaid) may be taken for credit during the fall, spring, or summer. Summer internships require attendance at regular Zoom meetings. Grading is pass-fail. *Prerequisite: BUS 111 and 112 and minimum 2.5 GPA, or approval by the department. Cannot be used to fulfill the Business Management elective.*

BUS 401. Strategic Management

Culmination of the study of business management, covering 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. *Prerequisites: BUS 111, 209, and 302. Fulfills W3 writing requirement. Must be taken at Washington College; cannot be transferred from study abroad or other institutions.*

BUS 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 and the associated empirical evidence found in academic research. Topics addressed include the operation of financial markets, financial assets and their 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 and investment strategies, (3) apply the discounted cash flow method to determine the value of financial assets, (4) conduct financial analysis to make investment decisions, and (5) understand the importance of business ethics to investment professionals. *Prerequisite: BUS 209.*

BUS 455. Financial Derivatives

This course introduces financial derivatives and the operation of the 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 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 209.*

BUS 490. Internship

Students taking a second for-credit internship are enrolled in BUS 490. For-credit internships combine work experience (at least 70 hours for two credits; at least 140 hours for four credits) and faculty supervision. Summer internships require attendance at regular Zoom meetings. Internships (paid or unpaid) may be taken for credit during the fall, spring, or summer. Grading is pass-fail. *Prerequisite: Completion of BUS 390 and approval by the department. Cannot be used to fulfill the Business Management elective.*

BUS 194, 294, 394, 494. Special Topics

Topics not regularly offered in the department's normal course offerings.

BUS 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.

BUS 196, 296, 396, 496. Off-campus Research**BUS 197, 297, 397, 497. Independent Study****BUS SCE. Senior Capstone Experience**

The Senior Capstone Experience is an intensive research project on a topic chosen by the student and guided by a faculty mentor. 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 of their senior year; however, planning for the SCE begins in the spring of their junior year with the submission of an SCE application during advising week. The Capstone receives a mark of Pass, Fail, or Honors. Full details on the capstone are available on the department website. *Prerequisite: BUS 401.*

Chemistry

DIVISION OF NATURAL SCIENCES AND MATHEMATICS

Leslie Sherman, Chair
Sarah Arradondo
Jeremy Bard
Anne Marteel-Parrish
Daniel May
Betsy Moyer-Taylor

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 consultantships 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 120 and CHE 140 during their first year. Premedical students and students interested in the 3:4 pharmacy program are advised to take CHE 120, 140 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 the Department of Chemistry about planning a full-course schedule as early as possible in their college career. Such students need to be aware that the National Association of State Directors of Teacher Education and Certification (NASDTEC) 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: an ACS Certified Chemistry major and a non-ACS Certified Chemistry major. In addition, students may elect to specialize their chemistry major by focusing their elective coursework and Senior Capstone Experience in one of the four areas of emphasis offered by the department (described below). Successful completion of one of these optional areas of emphasis will be noted on a student's transcript after graduation.

Requirements for the Major

The table below summarizes the required courses and suggested timing 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).

	ACS-certified Chemistry B.S.	Non-ACS certified Chemistry B.S.	Chemistry B.S. declared late
First year	CHE 120 & CHE 140 BIO 111 ¹ MAT 111 ² & MAT 112	CHE 120 & CHE 140 BIO 111 ¹ MAT 111 ² & MAT 112	
Second year	CHE 220 & CHE 240 PHY 111 & CHE 112	CHE 220 & CHE 240 PHY 111 & 112 or PHY 101 & 102	CHE 120 & CHE 140 MAT 111 ² & MAT 112 PHY 111 & 112 or PHY 101 & 102
Third year	CHE 305 & CHE 306 CHE 340 Two CHE electives ³ CHE 392	CHE 305 or CHE 306 CHE 340 Two CHE electives ³ CHE 392	CHE 220 & CHE 240 CHE 340 Two CHE electives ³ CHE 392
Fourth year	CHE 303 or CHE 309 CHE elective CHE SCE	CHE elective CHE SCE	CHE 305 or CHE 306 CHE elective CHE SCE

Notes

¹Students on the pre-med track must take CHE 309, and BIO 111 is a prerequisite for CHE 309/BIO 409.

²MAT 106, 107 Stretch Calculus may be taken in place of MAT 111, at the advisement of the Math Department.

³Elective courses are courses at the 200-level or above. One of the three elective courses for the non-ACS-certified degree may be a BIO, ENV or PHY course not counted towards that major. The three elective courses for the ACS-certified degree in chemistry must be CHE courses at the 200, 300, or 400 level.

Areas of Emphasis

In addition to the major offerings listed above, students wishing to specialize within a subdiscipline of chemistry or a chemistry-related cross-disciplinary or multidisciplinary area have the option to complete an area of emphasis within the ACS certified or non-ACS certified chemistry majors. *As outlined below, each area of emphasis requires students to complete three 4-credit courses and their SCE in the selected area.* For students pursuing an ACS certified degree, they will only be able to count the CHE courses listed for each area of emphasis towards their major. For students who do not wish to pursue a B.S. in Chemistry with an area of emphasis, they have the option to complete their SCE with any professor of their choice on any topic of their interest.

Successful completion of an area of emphasis will be noted on a student's transcript. Given that the SCE must be completed in the selected area of emphasis, a student may only complete one area of emphasis. The chemistry department offers the following areas of emphasis:

1. Organic and Medicinal Chemistry

This area of emphasis is designed for students interested in pursuing graduate study or careers in organic chemistry, medicinal chemistry, or pharmacology. Students will gain a strong foundation in

organic synthesis and mechanisms, while broadening their knowledge in areas such as drug discovery and pharmacology. Requirements:

SCE specialization in Organic or Medicinal Chemistry

Any three of the following:

CHE 303 Chemistry of Biological Compounds or CHE 309 Biochemistry

CHE 320 Introduction to Medicinal Chemistry

CHE 403 Advanced Organic Chemistry

PSY 205 Drugs and Behavior or PSY 305 Psychopharmacology

CHE 394/494 or CHE 395/495/396/496. Approved Special Topics Course or Research Experience

2. Greener Materials Science

This area of emphasis is designed for students interested in receiving a thorough grounding in the basic sciences and engineering of all materials while being exposed to ways to prevent pollution before it is created (Green Chemistry). Students will be prepared for graduate study, bench research, consultantships dealing with the production, structure, characterization, properties, and applications of metals, ceramics, polymers, composites, nano- and bio-compatible and electronic materials. Additionally, future chemists and engineers will be provided the tools required to minimize the environmental impact of materials production. Requirements:

SCE specialization in Greener Materials Science

Any three of the following:

CHE 235 Art in the Anthropocene

CHE 310 Greener and Sustainable Chemistry

CHE 410 Fundamentals of Materials Science

CHE 394/494 or CHE 395/495/396/496. Approved Special Topics Course or Research Experience

3. Physical Chemistry

This area of emphasis is designed for students with an interest in the more physical aspects of chemistry. Students will be prepared for graduate school or careers that require a stronger foundation in theoretical or physical areas of chemistry. Requirements:

SCE specialization in Physical Chemistry

Any three of the following:

CHE 305 Chemical Thermodynamics and Dynamics and CHE 306 Quantum Chemistry and Spectroscopy

Approved PHY elective at the 200-level or above

MAT 203 OR MAT 345. Multivariable Calculus or Differential Equations

CHE 394/494 or CHE 395/495/396/496. Approved Special Topics Course or Research Experience

4. Biological Chemistry

This area of emphasis is designed for students interested in pursuing graduate study or a career in biological chemistry, chemical biology, pharmacology, or related fields. Students will gain a strong background in biomolecular structure and dynamics, techniques utilized in biochemical characterization of biomolecules, and principles of effective drug design. Requirements:

SCE specialization in Biological Chemistry

Any three of the following:

CHE 303 Chemistry of Biological Compounds

CHE 309 Biochemistry

CHE 320 Introduction to Medicinal Chemistry

CHE 305 Chemical Thermodynamics and Dynamics and CHE 306 Quantum Chemistry and Spectroscopy

BIO category II elective at 200-level or above

CHE 394/494 or CHE 395/495/396/496. Approved Special Topics Course or Research Experience

Requirements for the Chemistry Minor

Students intending to minor in Chemistry should meet with the Department Chair early in their career to ensure that they are able to complete the following courses and to get their minor declaration card signed. Six courses are required for the minor:

CHE 120 Chemical Principles of Organic Molecules

CHE 140 Reactions of Organic Molecules

CHE 220 Quantitative Chemical Analysis

Three CHE courses at the 200 level or above

Chemistry Junior Seminar

All junior chemistry majors participate in a two-credit Chemistry Seminar (CHE 392) course offered in the spring semester of the junior year. This course is designed to prepare our chemistry majors to become citizens of the 21st century by exposing them to research ethics, sustainable science literacy, societal and moral issues in chemistry, and the writing and presentation of an integrative research proposal. Professional preparation (exposure to career options, resume building, job searching and mock interview) as well as improvement of communication (oral-debate, discussions, final presentation), written (ethics case study, abstract) and visual (poster, website) skills are the main outcomes of this seminar course.

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 instruments including a UV-VIS, spectrofluorometer, FTIR, AA, NMR, GC, HPLC, GC-MS, ICP-MS, LC-MS, electrochemical analyzer, and polarimeter, and use of the computational lab. 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 a credit-bearing research experience 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 Senior Capstone Experience Guidelines that are distributed to both junior and senior chemistry majors each year. Students meeting the College-wide standards of eligibility for departmental honors will be automatically considered. Students who are deemed by the department to have performed with distinction on their thesis and the poster presentation will be awarded departmental honors. 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.

Distribution Courses

For distribution credit in Natural Sciences, the Chemistry department offers CHE 110 Chemistry of the Environment, CHE 120 Chemical Principles of Organic Molecules, CHE 140 Reactions of Organic Molecules, CHE 220 Quantitative Chemical Analysis, and CHE 235 Art in the Anthropocene.

Advanced Placement Credit

Students who earn a 3 or 4 on the Advanced Placement exam in Chemistry will earn credit for CHE 194. Students who earn a 5 on the Advanced Placement exam in Chemistry will earn credit for CHE 194 and CHE 220. Regardless of a student's score on the AP exam, they should begin their study of chemistry at Washington College with CHE 120 Chemical Principles of Organic Molecules.

Transfer Credit

Students transferring to the College with:

General Chemistry I receive credit for CHE 194

General Chemistry II receive credit for CHE 220

Organic Chemistry I and II receive credit for CHE 120 and CHE 140

It is not recommended to seek to take introductory chemistry courses away from Washington College. In exceptional circumstances, students may seek prior approval from the Chair of the Department for permission to take and transfer in such courses.

Course Descriptions

CHE 110. Chemistry of the Environment with lab

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 two hours of laboratory each week. (Also, ENV 110) (Offered annually)

CHE 120. Chemical Principles of Organic Molecules with lab

This one-semester course provides a foundation in the fundamental principles of chemical structure and reactivity of organic molecules. Key topics include atomic and molecular structure, intramolecular and intermolecular forces, organic functional groups, thermochemistry, acid/base equilibria, kinetics, and basic organic reaction mechanisms. Laboratory work is designed to complement lecture material. Three hours of lecture and three hours of laboratory each week. (Offered every semester)

CHE 140. Reactions of Organic Molecules with lab

Reactions of Organic Molecules (CHE 140) builds upon the fundamental principles discussed in CHE 120 Chemical Principles of Organic Molecules. This course will focus on the reactivity of organic molecules, including aliphatic and aromatic hydrocarbons, their halogenated derivatives, and molecules containing heteroatoms such as oxygen, nitrogen, and sulfur. Students will also be exposed to chemical synthesis and the use of modern spectroscopic techniques for the determination of molecular structure. This course will meet for three hours of lecture and three hours of lab per week. *Prerequisite: Chemistry 120.* (Offered annually: Spring)

CHE 210. Environmental Chemistry with lab

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, as well as energy production, and how society is working towards reducing the introduction and 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, ENV 210) *Prerequisites: Chemistry 120 and 220.* (Offered annually)

CHE 220. Quantitative Chemical Analysis with lab

This one-semester course is intended to provide an introduction to analytical methods utilized in chemistry. Both classical and instrumental methods of analysis are considered. A detailed treatment of simple and complex chemical equilibria with particular emphasis on acid-base, oxidation-reduction, and precipitation equilibria is presented as a basis for the classical gravimetric and titrimetric methods. The instrumental techniques include electroanalytical, UV-visible molecular spectroscopy, atomic spectroscopy, and chromatography. Other topics include a review of intermolecular forces and states of matter. Three hours of lecture and three hours of laboratory each week. *Prerequisite: Chemistry 120.* (Offered every semester)

CHE 235. Art in the Anthropocene

This course brings students into the chemist's lab and artist's studio at turns to offer interdisciplinary insight into the overlap between scientific versus artistic processes of inquiry. Students are taught the chemical processes of various art materials and how to make, harvest, or find their own environmentally friendly materials which are then incorporated into self-designed art projects. The laboratory curriculum asks students to identify environmental hazards of art materials, understand the link of these hazards to related ailments and devastations, and identify sustainable science solutions that avoid use of the hazards. The studio curriculum introduces students to aesthetic and conceptual frameworks that contemporary artists use, and encourages students to develop a distinctive creative voice that considers the meaning of the materials and processes they work with. This course fulfills the distribution requirement for either the Humanities and Fine Arts or the Natural Sciences and Quantitative. Chemistry majors on the non-ACS certified track, Chemistry minors, and Art and Art History majors/minors can count this course as an elective for their major or minor. Non ACS-certified majors can only count this course as an elective for the Fine Arts distribution. No pre-requisite. (Offered biennially). (Also, ART 235)

CHE 240. Chemistry of the Elements with lab

Chemistry of the Elements is a one-semester course that builds on knowledge acquired in Chemical Principles of Organic Molecules and Quantitative Chemical Analysis. This course covers the properties of all groups of elements in the periodic table with the exception of organic carbon chemistry. It also helps

students discover the relationships between elements in different groups and understand the chemical reactions they undergo. The course focuses on the properties and reactions of selected important, essential, but also less commonly covered elements and compounds such as transition metals and organometallic complexes. The course goal is to demonstrate that the study of elements other than carbon is not an isolated branch of chemistry but is relevant in our everyday life as well as to many scientific fields such as pharmacy, medicine, biology, geology, environmental science, and materials science. An essential component of the course is a three-hour laboratory session which introduces students to how inorganic compounds are used in their environmental, biochemical, and industrial contexts. An introduction of green chemistry principles is a driving force in the lab portion of this course. This course is required for Chemistry majors (ACS and non-ACS track) as well as for students on the pre-health professions track. It serves as an elective for Chemistry minors and meets the requirement for the ACS certification as a foundation course in Inorganic Chemistry. *Prerequisite: Chemistry 120 and Chemistry 220.* (Offered annually: Spring)

CHE 303. Chemistry of Biological Compounds with lab

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. Three hours of lecture and three hours of laboratory each week. *Prerequisite: Chemistry 140 and Chemistry 220.* (Offered annually: Spring)

CHE 305. Chemical Thermodynamics and Reaction Kinetics with lab

Thermodynamics is the study of the behavior of matter and the transformation between different forms of energy on a macroscopic scale. Reaction kinetics is the study of the rate at which the macroscopic 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 220 and Mathematics 112. Co-requisite: Physics 111 or Physics 101.* (Offered annually: Fall)

CHE 306. Quantum Chemistry and Spectroscopy with lab

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 molecules. 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. The laboratory exercises include spectroscopy experiments and the use of molecular modeling programs. Three hours of lecture and three hours of laboratory each week. *Prerequisite: Chemistry 220 and Mathematics 112. Co-requisite: Physics 112 or Physics 102.* (Offered annually: Spring)

CHE 309. (BIO 409) Biochemistry with lab

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, Chemistry 140 and Chemistry 220.* (Offered annually: Fall)

CHE 310. Greener and Sustainable Chemistry

Environmentally friendly scientists and educators are increasingly conscious about the need to make chemistry more sustainable. Relying on chemistry as a “science for society”, this cross-disciplinary course has three goals: (1) to introduce green chemistry from a historical point of view and present applications in our everyday life, in academia, and industry worldwide; (2) to place green chemistry in the wider world and discover how green chemistry can help solve emerging global challenges; and (3) to engage in “forest thinking” across disciplinary boundaries using green chemistry as the driving force. Real-world examples are used to illustrate the goals of green chemistry. Throughout the semester students 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 or Co-requisite: Chemistry 140.* (Offered biennially)

CHE 314. Instrumental Methods of Analysis with lab

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 140 and Chemistry 220.*

CHE 320. Introduction to Medicinal Chemistry

This course is an introduction to the field of Medicinal Chemistry and will focus heavily on the chemistry of pharmacological agents as well as their synthesis. Attention will also be placed on enzyme mechanisms and how bioactive molecules affect their activity. This course meets three hours each week. *Prerequisite: Chemistry 140.* (Offered annually: Fall)

CHE 340. Synthesis of Organic Molecules with lab

Organic Mechanisms and Synthesis delves deeper into the concepts from Reactions of Organic Molecules (CHE 140). In this course, students will learn about modern organic reactions, their mechanisms, and the application of these reactions in organic synthesis. Students will also be exposed to polymer and supramolecular chemistry, with a focus on the synthesis and properties of these compounds and their applications. The laboratory component of this course will provide students the opportunity to learn techniques that are required for the synthesis and characterization of organic, inorganic, and organometallic compounds, as well as teach students how to think strategically about the chemical reactions needed to complete a chemical synthesis. This course will meet for three hours of lecture and three hours of lab per week. *Prerequisite: Chemistry 140. Co-requisite: Chemistry 220.* (Offered annually: Fall)

CHE 403. Advanced Organic Chemistry with lab

This course expands upon the topics discussed previously in the three 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 140 and Chemistry 220.*

CHE 410. Fundamentals of 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 or corequisite: Chemistry 240.* (Offered biennially)

CHE 392. Chemistry Seminar

This seminar course attempts to prepare our Chemistry majors for their future professional career, so they become successful professionals and experts in the chemistry field. This junior seminar course introduces students to professional preparation, scientific literacy proficiency, and research ethics. It is expected that at the end of this course, our majors will 1) understand the variety of career options available to chemists, 2) become proficient at literature searching, reading, and interpreting, and 3) realize the importance of the scientific code of conduct, and 4) improve their understanding of contemporary moral/societal issues in chemistry with an emphasis on sustainability science literacy. Therefore, at the end of this course, the following “4 Cs” will have been practiced and mastered: Critical thinking and problem solving, Communication, Collaboration, and Creativity and innovation. *Prerequisite: chemistry major and junior status.* (Offered in the Spring)

CHE 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.

CHE 195, 295, 395, 495. On-Campus Research

This course is a multi-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. Students may earn four credits per summer for a maximum of eight credits. Not offered as Pass/Fail. *Prerequisite: Permission of the mentor.*

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

This 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. Students may earn two credits per semester or four credits for summer research for a maximum of eight credits. Not offered as Pass/Fail. *Prerequisite: Permission of the mentor.*

CHE 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. Students may earn two or four credits

per semester for a maximum of four credits. Not offered as Pass/Fail. *Prerequisite: Permission of the mentor.*

CHE 197, 297, 397, 497. Independent Study

This course provides an opportunity for students to work with a professor of their choice on a research project or on an in-depth literature review project during the academic year. Students may earn one or two credits per semester. Not offered as Pass/Fail. *Prerequisite: Permission of the mentor.*

CHE 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, spectrofluorometer, FTIR, AA, NMR, GC, HPLC, GC-MS, ICP-MS, LC-MS, and the computational lab. 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 Minor

INTERDISCIPLINARY MINOR

Brian Scott, Director

Students can complete the minor 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 four additional courses chosen from at least two academic divisions listed below. Special topics, internships, or other courses focused on the Chesapeake region may be considered with the approval of the Director.

Division of Humanities and Fine Arts

ART 241 Environmental Art

PHL 102 Contemporary Moral Issues

Division of Natural Sciences and Mathematics

BIO 206 Ecology

BIO 309 Marine and Estuarine Biology

ENV 242 Applied Ecology

ENV 313 Wetlands Ecology

Division of Social Sciences

ANT/ENV 137 Cultures and Environments of the Chesapeake

ANT 305 Culture, Power, and the Human Experience: Anthropological Inquiry

ENV 117 Introduction to Environmental and Natural Resource Economics

HIS 313 17th- and 18th-Century America

Chesapeake Semester Courses

CRS 240 The Natural Science of an Estuary

CRS 242 The Social Science of an Estuary

CRS 244 A Humanities Perspective on the Chesapeake

CRS 246 Interdisciplinary Study of an Estuary: Integration and Action

Course Descriptions

CRS 240. The Natural Science of an Estuary

This course is one of four courses that make up the Chesapeake Semester and addresses the natural science of the estuary, including the formation of estuaries, physical oceanography (tides, currents, salinity, etc.), chemical and biological oceanography, and many elements of estuarine ecology. We focus on the ecology and species found in Chesapeake estuarine habitats (salt marsh, mud flats, sandy beaches, etc.), but will also address elements of topical systems (coral reef, mangrove and even tropical rain forest ecology) to support comparative study during our trip to Belize. We will also address some of the more pressing anthropogenic impacts on the estuarine environment including the causes of sea level rise, ocean acidification, nutrient loading and habitat fragmentation and their effects of estuarine habitats and food webs. The course includes critical thinking at all levels, in-class and in-the-field lab

exercises designed to reinforce course content and sharpen analytical skills, cooperative work and learning, and cross-disciplinary links with the other three courses of the Chesapeake Semester.

CRS 242. The Social Science of an Estuary

The focus of this piece of the semester is to explore the social aspects of the Chesapeake Bay and its watershed, including its people, history, and their complex relationships with one another and the environment. Students will cover a wide range of topics, drawing on the disciplines of anthropology and archaeology, economics, geographic information systems, history, political science and sociology. Students also will explore the ways in which these approaches may be informed by other disciplines, such as those in the humanities and natural sciences. Intersections between disciplines and integrating different kinds of knowledge are essential. A substantial amount of learning will take place in the field, with particular design and focus around the Journey “Around the Chesapeake: A Sense of Place and History.”

CRS 244. A Humanities Perspective on the Chesapeake

This section of the Chesapeake Semester offers a humanistic perspective on the Chesapeake Bay. One way to think about this part of the course would be the most familiar: just as you will be exploring the organic life of the Bay from the perspective of the natural and social sciences, so too you will encounter, in both readings, discussions, and your various field experiences, cultural artifacts of the Bay in terms of music, philosophy, the visual arts, and writing. However, it will also be emphasized that to develop any understanding of the Bay, be it scientific or poetic or philosophical or anthropological, the student must learn to see and hear and think and write, as Thoreau puts it, with deeper references. Writing and thinking and creating are also organic endeavors. In this sense, our course is an exploration not just of the humanities of the Bay— arts, ethics, literature, writing—but of the humanistic understanding that you will bring to all the components of the Chesapeake Semester, that you will demonstrate (the expectation) in your final project, and that you will translate (the hope) into your future studies and endeavors beyond this course and the college.

CRS 246. Interdisciplinary Study of an Estuary: Integration and Action

The Chesapeake Semester is a novel design of integrated experiential learning rooted in Washington College’s strong traditions in liberal learning, coupled with its rich historical heritage and natural setting. This course builds upon three additional courses: CRS 242, CRS 240, and CRS 244 and helps to deliver elements of each course curricula in the field, dissolving disciplinary boundaries and making trans-disciplinary connections. Environmental policy and natural resource management are key topics, as students explore the rules and regulations that govern society’s use of our most precious resources. Food production and food systems are analyzed as a key but often controversial linkage between environment and society. An additional area of focus for this course is the global nature of the problems that we face in the Chesapeake, using our experiences in Central America as a means to compare and contrast coastal environments around the world. Students will use interdisciplinary tools like the “Chesapeake Semester Intersections” to help frame these concepts. A substantial amount of learning will take place in the field with particular design and focus around the journey “Resources and Regulations of the Chesapeake.” Finally, this course will explore the ways in which a fuller understanding of place and people can be used to construct visions for the future, empowering people to take an active role in positively influencing society’s impact on the natural world. In doing so, students will learn the elements of becoming “student-citizen-leaders,” taking on the evolving role as they explore the Chesapeake area’s rich culture and environment.

Communication and Media Studies

INTERDISCIPLINARY MAJOR

Meghan Grosse, Program Director
Stephanie Brown

Affiliated Faculty

Dale Daigle
Richard De Prospo
Heather Harvey
Alisha Knight
Caroline Le Bon
Kenneth Schweitzer

The Communication and Media Studies (CMS) program prepares students to become discerning media consumers, producers, critical thinkers, confident speakers, skilled writers, and creative storytellers. CMS is an interdisciplinary program that draws from thirteen programs and departments on campus to enable students to study a wide range of topics and develop critical academic and professional skills including persuasive writing; public speaking; strategic communication; media and information literacy; critical analysis; project management; and research design and execution.

CMS is a versatile and flexible major that pushes students to expand their understanding of human communication, culture, and social institutions. The knowledge, understanding, and skills students acquire in CMS prepares them for a wide range of opportunities after graduation, in grassroots organizations, non-profits, global media companies, political offices, legal professions, journalism, education, and everything in-between. CMS students critically assess information sources, address issues of representation and equity in media and communication systems, and learn to communicate effectively in a variety of media channels to a range of different audiences. These skills make our graduates not only exceptionally qualified for a wide variety of careers, but prepared to engage in the world thoughtfully and ethically, with a broad understanding of what it means to be a responsible global citizen.

Major Requirements

The requirements for majors in Communication and Media Studies include four core courses, seven elective courses, and the Senior Capstone Experience (SCE):

1. Four core courses

CMS 101 Introduction to Communication and Media Studies (offered every semester)
CMS 250 Intermediate Communication and Media Theory (offered every Fall)
CMS 301 Research Methods in Communication and Media Studies (offered every Spring)
CMS 450 Senior Seminar (offered every Fall)

2. Seven elective courses

Foundation Courses: These courses focus on broadening a student's familiarity with contemporary and historical understandings of media industries, ability to identify meaning in various kinds of texts, and/or ability to understand systems of power and meaning making.

Applied Courses: These courses focus on developing a student's ability to effectively communicate across a variety of communication channels and/or expanding the available tools a student has to address key problems in the field.

Structure Courses: These courses focus on deepening a student's understanding of theory, history, and/or genre in national and global contexts.

Students complete a minimum of two courses in each category to fulfill their elective requirements. The seventh and final elective course can come from any of the course types. Additional courses may be approved by the Program Director.

3. CMS SCE

The Senior Capstone Experience is an intensive research or creative project on a topic chosen by the student and guided by a faculty mentor. Students typically complete the Capstone in the spring of their senior year. However, planning for the SCE begins in the spring of their junior year with the submission of an SCE application during advising week. The Capstone receives a mark of Pass, Fail, or Honors.

Optional Program Concentrations

CMS majors wishing to further focus their studies have the option to select one of the following program concentrations:

- Arts and Production
- Business and Organizational Communication
- Identity and Culture
- Film Studies

Students who select a concentration will complete the elective courses required for the major in their concentration. The list of courses that count for each concentration are indicated as follows: Arts and Production ^{AP}; Business and Organizational Communication ^{BO}; Identity and Culture ^{IC}; and Film Studies ^{FS}.

Minor Requirements

The requirements for minors in Communication and Media Studies include two core courses and four elective courses:

1. Two core courses

CMS 101 Introduction to Communication and Media Studies (offered every semester)

CMS 250 Intermediate Communication and Media Theory (offered every Fall)

2. Four elective courses

Elective courses can be selected from any of the course types available for majors.

Foundation Courses

CMS 200 World Cinema ^{AP, IC, FS}

CMS 201 Contemporary Popular Film and TV ^{AP, IC, FS}

CMS 205 Persuasion ^{AP, BO}

CMS 220 Global Media and Technology ^{AP, BO}

ANT 105 Introduction to Anthropology ^{IC}

ANT 200 Introduction to Linguistics ^{IC}
 ANT 215 Sex, Gender & Culture ^{AP, IC}
 ENG 201 The Art of Rhetoric ^{AP, BO, IC, FS}
 ENG 209 Introduction to American Culture I ^{IC}
 ENG 210 Introduction to American Culture II ^{IC}
 ENG 213 African American Literature & Culture I ^{IC}
 ENG 214 Intro to African American Literature & Culture II ^{IC}
 MUS 104 Intro to World Music & Ethnomusicology ^{AP, IC}
 MUS 106 Rock, Pop & American Culture ^{AP}
 SOC 101 Introduction to Sociology ^{IC}
 SOC 213 Sociology of Gender ^{IC}
 SOC 221 Social Inequalities ^{BO, IC}
 SOC 262 Self and Society ^{BO, IC}
 THE 101 Drama, Stage, and Society I ^{AP, FS}
 THE 102 Drama, Stage, and Society II ^{AP, FS}

Applied Courses

CMS 150 Public Speaking ^{AP, BO}
 CMS 294 Video Editing ^{AP, BO, IC, FS}
 CMS 294 Video Production ^{AP, BO, IC, FS}
 CMS 490 CMS Internship ^{AP, BO, IC, FS}
 ANT 305 Ethnographic Method ^{IC}
 ANT 354 Visual Anthropology ^{AP, IC, FS}
 ART 231 Creative Process ^{AP, FS}
 ART 251 Visual and Critical Thinking ^{AP, FS}
 ART 291 Introduction to Video + New Media ^{AP, FS}
 ART 330 Video Intensive ^{AP, FS}
 ART 335 New Media Intensive ^{AP}
 ART 340 Photography Intensive ^{AP, FS}
 BUS 111 Principles of Marketing ^{BO}
 BUS 223 Marketing Research ^{BO}
 BUS 224 Digital Marketing ^{BO}
 BUS 234 Intro to Nonprofit Management ^{AP, BO}
 BUS 323 Consumer Behavior ^{BO}
 BUS 351 Advertising ^{BO}
 BUS 375 Arts Administration ^{AP, BO}
 CSI 104 Intro to Game Design ^{AP}
 ENG 103 Intro to Creative Writing ^{AP, FS}
 ENG 224 Introduction to Journalism ^{AP}
 MUS 332 Music Production & Recording ^{AP}
 SOC 306 Research Methods in Sociology ^{IC}
 THE 211 Introduction to Acting ^{FS}
 THE 221 Introduction to Directing ^{AP, FS}
 THE 231 Theatre Technology ^{AP, FS}
 THE 241 Introduction to Theatrical Design ^{AP, FS}
 THE 311 Advanced Acting ^{FS}
 THE 351 Playwriting ^{FS}

Structure CoursesCMS 300 Creative and Info Economies ^{AP, BO, FS}CMS 334 Media & Politics ^{BO, IC}CMS 401 Film Theory ^{AP, FS}ART 320 Twentieth Century Art ^{AP}ART 324 Photography's First Century ^{AP}ART 425 Women Artists and Feminist Art History ^{AP}BUS 302 Organizational Behavior ^{BO}ENG 370 Harlem Renaissance ^{AP, IC}ENG 460 Book History and American Print Culture ^{AP, IC}ENG 471 Black Men & Women: Images of Race and Gender in American Lit & Culture ^{AP, IC, FS}GRS 316 German Cinema ^{AP, IC, FS}ILC 305 European Cinema ^{AP, IC, FS}ILC 394 Chinese Cinema ^{AP, IC, FS}ILC 413 The Film in Spain and Latin America ^{AP, IC, FS}PHL 300 Business Ethics ^{BO}THE 415 Theories of Acting ^{FS}**Course Descriptions****CMS 101. Introduction to Communication and Media Studies**

This course introduces students to core issues in communication and media studies, examining theories and models of communication, the relationship between media and society, and the histories and trends in newspaper, music, television, film, advertising, and electronic and digital technologies. To accomplish this, the course explores key problems, scholarly paradigms, and theoretical formulations through materials drawn from academic scholarship, the popular press, and multimedia.

CMS 150. Public Speaking

Class presentations, job interviews, internships: public speaking is part of our everyday life. This course teaches students the main principles of public speaking: practice in composition, delivery, and criticism of informative, persuasive, and entertaining speeches. Particular attention is paid to speaking with media and public speaking in a digital world. Everyone needs to know how to do it and the sooner you learn the better!

CMS 200. World Cinema I

Understanding contemporary moving image culture and media—from YouTube, to Snapchat, to IMAX—requires a working understanding of visual analysis. The history of cinema provides the best way to comprehend and contextualize the moving image in popular culture. This course is a history of world cinema ~~to~~ from film dawn to post WWII cinema (roughly 1895-1960) which presents the films of this era in a way that understands them as integral works within an historical visual landscape. This course emphasizes understanding filmmaking form (how to watch a movie), aesthetics, and filmmaking techniques, and analyzing content/narrative. *Lab required for film screenings.*

CMS 201. Contemporary Popular Film and Television

This course teaches students to develop a critical understanding of the role of popular movies and television in their own lives and in U.S. culture. The course looks at issues of the relationship of media to

social violence, gender identities, sexual identities, technology, minority cultures, and the role of the U.S. media globally.

CMS 202. World Cinema II

A continuation of World Cinema I, this course looks at film history roughly from 1960-present, presenting various modes of international cinema production and its contemporary evolution as closely interconnected. Covering the US, the UK, Italy, Czech, Senegal, Algeria, Japan, India, and France, we place an emphasis on hybrids of all these 'national' styles, as well as challenging the politically charged notion of national cinema itself. Secondly, we will explore how changes in global contemporary filmmaking evolved the US film industry and helped to challenge Hollywood's global dominance. Thirdly, we will trace how new industrial channels exposed regional and 'minor' film industries to global audiences. *Lab required for film screenings. Students do not have to take CMS 200 prior to taking CMS 202.*

CMS 205. Persuasion: The User Experience

This course examines persuasion as a communicative strategy. Attempts at persuasion surround us everywhere: in the advertisements we see, in the messages we receive on social media, in the debates we have over meals, and even in the layout of our grocery stores. Students will consider the history of persuasion in mediated and non-mediated contexts and the ways in which technology keeps users clicking, watching, and participating. In addition to practicing critical analysis of persuasive messages, this class will encourage the production of original persuasive content that is both effective and ethical.

CMS 220. Global Media and Technology

This course will examine the structures and impacts of global communication networks. We will consider the economic, cultural, political, technical, and environmental consequences of increasingly globalized media. We will discuss early work in the field of international communications and continue through to contemporary discussions of global media networks. Throughout the semester, we will examine how different entities wield power and assert influence in this global media landscape and how digital technologies can be used to both challenge and reaffirm those existing hierarchies.

CMS 250. Intermediate Communication and Media Theory

Theory may seem like a scary word, but theory helps us to make sense of our world. Theories shape how we understand reality, relationships, and the media around us, and helps us to create media of our own. Theory tells us more about how we communicate, aids in holistic comprehension of our media landscape, and prepares us for lives consciously lived. This course exposes students to the major theories of communication and media studies, their application to the academic and professional inquiry in the field, and their importance in everyday life. The course also teaches students to write in and across the field, and prepares them for upper level critical, analytical, and theoretical based communication and media studies thinking and research. *Prerequisite: CMS 101.*

CMS 294. Video Production

An introduction to the fundamentals of equipment, lighting, sound, cinematography, and editing (Final Cut Pro and After Effects) for video production. Students will produce their own video graphic work over the course of the semester.

CMS 294. Video Editing

This course introduces students to the basics of video editing and video editing software including Adobe Premiere, DaVinci Resolve, and Final Cut Pro. Students will learn basic editing strategies; editing for continuity and genre; and software functionality. No previous experience in production, editing, or other videographic work is required.

CMS 300. Creative and Information Economies

This course introduces students to the political economic approach to communication and media studies and considers its application to specific media and entertainment industries. To understand media content, media technologies, and the economies built around them, we must look more deeply at the effects commercialization and corporate concentration have on these systems. In this course, we will consider issues like privacy, citizenship, globalization, labor, alternative media, digital media, and the ways in which we construct shared culture through media.

CMS 301. Research Methods in Communication and Media Studies

This course is designed to introduce students to the quantitative and qualitative research methods used to study communication and media. We will focus on critical analysis, evaluation, study design, research ethics, the application of research to everyday decision-making, and what communication and media research can tell us about phenomena in the world around us. This course treats students as CMS practitioners, which means they are expected to participate in the recursive process of scholarly inquiry and apply their skills to formulate research questions, study design, and research implementation.

Prerequisite: CMS 250.

CMS 334. Media and Politics

This course will explore the role of media in politics from various perspectives, providing an overview of the following: the history of media in the United States; the legal issues that relate to media; the impact that media have on public opinion; the substance (or lack of substance) in news; biases in news media; government and elections; 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 should complete an intro-level course in CMS and/or POL prior to taking this class.*

CMS 401. Film Theory

This course engages with, uses, and challenges various theoretical ideas and approaches to film. Throughout the semester, we will address questions such as: What is cinema, and what are film studies? How do we relate to and interact with films? What are the relationships among film and the larger global society? We will discuss the historical and cultural context in which theories emerged and learn the language of idea-inflected film criticism. Additionally, we will look at how film studies have used influenced and theoretical lines of thought such as Marxism, semiotics, formalism, psychoanalysis, poststructuralism, feminism, critical race theory, sexuality studies, queer theory, and critiques of neocolonialism. Class includes screening time. *Prerequisite: Some film class(es); sophomore and higher only.*

CMS 450. Senior Seminar

The Senior Seminar fosters rigorous reflection on students' CMS training while exploring continuing debates in the field. This course requires students to critically reflect not only on their research topics, but to provide critical feedback to peers. Students will complete written and oral work in anticipation of and preparation for embarking on their Senior Capstone Experience. Beyond this, students will collaborate to develop an accessible resource on a current topic in the field and spend time preparing for job and/or graduate school applications. *Prerequisite: CMS 301.*

Computer Science

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE
DIVISION OF NATURAL SCIENCES AND MATHEMATICS

Dylan Poulsen, Chair
Jesse Andrews
Gabriel Feinberg
Austin A. Lobo
Shaun Ramsey
Emerald Stacy
Jordan Tirrell
Kyle Wilson

The Mathematics and Computer Science Department offers three majors: Mathematics, Data Science, and Computer Science. Our curricula give students technical knowledge, a broad foundation of reasoning and analytical skills that can be applied to many fields, and frameworks to critically examine the societal and ethical implications of their work. Graduates can pursue graduate work in data science, 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, and so much more. The learning environment places emphasis on reasoning, active problem-solving, and communication skills. In our classes, students can expect to collaborate on problems, discuss technical and non-technical issues, deliver oral presentations, and write detailed papers. You may find some course descriptions under the Mathematics heading. Please see other majors under their own catalog headings.

Foundation Courses

In these majors, the foundational courses listed below are the gateway to the major. Prospective majors should begin coursework in the foundational courses in their first semester at the College (usually MAT 111/MAT 106 for mathematics majors, and CSI 111 for computer science majors). In data science, the statistics sequence of MAT 109 and MAT 209 should be pursued, along with CSI 111. Many of our upper-level courses in all three majors require MAT/CSI 240 Discrete Mathematics, so we encourage prospective majors to take this course during their freshman or sophomore year, after successfully completing either MAT 111/106 or CSI 111. The Department strongly advises students not to take a course unless they received a grade of C or better in the prerequisite course.

Requirements for a Bachelor of Science in Computer Science

Typically, a student who intends to major in computer science will start in the computer science sequence with CSI 111. 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 BS in Computer Science consists of 12 courses (counting the senior capstone experience):

1. Seven Foundational and Core Courses

CSI 111 Computer Science I
CSI 112 Computer Science II
CSI 210 Object Oriented Programming

CSI 240 Discrete Mathematics
 CSI 320 Theory of Computation
 CSI 380 Design and Analysis of Algorithms
 CSI 460 Software Engineering

2. Three Electives Chosen from CSI courses numbered 200 and above or any other course approved by the department chair.

3. One additional math course from this list (students choosing Stretch Differential Calculus must complete both MAT 106 and 107)

MAT 109 Statistical Inference and Data Analysis
 MAT 111 Differential Calculus
 MAT 106, 107 Stretch Differential Calculus I and II
 MAT 280 Linear Algebra
 Another course approved by the chair

4. Completion of a three-course track which may include courses listed above:

- A track is a set of three related courses, mutually agreed upon by the student and their computer science advisor (with final approval by the Chair).
- Track courses may include major requirements, computer science electives, or courses outside computer science.
- Track requirements will usually be satisfied by courses that are also used to meet other requirements, such as computer science electives. There is no restriction against courses counting towards the track and something else.
- Track suggestions include, but are not limited to:

Systems: CSI 250, CSI 430, CSI 440
 Data Science: MAT 109, CSI 220, CSI 360
 Software: CSI 330, CSI 380, CSI 460
 Agents: CSI 310, CSI 360, CSI 420
 Electronics: CSI 250, MAT 210/ PHY 352
 Cybersecurity: CSI 250, CSI 440, MAT 310
 Games, GUIs and Graphics: CSI 104, CSI 330, CSI 410
 Other as approved by the chair.

4. The Senior Capstone, consisting of one of the following:

A senior thesis and oral presentation on a topic in theoretical computer science,
 A senior programming project with a written exposition and oral presentation,
 Completion of an approved extension course of study such as the Combined Plan in Engineering at
 Columbia University or Washington University in St. Louis.

Requirements for the Minor in Computer Science

The CSI minor comprises six courses:

CSI 111 Computer Science I
 CSI 112 Computer Science II
 CSI 210 Object Oriented Programming
 CSI 240 Discrete Mathematics

Two elective courses from other required or elective courses listed above.

Course Descriptions

CSI 100. Basics of Computing

This course introduces computer programming in a modern, high-level programming language. Objectives include proficiency in the language (including variables, functions, types, flow control, and basic data structures) as well as familiarity with common computer science problem solving strategies. Students will also gain experience in team programming and in program design for practical problem solving. This course counts for distribution but does not count towards the major in computer science.

CSI 111. Computer Science I

The objectives of this course are threefold: to introduce programming concepts and algorithmic development, to teach an object-oriented programming language, and to teach how to design, code, debug and document programs using the techniques of good programming style.

CSI 112. 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:* CSI 111 (C+ or better recommended) *or permission of the instructor.*

CSI 210. Object Oriented Programming

This course gives a deep understanding of object-oriented design and programming, and the design and coding of applications programs using Java. The use of Java for graphics and graphical user interfaces, multithreading, 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:* CSI 112 *or permission of the instructor.*

CSI 220. Data Science

The heart of data science is going from a deluge of numbers to ever-elusive insight. In this introduction we will focus on first principles: asking good questions, being aware of our assumptions, and understanding what it means to do good science. Topics will include exploratory analysis / descriptive statistics, statistical testing, and data visualization. The course will conclude with an introduction to recent data-driven machine learning models. We will discuss ethical issues pertaining to data and machine learning throughout the course, using current events and articles as they arise. The course will be both math and programming intensive, although in a heavily applied manner. *Prerequisite:* CSI 111 *or permission of the instructor.*

CSI 240. Discrete Mathematics

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. (Also, MAT 240)

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:* CSI 112 *or permission of the instructor.*

CSI 252. Scientific Modeling and Data Analysis

This course serves as a focused introduction to programming for scientists and engineers. Topics include algorithm development, statistical tests, the fast Fourier transform (FFT), simulating the dynamics of systems represented by coupled ordinary differential equations (e.g. planetary motion via Runge-Kutta methods), numerical integration, root finding, fitting functions to experimental data, and the creation of publication-quality graphics. Students choose and complete an independent research project on a topic related to their major. This course enables students to integrate computation into advanced courses in theoretical and/or experimental science. Programming language: Python. (Also, PHY 252) *Prerequisites: MAT 112 and PHY 112 must be taken either prior to or at the same time as this course.*

CSI 310. 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: CSI 111 or permission of the instructor.*

CSI 320. 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: CSI 112 and CSI 240 or permission of the instructor.*

CSI 330. GUI and Mobile Programming

Covers the fundamentals of existing mobile development frameworks, including data storage, the cloud, security, hashing, accessibility and the nature of user interaction. Other topics may include industry standards for GUI and mobile programming such as the model-view-controller framework, XML, and JSON. *Prerequisite: CSI 210 or permission of the instructor.*

CSI 340. Numerical Analysis

Solution of equations and systems of equations by iteration and elimination, numerical differentiation and integration, assessment of accuracy, methods of interpolation and extrapolation. (Also, MAT 340) *Prerequisite: MAT 210 or permission of the instructor.*

CSI 350. Graph Theory and Combinatorics

This course introduces elementary combinatorial techniques used to enumerate large but finite discrete sets, including some of the following: permutations, the binomial theorem, partitions, bijections, and well-known sequences. It also presents the fundamentals of graph theory: trees, networks, paths and connectivity, matchings, colorings, and optimization algorithms. There is a significant proof-writing component plus computations and opportunities for coding. (Also, MAT 350) *Prerequisite: CSI 240 Discrete Mathematics. or permission of the instructor.*

CSI 360. Machine Learning

This is a class in finding patterns. Machine learning methods fit models to data to build representations of the underlying relationships. These models can then be applied to do tasks like classification, regression, and generation. As an undergraduate-level introductory course we will focus on the core ideas and applications of the most important models, such as linear and logistic regression, nearest-neighbor methods, and support vector machines. We will give special emphasis to a variety of new deep learning techniques. (Also, MAT 360) *Prerequisite: CSI 111 or permission of the instructor.*

CSI 370. Operations Research

This course tackles challenges that arise in the functioning (operations) of a complex organization, and then works to formulate, analyze, and solve corresponding mathematical decision models. Some of these challenges might involve: distributing tasks among processes competing for limited resources, arranging transportation between hubs to minimize cost, or scheduling employees' shifts to meet demands while lowering payroll costs. We'll develop mathematical and computational tools, understand how they work, and explore some of their historic usage in industry. Topics will include some combination of: linear programming & the simplex method; transportation & assignment problems; network models; dynamic programming; integer programming. (Also, MAT 370) *Prerequisites: MAT/CSI 240: Discrete Mathematics or MAT 280 Linear Algebra or permission of the instructor.*

CSI 380. 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: CSI 112 and CSI 240 or permission of the instructor.*

CSI 410. Computer Graphics

Introduces the principles of computer graphics, including transformations, viewing and modeling. Other topics may include perspective calculations, memory coherence, z-buffering, texturing, lighting and other fundamentals required to work with emerging graphics systems. The student will write programs using a graphics library like OpenGL or DirectX. *Prerequisite: CSI 112 or permission of the instructor.*

CSI 420. 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: CSI 112 and CSI 240 or permission of the instructor.*

CSI 430. Operating Systems

Introduction to operating systems including tasking, memory management, process scheduling, file systems, protection, and distributed systems. *Prerequisite: CSI 112 or permission of the instructor.*

CSI 440. 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: CSI 112 or permission of the instructor.*

CSI 450. Data Ethics and Practicum

This course, intended to be taken near the end of the Data Science major, focuses on gaining hands-on experience on real problems. Students will select and work a series of data analysis projects in groups. Class time will focus on technical troubleshooting, ethical reflection, and presentations of work. The class seeks to expand students' imagination around their own role as ethical agents in the process of doing data science. *Prerequisite: MAT 209 and MAT/CSI 220, or permission of instructor.*

CSI 460. Software Engineering

The topic of this course is the systematic process for creating software products as opposed to simply coding programs. The course covers project and product management, software architecture and design

patterns, working in teams and effective communication. The course provides individualized and collaborative experience and a broad understanding of the practical skills necessary to be an effective software engineer in a professional environment. *Prerequisite: CSI 210 (or CSI 112 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 390, CSI 490. Internship

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

CSI 396, CSI 496. Off-campus Research

CSI 297, CSI 397, CSI 497. Independent Study

CSI SCE. Senior Capstone Experience

The Senior Capstone Experience in Computer Science can take one of three forms: a senior thesis and oral/poster presentation on a topic in theoretical computer science, a senior programming project with a written exposition and oral/poster presentation, or preparation for, and successful passing of, a technical interview akin to those expected in industry. 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 or present a poster at a departmental poster presentation session. Each major choosing the thesis option should have a thesis topic selected and approved by the end of their junior year. Double majors are often able to combine their thesis from another department to write only one senior thesis. 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 or poster 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 their junior year. The Senior Capstone Experience in computer science is graded as Pass, Fail, or Honors. Students must do a thesis or programming project and make an oral presentation to earn the grade of honors.

Creative Writing Minor

DEPARTMENT OF ENGLISH

Courtney Rydel, Director
Sufiya Abdur-Rahman
James Allen Hall
Roy Kesity

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, Junot Díaz, Nick Flynn, Jonathan Franzen, Neil Gaiman, Lauren Groff, Ted Kooser, Li-Young Lee, Colum McCann, Azar Nafisi, Maggie Nelson, Joyce Carol Oates, Claudia Rankine, Jane Smiley, Natasha Trethewey, Colson Whitehead, and Jacqueline Woodson and 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 Endowment also supports the justly famous Sophie Kerr Prize (almost \$70,000 in 2022, the largest undergraduate literary prize in the country), as well as student scholarships and grants, library collection development, and professional development for English Department faculty. The Literary House supervises about 100 learning opportunities and internships for students, as well as providing a space where students can explore the letterpress and bookmaking in the print studio.

Requirements for the Minor

The Creative Writing Minor requires successful completion of six courses and attendance at six literary events (*students who matriculated before Fall 2018 should consult the Director of the minor*).

Gateway: two courses (8 credits)

ENG 103: Introduction to Creative Writing (required)

One of these four courses:

ENG 220 Introduction to Fiction

ENG 221 Introduction to Nonfiction

ENG 222 Introduction to Poetry

ENG 223 Introduction to Drama

Literature: one ENG course (4 credits) in literature at the 300 or 400 level

Workshops: Three courses (12 credits); either Option A or Option B

Option A. Three upper-level workshops (or pertinent special-topics courses) from this list:

ENG 351/THE 351 Introduction to Playwriting

ENG 452 Creative Writing Workshop: Fiction

ENG 453 Creative Writing Workshop: Nonfiction

ENG 454 Creative Writing Workshop: Poetry

ENG 394/494 Special Topic Creative Writing Workshop, or other pertinent special topics courses with the approval of the Director

Option B. Two upper-level workshops plus either one four-credit course focused on editing/publishing (such as ENG 354 Literary Editing and Publishing) or four pertinent internship credits.

Events: Attendance at six college literary events

Students are required to sign the official attendance form online in order to be credited with attendance.

Students majoring or minoring in another English program (including the English major and the Journalism, Editing & Publishing minor) may only double-count two courses (eight credits).

Students who matriculated prior to Fall 2018 may fulfill the minor by completing ENG 103 Introduction to Creative Writing and four courses from this list:

- ENG 351 Introduction to Playwriting (cross-listed as THE 351)
- ENG 353 Contemporary American Literature: Living Writers
- ENG 354 Literary Editing and Publishing
- ENG 452 Creative Writing Workshop: Fiction
- ENG 453 Creative Writing Workshop: Nonfiction
- ENG 454 Creative Writing Workshop: Poetry
- ENG 394/494 Special Topic Creative Writing Workshop

Dance Minor

DEPARTMENT OF THEATRE & DANCE

Renee Gerardo, Program Director

The Dance program offered at Washington College is designed to train dancers in the areas of performance, choreography, and teaching. These domains of dance creative practice are seen as mutually dependent and interactive. Choosing a Dance minor allows students to explore and refine their interests in the field through curricular and co-curricular experiences in these three areas. Fundamental to the training of the dancer is the cultivation of artistry, technique, as well as the ability to articulate this knowledge through movement and writing.

The Dance minor program welcomes students from across campus who are interested in incorporating embodied learning within their college experience as a complement to their major field of study.

Requirements for the Dance Minor

All minors must take:

- DAN 101 Introduction to Dance in Culture and Society
- DAN 233 Dance Composition
- DAN 305 Introduction to Teaching Dance
- DAN 381 Dance Portfolio (1 credit)
- Two courses in technique, at least one of which must be at the intermediate level:
 - DAN 227 Beginning Modern Dance
 - DAN 327 Intermediate Modern Dance
 - DAN 212 Beginning Ballet
 - DAN 312 Intermediate Ballet
- One elective course (or 4 credits)
- Electives may be any 4-credit courses offered or cross-listed by the Dance program, including independent studies and accepted transfer courses. Practicum courses do not count as electives.

Additionally, Dance minors must engage in a range of experiential learning, including activities from three of the categories below. Experiential learning may take many forms, but at least one must be a THE/DAN practicum course (i.e., a departmental production experience):

- Performance
- Movement
- Design
- Dramaturgy
- Directing
- Event Management
- Backstage Production
- Front of House (FOH) & Publicity
- Leadership & Administration

For more information, see the Dance Minor description in the Theatre & Dance section below.

Data Analytics Minor

INTERDISCIPLINARY MINOR

Austin A. Lobo, Co-Director

Caddie Putnam Rankin, Co-Director

Data Analytics provides knowledge and skills in data collection and analysis for supporting decision-making within organizations. This inquiry-based minor provides students with the tools and concepts needed to function effectively in an increasingly data-driven world. The coursework is multidisciplinary and covers statistics, visualization techniques, data mining techniques, and other types of data modeling techniques. Data analytics orients the student towards the application of such skills and knowledge to organizational issues. Essentially, students learn the discipline of examining an organizational problem specified in human terms, analyzing it, designing a solution, simulating that solution using mathematics and computers, reflecting, and reworking the results of the simulation, and finally, communicating the new knowledge in a concise and clear way. A key theme underlying this minor is the ethical use of data.

Required Courses (key skills noted in parenthesis):

BUS 109 Managerial Statistics, or MAT 109, PSY 209, ECN 215 (*Statistical foundation and Excel*)

CSI 111 Computer Science I (*Python and Scripting*)

CSI 310 Database Systems (Database concepts using Access, MySQL and SQL)

BUS 210 Management Information Systems (organizational setting and basis for ethical use of data; connection of skills and knowledge to operations, decision-making, and strategy); introduction of visualization concepts and use of Tableau

BUS 316 Data Analytics (Includes concepts such as visualization, data modeling, reports and dashboards, machine learning, and predictive analytics, using tools such as SAP Analytics Cloud, SAP BW4/HANA, Tableau, BigML, and Excel Pivot)

Elective Course (one chosen from the following list):

ANT 210 Intermediate Geographic Information Systems

BUS 315 Enterprise Resource Planning Systems

BUS 223 Marketing Research Methods

BUS 455 Financial Derivatives

BUS 357 Introduction to Quantitative Finance

CSI 220 Data Science

CSI 230 Applied Decision Analysis

ECN 320 Econometrics

PHY 252/MAT 252 Scientific Modeling and Data Analysis

POL 401 Empirical Political Research

PSY 309 Statistics and Research Design II with Lab

SOC 306 Research Methods in Sociology

Special topic courses (with approval by Director)

Advising Notes

The Data Analytics minor is intended to complement major courses of study by providing additional tools for critical thinking and analysis of knowledge grounded in the student's major and so each elective course in this program requires prerequisites that are not listed here and would be taken in pursuit of the student's major. For instance, students majoring in Business Management would take ECN 112

Principles of Microeconomics and BUS 111 Principles of Marketing as prerequisites to BUS 223 Marketing Research Methods; students majoring in Economics would take the introductory economics courses necessary to enroll in ECN 320 Econometrics.

Several departments (MAT, PSY, ECN) offer introductory statistics courses which can be used for this minor; however, BUS 109 Managerial Statistics is recommended because students learn to integrate descriptive and inferential statistics with the use of the Statistical ToolPak add-in for Microsoft Excel. Excel is the software of choice in real-world provisioning of analytics software as well as a powerful analytical tool in its own right.

The following rules govern double-counting:

- Students pursuing both the Information Systems minor and the Data Analytics minor may count only BUS 210, CSI 111, and CSI 310 towards both minors. The elective chosen for the Information Systems minor will not count towards the Data Analytics minor and vice versa.
- Students majoring in Computer Science may count at most CSI 111 and CSI 310 toward the Data Analytics minor.
- Students majoring in Business Management may count only BUS 109 (or equivalent) and BUS 210 towards the minor. The elective chosen for the Business Management major will not count towards the Data Analytics minor and vice versa.

BUS 112 Introduction to Financial Accounting is recommended as a prerequisite to BUS 210 Management Information Systems for non-BUS majors but is not required. It is required for Business Management majors.

SAP Student Recognition Award

Washington College, a member of the SAP University Alliances Program, has been authorized by SAP to award students meeting the following criteria with the SAP Student Recognition Award. In order to earn this highly valued non-transcript resume-building recognition, students must successfully complete BUS 210, BUS 315 and BUS 316, reflecting a breadth of experience and familiarity with the SAP software products that are used to support pedagogy in these three classes. BUS 210 is offered every semester but BUS 315 and BUS 316 are offered on a rotating basis so students interested in pursuing this award should work with their advisors to plan accordingly. Students seeking more information about the SAP Student Recognition Award may contact the Chair of the Business Management Department.

Data Science

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE
DIVISION OF NATURAL SCIENCES AND MATHEMATICS

Dylan Poulsen, Chair
Jesse Andrews
Gabriel Feinberg
Austin A. Lobo
Shaun Ramsey
Emerald Stacy
Jordan Tirrell
Kyle Wilson

The Mathematics and Computer Science Department offers three majors: Mathematics, Data Science, and Computer Science. Our curricula give students technical knowledge, a broad foundation of reasoning and analytical skills that can be applied to many fields, and frameworks to critically examine the societal and ethical implications of their work. Graduates can pursue graduate work in data science, 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, and so much more. The learning environment places emphasis on reasoning, active problem-solving, and communication skills. In our classes, students can expect to collaborate on problems, discuss technical and non-technical issues, deliver oral presentations, and write detailed papers.

Foundation Courses

In both mathematics and computer science, the foundational courses listed below are the gateway to the major. Prospective majors should begin coursework in the foundational courses in their first semester at the College (usually MAT 111/MAT 106 for mathematics majors, and CSI 111 for computer science majors). In data science, the statistics sequence of MAT 109 and MAT 209 should be pursued, along with CSI 111. Many of our upper-level courses in all three majors require MAT/CSI 240 Discrete Mathematics, so we encourage prospective majors to take this course during their freshman or sophomore year, after successfully completing either MAT 111/106 or CSI 111. The Department strongly advises students not to take a course unless they received a grade of C or better in the prerequisite course.

Requirements for a Bachelor of Science in Data Science

Typically, a student who intends to major in data science will start with MAT 109, Statistical Inference & Data Analysis, as well as computer science with CSI 111. However, a student who has received advanced placement credit for statistics or computer science may start at a higher level and is encouraged to consult with the department chair to make such arrangements. The major in data science consists of the senior capstone plus a minimum of twelve courses: nine core courses, and three electives.

1. Nine Foundational and Core Classes

MAT 109 Statistical Inference & Data Analysis
MAT 209 Statistical Inference & Data Analysis II
MAT/CSI 240 Discrete Mathematics
MAT 280 Linear Algebra -or- MAT/CSI 370 Operations Research
CSI 111 Computer Science I

MAT/CSI 220 Data Science
 MAT/CSI 360 Machine Learning
 CSI 310 Database Systems
 CSI 450 Data Ethics and Practicum

2. Three Electives Chosen from the list below:

MAT/CSI 370 Operations Research (if not counted in the core above)
 MAT 280 Linear Algebra (if not counted in the core above)
 MAT 320 Probability
 CSI 112 Computer Science II
 ECN 320 Econometrics
 ENV 211 Intermediate GIS
 PHY 252 Scientific modeling and data analysis
 CSI 380 Design and Analysis of Algorithms
 BUS 357 Quantitative Finance
 CSI 420 Artificial Intelligence
 PHL 310 Philosophy of Science
 SOC 306 Research methods in Sociology
 Or any other course approved by the department chair.

3. A Senior Capstone, consisting of a written project that combines data science and disciplinary domain expertise.

Requirements for the Minor in Data Science

The data science minor consists of:

1. Seven courses

MAT 109 Statistical Inference & Data Analysis
 MAT 209 Statistical Inference & Data Analysis II - or - CSI 360 Machine Learning
 MAT/CSI 240 Discrete Mathematics - or - MAT 280 Linear Algebra - or - MAT/CSI 370 Operations Research
 CSI 111 Computer Science I
 CSI 220 Data Science
 CSI 310 Database Systems

2. Two electives that count for the major that may include core courses.

Course Descriptions

Some key course descriptions are listed below. Please see the Mathematics and Computer Science catalog entries for other course descriptions.

MAT 109. Statistical Inference and Data Analysis

Introduction to the theory and practice of data analysis and statistics in the natural and social sciences. Statistical software will be used. Topics will include data ethics, sampling, experimental design, descriptive statistics, conditional probability, the normal distribution, simple linear regression,

confidence intervals, hypothesis tests, and decisions. MAT 109 and BUS 109 may not both be taken for credit.

MAT 209. Statistical Inference & Data Analysis II

A continuation of the theory and practice of data analysis and statistics in the natural and social sciences. Use of statistical software will be a significant part of this course. Common statistical mistakes and the careful and ethical application of statistical methods will be emphasized. Topics will include experimental design, multivariate linear regression, non-parametric and parametric inference, power calculations, logistic regression, chi-squared tests, and ANOVA. *Prerequisite: MAT 109 or equivalent, or permission of instructor.*

CSI 220. Data Science

The heart of data science is going from a deluge of numbers to ever-elusive insight. In this introduction we will focus on first principles: asking good questions, being aware of our assumptions, and understanding what it means to do good science. Topics will include exploratory analysis / descriptive statistics, statistical testing, and data visualization. The course will conclude with an introduction to recent data-driven machine learning models. We will discuss ethical issues pertaining to data and machine learning throughout the course, using current events and articles as they arise. The course will be both math and programming intensive, although in a heavily applied manner. *Prerequisite: CSI 111 or permission of the instructor.*

CSI 360. Machine Learning

This is a class in finding patterns. Machine learning methods fit models to data to build representations of the underlying relationships. These models can then be applied to do tasks like classification, regression, and generation. As an undergraduate-level introductory course we will focus on the core ideas and applications of the most important models, such as linear and logistic regression, nearest-neighbor methods, and support vector machines. We will give special emphasis to a variety of new deep learning techniques. (Also, MAT 360) *Prerequisite: CSI 111 or permission of the instructor.*

CSI 370. Operations Research

This course tackles challenges that arise in the functioning (operations) of a complex organization, and then works to formulate, analyze, and solve corresponding mathematical decision models. Some of these challenges might involve: distributing tasks among processes competing for limited resources, arranging transportation between hubs to minimize cost, or scheduling employees' shifts to meet demands while lowering payroll costs. We'll develop mathematical and computational tools, understand how they work, and explore some of their historic usage in industry. Topics will include some combination of: linear programming & the simplex method; transportation & assignment problems; network models; dynamic programming; integer programming. (Also, MAT 370) *Prerequisites: MAT/CSI 240: Discrete Mathematics or MAT 280 Linear Algebra or permission of the instructor.*

CSI 450. Data Ethics and Practicum

This course, intended to be taken near the end of the Data Science major, focuses on gaining hands-on experience on real problems. Students will select and work a series of data analysis projects in groups. Class time will focus on technical troubleshooting, ethical reflection, and presentations of work. The class seeks to expand students' imagination around their own role as ethical agents in the process of doing data science. *Prerequisite: MAT 209 and MAT/CSI 220, or permission of instructor.*

Earth and Planetary Science Minor

INTERDISCIPLINARY MINOR

Charlie Kehm, Director

The Earth and Planetary Science minor gives students a broad understanding of processes that formed and modified 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.

This minor can be combined with any major at Washington College. It comprises six courses, to be chosen as follows:

Core (five required courses)

ENV 140 Exploring the Solid Earth

ENV 141 Atmosphere, Ocean and Environment

ENV/PHY 240 Earth and Planetary Systems Studies

MAT 111 Differential Calculus or MAT 106 **and** 107 Stretch Differential Calculus

ANT/ENV 109 Introduction to GIS

Elective (one course from the list below)

CHE 120/122 Chemical Principles of Organic Molecules with lab

CSI 201 Introduction to Computer Programming

ENV 320 Climate Change

PHY 111 General Physics I

Economics

DIVISION OF SOCIAL SCIENCES

Adalbert Mayer, Co-Chair

Brian Scott, Co-Chair

Anjali Chandra

Lisa Daniels

Rocio Suarez

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 ECN 111, 112, 211, 212, 215, and five additional Economics courses at the 200-level or above. Students fulfill the college’s Writing in the Major requirement (W3) by taking ECN 215. Majors must also complete the Senior Capstone Experience, which is fulfilled by writing a thesis or passing comprehensive exams.

In addition, the department encourages activities outside the classroom by helping interested individuals find suitable projects and programs, including independent studies, study abroad, and internships. In some cases, upper-level academic credit may be earned.

Minor in Economics

Students who wish to minor in Economics must complete ECN 111, 112, and four economics courses at the 200-level or above.

Minor in International Economics

Understanding global issues is a vital component of today’s education. In an increasingly interconnected world, future leaders need a strong foundation in international issues in order to appreciate diverse perspectives and communicate effectively across cultures and disciplines. Combining our international economic courses with the extraordinary array of courses from Business Management, History,

Philosophy, and Political Science at Washington College, our students can explore global issues with a strong analytical and policy-driven approach along with a multi-faceted global perspective offered by the additional inter-disciplinary courses of their choice. The minor is composed of 28 credits (7 courses) across five departments. For details, see the International Economics entry in this catalog.

Social Science Distribution Requirements

Students who wish to fulfill the Social Science distribution requirement with one course from Economics can choose from ECN 111, 112, or ENV 117. For the two-course pathway with Economics courses, students may take ECN 111 or ECN 112 and any other economics course at the 200-level or above with the exception of ECN 215.

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](#). During this semester-long or summer 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 electives and eight toward general electives). If students undertake an internship during the ten-week summer program, they earn eight credits (four toward an upper-level Economics elective and four toward a general elective).

Course Descriptions

ECN 111. Principles of Macroeconomics

An introduction to principles of economic analysis, economic institutions, and issues of economic policy. The course examines factors, including government policy, that determine national income, price, and employment levels as well as the international position of the U.S. economy.

ECN 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.

ECN 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. The role of public policy in influencing the economy is examined. *Prerequisite: Economics 111.*

ECN 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.*

ECN 215. Data Analysis

This course offers an introduction to research design, applied statistical methods, and writing in the discipline. Students study questionnaire design, sample selection, descriptive statistics, and hypothesis testing using a statistical software package, Stata. They also work in groups to design their own online survey and analyze the results. Finally, they learn about communicating and writing their results for both lay audiences and academic journals. Students are encouraged, though not required, to take MAT 109 or BUS 109 prior to taking ECN 215.

ECN 218. Economic Development

The objective of this course is to introduce students to issues related to developing countries. The topics covered include the measurement of development, poverty, inequality, population growth issues, the role of markets and government, trade theories, and the role of institutions. By the end of the course, students should be familiar with the causes of poverty and poverty alleviation strategies. They will also have a better understanding of the history of development theories and the role of the market and the government in the most current development theories. Finally, students will be able to identify the characteristics of developing countries and the various paths that developing countries have taken in their struggle to alleviate poverty. *Prerequisite: Economics 111 or 112.*

ECN 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.*

ECN 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 efficient allocation of resources and the distribution of income and wealth. The effects of both market failures and government failures are examined. *Prerequisite: Economics 111 or 112.*

ECN 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.*

ECN 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 212.*

ECN 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: ENV 117 or ECN 112. ECN 112 highly suggested.*

ECN 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: ENV 117 or ECN 112. ECN 112 highly suggested.*

ECN 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 112, and Math 109 or Economics 215.*

ECN 327, 328, 329.

An integrated three-course unit for students spending a semester or summer at the Washington Center. Students receive 8 elective credits in Economics and 8 general elective credits if they attend during the semester and 4 elective credits in Economics and 4 general elective credits if they attend the program during the summer.

ECN 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 during the semester and 6 credits during the summer. *This course is normally open only to juniors and seniors.*

ECN 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 during the semester and 1 ½ credits during the summer

ECN 329. Washington Center Career Readiness Program.

Washington Center Interns engage in workshops, one-on-one career advising, networking events and more designed to maximize their internship experience. *Required of and limited to students enrolled in Economics 327.* One credit during the semester and ½ credit during the summer.

ECN 351. Behavioral Economics

This course provides a survey of topics in microeconomics through the lens of experimental and behavioral economics. While learning about important economic phenomena (such as the effects of incentives, institutions, and behavior on economic outcomes) students discover experimental evidence that suggests several violations of the standard model of rational decision making. They then explore some newer models that have evolved to account for these violations. Topics include decision making under certainty and uncertainty, risk and time preferences, fairness and reciprocity, charitable giving, reference dependence, bounded rationality, and neuroeconomics, among others.

ECN 361. Information Economics

In this class, we examine the importance of information for decision making and economic interaction. We discuss the institutional arrangements and policies that have arisen as a response to missing and

imperfect information. We use tools from game theory, contract theory, and decision sciences to formalize our analysis; and explore their applicability through in-class experiments.

Examples include: pre-existing medical conditions and health insurance; imperfect information about product quality and arrangements like warranties and reputation building; unobservable effort by workers and various incentive schemes like franchising and profit sharing; and applications to corporate finance and financial markets.

ECN 394. Game Theory

Game theory is the study of mathematical models of strategic interactions among rational agents. This course provides a rigorous introduction to the field of Game Theory, by presenting underlying theory and providing illustrative examples. Students will play games to gain first-hand experience with various game-theoretic solution concepts, eventually implementing them in order to solve problems faced by rational agents in different strategic environments.

ECN 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.*

ECN 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 and 112.*

ECN 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.*

ECN 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 Health Economics, Mathematical Economics, Game Theory, and other topics not specifically covered in other Economics courses. *Prerequisites vary.*

ECN 190, 290, 390, 490. Internship

ECN 197, 297, 397, 497. Independent Study in Economics

The topics covered through independent study vary as dictated by student and faculty interest.

ECN SCE. Senior Capstone Experience

The Economics SCE can take the form of a senior thesis or comprehensive exams. For the thesis, students are required to begin their research and submit a proposal in the spring semester of their

junior year. Students who choose to take the comprehensive exams instead must pass the microeconomics, macroeconomics, and field exams.

Education

DIVISION OF SOCIAL SCIENCES

Bridget Bunten, Elementary Coordinator

Sara Clarke-De Reza, Chair

Erin Counihan, Secondary Coordinator

L. Michelle Johnson

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, a minor in Education Studies, and a minor in Museum, Field, and Community Education 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.

Department Mission

Together, faculty and students in the Department of Education engage in interdisciplinary inquiry of the processes and institutions by which societies enculturate, socialize, and educate their youth, an inquiry that is grounded in the liberal arts and enables students to become citizen leaders and lifelong learners.

Learning Goals (Our students will be able to...)

1. Demonstrate an understanding of social, cultural, psychological, philosophical, and historical foundations of education (and their applications to practice)
2. Integrate and apply knowledge of human development across the fields of anthropology, education, psychology, and sociology
3. Use content knowledge to design, evaluate, and interpret field experiences
4. Communicate effectively in a variety of formats and media
5. Display global consciousness and cultural sensitivity as emerging leaders

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 InTASC Model Core Teaching Standards. The Department has established eleven school partnerships in two local counties; this facilitates the implementation of state requirements that each teacher candidate completes an extended internship in a partner school in two consecutive semesters, including the student teaching experience. The Maryland State Department of Education (MSDE) has reciprocal certification agreements with 47 other states.

Entry Requirements for Teacher Certification Programs

- cumulative GPA of 3.0 (and 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);
- a Maryland passing score on one of the following exams: Praxis Core (reading, writing and math), SAT-composite score (math and reading), ACT-composite score, or GRE-composite score
- approval of the Education Department following a formal interview with the Chair and departmental colleagues. The following are some of the personal and professional attributes that are considered for approval: maturity, oral and written communication skills, professional

attitude, flexibility, initiative, collaboration, and overall potential to be successful in a teaching internship. (Please note: An interview for the Elementary Education Program will only be granted to students who meet all entry requirements.)

Applicants for the Teacher Certification Programs should realize that Education Department faculty may use all prior interactions, within the Department and in clinical field experiences, as input for program entry.

Admission to the elementary and secondary programs generally occurs during the fall semester of the junior year. Where possible, the Department will make accommodations for 'late deciders.' 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 1) earn an academic degree with a cumulative GPA of 3.0 (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 essential components of 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 InTASC Model Core Teaching Standards will provide guidance and evaluative criteria. The non-certification major will develop and present an approved interdisciplinary thesis that includes field research.

Requirements for the Major

Option 1. Course sequence with teacher certification

This sequence includes professional courses required for Maryland Approved Program Elementary Certification. Note 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 251 Principles of Education
 EDU 252 Educational Psychology
 EDU 305 Qualitative Inquiry in Education
 EDU 330 Diversity and Inclusion
 EDU 351 Processes and Acquisition of Reading
 EDU 352 Reading Instruction and Assessment
 EDU 354/ENG 342 Children’s & Young Adult Literature
 EDU 411 Curriculum and Instruction: Mathematics and Natural Science
 EDU 412 Curriculum and Instruction: Language Arts and Social Studies
 EDU 413 Teaching Internship (part-time)
 EDU 414 Teaching Internship (full-time)
 EDU SCE Senior Capstone Experience
 PSY 202 Lifespan Development

An additional two courses (from two different disciplines) will be selected, in consultation with the advisor, from the following:

Anthropology

ANT 215 Sex, Gender, and Culture
 ANT 280 Traditional Ecological Knowledge
 ANT 300 Language and Culture
 ANT 305 Culture, Power and the Human Experience: Anthropological Inquiry
 ANT 320 Race and Ethnicity

Psychology

PSY 221 Social Psychology
 PSY 231 Personality

PSY 234 Medical & Developmental Disorders
 PSY 302 Social & Personality Development with Lab
 PSY 304 Theories & Processes of Counseling
 PSY 309 Statistics & Research Design II with Lab
 PSY 313 Learning & ABA with Lab
 PSY 316 Cognitive Neuroscience 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 262 Self and Society
 SOC 306 Research Methods in Sociology
 SOC 341 Variant Behavior

The HDV major and general education distribution requirements

In completing the General Education requirements of the College, HDV major with certification should choose from the following list of courses in the distribution sequences:

Natural Science (two courses)

Students will take two courses in the natural sciences. The courses must have a laboratory component and may be for science majors or non-majors. Students may complete any combination of the following courses:

BIO 100 Current Topics in Biology
 BIO 104 Ecology of the Chesapeake Bay
 CHE/ENV 110 Chemistry of the Environment
 CHE 120 Chemical Principles of Organic Molecules
 CHE 140 Reactions of Organic Molecules
 ENV 140 Exploring the Solid Earth
 ENV 141 Atmosphere, Ocean, and Environment
 PHY 100 Concepts in Contemporary Physics
 PHY 105 Astronomy

Students pursuing a minor in natural science or psychology should take one of the preferred two-course sequences below:

BIO 111, 112 General Biology I, II
 PHY 101, 102 College Physics I, II
 PHY 111, 112 General Physics I, II

Quantitative (two courses)

Students will take two math courses and may choose from MAT 104 Finite Mathematics, MAT 109 Statistical Inference & Data Analysis, PSY 209 Statistics & Research Design I with Lab (for Psychology minors/double majors only), BUS 109 Managerial Statistics (for Business Management minors only), or any other mathematics course.

Humanities (two courses)

Students will fulfill the Humanities requirement by taking any two of the following courses:

ENG 207 British Literature & Culture I*
 ENG 208 British Literature & Culture II*
 ENG 209 Introduction to American Culture I
 ENG 210 Introduction to American Culture II
 ENG 213 African American Literature & Culture I
 ENG 214 African American Literature & Culture II

*This requirement cannot be fulfilled with both ENG 207 AND 208. If you take ENG 207 or 208, the second ENG literature course must be one of the other ENG courses listed above.

Fine Arts (one course in art, theatre, music, or dance that fulfills the Fine Arts distribution).**Social Science (three courses)**

EDU 251 Principles of Education
 EDU 252 Educational Psychology
 HIS 201 or 202 History of the U.S.

Option 2. Course sequence without teacher certification**Required Foundation Courses**

EDU 251 Principles of Education (satisfies social sciences distribution)
 EDU 252 Educational Psychology (satisfies social sciences distribution)
 EDU 305 Qualitative Inquiry in Education (must be taken spring of junior year)
 EDU SCE Senior Capstone Experience
 PSY 202 Lifespan Development

Introductory Courses (Choose two)

ANT 105 Introduction to Anthropology
 SOC 101 Introduction to Sociology
 PSY 111, 112 General Psychology

Experiential Field Course (choose 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 (200) level; six of these courses must be at the upper (300/400) level. Substitution of up to two courses is possible with the approval of your advisor.

Area 1: Anthropology

ANT 215 Sex, Gender, and Culture
 ANT 280 Traditional Ecological Knowledge
 ANT 300 Language and Culture
 ANT 305 Culture, Power and the Human Experience: Anthropological Inquiry
 ANT 320 Race and Ethnicity

Area 2: Education

EDU 303 Comparative Education
 EDU 311 Human Geography
 EDU 315 Traditional and Modern Grammar
 EDU 318 Cultural & Linguistic Diversity in Education
 EDU 330 Diversity and Inclusion
 EDU 351 Processes and Acquisition of Reading
 EDU 354/ENG 342 Children's & Young Adult Literature
 EDU 406 Seminar in Peer Tutoring

Area 3: Psychology

PSY 221 Social Psychology
 PSY 231 Personality
 PSY 234 Medical & Developmental Disorders
 PSY 302 Social & Personality Development with Lab
 PSY 304 Theories & Processes of Counseling
 PSY 309 Statistics & Research Design II with Lab
 PSY 313 Learning & ABA with Lab
 PSY 316 Cognitive Neuroscience 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 262 Self and Society
 SOC 306 Research Methods in Sociology
 SOC 341 Variant Behavior

II. Secondary Education**Certification Program**

Washington College has fifteen Maryland Approved Secondary Certification Programs: biology, business education, chemistry, computer science, English, environmental science, mathematics, physics, social studies, and theatre (grades 7-12); and art, French, German, music, and Spanish (PreK-12). The number and specificity of courses required for certification in these subject areas vary, with social studies, computer science, and English having more extensive state requirements.

The following education courses are required for students who wish to become certified as secondary teachers:

EDU 216, 217 Clinical Field Experience (1 credit each)
 EDU 251 Principles of Education
 EDU 252 Educational Psychology
 EDU 307 Literacy in the Content Field
 EDU 330 Diversity and Inclusion
 EDU 401 Principles of Teaching: Secondary
 EDU 403 Special Methods in the Teaching Area*
 EDU 404 Secondary Teaching Internship (2 credits)

EDU 405 Secondary Education Internship (8 credits)

EDU 401, 403, and 405 make up the “Education Block” internship taken in the fall semester of the senior year or the fall semester after graduation.

*Students in EDU 403 choose the section that is appropriate for their area of certification: art, biology, business education, chemistry, computer science, English, environmental science, French, German, mathematics, music, physics, social studies, Spanish, or theater.

EDU 307 meets Maryland Literacy I and II Secondary Requirements (together with EDU 401 & 404).

Students wishing to be certified in English must take EDU 315. Traditional and Modern Grammar (offered Spring odd years only) and EDU 354 / ENG 342. Children’s & Young Adult Literature.

Students wishing to be certified in computer science must choose CSI 450. Operating Systems and CSI 470. Computer Networks from their major requirements.

Students majoring in history, 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 to meet all requirements. Social studies certification includes the following core courses: ECN 111. Introduction to Macroeconomics, POL 102. American Government and Politics, EDU 311. Human Geography (offered Spring even years only), and one 200-level or higher course in each of the following areas:

- Pre-1869 U.S. History
- Post-1860 U.S. History
- Early European History
- Modern European History
- African American History

Students who major in environmental science may apply for certification in biology, chemistry, or environmental science, depending on the courses they have taken. Students are encouraged to work with department and major advisors, as they must plan their programs carefully to meet all course requirements.

III. Education Studies Minor

The Education Studies Minor requires a minimum of seven courses, five required foundation courses and two additional courses. Teacher certification students should see course requirements above.

Required Foundation Courses

The Clinical Field Experience and at least two of the four other foundation courses must be taken at Washington College. (Exceptions can be made at the discretion of the Department Chair).

EDU 251 Principles of Education

EDU 252 Educational Psychology

EDU 307 Literacy in the Content Field **OR** the 5-credit course pair of EDU 351 Processes & Acquisitions of Reading and EDU 213 Clinical Field Experience

EDU 330 Diversity and Inclusion

Required Field Experience Course

All minors must take (at least) ONE clinical field experience (one credit) at Washington College.

(Secondary teacher certification students must take EDU 216 and EDU 217). Choose from:

Clinical Field Experience: Elementary (EDU 211, 212, or 213) (213 is taken in conjunction with EDU 351)

Clinical Field Experience: Secondary (EDU 216)

Clinical Field Experience: Human Development (EDU 218)

EDU 215 Clinical Field Experience: International (two credits, *when available*) or Alternative

EDU 115 Environmental Education Field Experience (may only count with permission of minor Director)

EDU 194 (11) SpTp: Museum Education Field Experience (may only count with permission of minor Director)

Additional Courses

Choose two from the following:

ANT 300 Language and Culture

CHE 310 Green & Sustainable Chemistry (*pre- or co-requisite: CHE 140*)

EDU 303 Comparative Education

EDU 311 Human Geography (offered Spring even years only)

EDU 315 Traditional and Modern Grammar (offered Spring odd years only)

EDU 318 Cultural & Linguistic Diversity in Education

EDU 341 Designing & Measuring Learning Experiences

EDU 352 Reading Instruction & Assessment AND EDU 214 Clinical Field Experience (*prerequisite: EDU 351*)

EDU 354/ENG 342 Children's and Young Adult Literature

EDU 294 / 394 Special Topics Courses

EDU / CMS 394 Qualitative and Descriptive Research Methods in Social Sciences

ENV 244 Environmental Communication (*prerequisite: ENV 101*)

PSY 202 Lifespan Development

SOC 221 Social Inequalities

EDU 401 Principles of Teaching (by application only)

EDU 403 Special Methods in Teaching (by application only)

EDU 406 Seminar in Peer Tutoring (by application only)

An approved research design course

Related courses approved by the Department Chair

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 Education Studies.

IV. MUSEUM, FIELD, AND COMMUNITY EDUCATION

The Museum, Field, and Community Education Minor is designed to prepare students from a range of disciplines to serve as educators in places other than schools. Many professionals in "informal education" fields like environmental and outdoor education, arts education, museum education, public history, and archaeology and biological archaeology speak of a need for professionals who can supplement content knowledge (from a college major) with skills in communication, educational theory and design, interpersonal dynamics, and professionalism and who have applied, hands-on experience with children / learners and a variety of internships in related fields. Classes in this minor provide

students with a strong foundation in educational theory and communication and an opportunity to deepen content area expertise. Courses are supplemented with fieldwork experiences at community education sites around the Washington College campus, and with internship experiences near and far.

For more information and detailed requirements, see the Museum, Field, and Community Education Minor entry in the catalog.

Double-counting considerations

BIO: Students majoring or minoring in Biology may only double count two courses for the BIO major / minor and the MFCE minor, specifically BIO 111 and 1 upper-level BIO course.

CHE: The Department of Chemistry recommends CHE 120 Chemical Principles of Organic Molecules and one additional course from CHE 220 Quantitative Chemical Analysis or CHE/ART 235 Art in the Anthropocene.

ENV: Students majoring in Environmental Science or Environmental Studies may only double count two courses for the major and the MFCE minor, specifically ENV 101/102 (course plus lab) and one upper-level ENV course.

HDV: Students majoring in Human Development may only double count two courses for the major and the MFCE minor, specifically EDU 252 and EDU 341. HDV majors will be required to complete the 8 content course credits in a listed area of study; these content courses may not double count with the HDV major.

SED: Students in the Education Studies Minor may only double count two courses, EDU 252 and EDU 307, for the Education Studies minor and the Museum, Field, and Community Education minor.

Course Descriptions

EDU 115. Environmental Education Clinical Field Experience

This one-credit fieldwork course consists of a minimum of 20 hours of off-campus supervised experiences with organizations that emphasize the overlap between the environment and education. Students will observe, reflect upon, and participate in outreach and education duties at a local park, nature center, outdoor school, or other environmental agency. (Also, as ENV 115)

EDU 117. Museum, Field, and Community Education Clinical Field Experience

This course is designed to introduce the tenets of museum education, to expose students to careers and experiences in museum education, to highlight the importance of outreach, engagement, and equity, and to encourage students to actively and meaningfully reflect on their experiences. Students will connect with professionals in the field and learn what it means to be an “informal educator,” focusing on the four common elements of educating: the educator, the audience, the content, and the context.

EDU 211-219. Clinical Field Experiences

Fieldwork consists of off-campus supervised experiences. For teacher candidates, four separate one-credit experiences will take place in partner school classrooms 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.

EDU 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 partner school classroom. (1 credit each)

EDU 215. Clinical Field Experience – Alternative

This course is designed for Human Development majors and students in Education Certification programs who participate in an international teaching experience. Students are responsible for planning, implementing, and assessing lessons as well as participating in the school community. (2 credits)

EDU 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 partner school classroom. (1 credit each) *EDU 216 is a prerequisite for EDU 217.*

EDU 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)

EDU 251. Principles of Education

A general summary of the field of education. The historical, philosophical, and sociological foundations of education will be surveyed; contemporary education in the United States will be examined.

EDU 252. Educational Psychology

A general summary of theories of educational psychology. Aspects of evaluation, individual differences, and psychological adjustments that are relevant to education and applicable to classroom practices will be examined.

EDU 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. Students will be introduced to the origins and development of the field of comparative and international education and will explore how both scholars and educational policymakers have engaged some of the debates that characterize research in education around the world.

EDU 305. Qualitative Inquiry in Education

This course offers an overview of qualitative research methods and an introduction to action research within the field of education. Course participants will be asked to develop their epistemological framing of a research project, cultivate an understanding of researcher positionality and ethics, and further their engagement in critical inquiry through a qualitative lens. The class will develop students' abilities to conduct participant observations and interviews; write a literature review; carry out qualitative data analyses; and write and present from a research study. *Prerequisites: EDU 251 and 252, or permission of the instructor.*

EDU 307. Literacy in the Content Area

Literacy in the Content Area is designed to prepare pre-service educators to develop in diverse students the literacy skills and concepts necessary for learning across content areas. Discussions of best-practice research and theory are intended to provide future educators with the knowledge, skills, and dispositions to identify learners' literacy needs and teach to a variety of needs. This is an MSDE-

approved literacy course and meets Maryland Literacy I and II Secondary Requirements (together with 401 & 404). *Prerequisites: Education 251 and 252 or permission of the instructor.*

EDU 311. Human Geography

The course examines the relationships between the physical environment, population, and culture in the evolution of global regions.

EDU 315. Traditional and Modern Grammar

This course examines the traditional grammar structures (including words and the elements of sentences) that have been the foundation of clear communication in English, giving students a common language to discuss the ethics of the idea of "Standard" English. Students will explore the ever-changing language of English, what it takes to change "accepted" usage, and the linguistic controversies of today's America. This course fulfills the MSDE Grammar requirement for secondary English interns.

EDU 318. Cultural and Linguistic Diversity in Education

This course is an examination of contemporary cultural and linguistic diversity within the United States educational environments. Special attention is given to cultural problems and issues that influence opportunities and performance in educational institutions. The basic premise of the course is that teachers play an important role in creating a positive classroom learning environment and bringing school success, especially for English language learners. Students will develop understandings of the impact of culture, cultural diversity, immigration, migration, colonialism, and power on language policy and on students currently learning English as a second language. (Cross-listed as ILC)

EDU 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. *Prerequisites: EDU 251 and 252.*

EDU 341. Designing and Measuring Learning Experiences

This course prepares educators in schools, museums, and other learning contexts to make decisions about how to best design learning experiences for different student audiences and how to evaluate the success of those designs. We will discuss learning priorities, teaching objectives, curriculum scope and sequence, and planning and organization. As individuals, small groups, and in collaboration with the community, we will design and implement a diverse array of learning experiences including individual classroom lessons, semester-long units, one-day special events and field trip opportunities, and museum exhibits and other public teaching displays. We will also figure out how to understand whether all that planning has worked to achieve learning goals by exploring best practices in assessment and evaluation. Emphasis will be placed on the process of curriculum and program development and assessment, rather than on the implementation and measurement of given curriculum. *Prerequisite/Co-Requisite: EDU 252*

EDU 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 an MSDE-approved reading course. *Prerequisites: EDU 251 and 252.*

EDU 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 partner school classroom. This is an MSDE-approved reading course. *Prerequisites: EDU 351 and passing score of Praxis Core, or permission of the instructor.*

EDU 354. Children's and Young Adult Literature

This course involves the reading and study of literary texts by notable authors, with children and young adults as the major audience. We will explore literary elements, evaluation criteria, fiction, non-fiction, poetry, literature response in print media and the arts, classics, and contemporary works. This course provides opportunities to examine various forms of communication and interpretation, implementation of technology, and divergent thinking to assist those interested in children's and young adult literature to become more reflective and effective communicators. This is an MSDE-approved reading course.

EDU 374. Museum, Field, and Community Education Internship

This course is designed as a culminating experience for the Museum, Field, and Community Education Minor. In it, students will work with a professional in the field, at a local community institution for informal education, or at a Washington College Center for Excellence, to synthesize their content knowledge and skills and apply them beyond the classroom, creating educational materials that can be used by the community partner in the future. While the course is governed by a standard set of objectives and themes, readings and assignments will be individualized based on students' majors and areas of professional interest and the needs and goals at their placement site. Students will attend their placement for a minimum of 30 hours over the course of the semester; some visits must include working with learners and / or educational materials. Students may also complete outreach / education tasks with supervision. *Prerequisite/Co-Requisite: EDU 341.*

EDU 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 internship. EDU 401 and 404 in combination comprise an MSDE-approved reading course. *Corequisite: EDU 405.*

EDU 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 secondary school, with emphasis placed on methods and materials for teaching that discipline in light of the changing demands of 21st century education. *Corequisite: EDU 405.*

EDU 404. Secondary Teaching Internship

The first of a two-semester internship, EDU 404 requires the teacher candidate to begin to show proficiency in a partner school classroom. Teacher candidates also participate in evening seminars that supplement their partner school classroom experiences. Two credits. *Prerequisites: EDU 251 and 252 or permission of the instructor.*

EDU 405. Secondary Teaching Internship

The second of a two-semester internship, EDU 405 represents the culmination of the professional development of the teacher candidate. The teacher candidate is required to demonstrate increasing

responsibility for planning, assessing, and evaluating instructional effectiveness in a partner school classroom. Teacher candidates will also participate in weekly seminars held on campus. 8 credits. Laboratory fee. *Prerequisite: EDU 404.*

EDU 406. 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.

EDU 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 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. *Prerequisites: EDU 351 and 352. Corequisite: EDU 413.*

EDU 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. *Prerequisites: EDU 351 and 352. Corequisite: EDU 413.*

EDU 413. Elementary Teaching Internship

The first of a two-semester internship, EDU 413 requires the teacher candidate to begin to show proficiency in a partner school classroom. Teacher candidates will also participate in weekly seminars held on campus. *Prerequisites: EDU 351 and 352.*

EDU 414. Elementary Teaching Internship

The second of a two-semester internship, EDU 414 represents the culmination of the professional development of the teacher candidate. The teacher candidate is required to demonstrate increasing responsibility for assessing, planning, and evaluating instructional effectiveness in a partner school classroom. Teacher candidates will also participate in weekly seminars held on campus. 12 credits. Laboratory fee. *Prerequisites: EDU 413.*

EDU 190, 290, 390. Internships

EDU 194, 294, 394, 494. Special Topics of Education

Advanced study in a selected area under departmental guidance.

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

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

EDU 197, 297, 397, 497. Independent Study

EDU SCE. Senior Capstone Experience

The Senior Capstone Experience for Human Development majors seeking teacher certification will include the preparation and public presentation of a professional teaching portfolio, including an independent action research project. Human Development majors selecting the non-certification route

will complete and present an interdisciplinary, independent research study based on field work, which will generally be in the form of a thesis. *Prerequisite: EDU 305.*

Engineering Dual-Degree Program

DUAL DEGREE PROGRAM

Derek Thuecks, Program Advisor

Washington College is an affiliate of the Engineering dual degree programs at both Columbia University in New York and Washington University in St. Louis. These affiliations make it possible for qualified undergraduate students to earn baccalaureate degrees from both Washington College and the Engineering partner institution in as little as five years. A significant benefit of the program at Washington College 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.

Students who complete the prerequisite courses specified by our Engineering partners and who also meet specified grade requirements receive guaranteed admission (Washington University) or priority in admission review (Columbia University). Students who complete the course requirements but do not meet the minimum grade point requirements are still eligible to apply to our partner institutions.

A student participating in one of these dual-degree programs typically attends Washington College for three academic years and the Engineering partner school for two years. Students earn a B.S. or B.A. degree in their major at Washington College and a B.S. degree in one of the engineering disciplines from the partner institution. Additionally, our Washington University partnership provides an option to add an M.S. engineering degree if a student spends three years at Washington University instead of two. Graduation from Washington College is deferred until the student completes the program at the Engineering partner institution. The decision to apply to one of these programs is typically made in the third year, although application in the fourth year is also permissible.

Students who complete the dual-degree prerequisite coursework but choose not to pursue a dual-degree program are well prepared to apply competitively to graduate engineering programs at other major universities beyond Columbia University and Washington University. This is an increasingly popular option for Washington College students pursuing careers in engineering. Students pursuing this alternative path graduate from Washington College with a B.S. or B.A. degree in their discipline and then join a university where they may earn an M.S., or an M.S. and PhD in an engineering discipline.

Washington College faculty in physics, mathematics and computer science advise students in this program to ensure that they complete all of the Washington College courses required for admission to our partner institutions in a timely manner.

Dual degree candidates from Washington College may major in the following areas:

Columbia University, B.S.

Applied Mathematics

Applied Physics

Biomedical Engineering

Chemical Engineering

Civil Engineering

Computer Engineering

Earth and Environmental Engineering

Electrical Engineering

Engineering Mechanics

Materials Science and Engineering

Mechanical Engineering

Washington University, B.S.

Biomedical Engineering
 Chemical Engineering
 Computer Engineering
 Computer Science
 Data Science

Electrical Engineering
 Environmental Engineering
 Mechanical Engineering
 Systems Engineering

Washington University, M.S.

Aerospace Engineering
 Biomedical Engineering
 Computer Engineering
 Computer Science and Engineering
 Construction Management
 Cybersecurity Engineering
 Data Analytics & Statistics
 Electrical Engineering

Energy, Environmental, & Chemical Engineering
 Engineering Management
 Imaging Science
 Information Systems Management
 Materials Science
 Mechanical Engineering
 Systems Science & Mathematics

Typical requirements for Dual Degree students while attending Washington College:

- Completion of the College General Education and Writing requirements
- Completion of the College Distribution Requirements
- Completion of the following foundational courses required for all engineering majors:

PHY 111, 112 General Physics I, II

PHY 252 Scientific Modeling and Data Analysis or CSI 111. Computer Science I

MAT 111 Differential Calculus

MAT 112 Integral Calculus

MAT 210 Multivariable Calculus

MAT 280 Linear Algebra (recommended)

MAT 310 Differential Equations

CHE 120 Chemical Principles of Organic Molecules

ECN 112 Principles of Microeconomics (required by Columbia University only)

FYS 101 First Year Writing Seminar

Humanities and Social Science course requirements stipulated by the Engineering partner institution

Additional coursework required for the Washington College major

Additional prerequisite coursework required for the intended Engineering major

During the third year at Washington College students formally apply for transfer admission to an Engineering partner institution. A letter of recommendation from the Dual Degree Engineering Program Advisor at Washington College will be necessary to assist qualified students applying for transfer admission. Other letters of recommendation may also be required depending on the program being pursued.

Students are strongly encouraged to discuss program requirements and to select coursework for each semester in consultation with the designated Program Advisor at Washington College. Additional information on these programs can be found on the websites of our partner institutions.

English

DIVISION OF HUMANITIES AND FINE ARTS

Courtney Rydel, Chair
Elizabeth O'Connor, Associate Chair
Sufiya Abdur-Rahman
Katherine Charles
Richard DeProspero
James Allen Hall
Roy Kesey
Alisha Knight
Sean Meehan

In the Washington College English department, you can do everything and anything with words: critical and creative writing; journalism, editing & publishing; analysis of literature and media, both old and new; how to read a book and how to make one. You will learn from celebrated visiting writers and scholars who join your classes or read at the Rose O'Neill Literary House. You will engage in a variety of experiential learning opportunities, from class trips to study abroad to internships in communications, editing, journalism, publishing, and other fields. You will be guided by a faculty mentor and develop independent research for your Senior Capstone Experience. As a critic, editor, essayist, journalist, poet, and storyteller you will become knowledgeable and skilled in analysis, creativity, inquiry, and persuasion.

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 Sophie Kerr Endowment and its programs, the College brings to campus a succession of distinguished writers, editors, and literary scholars. Billy Collins, Junot Díaz, Nick Flynn, Jonathan Franzen, Neil Gaiman, Lauren Groff, Ted Kooser, Li-Young Lee, Colum McCann, Azar Nafisi, Maggie Nelson, Joyce Carol Oates, Claudia Rankine, Jane Smiley, Natasha Trethewey, Colson Whitehead, and Jacqueline Woodson 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.

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 English Major

The major in English is the study of the arts of literature and the craft of writing. A student majoring in English must complete a total of 13 courses, including the SCE, in the following areas:

Intro-level courses

Any three 200-Level Courses (or ENG 101 plus two 200-level courses)

(Students who matriculated prior to Fall 2021 may count ENG 205/206 as pre-1800 literature courses instead of 200-level courses.)

Upper-level courses

- Three courses at the 300/400 level in pre-1800 literature
- Three courses at the 300/400 level in post-1800 literature

The Junior Seminar (ENG 391)**Two upper-level electives**

Note: Students may double count no more than two courses for a major or minor(s) within the English department (including English, Creative Writing, and Journalism, Editing & Publishing).

Senior Capstone Experience (SCE)

The SCE in the English department allows students the opportunity to pursue a substantive research project on a topic that interests them while working closely with a faculty advisor. The process for the SCE begins in the junior year with the choice of a topic and advisor, developed through ENG 391 Junior Seminar, continues in an annotated bibliography on scholarship, and culminates in a 25–30 page formal essay. The department annually hosts an event at which seniors present their theses in Lightning Talks format. The SCE for English majors exemplifies each student's accumulated understanding of the literary tradition and mastery of literary analysis.

The English Major with Education Studies Minor

Students interested in teaching English on the secondary school level may combine the Education Studies minor with the English major. The requirements for the English major are the same, with two differences for these students:

EDU 315 Traditional and Modern Grammar is taken as an upper-level elective

ENG 342 Children's and Young Adult Literature is taken as a post-1800 literature upper-level course

Aspiring teachers should review the checklist on the English department website, follow all guidelines for the Education Studies minor, including courses that count for Social Science distribution requirements, and abide by additional requirements for teacher certification.

Requirements for the English minor

Total required courses: six courses (24 credits)

Gateway: 2 courses (8 credits) at the lower level in English

All courses in English at the 200 level will count as lower-level courses for the minor (except ENG 205 and 206 for students who matriculated before Fall 2021).

1 course at the 100 level, *either* English 101 or English 103, can count for the minor.

Upper-Level Courses: 4 courses (16 credits) at the 300/400 level in English

- All courses in English literature at the 300/400 level will count as upper-level courses. (Students who matriculated before Fall 2021 can count ENG 205/206 as upper-level courses.)
- 4 credits of internships or practicum taken in the English department can count as an upper-level course.
- One Creative Writing workshop at the 300/400 level can count.

Note: Students who matriculated prior to Fall 2019 may complete the English minor by completing five ENG courses at the 300/400-level, including those labeled as special topics. ENG 205/206 Shakespeare I & II may also count for the minor.

Minors may take the English Junior Seminar in the fall of their junior year but are not required to do so.

The Creative Writing Minor

The Creative Writing Minor can be achieved through the successful completion of six courses and attendance at six literary events. See the Creative Writing Minor catalog entry for details.

Advising note

Students may count up to two courses (8 credits) toward multiple programs in the English department (i.e., toward the English major, Creative Writing minor, and/or Journalism, Editing & Publishing minor).

Distribution Credit in English

Students who wish to fulfill the Humanities Distribution Requirement with one Humanities course may do so by taking any 100 or 200 level courses in English except English 103 Intro to Creative Writing, which does not fulfill the Humanities Distribution Requirement.

Students who choose to take two courses in English to fulfill the Humanities distribution requirement are not required to take a sequence. They may take any two ENG courses from the same grouping (ENG 101 and all ENG 200 courses).

Course Descriptions

ENG 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. Many sections have a specific topic or theme. *Counts for Journalism, Editing & Publishing minor, Humanities distribution, and W2 requirement.*

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. *Counts for Creative Writing minor, Journalism, Editing & Publishing minor, W2 requirement.*

ENG 201. The Art of Rhetoric

Students will study and develop the rhetorical knowledge readers and writers use to generate persuasive critical analysis and compelling expository prose in any discipline or field of inquiry. Topics chosen by the instructor (for example: the rhetoric of documentary, the rhetoric of science, the rhetoric of identity) explore the ways writers, artists, and thinkers use rhetoric to communicate in a range of circumstances and texts, both print and multimedia, literary and multidisciplinary. Guided by readings in classical elements of rhetorical study (the 5 canons of rhetoric, rhetorical tropes and figures) students will develop knowledge of writing process and effective style; attention will also be given to the oratorical delivery of composition in the form of speech and/or multimedia presentation. The guiding principle of the course is emulative: while students read and critique various models of rhetorical knowledge evident in the course texts, they will also apply that knowledge to the texts they generate as writers. *Counts for Journalism, Editing & Publishing minor, Humanities distribution, and W2 requirement.*

ENG 205. Shakespeare I

This course examines some of Shakespeare's best known earlier plays (those written before the death of Queen Elizabeth in 1603) both in the context of early modern English culture and as play scripts/performances. Using films and live productions it considers the plays as they have been and could be interpreted for performance. This class will examine a number of these exciting works through a variety of lenses from gender to performance history. *Counts for Humanities distribution, Medieval and Early Modern Studies minor, and Theatre and Dance major.*

ENG 206. Shakespeare II

This course examines some of Shakespeare's best known later plays (those written after the death of Queen Elizabeth in 1603) both in the context of early modern English culture and as play scripts/performances. Shakespeare's later plays are complicated portraits of people and societies going through incredible change. This class will examine a number of these exciting works through a variety of lenses from gender to performance history. *Counts for Humanities distribution, Medieval and Early Modern Studies minor, and Theatre and Dance major.*

ENG 207. British Literature and Culture I

This course offers a survey of literature written in English between 700 and 1688, a timeframe that spans the evolution of Old, Middle, and Early Modern Englishes. Our reading focuses on major texts and authors, ranging from Caedmon and Chaucer to Margery Kempe and Shakespeare, and analyzes them in the context of their historical moment and aesthetic movements. *Counts for Humanities distribution and the Medieval and Early Modern Studies Minor.*

ENG 208. British Literature and Culture II

This course offers a survey of literature written in English between 1688 and 1892, a timeframe that spans what scholars have retrospectively identified as four periods of literary activity: the Restoration, the Eighteenth Century, Romanticism, and the Victorian age. Our reading focuses on major texts and authors and analyzes them in the context of their historical moment and aesthetic movements. In particular, we will focus on the role that literature played in both representing and influencing the periods' barrage of social changes. For it is during this time that technology first made print cheaply reproducible, and the subsequent increase in literacy rates produced a new mass audience eager to consume newspapers, magazines, and the new prose genre of the novel. *Counts for Humanities distribution and the Medieval and Early Modern Studies Minor.*

ENG 209. Introduction to American Culture 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. *Counts for the American Studies major and Humanities distribution. (Also, AMS 209)*

ENG 210. Introduction to American Culture 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. *Counts for the American Studies major and Humanities distribution.* (Also, AMS 210)

ENG 213. African American Literature and Culture I

This course is a survey of African American literature produced from the late 1700s to the present. It is designed to introduce students to the key writers, texts, themes, conventions, and tropes that have shaped the African American literary tradition. Authors studied may include Frederick Douglass, Zora Neale Hurston, Ralph Ellison, Gwendolyn Brooks, Toni Morrison and Walter Mosley. *Counts for American Studies major, Black Studies minor, Communication and Media Studies major, and Humanities distribution.*

ENG 214. African American Literature and Culture 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. *Counts for American Studies major, Black Studies minor, Communication and Media Studies major, and Humanities distribution.*

ENG 215. The Bible as Literature

In this course, we will read and analyze the Bible as literature, with some attention to later art influenced by the Bible. We will consider the Hebrew and Christian Scriptures (also known as the Old and New Testaments) within their historical context and survey the range of genres found in the Biblical canon: the Pentateuch, historical books, wisdom and poetic literature, prophetic books, gospels, Pauline letters and apocalypse. Through this course, you will become familiar with the most influential images, stories, and characters from the Bible. No prior knowledge of the Bible is required. *Counts for Humanities distribution.*

ENG 216. Greek and Roman Mythology

This course will explore the rich literary and cultural heritage of Greek and Roman mythology, exploring the stories that have inspired everything from the *Percy Jackson* series to DC's *Wonder Woman*, Disney's *Hercules* to Netflix's *Blood of Zeus*, and more. We will explore classical mythology in several major literary genres, including drama, epic, and poetry, spending much of our time on Ovid's *Metamorphoses* and Homer's *Odyssey*. We will discuss the history, geography, art and architecture of the ancient Mediterranean world to contextualize how Greek and Roman mythology spread through conquest and trade. Examining modern translations and adaptations will help us connect the world of antiquity to the present day. *Counts for Humanities distribution and Gender Studies minor.*

ENG 237. Global Wisdom and Literature

An interdisciplinary, team-taught course with the Department of English and the Department of Philosophy and Religion that delves into the world's wisdom traditions through the lenses of literature, philosophy, and religion. Students will examine renowned works such as the Epic of Gilgamesh, Socratic

dialogues, Stoic spiritual diaries, Christian and Islamic mystical texts, Hindu epics, Japanese Buddhist poetry, and more. Participants will transcend the boundaries of history, geography, ideology, genre, and academic disciplines. The course aims to foster intercultural competence in students seen as crucial for a liberal arts education and meaningful contribution to real world settings. (also PHL 237) *No prerequisite.*

ENG 220. Introduction to Fiction

This course introduces you to the study of literary fiction. This is not a creative writing workshop nor an introduction to fiction writing methods. 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. Counts for Creative Writing minor, Humanities distribution, and W2 requirement.

ENG 221. Introduction to Nonfiction

This course will introduce students to the genre of nonfiction writing. By exploring various ways to tell stories about a single true life—such as through essay, memoir, autobiography, journalism, and biography—students will consider the power of documentation and the methods nonfiction writers use to shape the same facts for different purposes. Discussions will probe the impact that relating personal experience has on national discourse. *Counts for Creative Writing minor, Humanities distribution, Journalism, Editing & Publishing minor, and W2 requirement.*

ENG 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.” *Counts for Creative Writing minor, Humanities distribution, and W2 requirement.*

ENG 223. Introduction to Drama

This course will examine plays as literary texts. We will investigate drama in the English language theatre tradition from ancient Greece to the present day. The course will consider how writers respond to each other as they develop genres such as comedy, tragedy, satire, morality plays, family drama, history, romance, and others. Attending at least one on-campus performance is required. The goal of this class is to enable you to understand the English language theater tradition so that you can better enjoy reading drama and attending live theater performances. *Counts for Creative Writing minor, Gender Studies minor, Humanities distribution, and W2 requirement.*

ENG 224. Introduction to Journalism

This course will cover the foundations of reporting, writing, fact checking, and editing. Students will write a range of news and feature stories, including an obituary, an event, and a profile. We will also discuss journalistic ethics and the way the field has been transformed by the Internet. *Counts for Humanities distribution, Journalism, Editing & Publishing minor, and the W2 Requirement.*

ENG 294. Special Topics in Journalism

A variety of special topics courses will be offered in advanced topics in journalism. Counts for Humanities distribution, Journalism, Editing & Publishing minor as an upper-level workshop, and W2 Requirement.

ENG 300. Medieval Literature

In this course, we will focus on medieval texts and writers that shaped expressions of authority in two keyways: through their exploration of political authority and their formulation of literary authorship. After familiarizing ourselves with key political theories of the Middle Ages, we will acquaint ourselves with some well-known medieval figures—King Arthur, Lancelot and Guinevere, and Robin Hood—to explore the theories of kingship, fealty, treachery, law, country and outlawry they came to embody. We will also read major representative writers from the period, including Geoffrey of Monmouth, Marie de France, Dante Alighieri, the Pearl Poet, Geoffrey Chaucer and Christine de Pizan. *Counts for European Studies minor, Gender Studies minor and Medieval and Early Modern Studies minor.*

ENG 301. Chaucer

Chaucer's fellow poets hailed him as "the father of English poetry" for his ability to transform diverse genres and sources into a living tradition of English poetry that continues to this day. This course will focus on *The Canterbury Tales*, Geoffrey Chaucer's most popular and beloved work, and its creation of fictional and real communities. We will become comfortable with Chaucer's poetry in the original Middle English and acquaint ourselves with current scholarly debates and the historical and literary context of the *Canterbury Tales*. *Counts for European Studies minor, Gender Studies minor, and Medieval and Early Modern Studies minor.*

ENG 302. Arthurian Literature

This class will examine the development of stories about King Arthur and his court in the medieval literary tradition, as well as consider the tradition of Arthuriana that continues in present day popular adaptations. We will ask why these stories resonate so strongly with audiences from the Middle Ages up to today and consider the ideas and social problems they explore. Literary criticism and scholarly research will inform student presentations and essays. *Counts for European Studies minor, Gender Studies minor, and Medieval and Early Modern Studies minor.*

ENG 303. Women Writers to 1800

Early women's writing, much of it highly popular when it was written, has a history of being forgotten. In this class, we will explore texts authored by women from before 1800, from Europe, North Africa and the Middle East, Asia, and the Americas. Our readings provide ample material for exploring the role of gender in authorial identity, a wide variety of literary genres, the changing circumstances of literary production, and the contributions of women writers. The theoretical readings will introduce you to generations of scholars who have preserved, studied, and championed this tradition. *Counts for European Studies minor, Gender Studies minor, and Medieval and Early Modern Studies minor.*

ENG 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. *Counts for European Studies minor, Gender Studies minor, and Medieval and Early Modern Studies minor.*

ENG 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. *Counts for European Studies minor, Gender Studies minor, and Medieval and Early Modern Studies minor.*

ENG 312. Renaissance Drama

This course examines early modern English drama, exclusive of Shakespeare, from the 1580s through the 1630s in its unique cultural, historical, and theatrical context. It explores plays by prominent

dramatists including Thomas Kyd, Christopher Marlowe, John Lyly, Thomas Dekker, Thomas Heywood, Ben Jonson, Thomas Middleton, William Rowley, John Webster and John Ford. Key issues will include the following: playing conditions (theatres and theatre companies), the relationship of the stage to the monarchy, the importance of the city (London), the relationship of the stage to dominant religious beliefs and practices, the impact of Puritanism and anti-theatricality, the effect of censorship and licensing, the role of gender and cross-dressing in theatrical representation and the staging of desire. *Counts for European Studies minor, Gender Studies minor, and Medieval and Early Modern Studies minor.*

ENG 320. The Eighteenth Century

Aladdin. Ali Baba. Djinnns and genies. Scheherazade and the sultan. These characters and their spellbinding narratives all originate in the *Arabian Nights*, a transcultural text whose embedded stories remain arguably unparalleled in their world-making and whose popular circulation has been world changing. This course will focus on readings from the long eighteenth century, known as an “Age of Enlightenment” when philosophers and scientists emphasized reason, but also the period when *Arabian Nights* was translated into English and became a cultural phenomenon. Oriental tales often provide alternative ways of knowing that value magic, orality, and folk practices, and they will provide us with a lens for interrogating the hegemonic relation between the British Empire and its others. *Harry Potter* and its modern-day magic will serve as a coda. *Counts for the European Studies minor.*

ENG 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. *Counts for European Students minor.*

ENG 322. The Victorian Age

Major poets, novelists, and essayists including Tennyson, Browning, Arnold, Rossetti, Carlyle, Newman, Mill, Pater, Bronte, and Gaskell will be studied in conjunction with the culture of the age of Victoria. *Counts for European Studies minor.*

ENG 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. *Counts for European Studies minor.*

ENG 330. The Rise of Modernism

This course will trace the rise of what we now call modernism beginning with the decadent movement at the end of the 19th century, its emergence during World War I, and its flourishing during the 1920s by reading a range of fiction, nonfiction, poetry, and drama by Henry James, Joseph Conrad, T.S. Eliot, H.D., James Joyce, Katherine Mansfield, Ezra Pound, Gertrude Stein, J.S. Synge, and Virginia Woolf among others. *Counts for European Studies minor and Gender Studies minor.*

ENG 331. Modernism and Its Discontents

A study of the fiction, nonfiction, poetry and drama from the 1920s to the late 1930s paying close attention to the aftereffects of the experimentation of high modernism and how it, coupled with the rise of fascism and World War II, led to the fracturing of the movement and a return to more traditional prose and poetic structures. Writers will include Djuna Barnes, Ernest Hemingway, James Joyce, Marianne Moore, Flann O'Brien, Jean Rhys, Virginia Woolf, and William Butler Yeats. *Counts for European Studies minor and Gender Studies minor.*

ENG 332. Modern and Contemporary British Literature

This course will cover a range of British writing from World War II and the retreat to realism in the 1950s through the postmodern turn and the current literary landscape. Writers will include W.H. Auden, Samuel Beckett, Elizabeth Bowen, Angela Carter, Caryl Churchill, Graham Greene, Edna O'Brien, Graham Swift, and Zadie Smith. *Counts for European Studies minor.*

ENG 333. James Joyce

This course will focus on the work of James Joyce, examining the forces—historical, sociopolitical, religious, artistic, and other—that helped shape his oeuvre. We will take stock of Joyce's enduring legacy—his status as an author whose writing practices have reshaped ways of understanding the scope and nature of fiction itself-- will explore, from multiple perspectives, the situation of Joyce's work within the landscapes of modernist writing. The bulk of the class will focus on a close reading of the 18 episodes of his 1922 masterpiece, *Ulysses*. *Counts for European Studies minor.*

ENG 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. *Counts for European Studies minor.*

ENG 336. Postcolonial Literature: Resistance, Recovery, and Renewal

This course will investigate the impact of British colonialism, national independence movements, postcolonial cultural trends, and women's movements on the global production of literary texts in English. We will read a diverse grouping of writers including Mulk Raj Anand, Kiran Desai and Salman Rushdie from India, Jamaica Kincaid, Una Marson, and Sam Selvon from the Caribbean, as well as the Kenyan Ngũgĩ Thiong'o and the Zimbabwean Tsitsi Dangarembga, among many others. Careful attention will be paid to ethnographic, geographic, and historical modes of understanding the multi-layered effects of colonialism and its aftereffects.

ENG 340. Women's Literature

Beginning with Jane Austen, Emily Dickinson, and George Eliot (Mary Ann Evans) in the nineteenth century and ending with Virginia Woolf, Adrienne Rich, and Zadie Smith in the 20th, this course will cover a range of fiction, non-fiction, poetry, and drama by women up to the present. The course will also introduce students to a range of feminist theory. *Counts for Gender Studies minor.*

ENG 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.

ENG 342. Children's and Young Adult Literature

This course involves the reading and study of literary texts by notable authors, with children and young adults as the major audience. We will explore literary elements, evaluation criteria, diction, non-fiction,

poetry, literature response in print media and the arts, classics, and contemporary works. This course provides opportunities to examine various forms of communication and interpretation, implementation of technology, and divergent thinking in order to assist those interested in children's and young adult literature to become more reflective and effective communicators. This is an MSDE-approved reading course. *Counts for Human Development major and Education Studies minor, recommended for students pursuing secondary education certification in English.*

ENG 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. *Counts for American Studies major.*

ENG 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. *Counts for American Studies major.*

ENG 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. *Counts for American Studies major and Black Studies minor.*

ENG 346. The Postmodern American Novel

The main focus of this literature course will be the careful reading and examination of seven 'postmodern' 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 their place, experience, and reflections upon cultural and psychological idiosyncrasies in the general context of contemporary America. *Counts for American Studies major.*

ENG 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. *Counts for the American Studies major and the Environmental Studies major.*

ENG 351. Introduction to Playwriting

Analysis and practical application of techniques and styles employed in writing for the stage. *Counts for the Creative Writing minor.* (Also, THE 351)

ENG 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. *Counts for the Creative Writing minor.*

ENG 354. Literary Editing and Publishing

The Rose O'Neill Literary House is home to Cherry Tree, a professional literary journal featuring poets, fiction writers, and nonfiction writers of national reputation and staffed by Washington College students. In this course, students receive hands-on training in the process of editing and publishing a top-tier literary journal. They analyze literary markets even as they steward into print work from the nation's most prestigious emerging and established writers. This class includes extensive research and discussion of nationally recognized literary magazines and covers topics such as a publication's mission statement, its aesthetic vision, and its editorial practices. *All students who wish to join the editorial staff and be included on the masthead of Cherry Tree must complete one semester of ENG 394: Literary Editing & Publishing. Counts for the Creative Writing minor and Journalism, Editing & Publishing minor.*

ENG 360. The Literature of the European Colonies of North America and of the Early U.S.

Although the course counts as pre-1800 for the English major, it will focus on the difference between other-than-modern culture in the North American Colonies and the early US, which will unconventionally be dated to extend from Christendom's (the continent didn't become "Europe" universally until roughly the seventeenth and eighteenth centuries) fifteenth- through eighteenth-century colonization of North America all the way through the US 1840s, and its modern and post-modern successor. In this course the reflexivity of modern and post-modern retrospect will continually be emphasized. No matter how hard or for how long or by how many eminent modern and post-modern literary historians the past has been worked over to make the past seem familiar—the past as prelude to the present, to (mis)quote Shakespeare—in this course the past will always be (re)considered the proverbial foreign land. *Counts for American Studies major.*

ENG 361. Literary Romanticism in the U.S. I

Poe, Emerson, Thoreau. Stowe. *Counts for the American Studies major.*

ENG 362. Literary Romanticism in the U.S. II

Hawthorne, Melville, Whitman, Dickinson. *Counts for the American Studies major.*

ENG 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. *Counts for the American Studies major.*

ENG 370. The Harlem Renaissance

This interdisciplinary seminar examines African American literature and intellectual thought of the 1920s and 1930s. Take this course and learn about different conceptualizations of the black aesthetic, and about the impact race, class, and gender had on key figures like Langston Hughes, Zora Neale Hurston, Nella Larsen, and Wallace Thurman. *Counts for the American Studies major, Black Studies minor, and Communication and Media Studies major.*

ENG 371. Faulkner and Literary Modernism in the United States

The course will concentrate on the novels of Faulkner as exemplifying modernism. *Counts for the American Studies major.*

ENG 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. *Counts for the American Studies major.*

ENG 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. *Counts for the American Studies major.*

ENG 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. *Counts for the American Studies major.*

ENG 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 MacKibbin and Andrea Dworkin through Madonna and Linda Williams.

ENG 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. *Counts for the American Studies major.*

ENG 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 theorizing 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. *Counts for the American Studies major.*

ENG 391. Junior Seminar

Junior Seminar fulfills the English department's W3 (Writing in the Discipline) writing program requirement. In this course you will focus your attention on the "methods and modes of writing and critical thinking" specific to literary studies. While our main question will be, in effect, "what does literary study look like today?" we will break that question down into its potentially infinite subsets, including questions surrounding what literary study should look like, what literary critics can do with texts, what texts do to literary critics, and how we can conceive of criticism as both a vocation and as a transferable skill. This course builds on the knowledge and skills you learned in your W1 and W2 courses, and it will help you transition to the work you will need to complete for the W4 requirement (i.e., the Senior Capstone Experience). You will practice developing research questions and assessing the applicability and relevance of different research methods, thus providing a foundation for developing compelling SCE projects, which you will be undertaking in the final year of your studies as an English major. In addition, we have aligned the Junior Seminar with Sophie Kerr programming in the fall, inviting scholars and writers to visit campus and join the class.

ENG 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). *Counts for the European Studies minor and the Medieval and Early Modern Studies minor.*

ENG 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.) *Counts for the European Studies minor and Medieval and Early Modern Studies minor.*

ENG 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. *Counts for the European Studies minor.*

ENG 452. Creative Writing Workshop: Fiction

Primarily intended for juniors and seniors. Prerequisite: Introduction to Creative Writing. Counts for Creative Writing minor.

ENG 453. Creative Writing Workshop: Poetry

Primarily intended for juniors and seniors. Prerequisite: Introduction to Creative Writing. Counts for Creative Writing minor.

ENG 454. Creative Writing Workshop: Nonfiction

In this upper-level nonfiction writing workshop, students will explore the diversity of nonfiction forms 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 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. Counts for Creative Writing minor and Journalism, Editing, & Publishing minor.*

ENG 460. Book History and American Print Culture

This course surveys the interdisciplinary field of book history, with an emphasis on American print culture from the nineteenth century to the present. Students will explore topics related to the creation, publication, dissemination, and reception of American print communication (e.g., books, periodicals, and newspapers). Students will also learn, and practice advanced research methods used by literary historians and print culture scholars. *Counts for the American Studies major and Communication and Media Studies major.*

ENG 470. Toni Morrison

This course focuses on the works of Toni Morrison, the first African American and the eighth woman to receive the Nobel Prize in Literature. Students will study the important motifs, tropes and themes of Morrison's writings, including her notable critical essays and short fiction. Students will become well versed in Morrison's writings and develop an understanding of various contemporary critical approaches used to interpret her work. *Counts for Black Studies minor and American Studies major.*

ENG 471. Black Men & Women: Images of Race and Gender in American Culture

This course examines black masculinity and femininity in American literature, print culture, and the media. The course is structured around stereotypes like the Mammy, the Black Minstrel, the Jezebel, and the Black Menace. At the beginning of each unit, students will practice "reading" stereotypical images of black men and women shown in print and non-print materials. We will read and analyze the treatment of the stereotype in a literary text. We will also read and respond to critical secondary sources by literary scholars and cultural intellectuals. By the end of this course, students should be able to understand and critically analyze: the origins of different stereotypical images of black men and women; the way in which these images have influenced the literary imagination of 20th and 21st century African American authors; the notions of sex/sexuality, humor, violence, Black Power and Black Cool in African American literature. *Counts for the American Studies major, Black Studies minor, and Communication and Media Studies major.*

ENG 390/490. Internships

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, Creative Writing minor, or Journalism, Editing & Publishing minor. The specific conditions related to each internship will be development among the faculty advisor, the representative of the institution offering the internship, and the student.

ENG 391/491. Journalism Practicum

The practicum has traditionally been attached to *The Elm*, but now welcomes any student working or interning on any campus publication! Over the course of a year, you'll learn the basics of publication reporting and writing—the who, what, when, where, why & how of story organization; getting quickly to the point; conciseness; straight forward exposition; accuracy; fairness and balance, and ethical issues. Students will also receive one-on-one feedback about their articles from the instructor. The 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. *Counts for the Journalism, Editing & Publishing minor.*

ENG 194, 294, 394, 494. Special Topics

The intensive study of a selected figure, movement, form, or theme.

ENG 195, 295, 395, 495. On-campus Research**ENG 196, 296, 396, 496. Off-campus Research****ENG 397, 497. Independent Study**

Courses offered in the Washington College Abroad Programs

ENG 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.

ENG 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.

ENG 389. English in Africa: East and Southern African Literature

Offered at Rhodes University, South Africa.

ENG SCE. Senior Capstone Experience

The Senior Capstone Experience (SCE) in English is an opportunity for English majors to bring their research and interpretive abilities, their writing skills, and their understanding of the literary tradition to bear on a long-term, independent project in the form of an essay and annotated bibliography 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, developed under the mentorship of a departmental professor who challenges and guides you through the process. SCE preparation begins in Junior Seminar, where you develop the necessary skills for choosing a topic, articulating your ideas in an abstract, exploring the field in a proposal, summarizing researching through

an annotated bibliography, and writing a 25-30 page essay. Upon completion of your SCE, you present your research and ideas in the English Thesis Lightning Talks.

Entrepreneurship Minor

DEPARTMENT OF BUSINESS MANAGEMENT
DIVISION OF SOCIAL SCIENCES

Joseph Bauer, Director

Entrepreneurship is the process of developing concepts into finished, actionable plans which ultimately allow us to offer marketable products or services to a defined consumer base. In order to move a concept from just a thought to a finished plan, an entrepreneur needs to carefully develop virtually all aspects of a sound business model. It is not sufficient to have an idea, gather some money, hang a sign, and consider oneself “in business”. Today’s business environment demands careful planning at each step along the way. Students will learn how to create for-profit as well as nonprofit organizations that can help boost prosperity while also developing a corporate social responsibility mindset that fosters economic justice, social equity, and environmental sustainability.

BUS 220 Creativity and Innovation for Products and Services is a gateway course for students considering the minor that allows them to determine if this is the path they would like to take before enrolling in required business management courses. By examining case studies of successful and unsuccessful corporate ventures, students will build connections between their ideas for new products or services and the knowledge and skills necessary to develop these ideas into marketable offerings that could sustain a new business or expand an existing business. The required business management courses ensure that students learn the basics of accounting and marketing before taking BUS 320 Entrepreneurship, ensuring that they acquire the foundational tools critical to the successful launch and maintenance of a business or nonprofit organization. Elective courses offer additional depth in areas of particular interest to the student.

Five Required Courses

BUS 220 Creativity and Innovation for Products and Services
ECN 111 Principles of Microeconomics
BUS 111 Principles of Marketing
BUS 112 Introduction to Financial Accounting
BUS 320 Entrepreneurship

Two Electives

BUS 212 Managerial Accounting
BUS 234 Introduction to Nonprofit Management
BUS 302 Organizational Behavior
BUS 303 Legal Environment of Business
BUS 323 Consumer Behavior
BUS 334 Leadership
BUS 351 Advertising
BUS 360 Corporate Social Responsibility
BUS 401 Strategic Management

With the prior permission of the Director of the Entrepreneurship minor or the Chair of the Department of Business Management, relevant special topic courses from other Washington College departments or courses taken at study-abroad partners may also be counted for the minor. See the catalog entry for the

Business Management major for more information regarding study-abroad partners offering business-related courses.

Advising Notes

Business Management majors may not double-count courses required for the major as electives for the Entrepreneurship Minor.

Students who are also majoring in Business Management and planning to write a Business Plan Capstone are encouraged to select Managerial Accounting as one of their electives.

Students whose primary focus is in the arts are encouraged to consider the Arts Management and Entrepreneurship Minor, which focuses on literacy in the arts, arts industries and organizations, and experiential learning/fieldwork, rather than the Entrepreneurship Minor.

Experiential Opportunities and Funding

The IDEAWORKS Makerspace provides expertise and equipment that complements classroom learning, supporting students by allowing users to design and fabricate items using modern digital tools, as well as traditional fabrication methods. Embracing the power of the Maker Culture, the Makerspace provides access to training and tools such as 3D Printers, laser cutting and etching, electronics prototyping, sewing, traditional fabrication tools, and more.

The Warehime Fund for Student Excellence in Business supports student experiential opportunities through funding student-faculty research, senior capstone projects, internships, and microgrants. Students pursuing the Entrepreneurship Minor will be able to apply to the Warehime Fund for support of prototype development, skills building, and other co-curricular complements to the Entrepreneurship minor.

Environmental Science and Studies

DIVISION OF NATURAL SCIENCES AND MATHEMATICS

Rebecca Fox, Chair

Karl Kehm, Director, Earth and Planetary Science Minor

Jillian Bible

Joseph Milligan

Brian Scott

Leslie Sherman

Robin Van Meter

Washington College, located between the Chesapeake Bay and the Atlantic beaches, is in a unique location to study the interactions of humans and the environment. 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, a tributary of the Chesapeake Bay, is at Washington College’s back door. Students can study the river by using the flow through system at Semans-Griswold Hall to bring the river into the lab or by going out on the Research Vessel Callinectes. In addition, the River and Field Campus (RAFC) allows access to wetlands, forests, grasslands, agricultural areas, and the college’s Chester River Field Research Station and Foreman’s Branch Bird Observatory.

Students can pursue an environmental science major (B.S.) or an environmental studies major (B.A.). Both majors are grounded in an interdisciplinary course of study which prepares students to critically analyze and investigate potential solutions to local, regional, and global environmental issues, whether it is the revival of a depleted fishery, the impact of toxins, land use management in the Chesapeake Bay watershed, world population concerns, loss of biodiversity, or climate change. The environmental science major focuses on an interdisciplinary scientific study of the interactions of humans and the environment, while the environmental studies major is broader in perspective and draws in numerous courses in the humanities and the social sciences, as well as the natural sciences.

For both majors, students are encouraged to participate in internships and summer research programs and, if desired, complete a second major or a minor in any field. The senior capstone experience (SCE) in environmental science and studies can be fulfilled by doing a monograph research paper, a data collection and analysis research paper, or by completing a service-learning project and research paper. With any selection, the SCE should assess an interaction of humans and the environment. Advanced Placement credit will be given for ENV 101/102 provided a score of 5 is attained on the Environmental Science AP exam.

The Department also offers a minor in Earth and Planetary Science. The Earth and Planetary Science minor gives students a broad understanding of processes that formed and modified 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. For details and requirements, see the Earth and Planetary Science Minor entry.

Social Science Distribution Requirements

Students who elect to use Environmental Science and Studies to fulfill their Social Science distribution requirement with only one course from this department can choose to take ENV 117. If students want to

fulfill their Social Science distribution requirement with two paired courses, they may take ECN 111 or 112 and ENV 117 as two courses from Economics (see the Economics Major).

Requirements for the Environmental Science Major (B.S.)

Two required introductory courses

ENV 101/102 Introduction to Environmental Studies with lab

ENV 117 Introduction to Environmental and Natural Resource Economics

Two required introductory science sequences

BIO 111/113 and 112/114 General Biology I and II with lab AND

CHE 120/122 and CHE 220 Chemical Principles of Organic Molecules and Quantitative Chemical Analysis with lab

Five required environmental science lab-based courses

ENV 141 Atmosphere, Ocean and Environment

ENV 242 Applied Ecology

CHE/ENV 210 Environmental Chemistry

ENV 311 Field Methods in Environmental Science

ENV 312 Watershed Biogeochemistry

Three elective science courses selected from the list below; at least two must be ENV courses; only one can be non-lab based (marked with an *)

ENV 221/BIO 221 The Bermuda Environment (summer course)

ENV 222 Environmental Studies in Ecuador (summer course) *

ENV 240 Earth & Planetary Systems

ENV 244 Environmental Communication*

ENV 294 Disease Ecology*

ENV 294 Anthropogenic Impact Across an Environmental Gradient (summer course)

ENV 302 Conservation and Wildlife Techniques

ENV 305 Marine Conservation

ENV/BIO 313 Wetlands Ecology

ENV 314 Energy and the Environment*

ENV 315 Restoration Ecology

ENV 319 Sustainability and the Environment*

ENV 320 Climate Change

ENV 294, 394 Other Special Topics (with approval of the Chair, possibility of a lab)

CRS 246 Interdisciplinary Study of an Estuary: Integration and Action (part of Chesapeake Semester)*

BIO 309 Marine and Estuarine Biology

BIO 328 Behavioral Ecology

CHE 310 Greener and Sustainable Chemistry*

Mathematics Component (1 course)

MAT 109 Statistical Inference & Data Analysis

MAT 106 & 107 Stretch Calculus

MAT 111 Differential Calculus (MAT 111 recommended for students planning to attend graduate school)

Junior and Senior Seminar (one credit each)

ENV 392 Environmental Science and Studies Junior Seminar

ENV 491 Environmental Science and Studies Senior Seminar

Senior Capstone Experience (four credits)

ENV SCE to be completed the last semester of a student's senior year

Advising notes for the Environmental Science B.S.

Students interested in pursuing a physics track within the environmental science degree program can substitute PHY 111 and/or PHY 112 for one or two courses in the major, after consultation with and written approval from an ENV Department Chair.

Students who double major in Environmental Science and Biology can double count a maximum of 4 courses (3 Required Courses: BIO 111/113, 112/114, 206 or ENV 242; Elective Courses: 1 upper-level elective) towards their double major.

Students majoring in Environmental Science and minoring in Biology can double count a maximum of 3 courses (BIO 111/113 & 112/114 plus 1 approved upper-level BIO or ENV elective) towards their Environmental Science major and BIO minor. To complete the Biology minor, an additional 4 upper-level BIO courses are required. Students should plan to take ENV 242, Applied Ecology and not BIO 206, Ecology.

Students majoring in Environmental Science and minoring in any discipline can double count a maximum number of courses, based on the total number of courses required for the minor, as detailed below:

- 5 course minor: 1 course overlap with Environmental Science major
- 6 course minor: 2 course overlap with Environmental Science major
- 7 course minor: 3 course overlap with Environmental Science major

Requirements for the Environmental Studies Major (B.A.)***Two required introductory courses***

ENV 101/102 Introduction to Environmental Studies with lab

ENV 117 Introduction to Environmental and Natural Resource Economics

One required introductory science sequence, chosen from these two choices

BIO 111/113 and 112/114 General Biology I and II with lab

CHE 120/122 and 220 Chemical Principles of Organic Molecules and Quantitative Chemical Analysis with lab

One Earth Science course, from the list below

ENV 140 Exploring the Solid Earth

ENV 141 Atmosphere, Ocean, and Environment

One Ecology course, from the list below

ENV 242 Applied Ecology (for students intending to take BIO 111/113 and 112/114)

Any BIO 100 course (for students not planning to take BIO 111/113 and 112/114)

One Environmental Chemistry course, from the list below

CHE/ENV 210 Environmental Chemistry (for students intending to take CHE 120/122 and 220)

CHE/ENV 110 Chemistry of the Env. (for students not intending to take CHE 120/122 and 220)

Two upper level ENV courses, from the list below (note that many courses have prerequisites)

ENV/BIO 221 The Bermuda Environment (summer course, odd years)

ENV 222 Environmental Studies in Ecuador (summer course, even years)

ENV 240 Earth & Planetary Systems
 ENV 244 Environmental Communication
 ENV 294 Disease Ecology
 ENV 294 Anthropogenic Impact Across an Environmental Gradient (summer course)
 ENV 302 Conservation and Wildlife Techniques
 ENV 305 Marine Conservation
 ENV 311 Field Methods in Environmental Science
 ENV 312 Watershed Biogeochemistry
 ENV/BIO 313 Wetlands Ecology
 ENV 314 Energy and the Environment
 ENV 315 Restoration Ecology
 ENV 319 Sustainability & the Environment
 ENV 320 Climate Change
 ENV Special Topics (as approved by the ENV Dept Chair)

One Math course, from the list below

MAT 109 Statistical Inference & Data Analysis
 MAT 106 & 107 Stretch Calculus
 MAT 111 Differential Calculus

One Philosophy course

PHL 102 Contemporary Moral Issues

Three additional courses from at least two different departments, from the list below

ANT/ENV 107 Introduction to Environmental Archaeology
 ANT/ENV 109 Introduction to GIS
 ANT/ENV 137 Cultures & Environments of the Chesapeake
 ANT 208 Traditional Ecological Knowledge
 ART 310 Art & Nature in Medieval and Early Modern Europe
 ART/ENV 241 Environment and Public Art
 ART 494 Seeing Ecologically
 CRS 244 A Humanities Perspective on the Chesapeake (if enrolled in the Chesapeake Semester)
 ECN/ENV 317 Environmental Economics
 ECN/ENV 318 Natural Resource Economics
 ENG 347 American Environmental Writing
 PHL 303 Environmental Ethics
 PHL 310 Philosophy of Science
 POL/ENV 335 Global Environmental Politics
 SOC/ENV 370 Environmental Sociology
 SOC 394 Sociology and Agriculture
 Special Topics (with approval from ENV Dept Chair)

ENV Junior and Senior Seminars (1 credit each)

ENV 392 Environmental Science and Studies Junior Seminar
 ENV 491 Environmental Science and Studies Senior Seminar

ENV Senior Capstone Experience (4 credits)

ENV SCE to be completed the last semester of a student's senior year

Advising notes for the Environmental Studies B.A.

Students interested in pursuing a physics track within the environmental studies degree program can substitute PHY 111 and/or PHY 112 for the introductory science sequence, after consultation with and written approval from an ENV Department Chair.

Students majoring in Environmental Studies and minoring in Biology can double count a maximum of 3 courses (BIO 111/113 & 112/114 plus 1 approved upper-level BIO or ENV elective) towards their Environmental Studies major and BIO minor. To complete the Biology minor, an additional 4 upper-level BIO courses are required.

Students majoring in Environmental Studies and minoring in any discipline can double count a maximum number of courses, based on the total number of courses required for the minor, as detailed below:

- 5 course minor: 1 course overlap with Environmental Studies major
- 6 course minor: 2 course overlap with Environmental Studies major
- 7 course minor: 3 course overlap with Environmental Studies major

Senior Capstone Experience

Every environmental science and environmental studies major is required to complete a research-based Senior Capstone Experience (SCE). See details in the course descriptions below.

Research and Internships

Experiential learning is at the heart of the curriculum for the environmental science or 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 8-10 week summer research projects in the fields of biology, chemistry, computer science, environmental science, environmental studies, psychology, and physics. Internships and research projects outside of the natural sciences are also encouraged. Students of environmental studies and science frequently participate in internship and hands-on learning opportunities through the Center for Environment and Society (CES). In addition, many environmental science and studies students have completed internships with many organizations, such as the Chesapeake Bay Foundation in Annapolis, the National Oceanic and Atmospheric Administration, the Smithsonian Environmental Research Center, the University of Maryland Center for Environmental Science in Cambridge and the Maryland Department of Natural Resources.

SUMMER FIELD COURSES

The Department of Environmental Science and Studies regularly leads summer courses abroad. The Bermuda Environment (ENV/BIO 221) is based at the Bermuda Institute of Ocean Sciences in St. George's. In field trips, lectures, and labs, students study the ecology and history of the island, exploring cave systems, coral reefs and much more. Environmental Studies in Ecuador, jointly run with the Universidad de San Francisco de 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.

Course Descriptions

ENV 101/102. Introduction to Environmental Studies with lab

This course is an introduction to the discipline of environmental studies. A multidisciplinary 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, data collection, demonstrations, and discussions. This course is a prerequisite for all upper-level ENV courses. The course should be completed by the end of the sophomore year if it is going to be counted toward the major.

ENV 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)

ENV 109. Introduction to Geographic Information Systems

Geographic Information Systems (GIS) can be found throughout our modern society. Programs such as MapQuest and Google Earth have brought this technology into the lives of many citizens of our world. More advanced software systems such as ArcGIS are being used in academia, business, and government to manage large datasets of spatially linked information and provide the users with powerful analytic tools. The course lectures will review the fundamental theories of GIS and will also focus on the various organizational and ethical issues that impact the implementation and sustainability of GIS in our society. The lab portion of the course will teach the student how to operate the ArcGIS Desktop software product; ArcGIS Pro. Introduction to GIS will be taught as a blended course, which means that online content will be used to supplement the course. The online content will not replace the traditional lecture and lab components of the course, but is instead meant to enhance the content, and allow for materials to be available outside of class time. Content will be reviewed prior to attending class, which will provide time for discussion, clarification, and problem-solving during class time. All course materials along with lab assignments, quizzes, and exams will be managed in our innovative Canvas virtual learning environment. There will be little paper handed out or turned in during this class. (Also, ANT 109)

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 two hours of laboratory each week. (Also, CHE 110)

ENV 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.

ENV 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)

ENV 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.

ENV 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. *Prerequisite: ENV 140 or ENV 101/102.*

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. (Also, CHE 210) *Prerequisite: CHE 120, 220.*

ENV 211. Intermediate Geographic Information Systems

This second course in geographic information systems builds upon the theories discussed in Introduction to Geographic Information Systems (ENV 109) 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: ENV/ANT 109.*

ENV 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: ENV 101/102, or BIO 111/113 & BIO 112/114, or permission of the instructor.

ENV 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 and animals found in 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 rainforest and oil exploration, ecotourism, biodiversity concerns, mangrove conservation and the fate of Galapagos tortoises and the Galapagos fisheries. *Prerequisite: ENV 101/102 or permission of the instructor.*

ENV 240. Earth and Planetary Systems

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. (Also, PHY 240) *Prerequisite: ENV 140 and 141, or permission of the instructor.*

ENV 241. Environmental Art

This seminar course introduces students to the basic concepts of environmental art through a series of environmental art projects made both inside and outside, in the field. The curriculum centers on deepening student awareness of how a range of materials, spaces, and approaches can be used to make environmental art projects. The course will explore both individual and collaborative strategies. Students will engage in creative work and basic environmental research, supported by related class discussions and critiques. Readings and screenings about environmentally engaged artists coincide with creative projects.

ENV 242. Applied Ecology

This required course will give students an opportunity to study ecological patterns and processes as they relate to human impacts on the environment. Through engaging in experimental and field data collection, in addition to using existing data sets from ecosystems around the world, students in this course will explore the impact of human-induced environmental changes (e.g., climate change, chemical spills, trash disposal, agricultural and road runoff, energy production) on basic ecological interactions. By applying the foundational concepts of ecology to our anthropocentric landscapes, students will be able to critically analyze current management strategies while developing novel approaches to ecological challenges. *Prerequisites: ENV 101/102, BIO 111/113 and BIO 112/114.*

ENV 244. Environmental Communication

Environmental communication is a powerful tool to convey important environmental topics to diverse audiences. In many environmental careers, a central skill will be communicating about complex topics,

such as climate change, biodiversity conservation, urban sprawl, and many others. In this project-based course, students will practice communicating in many forms (through writing, speaking, creative visual displays, etc.) about environmental topics of their choosing. *Prerequisite: ENV 101/102 or permission of the instructor.*

ENV 302. Conservation and Wildlife Techniques

Lecture will examine patterns in local and global biological diversity and current causes for biodiversity loss. Conservation strategies from the genetic to ecosystem scale will be evaluated to inform students about tools scientists can use to prevent species loss and restore natural wildlife habitats and populations. Laboratory exercises will allow students to gain familiarity with hands-on techniques for monitoring wildlife populations and will include field trips that focus on local conservation efforts. *Prerequisite: ENV 101/102 and ENV 242.*

ENV 305. Marine Conservation

Marine ecosystems are experiencing unprecedented rates of change caused by human activities. Humans rely on marine ecosystems for life-supporting services (e.g., oxygen, food) as well as income, shoreline protection, recreation, and inspiration. Conserving marine systems requires understanding the threats and what is unique about the marine environment (physically, biologically, chemically) and applying that knowledge to conservation action. This course will be grounded in marine ecology but will also discuss key ideas and concepts from economics, history, philosophy, and other disciplines as they relate to marine conservation science. Includes three lecture hours per week plus lab. *Prerequisite: ENV 101/102 and ENV 242 or Bio 206.*

ENV 311. Field Methods in Environmental Science

Students will learn to be environmental field researchers through two collaborative projects conducted throughout the semester. For these collaborative projects, student will begin with a literature review and then ask questions, form hypotheses, establish an experimental design, execute the design, analyze the data, and communicate the findings through writing. Other environmental research methods are demonstrated through lab activities including groundwater, river, and stream sampling. *Prerequisite: ENV 101/102, ENV 141, ENV 242, and two of the following: BIO 112/114, CHE 220, PHY 112. BIO 206 can be substituted for ENV 242 for Environmental Science and Biology double majors.*

ENV 312. Watershed Biogeochemistry

Biogeochemistry is the study of the physical, chemical, biological, and geological processes and reactions that govern the composition of and changes to Earth. This class will examine the water, carbon, nitrogen, phosphorus, and sulfur cycles generally and more specifically related to the Chester River watershed. The laboratory component will involve biogeochemical field sampling and laboratory analysis techniques. *Prerequisite: ENV 101/102, ENV 141, ENV 242 or BIO 206, and CHE/ENV 210. BIO 206 can be substituted for ENV 242 for Environmental Science and Biology double majors.*

ENV 313. Wetlands Ecology

This course provides an in-depth examination of the function and types of wetlands with an emphasis on ecosystem services, biodiversity and conservation. Lecture will include a broad overview of the role wetlands play in larger ecosystems as well as the hydrology, geology, chemistry, trophic interactions, and species common to these unique aquatic systems. Laboratories will include a large field-based component where students will learn to identify wetlands and their associated flora and fauna. (Also, BIO 313) *Prerequisite: ENV 242 or BIO 206*

ENV 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 101/102 or permission of the instructor.*

ENV 315. Restoration Ecology

This course will provide a broad overview of restoration ecology with a focus on local ecosystems. Although people have been actively restoring ecosystems for hundreds of years, the scientific field of restoration ecology is relatively new. It is an interdisciplinary endeavor that seeks to use ecological theories and methods to help ecosystems recover their structure and functions after disturbance, degradation, or total destruction and to help assess the effectiveness of restoration techniques. This course will be composed of a variety of different learning approaches including lectures, site field trips, labs, paper discussions, and hands-on restoration projects. Includes three lecture hours per week plus lab. *Prerequisite: ENV 101/102 and ENV 242 or Bio 206.*

ENV 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: ENV 117 or ECN 112. ECN 112 highly suggested*

ENV 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 on resource use. *Prerequisite: ENV 117 or ECN 112. ECN 112 highly suggested.*

ENV 319. Sustainability and the Environment

This class will examine the science of how we can interact sustainably with our environment. Discussion topics for this class will include waste, green living, green buildings, agriculture, and water acquisition, as well as other topics. The laboratory component of this class will focus on discussion and field trips to explore local sustainability practices. *Prerequisite: ENV 101/102.*

ENV 320. Climate Change

This class will teach students the basic science behind climate change. Students will evaluate the evidence that our climate is changing and that it is caused by humans. We will also discuss our future in a changing climate and potential adaptation, mitigation, and geoengineering strategies. Climate change science is changing quickly, and we will read and discuss recent papers published in the literature. The lab instruction will include field trips, data analysis, and journal article discussions. *Prerequisite: ENV 101/102.*

ENV 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.*

ENV 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.

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

The course is comprised of a ten-week summer or semester-long research project guided by a faculty member at Washington College. 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.

ENV 190, 290, 390, 490. Internships

Students can receive one credit for pursuing a full-time internship outside of Washington College. To receive academic credit, one must apply through the Washington College internship office and find a Washington College advisor and an on-site advisor. Participants will produce a final paper, poster or video detailing the findings of their work. Internships must first be approved by the Chair of the Department. One credit.

ENV 194, 294, 394, 494. Special Topics**ENV 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 and is designed to be the equivalent of a semester-long course. 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.

ENV 392, 491. Environmental Science and Studies Seminar

A two-semester weekly seminar that prepares students for graduate education, career development, and writing a successful Senior Capstone Experience (SCE). Seminars are led by Environmental Science and Studies faculty and invited guests. Students will present their SCE proposals and findings as part of the seminar. Required of all Environmental Science and Studies majors.

ENV SCE. Senior Capstone Experience

Every environmental science and environmental studies major is required to complete a Senior Capstone Experience (SCE). 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, monograph, or service learning project. Selection of the nature of the SCE is based upon discussion with Environmental Science and Studies faculty, and requires the approval of the department Chair. The SCE is graded pass-honors, pass, or fail for students who meet all deadlines. Students not meeting all deadlines are graded with letter grades, with B+ as the highest possible grade. Grading will be based on joint evaluation of the SCE by Environmental Science and Studies faculty.

Ethnomusicology Minor

INTERDISCIPLINARY MINOR

Jonathan McCollum, Director
Aaron Lampman
John Leupold
Julie Markin
Kenneth Schweitzer

Using music as an entry into a variety of cultures, social classes, and populations, the discipline of ethnomusicology has become an important field of study for students interested in music education, music performance, music history, performance studies (ritual studies, dramaturgy and ethno-choreology), cultural anthropology, linguistic anthropology, and other interdisciplinary fields. Broadly speaking, ethnomusicology can be defined as the study of music as a cultural phenomenon. Ethnomusicologists take a global, interdisciplinary approach to the study of music and seek to understand music as a social practice, viewing it as a human activity that is shaped by its cultural context. Ethnomusicologists often engage in ethnographic fieldwork, by participating in and observing the music being studied, and frequently gain facility (or expertise) in another music tradition as a performer or theorist. Ethnomusicologists also conduct historical research, utilizing the methods of historiography, manuscript analysis, archaeomusicology, and archival/museum research. These skills reflect the diversity of learning expected from liberal arts students. Students who study ethnomusicology have a global outlook, are critical thinkers, and are better able to appreciate the cultural and aesthetic diversity of the world and communicate in ways that are ethically sensitive.

The minor in ethnomusicology is open to students in all subject areas, including both musicians and non-musicians. Though it represents an exciting opportunity for music majors, none of the 4-credit classroom courses presume an ability to read music notation. The Music Department's 1-credit world music ensembles welcome students from a variety of backgrounds. While the Early Music Consort and the Steel Pan Ensemble cater to students with music-reading capabilities, the Afro-Cuban Ensemble relies entirely upon the oral/aural pedagogy, which is modeled on the traditional teaching style that typifies Afro-Cuban folk culture. The Japanese Music Ensemble, by contrast, utilizes a notational system unique to Japanese instruments, and is generally equally unfamiliar to both classically trained musicians and non-musicians. In this ensemble, students learn three different notation systems, depending on the instruments they choose to learn.

REQUIREMENTS FOR THE MINOR (23 Credits)

Core Requirement (four credits)

MUS 406. Theory and Method in Ethnomusicology

Elective Requirements (four courses (or 16 credits) from the list below; at least two courses must be MUS courses

MUS/ANT 104 Introduction to World Music and Ethnomusicology

MUS 106 Rock, Pop, and American Culture

MUS 301 Music and Gender

MUS/ANT 313 Music of Latin America

MUS 314 Music of Asia

MUS/PHL 327 Music, Ritual, and Early Christianity
ANT 105 Introduction to Anthropology
ANT 215 Sex, Gender and Culture
ANT 305 Culture, Power and the Human Experience: Anthropological Inquiry
ANT 420 Media and Power
Pertinent credit-bearing internships, as approved by the minor Director
Other courses, such as study abroad or summer/winter session courses, as approved by the minor Director

World Music Performance Requirement (three credits); three one-credit courses from the list below

MUS 266 Pan Pipe Ensemble
MUS 278 Steel Pan Ensemble
MUS 279 Japanese Music Ensemble
MUS 285 Early Music Consort
MUS 289 Afro-Cuban Ensemble

In recognition of the close ties and shared skill sets between ethnomusicology and cultural anthropology, the Ethnomusicology Minor is jointly administered by the Department of Music and the Department of Anthropology. To ensure that music students take this opportunity to expand their knowledge in a supplemental area, music majors who minor in ethnomusicology will have to observe the following guidelines: (1) they may only double count two courses between the MUS major and the Ethnomusicology minor and (2) at least two of the courses used to satisfy the minor must be offered by the Department of Anthropology. Students will not be permitted to minor in both music and ethnomusicology simultaneously. To ensure that anthropology students take this opportunity to expand their knowledge in a supplemental area, anthropology majors who minor in ethnomusicology will have to observe the following guidelines: (1) they may only double count two courses between the ANT major and the Ethnomusicology minor and (2) at least 2 of the electives must have an MUS designation. Students may not minor in both anthropology and ethnomusicology

European Studies Minor

INTERDISCIPLINARY MINOR

Nicole Grewling, Director
T. Clayton Black
Karen Manna
Cristina Casado Presa

Europe's historical importance is undeniable: Many of the ideas and inventions that have shaped our world originate in Europe—from capitalism and parliamentary democracy to the printing press, Christianity, the railroad, or industrialization. Studying Europe's diverse past therefore is essential to understanding the world we live in.

Europe continues to play a central role in the globalized world of the twenty-first century: The European Union is a key actor on the political and economic world stage and an important stakeholder in topics of global concern, such as worldwide migration, environmental stewardship, or global security. Understanding Europe in its cultural, political, economic, and ethnic diversity is thus critical to shaping the future and developing solutions for such global challenges, as well as developing an insight into different cultures in their own right.

European Studies at Washington College provides an excellent complement to multiple majors, offering an interdisciplinary focus on the study of Europe through fields such as political science, foreign languages, history, and literature, as well as a semester (or winter/summer) of studying in Europe.

European Studies is an interdisciplinary minor of 24 credits.

Requirements for the Minor

1. Completion of two introductory courses, preferably taken during the first two years at the college, from this list:
 - ANT 105 Introduction to Anthropology
 - ECN 111 Introduction to Macroeconomics
 - HIS 203, 204, 205, or 206
 - POL 104 Introduction to World Politics
 - Students may substitute other introductory level courses that pertain to Europe with approval from the minor director.
2. Study of a European language (in fulfillment of the college-wide language requirement or beyond): French, German, Spanish (or another European language abroad).
3. Study abroad for at least one semester (preferred) or in an approved short-term abroad program in Europe. The options for semester-long study include Washington College-approved programs in England, Finland, France, Germany, Ireland, Italy, the Netherlands, Scotland, and Spain.
4. Completion of four upper-level (300 and 400) courses related to Europe, beyond the study of language. Two courses must be completed at Washington College (see list below), and two courses abroad. Alternatively, participation in non-Washington College programs or a Washington College short-term abroad program (such as a summer or winter break program) plus one additional course

at Washington College may substitute for two courses abroad, with approval from the minor director.

Pre-approved upper-level courses for the minor

Note that some of these courses have prerequisites.

ART 310 Art and Nature in Medieval and Early Modern Europe
 ART 312 Depicting Difference in Medieval and Early Modern Art
 ART 318 Romanticism to Post-Impressionism
 ENG 300 Medieval Literature
 ENG 301 Chaucer
 ENG 310 The Renaissance
 ENG 311 The Seventeenth Century
 ENG 312 Renaissance Drama
 ENG 321 Romanticism
 ENG 322 The Victorian Age
 ENG 323 Nineteenth Century English Novel
 ENG 332 Modern and Contemporary British Literature
 ENG 333 James Joyce
 ENG 334 The Irish Short Story
 HIS 350 Empire and Papacy: Medieval Germany and Italy
 HIS 351 Ancient Rome
 HIS 352 Castles, Cloisters, Cathedrals, and Mosques
 HIS 354 Renaissance and Reformation
 HIS 355 Women in Medieval Europe
 HIS 360 Modern Germany
 HIS 391, 392 Russia and the Soviet Union
 ILC 305 European Cinema
 ILC 306 French Literature in Translation
 ILC/FRS 311 Contemporary France
 ILC/GRS 313 Berlin: Symphony of a Great City
 ILC/GRS 315 Minorities and Migration in Germany
 ILC/GRS 317 German Cinema
 MUS 327 Music, Ritual, and Early Christianity
 PHL 410 Existentialism
 POL 344 Comparative Government: Western Europe

Other courses may be counted with approval of the minor director. In addition, many courses that count toward the minor are taught in the French, German, and Spanish languages. Special Topics courses dealing with Europe and courses taken off-campus also may be counted with approval from the minor director.

5. By the middle of the final semester at Washington College, provide evidence of completion of a research-based paper on a topic relating to Europe, to be approved by the minor director. Students are free to use a paper written for one of the courses taken for the minor or their SCE to fulfill this requirement.

Finance Minor

DEPARTMENT OF BUSINESS MANAGEMENT
DIVISION OF SOCIAL SCIENCES

Hui-Ju Tsai, Director

Students pursuing the Finance Minor learn how to make the financial decisions critical to the sustainability of corporations. The acquisition of foundational knowledge related to the financial analysis of firms as well as an understanding of risk and return allows students to pursue advanced finance concepts both from the internal view of the corporation informing the study of financial policies and the external evaluation and assessment of firms needed for making meaningful investment decisions. Throughout, students will examine business ethics as it particularly pertains to the field of finance. The minor can be combined with the Business Management major for intensive coverage of this field. It can also be taken as a stand-alone minor for students majoring in other disciplines.

Given the on-going digital transformation of business, students planning to pursue careers in accounting are also encouraged to minor in either Data Analytics or Information Systems, and take BUS 316 Data Analytics to prepare for future work with analytical tools.

While internships are not required for the minor and do not count for the minor, they are strongly encouraged. Information regarding earning academic credit for internships may be found in the Business Management section of the catalog.

This minor is designed to prepare students for employment or further study at the graduate level. Students interested in pursuing graduate study are encouraged to contact Prof. Tsai regarding our partnership with the University of Maryland master's programs in Finance and Quantitative Finance.

Four Core Courses

ECN 111 Introduction to Macroeconomics, or ECN 112. Introduction to Microeconomics
BUS 109 Managerial Statistics, or ECN 215. Data Analysis, or equivalent course
BUS 112 Introduction to Financial Accounting
BUS 209 Financial Analysis

Four Elective Courses (at least three electives must be BUS courses)

BUS 355 Corporate Finance
BUS 356 Multinational Financial Management
BUS 357 Introduction to Quantitative Finance
BUS 440 Investments
BUS 455 Financial Derivatives
ECN 314 Money and Banking
ECN 320 Econometrics
ECN 411 International Finance
Special topic elective courses, with the approval of the Director

With the prior permission of the director of the Finance Minor or the chair of the Department of Business Management, relevant special topic courses from other Washington College departments or [courses](#) taken at study-abroad partners may also be counted for the minor. See the catalog entry for the

Business Management major for more information regarding study-abroad partners offering business-related courses.

Students pursuing the Finance Minor along with the International Business Minor and/or the International Economics minor may count two courses towards both or all three minors.

Brown Advisory Student-Managed Investment Fund Program

Richard Bookbinder, Distinguished Executive-in-Residence

Hui-Ju Tsai, Faculty Advisor

Students from any major can participate in the Brown Advisory Student-Managed Investment Fund Program by enrolling in BUS 250 Portfolio Management to help manage an equity fund valued at more than \$1.3 million dollars. Under the mentorship of Richard Bookbinder P'10, founder and manager of TerraVerde Capital Management and Bookbinder Capital Management, LLC, students learn to analyze and report on stocks, and then determine trades worth tens of thousands of dollars. The program includes career preparation, talks by visiting business leaders, and intensive work over the semester that will help prepare students for a career in the investment field. Networking events and special opportunities such as attendance at shareholder meetings allow students to acquire valuable real-world knowledge and experience. The Brown Advisory portfolio has placed in its category, value portfolios, since it began competing in the annual Quinnipiac Global Asset Management Education Forum, winning first place two years in a row and third place for 2022.

Students interested in participating in this program are required to submit applications for review by the Finance Minor Director and the Distinguished Executive-In-Residence for initial entrance into the program. Active participation is required for continued membership. More information is available on the Finance Minor webpage.

History

DIVISION OF SOCIAL SCIENCES

Janet Sorrentino, Chair
T. Clayton Black
Adam Goodheart
Kenneth Miller
Carol Wilson

Through stimulating teaching of the works of historians and 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

Students majoring in history will engage in the following program:

- One Introduction to History course (HIS 111)
- One U.S. History survey course (201 or 202)
- One World History or Western Civilization course (203, 204, 205, or 206)
- HIS 399: Historical Method (Junior Seminar)
- History Senior Capstone Experience
- Seven additional department offerings at the 300 and 400 level, at least one from each of the following sub-specialties: Early U.S. (pre-1860), Modern U.S. (post-1860), Early Europe, Modern Europe, Global, choosing among these courses:

Pre-1860 United States

HIS 313 Seventeenth- and Eighteenth-Century America
HIS 315 The Early Republic
HIS 319 African-American History
HIS 343 History of American Women
HIS 414 Comparative Cultural Encounters

Post-1860 United States

HIS 319 African-American History
 HIS 334 The American Civil War
 HIS 335 Reconstruction and the Gilded Age
 HIS 336 Progressivism and the Twenties
 HIS 343 History of American Women

Early Europe

HIS 350 Empire and Papacy: Medieval Germany and Italy
 HIS 351 Ancient Rome
 HIS 352 Castles, Cloisters, Cathedrals, and Mosques
 HIS 354 Renaissance and Reformation
 HIS 355 Women in Medieval Europe

Modern Europe

HIS 360 Modern Germany
 HIS 391 Russia and the Soviet Union I
 HIS 392 Russia and the Soviet Union II

Global

HIS 371 History of South Africa
 HIS 381 History of Modern China
 HIS 383 History of Modern Japan
 HIS 357 Early Islamic Civilization
 HIS 372 Colonial Latin America
 HIS 473 Latin American Literature as History

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 in a variety of settings, such as the George Washington's Mount Vernon, Kent County Historical Society, the Maryland General Assembly, the Office of the Governor of Maryland, the Library of Congress, the National Portrait Gallery, and the Hansard Society for Parliamentary Government in London, and many 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 pursue a regional minor. These minors are administered through the International Studies Program, but students are not required to major in International Studies. Current regions of study are Asian Studies, Latin American Studies, Near Eastern Studies, European Studies, International Business, and Peace and Conflict 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 the design of a research project. It includes 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 and maintain 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 HIS 111, one U.S. History survey (201 or 202), one non-U.S. History survey (203, 204, 205, or 206), and three 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 in non-U.S. history. Introductory courses must be taken at the college level; AP credits will not count toward the history minor.

Distribution Credit

To satisfy the requirement of two paired courses for Social Science distribution, students may take HIS 111 or any 200-level history course and pair it with any other history course.

To satisfy the requirement of an unpaired third course for Social Science distribution, students may take HIS 111 or any 200-level history course

Course Descriptions

HIS 111. Introduction to History

This course introduces students to the discipline of history by exploring compelling themes or problems in history. Through study of different topics, each section instructor will teach students the core methodological skills of historical analysis and interpretation. Students are expected to appreciate differing interpretations of the same historical questions. Students will study appropriate primary and secondary sources in the field and learn the basic analytical and writing skills historians use to interpret the past. Examples of topics offered include "The Underground Railroad," "The Invention of Childhood," "American Home Front," "Russian Revolution," "Harry Potter's World: Renaissance Science, Magic, and Medicine," "Small Worlds of Early America," and "America in the 1960s."

HIS 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. It 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.

HIS 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.*

HIS 203. Modern World History I

A survey of world history from roughly 1000 AD to the end of the eighteenth century. 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.

HIS 204. 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 203 is not a prerequisite for HIS 204.*

HIS 205. 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.

HIS 206. 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 205; 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 205 is not a prerequisite for HIS 206.*

HIS 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. *Prerequisite: HIS 111 or any 200-level history course taken at the college level required.*

HIS 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. *Prerequisite: HIS 111 or any 200-level history course taken at the college level required.*

HIS 319. African-American History

This course examines the history of African Americans from the colonial era to the present. We will trace the Black experience from African origins through more than two centuries of enslavement to emancipation in 1865. We will examine the fight for citizenship and equality during Reconstruction, the segregation era, and the civil rights movement. While including examination of the nature of racism and race relations, we will be focusing particularly on Black initiative, and the role African Americans have played in all aspects of American history. *Prerequisite: HIS 111 or any 200-level history course taken at the college level required.*

HIS 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. *Prerequisite: HIS 111 or any 200-level history course taken at the college level required.*

HIS 335. Reconstruction and the Gilded Age

The era from the end of the Civil War to the end of the nineteenth century saw some of the greatest changes in American history. We will examine the rebuilding of Reconstruction from the desire to restore national unity to the attempts of individual freedmen and women to carve out new lives and rights for themselves. The era also saw a turn from Victorianism to Modernity, as industrialization, urbanization, and immigration proceeded at a rapid pace, causing tension between rural and urban people, old ways and new. *Prerequisite: HIS 111 or any 200-level history course taken at the college level required.*

HIS 336. Progressivism and the Twenties

Focuses on one of the great reform eras in American history. Beginning in the late 19th century, the Progressives pushed for women's rights, prohibition, "good government", protection for workers and consumers, and more. We will also look at World War I, especially the impact on the home front. We will examine both the well-known side of the Twenties--economic success and high living, and the not-so-well known aspects, like the rise of the Ku Klux Klan, and anti-immigration sentiment. *Prerequisite: HIS 111 or any 200-level history course taken at the college level required.*

HIS 343. History of American Women

Examines the private lives and public roles of women throughout American history, from colonial settlement to the near-present. Social attitudes, laws and policies affecting women are studied, as well as women's daily lives, experiences, and accomplishments. Our focus will include women of different races, classes, and ethnic backgrounds. *Prerequisite: HIS 111 or any 200-level history course taken at the college level required.*

HIS 350. Empire and Papacy: Medieval Germany and Italy

Germany and Italy emerged as modern nations only in the nineteenth century. Both experienced turbulent internal divisions for centuries prior to their respective national unifications. A common thread bound their political difficulties, that is, the tension between two supranational ideas: The Roman Empire and the Roman Papacy. This course will explore the origins and development of this conflict between the Holy Roman Emperors and the Papacy and its effect on the histories of medieval Germany and medieval Italy. *Prerequisite: HIS 111 or any 200-level history course taken at the college level required.*

HIS 351. Ancient Rome

The social, cultural, and political history of ancient Rome and its dominions, from the period of the Etruscans through the migration of Germanic and Slavic peoples into 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: HIS 111 or any 200-level history course taken at the college level required.*

HIS 352. Castles, Cloisters, Cathedrals, and Mosques: Medieval France and Spain

This course traces the history of France and Spain from the 8th to 14th centuries from the perspective of their castles, monastic cloisters, cathedrals, and mosques. Topics include architectural structure and style; pre-modern French and Spanish history; history and regular routines of religious life; social and cultural aspects of buildings including their roles in military technology, guild organization, palatial residence, and church life. *Prerequisite: HIS 111 or any 200-level history course taken at the college level required.*

HIS 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: HIS 111 or any 200-level history course taken at the college level required.*

HIS 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: HIS 111 or any 200-level history course taken at the college level required.*

HIS 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 authority, 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: HIS 111 or any 200-level history course taken at the college level required.*

HIS 360. Modern Germany

An examination of Central Europe from the unification of the German lands in the mid-nineteenth century through the Kaiserreich, World War I, Weimar Republic, National Socialism, Cold War division, and reunification. *Prerequisite: HIS 111 or any 200-level history course taken at the college level required.*

HIS 371. History of South Africa

This course examines the political, economic, and social history of the Republic of South Africa. Beginning with the earliest inhabitants, we will trace the diversity of African life, the arrival of Europeans and the establishment of colonies, the policies of segregation and apartheid, and African resistance to them. We will also be assessing the importance of history to individual and group identities, as well as for interpreting issues of the present. *Prerequisite: HIS 111 or any 200-level history course taken at the college level required.*

HIS 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: HIS 111 or any 200-level history course taken at the college level required.*

HIS 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: HIS 111 or any 200-level history course taken at the college level required.*

HIS 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: HIS 111 or any 200-level history course taken at the college level required.

HIS 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: HIS 111 or any 200-level history course taken at the college level required.*

HIS 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: HIS 111 and any one 200-level history courses taken at the college level required.*

HIS 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: HIS 111 or any 200-level history course taken at the college level required.*

HIS 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: HIS 111 or any 200-level history course taken at the college level required.*

HIS 190, 290, 390, 490. Internship**HIS 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: HIS 111 or any 200-level history course taken at the college level required.*

HIS 195, 295, 395, 495. On-campus Research**HIS 196, 296, 396, 496. Off-campus Research****HIS 197, 297, 397, 497. Independent Study**

Humanities

INTERDISCIPLINARY MAJOR

Nicole Grewling, Director
T. Clayton Black, Advisory Board Member
Katherine Charles, Advisory Board Member

The humanities include branches of learning that investigate what makes us essentially human, specifically languages and literatures, the arts, and history. This interdisciplinary program offers students the opportunity to define their own fields of concentration. They might, for example, choose a particular historical period and view it from a particular philosophical or aesthetic perspective, compare forms of artistic expression, or combine insights from distinct fields of research in the pursuit of specific themes or interests.

The humanities are central to the liberal arts and, as such, foster eminently practical skills that can be applied to a diverse array of professional fields. Written and oral communication, critical analysis, research techniques, and cross-disciplinary thinking are among the many strengths of students in humanistic fields. Our 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.

The program encourages students to seek a broad background in the associated disciplines and to recognize that all significant achievements of culture are closely interrelated. In the course of their studies, students will 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.

Students interested in the major should discuss their ideas and plans with the director as early as possible in their college careers. Majors will take introductory courses in at least three of the following areas: art history, English, foreign languages, history, music history, philosophy, theatre, and world literature (International Literatures and Cultures). Humanities majors must complete 201 or higher in a foreign language (or equivalent if a student is approved for foreign language substitution).

The major consists of a minimum of eight courses on the 300 and 400 level in at least two, preferably three, of the disciplines mentioned above. Please be sure to take the necessary introductory courses prior to that and check the prerequisites for upper-level courses. These upper-level courses may not double-count for other majors or minors. While offering students the opportunity to work in several academic fields, the humanities major nevertheless requires a distinct focus and careful planning, and regular contact with the director and affiliated professors is essential. The Humanities Program offers no minor.

Students generally select courses for the major from the humanities disciplines taught at Washington College (see list above), and they are encouraged to work from an interdisciplinary perspective in these courses. In addition, there are two courses specifically designed to introduce Humanities majors to the history and development of the humanities. These courses are offered when staffing allows, and they do not fulfill distribution.

Course Descriptions

HUM 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.

HUM 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 upper-class students or by permission of the instructor.

HUM 394, 494. Special Topics

HUM SCE. Senior Capstone Experience

The Humanities Senior Capstone Experience is an intensive research project (thesis) on a topic of the student's choice. It must draw on and include research from at least two disciplines in the Humanities and it will be advised by at least two professors from these fields. Students are responsible for finding SCE advisors from among humanities faculty. Students are enrolled for four SCE credits usually in the spring of their senior year, but the SCE is a year-long project that should be started at the end of the junior year. The Capstone receives a mark of Pass, Fail, or Honors.

Information Systems Minor

INTERDISCIPLINARY MINOR

Susan Vowels, 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 112 Introduction to Financial Accounting
BUS 210 Management Information Systems
BUS 302 Organizational Behavior
BUS 109 Managerial Statistics (ECN 215, MAT 109, or PSY 209 may be substituted)
CSI 111 Computer Science I
CSI 112 Computer Science II
CSI 310 Database Systems

The eighth course, an elective, may be chosen from the following:

BUS 111 Principles of Marketing
BUS 209 Financial Analysis
BUS 212 Introduction to Managerial Accounting
BUS 223 Marketing Research Methods
BUS 224 Digital Marketing
BUS 303 Legal Environment of Business
BUS 315 Enterprise Resource Planning Systems
BUS 316 Data Analytics
CSI 220 Data Science
CSI 230 Applied Decision Analysis
CSI 250 Introduction to Computer Organization and Architecture
CSI 440 Computer Networks
CSI 460 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 the Information Systems program director 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 double count courses for the minor in Information Systems for the minor in Computer Science or Business Management (and vice versa) 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 Business Minor

DEPARTMENT OF BUSINESS MANAGEMENT
DIVISION OF SOCIAL SCIENCES

Maria M. Vich, Director

The interconnectedness of enterprises in global commerce is increasing at a dizzying pace, making an understanding of the opportunities and challenges of competing globally increasingly important. The International Business minor offers students an opportunity to learn about and analyze the forces impacting decisions necessary for conducting business around the world, including the evaluation of international organizational models and an understanding of the impact of country differences, particularly the roles culture and ethics play. Students also gain insight into how trade affects profitability, the nature of international monetary systems, and how to configure international business functions. The minor can be combined with the Business Management major for intensive coverage of this field. It can also be taken as a stand-alone minor for students majoring in other disciplines.

Four Required Courses

ECN 111 Introduction to Macroeconomics
BUS 111 Principles of Marketing
BUS 112 Introduction to Financial Accounting
BUS 310 International Business (*offered in the fall semester*)

Three Electives (at least one elective must be a BUS course)

BUS 311 Global Business Strategy
BUS 330 International Business Experience
BUS 352 International Marketing
BUS 356 Multinational Financial Management
BUS 294 Special Topic in International Business (will vary by semester)
BUS 330 International Business Experience (short-term study abroad course)
BUS 394 Special Topic in International Business (will vary by semester)
BUS 497 Independent Study in International Business
ECN 410 International Trade
ECN 411 International Finance
PHL 226 Global Ethics
POL 375 International Political Economy

With the prior permission of the Director of the International Business minor or the Chair of the Department of Business Management, relevant special topic courses from other Washington College departments or courses taken at study-abroad partners may also be counted for the minor. See the catalog entry for the Business Management major for more information regarding study-abroad partners offering business-related courses.

Advising Note

Students pursuing the International Business Minor along with the Finance Minor and/or the International Economics minor may count two courses towards both or all three minors.

International Economics Minor

INTERDISCIPLINARY MINOR

Adalbert Mayer, Director

Understanding global issues is a vital component of today's education. In an increasingly interconnected world, future leaders need a strong foundation in international issues in order to appreciate diverse perspectives and communicate effectively across cultures and disciplines. Combining our international economic courses with the extraordinary array of courses from Business Management, History, Philosophy, and Political Science at Washington College, our students can explore global issues with a strong analytical and policy-driven approach along with a multi-faceted global perspective offered by the additional inter-disciplinary courses of their choice.

The minor is composed of 28 credits (seven courses) across five departments. In order to complete the minor, students must complete five required courses in economics listed below and two additional courses selected from the list of courses in Business Management, History, Philosophy and Religion, and Political Science.

Five required courses

ECN 111 Principles of Macroeconomics
ECN 112 Principles of Microeconomics
ECN 218 Economic Development
ECN 410 International Trade
ECN 411 International Finance

Two of the following electives

BUS 310 International Business
BUS 311 Global Business Strategy
BUS 330 International Business Experience
BUS 356 Multinational Financial Management
HIS 203 Modern World History I
HIS 204 Modern World History II
HIS 360 Modern Germany
HIS 371 History of South Africa
HIS 381 History of Modern China
HIS 383 History of Modern Japan
HIS 391,392. Russia and the Soviet Union
PHL 226 Global Ethics
POL 341 Politics of Development
POL 345 Democracy in Asia
POL 346 Japanese Politics and Foreign Policy
POL 347 Chinese Politics and Foreign Policy
POL 348 Latin American Politics
POL 356 Africa in the World
POL 371 International Politics
POL 374 International Organization and Law
POL 375 International Political Economy

POL 382 US Latin American Relations
POL 384 International Relations of the Indo-Pacific
POL 388 U.S. Foreign Policy in the Middle East
POL 402 International Politics

Note that many of these courses have prerequisites.

Courses with an international economics focus taken while studying abroad may be considered on a case-by-case basis to fulfill the electives outside of the Economics Department in addition to substitutes for the five required economics courses.

Combining the minor with other majors and minors

This minor is open to all students. For some majors and minors, however, the following rules apply due to course overlap:

- Economics majors may complete this minor by completing the five required courses and three electives chosen from the list of courses from the Business Management, History, Philosophy and Religions, and Political Science departments.
- Finance minors may only count two courses towards both the Finance minor and the International Economics minor.
- International Business minors may only count two courses towards both the International Business minor and the International Economics minor.

International Studies majors may double count any of the courses for this minor that are also listed as International Studies courses towards both the International Studies Major and the International Economics minor.

International Literatures and Cultures

INTERDISCIPLINARY MAJOR

Nicole Grewling, Director

Students pursuing the interdisciplinary major in International Literatures and Cultures 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 Experience (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 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 Literatures and Cultures courses (ILC) offered by this Department or appropriate courses from other departments or programs (such as History, Art, Music, Theatre, 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, for instance, Chinese, Italian, or Arabic cultural studies as the central focus of their major in International Literatures and Cultures by combining appropriate study abroad with courses that are available on campus in those fields.

Majors must successfully complete the Senior Capstone Experience, which entails producing 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 Literatures and Cultures majors are strongly urged to engage in a semester-long or summer study abroad experience.

Course Descriptions

Note: these courses are taught in English.

ILC 305. European Cinema

Study of European film and its history. Special attention will be given to the various dimensions of film structure and criticism, with emphasis on foreign language films (with English subtitles). Selected films will be viewed and analyzed.

ILC 306. French Literature in Translation

Study of a selected author, movement, genre, or theme. Open to all students.

ILC 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.

ILC 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. This course counts toward the French major and minor if the journal entries, mid-term exam, and final paper are written in French.

ILC 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. This course counts toward the German major and minor if the written work is in German.

ILC 315. Minorities and Migration in Germany

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. This course counts toward the German major and minor if the written work is in German.

ILC 317. German Cinema

Explores the history and cultural background of German cinema, its topics, forms of representation and relationship to main issues of German history, major themes, movements, and trends, and the construction of identity and difference with special focus on gender. Apart from the historical and narrative context of the films, we will also consider how movies produce meaning and how our perspectives as viewers are guided. While this course is not an introduction to Film Studies, it will give students a general idea how to think and write about film in a critical way. Films are screened outside of class; if students cannot attend the screenings, they must watch the films before the class discussion on their own time.

ILC 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.

ILC 194, 294, 394, 494. Special Topics in International Literatures and Cultures

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.

ILC SCE. Senior Capstone Experience

The senior capstone experience consists of a thesis or other project in the field of International Literatures and Cultures. Senior ILC majors register for four SCE credits in the last semester in which they have full-time status at the College. 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 is graded Pass, Fail or Honors.

International Studies

INTERDISCIPLINARY MAJOR

Andrew Oros, Director
Anjali Chandra
Nicole Grewling
Aaron Lampman
Carrie Reiling
Tahir Shad
Janet Sorrentino
Maria M. Vich
Christine Wade

Our world has become globalized, with organizations, corporations, and individuals from around the world interacting on a daily basis. International Studies majors learn the importance of understanding and experiencing diverse cultures and the skills to work together on solutions to global challenges. International Studies is an interdisciplinary major, coordinated by the departments of Anthropology, Business Management, Economics, History, Political Science, and World Languages and Cultures. The major requires coursework drawn from these departments and supplemented by other departments and courses taken abroad. All International Studies majors study abroad for at least one semester, at one of twenty-eight partner programs managed by our Global Education Office. Majors also engage in “experiential learning” to link real-world experiences to classroom-based learning. Other opportunities to make such linkages exist on campus as well, through our vibrant Model United Nations program, the student-run International Studies Council, foreign language “coffee hours,” lectures from internationally known speakers sponsored by the Goldstein Program in Public Affairs and the Institute for Religion, Politics, and Culture, and other on-campus programming. After graduation, our majors go on to apply their education and skills in a wide range of careers, including business, journalism, non-profit organizations, politics, teaching, and public service. Double majors also find International Studies a useful supplement to all of Washington College’s major fields of study. There is no minor in International Studies, though non-majors (and majors) are encouraged to pursue a related regional or functional minor (listed below).

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
5. The Senior Capstone.

In addition, International Studies majors are encouraged to pursue a related minor, either regional or functional, or a second major to add additional focus and depth to their course of study.

* International students at Washington College pursuing an International Studies major are not required to study abroad, though they are encouraged to do so.

1. 13 required four-credit courses**Five introductory courses to be completed in the freshman and sophomore years:**

ANT 105 Introduction to Anthropology

ECN 111 Introduction to Macroeconomics (should be completed in the first year)

ECN 218 Economic Development (typically offered fall semester only)

HIS 203, 204, 205, or 206 Modern World History I or II, or Early Origins of Western Civilization I or II

POL 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

BUS 365 Multinational Financial Management

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 401 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.

Option Three: native speakers of a foreign language may be excused from the foreign language requirement upon request to the Director of International Studies.

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 may require students to pursue a different major or to extend their graduation beyond the typical eight semesters.

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).

Note (4): international students pursuing the major may be excused from this requirement, though they are encouraged to study abroad as well.

4. Experiential learning requirement

Majors must complete one activity from an approved list of options, including an internship or volunteer work related to international studies, study abroad beyond the one-semester requirement, or participation in 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 website for further information.

Note: An internship or volunteer work should consist of at least 80 hours of work and may be pursued for academic credit.

5. Senior capstone experience (SCE) requirement

The senior capstone experience (SCE) requirement for International Studies is a year-long self-directed project. The traditional route for the SCE is to complete a 30-page-minimum research-based thesis written in English and followed by a poster presentation that highlights the main findings of the research. By application and under the direction of a willing capstone advisor, majors alternatively may propose a self-designed capstone project that could take different forms, such as a performance, exhibition, website, or advocacy project—but which also must include a written component and a poster presentation that highlights the main findings of the research aspect of the project. Double-majors, with the exception of those double majoring in a foreign language, may complete a combined thesis or self-designed project with approval of advisors from both majors. Ordinarily students initiate the senior capstone together with the required International Studies Seminar (INT 401) during the fall semester of the senior year. Students will be registered for the SCE during the last semester of their senior year, when a final version of the capstone is due. The senior capstone should be interdisciplinary in scope, methodology and content and should have at the center of the analysis an “international” issue. Capstone projects will be assessed on the basis of Pass/Fail/Honors. Students who wish to be considered for honors should indicate this interest to their SCE advisor prior to submission of the complete draft so as to be advised on the additional requirements for an honors-level SCE. A minimum

3.5 GPA in the major is required to pursue an honors SCE. An oral defense of the SCE project is held at the end of the semester during which a student is seeking SCE honors by a committee of 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 SCE advisor.

Minors related to International Studies (open to all majors)

Regional and functional minors related to International Studies are open to students of all majors, offering an interdisciplinary approach to the study of a particular area. Regionally focused minors are available in Asian Studies, European Studies, Latin American Studies, and Near Eastern Studies. Functionally or topically focused minors are available in Black Studies, Ethnomusicology, Gender Studies, International Business, International Economics, Peace and Conflict Studies, and Public Health. Many international studies majors also or alternatively choose a minor from an academic department.

Course Descriptions

INT 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. For-credit internships combine work experience (at least 140 hours for two credits) with scholarly readings and reflective writing. Grading is pass-fail. *Prerequisite:* must be a declared international studies major.

INT 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.

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

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

INT 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.

INT 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.

INT 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.

INT 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.

INT 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.

INT 401. 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 capstone. This course is required for, and limited to, senior-International Studies majors.

INT SCE. Senior Capstone Experience

See description of the SCE requirement in International Studies above. To-be completed in the final semester at Washington College.

Journalism, Editing and Publishing Minor

DEPARTMENT OF ENGLISH

Courtney Rydel, Director
Sufiya Abdur-Rahman
Katie Charles
James Allen Hall
Alisha Knight
Sean Meehan
Elizabeth O'Connor

Students interested in the fields of journalism and editing & publishing are invited to deepen their understanding and practice a range of applicable skills within the classroom. Whether through interviewing members of the College community for news stories in Intro to Journalism or learning how to screen poetry submissions in Literary Editing and Publishing, students will develop and strengthen the essential skills of critical thinking, analysis, and synthesis. Furthermore, the minor will foster increased creativity and clarity of expression through a study of writing in a range of different styles and modes. The minor should appeal not only to English majors but also to Communications majors as well as to a host of students majoring in the humanities, social sciences, and even the natural sciences.

The Sophie Kerr Endowment supports the justly famous Sophie Kerr Prize (almost \$70,000 in 2022, the largest undergraduate literary prize in the country), as well as student scholarships and grants, library collection development, and professional development for English Department faculty. The Literary House supervises over 50 learning opportunities and internships for students, as well as provides a space where students can explore letterpress and bookmaking in the print studio.

Requirements for the Minor

Total required courses: six (22-24 credits), attendance at literary events. (Note: see course descriptions in the English Department section.)

Gateway: Two courses chosen from

ENG 101 Literature and Composition
ENG 103 Intro to Creative Writing
ENG 224 Introduction to Journalism
ENG 221 Introduction to Nonfiction
ENG 201 the Art of Rhetoric
CMS 101 Intro to Communication & Media Studies

Advanced: Three courses chosen from this list:

ENG 354 Literary Editing & Publishing
ENG 393 and ENG 493 Journalism Practica (must take both 2-credit classes)
ENG 394/494 Special Topics in Journalism and Publishing
ENG 454 Nonfiction Workshop
ENG 460 Book History and American Print Culture

Other special topics courses like Book Arts and Design for Literary Editing & Publishing may count with the approval of the Chair. Students would also be allowed to take 1 class on the media from

Anthropology (ANT 420 Media and Power), Business (BUS 451 Advertising), Political Science (POL 334 Media and Politics), Sociology (SOC 294 Media and Society) or a related discipline with permission of the Chair.

Internship: At least one 2-4 credit internship (ENG 390/490)

An internship focused on Journalism or Editing & Publishing can be completed either on or off campus during either the academic year or the summer.

Events: Attendance at six literary events

Students are required to sign the official attendance form online in order to be credited with attendance.

Note: Students may count up to two courses (8 credits) toward multiple programs in the English department (i.e., toward the English major, Creative Writing minor, and/or Journalism, Editing & Publishing minor).

Justice, Law and Society Minor

INTERDISCIPLINARY MINOR

Rachel M. Durso, 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. 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, non-profits, 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 Sociology 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 340 Victimology
SOC 341 Variant Behavior
SOC 342 Sociology of Punishment
SOC 343 Women, Crime, & The Criminal Justice System
SOC 344 Sociology of Gangs
SOC 347 Juvenile Delinquency and Social Welfare

Additional Sociology Course Options (one required):

SOC 221 Social Inequalities
SOC 340 Victimology (if not taken as a criminology option)
SOC 341 Variant Behavior (if not taken as a criminology option)
SOC 342 Sociology of Punishment (if not taken as a criminology option)

SOC 343 Women, Crime, & The Criminal Justice System (if not taken as a criminology option)

SOC 344 Sociology of Gangs (if not taken as a criminology option)

SOC 483-484 Field Experience in Social Welfare

Note: Some Special Topics courses may be used to meet Criminology and/or Additional Sociology Course options as well as electives with approval from the director.

Other courses that count toward the Justice, Law and Society Minor (note that many of these courses have prerequisites):

Social Science Courses

ANT 109 Introduction to Geographic Information Systems

ANT 275 Prisons, Punishment, and Social Control

ANT 340 Inside-Out

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

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

Latin American Studies Minor

INTERDISCIPLINARY MINOR

Dr. Christine Wade, Director

Latin American Studies is an interdisciplinary minor that aims to help students make connections across different scholarly approaches to the region. Students are encouraged to explore the diverse region through the study of culture, language, literature, history, music, and politics. Students minoring in Latin American Studies will develop knowledge about the multicultural nature of the region and its interactions with the global community, both past and present.

Students will achieve the goals of the minor by taking a set of courses on Latin America in at least three different departments across two divisions. Since language is essential to understanding any culture, a degree of proficiency is required in one of the region's languages. Finally, minors will submit a final project on the region.

Minor Requirements

1. Language requirement: two Semesters of HPS beyond HPS 201 (up to 302).

Native speakers of the region's languages should consult the Director about the language requirement for the minor.

2. Five courses distributed across at least three departments in the Humanities and Fine Arts and Social Science divisions (with approval, students may count up to two courses at study-abroad partners), from these courses:

ANT 235 Cultures of Latin America

ANT/MUS 329 Cuban Music and Culture

HIS 371 Colonial Latin America

HIS 473 Latin American Literature as History

HPS 303 Intro to Latin American Literature

HPS 305 Intro to Latin American and Spanish Lit

MUS 313 Music of Latin American

POL 348 Latin American Politics

POL 382 US-Latin American Relations

Any special topics class at the 300-400 level with a Latin American focus

3. Minors are also required to submit to the LAS Director either

- a Senior Capstone Experience from their major on a topic related to Latin American Studies, or
- a portfolio of [their](#) research papers, written for Latin American Studies courses, showcasing their development in Latin-American Studies. This requirement is non-credit bearing.

Marketing Minor

DEPARTMENT OF BUSINESS MANAGEMENT
DIVISION OF SOCIAL SCIENCES

Caroline Le Bon, Director

Students pursuing the Marketing Minor learn that marketing is a creative problem-solving process that begins with recognition of consumers' needs and desires, culminates in the development or improvement of products and services in response, and repeats cyclically to refine consumption outcomes. The Minor also underscores the ethical demands placed on marketing professionals, along with the legal, environmental, organizational, and individual consequences of making ethical marketing decisions. The minor can be combined with the Business Management major for intensive coverage of this field. It can also be taken as a stand-alone minor for students majoring in other disciplines.

The practice of marketing includes analyzing both internal and external influences on the consumer, and understanding and predicting consumer responses to these influences; conducting market research and data analysis to identify appropriate target market segments; developing, improving, and curating brands, products, services, and their ancillary attributes; assessing and developing organizational capacity for production, distribution, and other requirements; effectively communicating and promoting product offerings; and cultivating and maintaining relationships with customers. The range of demands placed on the marketing professional thus necessitates a combination of strong quantitative and analytical proficiencies, along with robust creative and communication skills.

While internships are not required for the minor, they are strongly encouraged. Please contact the director of the Marketing Minor or the chair of the Department of Business Management for information regarding earning academic credit for internships.

Five Required Courses

ECN 112 Principles of Microeconomics
BUS 109 Managerial Statistics (or equivalent: MAT 109, PSY 209, ECN 215)
BUS 111 Principles of Marketing
BUS 223 Marketing Research Methods
BUS 323 Consumer Behavior

Two Electives (at least one elective must be a BUS course)

BUS 224 Digital Marketing
BUS 351 Advertising
BUS 352 International Marketing
BUS 294 Special Topic in Marketing (will vary by semester)
BUS 394 Special Topic in Marketing (will vary by semester)
BUS 497 Independent Study in marketing (with permission of the Director of the minor)
ART 251 Visual & Critical Thinking
ART 291 Introductory Video + New Media Studio
CMS 205 Persuasion: The User Experience
CMS 220 Global Media and Technology
PSY 221 Social Psychology

With the prior permission of the director of the Marketing Minor or the chair of the Department of Business Management, relevant special topic courses from other Washington College departments or courses taken at study-abroad partners may also be applied to the minor.

STUDENT OPPORTUNITIES

American Marketing Association Student Chapter

Students declaring the Marketing Minor are invited to participate in the student chapter of the American Marketing Association (AMA), which provides a variety of opportunities and experiences, including speakers, networking, real-life case-based competitions and more. Participation requires student membership in the American Marketing Association. Please see ama.com for more information or speak to the director of the Minor.

Alpha Mu Alpha Honorary

Alpha Mu Alpha, the national marketing honorary, recognizes qualified undergraduate students for their outstanding scholastic achievement in the area of marketing. Graduating students who have (1) declared and met the requirements of the Marketing minor and (2) who have achieved an overall GPA of at least 3.25 as of the semester prior to graduation will be invited to join.

Mathematics

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE
DIVISION OF NATURAL SCIENCES AND MATHEMATICS

Dylan Poulsen, Chair
Jesse Andrews
Gabriel Feinberg
Austin A. Lobo
Shaun Ramsey
Emerald Stacy
Jordan Tirrell
Kyle Wilson

The Mathematics and Computer Science Department offers three majors: Mathematics, Data Science, and Computer Science. Our curricula give students technical knowledge, a broad foundation of reasoning and analytical skills that can be applied to many fields, and frameworks to critically examine the societal and ethical implications of their work. Graduates can pursue graduate work in data science, 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, and so much more. The learning environment places emphasis on reasoning, active problem-solving, and communication skills. In our classes, students can expect to collaborate on problems, discuss technical and non-technical issues, deliver oral presentations, and write detailed papers. You may find some course descriptions under the Computer Science heading. Please see other majors under their own catalog headings.

Foundation Courses

In both mathematics and computer science, the foundational courses listed below are the gateway to the major. Prospective majors should begin coursework in the foundational courses in their first semester at the College (usually MAT 111/MAT 106 for mathematics majors, and CSI 111 for computer science majors). In data science, the statistics sequence of MAT 109 and MAT 209 should be pursued, along with CSI 111. Many of our upper-level courses in all three majors require MAT/CSI 240 Discrete Mathematics, so we encourage prospective majors to take this course during their freshman or sophomore year, after successfully completing either MAT 111/106 or CSI 111. The Department strongly advises students not to take a course unless they received a grade of C or better in the prerequisite course.

Requirements for the Bachelor of Science 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 111, 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. Students who would like a slower introduction to calculus with integrated pre-requisite material may take the 2-semester Stretch Differential Calculus sequence (MAT 106 and 107) in place of MAT 111.

Mathematics and computer science majors are eligible for the teacher education program. To assure proper scheduling, students wishing to become certified to teach mathematics should inform the chairs of both the Mathematics and Computer Science and Education Departments as soon as possible.

The mathematics major is also compatible with extended courses of study such as the Combined Plan in Engineering at Columbia University or Washington University in St. Louis, where students will take several upper-level math classes. As such, these students will have portions of the major waived, as noted below. Specifically, they can take fewer electives and can forgo writing a senior thesis or taking comprehensive exams.

The major in mathematics consists of a minimum of eleven courses: six foundational courses, a computing course, an advanced course, and three electives; plus, an SCE and attendance at the Math Seminar.

1. All six of the following foundational courses:

MAT 109 Statistical Inference & Data Analysis

MAT 111 Differential Calculus or the Stretch Calculus Sequence (MAT 107-108)

MAT 112 Integral Calculus

MAT 210 Multivariable Calculus

MAT/CSI 240 Discrete Mathematics

MAT 280 Linear Algebra

2. One of the following computing courses:

CSI 100 Basics of Computing

CSI 111 Computer Science I

PHY/CSI 252 Scientific Modeling and Data Analysis

3. One of the following advanced courses:

MAT 410 Abstract Algebra

MAT 470 Real Analysis I

4. Three additional elective courses, at least one of which must be a MAT course. (Students successfully completing an approved extended course of study in an engineering program may complete only two of the following, at least one of which is a MAT course):

MAT/CSI 220 Data Science

MAT 230 Foundations of Geometry

MAT 310 Differential Equations

MAT 320 Probability

MAT 330 Complex Analysis

MAT/CSI 340 Numerical Analysis

MAT/CSI 350 Graph Theory and Combinatorics

MAT/CSI 360 Machine Learning

MAT 380 Number Theory

MAT 410 Abstract Algebra (if not counted as the advanced course above)

MAT 470 Real Analysis I (if not counted as the advanced course above)

MAT 480 Real Analysis II

Any Special Topics course in mathematics at the 200-level or above

CHE 305 Chemical Thermodynamics and Chemical Dynamics

CHE 306 Quantum Chemistry and Spectroscopy

CSI 380 Analysis of Algorithms
 CSI 320 Theory of Computation
 PHY 321 Classical Mechanics
 PHY 324 Electricity and Magnetism
 PHY 322 Quantum Physics
 ECN 320 Econometrics

Appropriate special topics in other departments (subject to approval by the department chair)

5. Four semesters of the Math Seminar (MAT 391, 392, 491, and 492). Each course is one credit hour, and the sequence begins in the fall of a student's junior year.

6. A Senior Capstone Experience (SCE), which can take the form of one of the following:

- A year-long research project culminating in a written thesis, expository or containing original research, to be completed during the senior year. A student pursuing departmental honors must complete a thesis.
- Completion of comprehensive exams covering material from foundational courses.
- Completion of an approved extension course of study such as the Combined Plan in Engineering at Columbia University.

The Minor in Mathematics

The minor in mathematics consists of

- Five foundational courses excluding statistics
- One advanced course (MAT 410 or MAT 470), and
- One elective from the list above

Notes on Quantitative Distribution

With a few exceptions, any MAT or CSI course can be counted for distribution. In particular: The 2-semester Stretch Differential Calculus sequence will count as two courses toward the quantitative distribution component but taking only one semester will not count for any. Designated MAT OR CSI special topics classes may be excluded. See the Distribution Requirements section of the catalog for more details.

Course Descriptions

MAT 102. 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 104. 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 105. 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 106. Stretch Differential Calculus

Analytic geometry, the derivative and differential, elementary functions, limits, continuity, and applications. This course is part 1 (of 2) of a yearlong sequence in differential calculus. At the end of this two-course sequence, students will tackle all the topics above included in differential calculus. Completion of this year-long sequence is equivalent to completion of MAT 111: Differential Calculus. Please note, Pre-Calculus placement score must be less than 50 to take this course. Also note, MAT 106 and MAT 107 can be counted as a two-course quantitative sequence for distribution, but MAT 106 and 107 do not count as a quantitative course otherwise.

MAT 107. Stretch Differential Calculus

This course is the second semester of a year-long sequence in Differential Calculus. Topics in this course include trigonometry, derivatives of trigonometric functions, conic sections, implicit differentiation, and limits at infinity. The semester will conclude with the Fundamental Theorem of Calculus. Throughout the semester, students will work on a project involving Calculus, culminating in a final paper and a presentation. Completion of this year-long sequence is equivalent to completion of MAT 111: Differential Calculus. Also note, MAT 106 and MAT 107 can be counted as a two-course quantitative sequence for distribution, but MAT 106/107 does not count as a quantitative course otherwise.

MAT 109. Statistical Inference and Data Analysis

Introduction to the theory and practice of data analysis and statistics in the natural and social sciences. Statistical software will be used. Topics will include data ethics, sampling, experimental design, descriptive statistics, conditional probability, the normal distribution, simple linear regression, confidence intervals, hypothesis tests, and decisions. MAT 109 and BUS 109 may not both be taken for credit.

MAT 111. Differential Calculus

Analytic geometry, the derivative and differential, elementary functions, limits, continuity, and applications. Prerequisite: It is strongly recommended that a student should have strong algebra and trigonometric skills before taking this course.

MAT 112. Integral Calculus

The indefinite integral, the definite integral, the fundamental theorem of the integral calculus, sequences, series, and applications. *Prerequisite: MAT 111 or MAT 106-107 or permission of the instructor.*

MAT 209. Statistical Inference & Data Analysis II

A continuation of the theory and practice of data analysis and statistics in the natural and social sciences. Use of statistical software will be a significant part of this course. Common statistical mistakes and the careful and ethical application of statistical methods will be emphasized. Topics will include experimental design, multivariate linear regression, non-parametric and parametric inference, power calculations, logistic regression, chi-squared tests, and ANOVA. *Prerequisite: MAT 109 or equivalent, or permission of instructor.*

MAT 210. Multivariable Calculus

Vectors, partial derivatives, and multiple integrals for functions of several variables. Line and surface integrals. *Prerequisite: MAT 112 or permission of the instructor.*

MAT 220. Data Science

The heart of data science is going from a deluge of numbers to ever-elusive insight. In this introduction we will focus on first principles: asking good questions, being aware of our assumptions, and understanding what it means to do good science. Topics will include exploratory analysis / descriptive statistics, statistical testing, and data visualization. The course will conclude with an introduction to recent data-driven machine learning models. We will discuss ethical issues pertaining to data and machine learning throughout the course, using current events and articles as they arise. The course will be both math and programming intensive, although in a heavily applied manner. (Also, CSI 220) *Prerequisite: CSI 111 or permission of the instructor.*

MAT 230. 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.

MAT 240. Discrete Mathematics

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. (Also, CSI 240) *Prerequisite: CSI 111 or MAT 111 or MAT 107 or permission of the instructor.*

MAT 280. Linear Algebra

An introduction to linear algebra balancing computation and the reading, understanding, and writing of mathematical proofs. A selection of topics from systems of linear equations, matrices, vector spaces, bases, dimension, linear transformations, determinants, eigenvalues, change of basis, matrix representations of linear transformations, matrix decompositions, and applications of linear algebra. It is recommended that students take MAT 240 before this course. *Prerequisite: MAT 112 or permission of the instructor.*

MAT 310. Differential Equations

Elementary methods for the solution of ordinary differential equations, including the expansion of the solution in an infinite series. *Prerequisite: MAT 210 or permission of the instructor.*

MAT 320. 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: MAT 112 or permission of the instructor.*

MAT 330. 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. *Prerequisites: MAT 210 and 240, or permission of the instructor.*

MAT 340. Numerical Analysis

Solution of equations and systems of equations by iteration and elimination, numerical differentiation and integration, assessment of accuracy, methods of interpolation and extrapolation. (Also, CSI 340) *Prerequisite: MAT 210 or permission of the instructor.*

MAT 350. Graph Theory and Combinatorics

This course introduces elementary combinatorial techniques used to enumerate large but finite discrete sets, including some of the following: permutations, the binomial theorem, partitions, bijections, and well-known sequences. It also presents the fundamentals of graph theory: trees, networks, paths and connectivity, matchings, colorings, and optimization algorithms. There is a significant proof-writing component plus computations and opportunities for coding. (Also, CSI 350) *Prerequisite: MAT/CSI 240 or permission of the instructor.*

MAT 360. Machine Learning

This is a class in finding patterns. Machine learning methods fit models to data to build representations of the underlying relationships. These models can then be applied to do tasks like classification, regression, and generation. As an undergraduate-level introductory course we will focus on the core ideas and applications of the most important models, such as linear and logistic regression, nearest-neighbor methods, and support vector machines. We will give special emphasis to a variety of new deep learning techniques. (Also, CSI 360) *Prerequisite: MAT/CSI 220 or permission of the instructor.*

MAT 370. Operations Research

This course tackles challenges that arise in the functioning (operations) of a complex organization, and then works to formulate, analyze, and solve corresponding mathematical decision models. Some of these challenges might involve: distributing tasks among processes competing for limited resources, arranging transportation between hubs to minimize cost, or scheduling employees' shifts to meet demands while lowering payroll costs. We'll develop mathematical and computational tools, understand how they work, and explore some of their historic usage in industry. Topics will include some combination of: linear programming & the simplex method; transportation & assignment problems; network models; dynamic programming; integer programming. (Also, CSI 370) *Prerequisites: MAT/CSI 240: Discrete Mathematics or MAT 280 Linear Algebra or permission of the instructor.*

MAT 380. Number Theory

Factorization of integers. Congruences and residue classes. Theorems of Euler, Fermat, Wilson, and Gauss. Primitive roots. Quadratic residues and the reciprocity theorem. *Prerequisite: MAT 240.*

MAT 410. Abstract Algebra

Introduction to groups, rings and fields. Other topics may include integral domains, polynomial rings, and fields. *Prerequisite: MAT 280 and mathematical maturity as demonstrated by the completion of MAT 240 or permission of the instructor.*

MAT 470. Real Analysis I

A rigorous treatment of single-variable calculus. A selection of topics from the properties and the topology of the real numbers, sequences, series, continuity, differentiation, and Riemann integration.

Prerequisite: MAT 210 and mathematical maturity as demonstrated by completion of one of MAT 240, or MAT 280, or permission of the instructor.

MAT 480. Real Analysis II

A continuation of Real Analysis II. Topics selected according to student and instructor interest. Topics could include analysis in metric spaces, analysis in n-dimensional space, Fourier analysis, functional analysis, measure theory, and Lebesgue integration. Suitable for engineers, chemists, physicists, economists, and mathematicians. *Prerequisite: MAT 470*

MAT 391, 392. Junior Seminar

Open to mathematics majors only. Weekly meetings 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 prepare each major to make presentations of problem solutions and to make the required presentation on the thesis. All junior mathematics majors are enrolled in the seminar and will receive a pass/fail grade at the end of the semester. *Junior standing, and permission of the Department.*

MAT 491, 492. Senior Seminar

Open to mathematics majors only. Senior students will make a presentation of a preliminary outline of their capstone project in the fall semester and will present a report on the completed capstone project in the spring. All senior mathematics majors are enrolled in the seminar and will receive a pass/fail grade at the end of the semester. *Prerequisite: Senior Standing, MAT 391/392 and permission of the Department.*

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 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 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 either an oral presentation of the thesis in front of the faculty and majors at seminar, or a poster presentation. Comprehensive exams may be offered in place of a traditional senior thesis. The Senior Capstone Experience in mathematics is graded as Pass, Fail, or Honors. Students must do a thesis and make an oral presentation to earn the grade of honors.

Medieval and Early Modern Studies Minor

INTERDISCIPLINARY MINOR

Elena Deanda-Camacho
Jonathan McCollum
Dylan Poulson
Courtney E. Rydel
Bin Song
Janet Sorrentino
Benjamin C. Tilghman
Peter Weigel

A minor in Medieval and Early Modern Studies furthers our liberal arts mission of shaping students to be informed, active citizens of the world. This interdisciplinary, multi-period minor cultivates students' deeper understanding of the past, dispelling old myths as they examine the rich diversity of cultures in Europe, northern Africa, Asia, and Latin America from the fifth century to the eighteenth. Given the profound interconnectedness of multiple modes of artistic production and cultural expression across the medieval and early modern worlds, this minor offers a valuable opportunity to further contextualize their studies in majors such as Art History, English, French Studies, German Studies, Hispanic Studies, History, Humanities, Music, Philosophy and Religion, and Theatre.

A minor in Medieval and Early Modern Studies prepares students for graduate study in the humanities and social sciences, law school, and other professional endeavors which value synthetic thinking and critical analysis. The multidisciplinary expertise developed through this minor gives students a valuable background for work in public history, the public humanities, the digital humanities, museums, libraries, and other cultural institutions.

Washington College sits in one of the richest regions for medieval and early modern art collections, libraries, and museums in the United States, which are available for experiential learning and partnership opportunities through the Medieval and Early Modern Studies minor. Institutions within a 90 minute drive from the college with exhibits and holdings in art, rare books, and manuscripts include Bryn Mawr College, Catholic University of America, Dumbarton Oaks Research Library and Collection, Folger Shakespeare Library, Free Library of Philadelphia, Freer Gallery of Art, Georgetown University, Library of Congress, Library Company of Philadelphia, Philadelphia Museum of Art, Rosenbach Museum and Library, University of Maryland, University of Pennsylvania, and Walters Art Gallery. Additional institutions within easy reach of our location on the East Coast include the Cloisters, the Metropolitan Museum of Art, Morgan Library and Museum, Columbia University, and Princeton University.

By honing the skills to research, comprehend, and communicate, students would be able to go beyond popular conceptions of the past to a more academically grounded understanding of the medieval and early modern world. This minor equips students to travel the world as liberally educated people, able to appreciate better the surviving art, architecture, cultural traditions, and languages with roots in the medieval and early modern world.

Requirements

The minor in Medieval and Early Modern Studies consists of six courses (24 credits) chosen from the list below. Special topics courses can be approved by the director.

Please note: Many courses which apply toward the minor may have additional prerequisites. Students are encouraged to discuss their program with their academic advisor and the MEMS Minor Director.

One course must be a 100-200 level course in the Medieval or Early Modern periods, which will serve as students' gateway course into the minor. These courses also count for the College's general education distribution.

No more than two courses at the 100/200 level total may count towards the minor.

Courses must be taken in at least three different departments.

The MEMS minor places no restrictions on double-counting courses with a student's major.

At least one course must be in each time period, broadly construed (medieval versus early modern); some courses will contain content for each.

Short-term study abroad courses led by faculty affiliated with the Medieval and Early Modern Studies can potentially count towards the minor as well, subject to the approval of the faculty member leading it and the Director of the minor.

Applicable courses taken in study abroad programs approved by Washington College may be counted towards the minor at the discretion of the Director of the minor.

Special Topics courses may also be included at the discretion of the Director of the minor.

Eligible Courses

Gateway Courses

ART 115 Arts of the Islamic World	Medieval & Early Modern
ART 211 Making Gods in Medieval and Early Modern Art	Medieval & Early Modern
ART 294 Making the Divine in Medieval & Renaissance Art	Medieval & Early Modern
ENG 205 Shakespeare I	Early Modern
ENG 206 Shakespeare II	Early Modern
ENG 207 British Literature & Culture I	Medieval & Early Modern
ENG 237/PHL 237 Global Wisdom and Literature	Medieval
HIS 111 Harry Potter's World: Renaissance Science, Magic, and Medicine	Early Modern
HIS 206 Western Civilization II	Medieval & Early Modern
HIS 203 Modern World I	Medieval & Early Modern
ILC Virtue and Vice in Early Modern Europe	Early Modern
MUS 203 Ancient to Baroque	Medieval & Early Modern
PHL 215 Medieval Philosophy	Medieval
PHL 237/ENG 217 Global Wisdom and Literature	Medieval

Upper-Level Courses by Program

Art History

ART 310 Art and Nature in Medieval & Early Modern Europe	Medieval & Early Modern
ART 312 Depicting Difference in Medieval and Early Modern Art	Medieval & Early Modern
ART 394 SpTp: Encounters across Space and Time in Medieval & Renaissance Art	Medieval & Early Modern
ART 394 SpTp: Power & Prestige in Medieval & Renaissance Art	Medieval & Early Modern
ART 494 SpTp: The Illuminated Manuscript	Medieval

English

ENG 300 Global Middle Ages	Medieval
ENG 301 Chaucer	Medieval
ENG 302 Arthurian Lit	Medieval
ENG 303 Women Writers to 1800	Medieval & Early Modern
ENG 310 The Renaissance (Age of Elizabeth)	Early Modern
ENG 311 The Seventeenth Century	Early Modern
ENG 312 Renaissance Drama	Early Modern
ENG 398 <i>Hamlet</i> and Its Afterlife	Early Modern
ENG 410 Shakespeare Now	Early Modern
ENG 411 Milton	Early Modern

French Studies (taught in French)

FRS 303 Introduction to French Lit and Culture	Medieval & Early Modern
FRS 411 Love in the Middle Ages	Medieval
FRS 412 The Renaissance in France	Early Modern

Hispanic Studies (taught in Spanish)

HPS 305 Introduction to the Literature of Spain and Latin America	Early Modern
HPS 414 How to (Make) Love in Early Modern Spain	Early Modern
HPS 415 Studies in Early Modern Spanish Literature	Early Modern
HPS 416 Studies in Colonial Latin American Literature	Early Modern

History

HIS 350 Empire and Papacy: Medieval Germany and Italy	Medieval
HIS 352 Castles, Cloisters, Cathedrals, and Mosques: Medieval France & Spain	Medieval
HIS 353 Medieval Women	Medieval
HIS 354 Renaissance and Reformation	Early Modern
HIS 357 Early Islamic Civilization	Medieval
HIS 414 Comparative Cultural Encounters	Early Modern

Mathematics

MAT 194 SpTp: History of Mathematics	Medieval and Early Modern
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Music

MUS 285 Early Music Consort (1 credit ensemble)	Medieval and Early Modern
MUS 327 Music, Ritual, and Early Christianity	Medieval

Philosophy

PHL 494 SpTp: Augustine and Aquinas	Medieval
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Theatre

THE 311 Advanced Acting: Shakespeare	Early Modern
THE 394/ENG 394 SpTp: Restoration Comedy	Early Modern

Museum, Field, and Community Education Minor

INTERDISCIPLINARY MINOR

Sara Clarke-De Reza, Education. MFCE Minor Director

Jill Bible, Environmental Science and Studies

Raven Bishop, Library and Academic Technology

Erin Counihan, Education

Julie Markin, Anthropology and Archaeology

Pat Nugent, Starr Center

Janet Sorrentino, History

Ben Tilghman, Art + Art History

The Museum, Field, and Community Education Minor is designed to prepare students from a range of disciplines to serve as educators in places other than schools. Many professionals in “informal education” fields like environmental and outdoor education, arts education, museum education, public history, and archaeology and biological archaeology speak of a need for professionals who can supplement content knowledge (from a college major) with skills in communication, educational theory and design, interpersonal dynamics, and professionalism and who have applied, hands-on experience with children / learners and a variety of internships in related fields. Classes in this minor provide students with a strong foundation in educational theory and communication and an opportunity to deepen content area expertise. Courses are supplemented with fieldwork experiences at community education sites around the Washington College campus, and with internship experiences near and far.

Experiential learning is at the heart of the Museum, Field, and Community Education Minor. We can offer both world-class and small-but-mighty observation and internship opportunities. Because of our location, Washington College students experience a wide range of informal learning environments and consider what each has to offer to their understanding of what it means to teach and learn in places other than school. We have access to large-scale museum, field, and community learning experiences at nationally regarded locations in Washington, Baltimore, and Philadelphia, and other regional cities. Kent County itself is also rich with environment, history, and arts organizations that have, and will continue, to provide opportunities to see how small organizations undertake the work of educating the public.

Students completing the Minor will be prepared to work as educators in a wide variety of non-school contexts by:

Developing skills and experiences in...

- designing and evaluating learning experiences
- communicating successfully through a variety of media and technologies to a variety of audiences
- leveraging interdisciplinary methods for real-world problem solving
- engaging in public-centered scholarship and community building
- gaining hands-on experience educating outside traditional school spaces

Deepening their content knowledge to...

- understand the cultural, contextual, and individual variables that shape human learning

- understand the contexts in which informal learning occurs
- explore the specific instructional programs and strategies employed in different content areas
- build deeper content knowledge in the field in which they intend to teach

REQUIREMENTS FOR THE MINOR

Two required core courses:

EDU 252 Educational Psychology

EDU 341 Designing and Measuring Learning Experiences

Required Communication Courses (choose any two)

ANT 300 Language and Culture

ANT 354 Visual Anthropology (ANT 105 prerequisite)

ART 231 The Creative Process

ART 251 Visual and Critical Thinking

CMS 150 Public Speaking

CMS 250 Persuasion

EDU 307 Literacy in the Content Field (EDU 251 prerequisite)

EDU 318 Cultural and Linguistic Diversity in Education

ENG 201 The Art of Rhetoric

ENG 221 Introduction to Nonfiction

ENG 224 Introduction to Journalism

ENV 294 Environmental Communication (ENV 101/102 prerequisite)

Required Field Experience (choose one)

EDU / ENV 115 Environmental Education Field Experience (1 credit)

EDU 117 Museum & Community Education (1 credit)

EDU 218 Clinical Field Experience (1 credit)

Required Internship Experience

EDU 374 Museum, Field, and Community Education Internship (2 credits)

Required Content Courses

Students will choose eight credits from one of two areas, Arts and Heritage or Science and Field. One course must be an introductory course (100-level) and the other an upper-level course (200- or 300-level) from the same department. Substitutions may be made with permission of the Director of the Minor.

Arts and Heritage

Anthropology (courses in Anthropology)

Art

Dance

Music

History

Theatre

Science and Field

Anthropology (courses in Archaeology)

Art (courses in Environmental and Green Art)

Biology

Chemistry

Environmental Science and Studies

Physics

Music

DIVISION OF HUMANITIES AND FINE ARTS

Jonathan McCollum, Chair
Kenneth Schweitzer, Associate Chair
Davy DeArmond
Diana Golden
Alec Green
J. Ernest Green
Lori Kesner
John Leupold
Kimberly McCollum
Joshua Mlodzianowski
Woobin Park
Anastasia Pike
Eric Plewinski
Bennett Umhau

Music transcends time and geographic boundaries. The study of music, as a diverse human cultural expression, includes not only the analysis of the music itself, but importantly, the very processes that shape the uses and functions of music in society, such as the construction of historical memory, the role of music in human migrations, kinesics (bodily movement) as well as other socio-cultural factors such as the role of music in shaping identity, its use in ritual and belief systems, as a tool for political activism, and as a creative artistic expression. In this spirit, the Department of Music recognizes and celebrates the diversity of musical experiences—from performance and education to music business and production.

As a model for true liberal arts learning, the Department of Music's educational goals are guided by an interdisciplinary approach to teaching music. In the medieval university, music, arithmetic, geometry, and astronomy together formed the *quadrivium*, the upper division of the seven liberal arts. In addition, music held an important position in the philosophy and theology of the age. 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. Our BA degree program is flexible and divided into specific advisory tracks that include performance (vocal and instrumental), music education, music history and criticism, world music and ethnomusicology, theory and composition, and the traditional liberal arts. The course offerings provide solid preparation for a lifelong engagement with music.

All students pursuing the study of music in a liberal art 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.

MAJOR REQUIREMENTS

The music major at Washington College requires 58 credits (14.5 courses, including a 4-credit Senior Capstone Experience).

Music Theory (16 credits)

MUS 131, 132, 231 (Music Theory I, II, III)

One of the following 300/400-level Music Theory Courses: MUS 330 Analysis of Popular Music, MUS 331 Analytical Techniques, or MUS 430 Orchestration and Arranging

Music History (8 credits)

Two courses selected from the following History of Western Music sequence:

MUS 203 History of Western Music: Ancient to Baroque

MUS 204 History of Western Music: Classical to Romantic

MUS 205 History of Western Music: Music Since 1900

World Music Elective (4 credits)**One course selected from the following:**

MUS 104 Introduction to World Music & Ethnomusicology

MUS 313 Music of Latin America

MUS 314 Music of Asia

MUS 327 Music, Ritual, & Early Christianity

MUS 406 Theory and Method in Ethnomusicology

Music Electives (8 credits)

Any two four-credit courses in music (except MUS 100)

MUS 400: Music Practicum (0 credits); must be enrolled every semester while a declared major

Performance Requirements (18 credits)**Performance Requirements for students of Brass, Woodwind, Percussion, Strings, and Voice**

Four semesters of two-credit (400-level) applied music in their declared area (8 credits)

Two semesters of two-credit (400-level) applied or class piano, or by passing a piano proficiency exam (4 credits)

Performance ensemble participation (6 credits):

Brass, Woodwind, and Percussion students must acquire at least four credits in MUS 277

Symphonic Band. The remaining two credits may come from any other ensemble offered by the Department of Music.

String students must acquire at least four credits from MUS 291 String Orchestra. The remaining two credits may come from any other ensemble offered by the Department of Music.

Voice students must acquire at least two credits from MUS 283 College Chorus. The remaining two credits may come from any other ensemble offered by the Department of Music.

Performance Requirements for students of Guitar and Composition

Four semesters of two-credit (400-level) applied music in their declared area (8 credits)

Two semesters of two-credit (400-level) applied or class piano, or by passing a piano proficiency exam (4 credits)

Six additional credits of additional applied music or ensemble participation, of which at least four credits must be in a large ensemble (MUS 277 Symphonic Band, MUS 281 Jazz Ensemble, MUS 283 College Chorus, or MUS 291 String Orchestra) (6 credits)

Performance Requirements for students of Piano

Four semesters of two-credit (400-level) applied music in applied piano (8 credits)

Ten additional credits of additional applied music or ensemble participation, of which at least four credits must be in a large ensemble (MUS 277 Symphonic Band, MUS 281 Jazz Ensemble, MUS 283 College Chorus, or MUS 291 String Orchestra) (10 credits)

Other Expectations

Music majors should regularly enroll in MUS 400 Performance Practicum every semester they are a declared major. This course provides experiential learning for majors and minors through participation in music department events. By enrolling in this course, students commit to completing all required activities during the indicated semester. Course requirements will be clearly outlined by the instructor(s) at the beginning of the semester. These requirements will typically include attendance at concerts, attendance at department-sponsored lectures/masterclasses, and attending general information meetings. This is a zero-credit course and is graded pass/fail. Majors must enroll in and pass the course four times; minors must enroll and pass twice.

If a music major 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 (4 credits)

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.

Music 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.

Ethnomusicology Minor

Using music as an entry into a variety of cultures, social classes, and populations, the ethnomusicology minor offers a unique opportunity for students interested in both music and anthropology.

Ethnomusicologists take a global, interdisciplinary approach to the study of music and seek to understand music as a social practice, viewing music as a human activity that is shaped by its cultural context. Ethnomusicologists often engage in ethnographic fieldwork, by participating in and observing the music being studied, and frequently gain facility (or expertise) in another music tradition as a performer or theorist. Ethnomusicologists also conduct historical research utilizing the methods of historiography, manuscript analysis, archaeomusicology, and archival/museum research. Students who study ethnomusicology have a global outlook, are critical thinkers, and are better able to appreciate the cultural and aesthetic diversity of the world and communicate in ways that are ethically sensitive.

The minor in ethnomusicology is 23 credits and is open to students in all subject areas, including music. To ensure that music students take this opportunity to expand their knowledge in a supplemental area, music majors who minor in ethnomusicology will have to observe the following guidelines: (1) they may only double count two courses between the MUS major and the Ethnomusicology minor and (2) at least

2 of the courses used to satisfy the minor must be offered by the Anthropology department. Students will not be permitted to minor in both music and ethnomusicology simultaneously. For more information and a full list of requirements, see the Ethnomusicology Minor section.

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). If the student chooses to take two Natural Science courses, then any one course in music theory (MUS 131, 132, 231) 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, or 231). 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, or 231) along with two Humanities courses.

Applied Music

Instruction in applied music solves technical problems, develops knowledge of the literature, and teaches performance techniques. 200-level applied music courses are one-credit and are open to all students. Each course consists of a weekly 30-minute individual lesson. One hour of daily practice is expected. For non-majors, there is an additional fee of \$360 for each 200-level applied music course. The fee is waived for music majors.

MUS 251 Voice

MUS 253 Piano

MUS 255 Woodwinds

MUS 257 Guitar/Lute

MUS 259 Brass

MUS 261 Strings

MUS 263 Percussion/Drums

MUS 265 Composition

400-level applied music courses are intended for advanced students and may require auditions. They are 2 credits and 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 \$720 for each 400-level applied music course. The fee is waived for music majors.

MUS 451 Advanced Voice

MUS 453 Advanced Piano

MUS 455 Advanced Woodwinds

MUS 457 Advanced Guitar/Lute

MUS 459 Advanced Brass

MUS 461 Advanced Strings

MUS 463 Advanced Percussion/Drums

MUS 465 Advanced Composition

Music Ensembles

Music ensembles are one credit. Although students may provisionally register for music ensemble courses, enrollment in the course may be subject to 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 sometimes take place beyond the Drop/Add deadline for a semester. Additionally, spaces in these courses are not always guaranteed. 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.

MUS 266. Pan Pipe Ensemble

This ensemble focuses on learning to perform the panpipe music of South American Andean communities, a diverse culture comprising the South American countries of Bolivia, Colombia, Ecuador, and Peru. Open to all. No prior musical experience required.

MUS 277. Symphonic Band

The Symphonic Band studies and performs concert band and wind ensemble music from various musical periods. Membership is open to qualified students.

MUS 278. Steel Pan Ensemble

The Steel Pan Ensemble (Steel Revolution) offers students an opportunity to explore the Trinidadian steel band tradition, as well as classical and popular arrangements and transcriptions. Students learn to perform on steel band instruments and study the social, historical, and cultural context of the ensemble. Readings, recordings, and video viewings supplement in-class instruction. The ensemble will present public performances. *Prerequisite: Permission of the instructor.*

MUS 279. Japanese Music Ensemble

By the Edo period (1603-1868), three instruments had emerged from various directions to become popular among the Japanese people. The *koto*, a 13-string zither, the *shamisen*, a 3-string banjo-like instrument, and the *shakuhachi*, a Zen Buddhist bamboo flute. In this new ensemble, students are introduced to these instruments, and have the opportunity to research, write about, and learn how to perform on an instrument of the student's choice. Students also learn the unique notation systems of each instrument and gain a deep understanding of Japanese traditional arts in relation to the social, ideological, and cultural development of Japanese traditional aesthetics.

MUS 281. Jazz Ensemble

The Jazz Ensemble presents programs each semester and plays at various College functions throughout the year. Membership is open to qualified students.

MUS 283. College Chorus

The College Chorus performs music from all principal style periods. Membership is open to all students.

MUS 285. 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.

MUS 291. String Orchestra

The String Orchestra studies and performs orchestral music from various musical periods. Membership is open to qualified students.

MUS 295. Afro-Cuban Ensemble

The Afro-Cuban 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. *Prerequisite: Permission of the instructor.*

MUS 475. Jazz Combo

The 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. *Prerequisite: Permission of the instructor.*

MUS 479. 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. *Prerequisite: Permission of the instructor.*

MUS 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. *Prerequisite: Permission of the instructor.*

Course Descriptions

MUS 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.

MUS 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. (Also, ANT 104)

MUS 106. Rock, Pop, and American Culture

An examination of popular music in America from the 1830s through the modern day. With a particular emphasis being placed on the 1950s and 1960s, students will develop an understanding of the cultural, political, and economic forces of these eras and will examine how popular music history intersects with all aspects of American history and culture. This course also examines several important threads in popular music history, including the ever-present, but ever changing, role of race relations, the impact of evolving technologies, and the history of the music industry. In addition to reading the assigned textbook, students are also asked to watch/listen to important archival performances, televised interviews with notable musicians, radio interviews with scholars of popular culture, and other relevant primary sources.

MUS 131. Music Theory I

The basic goal in music theory courses is to focus on the growth and development in the areas of comprehension, skills, and creativity. The academic approach will be to study and apply principles of melodic, harmonic, contrapuntal and formal structures, which are basic to musical composition and essential to the serious musician. The lecture portion of this course will focus on the elements of diatonic harmony through part-writing, formal analysis, and composition. The ear-training portion will focus on the development of intervals, triads, rhythmic study/dictation, melodic dictation, and sight-singing. Recommended for participants in performance groups.

MUS 132. Music Theory II

As a continuation of MUS 131, Music Theory II will continue the development of music comprehension through theory lectures/exercises and aural skills training. The lecture portion of this course will focus on part writing, the study of diatonic harmony, and formal analysis. The ear-training portion of this course will focus on the continuation and development of intervals, triads, seventh chords, melodic dictation, harmonic dictation, rhythmic dictation, as well as sight-singing and rhythmic studies. Recommended for participants in performance groups. *Prerequisite: MUS 131 (Students who have a strong background in theory may take an examination to receive advanced standing and exemption from this prerequisite).*

MUS 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.

MUS 136. Class Guitar I

Class Guitar I offers group instruction in the fundamental principles of playing the guitar. Students will be introduced to a variety of styles and techniques for the guitar and will learn to read standard notation and tablature. Course goals are to develop and improve technical skills and musicality, while gaining a deeper understanding of music theory, fretboard harmony, and performance practice of various stylistic periods and musical genres. No prior experience is required.

MUS 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 notation.

MUS 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 notation.

MUS 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 notation.

MUS 206. Jazz History

Jazz is both a uniquely American style as well as an international collaboration. Beginning with an examination of the roots and antecedents of jazz in the mid-1800s, students will learn the artistic contributions of many notable instrumentalists, vocalists, bandleaders, and arrangers. Particular emphasis will be placed upon understanding the musical and social forces that influenced each artist, and the role of each artist in encouraging innovation and development within this art form. Prior musical experience is not required.

MUS 231. Music Theory III

Upon completion of Music Theory I and II, students will have gained a basic knowledge of diatonic harmony. Music Theory III will delve into more advanced topics address diatonic and chromatic harmonies, as well as large-scale form. The lecture portion of this course will focus on more advanced work in diatonic harmony, including applied chords, modulation, form, modal mixture, and other chromatic harmony. This will be accomplished through part-writing, formal analysis, and composition. The ear-training portion will focus on the continued development of intervals, triads, rhythmic study/dictation, melodic dictation, harmonic dictation, and sight-singing. *Prerequisite: Music 132.*

MUS 233. Conducting I

A study of basic conducting skills, score reading, rehearsal techniques, and the elements of arranging. *Prerequisite: Music 132 or permission of the instructor.*

MUS 234. Creative Process

This course will give an overview of major topics in creativity: the pleasures and pitfalls as well as effective strategies to use in creative work. Each week we tackle another issue and explore ways to approach creativity in the broadest sense. At the same time students work on self-directed projects throughout the semester (largely outside of class time), submit weekly progress updates, and periodically share with the class. By the end of the semester students will have a range of tools and hands-on experiences to return to again and again in their future creative work. (Also, ART 231, DAN 281, and THE 281). *Prerequisite: One course of Studio Art, Music, Theatre, Dance, or Creative Writing, or permission of the instructor.*

MUS 235. Class Piano II

Class Piano II teaches the art of piano playing through establishing fundamentals in proper piano technique and facility. This course is a continuation of Class Piano I and is designed for students who already possess basic piano skills. Intermediate level classical and popular literature will be taught in conjunction with fundamental music theory, technique, rhythmic exercises, and sight-reading. *Prerequisite: MUS 135, or by instructor permission.*

MUS 236. Class Guitar II

Class Guitar II offers Intermediate/advanced group guitar instruction. In a group setting, students will learn music from various stylistic periods and genres and will continue to develop technical and musical skills on the guitar. *Prerequisite: MUS 136, or by instructor permission.*

MUS 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.

MUS 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.

MUS 313. Music of Latin America

Students will be introduced to ethnomusicological theory and method, while focusing on the musical practices of selected regions in 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.

MUS 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.

MUS 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.

MUS 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. This course requires that students have an advanced knowledge in reading and writing music notation. *Prerequisite: MUS 132 or permission of instructor.*

MUS 329. Cuba Music and Culture

This course introduces students to anthropological, ethnomusicological, and ethnochoreological ethnographic fieldwork methods, including participant observation, ethnographic interviews, and audio/video documentation techniques. Students will be exposed to both Afro-Cuban religious and Cuban popular expressive forms. They will learn about the interrelatedness of music, dance, visual arts, ritual, and religious beliefs, as well as Cuban views on Cuban culture, gender, and race. Students will attend/observe both formal and informal music performances and take music and dance lessons where they will have an opportunity to engage musicians on a one-on-one basis. In addition to music-oriented activities, students will learn about Cuba's cultural and economic history by exploring Havana's rich museums, monuments, and plazas. (Also, ANT 329)

MUS 331. Analytical Technique

A study of the principles of musical organization through analysis of compositions from diverse periods in music history. *Prerequisite: MUS 232 or permission of the instructor.*

MUS 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 performers.

MUS 333. Conducting II

Advanced study of conducting skills, score reading, and rehearsal techniques. *Prerequisite: MUS 233 or permission of instructor.*

MUS 350. Analysis of Popular Music

This class introduces different theoretical and analytical approaches to the study of popular music. Students will examine form, phrase structure, pitch syntax, rhythm and meter, texture, timbre, recording techniques, and other parameters, in order to understand how these elements are organized in popular music and how they combine to create expressivity and meaning. *Prerequisite: MUS 231 or permission of the instructor.*

MUS 375. Arts Administration

This course explores various aspects of leadership, management, and entrepreneurship for the visual and performing arts. Students will learn how arts organizations define themselves, make decisions, and plan for the future. Topics may include leadership & governance, mission & strategy, program planning & evaluation, intellectual property & contracting, marketing & public relations, and/or budgeting & fundraising. (Also ART/BUS/DAN/THE 375) *This course has no curricular prerequisite but requires a baseline interest in and understanding of the arts. 4 credits.*

MUS 400. Music Practicum

This course provides experiential learning for majors and minors through participation in music department events. By enrolling in this course, students commit to completing all required activities during the indicated semester. Course requirements will be clearly outlined by the instructor(s) at the beginning of the semester. These requirements will typically include attendance at concerts, attendance at department-sponsored lectures/masterclasses, and attending general information meetings. This is a zero-credit course and is graded pass/fail. Majors must enroll in and pass the course four times; minors must enroll and pass twice.

MUS 406. Theory and Method in Ethnomusicology

This course examines the formation of the discipline of ethnomusicology through a survey of its history, theory, and methodology. Students read and discuss the works of major scholars in the field and examine the interdisciplinary nature of ethnomusicology, particularly its relationship with historical musicology, anthropology, folklore, linguistics, and cultural studies. Research projects will compliment theoretical discussions and technical activities associated with the field such as fieldwork, ethnography, historical research, and transcription. *Prerequisite: MUS/ANT 104 or ANT 105 or permission of Instructor.*

MUS 430. Orchestration and Arranging

A study of the fundamentals of instrumentation, orchestration, and arranging. *Prerequisite: MUS 132 or permission of instructor.*

MUS 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.

MUS 190, 290, 390, 490. Internship

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

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

MUS 197, 297, 397, 497. Independent Study

MUS 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.

Near Eastern Studies Minor

INTERDISCIPLINARY MINOR

Dr. Tahir Shad, Director

The Near Eastern Studies minor provides students with an opportunity to complement their major with a concentration of courses that explore the Near East and North Africa region in its historical, political, social, and cultural complexity. The minor in Near Eastern Studies requires students to study in the Middle East and North Africa at one of our partner institutions as a way to complement their coursework at Washington College, deepen their facility in language, and immerse themselves in the cultures of the region. Current Washington College study abroad programs are offered in Morocco, Turkey, Egypt, and Israel.

Students will achieve the goals of the minor by completing six courses focusing on the Near East and North Africa in at least three different departments across two divisions. Since language is essential to understanding any culture, students are also required to take French at Washington College or Arabic, Turkish, or Hebrew at a partner institution. Finally, minors must submit a research paper on the region (ordinarily as part of the required coursework for the minor).

Of the six courses required for the minor, two must be introductory courses (listed below; preferably taken during the freshman and sophomore years), and four must be upper-level courses, taken both at Washington College and in the region itself. Two of the upper-level courses must be taken at Washington College, and two must be taken abroad. Alternatively, participation in a Washington College summer program plus one additional course at Washington College may substitute for two courses abroad.

Introductory courses

ANT 105 Introduction to Anthropology

ECN 111 Principles of Macroeconomics

HIS 203, 204, 205, 206 Modern World History I, II or Early Western Civilization I, II

POL 104 Introduction to World Politics

Upper-level courses offered at Washington College

HIS 357 Early Islamic Civilization

POL 388 US Foreign Policy in the Middle East

FRS 312 The Contemporary Francophone World

Other special topics courses as approved by the program chair

Neuroscience

DIVISION OF NATURAL SCIENCES AND MATHEMATICS

Cynthia Gibson, Director

Biology Faculty Members

Aaron Krochmal

Mala Misra, Advisory Board Member

Jennie Rinehimer

Chemistry Faculty Members

Jeremy Bard, Advisory Board Member

Leslie Sherman

Psychology Faculty Members

Daniel Kochli

Audrey Weil

The Neuroscience major at Washington College reflects the interdisciplinary nature of the field of neuroscience by integrating the fields of biology, chemistry and psychology to promote a deeper understanding of the brain and its emergent properties. Students will explore the brain at the level of molecules and electrical signals and will extend that knowledge to the networks that create behaviors, memories, and consciousness. They will also apply their knowledge through hand-on laboratory activities in most courses for the major. Courses that deal with the underlying chemical, biochemical, and physiological principles that dictate how neurons function are housed in the Physical Properties of the Nervous System category. Courses that focus on how the networks of neurons in central nervous systems combine to produce behavior, emotions, and self-awareness are housed in the Emergent Properties of the Nervous System category.

Requirements for B.S. in Neuroscience

A B.S. in Neuroscience requires six introductory courses, one core course, six advanced courses (two each in biology, chemistry, and psychology), one quantitative course, and a Neuroscience Senior Capstone Experience for a total of 60 credits. Majors must also complete a Junior Seminar approved by the program director.

Introductory courses

Students are required to take all six courses. Students are also encouraged to take 2 semesters of introductory physics if they intend to pursue a post-bachelor's degree.

BIO 111 General Biology I w/ Lab

BIO 112 General Biology II w/ Lab

CHE 120 Chemical Principles of Organic Molecules

CHE 140 Reactions of Organic Molecules

PSY 111 General Psychology I

PSY 112 General Psychology II

Core courses

Students must take one of these; both fulfill the W3 writing requirement.

BIO 311 Neurobiology with Lab

PSY 210 Biopsychology with Lab

Advanced elective courses

Students must take six additional courses from the two advanced elective categories. The courses must be from three different departments; at least two courses must be from each category; and at least four courses must be at-or-above the 300 level.

Category 1: Physical Properties of the Nervous System

BIO 205 Cell Biology w/ Lab

BIO 209 Genetics w/ Lab

BIO 301 Integrative Human Anatomy w/ Lab

BIO 302 Developmental Biology w/ Lab

BIO 350 Toxicology w/ Lab

BIO 394 Neurodevelopment w/ Lab

BIO 424 Integrative Human Physiology w/ Lab

CHE 220 Quantitative Chemical Analysis w/ Lab

CHE 303 Chemistry of Biological Compounds w/ Lab

CHE 309/BIO 409 Biochemistry w/ Lab

CHE 320 Medicinal Chemistry

NEU 294/394 Approved Special Topics

NEU 295/395 Approved Research Experience

Category 2: Emergent Properties of the Nervous System

BIO 328 Behavioral Ecology w/ Lab

PSY 233/234 Psychopathology I or II

PSY 305 Psychopharmacology w/Lab

PSY 313 Learning and Applied Behavioral Analysis w/ Lab

PSY 316 Cognitive Neuroscience w/ Lab

PSY 317 Sensation and Perception w/ Lab

PSY 410 Neuroscience Research Methods w/ Lab

NEU 294/394 Approved Special Topics

NEU 295/395 Approved Research Experience

Quantitative courses

Students must take one of these two courses. Students are also encouraged to take PSY 309 Statistics and Research Design II w/ Lab.

MAT 109 Statistical Inference & Data Analysis

PSY 209 Statistics and Research Design I w/ Lab

Additional required courses

Students must take both of the following courses.

NEU 300 Neuroscience Junior Seminar

NEU SCE Senior Capstone Experience

Sample Four-Year Plan

	Fall Semester	Spring Semester
First Year	General Biology I General Psychology I Chemical Principles of Organic Molecules First-year Seminar	General Biology II General Psychology II Reactions of Organic Molecules HFA Distribution Course

Second Year	1 st Physical Elective Statistics or Statistics and Research Design I Language Course SS Distribution Course	1 st Emergent Elective Language Course HFA Distribution Course 1 Elective Course
Third Year	Biopsychology or Neurobiology 2 nd Physical Elective HFA Distribution Course 1 Elective Course	2 nd Emergent Elective Junior Seminar 2 Elective Courses
Fourth Year	3 rd Physical Elective 3 Elective Courses	4 th Physical Elective Senior Capstone Experience 2 Elective Courses

Seminar Requirements (NEU 300)

All junior Neuroscience majors will participate in this required course that will further develop foundational skills that are essential to conduct, evaluate, and advance neuroscience as a profession. These skills include appropriate research ethics, critiques of primary research literature, writing in the discipline, and oral presentation and research proposal development. A goal of the seminar is to bring majors together to foster interdisciplinary discourse and potential collaboration. Additionally, students will have the opportunity to clarify goals and to develop academic and career plans.

Senior Capstone Experience

The culmination of the academic experience, the SCE in neuroscience, is intended to provide each student with an opportunity to deeply explore a research topic in neuroscience. 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. For the senior capstone experience, students will either be advised by a Biology, Chemistry, or Psychology faculty member. Senior capstone students will be assigned to a faculty advisor by the program director in consultation with program faculty. Seniors present the results of their project in a poster session that is open to the College community. The program has a set of Senior Capstone Experience Guidelines that are distributed to both junior and senior Neuroscience majors each Fall. Students must enroll in Neuroscience 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).

College-wide Writing Program

Students must complete the college-wide writing distribution requirement. Currently, this is accomplished through successful completion of four courses. The W1 course can be fulfilled through a First Year Seminar (FYS 101). The W2 requirement can be fulfilled through General Biology II (BIO 112). The W3 requirement can be fulfilled through a selection of designated courses offered by the departments of biology, chemistry, and psychology such as Neurobiology (BIO 311), Integrative Human Physiology (BIO 424), or Statistics and Research Design II (PSY 309). The W4 requirement is fulfilled through successful completion of a Senior Capstone Experience (NEU SCE).

Internship and Research Opportunities

Neuroscience majors are strongly encouraged to participate in internships during their undergraduate education. These experiences afford students the opportunity to enhance their understanding of neuroscience concepts, gain additional laboratory experience, and/or network with other scientists and

professionals. Internships may be located on or off-campus and may occur at any point during the academic year. Students wishing to earn course credit for an internship must gain approval from the Neuroscience program director prior to beginning the internship. Several stipend-bearing internships and research opportunities exist for neuroscience majors. 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 areas of neuroscience not covered in-depth by the core curriculum. Off-campus and on-campus internships may or may not bear credit.

Distribution Courses

Students are instructed to consult the section of the catalog on Distribution Requirements to see what courses count for distribution.

Advanced Placement Credit

Students are instructed to consult either the Biology, Chemistry, or Psychology Department catalog section to determine the policy on Advanced Placement or IB credit.

Transfer Credit

Students are instructed to consult either the Biology, Chemistry, or Psychology Department catalog section to determine the policy on transfer credit.

Course Descriptions

Descriptions of the courses required for the Neuroscience major can be found in the Biology, Chemistry, or Psychology Department catalog sections.

Peace and Conflict Studies Minor

INTERDISCIPLINARY MINOR

Dr. Andrew Oros, Director

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 minor are to expose students to the nature of contemporary conflicts, increase awareness about the practices and philosophies that guide peacemaking, and to help students develop a critical understanding of policies and values about conflict, war, and peace. The minor is composed of six courses, as well as either an experiential learning component or a senior capstone project. Minors are encouraged to meet with the program advisor prior to the second semester of their sophomore year to develop a coherent course of study.

Requirements for the Minor

Minors are required to take POL 201 Theories of Peace and Conflict and five (5) 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 area studies course exploring contemporary conflict. 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 348 Latin American Politics
POL 351 Politics, Religion and Ethnicity in South Asia
POL 356 Africa in the World
POL 382 US-Latin American Relations

POL 384 International Relations of the Indo-Pacific
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, POL 371, or POL 389 and any additional course in this category which includes:

ANT 320 Race and Ethnicity
ECN 218 Economic Development
PHL 226 Global Ethics
PHL 303 Environmental Ethics
POL 341 Politics of Development
POL 342 Revolutions and Revolutionary Movements
POL 371 International Politics
POL 389 Gender and Conflict
SOC 221 Social Inequalities
SOC 240 Criminology

Note: No more than two courses taken at abroad institutions may be applied to the minor. Any courses taken abroad for the minor must be approved by the program minor director.

Minors are also required to complete either an experiential learning exercise or a Senior Capstone Experience related to peace and conflict studies. 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 United Nations course, internship, or volunteer activity. Alternatively, minors may complete a senior capstone experience in their respective major discipline on a topic related to peace and conflict studies. Minors should seek the approval of program advisor prior to either endeavor.

Philosophy and Religion

DIVISION OF HUMANITIES AND FINE ARTS

Matthew McCabe, Chair

Peter Weigel

Jennifer Benson

Bin Song

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 11 4-credit (or 4-credit equivalent) courses in the Department, selected in consultation with the major advisor. Four courses are electives. Seven courses are required: PHL 100, 108, 213, 214, either 225 or 235, PHL 435 Methods (or a designated equivalent in unusual circumstances), and the SCE. The Department recommends taking 213 before 214, and that ideally 435 is taken in the fall of Junior year. Among the four elective courses students are required to take a 400-level seminar, apart from 435 being required.

Students wishing to minor in the program may elect either a philosophy minor or a religion minor. *Philosophy minors* are required to take six 4-credit (or 4-credit equivalent) courses: PHL 100, either 213 or 214, plus four electives in philosophy. *Religion minors* are also required to take six 4-credit (or 4-credit equivalent) 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. An FYS 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), normally a thesis, but possibly a set of comprehensive exams. In either case 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

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 102. Contemporary Moral Issues

This course will introduce students to the basic ideas behind the major ethical theories in Western Philosophy by studying their application to numerous moral issues, problems, and controversies in our time. Possible topics for discussion and writing assignments include but are not limited to: moral consideration of animals and the environment, respect for biodiversity, population and consumption, pollution, climate change, responsibilities to future generations, corporate social responsibility, workplace ethics, advertising ethics, whistleblowing, engineering ethics, cyber ethics, the ethics of globalization, the ethics of war, euthanasia, medical experimentation on human subjects, the physician-patient relationship, health care and social justice, reproductive assistance technology, and eugenics.

PHL 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.*

PHL 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.*

PHL 112. Introduction to Comparative Religion: Eastern

With a view toward developing better intercultural understanding, this course introduces students to the spiritual perspectives of Eastern cultures, and to the philosophical issues at play in them. Our readings will mostly be selected from primary classical texts dealing with Hinduism, Buddhism, Zen Buddhism, and Taoism. This course is reading, speaking, and writing intensive, and the course format is interactive class discussion. *Prerequisite: Eagerness to engage texts.*

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, or permission of the instructor.

PHL 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.*

PHL 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.*

PHL 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.*

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: PHL 100, or permission of the instructor.

PHL 235. Foundations of Morality

An examination of the moral theories of some major philosophical positions from traditions East and West: for example, Aristotle and Kant from the Western philosophical tradition, as well as Buddha and Confucius from the Eastern tradition. The aim is to systematically explore the understanding of what these positions interpret the best or most moral life to be, and of what varying views of human nature are correlated with them. Moreover, this exploration will face the question of how one decides what the best or most moral life is, and also other central questions concerning the relationship of ethics to religion and science. *No prerequisite.*

PHL 237. Global Wisdom and Literature

An interdisciplinary, team-taught course with the Department of English and the Department of Philosophy and Religion that delves into the world's wisdom traditions through the lenses of literature, philosophy, and religion. Students will examine renowned works such as the Epic of Gilgamesh, Socratic dialogues, Stoic spiritual diaries, Christian and Islamic mystical texts, Hindu epics, Japanese Buddhist poetry, and more. Participants will transcend the boundaries of history, geography, ideology, genre, and academic disciplines. The course aims to foster intercultural competence in students seen as crucial for a liberal arts education and meaningful contribution to real world settings. (Also ENG 237) *No prerequisite.*

PHL 240. Philosophy of Humor

This course will explore the questions: What is meant by claiming that something is humorous or funny and why? What is the relationship between humor, reason, and the emotions? How might one understand the ethics of laughter and humor? Insights from scholars including Plato, Aristotle, Hobbes, Kant, Schopenhauer, Spencer, Freud, Bergson and contemporary authors will be discussed in a seminar-style class setting. The application of theory to everyday life will be examined and discussed through the presentation of non-philosophical examples of humor and jokes in both print and audio-visual mediums. *Prerequisite: Philosophy 100.*

PHL 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.*

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 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 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.*

PHL 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.*

PHL 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.*

PHL 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.

PHL 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.

PHL 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.

PHL 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.

PHL 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.

PHL 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.*

PHL 435. Philosophical Methods

The course studies the nature, aims, and methods of philosophical inquiry. Readings explore questions in meta-philosophy, what philosophy is and how it is done. Study of the technical practices of philosophizing and philosophical writing prepares students for advanced work in the major. *Prerequisite: Two courses in philosophy.*

PHL 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.*

PHL 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, or Heidegger. *Prerequisite: Two courses in philosophy, or permission of the instructor.*

PHL 190, 290, 390, 490. Internship

PHL 195, 295, 395, 494. On-campus Research

PHL 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.

Physics

DIVISION OF NATURAL SCIENCES AND MATHEMATICS

Derek Thuecks, Chair
Karl Kehm
Suyog Shrestha

Physics is the most fundamental of sciences. Physicists seek to discover the laws that govern the behavior 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 solutions require creative insight alongside logical rigor and mathematical reasoning.

The study of physics helps students to 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 scientist’s 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 its majors for any career where problem-solving skills are required. Popular post-graduation options include graduate study in physics or engineering, industrial research, secondary school teaching, and professional careers in engineering, medicine, information technology, cybersecurity, data analytics, and business/finance.

Physics 100 and 105 are designed to serve the needs of students wishing to take a science course to meet distribution requirements. PHY 101 and 102 are designed as an algebra-based year-long introductory physics sequence for students interested in life sciences and healthcare professions, though they will also satisfy the college distribution requirements. PHY 111 and 112 are designed as a calculus-based year-long introductory physics sequence for students interested in Physics, Engineering, and Chemistry. PHY 100, 101, 102, and 105 do not assume any special mathematics or science preparation beyond high school algebra and trigonometry.

Requirements for the Bachelor of Science in Physics

1. All of the following introductory courses are required:

PHY 111 General Physics I
PHY 112 General Physics II
PHY 211 Modern Physics
PHY 252 Scientific Modeling and Data Analysis

2. Three upper-level theory courses are required, selected from the following:

PHY 321 Classical Mechanics
 PHY 322 Quantum Mechanics
 PHY 323 Thermodynamics and Statistical Mechanics
 PHY 324 Electricity and Magnetism

Students planning to attend graduate school in physics or engineering should plan to take all four upper-level theory courses.

3. The following courses in experimental physics are required:

PHY 352 Electronics or PHY 354 Optics
 PHY 451 Advanced Physics Laboratory

4. All of the following courses in mathematics are required:

MAT 111 Differential Calculus or the Stretch Differential Calculus sequence (MAT 106 and 107)
 MAT 112 Integral Calculus
 MAT 210 Multivariable Calculus
 MAT 310 Differential Equations

Students planning to attend graduate school in physics or engineering are also recommended to take MAT 280 (Linear Algebra) and MAT 340 (Numerical Analysis).

5. One additional physics course at the 300+ level is required. Another upper-level science/math course approved by the physics department may occasionally be substituted for this requirement.

6. Five semesters of the departmental seminar course are required (PHY 292, 391, 392, 491 and 492). Each seminar course is one credit hour. The seminar meets one afternoon each-week. Students begin the seminar sequence during the spring semester of the sophomore-year.

7. All students must fulfill the Senior Capstone Experience (SCE). The SCE is a year-long research project on a theoretical, computational, or experimental topic completed during the senior year.

Students planning to major in physics should ideally take PHY 111, 112, MAT 111 and 112 in their freshman year. However, it is possible to complete the major if students start major coursework during their sophomore year. 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.

Engineering Dual Degree Partnerships paired with Physics

Students who are interested in pursuing a Physics/Engineering Dual Degree Program receive a degree in Physics from Washington College and further degrees in an engineering discipline at one of our partner institutions: Columbia University in New York and Washington University in St. Louis. Admission to our partner institutions requires that students complete general admission requirements as specified by our partners as well as any special requirements for the engineering subfield the students seek to pursue. Students work closely with an engineering advisor to plan course schedules to ensure that all requirements are met.

Available Partnerships

Columbia University's Fu Foundation School of Engineering and Applied Science

This 3:2 program combines a B.S. degree in Physics from Washington College with a B.S. degree in Engineering from Columbia University.

Washington University's McKelvey School of Engineering

A 3:2 program combines a B.S. degree in Physics from Washington College with a B.S. degree in Engineering from Washington University.

A 3:3 program combines a B.S. degree in Physics from Washington College with both a B.S. and M.S. degree from Washington University.

For these combined physics and engineering degrees, students must complete Washington College's physics curriculum through the third year as well as the college's distribution and writing requirements. Specific course requirements for the physics portion of the dual degree are as follows.

Requirements for the Bachelor of Science in Physics for Dual Degree Engineering Students (3:2 or 3:3 plans only)

1. All of the following introductory courses are required:

PHY 111 General Physics I
 PHY 112 General Physics II
 PHY 211 Modern Physics
 PHY 252 Scientific Modeling and Data Analysis

2. Two upper-level theory courses are required, selected from the following:

PHY 321 Classical Mechanics
 PHY 322 Quantum Mechanics
 PHY 323 Thermodynamics and Statistical Mechanics
 PHY 324 Electricity and Magnetism

3. PHY 352 Electronics

4. All of the following courses in mathematics are required:

MAT 111 Differential Calculus
 MAT 112 Integral Calculus
 MAT 210 Multivariable Calculus
 MAT 310 Differential Equations

5. Additional courses required by the Engineering partner institution.

6. Three semesters of the departmental seminar course are required (PHY 292, 391 and 392). Each seminar course is one credit hour. The seminar meets one afternoon each week.

Requirements for the Minor in Physics

The minor in physics requires a total of six semester courses in physics: PHY 111, 112, 211, 252 and two additional courses in physics at the 300 level or higher. MAT 111 (or the combination of MAT 106 & 107), 112, 210 and 310 are also required.

Course Descriptions

PHY 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.

PHY 101. College Physics I

[Students interested in pursuing Physics or Engineering studies must take PHY 111.] An algebra-based introduction to physics for students interested in life sciences or healthcare professions. 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)

PHY 102. College Physics II

[Students interested in pursuing Physics or Engineering studies must take PHY 112.] Second part of two-semester algebra-based introduction to physics for students interested in life sciences or healthcare professions. 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)

PHY 105. 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.

PHY 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: MAT 111, or permission of the instructor.* (Offered annually: Fall)

PHY 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: PHY 111, co-requisite: MAT 112, or permission of the instructor.* (Offered annually: Spring)

PHY 211. Modern Physics

The first part of the course will explain the special theory of relativity: simultaneity, time dilation, length contraction, Lorentz'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. One three-hour lab session per week. *Prerequisite: PHY 112, co-requisite: MAT 210, or permission of the instructor.* (Offered annually: Fall)

PHY 240. Earth and Planetary Systems

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 database 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. (Also, ENV 240) *Prerequisite: ENV 140 and 141, or permission of the instructor.*

PHY 252. Scientific Modeling and Data Analysis

This course serves as a focused introduction to programming for scientists and engineers. Topics include algorithm development, statistical tests, the fast Fourier transform (FFT), simulating the dynamics of systems represented by coupled ordinary differential equations (e.g. planetary motion via Runge-Kutta methods), numerical integration, root finding, fitting functions to experimental data, and the creation of publication-quality graphics. Students choose and complete an independent research project on a topic related to their major. This course enables students to integrate computation into advanced courses in theoretical and/or experimental science. Programming language: Python. (Also, CSI 252) *Co-requisite: PHY 112.*

PHY 321. 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: PHY 211, PHY 252 and MAT 310, or permission of the instructor.*

PHY 322. Quantum Mechanics

An introduction to the fundamental principles of quantum mechanics: quantum states and the principle of superposition, probability distributions and expectation values, 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: PHY 211, PHY 252 and MAT 310, or permission of the instructor.*

PHY 323. Thermodynamics and Statistical Mechanics

An in-depth presentation of the three laws of thermodynamics and their applications followed by a study of the statistical foundations that underpin these phenomenological laws. Additional topics include the theory of ideal gases, heat engines, statistical properties of systems of particles, the

Boltzmann distribution, entropy, partition functions and quantum gases. Other topics may be included at the discretion of the instructor. *Prerequisite: PHY 211, PHY 252 and MAT 310, or permission of the instructor.*

PHY 324. Electricity and Magnetism

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: PHY 211, PHY 252 and MAT 310, or permission of the instructor.*

PHY 352. 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: PHY 211 and PHY 252 or permission of the instructor. Co-requisite: MAT 310*

PHY 354. Optics

This is a first course on electromagnetic waves, optics, and optical technology meant for physics/engineering students or other science/math majors with the necessary physics and mathematics background. Topics include geometrical optics and lens systems, the human eye and vision correction, the interaction of light with matter, interference and diffraction effects, and the theory and applications of lasers. A selected number of more advanced topics will be covered as time allows, which may include waveguides, Fourier optics, nonlinear optics, or optical pulses and dispersion. The lab component will focus on teaching optics related skills and techniques commonly used in physics, chemistry, and engineering research. The course comprises three lecture hours and one three-hour laboratory session per week. *Prerequisite: PHY 211 or permission of instructor. Co-requisite: PHY 252.*

PHY 451. Advanced Physics Laboratory

Advanced experiments in mechanics, electromagnetism, waves, physical and geometrical optics, thermal and statistical physics, atomic, and nuclear physics. *Prerequisite: PHY 352 or PHY 354, or permission of the instructor.*

PHY 292, 391, 392, 491, 492. Physics Departmental Seminar

The departmental seminar consists of weekly meetings of students and faculty. Meetings include both formal presentations and informal discussion. Students solve problems in physics, conduct reviews of current scientific literature, deliver oral presentations, and develop writing skills appropriate to the physics discipline. The physics seminar is also the venue for presentations of SCE projects. One credit per semester. The course is open for credit to physics majors and minors only.

PHY 190, 290, 390, 490. Internship

PHY 194, 294, 394, 494. Special Topics

PHY 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.*

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

PHY 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.*

PHY 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 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 student's transcript along with the title of the investigation.

Political Science

DIVISION OF SOCIAL SCIENCES

Christine Wade, Chair

Flavio Hickel

Andrew Oros

Joseph Prud'homme

Carrie Reiling

Tahir Shad (on leave Fall 2023)

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. Students may double-major in Political Science and International Studies; however, those students will be required to take the Senior Seminar in International Studies instead of POL 401 Political Science Senior Seminar and take *one* additional course in Political Science.

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 209 (Political Data Analysis), to be taken in the spring of the junior year; (4) POL 401 (Political Science Senior Seminar), to be taken fall senior year, (5) Political Science SCE, the Senior Capstone Experience; (6) completion of a department-approved experiential learning activity; and (7) 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. Note: earning credit for BOTH the Model Diplomacy Program (POL 471) or a Model United Nations program (POL 473) together for a total of 4 credits will count as a complete International Politics course; students who complete only one of the model programs for credit or who participate in either program but do not earn credit are still required to complete a minimum of one International Politics course.

Experiential Learning Requirement

All majors must complete one experiential learning activity, which the Political Science Department at Washington College envisions as a meaningful experience related to politics outside of the classroom, for a minimum number of 120 hours. 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:

- 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 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.
- 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 Carrie Reiling, advisor to the Model UN programs, for more information for applying to participate.
- Participation in the Geographic Information Systems program that has a direct policy or political application.
- 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.
- 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 the Oxford Research Seminar, the Prague program, or other short-term study abroad related to Political Science may have this count for their experiential learning activity.

Students completing POL 209, Political Data Analysis, can have that course count as one quantitative course toward the college's distribution requirements.

Senior Capstone Experience

Political Science majors are required to complete either a 30-page thesis or a self-designed project, and then present that research as a poster presentation as part of a required Senior Symposium. 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.

Requirements for 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 they may earn course credit for doing so. Completion of such internships counts as part of their required experiential learning activity. 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)
- Internships with the Department of State

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 interest to majors include:

- Model Diplomacy and Model United Nations
- Student Conference on United States Affairs at West Point
- PLEN Seminar on Women and Congress, Women and Public Policy, and/or Women in Global Policy

Course Descriptions

Introductory courses

POL 102. American Government and Politics

A study of the foundations, institutions, processes, and policy issues of American government at the national level.

POL 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.

POL 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.

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.

Courses in American Politics and Political Thought

POL 310. Parties and Interest Groups

Political Parties and Interest Groups are the primary means by which the public exert influence over American politics. They represent the desires of their constituents and enable citizens to pursue

common goals more efficiently than acting alone. However, Parties and Interest Groups are also institutions with their own desires and have the capacity to influence (manipulate) the public. We are left with the question of “who leads who” and “what does all this mean for our democracy?” These questions become increasingly important in an age of heightened political polarization and campaign spending. This course explores these questions by examining the formation, evolution, and behavior of political parties and interest groups in American politics. Among other topics, we will analyze their organization and structure, how they recruit and mobilize, and their role in policymaking and campaigns. *Prerequisite: Political Science 102 or permission of the instructor.*

POL 311. Congress and Political Polarization

As polarization has intensified among political elites and the public, conflict between and within political parties has resulted in near gridlock on all but the most urgent of legislative issues. Why has this happened? How do the formal and informal rules of the legislative process perpetuate this dysfunction? And most importantly, what can we do about it? It is with these questions in mind that we will explore the historical development of the United States Congress, its procedures and organizational structure, its relationship to the Executive and Judicial branches, and the ways in which voters hold lawmakers electorally accountable. In short, we will explore the electoral and institutional forces that shape the membership of Congress and the institution’s (in)capacity to govern. To enrich the learning experience, students will participate in a semester-long simulation as U.S. Senators where they will draft, debate and vote on legislation. *Prerequisite: Political Science 102 or permission of the instructor.*

POL 312. The American Presidency

The Presidency has evolved into the most powerful institution in American politics. While the Founders envisioned a glorified clerk executing the will of Congress, the Modern President is expected to enhance the safety, stability, and prosperity of the nation largely on his own. Presidential power has expanded considerably to accomplish these goals, but so too has their ability to sidestep the checks and balances system—posing serious questions for the future of our Democracy. Through an examination of key moments in presidential history, this course will explain this evolution and its political implications. In particular, we will explore the contexts in which these expansions of power have occurred and how presidents build legitimacy for these changes among the public. We will also consider the effect that these changes have had on elections, political polarization, and the general functioning of our government. *Prerequisite: Political Science 102 or permission of the instructor.*

POL 313. Campaigns & Elections

Campaigns and Elections are the cornerstone of American democracy. Through our readings and discussions, you will learn how political campaigns are won and lost and, in the process, gain an understanding of the fundamental factors that drive elections and some of the technical skills employed by political professionals. But this course is about more than memorizing facts and theories – it is designed to foster your ability to think critically and apply what you have learned to the real world. As such, we will be participating in a semester long simulation of the upcoming Midterm/Presidential campaign. Working in groups, you will develop campaign advertisements and a social media presence along with making strategic decisions about where to build field offices, hold fundraisers and campaign events, and how much media time to purchase. As individuals, you will draft strategic memos that incorporate the course material to analyze the current state of the simulated campaign along with developing proposals for group assignments. While only one campaign will win on Election Day, you will all gain invaluable experience and insight into the world of Campaigns and Elections. *Prerequisite: Political Science 102 or permission of the instructor.*

POL 314. Religion and Politics in the U.S.

This course is designed to analyze the nature of the relationship between religion and various aspects of politics in the United States. The course considers why religion and politics are so thoroughly interwoven in the United States by examining the religion-politics relationship in historical and theoretical perspective. The course also analyzes how religion affects American politics at the mass and elite levels. Lastly, the course considers church-state conflicts in American jurisprudence by examining some of the most hotly contested Supreme Court cases dealing with First Amendment issues. *Prerequisite: Political Science 102 or permission of the instructor.*

POL 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.*

POL 319. Inequality and Politics

This course examines the causes and consequences of various forms of inequality in the United States. Students will examine the political processes that create and maintain systems of inequality in terms of race, gender, sexuality, and income. *Prerequisite: Political Science 102 or permission of the instructor.*

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 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.*

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 or permission of the instructor.*

POL 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.*

POL 331. Enduring Topics in Western 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.*

POL 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. *Prerequisite: Political Science 102 or permission of the instructor.*

Courses in Comparative Politics**POL 341. Politics of Development**

This course focuses on the political and economic challenges confronted by developing countries, including democratization, gender inequality, 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.*

POL 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.*

POL 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 or permission of the instructor.*

POL 345. Democracy in Asia: Past and Future

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 Asia, including Japan, the Koreas, China, India, and the countries of Southeast Asia. Particular attention will be paid to the link between culture, identity and variations in democratic practices. *Prerequisite: Political Science 104 or permission of the instructor.*

POL 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.*

POL 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.*

POL 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.*

POL 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.*

POL 356. Africa in the World

This course centers African states and the African continent within contemporary global processes and discourses. Attention is given to the structures of power in political economy, colonial relationships, independence and social justice movements, and discourses and depictions in international media and policy. Case studies of individual countries will be presented alongside specific international institutions and issues in order to interrogate the meaning of “Africa” in the world. *Prerequisite: Political Science 104 or permission of the instructor.*

Courses in International Politics**POL 335. Global Environmental Politics**

This course will explore environmental issues in a global context, with particular attention paid to international cooperation, international law, and the roles of governments, institutions, NGOs and social movements. The course will also focus on the impact of environmental problems and cooperation on countries in the Global South/North. *Prerequisite: POL 102 or POL 104, or permission of the instructor.*

POL 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 non-alignment 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.*

POL 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.*

POL 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.*

POL 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.*

POL 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 America's current involvement in world affairs. *Prerequisite: Political Science 102, Political Science 104, History 202 or History 204.*

POL 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 102, 104 or permission of the instructor.*

POL 384. The International Relations of the Indo-Pacific

The course seeks to expand student knowledge of important past political events and contemporary political issues related to the international relations of the Indo-Pacific region, including U.S. relations with the region; 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 Indo-Pacific region; and, to assist students in applying their new knowledge of terminology and theory to better understand past and

contemporary political interactions in the region. *Prerequisite: Political Science 104 or permission of the instructor.*

POL 386. Comparative Peace Processes

This course focuses on contemporary conflicts and efforts at peacebuilding in a comparative perspective. Drawing on cases such as Bosnia, El Salvador, Northern Ireland, and Rwanda, the course will examine the roots of conflict, theories of peace, methods of peacebuilding, transitional justice, 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.*

POL 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.*

POL 389. Gender and Conflict

This course will explore the gendered dimensions of conflict, focusing on the post-Cold War period and paying particular attention to what feminists have described as the continuum of violence, from militarization of everyday living to overt violent conflict. Topics covered include the political economy of war, sexualized violence, the militarization of gendered bodies, gendered forms of cooperation with violence, and political activism. *Prerequisite: POL 104 or permission of the instructor.*

Courses in Research Methods and Experiential Learning

POL 209. Political Data Analysis

This course introduces current research techniques employed by political scientists and other social scientists. Our concentration will be on quantitative methods used to investigate political questions. You will learn how to work with large political science data sets and write and present detailed data analysis reports. You will also learn how to present data using infographics. Finally, you will engage in a large survey research project, in which you write your own survey, collect the data, analyze the results, and present them formally in written and oral form. After taking this course, you will have gained familiarity with SPSS, a common statistical software used by social scientists, and learn more about descriptive statistics, sampling theory and tests of statistical significance. *Prerequisite: POL 102 or POL 104.*

POL 401. Political Science Senior Seminar

This course is an integrative, capstone course required for all graduating seniors that incorporates writing and research around a particular theme. *Prerequisite: Political Science 102 and 104, or permission of the instructor. This course is required for Political Science majors. Open only to seniors graduating that academic year.*

POL 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 (Dr. Shad), and applicants must have a 3.0 GPA. Eight credits. (Note: this program counts as two political science courses.) *Prerequisite: Political Science 311 or 317, or permission of the Director.*

POL 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.

POL 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.*

POL 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.*

POL 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.*

POL 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.*

POL 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.

POL 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.

POL 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.

POL 195, 295, 395, 495. On-campus Research**196, 296, 396, 496. Off-campus Research****POL SCE. Senior Capstone Experience**

The Senior Capstone Experience is an independent research project on a topic of the students choosing, culminating in a thesis of at 30 pages and the presentation of the research in a poster session as part of the Senior Symposium. Thesis proposals are generated as part of the work of the required course on Empirical Political Research, although thesis advisors will be determined in the spring semester, junior year. Candidates for honors must employ primary sources, contribute some element of original research, analysis, or interpretation, and must present their findings publicly at the Senior Symposium. 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 the Rhodes University (South Africa) program take the following courses:

POL 402. International Politics

This course examines the dynamics of post-World War II international political economy, financial institutions, 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.

POL 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 democracy 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.

POL 406. Government and Politics in Africa

Case studies in selected African countries looking at political economy, development, and democratization. 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.

POL 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:

POL 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.

POL 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.

POL 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.

POL 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-Health Professions Programs

Elizabeth Yost, Director of Pre-Health; Director of Premedical Program/Director of Public Health Minor/Pre-Veterinary Program Advisor
Martin Connaughton, Pre-Pharmacy Program Advisor
Aaron Krochmal, Pre-Allied Health Program Advisor
Tia Murphy, Pre-Nursing Program Advisor
Phil Ticknor, Coordinator of Pre-Health Professions Programs

Washington College's Pre-Health Professions Programs support students seeking careers in human healthcare or veterinary medicine that require education beyond their undergraduate studies at Washington College. In addition to advising, students receive frequent updates and information regarding health professions schools, application processes, and experiential learning opportunities. Programming and events geared specifically toward students with a Pre-Health intention are also offered.

Premedical Program

The Premedical Program is designed for students interested in pursuing a career as a physician, dentist, optometrist, or podiatrist. The Premedical Program assists students with pre-professional planning and applications to the health professions schools that grant degrees in allopathic medicine (MD), osteopathic medicine (DO), dentistry (DDS, DMD), and optometry (OD), podiatry (DPM). Premedicine is not a major. Most premedical students major in one or more of the Natural Sciences, but any major or minor offered by the College may be pursued. (Students in the Early Admission Program with Lake Erie College of Osteopathic Medicine – see below – must carry a major in a physical science.)

Premedical Committee members include Professors Elizabeth Yost, Ph.D. (Director & Chair; Sociology and Public Health), Kathleen Verville, Ph.D. (Biology), Anne Marteel-Parrish, Ph.D., (Chemistry), Daniel Kochli, Ph.D. (Psychology), and Matthew McCabe, Ph.D. (Philosophy), as well as Phil Ticknor (Coordinator of Pre-Health Professions Programs)

Students interested in the Premedical Program should notify the Director of the Premedical Program and the Coordinator of Pre-Health Professions Programs of their interest in considering a career in medicine and consult with them and/or other members of the committee early and consistently throughout their undergraduate studies.

The culmination of the Premedical Program is the Premedical Committee process, through which a student requests a Committee Letter (a comprehensive letter of evaluation submitted with their application) from the committee. It is the responsibility of students seeking a Committee Letter to complete a Premedical File and go through the committee process. It is strongly recommended that any student planning to apply to medical, dental, optometry, or podiatry schools go through the committee process and request a committee letter.

Course Selection

In addition to the courses required for the chosen major and for graduation from Washington College, students will need to take additional courses that are most often required for admission to medical, dental, optometry, and podiatry schools and those courses needed to provide an academic background for admissions tests. Many of these courses also satisfy some of the requirements of various majors, especially majors in the Natural Sciences, and some satisfy college distribution requirements.

Because some of the courses needed for admission for medical, dental, optometry, or podiatry schools have one or more prerequisites – and because students wishing to go through the committee process must have already completed (or be currently taking) all prerequisite courses – students should begin to map their future coursework during their first academic advising meeting. The timing of the chemistry courses is especially important.

The courses required for professional school admission can vary based on the type of program and from school to school, but the courses typically required to go through the committee process are:

General Biology I and II w/lab (BIO 111, 112)
 Chemical Principles of Organic Molecules (CHE 120)
 Reactions of Organic Molecules (CHE 140)
 Quantitative Chemical Analysis (CHE 220)
 Chemistry of the Elements (CHE 240)
 Biochemistry w/lab (BIO 409/CHE 309)
 College Physics I and II w/lab (PHY 101, 102) or General Physics I and II w/lab (PHY 111,112)
 Two Math courses (see additional information below)
 Two English courses (ENG 101 is recommended)
 Social Science courses (see additional information below)
 Humanities courses

Students wishing to go through the committee process must have an undergraduate cumulative grade-point average of 3.0 or better and no grade lower than a C in any of the Natural Science or Math courses listed above. These are considered minimum qualifications for the process and do not guarantee a specific recommendation level from the committee, nor do they guarantee that the student is a viable candidate for admission to medical, dental, optometry, or podiatry school.

Given the variation in required courses from program to program and school to school (some schools have additional requirements; some have fewer requirements; some recommend certain courses), students should consult the appropriate websites for each area of medicine (aamc.org, acom.org, aacpm.org, adea.org, opted.org) and for individual schools.

Those students who plan to attend a health professions program in the academic year following graduation from Washington College (without one or more gap years) must be aware that the hierarchical nature of the chemistry courses needed for admission to professional schools requires them to take CHE 120/140 in the first year, CHE 220/240 in the second year, and Biochemistry (BIO 409/CHE 309) in the fall of the third year. While there may be ways to complete the Chemistry sequence by beginning Chemistry one semester late, students who elect not to take Chemistry at all in the first year will normally not be able to apply to medical school without taking a gap year.

The chemistry courses CHE 120/140 and CHE 220/240 are the equivalent of Organic Chemistry and General Chemistry respectively.

Students may fulfill the physics requirement 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 a major in Chemistry with ACS certification need to take the calculus-based physics sequence (PHY 111, 112), as PHY 101/102 will not satisfy the requirements for their major.

Math requirements can vary depending on the program, but Statistical Inference & Data Analysis (MAT 109) is strongly recommended. (Knowledge of statistics for the MCAT can also be gained from Statistics and Research Design I and II with lab (PSY 209, PSY 309). Schools may vary in terms of whether the psychology statistics courses count as required math courses.) Since many medical schools require or recommend Differential Calculus (MAT 111) and the course is required for the major in Biology, Chemistry, and Physics, students should normally plan to take MAT 111, *or* both Stretch Calculus I and II (MAT 106, 107). The next course in the calculus series, Integral Calculus (MAT 112), is required for some majors (e.g., physics, and chemistry) but is not required for admission to most health professions schools. Students opting to take the calculus-based General Physics course (PHY 111, 112) should note that MAT 111 is a corequisite for PHY 111 and MAT 112 is a corequisite for PHY 112. Note that, based on placement test scores, some students may select to take the two-semester Stretch Differential Calculus rather than Differential Calculus. Those students would still need to take an additional Math course (generally MAT 109).

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).

Note that many programs require or recommend additional biology courses beyond General Biology. Students who do not major in one of the sciences should take more than the minimum required science classes to ensure a competitive application.

Students with Advanced Placement credit in required premedical courses should seek advice from the Premedical Committee, as some 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 science premedical courses in the United States.

Courses required for medical school admission should not be taken Pass/Fail. In addition, professional schools normally impose minimum grade requirements on required courses. Most commonly, grades of C minus and below are not accepted.

Additional Information

The appropriate test (MCAT, DAT, OAT, GRE) should be taken 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. Along with a strong GPA, strong test scores are important for a successful application to these highly competitive programs.

Although much of the information above pertains to academic requirements, students should be aware of the importance of factors such as communication skills, ability to work in a team, cultural competence, community service, campus involvement, leadership, character, and experience in and knowledge of medicine.

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 (although not impossible) for non-U.S. citizens/permanent residents to gain entry into U.S. medical schools and to finance their medical education.

Early Admission Program with Lake Erie College of Osteopathic Medicine (LECOM) for Medical and Dental School

Washington College is an affiliate school for the Lake Erie College of Osteopathic Medicine (LECOM) Early Admission Program (EAP) for medical school and dental school. Interested students apply to the program through LECOM in their senior year of high school or in their first or second years of study at Washington College (so long as they have accumulated no more than 65 undergraduate credits).

Students applying for the program while in high school or with fewer than 30 undergraduate credit hours must have an unweighted high school grade-point average of 3.5 or better as well as either an SAT composite score of at least 1240 or an ACT composite score of at least 26. Students applying for the program with between 30 and 65 undergraduate credits must have a cumulative undergraduate grade-point average of 3.4 or better and a cumulative undergraduate science grade-point average of 3.2 or better. Interviews with LECOM are required of all eligible applicants to determine selection. Successful applicants will be granted conditional acceptance to LECOM for matriculation in the fall following their graduation for Washington College.

Those students selected by LECOM for the EAP for medical school who have an “academic index” score of 28 or better and either a composite SAT score of at least 1240 or a composite ACT score of at least 26 are exempted from taking the MCAT. (The “academic index” is based on a combination of undergraduate grade-point average and SAT or ACT score and is calculated by LECOM. A chart of “academic index” scores is available from the Coordinator of Pre-Health Professions Programs as well as from LECOM.) All students selected by LECOM for the EAP for dental school are still required to take the DAT.

Students in LECOM’s EAP are *required to major in a physical science* and fulfill all the requirements for that major in addition to the course requirements for the program and Washington College’s general distribution requirements.

Students in LECOM’s EAP for medical school must complete the following courses at Washington College, earning a “C” or better in each course:

- Two courses, totaling at least six credits, in English
- One course in Physics (typically PHY 101 or PHY 111)
- Two courses, totaling at least six credits, in Behavioral Science (typically Psychology/Sociology)
- Two courses in Biology, including two labs
- Two courses in General Chemistry, including two labs (typically CHE 220 and CHE 240)
- Two courses in Organic Chemistry, including two labs (typically CHE 120 and CHE 140)
- Biochemistry (cross-listed as BIO 409 and CHE 309)
- Genetics (BIO 209)

The following courses are not required by LECOM but are strongly recommended for their Medical EAP:

- Microbiology w/ Lab (BIO 203)
- Cellular Biology (BIO 205)
- Integrative Human Anatomy w/ Lab (BIO 301)
- Immunology (BIO 404)
- Integrative Human Physiology w/ Lab (BIO 424)

Students in LECOM's EAP for dental school must complete the following courses at Washington College, earning a "C" or better in each course:

Two courses, totaling at least six credits, in English (typically including ENG 101)
 Two courses in Biology, including two labs
 Two courses in General Chemistry, including two labs (typically CHE 220 and CHE 240)
 Two courses in Organic Chemistry, including two labs (typically CHE 120 and CHE 140)
 Biochemistry (cross-listed as BIO 409 and CHE 309)

The following courses are not required by LECOM but are strongly recommended for their Dental EAP:

One course in Physics (typically PHY 101 or PHY 111)
 Microbiology w/ Lab (BIO 203)
 Cellular Biology (BIO 205)
 Genetics (BIO 209)
 Integrative Human Anatomy w/ Lab (BIO 301)
 Immunology (BIO 404)
 Integrative Human Physiology w/ Lab (BIO 424)

Like many medical schools, LECOM will not accept Advanced Placement courses in place of the physical science requirements. LECOM will accept AP courses for their English and Behavioral Sciences requirements. All required courses must be taken at Washington College in order to maintain the EAP. Students failing any course – even those not required for the EAP – will be removed from the program. Beginning with their first semester, students in the EAP must maintain an overall grade-point average of 3.4 or better and a science grade-point average of 3.2 or better.

Note that the above lists differ from our general Premedical Program requirements. Our general Premedical Program requirements are based on the most common requirements for schools across the country, so students should consider taking those courses (or have a plan in place to take them in their final four semesters) required by our Premedical Program but not required by LECOM's EAP in the event they decide to withdraw from the EAP or have their acceptance withdrawn.

Full requirements and regulations of LECOM's EAP are available from LECOM as well as from the Director of the Premedical Program and the Coordinator of Pre-Health Professions Programs.

Pre-Nursing & The 3:2 Dual-Degree Nursing Program

Washington College does not offer a stand-alone Bachelor of Science in Nursing (BSN) program but offers multiple paths for students interested in nursing to pursue. Students interested in nursing should contact Tia Murphy, Ph.D., Pre-Nursing Program Advisor, and Phil Ticknor, Coordinator of Pre-Health Professions Programs, to notify them of their interest and receive guidance. The Pre-Nursing Program Advisor works closely with students in the 3:2 dual-degree program as well as with other Pre-Nursing students.

3:2 Dual-Degree Program with University of Maryland School of Nursing

Through this program, students may earn a Bachelor of Science degree from Washington College in Biology *or* a Bachelor of Arts degree from Washington College in Psychology *and* a Bachelor of Science in Nursing (BSN) degree from the University of Maryland School of Nursing (UMSON). This dual degree program typically requires five years of study; the first three years are spent at Washington College and the final two at UMSON.

Students in this program will receive their BA or BS from Washington College after their successful completion of the first year of courses at UMSON. To be eligible for graduation from Washington College, grades from the UMSON must be submitted to the Washington College Registrar by the appropriate deadline.

To be eligible for the 3:2 program, students must complete all the following Washington College courses and maintain cumulative grade-point averages of at least 3.25 overall and at least 3.0 in science courses. Courses marked with a * are prerequisite courses for UMSON and require a grade of "C" or better.

For students majoring in Biology

General Biology I and II w/lab (BIO 111, 112)

Microbiology w/ Lab (BIO 203) *

Integrative Human Anatomy w/ Lab (BIO 301) *

Integrative Human Physiology w/ Lab (BIO 424) *

Biology Elective: One course from Category I, II, or III (Immunology or Genetics recommended)

Biology Elective: One course from Category I, II, III, IV, or V

Chemical Principles of Organic Molecules (CHE 120) *

Reactions of Organic Molecules (CHE 140)

Quantitative Chemical Analysis (CHE 220)

Literature and Composition (ENG 101) *

Any 200-level English course *

Statistical Inference & Data Analysis (MAT 109) * *or* Statistics & Research Design I (PSY 209) * *or* Data Analysis I (ECN 215) *

Differential Calculus (MAT 111) *or* both Stretch Calculus I and II (MAT 106, 107) *

Nutrition (PHS 194) *

General Psychology (PSY 111 or PSY 112) *

Life-Span Development (PSY 202) *

Intro to Sociology (SOC 101) *

Additional Social Sciences Elective *

Two semesters of Foreign Language *or* one semester of Foreign Language and one additional Humanities course

One Fine Arts course

First-Year Seminar

For students majoring in Psychology

Both semesters of General Psychology (PSY 111*, 112*)

Statistics & Research Design I & II (PSY 209*, PSY 309)

Life-Span Development (PSY 202) *

Applied/Clinical Requirement (Options: PSY 233, 234, 304, 313, 320, 333, 410, 433)

Biological Requirement (Options: PSY 205, 210, 305, 317, 410)

Either the Applied/Clinical Requirement OR the Biological Requirement must have a lab component.

General Biology I and II w/lab (BIO 111, 112)

Microbiology w/ Lab (BIO 203) *

Integrative Human Anatomy w/ Lab (BIO 301) *

Integrative Human Physiology w/ Lab (BIO 424) *

Chemical Principles of Organic Molecules (CHE 120) *

Literature and Composition (ENG 101) *

Any 200-level English course *

Differential Calculus (MAT 111) * *or* another Math course besides Statistical Inference & Data Analysis (with pre-approval) *
 Nutrition (PHS 194) *
 Intro to Sociology (SOC 101) *
 Two semesters of Foreign Language *or* one semester of Foreign Language and one additional Humanities course
 One Fine Arts course
 First-Year Seminar

At least 96 credits must be completed before beginning the UMSON portion of the program. Students completing the 3:2 program are *not required* to complete a Senior Capstone Experience at Washington College. Advanced Placement test results or official transcripts from courses taken elsewhere must be sent directly to UMSON for those courses to count toward completion of the program.

UMSON has guaranteed spots for up to five qualifying Washington College students per year for the 3:2 program. Students falling below the grade-point average requirements may still be considered but will need to submit letters of recommendation to UMSON and take the Test of Academic Skills (TEAS). Further regulations and requirements for the program can be obtained from the Pre-Nursing Program Advisor. Students interested in the 3:2 program should begin planning their course schedule during their first academic advising meeting in order to complete the Washington College portion of the program within three years.

Pre-Nursing

Students who elect to remain four years at Washington College and are interested in pursuing Nursing degrees after graduating typically apply to “Accelerated” Bachelor of Science in Nursing (ABSN) or “Direct-Entry” Master of Science in Nursing (MSN) programs. Both types of programs are specifically intended for individuals with non-nursing undergraduate degrees who, during their undergraduate studies, have completed a number of prerequisite courses for nursing school. Students interested in ABSN or direct-entry MSN programs should research the prerequisite courses required for the specific programs they are interested in and work with the Pre-Nursing Program Advisor and Coordinator of Pre-Health Professions Programs to plan for a competitive application. Pre-Nursing students should meet regularly with the Pre-Nursing Program Advisor to plan their course schedules in a way that fulfills all of the nursing school prerequisites while completing their major(s) and minor(s) as well as their general distribution requirements.

Letter of Agreement with Johns Hopkins University School of Nursing

Washington College maintains a Letter of Agreement with Johns Hopkins University School of Nursing (JHUSON) for their Master of Science in Nursing: Entry into Nursing program (a direct-entry MSN program). Qualified students must complete all of the prerequisite courses for the program and maintain a cumulative undergraduate grade-point average of at least 3.2. Washington College students interested in the program will receive assistance from a designated liaison from JHUSON. Additional information about the program can be obtained from the Pre-Nursing Program Advisor.

Pre-Pharmacy & The 3:4 Dual-Degree Pharmacy Program

Washington College offers both a 3:4 dual-degree program with the University of Maryland School of Pharmacy (UMSOP) and a traditional four-year Pre-Pharmacy advising program. Students interested in pharmacy should contact Martin Connaughton, Ph.D., Pre-Pharmacy Program Advisor, and Phil Ticknor, Coordinator of Pre-Health Professions Programs, to notify them of their interest and receive guidance.

The Pre-Pharmacy Program Advisor works closely with students in the 3:4 dual-degree program as well as with other Pre-Pharmacy students.

3:4 Dual-Degree Program with University of Maryland School of Pharmacy

Through this program, students may earn a Bachelor of Science degree from Washington College in Biology *and* a Doctor of Pharmacy (Pharm.D.) degree from the University of Maryland School of Pharmacy (UMSON). This dual degree program typically requires seven years of study; the first three years are spent at Washington College and the final four at UMSOP.

Students in this program will receive their BS from Washington College after their successful completion of the first year of courses at UMSOP. To be eligible for graduation from Washington College, grades from the UMSOP must be submitted to the Washington College Registrar by the appropriate deadline.

Prospective students should contact the Pre-Pharmacy Program Advisor during the first-year 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 Pre-Pharmacy Program Advisor to make sure that they are meeting all requirements of the program.

Admission to UMSOP is a separate process from admission to Washington College and it is highly competitive. Washington College students are not guaranteed positions at UMSOP. Students participating in the 3:4 Pharmacy Program should submit applications to UMSOP by February 1 of the third year at Washington College. To apply, students must have an overall cumulative grade-point average of at least 2.5, however the average grade-point average for successful applicants has been 3.5 in recent years. An admissions interview and writing assessment are required as well. Some experience in pharmacy is also strongly encouraged for a successful application. The Pharmacy College Admission Test (PCAT) is now optional when applying to UMSOP. Students looking for pharmacy experience can seek guidance from the Coordinator of Pre-Health Professions Programs.

Students seeking to complete the 3:4 program must complete the following courses at Washington College:

General Biology I and II w/lab (BIO 111, 112)
 Chemical Principles of Organic Molecules (CHE 120)
 Reactions of Organic Molecules (CHE 140)
 Quantitative Chemical Analysis (CHE 220)
 Chemistry of the Elements (CHE 240)
 One Semester of Physics (PHY 101 or PHY 111)
 Differential Calculus (MAT 111) *or* both Stretch Calculus I and II (MAT 106, 107)
 Statistical Inference & Data Analysis (MAT 109)
 Microbiology w/ Lab (BIO 203)
 Integrative Human Anatomy w/ Lab (BIO 301)
 Integrative Human Physiology w/ Lab (BIO 424)
 Microeconomics (ECN 112)
 Public Speaking (CMS 150) OR Acting (THE 211)
 Literature and Composition (ENG 101) OR any 200-level English course
 Any additional 200, 300, or 400 level Biology course – Biochemistry (BIO 409) is highly recommended
 First-Year Seminar & General Distribution Requirements

At least 96 credits must be completed before beginning the UMSOP portion of the program. Students completing the 3:4 program are *not required* to complete a Senior Capstone Experience at Washington College.

Pre-Pharmacy

Students interested in pursuing a career in pharmacy and elect to stay at Washington College for four years may earn a four-year bachelor's degree at Washington College in any major while completing the prerequisite courses for pharmacy school. Following graduation, students can attend pharmacy school to earn a PharmD degree. Pre-Pharmacy Students should work with the Pre-Pharmacy Program Advisor and the Coordinator of Pre-Health Professions Programs to plan coursework and seek advice when applying to pharmacy schools. Students should refer to the website for each pharmacy school to which they would like to apply and contact personnel at the pharmacy school to learn more about each program.

Pre-Allied Health Program

The Pre-Allied Health Program offers individualized advising for students interested in other human healthcare careers (aside from those covered by the Premedical, Pre-Nursing, or Pre-Pharmacy programs) requiring additional education following their graduation from Washington College. Pre-Allied Health students may choose any major(s) but work closely with the Pre-Allied Health Program Advisor to best plan their coursework to also complete the prerequisite courses for the allied health graduate or doctorate programs of their choice. Both the Pre-Allied Health Program Advisor and the Coordinator of Pre-Health Professions Programs offer guidance regarding the application process and experiential learning opportunities, which are important for any health professions graduate program and critical for some (e.g. physician assistant programs).

Some of the most popular Allied Health Professions for Washington College students are Physician Assistant, Physical Therapy, Occupational Therapy, and Athletic Training, though the list of Allied Health Professions is long and growing. Physician Assistant and Athletic Training programs are Master's-level programs, Occupational Therapy programs are either Master's-level or Doctorate-level, and Physical Therapy programs are Doctorate-level.

Articulation Agreement with Bridgewater College MSAT Program

Students interested in pursuing a career in Athletic Training may streamline their career training by matriculating from Washington College to the Bridgewater College, Master of Science in Athletic Training Program (MSAT). Students interested in Bridgewater's MSAT program can choose any major at Washington College provided they complete the proper prerequisite courses. Students interested in the program may apply via the Early Acceptance Option as a junior or via the Guaranteed Consideration Option as a senior.

To be considered for admission, students must maintain a cumulative grade-point average of at least 2.7 and earn a grade of "C" or better in the following Washington College courses:

General Biology I and II w/lab (BIO 111, 112)
 Integrative Human Anatomy w/ Lab (BIO 301)
 Integrative Human Physiology w/ Lab (BIO 424)
 Chemical Principles of Organic Molecules (CHE 120)
 One Statistics Course (MAT 109, PSY 209, or ECN 215)
 Introduction to Communication & Media Studies (CMS 101)
 One General Psychology Course (PSY 111 or PSY 112)

College Physics I w/ Lab (PHY 101)
 Literature and Composition (ENG 101)
 Nutrition (PHS 194)
 First-Year Seminar & General Distribution Requirements (“C” minimum not required)

Additional application requirements and full program regulations can be obtained from the Pre-Allied Health Program Advisor or the Coordinator of Pre-Health Professions Programs.

Pre-Veterinary Program

The Pre-Veterinary Program offers individualized advising for students interested in pursuing admission to schools of Veterinary Medicine following their graduation from Washington College. Although most Washington College students who plan to attend veterinary school major in Biology or another Natural Science, students may choose any major offered by the College. Pre-Veterinary students work closely with the Pre-Veterinary Program Advisor to best plan their coursework to complete the prerequisite courses for veterinary school while also completing the major(s) and minor(s) of their choice. Both the Pre-Veterinary Program Advisor and the Coordinator of Pre-Health Professions Programs offer guidance regarding the application process and seeking out experiential learning opportunities, which are strongly recommended and are a vital piece of successful admission.

Because some of the courses needed for admission to veterinary school have one or more prerequisites – and because students who want to attend veterinary school in the academic year after graduation from Washington College will normally need to complete the courses necessary for professional school admission by the end of the junior year – students should begin to map their future coursework during their first academic advising meeting. The timing of the chemistry courses is especially important.

The courses required for veterinary school admission vary from school to school, but these courses are required for 50% or more of all veterinary schools:

General Biology I and II w/lab (BIO 111, 112)
 Chemical Principles of Organic Molecules (CHE 120)
 Reactions of Organic Molecules (CHE 140)
 Quantitative Chemical Analysis (CHE 220)
 Chemistry of the Elements (CHE 240)
 Biochemistry w/lab (BIO 409/CHE 309)
 College Physics I and II w/lab (PHY 101, 102) or General Physics I and II w/lab (PHY 111,112)
 Two Math courses (Typically MAT 109 and MAT 111). MAT 111 can be substituted with *both* Stretch Calculus I and II (MAT 106, 107)
 Two English courses (ENG 101 is recommended)
 Social Science courses
 Humanities courses
 In addition, 35-45% of veterinary schools require:
 Microbiology w/ Lab (BIO 203)
 Genetics w/ Lab (BIO 209)

Public Health Minor

Pre-Health Professions Programs also supports students who are interested in pursuing graduate education in Public Health and/or who have declared a minor in Public Health. More information on the Public Health minor can be found in its own section entry in this catalog.

Pre-Law Preparation

Rachel Durso, Program Co-Advisor
Nanette Cooley, Program Co-Advisor

Admission requirements at law schools normally include the completion of a baccalaureate degree program at an accredited institution, a distinguished overall grade point average, and a competitive score on the Law School Admission Test (LSAT). Standards concerning grade point averages and LSAT scores vary between schools. 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 courses since these courses explore domestic and global crime and justice issues.

Recommended Courses

Below is a list of potential classes that would be useful for students preparing for the LSAT, law school, and legal careers. In addition to the classes listed, students may want to consider pursuing the interdisciplinary minor in Justice, Law & Society. Please be advised that this list is not exhaustive and may be tailored to an individual student's goals and interests.

**Particularly recommended for pre-law students*

BUS 112 Introduction to Financial Accounting
BUS 303 The Legal Environment of Business*
CMS 150 Public Speaking
ECN 111 Principles of Macroeconomics
ECN 112 Principles of Microeconomics
ECN 416 Law and Economics
ENG 201 The Art of Rhetoric
HIS 201, 202 History of the United States
MAT 109 Statistical Inference & Data Analysis
PHL 100 Introduction to Philosophy
PHL 108 Logic*
PHL 225 Ethical Theory*

Pre-Law Preparation

PHL 300 Business Ethics

PHL 335 Philosophy of Law*

POL 102 American Government and Politics

POL 323 Constitutional Law*

POL 320 Law and Society*

POL 323 Constitutional Law

POL 374 International Organization and the Law

SOC 240 Criminology*

SOC 341 Variant Behavior*

SOC 342 Sociology of Punishment

Psychology

DIVISION OF NATURAL SCIENCES AND MATHEMATICS

Tia Murphy, Chair
Cynthia Gibson, Interim Chair SP '24
Joseph Barnet
Daniel Kochli
Lauren Littlefield
Kevin McKillop
Audrey Weil

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 experimental 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, hosts speakers and supplementary activities.

The curriculum is three-tiered. Students first survey the domain through a year-long general psychology course sequence (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 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. Senior Capstones judged by the departmental faculty to be outstanding earn honors status, and the author of one exceptional project per year can be granted 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." Additional senior awards are given by the department faculty for outstanding achievement and extraordinary promise in the field of psychology. 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 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, and sensation and perception; developmental, social, and health labs with digital recording capabilities, a psychometric testing lab complete with personality and cognitive instrumentation, a neuroscience lab with histology and surgery capabilities, a computer-driven operant conditioning lab, and transcranial doppler and topographic EEG machines to map brain functioning.

Qualified students may spend a semester or longer during their junior and/or senior year in which they earn academic credit while gaining experience in the helping professions. A wide array of internship experiences in local schools and therapeutic settings are available. Students can also be trained as Wellness Advocacy Coaches who provide peer-to-peer support on campus. 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. Many 300- and 400-level offerings have PSY 209 as a prerequisite or recommendation.

Writing in the Major Courses

Statistics and Research Design II (PSY 309) and Junior Seminar (PSY 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 in APA style 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, formatting examples, and requirements for students with concentrations in behavioral neuroscience and/or clinical/counseling psychology. The SCE in Psychology is graded as any other course and gets factored into the student's GPA. In addition to proposing, writing, and defending the SCE, an additional component of the SCE is an assessment of knowledge and skills in the field of psychology. This assessment may vary between the ETS Psychology Major Field Test, skill-based testing using rubrics/ratings, and development of a portfolio. All seniors in a given year will be assessed through the same mechanism.

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 Experimental Psychology

For broad exposure to many disciplines within psychology, courses in the major emphasize empirical testing of theoretical psychological models. The broad Experimental 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 120 Chemical Principles of Organic Molecules and CHE 140 – Reactions of Organic Molecules

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:

Experimental

PSY 202 Lifespan Development

PSY 205 Drugs and Behavior

PSY 220 Human Sexuality

PSY 221 Social Psychology

PSY 231 Personality

PSY 302 Social and Personality Development +

PSY 321 Experimental Social Psychology +

Applied/Clinical

PSY 233 Traditional Psychiatric Disorders

PSY 234 Medical and Developmental Disorders

PSY 304 Theories & Processes of Counseling

PSY 310 Human Neuropsychology +

PSY 313 Learning and Applied Behavioral Analysis +

PSY 320 Health Psychology +

PSY 333 Psychological Testing

PSY 404 Multicultural Competence +

PSY 433 Child Assessment +

PSY 490 4 credits of Psychology Internship

Biological

PSY 210 Biopsychology +
 PSY 305 Psychopharmacology +
 PSY 316 Cognitive Neuroscience +
 PSY 317 Sensation and Perception +
 PSY 319 Comparative Psychology +
 PSY 410 Neuroscience Research Methods +

*Note. 4 credits of Special Topics courses (PSY 294/394) can count toward one of the five required courses. Because topics vary, talk with your advisor to see which category (Experimental, Applied/Clinical, Biological) it would fall.

Major Requirements For The B.A. In Psychology With A Clinical/Counseling Concentration

Concentration Advisor: 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 120 Chemical Principles of Organic Molecules and CHE 140 Reactions of Organic Molecules
 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 cover diagnosis and/or treatment)

C. Counseling/Clinical Core

Four of the following courses are required:

PSY 202 Lifespan Development
 PSY 231 Personalit
 PSY 233 Traditional Psychiatric Disorders
 PSY 234 Medical and Developmental Disorders
 PSY 304 Theories and Processes of Counseling
 PSY 333 Psychological
 4 credits of Special Topics in Clinical/Counseling Psychology (PSY 294, 394, 494; must be CC related)
 4 credits of Psychology Internship (PSY 490, 491)

Students who take three Counseling/Clinical Lab Courses instead of two can count their extra Lab course as a Core course.

D. Counseling/Clinical Lab Courses

Choose two of the following, only one of which can be Social and Personality Development or Experimental Social Psychology:

PSY 302 Social and Personality Development with lab
 PSY 310 Human Neuropsychology with lab
 PSY 313 Learning and Applied Behavioral Analysis with lab
 PSY 320 Health Psychology with lab
 PSY 321 Experimental Social Psychology with lab
 PSY 404 Multicultural Competence with lab
 PSY 433 Child Assessment with lab

FOR DUAL CC and BN CONCENTRATORS: Only one of the courses above may be applied toward the requirements for both concentrations.

E. Biological Courses

Choose one of the following:

PSY 205 Drugs and Behavior
 PSY 210 Biopsychology with lab
 PSY 305 Psychopharmacology with lab
 PSY 316 Cognitive Neuroscience with lab
 PSY 317 Sensation and Perception with lab

Discuss areas of potential interest with your academic advisor. Consider a double major or a minor in Biology, Business Management, Human Development, Public Health, or Sociology.

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, veterinary medicine, animal science, neurology, and neuroscience. Because BN concentrators have additional laboratory requirements beyond other Psychology majors, students in the BN track earn a Bachelor of Science (B.S.).

A. Natural Science sequences

BN students are required to complete both of these two-semester sequences:

BIO 111 and 112 General Biology
 CHE 120 Chemical Principles of Organic Molecules and CHE 140 Reactions of Organic Molecules

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 cover neurological mechanisms governing behavior)

C. The Behavioral Neuroscience Core

The following two laboratory courses are required:

PSY 210 Biopsychology

PSY 410 Neuroscience Research Methods

D. Additional Courses

Three of the following courses are required:

PSY 305 Psychopharmacology

PSY 313 Learning and Applied Behavioral Analysis

PSY 316 Cognitive Neuroscience

PSY 317 Sensation and Perception

4 credits of PSY 294/394 Special Topics in Behavioral Neuroscience

With advance approval of the BN concentration advisor, one of the following can be chosen: on-/off-campus research; or one upper-level laboratory course in Biology, Chemistry, or Physics.

E. Fundamental Psychology

One of the following courses is required:

PSY 202 Lifespan Development

PSY 221 Social Psychology

PSY 233 Traditional Psychiatric Disorders or

PSY 234 Medical and Developmental Disorders

PSY 320 Health Psychology w/ Lab

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 111, MAT 112, PHY 111, PHY 112, 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 and 112 General Psychology I and II
- A Statistics course (either BUS 109, ECN 215, MAT 109, or PSY 209)
- Any psychology lab course (not including PSY 209 or PSY 309)
- Any two additional elective courses in psychology. These can be non-lab or lab courses, including PSY 309.

Course Descriptions

PSY 111, 112. General Psychology

An introduction to the scientific study of behavior and mind, embracing all aspects of human experience. Topics include the anatomical and functional organization of the nervous system, consciousness, learning, memory, development, emotion, social interactions, psychopathology, and society and culture. 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 in addition to basic research methodologies. PSY 112 covers the clinical/counseling, developmental, personality, and social aspects of psychology. PSY 111 is not a prerequisite for PSY 112.

PSY 202. Life-Span Development

This course will provide a broad overview of human growth and development from infancy to late adulthood. Changes in biological, cognitive, emotional, and social domains will be discussed at each period of the lifespan. Topics will include heredity, learning, emotional development, temperament, attachment, gender development, developmental disorders, peer relationships, families, and aging. Recent research in these domains will also be highlighted.

PSY 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). Societal issues related to illicit and therapeutic drug use, abuse, legislation and policies will also be topics of exploration and discussion.

PSY 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.*

PSY 210. Biopsychology with Lab

The study of the biological bases of human and non-human behavior. The emphasis is on the organization of the nervous system as it relates to behavior and conscious thought. Specific topics may 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. *Prerequisite 111, 112 or Biology 111, 112.*

PSY 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.

PSY 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.

PSY 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.

PSY 233. Traditional Psychiatric Disorders

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.*

PSY 234. Medical and Developmental Disorders

Evaluation of the etiology, symptoms, and treatment of behavior disorders within the broad areas of childhood/developmental disorders and medical/organically induced syndromes. Specific topics include disorders of personality, impulse-control, eating, sleep, sex, and neurocognition. Disorders will be considered in relation to clinical theories, research, and practice. *Prerequisite: Psychology 111, 112.*

PSY 302. Social and Personality Development with Lab

This course will explore the current theories and research of social and personality development from infancy to adolescence. Topics will include emotional development, temperament, attachment, aggression, moral development, self-concept, and gender-role development. We will also discuss the effects that parents, peers, and the media can have on children's development. Students will have the opportunity to conduct a developmental psychology research project. *Must have taken or must be taking PSY 202; permission of the instructor is needed to override this requirement. PSY 209 is recommended.*

PSY 304. Theories and Processes of Counseling

This course examines the major theories of counseling, including humanistic, psychoanalytic/psychodynamic, action-oriented, and multicultural theories, among others. This course also examines key common factors across theories and provides opportunities to acquire practical counseling process skills such as active listening and problem-solving skills. *Prerequisite: Psychology 111, 112, or two semesters of sociology.*

PSY 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 used by pharmaceutical researchers to assess dose effects, drug tolerance, withdrawal, and drug interactions. *Prerequisite: Psychology 210 or Biology 111, 112. Psychology 209 is recommended.*

PSY 309. Statistics and Research Design II with Lab

A survey overview of appropriate research designs employed in psychological research. Emphasis will be on evaluation and application of scientific methods and data analysis in inferential statistics. Specific topics include factorial designs and analysis of variance, appropriate group comparison tests of significance, prediction and multiple regression, and an overview of other advanced research designs and analyses. 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 critical evaluation of published research. A significant portion of the course will be devoted to instruction in SPSS, a computer-based statistical package. *Prerequisite: Psychology 111, 112 and Psychology 209.*

PSY 310. Human Neuropsychology with Lab

Human Neuropsychology examines brain structure-function relationships. Students are exposed to mental status screening techniques and neuropsychological evaluation methods, incorporating these tools as part of their semester-long, lab research projects. Students become familiar with the major neurological disorders, including the typical brain structures involved, how the disorders are diagnosed, their differential functional impact, and common rehabilitative treatments.

PSY 313. Learning and Applied Behavioral Analysis with Lab

Reviews of theoretical and empirical research related to classical, operant and cognitive aspects of learning. Emphasis in lectures and the laboratory will be on the use of these theoretical contributions within the discipline of Applied Behavioral Analysis. *Prerequisite: Psychology 111, 112.*

PSY 316. Cognitive Neuroscience with Lab

Cognitive neuroscience investigates the biological bases of higher order cognition and complex human behavior. Topics include the methodologies of cognitive neuroscience as well as the neural underpinnings of cognitive processes including perception, attention, memory, language, and executive function. The laboratory portion will provide opportunities to demonstrate and experience cognitive and neural phenomena. *Prerequisites: Psychology 111, 112, and Psychology 209. Recommended course: Psychology 210.*

PSY 317. Principles of Sensation and Perception with Lab

A survey of the methods by which humans detect and process external stimuli and the brain pathways involved in creating meaningful perceptions out of sensory information. Special attention is directed to sensory physiology, perceptual illusions and deficits in each sensory modality, including vision, audition, olfaction, taste, and touch. Laboratory demonstrations and simulations are intended to provide concrete examples and provide a mechanism for exploring each sensory modality. *Prerequisites: Psychology 111, 112.*

PSY 320. Health Psychology with Lab

An examination of the psychological effects of health behavior, physical effects of psychological experiences, and theories of health behavior. Applies social psychological perspectives to such topics as stress-related diseases, placebo effects, doctor-patient interactions, dying, and the hospital environment. Additionally, the course covers theories and research on preventive health behavior; adherence to medical treatment; health lifestyles; substance use and abuse; and anxiety and depression in medical illness. Laboratory component is a qualitative study of individuals' health experiences. *Prerequisite(s): Psychology 111, 112, and either PSY 209 or MAT 109.*

PSY 321. Experimental Social Psychology with Lab

Thorough and critical examination of current social-psychological thought and theory through discussion of primary experimental reports and review articles. The issues addressed in this course vary from year-to-year, but have included social exclusion, self-regulation, lying and detecting deceit, gossip, violent video games, sexism, racism, humor, terror management, happiness, awe and humility. The laboratory component involves student-initiated research in laboratory or natural settings. *Prerequisite: Psychology 111, 112 OR two semesters of sociology.*

PSY 323. Industrial/Organizational Psychology

Examines work and organizational behavior from psychological, business science, and sociological viewpoints. Topics include personnel psychology, job motivation, and job satisfaction, and other job attitudes are examined along with organizational culture, group process, leadership, and organizational development. Concepts are appropriate for application to corporations and small businesses as well as community groups and nonprofit organizations. *Prerequisite: Psychology 111, 112 OR two semesters of Business Management OR two semesters of Sociology.*

PSY 333. Psychological Testing

An analysis of the construction, interpretation, and application of various psychological tests and measurement tools. Personality, intelligence, vocational, achievement, and aptitude tests will be evaluated. *Prerequisite: Psychology 111, 112. Psychology 209 is recommended but it can be a co-requisite.*

PSY 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 opportunity to clarify achievement goals and develop academic and career plans.

PSY 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, Traumatic Brain Injury, 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 apply specific research techniques (e.g., neural tract-tracing, histochemistry, clinical neurological assessment, animal behavioral assessments, or topographic EEG mapping) available to students in the department laboratories for their senior thesis project. *Prerequisite: Psychology 111, 112 or Biology 111, 112; and Psychology 209; or permission of the instructor.*

PSY 404. Multicultural Competence with Lab

Multicultural Competence provides an introduction to multicultural and diversity issues in psychology. This course examines topics such as: multicultural issues in counseling, power and privilege, cultural humility, intersectionality, the link between oppression and mental health, advocacy, and social justice. This course encourages personal reflection and the development of self-awareness in order to understand how our own cultural identities and backgrounds— including experiences of privilege and marginalization and the intersections of these experiences— shape our ways of being in the world. During lab, students have the opportunity to engage in interactive activities and projects to enhance understanding of course material.

PSY 433. Child Assessment with Lab

This course provides the student with knowledge and experience in the clinical assessment of children. In addition to clinical report writing, students will learn observational techniques, interviewing skills, behavioral/emotional scales, and measures of cognitive assessment that are specific to children and adolescents. *Prerequisite: Psychology 333 or permission of the instructor.*

PSY 490, 491. Psychology Internship

Internship Coordinator: Dr. Littlefield. Supervised experience in a community agency or on-campus providing some aspect of wellness prevention or psychological intervention 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. A total of eight internship credits can be accrued. PSY 490 is used for 2 and 4 credit experiences. PSY 491 indicates that 6 or 8 credits were earned during a summer experience. *Prerequisite: Psychology 111, 112, junior/senior standing, and permission of instructor.*

PSY 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.*

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

A ten-week on-campus 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.*

PSY 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 a faculty mentor. Participants will produce a final report dealing with the finding(s) 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.*

PSY 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.*

PSY 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.*

PSY SCE Senior Capstone Experience

The culmination of student 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.

Public Health Minor

INTERDISCIPLINARY MINOR

Dr. Elizabeth Yost, Director
Phil Ticknor, Coordinator of Pre-Health Professions Programs

Public health encompasses a diverse array of fields, reflected in the interdisciplinary nature of all public health programs. Careers in public health focus on major health concerns such as infectious diseases/pandemics, antibiotic resistant bacteria, nutrition/obesity, drug and alcohol addiction, mental health, bioterrorism, environmental health issues related to water/food/air quality, food (in)security, STDs, women's health, and health concerns related to poverty/health care disparities both nationally and internationally. Gaining an interdisciplinary understanding of the physical, social, and cultural aspects of health and medicine prepares students for success in career planning, graduate training, and careers of passion in medical and health fields.

This minor is designed to help students become familiar with the multidisciplinary nature of public health work, increase their awareness of the opportunities available in this diverse field, and inspire them to discover lives of purpose and passion through careers in health and medicine.

Students interested in pursuing the Public Health minor should consult with the Director, Dr. Elizabeth Yost (eyost2@washcoll.edu) and Phil Ticknor, Coordinator of Pre-Health Professions Programs (pticknor2@washcoll.edu), on their course selections and should be aware that internship opportunities in public health are available.

The minor in Public Health consists of six (6) courses. Students are required to take Introduction to Public Health and Global Health Disparities courses. The remaining four courses are split between electives in Natural Science & Public Health (List A below) and electives in Social, Cultural and Behavioral Aspects of Public Health (List B below). Students may request that special topics courses or pre-approved study abroad courses count toward fulfillment of either List A or List B courses, as appropriate. Credit for such courses may be granted only with the approval of the Director of the Public Health minor.

Required Courses

SOC 171 Introduction to Public Health (no prerequisite)
SOC 271 Global Health Disparities (prerequisite: SOC 171 Introduction to Public Health)

Elective Courses

Students must take a combination of four additional courses from List A and B, below. The courses must be from at least three different departments, and two courses must be from each list. Note: many elective courses have prerequisites.

A. Natural Sciences and Public Health

BIO 100 Microbes in Your World
BIO 100 Embryos in the Public Eye
BIO 203 Microbiology w/ Lab
BIO 209 Genetics w/ Lab
BIO 301 Integrative Human Anatomy w/ Lab

BIO 302 Developmental Biology w/ Lab
BIO 317 Pathophysiology w/ Lab
BIO 350 Introduction to Toxicology w/ Lab
BIO 404 Immunology w/ Lab
BIO 424 Integrative Human Physiology w/ Lab
CHE 110 Chemistry of the Environment
CHE 210 Environmental Chemistry
CHE 309/BIO 409 Biochemistry or CHE 303 Chemistry of Biological Compounds
CHE 310 Greener and Sustainable Chemistry
CHE 320 Introduction to Medicinal Chemistry

B. Social, Behavioral, and Cultural Aspects of Public Health

ANT247 Medical Anthropology
ECN 394 Health Economics
ENV 101/102 Introduction to Environmental Studies
PHL 225 Ethical Theory
PHL 226 Global Ethics
PHL 325 Biomedical Ethics
PHS 194 Nutrition
POL 373 Human Rights and Social Justice
PSY 112 General Psychology
PSY 202 Life-Span Development
PSY 205 Drugs and Behavior
PSY 220 Human Sexuality
PSY 233 Traditional Psychiatric Disorders
PSY 234 Medical and Developmental Disorders
PSY 320 Health Psychology w/Lab
SOC 221 Social Inequalities
SOC 370 Environmental Sociology
SOC 382 Introduction to Social Welfare
SOC 394 Sociology of Mental Health
SOC 494 Sociology of Aging

Sociology

DIVISION OF SOCIAL SCIENCES

Rachel Durso, Chair
Erin Anderson
Nicholas Garcia
Elizabeth Yost

The Department of Sociology offers a major and a minor in sociology. Sociology courses are also foundational for the interdisciplinary minors in Public Health, Social Welfare, and in Justice, Law and Society.

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, law, criminology, social work, and education. Graduates have found employment in those fields as well as counseling, corrections, law enforcement, the armed services, banking, public relations, human resources management, and other corporate and nonprofit positions.

The Sociology Major

Sociology 101 is the 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 in advance of taking the Research Methods course. Students should plan to take the Research Methods and Social Theory courses in their junior year in preparation for using those skills throughout work on the Senior Capstone Experience.

The Senior Capstone Experience

In the senior year, each sociology major completes a major independent research project which integrates the diverse learning that students have accomplished throughout their undergraduate years, not only within the major, but also across the liberal arts and sciences. For details, see the course description below.

Requirements for the Sociology Major

Ten courses: Sociology 101, 303, and 306, the statistics requirement (MAT 109, BUS 109, or PSY 209), the Senior Capstone Experience, five additional courses in sociology; and Sociology 491. (Students with a double major in sociology and psychology and who complete a research methods course or sequence in psychology may omit Sociology 306 but must then take a sixth sociology elective.)

Requirements for the Sociology Minor

Six courses, of which Sociology 101, 303, 306, and the statistics requirement (MAT 109, BUS 109, or PSY 209) 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, PSY 209 or BUS 109.

Sociology and the Social Science Distribution Requirement

The Social Science distribution requirement 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.

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. Specific topics include deviance and social control, social networks, bureaucracy, families, education, race, social class and gender.

SOC 171. Introduction to Public Health

Public Health is concerned with identifying and acting on the factors that shape the health and diseases of populations. This course introduces the major concepts, tools, and debates of Public Health through an exploration of issues in this interdisciplinary field including health inequities, historical and ongoing strategies for control of communicable and noncommunicable diseases, and connections between social structures and the distribution of disease from a Public Health perspective. Students will acquire basic knowledge, attitudes, and skills that are important for Public Health practice. This course is one of the two required courses for the Public Health minor. (Also, PHS 171)

SOC 194. Introductory Topics in Sociology

Contents vary. (No prerequisite.)

SOC 212. Sociology of the Family

This course studies historical aspects of family formation and function as well as contemporary patterns of the institution and individual experiences. Theory and research dealing with courtship, marriage, children and parenting, and disorganization of the modern family is examined. (Also, GEN 212)

Prerequisite: Sociology 101.

SOC 213. Sociology of Gender

Course examines sex, gender, sexuality, and their intersections with other statuses. The effects of gender on individuals' statuses and opportunity structures is considered as are the impacts of interactions and institutional patterns. Focus on contemporary American responses to sex and gender.

(Also, GEN 213) *Prerequisite: Sociology 101.*

SOC 221. Social Inequalities

This course examines the structure of social stratification in the U.S. from various perspectives and from micro- and macro-levels of analysis. This course is based on the seven statuses (race, social class, gender, physical/mental ability, religion, sexual orientation and age) that most significantly determine "who gets what" in American society. Historical and contemporary examples highlighted in readings and discussion range from medicine, law, education, the family, the military, housing, food security, and other. (Also, Gen 221 and BLS 221) *Prerequisite: Sociology 101.*

SOC 240. Criminology

This course serves as an overview of how scholars of sociology and criminology analyze and understand the frequency of crime, criminal patterns, characteristics of criminal offenders, and the nature of different types of crime. Students will be exposed to the most respected theories regarding crime and criminal behavior. This course covers the core concepts related to criminological study, the nature and frequency of crime, patterns of criminal offending, victims, public fear of crime, criminological theory, and the critical evaluation of different types of crimes including violent, economic, public disorder, and terrorism. *Prerequisite: Sociology 101.*

SOC 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.*

SOC 271. Global Health Disparities

Global Health Disparities offers a cross cultural comparative analysis of the definitions of health and health care delivery, as well as an overview of specific chronic and acute health issues. The course addresses global health broadly and focuses on global health disparity through analyses using multidisciplinary perspectives and evaluation of the political, economic, and sociocultural aspects of health inequality. This course is one of the two required courses for the Public Health minor. (Also PHS 271) *Prerequisites: Sociology 171*

SOC 294. Special Topics in Sociology

Contents vary. *Prerequisite: Sociology 101 or permission of instructor.*

SOC 303. Social Theory

The study of the leading social thinkers from 1800 to the present and the associated theoretical perspectives with an emphasis on contemporary applications of sociological theory. *Prerequisites: Sociology 101 and one additional course in Sociology or permission of the instructor.*

SOC 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).*

SOC 340. Victimology

This course is designed to introduce students to the multifaceted issue of victimization in the U.S., including theories of victimization, trends in criminal victimization, treatment of victims in the criminal justice system, victim support issues, and the victimization of certain subgroups in the population. As a relatively new and complex discipline, victimology broadens criminological scholarship by focusing primarily on the victims, rather than the perpetrators of crime. This course, grounded in the history and development of victimology, will provide an in-depth study of key areas in the field including theories of victim precipitation, measurement of victimization, victims' rights, and substantive topics such as hate crimes, intimate partner violence, and restorative justice. *Prerequisites: Sociology 101 and Sociology 240, or permission of instructor.*

SOC 341. Variant Behavior

This course will introduce students to the sociological aspects of varieties in human behavior and deviance. We regard deviance not as bad behavior, but as behavior contrary to norms. Deviance will be examined as a conceptual category that is socially constructed by interactions and reactions to certain types of behavior be they biological, social, or both. As such, we will examine the processes and social agencies that define, detect, and sanction variant behavior over time. Utilizing a sociological perspective, motivations for deviant behavior—as well as the nature of deviance—will be discussed. This class explores variant behavior in a variety of contexts including crime, body modifications, gender and sexual identity, and health behaviors. *Prerequisite: Sociology 101 and one additional course in sociology.*

SOC 342. Sociology of Punishment

This course will examine four major questions associated with punishment in the United States: 1.) Why do we punish? 2.) Who do we punish? 3.) How do we punish? 4.) What are the consequences of punishment? To answer these questions, students will explore ideas related to sociology, criminology philosophy, law, history, to assess the ethics and utility of punishment and the problems punishment creates for society and offenders. *Prerequisite: Sociology 101 and either Sociology 221 or Sociology 240.*

SOC 343. Women, Crime, & the Criminal Justice System

This course places women at the forefront when examining all facets of crime, victimization, and the institutions that handle both victims and offenders. To fully explore the issue, this course is split into four units that explore women as victims, women as perpetrators, women who are in custody of the criminal justice system, and women who work in the criminal justice system. *Prerequisite: Sociology 101 and either Sociology 213, Sociology 221, or Sociology 240.*

SOC 344. Sociology of Gangs

This course will explore a broad range of topics related to gang activity in the United States and abroad. Topics include historical, theoretical, and socioeconomic processes leading to gang formation, gang activities and typologies, gang membership and organization, gender roles within gangs, and social problems associated with gangs. *Prerequisite: Sociology 101 and either Sociology 221 or Sociology 240.*

SOC 347. Juvenile Delinquency

This course offers a sociological exploration of youth, crime, and the juvenile justice system in the United States. A wide variety of topics are covered, including the history, philosophy, and contemporary context of the juvenile court, shifting patterns and trends relative to juvenile offending and crime, sociological theories accounting for involvement and deterrence from juvenile delinquency, the application of the “rule of law” to juvenile offending, and the effectiveness of rehabilitative programming in response to youthful offenders. The course covers the history of adolescence, youth culture, explanations for delinquency, the effects of race, class, and gender on delinquency, the relationship between institutions, particularly family and school, and delinquency and the interaction between juveniles and the criminal justice system. *Prerequisites: Sociology 101 and at least 2 of the following: Sociology 212, 240, 303, 341, 382; or prior permission of the instructor.*

SOC 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, ENV 370) *Prerequisites: SOC 101 and one additional sociology course or permission of the instructor.*

SOC 382. Introduction to Social Welfare

This course will offer students a broad understanding of contemporary social problems and the social welfare policies, programs and services designed to address them. The history, individual and social consequences, and programmatic approaches to the amelioration of each social problem area will be explored. A primary goal of this course is to introduce students to the profession of social work: its fields of practice, values and ethics. This course integrates core social work competencies and has particular relevance to students considering practice, administrative or policy careers in the helping professions. *Prerequisite: SOC 101 or PSY 112.*

SOC 394, 494. Special Topics in Sociology

Contents vary. *Prerequisite: two prior sociology courses or permission of instructor.*

SOC 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 sociology course or permission of the instructor.*

SOC 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 one additional course in sociology, or permission of the instructor.*

SOC 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 or department chair.*

SOC 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 and permission of the department chair.*

SOC 295, 395, 495. On-campus Research**SOC 296, 396, 496. Off-campus Research****SOC 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 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 their 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 Capstones.) *Prerequisites: Sociology 101 and two additional courses in sociology.*

SOC 491. 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.

SOC 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. The SCE integrates the diverse learning that students have accomplished throughout their undergraduate years, not only within the major, but also across the liberal arts and sciences. The range both of topics and methods is broad. The Capstone Experience is based 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 Sociology Capstone is supported by some of the work of the Sociology Senior Seminar, SOC 491, taken during the fall semester. 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 their 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 in the section "Double Majors, Minors, and Concentrations/Specializations" within the Academic Program portion of this *Catalog*.

Theatre and Dance

DIVISION OF HUMANITIES AND FINE ARTS

Dale Daigle, Chair
Renee Gerardo
LaRonika Thomas
Polly Sommerfeld
Abbey Wark
Nancy Cross

The Department of Theatre & Dance embraces the principles of the liberal arts. To that end, we emphasize—both within and beyond the classroom—the full breadth of such an education. Our students routinely double major and minor, pairing Theatre & Dance with disciplines from English to Environmental Studies, and with interdisciplinary minors like Arts Management & Entrepreneurship.

The Theatre program provides a broad base of theatrical knowledge through introductory and advanced courses in acting, directing, design, technical production, and theatre history. We also offer recurring electives in areas such as playwriting, dramaturgy, adaptation, improvisation, stage management, and arts administration.

Requirements for the Major

A total of eleven courses are required for the major in Theatre:

THE 101 Drama, Stage and Society I
THE 102 Drama, Stage and Society II
THE 211 Introduction to Acting
THE 221 Introduction to Directing
THE 231 Theatre Technology
THE 241 Introduction to Theatrical Design
THE 381 Junior Seminar
One course in dramatic history/literature/theory, from this list:
THE 205 or 206 Shakespeare I or II
THE 302 Renaissance Drama
THE 304 The Modern Age
THE 306(American Musical Theatre
THE 308 After Angels
THE 358 Dramaturgy
THE 361 Adaptation
THE 401 Dramatic Theory
THE 415 Theories of Acting
Special Topics courses approved by the Chair
Two courses (or 8 credits) of electives: Electives may be any 4-credit THE course offered or cross-listed by the Department, including independent studies and accepted transfer courses. Practicum courses do not count as electives.
THE Senior Capstone Experience (THE SCE)

Additionally, Theatre majors must engage in a range of experiential learning, including activities from four of the categories below. Experiential learning may take many forms, but at least one must be a THE/DAN practicum course (i.e., a departmental production experience):

- Performance
- Movement
- Design
- Dramaturgy
- Directing
- Event Management
- Backstage Production
- Front of House (FOH) & Publicity
- Leadership & Administration

For more details, consult the Theatre major checklist, washcoll.edu/academic_departments/theatre-and-dance/academic_programs_documents/the-major-checklist-19fapdf.pdf, or contact the department chair.

Requirements for the Minor

A total of five courses are required for the Theatre minor:

THE 101 or 102 Drama, Stage and Society I or II

THE 211 Introduction to Acting) or THE 221 (Introduction to Directing

THE 231 Theatre Technology) or THE 241 (Introduction to Theatrical Design

Two courses (or 8 credits) of electives

Electives may be any 4-credit THE course offered or cross-listed by the Department, including independent studies and accepted transfer courses. Practicum courses do not count as electives.

Additionally, Theatre minors must fulfill the same experiential learning requirement as described above for majors. For more details, contact the department chair.

Senior Capstone Experience

A student may complete the Theatre SCE in one of several ways:

- a traditional research thesis in the areas of theatrical criticism, theory, or history;
- a playwriting thesis in which the student writes, workshops, and produces a rehearsed reading of a full-length play;
- a production thesis in which the student serves as dramaturg, stage manager, designer, performer, or director of a departmental production.
- Students may also propose alternative projects not listed above, to be developed and approved in collaboration with the faculty. More details are available on the department's website.

SCE Honors

The Senior Capstone Experience in Theatre is graded pass, fail, or honors. SCE Honors will be conferred on those projects that achieve an exceptional level of creative, artistic, and scholarly conception and realization. A grading rubric is available from the faculty.

Distribution

Students electing Theatre as part of their Fine Arts distribution requirement may choose any course(s) except THE 275 (Arts Administration).

Dance Minor

The Dance program offered at Washington College is designed to train dancers in the areas of performance, choreography, and teaching. These domains of dance creative practice are seen as mutually dependent and interactive. Choosing a Dance minor allows students to explore and refine their interests in the field through curricular and co-curricular experiences in these three areas. Fundamental to the training of the dancer is the cultivation of artistry, technique, as well as the ability to articulate this knowledge through movement and writing.

The Dance minor program welcomes students from across campus who are interested in incorporating embodied learning within their college experience as a complement to their major field of study.

Requirements for the Dance Minor

All minors must take:

DAN 101 Introduction to Dance in Culture and Society

DAN 233 Dance Composition

DAN 305 Introduction to Teaching Dance

DAN 381 Dance Portfolio (1 credit)

Two courses in technique, at least one of which must be at the intermediate level:

DAN 227 Beginning Modern Dance

DAN 327 Intermediate Modern Dance

DAN 212 Beginning Ballet

DAN 312 Intermediate Ballet

One elective course (or 4 credits)

Electives may be any 4-credit courses offered or cross-listed by the Dance program, including independent studies and accepted transfer courses. Practicum courses do not count as electives.

Additionally, Dance minors must engage in a range of experiential learning, including activities from three of the categories below. Experiential learning may take many forms, but at least one must be a THE/DAN practicum course (i.e., a departmental production experience):

- Performance
- Movement
- Design
- Dramaturgy
- Directing
- Event Management
- Backstage Production
- Front of House (FOH) & Publicity
- Leadership & Administration

For more details, consult the Dance minor checklist, washcoll.edu/academic_departments/theatre-and-dance/academic_programs_documents/dan-minor-checklist-19fapdf.pdf, or contact the Program Director.

General Education Distribution

Students electing Dance as part of their Fine Arts distribution requirement may choose any course except the Dance Practicum sequence (DAN 181-187, 281-287) and DAN 275 Arts Administration.

Student Production Work

Students may work on no more than two departmental theatre/dance productions in a single semester (in any capacity, including crew, performance, design, dramaturgy, stage management, directing, etc.) Students are strongly discouraged from working on two consecutive productions and must consult with a faculty member if they plan to do so.

Course Descriptions (Theatre)

THE 101. Drama, Stage and Society I

This theatre history course will examine the development of (primarily) Western drama against a backdrop of historical and social change. Students will read a variety of plays and discuss theatre history, dramatic theory, and criticism representing the major currents in (primarily) Western theatre from its origins to the 18th century CE. We will frequently employ one or more of the following “lenses” or viewpoints to focus our lectures and discussions: the *physical theatre* (how the material artifacts of theater—buildings, documents, etc.—tell the story of theatre history and influence dramaturgy); the *social theatre* (how the theatre relates to its social context, including consideration of the audience); and the *performing theatre* (the plays themselves and how they were/are performed). Students will be encouraged to draw connections between the material we cover in this course and the many intellectual and aesthetic parallels to be found in contemporaneous trends in history, philosophy, literature, and the arts.

THE 102. Drama, Stage and Society II

This theatre history course will examine the development of (primarily) Western drama against a backdrop of historical and social change. Students will read a variety of plays and discuss theatre history, dramatic theory, and criticism representing the major currents in (primarily) Western theatre from the 18th century to 1992. We will frequently employ one or more of the following “lenses” or viewpoints to focus our lectures and discussions: the *physical theatre* (how the material artifacts of theater—buildings, documents, etc.—tell the story of theatre history and influence dramaturgy); the *social theatre* (how the theatre relates to its social context, including consideration of the audience); and the *performing theatre* (the plays themselves and how they were/are performed). Students will be encouraged to draw connections between the material we cover in this course and the many intellectual and aesthetic parallels to be found in contemporaneous trends in history, philosophy, literature, and the arts.

THE 205. Shakespeare I

This course examines some of Shakespeare's best known earlier plays (those written before the death of Queen Elizabeth in 1603) both in the context of early modern English culture and as play scripts/performances. Using films and live productions (when available) it considers the plays as they have been and could be interpreted for performance. (Also, ENG 205)

THE 206. Shakespeare II

This course examines some of Shakespeare's best known later plays (those written after the death of Queen Elizabeth in 1603) both in the context of early modern English culture and as play scripts/performances. Using films and live productions (when available) it considers the plays as they have been and could be interpreted for performance. (Also, ENG 206)

THE 211. Introduction to Acting

Analysis and application of basic acting techniques with a concentration on scene study and character analysis.

THE 221. Introduction to Directing

Study of the basic principles and practices of directing, including interpretation, structural analysis, and investigation of basic staging techniques.

THE 231. Stagecraft

In this course, students will engage in hands-on investigation of the tools, methods, and materials used in the theatrical production process, including scenic & props construction, scenic painting, rigging, scale drafting, shop safety, and lighting, sound, & projections technology. Required laboratory hours will be arranged in consultation with the instructor.

THE 241. Introduction to Theatrical Design

This course offers a broad look at all aspects of theatrical design, including scenery, properties, costume, lighting, and sound, with an emphasis on cross-disciplinary skills such as close reading (of texts and images), research, and clear communication (written, visual, and aural). Students will learn to approach theatrical questions from a variety of angles and will develop a basic understanding of all design elements and how they fit together.

THE 281. Creative Process

This course will give an overview of major topics in creativity: the pleasures and pitfalls as well as effective strategies to use in creative work. Each week we tackle another issue and explore ways to approach creativity in the broadest sense. At the same time students work on self-directed projects throughout the semester (largely outside of class time), submit weekly progress updates, and periodically share with the class. By the end of the semester students will have a range of tools and hands-on experiences to return to again and again in their future creative work. (Also, ART 231, MUS 234, and DAN 281). *Prerequisite: One course of Studio Art, Music, Theatre, Dance, or Creative Writing, or permission of the instructor.*

THE 302. Renaissance Drama

This course examines early modern English drama, exclusive of Shakespeare, from the 1580s through the 1630s in its unique cultural, historical, and theatrical context. It explores plays by prominent dramatists including Thomas Kyd, Christopher Marlowe, John Lyly, Thomas Dekker, Thomas Heywood, Ben Jonson, Thomas Middleton, William Rowley, John Webster and John Ford. Key issues will include the following: playing conditions (theatres and theatre companies), the relationship of the stage to the monarchy, the importance of the city (London), the relationship of the stage to dominant religious beliefs and practices, the impact of Puritanism and anti-theatricality, the effect of censorship and licensing, the role of gender and cross dressing in theatrical representation and the staging of desire. (Also, ENG 312)

THE 304. 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.

THE 306. 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.

THE 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.

THE 311. Advanced Acting

Using varying texts and performance styles, this course builds upon the ideas and skills of Introduction to Acting, with a focus on incorporating characterization and given circumstances with scene study. Students will employ action-based techniques to determine their characters' objectives and to explore the tactics they use to overcome obstacles and achieve their goals. *Performance texts and styles vary by semester; details will be posted before registration. Past offerings have included: Shakespeare, Contemporary Styles, Meisner, and Acting for the Camera. Prerequisite: THE 211 or permission of the instructor.*

THE 317. Theatrical Improvisation

The course will examine the history, theory, and practice of theatrical improvisation as practiced in the United States and Canada since 1950. The class will meet once a week for 2.5 hours. *Prerequisite: THE 211 or permission of the instructor.*

THE 321. Advanced Directing

This course will build upon the concepts initially explored in Intro Directing. Through discussion, exercises, and scene work, students will delve deeper into the craft of directing. Topics may include leadership approaches, collaboration with actors / designers / stage managers, text analysis, and exploration of different theatrical styles. *Prerequisite: THE221, or THE187, or permission of the instructor.*

THE 351. Playwriting

Analysis and practical application of techniques and styles employed in writing for the stage. (Also, ENG 351)

THE 358. 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.*

THE 361. Adaptation

This course explores the theory and practice of adapting non-dramatic literature for the stage. Students examine the form through writing and staging short story adaptations, whose size and scope allow students to learn and explore various approaches to this kind of theatrical storytelling. The course

provides students with a strong introduction to the theoretical and critical body of knowledge in the area of adaptation of literature. In addition, students will develop skills in acting, directing, writing, and dramaturgy.

THE 371. Stage Management

This course provides a thorough exploration of the roles and duties of the theatrical stage manager, from pre-production through closing night and beyond. Using a mix of readings, discussion, paperwork assignments, and lab activities, students develop both hard skills (such as document design, scheduling, and preparedness) and soft skills (such as communication, leadership, management, and collaboration). By the end of the semester, students will be well prepared to stage manage a fully produced show. *This course has no curricular prerequisite but requires a baseline understanding of the rehearsal and production process. Accordingly, enrolled students must have some experience working in the theatre (as an actor, designer, crew member, etc.).*

THE/DAN 375. Arts Administration

This course explores various aspects of leadership, management, and entrepreneurship for the visual and performing arts. Students will learn how arts organizations define themselves, make decisions, and plan for the future. Topics may include leadership & governance, mission & strategy, program planning & evaluation, intellectual property & contracting, marketing & public relations, and/or budgeting & fundraising. (Also, ART/DAN/MUS/BUS 375) *This course has no curricular prerequisite but requires a baseline interest in and understanding of the arts.*

THE 381. Junior Seminar

The course prepares theatre majors for the SCE through script analysis, critical thinking, synthesis of textual and performance analysis, research, readings, discussion, writing, and engagement with guest artists. Over the semester, students develop stronger oral and written communication skills, develop the leadership and management skills necessary for effective creative collaboration, and expand their own imaginative tools and resources. Students spend part of the semester writing and revising chapters for the written SCE Production Book. (Learning objectives may vary slightly from student to student, depending on the needs of each SCE project.) This course is required for all theatre majors and must be taken in the spring of the junior year.

THE 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.

THE 415. Theories of Acting

The course will examine the history, theory, and practice of actor training in the 20th and 21st centuries. *Prerequisite: any 4-credit THE class.*

THE 190, 290, 390, 490. 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 Theatre majors.

THE 194, 294, 394, 494. Special Topics

Intensive study of a selected figure, movement, period, form, or other topic.

THE 197, 297, 397, 497. Independent Study

Advanced study in a selected area under departmental guidance.

THE 195, 295, 395, 495. On-campus Research**THE 196, 296, 396, 496. Off-campus Research****Theatre & Dance Practicum Courses****THE/DAN 181. Theatre/Dance Practicum: Crew**

This course provides an opportunity for student technicians (lighting/sound/projection operators and backstage/wardrobe/run crew) of departmental theatre & dance productions to receive credit for their work. Technicians typically must participate in load-in, technical rehearsals, performances, and strike; specific duties are determined based on the needs of each production. Technicians should expect to devote a total of 20-50 hours, some of which may be during college breaks, adjacent semesters, weekends, holidays, and other unusual times. Student technicians will be automatically enrolled (either for credit or as auditors) after their production closes. *Practicum courses may be repeated for credit (1,2) credit(s).*

THE/DAN 182. Theatre/Dance Practicum: Performance

This course provides an opportunity for student performers in departmental theatre & dance productions to receive credit for their work. Performers typically must participate in auditions, callbacks, rehearsals, load-in, technical rehearsals, performances, and strike; specific duties are determined based on the needs of each production. Performers should expect to devote a total of 60-100 hours, some of which may be during college breaks, adjacent semesters, weekends, holidays, and other unusual times. At the beginning of each semester, all students involved in departmental productions will be automatically enrolled as auditors in the relevant practicum course(s) and will be given an opportunity to request credit by contacting the instructor. *Practicum courses may be repeated for credit (1,2) credit(s).*

THE/DAN 183. Theatre/Dance Practicum: Design

This course provides an opportunity for student designers of departmental theatre & dance productions to receive credit for their work. Designers typically must participate in a production orientation workshop (scenery, props, costumes, lighting, or sound), a design meeting with the departmental faculty, production meetings, load-in, technical rehearsals, and strike; specific duties are determined based on the needs of the production. Designers should expect to devote a total of 60-100 hours, some of which may be during college breaks, adjacent semesters, weekends, holidays, and other unusual times. At the beginning of each semester, all students involved in departmental productions will be automatically enrolled as auditors in the relevant practicum course(s) and will be given an opportunity to request credit by contacting the instructor. *Practicum courses may be repeated for credit (1,2) credit(s).*

THE/DAN 184. Theatre/Dance Practicum: Dramaturgy

This course provides an opportunity for student dramaturgs of departmental theatre & dance productions to receive credit for their work. Students in these positions typically must participate in production meetings, rehearsals, load-in, technical rehearsals, and strike; specific duties are determined based on the needs of the production. Students in these positions should expect to devote a total of 60-100 hours, some of which may be during college breaks, adjacent semesters, weekends, holidays, and other unusual times. At the beginning of each semester, all students involved in departmental productions will be automatically enrolled as auditors in the relevant practicum course(s) and will be

given an opportunity to request credit by contacting the instructor. *Practicum courses may be repeated for credit (1,2) credit(s).*

THE/DAN 185. Theatre/Dance Practicum: Assistant Stage Management

This course provides an opportunity for student assistant stage managers of departmental theatre productions to receive credit for their work. Assistant stage managers typically must participate in production meetings, rehearsals, load-in, technical rehearsals, performances, and strike; specific duties are determined based on the needs of the production. Assistant stage managers should expect to devote a total of 60-100 hours, some of which may be during college breaks, adjacent semesters, weekends, holidays, and other unusual times. At the beginning of each semester, all students involved in departmental productions will be automatically enrolled as auditors in the relevant practicum course(s) and will be given an opportunity to request credit by contacting the instructor. *Practicum courses may be repeated for credit (1,2) credit(s).*

THE 186. Theatre Practicum: Choreography

This course provides an opportunity for student choreographers (movement/dance/fight) of departmental theatre productions to receive credit for their work. Students in these positions typically must participate in production meetings, rehearsals, load-in, technical rehearsals, and strike; specific duties are determined based on the needs of the production. Students in these positions should expect to devote a total of 60-100 hours, some of which may be during college breaks, adjacent semesters, weekends, holidays, and other unusual times. At the beginning of each semester, all students involved in departmental productions will be automatically enrolled as auditors in the relevant practicum course(s) and will be given an opportunity to request credit by contacting the instructor. *Practicum courses may be repeated for credit (1,2) credit(s).*

DAN 186. Dance Practicum: Choreography

(see below, under Dance)

THE/DAN 187. Theatre/Dance Practicum: Assistant Directing

This course provides an opportunity for student assistant directors of departmental theatre & dance productions to receive credit for their work. Students in these positions typically must participate in production meetings, rehearsals, load-in, technical rehearsals, and strike; specific duties are determined based on the needs of the production. Students in these positions should expect to devote a total of 60-100 hours, some of which may be during college breaks, adjacent semesters, weekends, holidays, and other unusual times. At the beginning of each semester, all students involved in departmental productions will be automatically enrolled as auditors in the relevant practicum course(s) and will be given an opportunity to request credit by contacting the instructor. *Practicum courses may be repeated for credit (1,2) credit(s).*

THE 285. Advanced Theatre Practicum: Stage Management

This course provides an opportunity for student stage managers of departmental theatre productions to receive credit for their work. Stage managers typically must participate in weekly roundtable discussions with the faculty, auditions, callbacks, production meetings, rehearsals, load-in, technical rehearsals, performances, and strike; specific duties are determined based on the needs of the production. Stage managers should expect to devote a total of 120-200 hours, some of which may be during college breaks, adjacent semesters, weekends, holidays, and other unusual times. At the beginning of each semester, all students involved in departmental productions will be automatically enrolled as auditors in the relevant practicum course(s) and will be given an opportunity to request credit by contacting the instructor. *Practicum courses may each be taken for credit only once, although students are encouraged*

to participate in as many departmental productions as they wish. 4 credits, pass/fail. Prerequisite: THE 185, or THE 371, or permission of the instructor.

DAN 285. Advanced Dance Practicum: Stage Management

(see below, under Dance)

THE 287. Advanced Theatre/Dance Practicum: Directing

This course provides an opportunity for student directors of departmental theatre & dance productions to receive credit for their work. Students in these positions typically must participate in production meetings, rehearsals, load-in, technical rehearsals, and strike; specific duties are determined based on the needs of the production. Students in these positions should expect to devote a total of 120-200 hours, some of which may be during college breaks, adjacent semesters, weekends, holidays, and other unusual times. At the beginning of each semester, all students involved in departmental productions will be automatically enrolled as auditors in the relevant practicum course(s) and will be given an opportunity to request credit by contacting the instructor. *Practicum courses may each be taken for credit only once, although students are encouraged to participate in as many departmental productions as they wish. 4 credits, pass/fail. Prerequisite: THE 187, or THE 221/321, or permission of the instructor.*

Course Descriptions (Dance)

DAN 101. Dance in Culture and Society

Dance in Culture and Society is an introduction to the study of dance in the academy. This survey course will introduce students to dance as both an aesthetic and cultural experience. The aim is to present the breadth of the field, specifically where dance happens, the diverse functions it serves, and ways of making meaning of the dance experience. Through movement laboratories, readings, videos, observations, and discussions students will explore the dance discipline. *4 credits.*

DAN 305. Teaching Dance

Research shows that nearly 90% of dancers who stay in the field past college teach at least part time. Introduction to Teaching Dance will provide students with the practical and theoretical foundation necessary to teach dance in a studio, school, or community environment. Specific topics will vary from semester to semester, but may include philosophies of dance education, kinesthetic & emotional safety, national arts education standards, community engagement, learner-centric lesson planning, pedagogical ethics, educational activism, and other contemporary issues in dance instruction. Through observation, peer teaching practicums, and individual reflection, students will gain experience planning, teaching, and evaluating dance technique classes. (Also, EDU 308) *4 credits.*

DAN 212. Beginning Ballet

Beginning Ballet is an introduction to the fundamentals of ballet technique as well as ballet terminology, traditions, and etiquette. Ballet class begins at the ballet barre and progresses to ballet centre adagio, and allegro combinations, all of which emphasize clarity of line, movement efficiency, range of motion, and artistry. Readings, videos, reflective and analytical writing, and live performance will contextualize the in-class work. *4 credits.*

DAN 312. Intermediate Ballet

Intermediate Ballet is a progression of Beginning Ballet. Special emphasis will be placed on working in optimal alignment, building both strength and flexibility, and negotiating stability and mobility. Intermediate Ballet emphasizes clarity of line, movement efficiency, range of motion, and artistry.

Readings, videos, reflective and analytical writing, and live performance will contextualize the in-class work. *4 credits.*

DAN 227. Beginning Modern Dance

Beginning Modern Dance is an introduction to basic principles of modern dance as a creative art form. Special emphasis is placed on body awareness, alignment, and artistic expression. The class structure includes a full body warm-up, center movement studies, traveling sequences and an extended modern dance phrase made up of both choreography and improvisation. Readings, videos, reflective and analytical writing, and live performance will contextualize the movement practice. *4 credits.*

DAN 327. Intermediate Modern Dance

Intermediate Modern Dance is a progression of Beginning Modern Dance. Students work to develop a keen awareness of their bodies in order to build clarity, movement efficiency, groundedness, and dynamism. Special emphasis is placed on working in optimal alignment, building both strength and flexibility, and negotiating control and abandon. The focus is on technical development as it relates to inviting forward artistry and physical mastery of the body. Readings, videos, reflective and analytical writing, and live performance will contextualize the movement practice. *4 credits.*

DAN 233. Dance Composition

Dance Composition is an introduction to the craft of making dances. It is designed to allow students to experience the process of discovering, creating, and performing original movement. Students utilize choreographic theories and compositional devices to develop solo and small group works. Students are encouraged to create in a range of vocabularies. The course emphasizes the development of self-expression, creative inquiry, and critical awareness. Research, writing, and discussion required. *4 credits.*

DAN 241. Jazz Dance

Jazz Dance offers an exploration of movement vocabularies of the American dance form Jazz, demonstrating its evolution as both an art form and vehicle for individual and group expression. Emphasis will be placed on rhythm, style, technical development, and self-expression. Students will experience a range of jazz vocabularies including Authentic Jazz Dance (ex. Lindy Hop), Classical Concert Jazz Dance (jazz dance originating at the time of Jack Cole), Musical Theatre Jazz Dance (Broadway), and Contemporary Jazz Dance (ex. Lyrical Jazz and Pop Jazz). Class structure includes isolation techniques, warm-up techniques, coordination techniques, traveling sequences, and an extended jazz dance phrase that integrates and builds upon concepts introduced earlier in class. Articles, videos, reflective and critical writing, and live performance will contextualize the movement practice. *4 credits.*

DAN 281. Creative Process

This course will give an overview of major topics in creativity: the pleasures and pitfalls as well as effective strategies to use in creative work. Each week we tackle another issue and explore ways to approach creativity in the broadest sense. At the same time students work on self-directed projects throughout the semester (largely outside of class time), submit weekly progress updates, and periodically share with the class. By the end of the semester students will have a range of tools and hands-on experiences to return to again and again in their future creative work. (Also, ART 231, MUS 234, and THE 281). *Prerequisite: One course of Studio Art, Music, Theatre, Dance, or Creative Writing, or permission of the instructor. 4 credits.*

DAN/THE 375. Arts Administration

This course explores various aspects of leadership, management, and entrepreneurship for the visual and performing arts. Students will learn how arts organizations define themselves, make decisions, and plan for the future. Topics may include leadership & governance, mission & strategy, program planning

& evaluation, intellectual property & contracting, marketing & public relations, and/or budgeting & fundraising. (Also, ART/BUS/MUS/THE 375) *This course has no curricular prerequisite but requires a baseline interest in and understanding of the arts. 4 credits.*

DAN 381. Dance Portfolio

Dance Portfolio culminates the dance minor. Students submit a digital portfolio of their work for faculty review. Upon declaring a dance minor, students schedule a meeting with the dance minor director to discuss the dance portfolio submission guidelines. Students maintain chronological digital files of their artistic work including choreographic, performance, teaching, and footage and photos. In addition to compiling work samples from class work and outside departmental activities, students will write an Artist Statement, Teaching Philosophy, and Dance Resume. Dance Portfolio is done as an independent study with 4 scheduled meetings with the dance minor director during the spring semester of senior year. *1 credit.*

DAN 190, 290, 390, 490. Internship

DAN 194, 294, 394, 494. Special Topics

DAN 197, 297, 397, 497. Independent Study

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

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

Theatre & Dance Practicum Courses

THE/DAN 181. Theatre/Dance Practicum: Crew

This course provides an opportunity for student technicians (lighting/sound/projection operators and backstage/wardrobe/run crew) of departmental theatre & dance productions to receive credit for their work. Technicians typically must participate in load-in, technical rehearsals, performances, and strike; specific duties are determined based on the needs of each production. Technicians should expect to devote a total of 20-50 hours, some of which may be during college breaks, adjacent semesters, weekends, holidays, and other unusual times. Student technicians will be automatically enrolled (either for credit or as auditors) after their production closes. *Practicum courses may be repeated for credit (1,2) credit(s).*

THE/DAN 182. Theatre/Dance Practicum: Performance

This course provides an opportunity for student performers in departmental theatre & dance productions to receive credit for their work. Performers typically must participate in auditions, callbacks, rehearsals, load-in, technical rehearsals, performances, and strike; specific duties are determined based on the needs of each production. Performers should expect to devote a total of 60-100 hours, some of which may be during college breaks, adjacent semesters, weekends, holidays, and other unusual times. At the beginning of each semester, all students involved in departmental productions will be automatically enrolled as auditors in the relevant practicum course(s) and will be given an opportunity to request credit by contacting the instructor. *Practicum courses may be repeated for credit (1,2) credit(s).*

THE/DAN 183. Theatre/Dance Practicum: Design

This course provides an opportunity for student designers of departmental theatre & dance productions to receive credit for their work. Designers typically must participate in a production orientation workshop (scenery, props, costumes, lighting, or sound), a design meeting with the departmental

faculty, production meetings, load-in, technical rehearsals, and strike; specific duties are determined based on the needs of the production. Designers should expect to devote a total of 60-100 hours, some of which may be during college breaks, adjacent semesters, weekends, holidays, and other unusual times. At the beginning of each semester, all students involved in departmental productions will be automatically enrolled as auditors in the relevant practicum course(s) and will be given an opportunity to request credit by contacting the instructor. *Practicum courses may be repeated for credit (1,2) credit(s).*

THE/DAN 184. Theatre/Dance Practicum: Dramaturgy

This course provides an opportunity for student dramaturgs of departmental theatre & dance productions to receive credit for their work. Students in these positions typically must participate in production meetings, rehearsals, load-in, technical rehearsals, and strike; specific duties are determined based on the needs of the production. Students in these positions should expect to devote a total of 60-100 hours, some of which may be during college breaks, adjacent semesters, weekends, holidays, and other unusual times. At the beginning of each semester, all students involved in departmental productions will be automatically enrolled as auditors in the relevant practicum course(s), and will be given an opportunity to request credit by contacting the instructor. *Practicum courses may be repeated for credit (1,2) credit(s).*

THE/DAN 185. Theatre/Dance Practicum: Assistant Stage Management

This course provides an opportunity for student assistant stage managers of departmental theatre productions to receive credit for their work. Assistant stage managers typically must participate in production meetings, rehearsals, load-in, technical rehearsals, performances, and strike; specific duties are determined based on the needs of the production. Assistant stage managers should expect to devote a total of 60-100 hours, some of which may be during college breaks, adjacent semesters, weekends, holidays, and other unusual times. At the beginning of each semester, all students involved in departmental productions will be automatically enrolled as auditors in the relevant practicum course(s) and will be given an opportunity to request credit by contacting the instructor. *Practicum courses may be repeated for credit (1,2) credit(s).*

DAN 186. Dance Practicum: Choreography

This course provides an opportunity for students to gain experience in creating original choreography for the annual departmental dance concert. Working collaboratively with their dancers, faculty and guest choreographers, concert director, and production personnel will help students develop their choreographic and leadership skills. To enroll, students must complete a Student Choreographer Application. Dance faculty and guest artists will review applications and select the student choreographers. Student choreographers must participate in auditions, weekly rehearsals, works-in-progress showings, technical rehearsals and performances. Choreographers should expect to devote a total of 60-100 hours over the course of the production. *Practicum courses may be repeated for credit (1,2) credit(s).*

THE 186. Theatre Practicum: Choreography

(see above, under Theatre)

THE/DAN 187. Theatre/Dance Practicum: Assistant Directing

This course provides an opportunity for student assistant directors of departmental theatre & dance productions to receive credit for their work. Students in these positions typically must participate in production meetings, rehearsals, load-in, technical rehearsals, and strike; specific duties are determined based on the needs of the production. Students in these positions should expect to devote a total of 60-

100 hours, some of which may be during college breaks, adjacent semesters, weekends, holidays, and other unusual times. At the beginning of each semester, all students involved in departmental productions will be automatically enrolled as auditors in the relevant practicum course(s) and will be given an opportunity to request credit by contacting the instructor. *Practicum courses may be repeated for credit (1,2) credit(s).*

THE 285. Advanced Dance Practicum: Stage Management

This course provides an opportunity for student stage managers to receive credit for their work on the annual departmental dance concert. Student dance stage managers must participate in works-in-progress showings, weekly production meetings, technical rehearsals, and performances; dance stage managers are also invited to participate in weekly SM Roundtable discussions with the faculty and other student stage managers. Specific duties are determined based on the needs of the production, but typically include planning & executing concert logistics, creating organizational production documents, calling lighting & sound cues, and working closely with the artistic and production managers to ensure a successful production. Stage managers should expect to devote a total of 60-100 hours over the course of the production, some of which may be during college breaks, weekends, holidays, late evenings, and other unusual times. This course is open to dance minors and non-minors. *Practicum courses may each be taken for credit only once, although students are encouraged to participate in as many departmental productions as they wish. 2 credits, pass/fail. Prerequisite: Any 100-level Theatre/Dance practicum course (THE/DAN 181-187), or THE 371, or permission of the instructor.*

THE 285. Advanced Theatre Practicum: Stage Management

(see above, under Theatre)

THE 287. Advanced Theatre/Dance Practicum: Directing

This course provides an opportunity for student directors of departmental theatre & dance productions to receive credit for their work. Students in these positions typically must participate in production meetings, rehearsals, load-in, technical rehearsals, and strike; specific duties are determined based on the needs of the production. Students in these positions should expect to devote a total of 120-200 hours, some of which may be during college breaks, adjacent semesters, weekends, holidays, and other unusual times. At the beginning of each semester, all students involved in departmental productions will be automatically enrolled as auditors in the relevant practicum course(s) and will be given an opportunity to request credit by contacting the instructor. *Practicum courses may each be taken for credit only once, although students are encouraged to participate in as many departmental productions as they wish. 4 credits, pass/fail. Prerequisite: THE 187, or THE 221/321, or permission of the instructor.*

Wellness and Personal Development

NON-DEGREE GRANTING PROGRAM

Sarah Feyerherm, Program Director

The Wellness and Personal Development (WPD) program offers an opportunity within the curriculum for experience-based teaching and learning of health, wellness, and personal growth intended to support flourishing lives and communities. WPD courses are designed to develop capacities, knowledge, and carry-over skills in health, wellness, and personal development, with an emphasis on the research and scientific bases of exercise, wellness, and holistic growth.

Most WPD courses are one- or two-credit and are a half-semester in length. A maximum of eight WPD credits may be applied toward graduation, but no more than four credits of practice-only courses can be applied toward graduation. Beyond those limitations there is no limit on how many WPD courses may be taken, or how many credits may be earned. Courses may be taken for grades or on a pass/fail basis.

Students are encouraged to take a variety of credit-bearing WPD classes with the aim of enhancing their overall wellness to complement their other academic learning. The program offers courses in sports, fitness, and aquatics, which serve to improve physical and mental health and fitness, develop recreational and leisure-time skills, and facilitate functional body movement. Additionally, the program includes classes that impart theory: 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.

Course Descriptions

Courses are designated as either all theory (T), all practice (P), or a combination of theory and practice (T/P). Any course listed as T or T/P will count toward the theory requirement for students wishing to earn more than four WPD credits.

WPD 002. Bodyweight and Core Conditioning

The course provides an understanding of the body's core musculature, and instruction in conditioning of joints and muscle groups, strength, flexibility, coordination, and agility. (T/P). One credit.

WPD 004. Tennis

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. (P) One credit.

WPD 005. Golf

The course offers instruction and practice in golf skills—chipping, pitching, full swing, putting, the rules of golf and golf etiquette. (P) One credit.

WPD 013. Sailing

The course offers instruction and practice in small sailboats on the Chester River. Passing a swim-test is required to take this course. (P) One credit.

WPD 018. Horseback Riding

The course offers an introduction to riding in both English and Western discipline, 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 \$650.00 is required. (T/P). One credit.

WPD 019. Pilates Mat Class

The Pilates Method helps to lengthen and strengthen muscles while building a uniformly developed body, focusing on core strength—abs, gluteus, and inner thighs. Pilates helps tone and elongate muscles, rehabilitate from an injury, and train for an athletic event. Class will help with posture, alignment, breathing, control, balance, flow, and strength. (P) One credit.

WPD 023. Introduction to Rowing

The course offers instruction and practice in rowing and sculling on the Chester River. Students will be taught proper technique through use of Washington College's shells and rowing equipment. Students will utilize both the Washington College's boathouse water tanks, classroom for video analysis, and the Chester River for all instruction. Passing a swim-test is required to take this course. Students will meet 100 minutes per week for the 7 ½ week course. (P) One credit.

WPD 025. Yoga

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. The course includes postures (asanas), breathing (pranayama) and yogic theories of movement and meditation. (P) One credit.

WPD 026. Racquet Sports

The course offers instruction and practice in the fundamentals of badminton, racquetball, platform tennis, and squash, including the rules and etiquette of each sport. (P) One credit.

WPD 031. Cycling

The course offers biking for aerobic exercise as well as the care, repair, and maintenance of bikes and techniques for safe riding. Bikes will be provided to students who need them for the course. (P) One credit.

WPD 035. Basics of Swimming

The course offers basic instruction in swimming, including proper form and strokes (breaststroke, butterfly, backstroke, sidestroke, freestyle) and basic safety maneuvers (treading and floating). No prior experience in swimming is necessary. This class accepts varying degrees of experience. Class participants will also complete their swim test for Washington College water-related activities as part of the course. (P) One credit.

WPD 106. American Red Cross Lifeguarding/CPR

The course stresses physical fitness and strength and endurance combined with the skills and techniques needed to be a certified lifeguard. Participants will take a standard ARC test, and cards will be issued for successful completion of the course. (T/P). One credit.

WPD 117. Basics of Strength Training and Conditioning and Human Movement

The course offers instruction, practice and lecture-based learning on a variety of fitness concepts. Students will grasp the basic concepts of human movement, planes of motions, weightlifting techniques, strength and conditioning variables, cardiovascular exercise, flexibility, and mobility. Students will receive an extended orientation to the Johnson Fitness Center, equipment, and how to write and follow an exercise program based on personal fitness goals. Students will spend 150 minutes per week for a full semester. The course is accessible to students with physical or other accommodations, and successful completion will be adapted to student capabilities in such cases, including instruction in alternatives methods of exercise. (T/P). Two credits.

WPD 130. SCUBA

This PADI open-water certified diver course provides students with the knowledge and skills to safely explore the underwater world. Instruction includes two hours of classroom and two hours of pool time for six weeks plus a weekend open-water dive. WPD 131 Advanced Scuba is also offered. An additional fee for this course is required to cover certification fees and open water venue usage. Passing a swim-test is required to take this course. (T/P). Two credits.

WPD 131. Advanced SCUBA

There is an additional fee required for WPD 131, to cover open-water venue usage and certification fees. The fees will be communicated to students prior to the start of the course. (T/P). 0 credits; audit only.
Prerequisite: WPD 130.

WPD 147. Personal Training Certification

Washington College partners with the National Academy of Sports Medicine to offer a certified personal trainer course. In this two-credit seven-week course students follow an accelerated learning program on 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. To receive such certification, students must also schedule and pass the NASMCPT exam at a certified testing center. An additional fee of \$475.00 is required for this course; it covers materials, online content, practice exams and the NASM-CPT exam. (T/P). 2 credits.

WPD 151. Methods of Coaching

The course offers instruction in the theory and practice of coaching team or individual sports, including responsibilities of coaches, management and organization, ethical issues, pre-, post-, and in-season workouts, teaching fundamental skills, developing team play, sports psychology, game or contest strategies, and scouting. (T). 2 credits.

WPD 152. Nutrition

The course offers instruction in the theory and practice of nutrition, nutrients, foods, 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. (T). 2 credits.

World Languages and Cultures

DIVISION OF HUMANITIES AND FINE ARTS

Nicole Grewling, Chair
Cristina Casado Presa
Elena Deanda Camacho
David Hull, Associate Chair
Karen Manna
Martín Ponti
Mike Sosulski

The Department of World Languages and Cultures offers majors in French Studies, German Studies, Hispanic Studies, and International Literatures and Cultures. 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 modern language, and 3. to promote intercultural competence for students to communicate effectively across diverse cultural lines. Our graduates pursue successful careers in numerous fields, including (international) education, journalism, social services, (international) business, economics, government, (international) law, and applied and theoretical sciences.

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 Literatures and Cultures. It also offers language courses in Chinese. All language courses offered may be used to satisfy the College's foreign language requirement. For more details on how to complete the foreign language requirement, please consult the section on distribution requirements found under the Academic Program heading of this catalog.

Courses that Fulfill the Humanities Distribution Requirement

Courses on literature and film in a foreign language and courses in International Literatures and Cultures (ILC), given in English, may be used to fulfill the distribution requirement in the Humanities. In some cases, the department chair may approve the use of literature courses taught in the foreign language to fulfill the foreign language requirement. In such cases, those same courses may not also be used to fulfill the Humanities distribution requirement.

Language Requirement Placement Policy

All Washington College students are required to fulfill the Language Requirement. In order to ensure consistent treatment of all students, each student must take the language survey and the language placement test, if applicable. If the student decides to continue with the language of the placement test at the college, they must register for the course indicated by the test.

There are some special cases to consider:

- Students can also fulfill the Language Requirement with transfer credit from other institutions with approval of the Associate Chair of World Languages and Cultures.

- Students who are native speakers of a foreign language have the option of waiving the requirement upon approval of the Associate Chair of World Languages and Cultures.
- Native speakers cannot register for HPS 302 or FRS 302, which are conversation courses. For the rest of the courses, the instructor will determine if the native speaker is in the correct class and may move the student to a more appropriate level.

Students should complete the Language Requirement in their first two years. Otherwise, they may find that their prior skills have deteriorated since completing the placement test or that the class they need is not offered, preventing them from graduating. In the exceptional case that the Department deems that a change of placement is appropriate, the placement will only be lowered by one level. Should the student still feel uncomfortable with their placement, they may start a new language at the 101 level.

Language placement process

All incoming freshmen must take the language survey and, if they have studied one of the languages offered at the college, the placement test in this language in order to determine their level. Incoming transfer students should take the language survey, and the placement test if required. Transfer students should refer to the Transfer Evaluation memo provided by Admissions and the Registrar to determine if the language placement test is required. Even if you have never studied a language, you must take the language survey. To access the language survey, please login to Canvas and follow the directions for “Language Placement Exam” in the course titled “New Students” for your first semester.

How to complete the language requirement

- For students starting a new language or students placed in the 101 or 102 level: two semesters in the new or placement language.
- For students placing in 200-level or above in French, German, Chinese, or Spanish: one semester of study.
- Students who have achieved a score of 4 or 5 on the Advanced Placement test have satisfied this requirement.
- Students whose native language is not English may satisfy the language requirement with that language pending approval from the Associate Chair of World Languages and Cultures. (Heritage speakers are not exempt from the language requirement.)
- Students who present appropriate documentation qualifying them for a foreign language substitution may be allowed to substitute two pre-approved courses to satisfy this requirement.

The major in French Studies, German Studies, and Hispanic Studies

To major in either French, German, or Hispanic Studies, the student must take at least eight courses (32 credits) at the 200, 300 and 400 levels and complete the Senior Capstone Experience.

The courses chosen for the French major must include:

- FRS 301 and 302 (or equivalent taken abroad)
- FRS 303 or 304, to be taken at Washington College
- FRS 375, if studying abroad
- At least one course at the 400 level, one of which must be taken during the senior year on campus
- For students beginning FRS at either the 100 or 200 level, FRS 201 and/or 202 may count toward the major

The courses chosen for the GRS major must include:

- GRS 301 and 302 (or equivalent taken abroad)
- GRS 304 or 305
- GRS 375, if studying abroad
- At least one course at the 400 level, which must be taken during the senior year on campus
- For those students beginning GRS at either the 100 or 200 level, any GRS 200 level course may count toward the major

The courses chosen for the HPS major if the student studies abroad must include:

- HPS 301 or 302 (or equivalent taken abroad)
- HPS 303 or 304 or 305, to be taken at Washington College
- HPS 375, 2 credits
- At least two courses at the 400 level, one of which must be taken during the senior year on campus
- Students may count up to one course given in English under the International Literatures and Cultures in the area of their major if their written work is done in Spanish
- For those students beginning HPS at either the 100 or 200 level, any HPS 200 level course at or above 202 may count toward the major

The courses chosen for the HPS major if the student does not study abroad must include:

- HPS 301 and 302
- One course from this list: HPS 303, 304, 305
- Any other course in the 300 level
- Two 400 level courses, one taken during senior year
- Students may count up to two courses given in English under the International Literatures and Cultures in the area of their major if their written work is done in Spanish
- For those students beginning HPS at either the 100 or 200 level, any HPS 200 level course at or above 202 will count toward the major

All graduating HPS majors must have taken at least one class in Peninsular (Spain) and one in Latin American.

As a general rule, at least four of the courses presented for the major must be taken at Washington College, unless otherwise agreed upon by the faculty advisor.

The Department strongly encourages its majors in a foreign language to complete a semester of study abroad (or a summer program if previously approved by the Department) in the relevant language, and further recommends a year-long course of study. In some cases, study abroad may be necessary in order to complete all the coursework. As part of their study abroad experience, students complete a study abroad portfolio (FRS/GRS/HPS 375) 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 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. There are opportunities for language-related internships as well. Interested students are urged to consult the chair or other department faculty.

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. The language assistants are also available to students on a regular basis at informal coffee hours and 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, Honor Societies, and the department itself.

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, and Hispanic Studies

The Department offers minors in French Studies, German Studies, and Hispanic Studies. Students who begin a language with 101, 102, 200, 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.

Micro-credential in Intermediate Language Skills

The Micro-credential in Intermediate Language Skills can be pursued in one or more of the following languages: Chinese, French, German, and Spanish. This micro-credential is designed to teach students linguistic skills—speaking, reading, listening, and writing—through an intermediate-level proficiency.

Students completing this micro-credential will be able to:

- Identify the topic and related information in short informational and fictional texts.
- Identify the main idea in short conversations.
- Ask appropriate follow-up questions during interactions.
- Discuss familiar topics and ask appropriate follow-up questions.
- Present personal information.
- Express preferences and explain feelings about familiar topics.

Requirements:

1. Four introductory and intermediate language courses in the same language:

CHN/FRS/GRS/HPS 101

CHN/FRS/GRS/HPS 102

CHN/FRS/GRS/HPS 201

CHN/FRS/GRS/HPS 202

Students whose WEBCAPE placement scores place them into 102-level can receive credit for the 101-level requirement of this micro-credential. They will thus complete the micro-credential with 102, 201, and 202.

2. One oral presentation and interview proctored by a member of the appropriate language division (This may be part of the requirements for the 202-level course.)

Students may use courses taken for this micro-credential to fulfill the language requirement or the requirements for an International Studies or Business major.

Students may not receive both this micro-credential and a minor or major in the same language.

Students whose WEBCAPE placement scores place them into 201-level or higher are not eligible for this micro-credential. They should consider pursuing a major, a minor, or another language-related micro-credentials.

The Senior Capstone Experience

Majors must successfully complete the Senior Capstone Experience, which may consist of an original research project or a project based on a seminar paper. In each case, students will consult with the faculty advisor(s) to choose the most appropriate Capstone Experience, which must be 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.

Teacher Training

Students planning to earn certification for secondary school teaching in a foreign language should consult with the Chair of the Department of World Languages and Cultures and with the Chair of the Education Program during their first year or no later than their sophomore year.

Chinese Studies

David Hull

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 engagement with native language via multimedia sources. Discussion of a graded series of cultural topics promotes students understanding of Chinese life and society and aids language learning. The class will meet three days plus two laboratory periods per week. Please note that this course is NOT appropriate for native speakers of Mandarin.

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 engagement with native language via multimedia sources. 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.

CHN 351. Chinese Cinema: Ideology and the Box Office

Taught in English. China is a growing producer of and market for the world's films. Chinese cinematography has a long and distinguished history. This course will examine that history and how the current state of Chinese film has come to be. The content units will deal with several broad topics rooted in some of the fundamental issues of any of the humanistic arts. The overall theme of the course will be the tension between Chinese identity and commercial success. The students will also explore the creation of proscriptive types in gender and ethnicity, the intersection between politics and film,

Globalization and modernity, and the applicability of western theory to the analysis of Chinese film. In addition to regular class periods, there is one mandatory film screening per week which will be listed as an accompanying lab.

CHN 375. Study Abroad Portfolio

This tutorial continues the development of specific listening, speaking, reading, writing, and critical thinking skills in the target language while students pursue a language-immersion study abroad program. Students will create a portfolio remotely with frequent consultation and feedback from a faculty advisor. The study abroad portfolio will be assessed for progress in the student's language learning skills and personal development.

French Studies

Karen Manna

FRS 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 laboratory session per week.

FRS 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 laboratory session per week. *Prerequisite: By placement exam or departmental approval only.*

FRS 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.*

FRS 301, 302. Advanced French

A sequence designed to deepen the student's skills reading, writing, speaking, and listening. 301 focuses on writing: 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. 302 focuses on speaking: 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. These courses prepare 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.*

FRS 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.*

FRS 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.

FRS 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.

FRS 375. Study Abroad Portfolio

This tutorial continues the development of specific listening, speaking, reading, writing, and critical thinking skills in the target language while majors pursue their language-immersion study abroad program. Students will create a portfolio remotely with frequent consultation and feedback from a faculty advisor. The study abroad portfolio will be assessed for progress in the student's language learning skills and personal development.

FRS 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.*

FRS 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.*

FRS 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.*

FRS 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.*

FRS 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.*

FRS 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.*

FRS 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 de Beauvoir, Beckett, Césaire, Cixous, Duras, Fanon, Foucault, Ionesco, and Robbe-Grillet. *Prerequisite: French 303, 304 or permission of the instructor.*

FRS 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.*

FRS 451, 452. Senior Reading

The intensive study of an author or literary genre. Open to seniors; others by permission.

FRS 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*

FRS 190, 290, 390, 490. Internship

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

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

FRS 197, 297, 397, 497. Independent Study

FRS SCE. Senior Capstone Experience in French Studies

Majors must successfully complete the Senior Capstone Experience, which may consist of an original research project (open to students with a 3.5 GPA or higher in the major), or a thesis based on a seminar paper. In each case, students will consult with the faculty advisor(s) in order to choose the most appropriate Capstone Experience, which must be 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.

German Studies

Nicole Grewling

GRS 101, 102. Elementary German

Designed for beginning students and aimed at developing skills in listening, speaking, reading, and writing in German. Emphasis on communication through intensive aural/oral practice and awareness of cultural context. Three class meetings and one laboratory session per week. Student may not have taken/tested a higher level of German.

GRS 201, 202. Intermediate German

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. Authentic non-fictional and literary German texts provide the basis for discussion of a wide range of contemporary social, political, and cultural topics. 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.

GRS 301, 302. Advanced German Proficiency

A pair of courses designed to enhance students' skills in reading, writing, speaking, and listening as well as their cultural knowledge. Engagement with contemporary cultural and literary texts serves to develop students' abilities to analyze texts and to express themselves clearly and according to genre-specific conventions in written and oral communication. These courses also include review of German grammar.
Prerequisite: GRS 202, appropriate placement score, or permission of the instructor. GRS 302 may be taken before GRS301.

GRS 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 301 or 302 or permission of the instructor.

GRS 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. Text selections may range from the writings of Martin Luther to works by contemporary migrant writers. 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 301 or 302 or permission of the instructor.*

GRS 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 302 or permission of the instructor if taught in German (314).*

GRS 315, 316. Minorities and Migration in Germany

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 302 or permission of the instructor if taught in German (316).*

GRS 317. German Cinema

Explores the history and cultural background of German cinema, its topics, forms of representation and relationship to main issues of German history; major themes, movements, and trends, and the construction of identity and difference with special focus on gender. Apart from the historical and narrative context of the films, we will also consider how movies produce meaning and how our perspectives as viewers are guided. While this course is not an introduction to Film Studies, it will give students a general idea how to think and write about film in a critical way. Films are screened outside of class; if students cannot attend the screenings, they must watch the films before the class discussion on their own time.

GRS 375. Study Abroad Portfolio

This tutorial continues the development of specific listening, speaking, reading, writing, and critical thinking skills in the target language while majors pursue their language-immersion study abroad program. Students will create a portfolio remotely with frequent consultation and feedback from a faculty advisor. The study abroad portfolio will be assessed for progress in the student’s language learning skills and personal development.

GRS 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, etc.) *Prerequisite: GRS 304 or 305 or permission of instructor.*

GRS 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. *Prerequisite: GRS 304 or 305 or permission of instructor.*

GRS 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.) *Prerequisite: GRS 304 or 305 or permission of instructor.*

GRS 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. *Prerequisite: GRS 304 or 305 or permission of instructor.*

GRS 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 this model, tracing social, cultural, and political developments from 1961 to the present. Topics of discussion will include Germany’s “economic miracle,” the social market economy, student, peace, and women’s movements, terrorism, and German Reunification. *Prerequisite: GRS 304 or 305 or permission of instructor.*

GRS 194, 294, 394, 494. Special Topics in German Studies

The intensive study of a selected author, movement, genre, or theme in German culture studies.

GRS 190, 290, 390, 490. Internship

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

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

GRS 197, 297, 397, 497. Independent Study

GRS SCE. Senior Capstone Experience in German Studies

Majors must successfully complete the Senior Capstone Experience, which may consist of an original research project, or a thesis based on a seminar paper. In each case, students will consult with the faculty advisor(s) in order to choose the most appropriate Capstone Experience, which must be approved by the faculty advisor(s). Students are enrolled for four SCE credits usually in the spring of their senior year, but the SCE is a year-long project that should be started at the end of the junior year. The Capstone receives a mark of Pass, Fail, or Honors.

Additional Courses for German Studies

After consultation with the faculty in the German Program, students may take up to one course from outside the German Program for credit toward the major or the minor, 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 Art

HIS 360. Modern Germany

MUS 204. History of Western Music: Classical to Romantic

POL 344. Comparative Government: Western Europe

Hispanic Studies

Cristina Casado Presa

Elena Deanda Camacho

Martín Ponti

HPS 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 laboratory session per week.

HPS 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.*

HPS 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.*

HPS 301. Advanced Writing and Grammar in Spanish

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.*

HPS 302. Advanced Oral Proficiency in Spanish

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.*

HPS 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.*

HPS 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.*

HPS 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.*

HPS 306: The cultures and communities of the Spanish-speaking world

This interdisciplinary course familiarizes students to the varied societies of the Spanish speaking world, including Spain and a variety of Latin American countries in relation to their cultural production. By drawing on art, film, and mass media, students will be able to discuss, explore, and contextualize the major themes and issues that have shaped these linguistic communities. The scope and sequence will vary by semester depending on the instructor's research area-region. *Prerequisite: HPS 301 or 302 or permission of the instructor. Prerequisite: HPS 301 or 302, or permission of the instructor.*

HPS 307. Spanish for the Professions

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.*

HPS 310. 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.*

HPS 375. Study Abroad Portfolio

This tutorial continues the development of specific listening, speaking, reading, writing, and critical thinking skills in the target language while majors pursue their language-immersion study abroad program. Students will create a portfolio remotely with frequent consultation and feedback from a faculty advisor. The study abroad portfolio will be assessed for progress in the student's language learning skills and personal development.

HPS 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.*

HPS 413. Occult worlds: The Fantastic in the Literature and Culture of Spain

The course offers a journey through the history of the Fantastic in Spain, from Romanticism to the present day. Throughout the semester we will define the concept of the Fantastic, we will analyze different formal and thematic varieties of the genre, and we will discuss aesthetic, historical and ideological reasons that justify its evolution. Likewise, we will see some recurring thematic motifs, as well as the fantastic in the most recent literary and cinematographic manifestations. *Prerequisite: HPS 303, 304 or 305, or permission of the instructor.*

HPS 414. How to (Make) Love in Early Modern Spain

This course investigates different texts that were read and/or produced in Early Modern Spain around the topics of love, gender, and sex in order to reflect on how we have loved throughout history. It will look at manuals, treatises, and diverse literary genres (poetry, narrative, and theater) that aimed to describe and/or prescribe ways of loving and ways of knowing. The goal is for students to put into practice their literary analytical skills and to reflect on everyday issues that puzzle us, weaken us, and strengthen us: love, sex, and the Other. *Prerequisite: HPS 303, 304 or 305, or permission of the instructor.*

HPS 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.*

HPS 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.*

HPS 417. Afro Latin America

This class will introduce students to the process of critical thinking through theoretical works on race and through selected historical and contemporary texts about the legacy of Africa in Latin America and the USA. This course will explore the effects of race on the relationship between language and the mind and will look at the intersections of race, gender, class and sexuality as socially constructed practices. Students will learn to read, think and write critically about different perspectives on being Afro-American, Afro-Caribbean, Afro-Mexican, etc. It will consider why race still matters in the so-called "post-racial America." *Prerequisite: HPS 303, 304 or 305, or permission of the instructor.*

HPS 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.*

HPS 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.*

HPS 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.*

HPS 421. Latin American Media: Telenovelas and the passion of nations

The course explores and contextualizes the historical, cultural, and industrial development of telenovelas from a once regional media object to now a globalized media phenomenon. The course's theoretical and video material will consider the performative role of emotions in shaping national constructs, as well as its effects on representations of gender, class, and political ideologies, promoted

not only by the telenovela, but also by the industry it supports. *Prerequisite: HPS 301 or 302 or permission of the instructor.*

HPS 422. Student Censorship and Repression in Latin America

The course theorizes how the ushering of modernity in Latin America resulted in state censorship and repression. This process is exemplified through case studies on the experiences of university students in Cuba, Mexico, and Argentina in order to contextualize their role in negotiating and contesting modernity. The course draws from government documents, media, and literary texts to trace student resistance and leadership in paths to non-violence.

HPS 190, 290, 390, 490. Internship

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

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

HPS 197, 297, 397, 497. Independent Study

SCE. Senior Capstone Experience in Hispanic Studies

Majors must successfully complete the Senior Capstone Experience, which may consist of a comprehensive examination, an original research project (open to students with a 3.5 GPA or higher in the major), or a thesis based on a seminar paper. In each case, students will consult with the faculty advisor(s) in order to choose the most appropriate Capstone Experience, which must be 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.

Other Courses

ELL 101 English for Academic Purposes I

The purpose of this course is to assist matriculated English language learners (ELL) at Washington College in the development and improvement of listening, speaking, reading, writing, and critical thinking skills needed to be successful in post-secondary academic and professional settings. It prepares ELL students for the oral and written demands and expectations frequently encountered in college-level academic classes. Permission of the instructor or the Provost's Office required.

ELL 102 English for Academic Purposes II

This course aims to develop specific listening, speaking, reading, writing, and critical thinking skills including preparing and executing group presentations, working with, and synthesizing primary and secondary sources, creating and implementing peer-to-peer activities, leading peer-to-peer constructive discussions, and research-based writing projects. Permission of the instructor or the Provost's Office required.

FLS 101, 102. Elementary Language Study

Students may enroll in this course to study a modern language that is not part of the regular curriculum of the Department of World Languages and Cultures. 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 way are strongly urged to follow up such study by participating in a study abroad experience in a country where the language is spoken. *Permission of department associate chair required.*

FLS 194, 294, 394, 494. Special Topics in Foreign Language Studies

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.*