



# Guilford College Catalog

## 2019-2020

### **Notice of Non-Discrimination:**

Guilford College does not discriminate on the basis of sex/gender, age, race, color, creed, religion, national origin, sexual orientation, gender identity, disability, genetic information, military status, veteran status, or any other protected category under applicable local, state or federal law, ordinance or regulation.

**Read the full notice at *[www.guilford.edu/nondiscrimination](http://www.guilford.edu/nondiscrimination)*.**

## *Message From the President*

Dear Students:

On assuming the presidency of Guilford College, I was thrilled to become part of a campus community of authentic, brilliant, dedicated and enthusiastic people. I invite you to join us.

As our Strategic Plan lays out, we work together to afford “a transformative, practical and excellent liberal arts education that produces critical thinkers in an inclusive, diverse environment.” We are guided in this mission “by Quaker testimonies of community, equality, integrity, peace and simplicity.” Finally, a Guilford education emphasizes “the creative problem-solving skills, experience, enthusiasm and international perspectives necessary to promote positive change in the world.”

Our Quaker heritage and longstanding commitments to undergraduate teaching, social justice and seven Core Values set Guilford apart from other small liberal arts colleges. These Core Values—community, diversity, equality, excellence, integrity, justice and stewardship—infuse every aspect of life and work on campus, how we interact with each other and how we relate to the surrounding community and environment.

Guilford is a “making a difference” college and one that has been “changing lives” for over 175 years. Students come here to get equipped to make a positive difference in the world. We consciously foster this learning with a primary emphasis on teaching. An outstanding faculty strives for excellence in teaching and creating a mentoring relationship with students. Indeed, students and alumni often cite the quality of the student-teacher connection as a key factor in their choosing to come here and in remaining devoted to their alma mater.

Another distinction of the Guilford experience is our longstanding commitment to principled problem solving, through which students learn to contribute creative solutions to real-life problems in the local, national and world community in which we live. Excellence in teaching, principled problem solving, and an emphasis on experiential and interdisciplinary learning all combine to make a Guilford education one based on practical liberal arts.

Since its founding in 1837, the College has been transforming lives and making a positive difference in the world. I encourage you to consider whether Guilford would be a good fit for you. Exploring our website, [guilford.edu](http://guilford.edu), or speaking with a representative of our Office of Admission or Continuing Education will help inform your decision. I wish you success in finding the college that suits you best, and should it be Guilford, I look forward to welcoming you to our beautiful campus and vibrant community.

Sincerely,



Jane Kelleher Fernandes

# Guilford College

## *Statement of Purpose*

*adopted by the Guilford College Faculty and Board of Trustees, 1985*

Guilford College is an educational community which strives to integrate personal, intellectual, physical and spiritual growth through participation in several rich traditions. These traditions include liberal arts education which values academic excellence and stresses the need in a free society for mature, broadly educated men and women; career development and community service, which provide students, whatever their age or place in life, with knowledge and skills applicable to their chosen vocations; and Quakerism, which places special emphasis on helping individuals to examine and strengthen their values. We believe that the wise and humane use of knowledge requires commitment to society as well as to self.

The Quaker heritage stresses spiritual receptivity, candor, integrity, compassion, tolerance, simplicity, equality, and strong concern for social justice and world peace. Growing out of this heritage the College emphasizes educational values which are embodied in a strong and lasting tradition of coeducation, a curriculum with intercultural and international dimensions, close individual relationships between students and faculty in the pursuit of knowledge, governance by consensus, and a commitment to lifelong learning.

Guilford expects each student to develop a broad understanding of our intellectual and social heritage, and at the same time to develop a special competence in one or more disciplines. Flexibility in the curriculum encourages each student to pursue a program of studies suited to personal needs, skills and aspirations.

While accepting many traditional educational goals and methods, the College also promotes innovative approaches to teaching and learning. Both students and faculty are encouraged to pursue high levels of scholarly research and creativity in all academic disciplines. Guilford particularly seeks to explore interdisciplinary and intercultural perspectives and to develop a capacity to reason effectively, to look beneath the surface of issues, to understand the presuppositions and implications of ideas, and to draw conclusions incisively, critically and with fairness to other points of view.

The College desires to have a “community of seekers,” individuals dedicated to shared and corporate search as an important part of their lives. Such a community can come about only when there is diversity throughout the institution – a diversity of older and younger perspectives, a diversity of racial and cultural backgrounds, a diversity of beliefs and value orientations. Through experiencing such differing points of view, we seek to free ourselves from bias.

As a community, Guilford strives to address questions of moral responsibility, to explore issues which are deeply felt but difficult to articulate, and to support modes of personal fulfillment. The College seeks to cultivate respect for all individuals in an environment where considered convictions, purposes and aspirations can be carried forward.

## *Guilford College Alma Mater*

Music by Austin Scott '43, Words by Russell Pope  
arranged by Ryan Furlough '10

Kindly light our founders kindled  
Midst primeval oak and pine,  
Let thy radiance, truth revealing,  
Now upon our spirits shine.

Sacred mem'ries thru the archways  
Of the swiftly passing years,  
Still undimmed dear Alma Mater  
Strengthen us, dispel our fears.

So our hearts and voices joining  
Echo Guilford's ancient fame.  
Hallow'd be thine each endeavor.  
Hallow'd be fair Guilford's name.

# *Table of Contents*

	A Message from the President	2
	Guilford College Statement of Purpose	3
I	Introduction to Guilford College	7
II	The Guilford College Curriculum	11
III	Academic Departments and Majors	19
	Accounting (ACCT)	
	African & African American Studies (AFAM)	
	Art (ART)	
	Experience Design (XD)	
	Biology (BIOL)	
	Business (BUS)	
	Chemistry (CHEM)	
	Computing Technology & Information Systems (CTIS & CNS)	
	Economics (ECON)	
	Education Studies (EDUC)	
	English and Creative Writing (ENMS & CRWT)	
	Environmental and Sustainability Studies (ENVS & SFS)	
	General Studies (GST)	
	Geology and Earth Sciences (GEOL)	
	Health Sciences (HSCI)	
	History (HIST)	
	Historical Perspectives (HP)	
	Honors Program (HON)	
	Interdisciplinary Studies (IDS)	
	Integrative Studies (ITGR)	
	International Studies (INTR)	
	Justice & Policy Studies (JPS)	
	Mathematics (MATH)	
	Modern Language Studies (FREN, GERM, JAPN & SPAN)	
	Music (MUS)	
	Peace & Conflict Studies (PECS)	
	Philosophy (PHIL)	
	Physics (PHYS)	
	Political Science (PSCI)	
	Principled Problem Solving (PPS)	
	Psychology (PSY)	
	Public Health (PBH)	
	Religious Studies (REL)	
	Sociology & Anthropology (SOAN)	
	Sports Studies (SPST)	
	Theatre (THEA)	
	Women's, Gender & Sexuality Studies (WGSS)	

IV	Minors	165
V	Graduate Program	198
VI	Study Abroad	203
VII	Other Special Study Opportunities	204
VIII	Academic Regulations	207

*The Guilford College Catalog* contains information about the educational climate, academic programs and at Guilford College. In addition, it explains the degree requirements and academic regulations, describes the course offerings, and lists the faculty and administrative staff. The College reserves the right to change any provision, offering, fee or requirement at any time to carry out its objectives and purposes.

# I. Introduction to Guilford College

## MISSION

Guilford's purpose is to provide a transformative, practical and excellent liberal arts education that produces critical thinkers in an inclusive, diverse environment, guided by Quaker testimonies of community, equality, integrity, peace and simplicity and emphasizing the creative problem-solving skills, experience, enthusiasm and international perspectives necessary to promote positive change in the world.

Toward that end the College provides:

- student-centered instruction that nurtures each individual amid an intentionally diverse community;
- a challenging academic program that fosters critical and creative thinking through the development of essential skills: analysis, inquiry, communication, consensus-building, problem-solving and leadership;
- a global perspective that values people of other cultures and the natural environment in which we all live;
- a values-rich education that explores the ethical dimension of knowledge and promotes honesty, compassion, integrity, courage and respect for the individual;
- access to work and service opportunities that forge a connection between thought and action.

Guilford seeks above all to create a special kind of learning community. We are not perfect at this. Our goal of creating independent thinkers and change agents necessarily pulls against the needs of community, and our great diversity of backgrounds sometimes works against our professed acceptance and equal respect for all individuals. We are as a community at best in a perpetual state of becoming.

We intend to continue to work toward being that community: a learning community defined somewhat paradoxically by both challenge and nurture, a community that produces compassionate graduates who are independent thinkers, risk takers and change agents possessing a strong moral compass.

## CORE VALUES

The College's seven Core Values are based on and consistent with the five Quaker testimonies. Indeed, three testimonies – community, equality and integrity – are also Core Values. The Core Values are the essential and enduring tenets of the institution.

**Community.** We are committed to the cultivation of positive relationships between and common experiences among students, faculty and staff.

**Diversity.** We are committed to creating an academic institution where a variety of persons and perspectives are welcome. We are committed to providing an environment where students from all cultures and backgrounds may succeed.

**Equality.** We are committed to creating an institution and a society where everyone is appreciated and judged based on their contributions and performance rather than gender, race, religion, sexual identity or socio-economic condition. Through the work of this institution, we will create awareness of and work toward the elimination of individual and institutional racism.

**Excellence.** We are committed to setting high standards of academic rigor in courses and creating high expectations for achievement by everyone in our community. We seek the personal and intellectual transformation of our students.

**Integrity.** We are committed to creating a community that acts with honesty and forthrightness, holding ourselves to high academic and ethical standards and dealing with everyone with respect.

**Justice.** We are committed to peacefully resolving conflict, sharing economic and natural resources, and achieving parity in educational opportunity.

**Stewardship.** We are committed to making decisions that will ensure the long-term survival of this institution. We must maximize the value of our human, financial and physical resources in ways consistent with our Quaker heritage.

## PRINCIPLED PROBLEM SOLVING

Principled Problem Solving (PPS) is a central and unifying aspect of Guilford's practical liberal arts education. First identified and defined by faculty, staff and students as part of a campus-wide, long-range planning process, PPS builds on the knowledge, skills, interests and life experience of the Guilford and local communities and seeks to address a broad range of problems and

opportunities. PPS as philosophy and practice emerges from Quaker testimonies and is grounded in Guilford's seven articulated Core Values.

The Center for Principled Problem Solving was established in 2007 to deepen the understanding of PPS at Guilford. This interdisciplinary, College-wide center promotes student, faculty, staff and community participation in PPS projects that put Guilford's Core Values to work in the world. These funded projects help us learn to address problems – and engage significant opportunities – critically and creatively with both courage and conscience.

The Principled Problem Solving Scholars Program was established in the fall of 2008. Twelve to 15 students are selected each year for this program that features a combination of required academic seminars, skills-development programming and PPS placements and internships. PPS Scholars take seven to 11 PPS academic credits extending over two semesters and an eight to ten week summer internship. Students from any discipline may apply for this program but must have at least a 3.0 G.P.A. to be selected for it. Partial-tuition scholarships and summer internship stipends are offered under this program.

PPS at Guilford is organized in three distinctive yet overlapping levels. These levels correspond to classroom and engaged-learning activities beginning in students' first semester and available through their senior capstone experiences. The levels are:

**PPS Foundations.** Critical thinking analysis, skills and values. Guilford students are able to generate valuable questions and approach problems and issues by writing well; making use of quantitative data; understanding historical context; possessing ethical sensitivity; learning from cross-cultural experiences; and combining creativity, imagination and discipline.

**PPS Practices.** Case studies in the classroom. Problem-solving skills are honed and defined through the examination and analysis of real and hypothetical examples. Invited PPS speakers and conferences supplement this aspect of the PPS curriculum.

**PPS Application.** PPS projects and a wide range of other engaged learning and scholarship opportunities at Guilford provide our students with opportunities to put our Core Values to work in the world. These learning opportunities help to shape our world by addressing complex problems and identifying opportunities for advancing human fulfillment in a variety of contexts.

## HIGHER EDUCATION IN PRISON PROGRAM

In order to deepen the commitment to our Core Values of community, diversity, equality, justice and stewardship, and offer a liberal arts education to inmates in North Carolina, Guilford College in partnership with the North Carolina Department of Public Safety offers coursework in two correctional institutions.

The Higher Education in Prison Program (HEIPP) brings Guilford College instructors to incarcerated women and men who provide courses in the fields of business, English, criminal justice, sociology, psychology and conflict resolution. The five-semester program provides students with an opportunity to receive 30 college credits and to take a preparatory course for the Leadership in Energy and Environmental Design certification exam. These credits are transferable to most schools that offer associate and bachelor's degrees.

The program is offered in a men's prison in Salisbury, the Piedmont Correctional Institution, and a women's prison in Troy, the Southern Correctional Institution.

## CAMPUS

The Guilford campus occupies 350 wooded acres in northwest Greensboro, N.C. Most College buildings show a Georgian influence. The campus includes a forest, exercise and nature trails, and a small lake. These contribute to the College's quiet, serene and friendly atmosphere.

## THE STUDENT BODY

Guilford has students from across the United States and many other countries.

These include traditional-age students, students 23 years of age or older who are enrolled in Continuing Education, and students in The Early College at Guilford who are able to complete their high school education and two years of work toward a bachelor's degree.

Guilford recognizes the special abilities of students with physical impairments and learning differences. Through the Office of the Provost, the College endeavors to serve the individual learning needs of these students upon request. Requests should be supported by appropriate medical documentation. The plan for these students may adjust the normal instructional process with untimed exams or innovative approaches to assignments. The Learning Commons coordinates and refers resources for these students. Guilford's normal nondiscriminatory admission policy governs the admission of these students. The standard policies on academic standing and the prescribed graduation requirements also apply.



## THE FACULTY

Guilford attracts teachers of outstanding ability, creativity and enthusiasm. The faculty consists of 124 full-time members supplemented by a number of qualified part-time instructors.

The Guilford faculty has excellent professional credentials. Approximately 90 percent have earned doctoral or equivalent terminal degrees from leading universities in the United States and several other countries.

With an average student-faculty ratio of 16:1 at Guilford, students can consult with teachers about studies and careers. Students and faculty interact on a first-name basis and friendships are common. They often share professional and vocational interests inside and outside the classroom and participate together in campus and community activities.

The faculty's primary commitment is to undergraduate teaching. They view learning as a common venture with students into life's key questions.

## QUAKER HERITAGE

In 1837, Guilford opened its doors as New Garden Boarding School. Founded by the Religious Society of Friends (Quakers), the school was organized by North Carolina Yearly Meeting, the statewide association of Quakers as a way to provide their young people with a strong moral education rooted in the convictions of the Quaker tradition.

The Quaker tradition began in England in the mid-1600s as a challenge to institutional, imperial Christianity of the day. Early Friends sought to bring about what they called "primitive Christianity revived," a radical return to the roots and teachings of Jesus. Today, Quakerism is known for being a simple spirituality rooted in listening in silence to the Inward Teacher, placing great importance on how one lives out their spiritual convictions, often referred to as "testimony" among Friends, practicing communal discernment, and nurturing the life of the Spirit through meeting together for worship. There has always been an emphasis on seeking and apprehending truth together through experience, queries, discernment, and practice.

The Friends tradition harmonizes well with the College's atmosphere of free inquiry. Liberal education requires an atmosphere of academic and personal freedom, founded on intellectual and moral responsibility, and a commitment to ethical values and human beings. Regardless of whether staff, students, and faculty are identify as Quakers at Guilford today the combination of these qualities contributes to Guilford's character and one's experience while here.

Through the years Guilford has remained true to the vision of its Quaker founders. It has continually sought new methods of challenging students, bringing them into contact with vital ideas and experiences, and helping them to arrive at their fullest potential as individuals and as members of society.

**Friends Center at Guilford College.** Friends Center at Guilford College was established by the Board of Trustees in 1982 to strengthen the bonds of the College with the Religious Society of Friends. The center provides opportunities for education and information about Quakerism on campus. Along with the College's Quaker Archives, Friends Center serves as a Quaker resource center for the southeastern United States. In addition to being an educational resource for Quakers on and off campus, Friends Center oversees the interfaith campus ministry and the Quaker Leadership Scholars Program, which works with current Guilford students who want to grow deeper in their spiritual lives and leadership capacity. The Center also brings nationally and internationally known Friends to campus through Distinguished Quaker Visitor programs. Friends Center programs are supported by the generous contributions of North Carolina's yearly meetings and their members along with other concerned Quakers and the College.

**Interfaith Campus Ministry.** Consistent with the College's Quaker heritage, the Interfaith Ministry Office works to facilitate campus religious organizations of all faiths, encourage dialogue among different religious groups and aid community members in the process of spiritual discernment. Ongoing programs include small-group discussions and panels, worship opportunities, service work trips, meditation, and more.

**The Quaker Leadership Scholars Program.** The Quaker Leadership Scholars Program (QLSP) seeks to apprentice students to the Quaker tradition, for the purpose of living spiritually-rooted, racially just, theologically robust, and experientially prepared lives as leaders within and outside the Quaker world. The goal is to strengthen student's relationships with the Global community of Quakers. Participants commit to a four-year program involving mentoring, small-group discussions, spiritual direction, leadership development, Quaker studies and internships. Financial assistance for College costs and participation in a wide variety of Quaker activities is provided. QLSP is a cooperative program of the Guilford Initiative on Faith and Practice, the Office of Student Financial Services, and the Office of Admission, with assistance from Friends Center.

## THE GUILFORD COLLEGE COMMUNITY HISTORY

The land that Guilford College now rests on was originally a meeting place between a number of different native peoples.

Cheraw (Saura) to the west, the Occaneechi and Sappony (and later Occaneechi Band of the Saponi Nation) to the east. The Catawba to the south appear to have used this region for travel, but not settlement. All spoke Siouan languages, therefore the region sustained a variety of indigenous communities speaking a shared language.

There is some thought that because it does not appear any tribe was settled here that perhaps this is why Quakers chose this place for their new home in the 1750s. As well intentioned as Friends are, it's unlikely that this was at the forefront of their minds or even had a real sense of how the land was being used. It continues to be important during College events to acknowledge the many people and communities who have lived and thrived on this land for generations and generations.

When Quakers settled here they named it "New Garden," both a biblical reference to the Garden of Eden and a reference to New Garden, PA where many moved here from. The name sets out a vision and hope for a new community. John Woolman, the Quaker missionary who visited the settlers shortly thereafter, called them "planters of truth in the province."

During the American Revolution this peaceful scene was disturbed by the Battle of New Garden and the larger Battle of Guilford Courthouse, four miles to the north.

Quakers cared for the wounded of both sides and buried the dead in New Garden Meeting's cemetery. Today one can see a marker to the unknown British soldiers interred there as well as visit the Guilford Courthouse National Military Park.

By the 1830s large numbers of Quakers in the South moved to free states in the North, owing to their opposition to slavery and desire for new settlement opportunities. Several Quaker families in the New Garden community were among the founders of the southern branch of the Underground Railroad, while the Guilford College Woods preserves parts of the old forest that harbored fugitives fleeing their enslavement.

To assure a continuing commitment to educate the youth of the Religious Society of Friends, the remnant Quaker community decided to establish a boarding school on a coeducational basis; it was chartered in 1834 and opened in 1837 as New Garden Boarding School. The school did not close during the Civil War, as its young men did not march off to fight, and teachers and administrators of the school refused induction into the Confederate army. Following the war, Northern Friends aided the few Quakers remaining in the South to rebuild their community, strengthening the boarding school and preparing it to become a college, building a system of Quaker schools and schools for recently emancipated Africans and improving the economy through innovative agricultural practices.

This led to the development of Guilford College, the fourth-oldest degree-granting institution in North Carolina. The College remained largely isolated until the 1920s, when the old trail to Greensboro became The Friendly Road. The street name still symbolizes the long-standing friendship between "town and gown." Today the campus is an area of greenery, quiet and scholarship within Greensboro's city limits. Guilford's campus is recognized by the United States Department of the Interior as a National Historic District and the campus woods are listed as a site on the National Park Service's National Underground Railroad Network to Freedom program.

## **THE CITY AND ITS EDUCATIONAL ENVIRONMENT**

Guilford is located in the northwest quadrant of Greensboro, the third-largest city in North Carolina. The city's population is approximately 280,000, with about 1.6 million people living in the larger metropolitan area.

Seven other colleges and universities where students may take courses are located within 25 miles of Guilford: Bennett College, Elon University, Greensboro College, Guilford Technical Community College, High Point University, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro. The Eastern Music Festival, in residence on the Guilford campus each summer since 1961, provides an exceptional summer concert series.

New Garden Friends Meeting, Friendship Friends Meeting and Friends Homes (a retirement community that provides highly skilled volunteers in several areas of College life as well as internships and employment for Guilford students) are all close to Guilford. North Carolina Yearly Meeting offices are nearby and serve the College community in various capacities.

Also in close proximity to the College is New Garden Friends School, which rounds out the multigenerational community surrounding Guilford and provides additional internship and research possibilities.

## **THE CLIMATE**

The local climate is mild and generally pleasant, making it possible to engage in outdoor sports during every month of the year. Winters are sunny, and although there may be some snowfall, extremely cold weather is rare. Spring comes early, with flowering trees and shrubs from early March through June. Autumn is especially congenial.

## **ACCESSIBILITY**

Guilford is easily reached from the Piedmont Triad International Airport, five miles west; from Interstate 40, two miles south; or from Interstate 85, eight miles southeast. An Amtrak station downtown affords daily access to major cities throughout the Southeast.

The College is within a half-day's drive of both the coast and the mountains.

## II. The Guilford College Curriculum

The curriculum consists of three required components.

### I. CRITICAL BASES

### II. COLLABORATIVE QUEST (CQ)

### III. THE MAJOR

Students must complete specific requirements in each of these three components. The general education requirements consist of the Critical Bases component and the Explore: Initiate course of the Collaborative Quest component.

Guilford College's general education requirements are supported by six general education learning outcomes, under which students will

1. Communicate effectively with others using listening, speaking, and writing.
2. Organize and analyze quantitative and qualitative information.
3. Interpret problems and solutions using a broad range of knowledge and disciplines.
4. Think creatively and critically using evidence, questioning assumptions and generating integrative solutions.
5. Discern their roles and responsibilities beyond themselves through reflection on Guilford's core values of community, diversity, equality, excellence, integrity, justice & stewardship.
6. Demonstrates responsible civic and global engagement beyond Guilford College.

General education learning outcomes are also addressed in the Collaborative Quest component.

Students require a minimum of 124 credit hours for graduation, so the remaining courses a student takes may either count as electives or toward a minor or second major.

Students who expect to study abroad or who plan to spend a semester off campus in an internship program should plan ahead carefully to fulfill requirements.

Some courses may fulfill multiple requirements between the Critical Bases, the Collaborative Quest (CQ), and a student's major or minor requirements. As students and their advising team develop a course of study, they will consider and explain how courses support the student's overall educational goals. Each student will incorporate the plan of study and justification into their Collaborative Quest.

### I. CRITICAL BASES

The courses for Critical Bases provide a range of the conceptual and skills foundations that are either necessary for, or beneficial to, a Guilford College student's subsequent coursework and beyond. This general education curriculum roots the standard breadth courses (arts/humanities, social/behavioral science, natural science/mathematics) firmly in Guilford's Quaker values, to motivate student interests in issues while at and beyond Guilford.

The three discrete Base C requirements satisfy the accreditation requirements of the Southern Association of Colleges and Schools' Commission on Colleges (SACS-COC). Note on double-counting of courses: double-counting permitted with the exception of any course with a (\*). Starred courses may not double-count to fulfill a second requirement.

Base A: Skills to engage and communicate knowledge	English 101* English 102* Historical Perspectives Modern Language 101* Modern Language 102
Base B: Ways of understanding knowledge	Embodied and Creative Engagement Evaluating Systems and Environments Numeric/Symbolic Engagement Sociocultural Engagement (2 courses)
Base C: Ways of creating knowledge	Social/Behavioral science Arts/Humanities Natural Science/Mathematics

The minimum grade required to satisfy each of the Critical Bases requirements is D-. The prerequisite for enrollment in ENGL 102 is a grade of C- or better in ENGL 101, or placement by the writing director.

## **BASE A: SKILLS TO ENGAGE AND COMMUNICATE KNOWLEDGE - FIVE COURSES**

1. ENGL 101. Writing Seminar
2. ENGL 102. College Reading and Writing: Many Voices
3. HP. Historical Perspectives
4. ML 101. Modern Language (Communicating 1)
5. ML 102. Modern Language (Communicating 2)

Students are strongly encouraged, but not required, to complete as many courses within this category as possible within their first two years at Guilford College.

### **ENGL 101 and ENGL 102 (First-Year Writing Sequence)**

ENGL 101 and ENGL 102 make up the First-Year Writing sequence. Both courses are designed to strengthen students' understanding and capability in rhetorical knowledge; critical reading, writing, and thinking; writing/research processes; and knowledge of conventions. ENGL 101 (Writing Seminar) introduces students to writing for specific audiences and purposes in genres that value the students' experiences and observations, reading actively, developing writing over time as part of an ongoing process of revision, moving nimbly between different writing purposes and audiences, and strengthening their organization and writerly voices. ENGL 102 (College Reading and Writing) builds on the skills from ENGL 101 by inviting students to move beyond their own experiences to listen to the voices of authors from diverse backgrounds; examine the contexts in which these authors share their voices; and create texts in genres that value the use of multiple, credible sources.

The First-Year Writing Sequence consists of two courses--ENGL 101 and ENGL 102. Depending on each student's background and the results of the Writing Placement Process, students may complete this sequence with one of the following paths:

- Path 1: ENGL 101 in the 12-week session of the first semester, followed by ENGL 102 in the 12-week session of the second semester.
- Path 2: An invitation from the Writing Program Placement Process allows students to start with ENGL 102 in the 12-week session of the first semester.

The Writing Program Placement Process will be completed during the Initiate course to determine which configuration best matches each student's writing strengths. This process includes an evaluation of the writing produced in the Initiate course and the responses to a questionnaire about their writing, reading, and critical thinking. Note: Students with scores of four or five on an English AP exam are exempt from ENGL 101 and will be given credit for ENGL 102. Historical Perspectives (see below) completes the foundational writing sequence allowing students to transition into further writing instruction in their majors and academic disciplines.

Minimum grade to satisfy these requirements is a C- in ENGL 101 and a D- in ENGL 102.

### **HP. Historical Perspectives**

The final course in the foundational writing sequence, HP introduces students to academic writing and research through sustained work in the discipline of History, developing process-oriented reading and writing skills through work with primary and secondary sources, reflection and collaboration, and conducting academic research and writing for academic audiences. HP helps students continue to develop the first-year writing outcomes (rhetorical knowledge; critical reading, writing and thinking; process; knowledge of conventions) through the study of historical change and continuity and how individuals and groups respond to social, economic, political, and other forces. Courses meeting this requirement are offered by a variety of departments across the college.

Historical Perspectives courses are indicated with the letters "HP" at the beginning of the course title. Courses without this designation will not satisfy this requirement.

Note: Students who enter with appropriate credit for a post-ENGL 102 level composition course may take either a history course or a designated Historical Perspectives course to complete the Historical Perspectives requirement.

Minimum grade to satisfy this requirement: D-.

### **ML 101 and ML 102. Modern Language**

The Modern Language requirement is a two-course or equivalent sequence that prepares students to be lifelong learners of languages and cultures. Modern language courses are taken in order (the language 101 course, followed by language 102 or the approved study away or immersive experience) and focus on learning through developing novice-level skills in comprehending

and producing speech and writing in a non-English natural language, and familiarity with some of the communities for whom that is a first or primary language. A student may also satisfy this requirement through one of the following means, all subject to final approval by the Department of Modern Language Studies:

- Pass two semesters of a modern, spoken or signed language at another accredited university. The chosen language must have cultural components. ASL can satisfy the language requirement.
- Place into language 201 (German & Spanish), 203 (French) or higher on one of Guilford's language placement tests. Placement scores from exams at other universities do not meet this requirement.
- Score four or higher on an AP modern language exam.
- Complete secondary school in a non-Anglophone country and in a language other than English. Completion of primary education in another language is not sufficient.

All incoming students without relevant transfer credits who have taken more than two years of French, German or Spanish and who wish to continue studying that same language must take a placement exam in the appropriate language before enrolling in a modern language course. Students who place out of the modern language requirement are encouraged to continue their studies of language by enrolling in 201, 202/220 or 301, according to placement. Students who score below the minimum (see below) must satisfy the modern language requirement by taking a 201-level course. Such courses are offered in French, German, Japanese and Spanish.

For the modern language requirement to be waived, a student must qualify for a learning disability as defined by the state of North Carolina. If the modern language waiver is granted, the student must substitute a course with an international or intercultural emphasis that has been approved by the Department of Modern Language Studies. Students must contact the coordinator of Accessibility Resource Center to process the waiver. The coordinator of Accessibility Resource Center maintains the list of approved substitute courses. Substitute courses cannot double-count with other general education requirements.

International students whose native language is not English, and who completed secondary school in a non-Anglophone country and in a language other than English will be exempt from the modern language requirement. No credit will be awarded for their native language unless they wish to enroll in an advanced-level course.

Spanish placement exam		German placement exam		French placement exam	
Below 266	ML 101	Below 318	ML 101	Below 260	ML 101
286-374	ML 102	328-416	ML 102	280-357	ML 102
375-440	ML 201	417-548	ML 201	358-392	ML 203
441 & higher	ML 202	549 & higher	ML 202	393 & higher	ML 220

There is no placement exam for Japanese. However, students who have previously studied Japanese are encouraged to speak with Hiroko Hirakawa before enrolling in a course.

#### Placement Levels in French, German and Spanish

- 101 – A student placing in 101 must complete this course and 102 to satisfy the modern language requirement.
- 102 – A student placing in 102 must complete this course to satisfy the modern language requirement. This course is a prerequisite for 200-level courses, which count towards the language major or minor.
- 201 & 202/220 – A student placing at these levels has satisfied the modern language requirement, but is strongly advised to enroll in the appropriate course to continue studying the language.

Students who wish to challenge their placement need to speak with the chairperson of the Department of Modern Language Studies. Every effort will be made to enroll students in a course appropriate to their needs. Note that students are strongly urged to begin and continue their language study in their first year at Guilford.

Minimum grade to satisfy this requirement: D-.

## BASE B: WAYS OF UNDERSTANDING KNOWLEDGE

### Embodied and Creative Engagement (one course)

Courses fulfilling this requirement focus on learning through direct, embodied experience and the creation or manipulation of things in the physical world. Designated lab science, creative arts, sport studies, and fieldwork-based courses are among the classes that students can use to satisfy this requirement.

### Evaluating Systems and Environments (one course)

Courses fulfilling this requirement focus on learning to notice and analyze environmental, institutional, and/or sociopolitical contexts, systems, and ideologies; to evaluate them in terms of Guilford's core values; and to assess possible alternatives. While the

subject matter of some of these courses may overlap with that of courses fulfilling other requirements (such as the Sociocultural Engagement requirement), the focus of courses in this category is on systemic and/or ideological analysis and evaluation.

### **Numerical/Symbolic Engagement (one course)**

Courses fulfilling this requirement focus on learning to use numbers and other symbols to represent, organize, and analyze information in quantitative, formal, or symbolic systems. Designated Accounting, Computing, Economics, Logic, Mathematics, and Music courses are among the classes that students can use to satisfy this requirement.

### **Sociocultural Engagement (two courses)**

Courses fulfilling this requirement focus on developing intra- and cross-cultural knowledge, including awareness and understanding of the commonalities and diversities within one's own communities and between those communities and others. Courses that satisfy this requirement focus on cultures in Africa, Asia, Latin America, or the Middle East; or focus on subcultures within the United States whose roles and contributions have been underrepresented and/or undervalued in crucial dimensions of society, including its institutions of higher learning. Note that students must complete two discrete courses in this category.

### **Base C: Ways of Creating Knowledge**

Students must take three courses in this category.

- 1.Arts/Humanities
- 2.Natural Science/Mathematics
- 3.Social/Behavioral Science

### **Prior Degree Students**

The College will consider the Critical Base requirements of Guilford College met for admitted students who have completed an associate in arts (AA), associate in science (AS), baccalaureate or higher degree. The following required limits on this policy are described below:

- The prior completed degree must be awarded by a regionally accredited college.
- The student transcript for the prior completed degree documents an overall GPA of at least 2.0 on a 4.0 scale, as calculated by the college in which the degree was earned, and a grade of "C-" or higher in all equivalent Critical Bases courses.

While this policy covers Critical Base coursework, students must complete all prerequisite and major-specific courses required in an academic program to graduate.

AA and AS students will enter with a junior classification. Baccalaureate or higher degree students will enter with a junior or senior classification based on the number of credits articulated.

If you are a prospective student and you have questions regarding the prior degree policy, please consult Admissions. If you are enrolled at Guilford College, please consult with the Department Chair or Coordinator of your academic program or the Registrar's Office.

## **II. COLLABORATIVE QUEST (CQ)**

The Collaborative Quest (CQ) requirement is special to the Guilford College Curriculum. The backdrop to this set of courses is Guilford's history itself, which is deeply rooted in practices of reflection on one's values and actions—one's sense of who they are (their understanding of "self"); integrity; a commitment to justice; and peaceful problem solving. Those practices challenge and inspire our community and, at their best, help produce ethical leaders who make valuable and relevant contributions to our world.

This inquiry is based on our own individual curiosities, but remains true to Guilford in being explored and integrated through a collaborative and interdisciplinary process. The Collaborative Quest (CQ) encourages students to value a range of voices, to explore multiple disciplines and interdisciplinary methods, and to learn collaboratively, while also finding, valuing and trusting their own identity. To that end, CQ focuses on two elements: curiosity and reflection, but incorporates these historical practices to which our contemporary Guilford College community aspires. Collaborative Quest consists of the following components.

#### **MYCQ 100: Initiate**

An introduction to Guilford College and the liberal arts. Taken during a student's first three-week session at Guilford College

<p>Reflective seminars</p> <p>MYCQ 101: Reflection Seminar I MYCQ 201: Reflection Seminar II MYCQ 301: Reflection Seminar III</p> <p>Three reflective seminars designed to support students in developing and completing their Collaborative Quest. Taken during twelve-week sessions at Guilford College.</p>	<p>Explore courses</p> <p>Students will work with their advising teams to identify relevant courses (totaling at least eight credits) to support their goals for their Collaborative Quest. These courses are typically identified during the MYCQ 201 and completed after that course.</p> <p>These courses may double-count with general education requirements, major requirements, minor requirements, or course requirements of other programs.</p>
<p>Apply &amp; Contribution</p> <p>One course taken when the student has senior standing in conjunction with the development of their Contribution.</p>	

The Collaborative Quest (CQ) requirement at Guilford is also available and expected not only of traditional first-time students to the college, but also of transfer students joining Guilford after completing college credits at another institution. The modified CQ requirements for transfer students are summarized below.

<p>First year, transfer students, and all students completing a high school degree just prior to attending Guilford (&lt;24 credits)</p>	<p>All requirements listed above</p>
<p>Transfer students (&gt;24 credits but without an Associate's Degree)</p>	<ol style="list-style-type: none"> <li>1. Initiate recommended</li> <li>2. Required number of Reflection Seminars to be approved by Advising Team</li> <li>3. Apply and Contribution requirement as above</li> </ol>
<p>Transfer students with an Associate's Degree</p>	<ol style="list-style-type: none"> <li>1. Initiate <u>not</u> available</li> <li>2. Required number of Reflection Seminars to be approved by Advising Team</li> <li>3. Apply and Contribution requirement as above</li> </ol>

### MYCQ 100. Initiate

The Initiate course is the initial academic experience for every undergraduate degree-seeking Guilford College student. This course, team-taught by an instructor cluster of transdisciplinary faculty, provides an immersive introduction to who we are at Guilford and the learning experiences that lie ahead. Students taking this team-taught course will be supported by Guilford Guides, staff, and students. Initiate is built around two fundamental questions: "Who are we?" and "What does it mean to be curious?" Students take the first steps toward identifying an emerging curiosity that will launch their path through this experience and their entire education. Course assignments, activities, learning, and multidisciplinary content will model and anticipate the team-based, hands-on projects that students will use to address real-world problems.

Directly after Initiate, students take the follow up course, Reflection Seminar I (MYCQ 101), during the next available session. Transfer students and those who have completed an Associate's degree will develop a Collaborative Quest (with Reflection Seminars appropriate to their number of semesters at Guilford) to complete their degree. Regular completion of Reflection Seminars is necessary for a successful Collaborative Quest.

The outcomes of the Initiate course provide a foundation for the Explore, Integrate, Apply program and for a student's entire Guilford education. Each specific Initiate class will have academic content outcomes spanning the interests and experience, disciplinary and interdisciplinary, of the class's instructor cluster.

Students will identify Academic and co-curricular resources at Guilford;

- Who we are -- Guilford College and its range of communities;
- The communities that they and their peers are connected to;
- Values that they aspire to have in class, in their communities, and at Guilford;

- Challenges involved with aspiring to and maintaining those values.

Students will gain insight and skills related to

- Identifying their personal needs for intentional self and group care;
- Listening and communicating in small teams and with larger audiences;
- Models of reflection and initial practice with academic reflection;
- Models of collaboration and initial practice with academic collaboration;
- The benefits of using reflective practices in academic and individual growth.

## **Reflection Seminars**

### **MYCQ 101. Reflection Seminar I**

Reflective Seminar I continues the transition to Guilford's community and academic program and builds student experience further with each student engaging in continual reflection on their education and experience. As a continuation of the Initiate course, this course shares the same general outcomes of that course.

Students will identify

- Academic and co-curricular resources at Guilford;
- Who we are -- Guilford College and its range of communities;
- The communities that they and their peers are connected to;
- Values that they aspire to have in class, in their communities, and at Guilford;
- Challenges involved with aspiring to and maintaining those values.
- Potential topics that are of interest to them (i.e., expand on their curiosity) that can be explored well in a multidisciplinary approach.
- Resources and classes on campus that can help them explore those topics.

Students will gain insight and skills related to

- Identifying their personal needs for intentional self and group care;
- Listening and communicating in small teams and with larger audiences;
- Models of reflection and initial practice with academic reflection;
- Models of collaboration and initial practice with academic collaboration;
- The benefits of using reflective practices in academic and individual growth.

### **MYCQ 201. Reflection Seminar II**

This course introduces students to the view that they are, indeed, academics and are capable of building upon their own academic curiosities. Students focus on their own strengths and next steps as learners and supports them in their understanding of collaboration. Each student should begin the discussion and construction of their path toward their Contribution. Instructors may include other course content as appropriate, especially when the student population is from a specific cohort, for example, Bonner Scholars or students in the Honors Program.

Students in Reflection Seminar II will

- Identify a topic that is of interest to them (i.e., expand on their curiosity) that can be explored well in a multidisciplinary approach.
- Identify resources and classes on campus that can help them explore this curiosity.
- Reflect on their strengths and next steps as a learner/academic and how these impact in developing one's curiosity (and, eventually, their Contribution in the Apply component).
- Build a plan, consulting with the RS 2 instructor(s) and their advising team, for the remainder of the Explore, Reflect/Integrate, Apply experience that will provide guidance for the Integrate and Apply components, general education courses, major coursework, and other curricular and co-curricular experiences that comprise the student's Guilford education.

Through this work and other course content, students will gain insight and skills related to

- Who they are -- personal strengths and areas for growth;
- Themselves as part of the Guilford community(ies);
- Areas where their major and curiosity intersect with personal and civic responsibility, and address problems;
- The ways that their general education, major, Integrate courses and other coursework and co-curricular activities are meaningful to their development;
- Their initial development as an academic collaborator and potential models for collaboration that support their goals at Guilford College.



### **MYCQ 301. Reflection Seminar III**

Reflection Seminar 3 is a course that each student takes when they have junior standing. Students continue the process of reflection and curiosity development from the first and second courses with a focus on developing a proposal for their Contribution. Through the proposal development process, students continue refining their curiosity, making changes as appropriate. Instructors may include other course content as appropriate, especially when the student population is from a specific cohort, for example, Bonner Scholars or students in the Honors Program. At the end of this course, students will be ready for the Apply course. Students in Reflection Seminar III will

- Develop a rich and reflective proposal for the Contribution that includes an initial articulation of the first four required elements for the project;
- Begin identifying strengths and next steps for post-Guilford paths.

Through this work and other course content, students will identify:

- Their desired and needed next steps and ways to address those next steps;
- How their connections at Guilford can help them work on next steps;
- Areas where their major and curiosity intersect with personal and civic responsibility, and address problems.

### **MYCQ 401. Apply**

The Apply course and the Contribution require students nearing the end of their degree program to participate in a project addressing a problem that applies what they've learned and reflected on through their entire educational experience. Students will typically take the Apply course in the fall or spring twelve-week session of their senior year. The typical expectation is for each student to complete Contribution before the spring three-session of their senior year.

Students in the Apply course will

- Identify strengths and next steps for post-Guilford paths;
- Develop specific skills relevant to their curiosity;
- Produce a collaborative, cooperative, or individual project (the Contribution) by bringing their insights, values, questions, collective skills and collaborative models, and personality to the work;
- Provide a demonstration of interdisciplinary writing for a general audience through the project or another approved class, as part of the portfolio,
- Present the project in an appropriate public forum;
- Develop an inward and outward reflection on their culminating project that addresses their project's application, connectedness to a larger community, and their next steps.

### **Contribution**

The Contribution is the culminating learning experience of a Guilford College education. It represents each student's individual expression of not just the Collaborative Quest, but also reflects additional experiences in a major, minor or other co-curricular activities.

The Contribution can be a research paper, a performance, a portfolio of "signature work," an exhibition of artwork, significant community service, their participation in the planning, organization and administration of a significant group project or program, or a project of similar scope. A student's Contribution builds specifically on their Reflection Seminars and Explore courses. Students do not develop their Contribution in a silo, but with groundwork that is firmly rooted in the exchanges that occurred in a collaborative community of common curiosity among fellow Guilford students, faculty and staff, and members of broader local or global communities, as appropriate. Due to the inherently individual nature of the projects, Contributions will vary widely based on student curiosities and collaborative methods within which students accomplish the goals of the projects.

All projects must include (written, oral, or otherwise) the following:

- An artifact, such as a thesis, artist's statement, research paper, reflection, or other physical or digital item, that is representative of the student's Contribution and can be deposited in the Guilford College archives;
- Clear rationale for the work and why it is important to them (and the community, as applicable)
- Summary of work
- Reflection on the student's journey through the experience and their college career, identifying specific skills (individual and collective) developed, insights, values, questions, and application connections for themselves and the larger community
- The models of collaboration that the student has identified as useful and important to their development as an academic learner at Guilford College.
- Future directions for their curiosity, both individually and globally, based on this experience.
- Sharing of the Contribution in some form (presentation, performance, etc...) with peers, including providing an

opportunity for discussion and feedback.

All students, including transfer students, must complete an Apply and Contribution experience as a student at Guilford College. Students work with their advising team over the course of several semesters to develop an approved Apply and Contribution experience that will represent a capstone for their individualized Collaborative Quest.

### **III. THE MAJOR**

Each student must choose a major field of specialization. Students may pursue options outlined below, including disciplinary majors, double majors or interdisciplinary majors.

#### **Disciplinary Majors**

A disciplinary major is a major in a traditional academic discipline. A student selecting a disciplinary major completes the number of credit hours in that field as specified by the program. At least half of the course credits in a major must be completed at Guilford.

#### **Interdisciplinary Majors**

An interdisciplinary major utilizes theoretical perspectives for analysis from more than one traditional academic discipline. A student selecting an interdisciplinary major completes the number of credit hours in courses specified by the program. Some interdisciplinary majors must also complete a second disciplinary major. At least half of the major must be completed at Guilford.

#### **Double Majors**

A double major consists of two distinct majors. A student must complete the number of discrete credits required for each major, but courses can double count between the two majors. Also, to earn a double major, a student must complete all requirements for each of the two majors.

All Guilford College graduates are awarded one degree. Students may complete the requirements for more than one major. When students have completed the requirements for more than one major, and those majors offer different degrees (A.B., B.S., B.M., B.F.A.), a student will select which degree will be awarded. Although each graduate is awarded only one degree, all majors completed by a student are listed on a student's permanent academic transcript.

See the major's department in Chapter IV for all requirements for completing that major. For a student to earn a major at Guilford, the student must complete at least half of the major credit hour requirements at Guilford. This requirement applies to each major a student earns. The minimum grade to satisfy a major is a C- in each of the courses required for a major, unless otherwise specified for professional licensure. In order for credit/no credit courses to count toward a major, they must be explicitly designated as such in the Guilford College Catalog.

If a student returns to Guilford following graduation to complete a second major, but not a second degree, the designation of the original major will not be changed, but a notation will be made on the student's academic transcript that the requirements for the second major have been met.

### III. Academic Departments and Majors

The course is the basic unit of instruction and measurement of academic progress at Guilford. Almost all courses carry four credits (the equivalent of four semester hours). Exceptions include some sport studies courses, physical education courses, independent study projects, internships and seminars.

Normally, 100-level courses are introductory courses, 200-level courses are sophomore courses, and 300- and 400-level courses are junior and senior courses. First-year students may not enroll in 300- or 400-level courses unless they demonstrate exceptional maturity or background in the discipline.

Courses are generally offered by academic departments, which make available coherent patterns of courses for students to take to complete the requirement for a major. Interdisciplinary majors are also available.

Major	Department	Abbreviation	Offered Degree Offered	Major Evening Major	Major requires 2nd Disciplinary Major
Accounting	Accounting	ACCT	B.S.		
African & African American Studies	African & African American Studies	AFAM	A.B.	E	Yes
Art	Art	ART	A.B.; B.F.A.		
Biology	Biology	BIOL	A.B.; B.S.		
Business Administration	Business	BUS	B.S.		
Chemistry	Chemistry	CHEM	A.B.; B.S.		
Community & Justice Studies	Justice and Policy Studies	JPS	B.S.	E	
Comprehensive Secondary Science Education	Education Studies	ECSS	B.S.	E	
Computing Technology & Information Systems	Computing Technology & Information Systems	CTIS	B.S.	E	
Creative Writing	English and Creative Writing	CRWT	A.B.		
Criminal Justice	Justice and Policy Studies	JPS	B.S.	E	
Cyber and Network Security	Computing Technology & Information Systems	CTIS	B.S.	E	
Economics	Economics	ECON	A.B.		
Education Studies	Education Studies	EDUC	A.B.	E	
English and Media Studies	English and Creative Writing	ENGL	A.B.		
Environmental Studies	Environmental and Sustainability Studies	ENVS	A.B.		Yes
Exercise & Sport Sciences	Sport Studies	SPST	B.S.		
Experience Design	Art	XD	A.B.		
Forensic Biology	Biology	BIOL	A.B.; B.S.	E	
French	Modern Language Studies	MLS-FREN	A.B.		
Geology	Geology & Earth Sciences	GEOL	A.B.; B.S.		
German	Modern Language Studies	MLS-GERM	A.B.		
Health Sciences	Health Sciences	HSCI	B.S.		Yes
History	History	HIST	A.B.	E	
Integrative Studies	Integrative Studies	ITGR	A.B.		
International Studies	International Studies	INTR	A.B.		Yes
Japanese	Modern Language Studies	MLS-JAPN	A.B.		
Mathematics	Mathematics	MATH	B.S.		
Music	Music	MUS	A.B.; B.M.		
Peace & Conflict Studies	Peace & Conflict Studies	PECS	A.B.		
Philosophy	Philosophy	PHIL	A.B.		
Physics	Physics	PHYS	B.S.		
Political Science	Political Science	PSCI	A.B.		
Psychology	Psychology	PSY	B.S.		
Public Health	Public Health	PBH	B.S.		
Religious Studies	Religious Studies	REL	A.B.		
Sociology & Anthropology	Sociology & Anthropology	SOAN	A.B.		
Spanish	Modern Language Studies	MLS-SPAN	A.B.		
Sport Management	Sport Studies	SPST	B.S.		
Sustainable Food Systems	Environmental and Sustainability Studies	SFS	A.B.		
Theatre Studies	Theatre Studies	THEA	A.B.		
Women's, Gender & Sexuality Studies	Women's, Gender & Sexuality Studies	WGSS	A.B.		Yes

Major requirements and course offerings of departments and interdisciplinary programs are listed in this section. The following order is observed for course descriptions: course number, descriptive title, any cross-listing(s) of the course and credits awarded for the course. Noted at the end of the course description are prerequisites and any general College requirements met by the course in the current curriculum.

## ACCOUNTING (ACCT)

Darryl Samsell, Associate Professor, Chair  
H. Garland Granger III, Associate Professor  
Ronald O. Cardwell, Assistant Professor  
K. Beth Parks, Visiting Assistant Professor

The increasing complexity of business, government and industry demands that able, well-educated persons be available to assume positions of responsibility. The preparation that accounting students receive at Guilford — the breadth of liberal arts is designed to qualify them to cope successfully with today's ever-changing environment. Graduates of the program can seek the challenge of a career in public accounting or respond to the demand for persons in industrial and governmental accounting. Others choose to use their accounting background as a way of joining the ranks of management in various organizations.

**Degrees Offered.** The Bachelor of Science degree is offered in accounting.

**Professional Certifications in Accounting.** Guilford accounting graduates may sit for the Certified Public Accountant (CPA) examination in North Carolina in the semester in which they graduate. The North Carolina Board of CPA Examiners requires 150 semester hours of college credit to be eligible for the CPA license (after passing the exam and completing the work experience). Additional courses beyond your accounting degree will be needed to satisfy the 150 semester hours and may be completed at Guilford as additional electives or at any other accredited college. The additional semester hours may also be taken in a graduate degree program after graduating from Guilford. The North Carolina Board of CPA Examiners also requires that students complete courses in (8) out of the (10) following fields of study: communications; computer technology; economics; ethics; finance; humanities/social science; international environment; law; management; or statistics. When selecting elective courses, students preparing for the NC CPA exam and license should select additional elective courses that may be needed to satisfy the out of (10) fields of study coverage requirement when those fields of study are not already completed in your accounting degree. Guilford accounting graduates are also eligible to sit for the Certified Management Accounting (CMA) examination, the Certified Internal Auditor (CIA) examination, and the Certified Fraud Examiner (CFE) examination.

**Major Requirements for B.S. degree in accounting.** The accounting major provides a structure within which students gain exposure to the primary area of accounting and receive a basic grounding in statistics, economics, computers and finance. The major requires eight accounting courses, five Common Body of Knowledge courses, and one experiential course for a total of 14 courses (minimum of 52 credit hours).

The eight required accounting courses are:

- 1.ACCT 201 Introduction to Accounting – 4 credits
- 2.ACCT 301 Intermediate Accounting I – 4 credits
- 3.ACCT 302 Intermediate Accounting II – 4 credits
- 4.ACCT 303 Intermediate Accounting III – 4 credits
- 5.ACCT 311 Cost Accounting – 4 credits
- 6-8. Any three 300- or 400-level accounting courses from ACCT 321, ACCT 322, ACCT 401, ACCT 411 – 12 credits

The five Common Body of Knowledge courses are:

- 1.BUS 243 Management Information Systems with a grade of C- or better – 4 credits
- 2.BUS 332 Financial Management with a grade of C- or better – 4 credits
- 3.ECON 221 Macroeconomic Principles or ECON 222 Microeconomic Principles with a grade of C- or better – 4 credits
- 4.One course from: 4 credits
  - MATH 112 Elementary Statistics with a grade of C- or better
  - MATH 121 Calculus I with a grade of C- or better
- 5.One course from: 4 credits
  - IDS 402 Business Ethics with a grade of C- or better
  - IDS 417 Ethics of Capitalism with a grade of C- or better
- 6.One experiential course from: 4 credits
  - ACCT 290 /390 Internship – (may be comprised of multiple experiences) Study away with Department Chair approval
  - Study Abroad with Department Chair approval

**Total credits required for B.S. degree in accounting – 14 courses (minimum of 52 credits)**

**Basic math and computer literacy skills:** Students in the program are expected to enter with basic math and computer literacy

skills. Students may demonstrate basic math skills in one of the following ways: Math SAT score of 650 or higher, Calculus AP Exam score of 4 or higher, or passing a business math test offered by the business department with a score of 75% or higher. Students are required to pass the business math test even if they transfer in a college-level math course. For a fee students may take an online refresher course combined with the business math test. Although it is expected that most students will be able to pass the test with the online refresher course.

Contact the department chair for the registration directions and further information about the business math test.

Students are expected to have completed an introduction to computers course or have the equivalent knowledge before taking BUS 243 Management Information Systems.

*NOTE: accounting majors may not count courses taken at other institutions to satisfy their ACCT 300 or 400-level requirements unless approved by the department chair.*

**ACCT 150. Special Topics. 1-4.** May also be offered at 250, 350 and 450 levels.

**ACCT 201. Introduction to Accounting. 4.** Fundamental accounting concepts as applied to business enterprises. Emphasis on analysis of transactions, and the use of financial statements for decision-making. Fulfills business and policy studies requirement (1998).

**ACCT 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels.

**ACCT 290. Internship. 1-4.** May also be offered at the 390 level.

**ACCT 301. Intermediate Accounting I. 4.** Theory and application of financial accounting, with an emphasis on the accounting cycle and financial statement presentations. Present value concepts and current assets are also discussed. Prerequisites: ACCT 201 and passing business math test.

**ACCT 302. Intermediate Accounting II. 4.** Theory and application of financial accounting, with an emphasis on liabilities, intangible assets, operational assets and corporate equity accounts. Other topics include earnings per share, dilutive securities and long-term investments. Prerequisite: ACCT 301 and passing business math test.

**ACCT 303. Intermediate Accounting III. 4.** Theory and application of financial accounting, with an emphasis on statement of cash flows, pension costs, leases, current-value accounting, revenue recognition and partnerships. Prerequisite: ACCT 302 and passing business math test.

**ACCT 311. Cost Accounting. 4.** Development and use of production costs in planning, controlling and decision-making. Prerequisite: ACCT 201.

**ACCT 321. Taxation of Individuals. 4.** Principles of federal income tax laws relating to individuals. Prerequisite: ACCT 201 recommended. Fulfills business and policy studies requirement.

**ACCT 322. Taxation of Corporations and Partnerships. 4.** Principles of federal tax laws affecting corporations, shareholders and partnerships. Prerequisite: ACCT 321 recommended.

**ACCT 401. Advanced Accounting. 4.** Accounting and reporting for consolidated corporations, partnerships, multinational enterprises and nonprofit organizations. Prerequisite: ACCT 303.

**ACCT 411. Auditing. 4.** The independent auditor's examination of the accounting control system and other evidence as a basis for expressing an opinion on a client's financial statements. Basic audit objectives, standards, ethics, terminology, procedures and reports. Prerequisite: ACCT 302.

**ACCT 470. Senior Thesis. 4.**

**ACCT 490. Departmental Honors. 4.**

## AFRICAN AND AFRICAN AMERICAN STUDIES (AFAM)

Karen M. Tinsley, Professor of Psychology, Chair

The African and African American studies major is interdisciplinary and it celebrates the achievements of people of African descent in Africa and the Diaspora while addressing their pursuit of justice, equality and self-determination. The major focuses on cultures, societies, histories and concerns of people of African descent in Africa and the Diaspora including North America, the Caribbean and other parts of the world. It seeks to develop greater respect for scholarship as a tool for problem-solving and to prepare students to become agents of change who will pursue social justice and promote an appreciation of racial and cultural differences in the United States and the wider world. Courses are taught from different disciplinary and philosophical perspectives, and students are encouraged to examine their own values and develop their own perspectives. Students also are encouraged to participate in the study abroad semester in Ghana and to get involved in the local Greensboro community through internships and service projects. It provides a basis for better understanding among people in multicultural societies and multiracial nations, and prepares students for a wide range of careers in such fields as criminal justice, education, law, and health.

**Degree Offered.** The Bachelor of Arts degree is offered in African and African American studies.

**Major Requirements.** African and African American studies is an interdisciplinary major that requires a second disciplinary major and an advisor in each. The major requires a minimum of 32 credit hours (eight courses) with no more than five from a single department, no more than two of these courses may be at the 100 level, and at least two courses must be taken at the 300 level. Other requirements are as follows:

1. Historical Dimensions: one course: 4 credits  
AFAM/HIST 225 African American History  
AFAM/SOAN 106 Introduction to African Heritage
2. Creative Voices: one course from: 4 credits  
ENGL 230 African American Literature  
ENGL 331 Black Women Writers  
ENGL 332 Black Men Writers  
MUS 110 Jazz Appreciation
3. Theoretical Frameworks: one course from: 4 credits  
PHIL 261 Philosophy and Race  
PSY 242 Psychology of African Americans  
PSY 349 Multiculturalism and Psychology  
SOAN 265 Racial and Ethnic Relations
4. African Connections: one course from: 4 credits  
ENGL 334 African Women Writers  
FREN 311 The Francophone World  
HIST 241 Africa before 1800  
HIST 242 Africa since 1800  
HIST 343 Women in Modern Africa  
PSCI 222 African Government and Politics  
SOAN 215 Anthropology of Slavery  
SOAN 234 Culture and Sexuality in Africa  
SOAN 235 African Families in Transition  
SOAN 358 African Cultures in Film
5. The Americas: one course from: 4 credits  
ENGL 151 HP: Black Women's History and Literature  
ENGL 378 Caribbean Literature  
HIST 308 The Underground Railroad  
HIST 315 The Civil Rights Movement  
JPS 336 Understanding Oppressive Systems  
JPS 365 Race, Society and Criminal Justice  
PHIL 333 Individual Philosopher: W.E.B. Du Bois  
PSY 213 Class, Race and Gender  
REL 234 African American Religion and Theology

SOAN 267 Race and Gender in Media Focus

6. IDS: one course from: 4 credits

IDS 411 Gender and Development in Africa

IDS 412 Race, Ethnicity, Psychology and Law

IDS 422 Harlem Renaissance

IDS 430 African Americans in the 21st Century: Back to the Future?

IDS 435 Understanding Poverty

7-8. Independent study\* or internship\* and/or elective course(s) – 8 credits

AFAM 260, 360, 460; AFAM 290, 390 plus one course at the 100 level

or any two additional courses above the 100 level or an 8-credit, two-semester AFAM Thesis

**Total Credit Hours required for A.B. degree in African and African American studies is 32 credits.**

\*Supervised by a faculty member teaching regularly in the African and African American Studies Program.

**AFAM 106. Introduction to African Heritage (SOAN 106).** 4. Course serves as an introduction to the geographical roots and cultural heritages of the peoples of African ancestry. It will help students to begin to explore and understand the diverse lifestyles, experiences as well as the dispersion, opportunities, challenges and concerns of peoples of African ancestry in the U.S. multicultural setting. Fulfills diversity in the U.S. and social science requirements (1998). Sociocultural engagement and social/behavioral science requirements (2019).

**AFAM 150. Special Topics.** 1-4. May also be offered at 250, 350 and 450 levels.

**AFAM 225. African American History (HIST 225).** 4. Examines major themes such as the African heritage, slavery, emancipation, Reconstruction, migrations, labor, criminal justice, black nationalism, the Civil Rights Movement and current issues. Fulfills humanities and diversity in the U.S. requirements (2019). Arts/humanities and sociocultural engagement requirements (2019).

**AFAM 260. Independent Study.** 1-4. May also be offered at 360 and 460 levels.

**AFAM 290. Internship.** 1-4. May also be offered at the 390 level.

**AFAM 470. Senior Thesis.** 4.

**AFAM 490. Departmental Honors.** 4.

## **ART (ART)**

Kathryn Shields, Associate Professor, Co-Chair

Mark Dixon, Associate Professor, Co-Chair

Antoine Williams, Assistant Professor

Charles Tefft, Half-time Instructor

Terry Hammond, Adjunct Instructor and Director of the Guilford College Art Gallery

Katy Collier, Visiting Assistant Professor

The Department of Art offers a studio program of high quality for its majors and seeks to develop an awareness and appreciation of art in all students. The art major involves students in the visual arts, both as creative artists and as active learners of multiple philosophical and art historical perspectives. It provides an in-depth experience in making images and formulating and crafting ideas through a variety of means. The program places emphasis on training in observation, technical application of skills demanded of each medium, and the resolution of imagery for presentation to an audience.

**Art Majors** choose a concentration in: Painting, Drawing, Sculpture, Printmaking, Ceramics or Photography.

**Art Minors** choose a concentration in: any major area, design or art history. (see Visual Arts)

**An Art History Major** can be achieved through Guilford's integrative studies program.



**Degrees Offered:**

**The Bachelor of Arts** is best for students who prefer a major in art with space for a minor, second major and/or deep commitment to a broad liberal arts grounding.

**Bachelor of Fine Arts** is recommended for students primarily interested in becoming professional artists and/or entering graduate school in studio art. The demands of a BFA in a liberal arts context are substantial and may require additional semesters and/or transfer classes to complete.

**Major Requirements for the A.B. degree in art.** The major requires a minimum of 44 credit hours (11 courses) without senior thesis and 46 credit hours (12 courses) with senior thesis. The following courses are required for the Bachelor of Arts both without and with senior thesis:

1. ART 102 Visual Communications – 4 credits
2. ART 104 Drawing Fundamentals – 4 credits
3. ART 106 Design of Objects – 4 credits

Three studio courses in focus area: 12 credits

	Drawing	Painting	Sculpture	Printmaking	Ceramics	Photo
4. ART	204	220	232	221	255	231
5. ART	310	221	233	323 or 242	256	261
6. ART	309, 323, or any 300- or 400-level drawing	Any 300- or 400-level painting	Any 300- or 400-level sculpture	Any 300- or 400-level print	Any 300- or 400- level ceramics	Any 300- or 400-level photo

7-8. Two art history courses, at least one 300- or 400-level or IDS 481: 8 credits

**For the major without senior thesis, additional required courses are:**

- 9-11. Three art electives different from focus – 12 credits

**Total credit hours for A.B. degree in art without senior thesis is 44 credits** For the major with senior thesis, additional required courses are:

9. One art elective course different from focus – 4 credits
10. ART 480 Advanced Creative Research – 4 credits
11. ART 481 Senior Thesis – 4 credits
12. ART 479 Exhibition & Development – 3 credits

**Total credit hours for A.B. degree in art with senior thesis is 47 credits** Major Requirements for the B.F.A. degree in art.

This major, which emphasizes a more intensive study of studio art, requires a minimum of 82 credit hours (21 courses). A 3.25

1.1.A.in art is required to continue to pursue the B.EA. beyond the second semester of the junior year. The B.EA. degree does not require a minor.

1. ART 104 Drawing Fundamentals – 4 credits
2. ART 102 Visual Communications – 4 credits
3. ART 106 Design of Objects – 4 credits
4. ART 309 Color Theory or 310 Drawing Exploration – 4 credits

**Seven studio courses in focus area – 28 credits**

	Drawing	Painting	Sculpture	Print-making	Ceramics	Photography
5. ART	204	220	232	221	255	231
6. ART	309 or 310	221	233	323 or 242	256	261
7. ART	323 or Any 300-level drawing	Any 300-level painting	Any 300-level sculpture	Any 300-level print	Any 300-level ceramics	Any 300-level photo



8. ART	Any 300-level drawing	Any 300-level painting	Any 300-level sculpture	Any 300-level print	Any 300-level sculpture	Any 300-level photo
9. ART	Any 400-level drawing	Any 400-level painting	Any 400-level sculpture	Any 400-level print	Any 400-level sculpture	Any 400-level photo
10. ART	480	480	480	480	480	480
11. ART	481	481	481	481	481	481

12. ART 479 Exhibition & Development – 2 credits 13-15. Three art history courses: 12 credits

At least one must be 300- or 400-level or IDS 481

16-21. Six elective art courses outside focus area – 24 credits

**Total Credit Hours for the B.EA. degree in art is 83 credits**

**ART 100. Introduction to Visual Arts. 4.** Overview of the principal visual arts, including their aesthetic qualities, structural forms and historical roles. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**ART 102. Visual Communication. 4.** This course is an introduction to the building blocks of image making and how to effectively communicate ideas, through a variety of digital and traditional media. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**ART 104. Drawing Fundamentals. 4.** Basic principles of drawing in various media stressing the relationship of observation, materials and methods to form. Fulfills arts requirement (1998). Arts/humanities requirement (2019)

**ART 106. Design of Objects. 4.** Introduction to fundamentals of object design: observation, iterative process, creative ideation, structure and materials. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**ART 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**ART 160. Independent Study. 4.** May also be offered at 260, 360 and 460 levels.

**ART 203. Art History: Arts of Africa, Asia and the Americas. 4.** This course introduces the artistic traditions of Africa, the Pacific Islands, India, China, Japan and the ancient Americas. The readings, lectures and class discussions focus on art as a reflection and extension of values as seen in the philosophy, religion and social customs of the cultures considered. No Prerequisite. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**ART. 204 Life Drawing. 4.** Figure drawing: stress on integration of formal, expressive and structural aspects of anatomy. Prerequisite: ART 104. Drawing Fundamentals or instructor permission. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**ART 206. Art and Science of Clay. 4.** Team-taught course between Art and Geology. Focus on harvesting, processing, testing, and using local and regional clays to make art. Students learn scientific knowledge and processes and apply these to the form, function and aesthetics of art objects. Fulfills arts requirement (1998). Arts/humanities requirement (2019). *(NOTE: may be taken to fulfill natural science and mathematics (1998 & 2019) requirement using GEOL course number).*

**ART 207. Aesthetics of Craft. 4.** This team taught course draws on art techniques and art historical practice for collaborative research, writing, and creative projects. No Prerequisite. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**ART 211. Painting Basics: Form and Color. 4.** Introduction to the fundamentals of observational painting. Students will explore technique, form, and color theory through the medium of oil paint. This class will introduce various painting genres; still life, portrait, and landscape. No prerequisite.

- ART 212. Painting Basics: Abstraction/Material. 4.** Exploration of abstract painting. Oil, acrylic, and other material explored as painting medium. Experimentation with technique, color theory, and process. Coursework will examine the history of abstraction and current ideals in contemporary painting. No prerequisite.
- ART 221. Printmaking: Woodcut. 4.** Relief printmaking processes, including linocut, woodblock, and monotype. Exploration of the techniques, processes, and formal ideas unique to printmaking media. No prerequisite.
- ART 231. Photography Fundamentals. 4.** Introduction to materials, equipment and techniques in black and white photography, the darkroom, and digital imaging. Image content and composition is stressed as well as mastering the craft of creating photographic images and their presentation. No prerequisite. Fulfills arts requirement (1998). Arts/humanities requirement (2019).
- ART 232. Welding for Sculpture. 4.** Introduction to tools and techniques for welding, bending, cutting and finishing steel. Study of relevant precedents in sculpture. No prerequisite.
- ART 233. Wood Shop for Sculpture. 4.** Introduction to tools and techniques for cutting, shaping and joining wood. Study of relevant precedents in sculpture. No prerequisite.
- ART 235. Art History: Renaissance in Florence (HIST 235). 4.** The course discusses the history of Renaissance Florence, its economy, society, politics and culture, in relation to the other major Italian city-states. A main theme of the course is how politics and religion combine during this time and find their expression in art and culture. No Prerequisite. Fulfills arts requirement (1998). Arts/humanities requirement (2019).
- ART 242. Printmaking: Screenprinting. 4.** Screenprinting processes, including paper, fabric, repeat pattern, multi-layer, and monoprint. Focus on process and the intersection of printmaking, repeatable media, formal considerations, and craft. No prerequisite. Fulfills arts requirement (1998). Arts/humanities requirement (2019).
- ART 243. The Political Print. 4.** History and tactics of agitprop and political printmaking through making. Linocut, woodcut, monotype, and screenprinting are covered. Emphasis on historical study, conceptual concerns, and student-designed projects. No prerequisite. Drawing Foundations, or Visual Communication recommended. Combined with 343. Fulfills arts and diversity in the U.S. requirement (1998). Arts/humanities and sociocultural engagement requirement (2019).
- ART 245. Photo: Digital Darkroom. 4.** Introductory class working with Adobe Photoshop and Illustrator to manipulate and create images. Design principles emphasized. Can be repeated for credit at the 300- or 400-level. No prerequisite. Fulfills arts requirement (1998). Arts/humanities (2019).
- ART 250. Special Topics. 1-4.** May also be offered at 350 and 450 levels.
- ART 255. Ceramics: Wheel Throwing. 4.** Introduction to ceramic processes: throwing, sculptural forms, glazing and firing. No prerequisite. Fulfills arts requirement (1998). Arts/humanities (2019).
- ART 256. Ceramics: Hand Build and Molds. 4.** Introduction to ceramic processes: hand-building, sculptural forms, glazing and firing. No prerequisite. Fulfills arts requirement (1998). Arts/humanities requirement (2019).
- ART 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels.
- ART 261. Photo: Documents & Ethics. 4.** Developing a photographic series in the fine arts or documentary tradition. Presentation and exhibition skills along with non-silver processes: toning, hand coloring and digital imaging. No prerequisite. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).
- ART 271. Global Art History. 4.** This course examines styles, themes, concepts, and methodologies in the history of art from around the world in all time periods. No Prerequisite.

**ART 273. Photo: Color. 4.** Comprehensive introduction to the theory, history, materials and practice of color photography. Includes brief introductions to color negative film and digital capture as well as new and traditional choices for producing finished color prints. Not a darkroom course. No prerequisite. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**ART 275. Art History: Modern Art. 4.** Major artists and art movements from late 19th to mid-20th century. No Prerequisite. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**ART 290. Internship. 1- 4.** Majors may petition the department to receive academic credit for internship experiences. Advisor conferences, mid-semester progress reviews and final art staff conferences are required. May also be offered at the 390 level.

**ART 302. Art History: Identity, Race & Gender in Art. 4.** This art history course explores art based on the experience of groups whose work existed outside the mainstream of art production prior to the 20th century, primarily African Americans and women, as makers of art and as subjects in art. It considers art made with intentional expressions of identity that embraces and celebrates individuality and cultural history through both personal and collective narratives. Prerequisite: any art or art history class. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

**ART 303. Art History: Contemporary Art. 4.** Exploration of the history and context of major artists and art movements from 1945 to the present. Prerequisite: any art or art history class. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**ART 304. Art History: History of Photography. 4.** This course emphasizes familiarity with photographic technology, recognition of major photographic works, attribution to the photographer who made them, and comprehending relationships with the relevant social and historical context. These elements will be considered individually and together as appropriate in order to better understand the developments in the history of photography from 1839 to the present. Prerequisite: any art or art history class.

**ART 305. Advanced Life Drawing. 4.** Continuation of Life Drawing, emphasizing composition and expression. Prerequisite: ART 204 Life Drawing.

**ART 306. Ceramics: Scaling Up. 4.** Strategies and problem solving when working with clay at a larger scale. Students will design and create large scale ceramic work on and off the wheel. Prerequisite: any Ceramics course.

**ART 307. Art History: Portraits/Self-portraits. 4.** This course focuses thematically on the genres of portraiture and self-portraiture in the history of art. It explores portraiture and self-portraiture by considering related theories and the work of individual artists. How is a photographic portrait different from a painted portrait? What aspects of identity can be communicated in portraits and/or self-portraits? These issues will be among those addressed as we examine artists' intentions, their relationships to their subjects, and the resulting expression, in addition to the viewer's response. Prerequisite: any art or art history class.

**ART 308. Photo: The Singing Print. 4.** Self-determined study of expressive printing in digital and darkroom techniques. Students will produce one or two cohesive sets of images and locate their work in the current cultural context. Prerequisite: ART 270 or any Photography course.

**ART 309. Color Theory. 4.** Exploration of the interaction of color as it relates to the process, material, and methods of art making. Emphasis on concepts and creative methods unique to mixed media art. ). No Prerequisite. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019). *(NOTE: ART 309 replaces ART 250 Mixed Media, which was approved for diversity in the U.S.; this course will count for this requirement or for sociocultural engagement).*

**ART 310. Drawing Exploration. 4.** Further exploration of drawing form, concepts, and methods. Prerequisite: ART 104 Drawing Fundamentals. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

**ART 321. Painting as Storytelling.** Explore painting as a vehicle for narrative storytelling. Prerequisite: any 200 level Painting course.

**ART 322. Printmaking: Color Monotype. 4.** Monotype printmaking processes, including watercolor, relief, viscosity,

screenprinting, collagraph, and embossing. Exploration of processes, color theory, and pressure as a way to approach abstraction and representation. Prerequisite: Any 200-level Print course.

**ART 323. Printmaking: Etching. 4.** Intaglio printmaking processes, including hard and soft ground etching, aquatint, monoprint, and drypoint. Exploration of drawing with a focus on the chemical processes of etching. Will examine the historical relationships between drawing, printmaking, and other repeatable media. No prerequisite. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**ART 332. Sculpture: Time/Space. 4.** Material exploration of concepts in motion, periodicity, sound, emptiness, performance and interaction. Emphasis on place and practice development. Prerequisite: ART 106 Design of Objects or any Sculpture course.

**ART 336 (sculpture course) and ART 356 (ceramics course). Cross listed. Ceramic Sculpture. 4.** Exploration of sculptural possibilities of clay using a variety of techniques including: slip casting, pres molding, modeling and slab building. There are also opportunities for collaborative work and multimedia approaches. Study of relevant precedents and contemporary practice in ceramic sculpture. This team-taught course draws on the experience of faculty in Ceramics and Sculpture.

**ART 343. The Political Print. 4.** History and tactics of agitprop and political printmaking through making. Linocut, woodcut, monotype, and screenprinting are covered. Emphasis on historical study, conceptual concerns, and student-designed projects. Prerequisite: Any 200 level Printmaking course. Combined with 243. Fulfills arts and diversity in the U.S. requirement (1998). Arts/humanities and sociocultural engagement requirements (2019).

**ART 344. Print: Explorations in Process. 4.** Guided exploration through the techniques, processes, and characteristics unique to printed images. Emphasis on developing form and content through repetition, layering, and editioning. Prerequisite: Any 200-level print. (Cross-list with any printmaking course.)

**ART 345. Ceramics: Soda & Wood Kiln. 4.** This class will explore the rich color and range of textures created by altering kiln atmospheres, firing schedules and clay bodies. There will be freedom to explore individual clay forms, construction methods and recipes. Students will actively participate in firing the two wood kilns, gaining a working knowledge of the firing process of pottery. Prerequisite: any Ceramics course.

**ART 346. Photo: Advanced Digital Darkroom I. 4.**

**ART 351. Ceramics: Functional Pottery. 4.** Advanced ceramic techniques: throwing on the wheel, glaze preparation and formulation, kiln operation for dinner sets and serving pieces. Prerequisite: ART 255 or ART 256 or instructor permission.

**ART 353 Sculpture: Systems/Processes. 4.** Material investigation and experimentation with focus on systematic and process-oriented approaches. Emphasis on place and practice development. Prerequisite: ART 106 Design of Objects or any Sculpture course.

**ART 354. Sculpture: Ecology/Humanity. 4.** Sculpture with an emphasis on human relationships with the other-than-human world. Cross-disciplinary collaboration. Readings on Ecological Art. Prerequisite: ART 106 Design of Objects or any Sculpture course. Fulfills arts and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

**ART 406. Advanced Ceramics Projects. 4.**

**ART 410. Advanced Drawing Projects. 4.** Advanced study in drawing through guided personal exploration. Emphasis on personal exploration of conceptual and formal elements within drawing. Develop a studio practice through studio writing and generative methods. Prerequisite: Any 300-level course in Drawing focus. May be repeated for credit.

**ART 422. Advanced Print Projects. 4.** Independent study and guided exploration of advanced printmaking projects, concepts, and techniques. Prerequisite: Any 300-level Printmaking course. May be repeated for credit.

#### **ART 445. Photo: Advanced Digital Darkroom II. 4.**

**ART 455. Advanced Ceramics Projects. 4.** Advanced Ceramics Projects is a class where students will be given the freedom to investigate personal ideas and concepts through individual projects. Each assignment should explore new and different approaches to decoration, manipulation, addition and subtraction, presentation, and containment. Students will work in small groups and with the instructor to push through personal clay issues. All work will be produced using basic ceramic tools and machinery, as well as creative thought and energy.

**ART 477. New York Art Seminar. 1.** Four- to five-day seminar on the visual arts, stressing dialogue with artists in New York City studios, museums and galleries. Course planned to acquaint students with the making and promotion of the visual arts. CR/NC.

**ART 479. Exhibition & Development. 3.** This 3-week, team taught course allows students to install their Senior Thesis Exhibition and complete planning and execution of the exhibition opening; documentation of the exhibition; and further sharing the results of their research in preparation for post-graduation professional opportunities.

**ART 480. Advanced Creative Research. 4.** In this capstone course students pursue creative inquiry in a chosen subject and/or process. Projects may be individual or collaborative. Course culminates in an exhibit and/or public presentation. For students pursuing Senior Thesis in Art, this course serves as the first half of year-long Thesis Project. Required for B.EA. candidates.

**ART 481. Senior Thesis. 4.** Students on the thesis track continue their ART 480 work to greater depth and resolution to create a concise body of work for public exhibition. Prerequisites: Accepted application for thesis program in the spring of student's junior year. ART 480, a 3.25 G.P.A. in art courses and permission of department faculty.

**ART 490. Departmental Honors. 4.** Available to students accepted to the Art Thesis program. This course replaces ART 481. Requires additional external committee member who, at a minimum, reviews the student's work at midterm and end of the semester of the thesis exhibition. Prerequisites: ART 480, a 3.5 G.P.A. in the art major, departmental approval.

#### **EXPERIENCE DESIGN (XD)**

Mark Dixon, Associate Professor, Department of Art

Experience Design examines how humans interact and create meaningful experiences with products, services, environments, and other people. The discipline considers the needs, goals, emotions, behaviors, and attitudes of these interactions. Experience Design seeks to enhance interactive experiences through better design and implementation based on research, observation, and understanding. While the field tends to have an emphasis on human computer interface, its essence is improving all aspects of an end-user's interaction. Experience Design builds on elements of psychology, art, theatre, business, and computer technology and has applications in the profit and nonprofit sectors as well as any arena of public interaction and civic participation.

The Experience Design (XD) major requires 48 credits. The major consists of a 20-credit core of five specific Experience Design classes.

Students then choose from two 28-credit interdisciplinary tracks in either Design or Research & Strategy that focus and expand on concepts, tools and techniques in Experience Design. The Design track focuses on designing and creating new experiences, and the Research & Strategy emphasizes understanding how humans interact with experiences. Each track consists of four required courses (16 credits) and three elective courses (12 credits).

#### **Core requirements of all experience design majors (20 Credits)**

XD 220 Experience Design – 4 credits

XD 221 Seminar in XD - two courses 2 credits each for a total of 4 credits

XD 320 Intermediate Experience Design – 4 credits

XD 390 Internship – 4 credits

XD 420 Capstone – 4 credits

#### **Design Track**

##### **Required courses for Experience Design majors selecting a Design track**

ART 102 Visual Communications OR THEA/CTIS 274 Digital Graphic Design – 4 credits



ENG 382 Visual Communication and Document Design – 4 credits  
CTIS 331 Information Design – 4 credits  
ART 106 Design of Objects OR THEA 171 Intro to Theatrical Design – 4 credits

**Design Track Elective Options: Twelve credits from**

PHIL 111 Ethics OR PHIL 241 Ethics in a Digital World OR IDS 402 Business Ethics – 4 credits  
ART 245 Photo: Digital Darkroom – 4 credits  
ART 232. Welding for Sculpture OR ART 233 Wood Shop for Sculpture OR THEA 150 Backstage Production – 4 credits  
BUS 325 Consumer Behavior – 4 credits

**Research and Strategy Track**

**Required courses for experience design majors selecting a Research & Strategy track**

PSY 100 Introduction to Psychology – 4 credits  
PSY 301 Research Methods & Analysis- 4 credits  
BUS 325 Consumer Behavior – 4 credits  
BUS 324 Marketing Management – 4 credits

**Research & Strategy Elective Options: Twelve credits from**

PHIL 111 Ethics OR PHIL 241 Ethics in a Digital World OR IDS 402 Business Ethics – 4 credits  
BUS 249 Principles of Management – 4 credits  
BUS 326 Integrated Marketing Communications – 4 credits BUS 371 Non Profit Management – 4 credits  
PSY 332 Industrial/Organizational Psychology – 4 credits

**Total Credit Hours for A.B. degree in Experience Design major without senior thesis is 48 credits**

**XD 220 Experience Design. 4.** Experience design (XD) combines knowledge and skills from many disciplines to craft products and services that fulfill user's needs and designers. Students will learn fundamental design principles of products, services and experiences to evaluate existing user experiences. Creating user-centered design requires the application of design constraints, affordances, visibility and feedback to create effective product and interface designs. Furthermore, user experience integrates perspectives from product and interface design, usability research, interaction design and others. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**XD 221 Seminar in Experience Design. 2.** Students in this course will apply and extend their XD knowledge through the development of practical projects. This course consists of discussion, presentations from external speakers, and student presentations. This course may be repeated twice for credit; however, students will be required to develop different projects for each enrollment. Prerequisites/Corequisites: XD 220 Experience Design.

**XD 320 Intermediate Experience Design. 4.** The experience design (XD) lifecycle is a continuous process of inquiry, research, design and prototyping to create engaging experiences. In this course, students build upon user-centered design principles and delve deeper into specific issues relating to experience design, including user and usability research, interface design, and interaction design. Students will develop a design and prototype for a new or existing experience. Prerequisite: XD 220, Experience Design.

**XD 390. Internship. 1-4.** A combined on-the-job and academic experience arranged with an organization, business, individual, or campus office. Internships are supervised by a faculty member associated with the Experience Design program and can be coordinated through the Career Development Center. Recommended for juniors and seniors. May be repeated for credit. A total of 4-credits of Internship required.

**XD 420 Experience Design Capstone. 4.** The course requires students to synthesize their cumulative learning experiences in multiple disciplines and apply them in positions of major responsibility within the practical context of an internship or project designing and implementing a physical, digital and/or live experience. The work requires students to articulate a philosophy, assess the skills they bring to the work, set goals and objectives, maintain ongoing documentation of research and work before and during the internship/project, and assess their processes and accomplishments following completion. Prerequisites: XD 320 Intermediate Experience Design and at least two credits of XD 221 Seminar in Experience Design.

## BIOLOGY (BIOL)

Bryan W. Brendley, Associate Professor, Chair  
Frank P. Keegan, Raymond Binford Professor of Biology  
Melanie J. Lee-Brown, Professor  
Michele K. H. Malotky, Associate Professor  
Christine M. Stracey, Assistant Professor  
David East, Visiting Assistant Professor

The Department of Biology provides students with a strong foundation in the biological sciences, pre-professional, or forensic sciences. Using experiential, inquiry-based learning and scholastic rigor, our curriculum stimulates academic excellence through independent thinking, interdisciplinary applications and critical analysis to develop tomorrow's leaders in the natural sciences. The major is divided into three possible tracks: (1) Biology A.B., (2) Biology B.S., (3) Pre-professional Biology B.S.

The requirements for each track are outlined below.

**Degrees Offered.** The Bachelor of Arts and Bachelor of Science degrees are offered in biology and in forensic biology.

**Major Requirements for the A.B. degree track in biology.** The A.B. degree track in biology is recommended for those students interested in the biological sciences whose career goals do not require courses in physics or calculus, e.g., scientific illustration, science writing or environmental law. The major requires a minimum of 40 credit hours (10 courses).

1. BIOL 201 Introductory Biology: Form and Function – 4 credits
2. BIOL 202 Introductory Biology: Ecology and Evolution – 4 credits
3. BIOL 203 Introductory Biology: Molecules and Cells – 4 credits
4. One BIOL elective course at any level – 4 credits
5. One BIOL elective courses at the 200 level or above – 4 credits
- 6-7. Two BIOL elective courses at the 300 or 400 level – 8 credits
8. CHEM 111 Chemical Principles I – 4 credits
9. CHEM 112 Chemical Principles II – 4 credits
10. Capstone approved by department- 4 credits
  - BIOL 390 Internship
  - BIOL 470 Senior Thesis
  - or Approved Study Abroad/Away

**Total Credit Hours required for A.B. degree in biology is 40 credits**

**Major Requirements for the B.S. degree track in biology.** The B.S. track in Biology is recommended for students planning to pursue graduate study in any area of biology. The major requires a minimum of 56 credit hours (14 courses).

1. BIOL 201 Introductory Biology: Form and Function – 4 credits
2. BIOL 202 Introductory Biology: Ecology and Evolution – 4 credits
3. BIOL 203 Introductory Biology: Molecules and Cells – 4 credits
4. One BIOL elective course at any level – 4 credits
5. One BIOL elective courses at the 200 level or above – 4 credits
- 6-7. Two BIOL elective courses at the 300 or 400 level – 8 credits
8. Capstone approved by department- 4 credits
  - BIOL 390 Internship
  - BIOL 470 Senior Thesis
  - or Approved Study Abroad/Away
9. CHEM 111 Chemical Principles I – 4 credits
10. CHEM 112 Chemical Principles II – 4 credits
11. Four courses selected from the following (16 credits):
  - Math 112, Math 115, Math 121, Math 122, Math 123, Physics 111, Physics 112, Physics 117, Physics 118,
  - Physics 121, Physics 122, CTIS 210

**Total Credit Hours required for B.S. degree track in biology is 56 credits**

**Major Requirements for Biology - Preprofessional B.S. degree track in biology.** The biology B.S. major is recommended for students planning to pursue medical, dental, veterinary or allied health professions. This track major requires a minimum of 52

credit hours (13 courses).

1. BIOL 202 Introductory Biology: Ecology and Evolution – 4 credits
2. BIOL 203 Introductory Biology: Molecules and Cells – 4 credits
3. One BIOL elective courses at the 200 level or above – 4 credits
- 4-5. Two BIOL elective courses at the 300 or 400 level – 8 credits
6. Capstone approved by department: BIOL 390 Internship, BIOL 470 Senior Thesis or Approved Study Abroad/Away – 4 credits
7. CHEM 111 Chemical Principles I – 4 credits
8. CHEM 112 Chemical Principles II – 4 credits
9. Five courses selected from the following based on pre-professional program requirements (16 credits):
  - CHEM 231- Organic Chemistry- 4 credits
  - CHEM 232- Organic Chemistry- 4 credits
  - PHYS 111 Introduction to Physics for the Life Sciences I or PHYS 117 Physics I – 4 credits
  - PHYS 112 Introduction to Physics for the Life Sciences II or PHYS 118 Physics II – 4 credits
  - MATH 112 Elementary Statistics
  - MATH 115 Elementary Functions
  - MATH 121 Calculus I
  - SPST 120 Introduction to Exercise and Sport Sciences
  - SPST 311 Sport and Exercise Physiology

**Total Credit Hours required for pre-professional B.S. degree in biology is 52 credits**

All biology courses include laboratory experiences, fieldwork and/or off-campus field trips. Expanded study and research opportunities are available on the Guilford campus, at the North Carolina coast, in the mountains, and at regional universities and organizations. Several biology courses are included as options for majors in environmental studies, public health, sports studies and health science. Numerous study abroad programs offer students the opportunity to study in various places around the world.

Biology (B.S track.) majors are encouraged to pursue independent research projects under the supervision of a biology faculty member through collaborations with other universities, summer REUs or with Guilford faculty. This research can lead to the generation of a senior thesis (BIOL 470) or departmental honors (BIOL 490). In addition, there are numerous opportunities for student participation in independent studies (BIOL 260 or 460) and internships (BIOL 290).

### **Major Requirements for B.S. degree in forensic biology.**

The forensic biology B.S. degree is recommended for students planning to seek employment in a public or private forensics laboratory. The major also prepares students seeking certification as forensic DNA analysts, forensic drug analysts, or to pursue graduate study in the forensic sciences.

### **The major requires a minimum of 56 credit hours (14 courses).**

1. BIOL 203 Introductory Biology: Molecules and Cells – 4 credits
2. BIOL 245 Introduction to Forensic Science – 4 credits
3. BIOL/CHEM 346 Forensic Chemistry – 4 credits
4. BIOL 313 Molecular Cell Biology – 4 credits
5. BIOL 341 Human Anatomy and Physiology I – 4 credits
- 6-7. Two courses chosen from:
  - BIOL 215 General Botany
  - BIOL 250 Special Topics – 4 credits. May also be offered as 350 or 450.
  - BIOL/CHEM 434 Biochemistry
  - BIOL 443 Genetics
8. BIOL 449 Forensic Anthropology – 4 credits
9. CHEM 111 Chemical Principles I – 4 credits
10. CHEM 112 Chemical Principles II – 4 credits
11. PHYS 111 Introduction to Physics for the Life Sciences I – 4 credits
12. PHYS 112 Introduction to Physics for the Life Sciences II – 4 credits
13. MATH 112 Elementary Statistics – 4 credits
14. One course chosen from: 4 credits



MATH 115 Elementary Functions

MATH 220 Calculus I

MATH 222 Calculus II

It is recommended that students pursuing the B.S. degree in forensic biology take CHEM 231 and CHEM 232 and/or CHEM 341. Your academic advisor will assist you in your course planning. Forensic biology B.S. majors are encouraged to pursue independent research projects that can lead to the preparation of a senior thesis (BIOL 470) or departmental honors (BIOL 490). Students should explore the practical aspects of a career in forensics by arranging for an internship with a local law enforcement agency or laboratory during their junior or senior year (BIOL 470).

### **Major Requirements for A.B. degree in forensic biology.**

This major provides valuable preparation for those interested in pursuing careers in the criminal justice system, the FBI or the SBI, as well as for work with humanitarian agencies investigating human rights abuses. In addition, students interested in law, journalism and creative writing can double-major and thus acquire the knowledge needed to complement their primary field of specialization.

The major requires a minimum of 32 credit hours (eight courses).

1. BIOL 203 Introductory Biology: Molecules and Cells – 4 credits
2. BIOL 215 General Botany – 4 credits
3. BIOL 245 Introduction to Forensic Science – 4 credits
4. BIOL/CHEM 346 Forensic Chemistry – 4 credits
5. BIOL 313 Molecular Cell Biology – 4 credits
6. BIOL 341 Human Anatomy and Physiology I – 4 credits
7. BIOL 250 Special Topics – 4 credits. May also be offered as 350 or 450.
8. BIOL 449 Forensic Anthropology – 4 credits

**BIOL 101. Explorations in Biology: Special Topics. 4.** In this course, students will be exposed to the discipline of biology by examining a particular topic in depth. Students will engage in the process of science through a research experience and will draw connections between biology and society. Fulfills the natural science/mathematics requirement (1998 & 2019).

**BIOL 150. Special Topics. 1- 4.** Possible courses include: Dendrology, Vertebrate Social Behavior, Genetic Engineering and Human Disease. May also be offered at the 250, 350 and 450 levels. Fulfills the natural science/mathematics requirement (1998 & 2019).

**BIOL 151. HP: Evolution: An Historical Perspective. 4.** An examination of the views of species origins prior to Darwin, Darwin's theories and those of his contemporaries and the history of evolutionary theory in modern times. One of the weekly class periods will be used to give students practical experience in the methods of evolutionary study, such as techniques for determining protein all types, and examining species relationships through DNA analysis. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

**BIOL 201. Introductory Biology: Form and Function. 4.** In this course, students will be exposed to the diversity of life on Earth. An evolutionary perspective will be taken throughout, as the course underscores the relationship between form and function of organisms. This course explores various aspects of animal and plant diversity with an emphasis on form and function. Fulfills the natural science/mathematics requirement (1998 & 2019).

**BIOL 202. Introductory Biology: Ecology and Evolution. 4.** This course covers evolutionary biology and ecology, with the goal of exposing students to a broad range of topics and ideas in both disciplines and as an integrated whole. We will examine how organisms interact with their environment at the individual, population, and community levels, while also looking at the effects of humans on the natural world. Additionally, we will explore the mechanisms of evolution that have resulted in the diversity of life on Earth. This course is designed to help students develop skills of science, including observation, experimental design, written and oral communication, critical thinking, and problem-solving, in a collaborative environment. Fulfills the natural science/mathematics requirement (1998 & 2019).

**BIOL 203. Introductory Biology: Molecules and Cells. 4.** This course focuses on the molecular and cellular aspects of Biology, including the molecular building blocks of life, genetics and DNA, cellular structure/function, reproduction and the energy

pathways of photosynthesis and respiration. In the laboratory, the students will become familiar with the scientific method, applying the concepts they are learning in class through a semester-long, authentic research project. Fulfills the natural science/mathematics requirement (1998 & 2019).

**BIOL 209. Human Biology. 4.** An introductory study of the human body, including the basic structure and function of the major organ systems (nervous, endocrine, circulatory, reproductive, etc.) and the effects of diet, exercise, stress and environmental change on human health. Does not count toward the major. Fulfills the natural science/mathematics requirement (1998 & 2019).

**BIOL 212. Environmental Science. 4.** Study of the structure and function of ecosystems with reference to energy flow, nutrient cycling, population growth and regulation, and community organization and dynamics. Particular emphasis on the relationship between humans and the environment. Fulfills natural science and mathematics and social justice/environmental responsibility requirements (1998). Fulfills the natural science/mathematics and evaluating systems and environments requirements (2019).

**BIOL 215. General Botany. 4.** Introductory study of the plant kingdom including morphology, anatomy, physiology, ecology and evolution. Laboratory study includes observation of the morphology and anatomy of typical plant species and a variety of plant physiology experiments. Fulfills the natural science/mathematics requirement (1998 & 2019).

**BIOL 224. Field Botany. 4.** Taxonomic study of vascular plants involving classification, collection and identification in the field and laboratory. Prerequisites: BIOL 201, 202 and 203 or instructor permission.

**BIOL 233. North Carolina Freshwater Fishes. 4.** A field course for those students desiring an outdoor lab science. Field studies introduce students to the diversity, distribution and ecology of North Carolina freshwater fishes. Prerequisites: BIOL 201, 202 and 203 or instructor permission. Fulfills natural science/mathematics and social justice/environmental responsibility requirements (1998). Fulfills the natural science/mathematics and evaluating systems and environments requirements (2019).

**BIOL 235. Vertebrate Field Zoology. 4.** Advanced study of vertebrates, emphasizing morphology, taxonomy, ecology and behavior of representative tetrapod species. Laboratory work includes field studies of the major groups of North Carolina tetrapod vertebrates. Prerequisites: BIOL 201, 202 and 203 or instructor permission.

**BIOL 238. Field Biology. 4.** Exploration of the natural systems around you inspires endless scientific questions. In this class, we'll travel to a variety of sites near and far from campus, using each to become familiar with the types of ecosystems found in the region, to identify common plant and animal species, and to address ecological questions employing common methods used in the collection of ecological data. The course will be organized around an environmental theme that students investigate in a variety of habitats throughout the region. During this course we will spend a significant amount of time in the field, including overnight field trips. Prerequisite: BIOL 202 or instructor permission.

**BIOL 242. Natural Science Seminars (GEOL 242). Credits variable.** Studies of the biology, geology, ecology and natural history of different field areas, including the American Southwest, the Galapagos, East Africa, Brunnenburg, North Carolina and other areas. Includes a one- to three-week trip to the area being studied, depending on when the course is offered; trip includes research project. When course is offered for a minimum of 4 semester credits, the course will fulfill natural science/mathematics and social justice/environmental responsibility requirements (1998); natural science/mathematics and evaluating systems and environments requirements (2019).

**BIOL 245. Introduction to Forensic Science. 4.** Introduction to in-depth study of the application of the biological, chemical and physical sciences to the examination of forensic evidence. Explores the underlying physiological and biochemical basis for forensic methods; laboratory analysis includes microscopy, chromatography, hair, fingerprints, serology and introduction to DNA profiling. Prerequisites: BIOL 203. Fulfills the natural science/mathematics requirement (1998 & 2019).

**BIOL 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels.

**BIOL 290. Internship. 1-4.** May also be offered at the 390 level.

**BIOL 291. Scientific Inquiry. 4.** This course is designed to 1) build students' understanding and ability to judge scientific information from sources including, first, the media and common lay outlets, then secondary popular sources and finally peer-

reviewed primary journals and research papers; and 2) help students use this knowledge to develop and refine their own writing. Prerequisites: BIOL 202, BIOL 203, or instructor permission, and Historical Perspectives.

**BIOL 292. Scientific Inquiry: Introduction to Research in Community Health Issues (PBH 292).** 4. This course embraces multiple aspects of community-based, interdisciplinary research. Prior to beginning research projects, students will learn about the changing demographics of Guilford County including refugees and underserved populations. They will also receive training in anti-racism and cultural competency to prepare students for working with community members. Through community outreach efforts, students will be involved in the formation and implementation of focus groups and community events to build trusting relationships with community members as well as to identify and assess community needs. Students will work with faculty and student leaders to design, implement and evaluate a community-based research project. Projects will address current community concerns ranging from access to health care to medical and nutritional needs. This instruction will help in the promotion of effective, focused research and will prepare students for developing sustainable relationships with the targeted community. Prerequisites: BIOL 202, 203 or instructor permission. Fulfills the natural science/mathematics requirement (1998 & 2019).

**BIOL 313. Molecular Cell Biology.** 4. A study of the structure and function of eukaryotic cells including: microscopic structure, biochemical components, the organization of macromolecules into organelles, and coordinated function of organelles in the living cell. Includes a detailed study of chromosome structure and function; DNA, RNA and protein synthesis. Prerequisites: BIOL 203 and CHEM 112 or BIOL 246 or instructor permission.

**BIOL 315. Microbiology.** 4. A study of microbial classification, structure, metabolism and genetics with primary foci on bacterial cells and viruses. This course includes a survey of microbial importance in human disease, immunology, environmental studies and industrial applications. The laboratory experience includes methods of aseptic technique, bacterial isolation, metabolic characterization and microbial identification with an introduction to molecular techniques. Prerequisites: CHEM 112, BIOL 202 and 203.

**BIOL 322. Mechanisms of Magic & Medicine (REL 322).** 4. This experiential team-taught, intensive, three-week, interdisciplinary study abroad course will take place in and on the grounds of Alnwick Castle in Northumberland, in the far northeastern reaches of England. The course explores the intersections and distinctions between the causal systems, modalities, and mechanisms of magic and medicine. With site visits to the island castle and priory of Lindisfarne, the Scottish city of Edinburgh, the Magic & Medicine Garden of Dilston, Alnwick town, and the castle's bucolic gardens and park grounds, the course will begin with a rigorous investigation into the history of the importance of the concept of causality in both scientific and non-empirical thought, and with student projects about medicinal herbs. The centerpiece of the course will utilize the Reacting to the Past pedagogical engaged-learning collaborative theatrical scenario about Charles Darwin. The final week will involve classes on the castle grounds about postmodern intercultural understandings of magic and the mysteries of the mechanisms of medicine and health. Students will spend the full three-week course living in Alnwick Castle, famously the cinematographic setting of Harry Potter's Hogwarts. There are no prerequisites for this course. Instructor permission required prior to registration. Fulfills the natural science/mathematics requirement (1998 & 2019).

**BIOL 332. Invertebrate Zoology.** 4. Advanced study of invertebrate phyla with emphasis on taxonomy, physiology and ecology of the several groups. Prerequisites: BIOL 201, 202, 203 or instructor permission. Offered when demand and scheduling permit.

**BIOL 333. Ichthyology.** 4. Study of the diversity, distribution and ecology of the world fish fauna with emphasis on field studies of North Carolina populations. Basic anatomy and physiology will also be covered. Prerequisites: BIOL 201, 202, 203 or instructor permission. Offered when demand and scheduling permit.

**BIOL 334. Animal Behavior.** 4. The zoological approach to the study of animal behavior (ethology), behavioral ecology, types of social organization and communication in animals, and the evolution of behavior in selected species. The laboratory section of the course will provide opportunities for students to observe and record the behavior of a variety of animals. Students will conduct individual research projects at the North Carolina Zoo. Prerequisites: BIOL 201, 202, 203 or instructor permission. Alternate years.

**BIOL 336. Field Ornithology.** 4. This field-oriented course introduces students to the scientific study of birds, including broad concepts in avian biology, bird identification, and field research techniques. Through a combination of in-class learning, field trips, and student-led research projects, students will gain an understanding of avian ecology, anatomy, physiology, and behavior.

During this course we will spend a significant amount of time in the field. Some semesters this course may be taught on campus and in other semesters as a study abroad experience. Prerequisites: BIOL 201 and 202 or instructor permission. Spring, three week.

**BIOL 340. Psychobiology (PSY 340).** 4. Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Corequisite: laboratory work. Prerequisites: Either two courses in biology or one course in biology and one course in psychology.

**BIOL 341. Human Anatomy and Physiology I.** 4. Detailed study of the structure and function of human nervous, sensory, endocrine, integumentary, skeletal, muscular and respiratory systems. Prerequisite: Biol 203. Fall.

**BIOL 342. Human Anatomy and Physiology II.** 4. Detailed study of the structure and function of human cardiovascular, lymphatic, immune, digestive, excretory and reproductive systems. Prerequisite: BIOL 203 and 341. Spring.

**BIOL 343. Sensory Systems (PSY 343).** 4. Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus and measurements of sensory abilities. Laboratory work. Prerequisites: either two courses in biology or one course in biology and one course in psychology. Alternate years. Fall.

**BIOL 346. Forensic Chemistry** 4. Explores methods used to examine and identify evidence of criminal activity, including chemical techniques for developing fingerprints, the chemistry of explosives, drug identification, PCR for DNA profiling and STR analysis. Prerequisite: BIOL 203 and 245 or instructor permission. Alternate years. Spring.

**BIOL 351. Comparative Vertebrate Anatomy.** 4. Brief survey of the main classes of vertebrates; detailed comparative study of the major vertebrate organ systems. Prerequisite: BIOL 201, 202. Offered when demand and scheduling permit.

**BIOL 352. Animal Physiology.** 4. The various physiological processes characteristic of living organisms; functioning of the individual organ systems with emphasis on interrelationships between organ systems and functioning of organ systems in the maintenance of homeostasis; and selected topics in comparative vertebrate physiology. Prerequisite: BIOL 201, 203. Offered when demand and scheduling permit.

**BIOL 434. Biochemistry (CHEM 434).** 4. A study of the chemical structure and physiological function of the biochemical building blocks of living organisms including proteins, carbohydrates, lipid metabolism and nucleic acid synthesis. The laboratory experience includes techniques used in the isolation and identification of proteins, lipids and nucleic acids. Prerequisites: BIOL 203 and CHEM 232.

**BIOL 438. General Ecology.** 4. Basic ecological principles governing the structure and function of populations, communities and ecosystems. Prerequisites: BIOL 201, 202, and 203 or instructor permission. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**BIOL 443. Genetics.** 4. A study of structural and functional prokaryotic and eukaryotic molecular genetics including: replication, mitosis, meiosis, chromosome mapping, gene structure, expression and mutation. Mendelian inheritance and population genetics are also explored. Prerequisites: BIOL 201, 202, and 203, CHEM 231; recommended BIOL 313 or BIOL 315 or instructor permission.

**BIOL 449. Forensic Anthropology.** 4. The study of human osteology and skeletal anatomy. Students learn how to collect and process skeletal remains, use tables and to use tables and apply formulae to identify bones and bone fragments. Skeletal remains are used to illustrate the range of normal variation, for the determination of sex, race and age and to determine the cause and manner of death. Additional topics include forensic odontology, forensic entomology and fiber analysis. Prerequisites: BIOL 203, 245 and BIOL 341 or instructor permission.

**BIOL 470. Senior Thesis.** 1-4. Individual experience in biological research and writing of a professional paper.

**BIOL 475. Research Seminar (CHEM 475).** 2. This course introduces the principles and concepts of presenting scientific research. Emphasis is placed on the preparation of oral and poster presentations and the implementation of proper etiquette for

undergraduate symposia. This course also covers the preparation of funding proposals, curriculum vitae, Statements of Intent and the interview process for post-undergraduate programs. Students are required to present their research at two undergraduate meetings including the Guilford Undergraduate Symposium.

#### **BIOL 490. Departmental Honors. 4-8.**

#### **BUSINESS (BUS)**

Darryl Samsell, Associate Professor, Chair  
Michael A. Dutch, Professor  
Betty T. Kane, Professor  
Peter B. Bobko, Associate Professor  
Wenling Wang, Assistant Professor

The mission of the business administration program is to equip future business leaders with both professional skills and a foundation in business ethics. The curriculum seeks to provide students with the knowledge, skills, and competencies they need to be successful in today's global business environment. In keeping with Guilford's Quaker tradition of shaping education to address "all things civil and useful," this course of study represents a strong professional program integrated with the traditional liberal arts. An important aspect of the business administration program is its emphasis on business ethics, uniquely connected to the Quaker values of the College.

The Department of Business offers a major in business administration. The Bachelor of Science Degree in Business Administration is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) in addition to the regional accreditation by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). While all degree programs at the College are accredited by Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) the following programs related to business have not sought nor are accredited by the Accreditation Council for Business Schools and Programs (ACBSP): computing technology & information systems, accounting, forensic accounting, economics and sport management.

To provide support for students in other majors, the department also offers a business minor that provides students with an introduction to business concepts and tools and offers additional coursework in a variety of interesting areas. This minor is not available to business administration majors.

**Degree Offered.** The Bachelor of Science degree is offered in business administration. **Degree Offered.** The Bachelor of Science degree is offered in business administration. **Bachelor of Science Degree in business administration:**

**Major Requirements for B.S. degree in business administration.** The Business Major Requires 13 courses (minimum of 48 credits) and successful completion of the Business Math Test.

#### **Four Supporting courses (approximately 16 credits)**

- 1.MATH 112 Elementary Statistics – 4 credits
- 2.ACCT 201 Introduction to Accounting – 4 credits
- 3.ECON 222 Microeconomic Principles: Public Policy – 4 credits
- 4.CTIS/ BUS 243 Management Information Systems – 4 credits

#### **Four Foundation courses (approximately 16 credits)**

- 5.BUS 215 Business Law and Environment – 4 credits
- 6.BUS 246 International Business – 4 credits
- 7.BUS 249 Principles of Management – 4 credits
- 8.BUS 324 Marketing Management – 4 credits

#### **Two Advanced Courses (approximately 8 credits)**

- 9.BUS 332 Financial Management – 4 credits
- 10.BUS 347 Production and Decision Sciences – 4 credits

#### **One Experiential Course (approximately 4 credits)**

- 11.Any one of the following.  
BUS 290 /390 Internship – 4 credits (may be comprised of multiple experiences) Business-related study away with Department Chair approval



Study Abroad with Department Chair approval

**Two Capstone Experience Courses (approximately 8 credits)**

12.BUS 449 Business Policy and Strategy Capstone – 4 credits

13.IDS 402 Business Ethics – 4 credits

**Total required for B.S. degree in business administration – 13 courses (minimum of 48 credits)**

**Basic math and computer literacy skills:** Students in the program are expected to enter with basic math and computer literacy skills.

Students may demonstrate basic math skills in one of the following ways: Math SAT score of 650 or higher, Calculus AP Exam score of 4 or higher, or passing a business math test offered by the business department with a score of 75% or higher. Students are required to pass the business math test even if they transfer in a college-level math course. For a fee students may take an online refresher course combined with the business math test. Although it is expected that most students will be able to pass the test with the online refresher course. BUS 110 Math and Algebra for Business is an alternate path to pass the business math test. Contact the department chair for the registration directions and further information about the business math test.

Students are expected to have completed an introduction to computers course or have the equivalent knowledge before taking BUS 243 Management Information Systems.

Many aspects of the business administration major must be completed sequentially.

- Students must have basic computer literacy, as described above, prior to BUS 243.
- ECON 221 or ECON 222, MATH 112 and BUS 243 must be completed prior to BUS 332 and BUS 347.
- Students must pass the business math test with a grade of 75% or higher (or otherwise demonstrate requisite quantitative competency as described above) prior to BUS 332 and BUS 347.
- Students must complete BUS 215, BUS 246, BUS 249, BUS 324, BUS 332 and BUS 347 with at least a C- before taking the capstone BUS 449 course.

*NOTE: business administration majors may not count courses taken at other institutions to satisfy their BUS 300 or 400-level requirements.*

**Departmental Honors Business Department Policy**

Departmental honors are awarded at graduation.

Students with a grade-point average of 3.50 or better in business major courses and a 3.00 or better overall average may submit a topic of study to the Department Chair by the middle of the second semester junior year.

An appropriate faculty advisor will be assigned (or selected by the student). During their senior year, the student will register for 4 to 8 credits of BUS 490: Departmental Honors. The honors program in Business includes a project on a relevant topic in the business area and culminates in a written paper and an oral presentation which are evaluated by a committee of Department of Business and other appropriate faculty.

**BUS 120. Introduction to Business. 4.** Survey course covering all major functions of business. Provides students with tools that can be used to predict and respond to future changes in the business environment. Demonstrates how the free enterprise system and individual entrepreneurs can respond to social needs. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).

**BUS 150. Special Topics. 4.** Recent topics include environmental management, entrepreneurship, real estate and international topics. May also be offered at 250, 350 and 450 levels.

**BUS 202. Business, Ethics and Quakers. 4.** This course explores the economic and ethical concepts and applies them to both the historical and current Quaker perspectives regarding commerce. The primary focus of this course is the early Quaker (1640-1850) understanding of how to conduct business, and how these perspectives are seen today. Using a variety of sources students will examine the origins of Quakerism and early Quaker dominance in trade. Revised writing and student presentations are essential elements in this course. ENGL 102 is a prerequisite. Fulfills historical perspectives (1998 & 2019).

**BUS 215. Business Law and Environment. 4.** Survey of the U.S. legal environment and legal concepts relevant to the operations of the business system including topics of court systems and procedures, ethics, torts, intellectual property, contracts, agency, sales, products liability, environmental, international, employment, business organizations, and criminal law. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Social/behavioral and evaluating systems and

environments requirement (2019).

**BUS 243. Management Information Systems (CTIS 243).** 4. Introduction to the management of computing and information resources in organizations. Course topics include computer hardware and software, telecommunications, database management, electronic commerce and business intelligence. Students explore information technology and business problems and use spreadsheet and database applications to create effective solutions. Prerequisite: An Introduction to Computers course or equivalent computer knowledge. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).

**BUS 246. International Business.** 4. Introduction to concepts related to international business, including economic, financial political, management, and marketing issues faced by global companies. Exploration of both the macro and micro aspects of doing business globally by studying both how the global financial and trade systems operate and how companies make marketing and management decisions based on this information. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).

**BUS 249. Principles of Management.** 4. Theory, practices and principles involved in the organization and management of organizations. Problem solving through situation case analysis; global management issues, activities and experiences are integrated into the course. Fulfills business and policy studies requirement (1998). Social/behavioral requirement (2019).

**BUS 251. Variable Topics. International Experience.** 4. This is an experiential course which will allow students to gain a greater appreciation of the influence of culture on human relations in general and business interactions specifically. Through pre-trip readings presentations, writings and discussion students will be introduced to the cultural differences between the US and a specific non-western country. The course will follow this campus experience with 10-12 days in a nonwestern country. All offerings will consider the sustainability of the practices observed. The course may be repeated for credit up to three times. Fulfills business and policy studies and intercultural requirements (1998). Social/behavioral science and sociocultural engagement requirements (2019).

**BUS 260. Independent Study.** 1-4. Individual student projects approved and supervised by a Department of Business faculty member. May also be offered at 360 and 460 levels.

**BUS 281. Personal Finance.** 4. Introduction to the basic principles of personal financial planning; provides an opportunity to learn things, such as the financial opportunities available through investing that will be useful in day-to-day life. Fulfills business and policy studies requirement (1998).

**BUS 282. Fundamentals of Investing.** 4. Introduction to securities and securities markets. Exposure to financial literature and techniques of analysis, with application in a stock market simulation. Fulfills business and policy studies requirement (1998).

**BUS 290. Internship.** 1-4. A combined on-the-job and academic experience arranged with a business, supervised by a Department of Business faculty member and coordinated through the Career Development Center. Consists of experiential learning, managerial analysis, and written and oral reports. Recommended for juniors and seniors. May also be offered at the 390 level.

**BUS 310. Professional Communications.** 4. Introduction to key elements of verbal, nonverbal and written communication with potential employers, clients, regulators, supervisors, subordinates and co-workers. Development of active listening, presentation, group process and business writing skills. Prerequisite: ENGL 102. Fulfills business and policy studies requirement (1998).

**BUS 321. Human Resource Law and Management.** 4. Techniques, issues and problems in recruitment, selection, development, utilization and accommodation of human resources in organizations. Issues related to increasingly diverse work force and international management included. Prerequisites: BUS 215 and BUS 249. Fulfills business and policy studies requirement.

**BUS 322. Human Resource Management in Practice.** 4. This course introduces and applies human resource (HR) concepts to realistic situations. Students will review, analyze and create or otherwise demonstrate appropriate HR practices, in full consideration of their ethical, legal and business impact. The specific topics to covered in the class will help students, regardless of future profession, better understand organizational treatment of employees and provide rational for practice change. This class requires significant writing and in class participation. Prerequisite: BUS 215 and BUS 249 or instructor permission.

**BUS 324. Marketing Management. 4.** An extensive course in marketing, focusing on product definition, branding, distribution channels, advertising and promotion. Strategic decision-making analysis, global marketing overviews and social responsibility issues are emphasized throughout the course.

**BUS 325. Consumer Behavior. 4.** In this course, we will explore how and why consumers behave the way they do. We will learn theories developed in marketing, psychology, sociology and other behavioral sciences, and learn how to use these theories to predict how consumers will respond to different marketing activities. The issues we cover are not only of direct concern to marketing managers, but will be of further interest because in trying to understand consumers, we ultimately seek to understand ourselves. Preferred Prerequisite or Corequisite: BUS 324.

**BUS 326. Integrated Marketing Communications. 4.** This course focuses on those aspects of the marketing mix most pertinent to marketing communications objectives, in particular targeting, segmentation and positioning. Models and modes of communication, both verbal and visual are examined in terms of characteristics of effectiveness. Traditional and new media are discussed. Preferred Prerequisite or Corequisite: BUS 324.

**BUS 332. Financial Management. 4.** Introduction to the field of finance and the principles and practices of financial decision-making in an increasingly international business environment. Emphasis on valuation, risk and return, capital budgeting, financial planning, and financial analysis. Prerequisites: ACCT 201; MATH 112; BUS 243, (ECON 221 or ECON 222) and to pass the business math refresher/ test.

**BUS 333. Money and Capital Markets (ECON 333). 4.** Introduction to the financial system in an increasingly global economy. Emphasis on financial instruments, markets and institutions; the role of the banking system; overview of monetary theory and policy; current and future trends reshaping the global financial system. Prerequisite: ECON 221.

**BUS 346. International Business. 4.** Introduction to international business and the global market. Topics will include international organizations, global trade and investment, the global monetary system, the strategy and structure of international business, the impact of political issues, international labor and human resources, and social and cultural aspects. Case studies and experiential exercises included. Fulfills business and policy studies requirement (1998).

**BUS 347. Production and Operations Management. 4.** Survey of operations management concepts and techniques associated with producing goods or providing services. A selection of decision-making tools will be reviewed and discussed in cases and, when possible, implemented in computer programs. Prerequisites: ACCT 201; MATH 112, BUS 243, (ECON 221 or ECON 222) and to pass the business math refresher/test.

**BUS 381. Entrepreneurship. 4.** This course introduces the process of launching new ventures. It will offer insight into the characteristics of entrepreneurs; the approaches they use to create, identify and evaluate opportunities for new ventures; and the skills that are needed to start and manage new ventures and develop a preliminary business plan.

**BUS 424. Marketing Strategy. 4.** This advanced marketing strategy course builds upon basic concepts and principles and presents an integrated approach to marketing strategy, focusing on formulation, implementation and evaluation of marketing strategy. This course provides an experiential learning environment in which you learn how to make effective strategic marketing decisions through disciplined analysis and prudent judgment. Taking on the role of marketing manager in the simulation, you are exposed to a variety of strategic marketing techniques and issues, and learn how to apply them. In this course you do not just read and talk about marketing strategy, you practice it! A combination of case study discussions, simulation decision-making, and individual and group assignments will be used to enhance your learning for this course. Prerequisite: BUS 324 and also preferred BUS 325 and BUS 326.

**BUS 449. Policy Formulation and Strategy. 4.** Integrative capstone course based on case studies and analyzing the total organization and its operational functions. Analysis and development of policies to support total organization goals within varying constraints, with an emphasis on globalization issues, social responsibility and ethics, and effective written and oral communication. Prerequisites: BUS 215, BUS 246, BUS 249, BUS 324, BUS 332 and BUS 347.

**BUS 470. Senior Thesis. 1-4.** Independent research and writing of a professional paper on a topic in management under the supervision of a business faculty member.



**BUS 490. Departmental Honors. 4-8.** Independent research, writing and presentation of a paper on a relevant topic in the business area under the supervision of a committee of Department of Business and other appropriate faculty.

## **CHEMISTRY (CHEM)**

Gail Webster, Professor, Chair

Anne G. Glenn, Professor

Robert M. Whitnell, Professor

David Millican, Visiting Assistant Professor

As the science of matter and its transformations, chemistry is the foundation of many interdisciplinary subjects such as nanotechnology, pharmacology, materials science, molecular biology, biochemistry, and environmental science. The Guilford chemistry major explores the fundamental principles of chemistry and examines how those principles are applied to the observable world. Chemistry majors develop chemical reasoning and experimental skills, as well as an understanding of chemistry's interdisciplinary nature.

Students with a major in chemistry are prepared to work in the chemical industry; pursue graduate research in chemistry (or a related field); or attend medical, dental or pharmacy school. A chemistry major can lead to many careers outside of chemical or biochemical research, include teaching, medicine and other health professions, patent law, or business.

Key features of the Guilford chemistry program are an emphasis on research and direct student access to instrumentation. Students in chemistry at all levels are encouraged to participate in research, whether integrated into courses, through collaboration with faculty during the semester, or through summer research experiences at Guilford or other institutions. In addition, students are encouraged to pursue the practical applications of chemistry through internships. State-of-the-art facilities are available in the Frank Family Science Center for student/faculty research.

**Degrees Offered.** The Bachelor of Arts and Bachelor of Science degrees are offered in chemistry.

**Major Requirements.** Requirements for the major include the completion of a sequence of introductory and advanced courses in chemistry that introduce students to the main areas of study in chemistry. Coursework in the related fields of mathematics and physics is also required to prepare students for upper-level courses in chemistry. For the Bachelor of Arts in chemistry, students must complete at least 36 credit hours in chemistry, among which must be included the courses listed below. For the Bachelor of Science in chemistry, students must complete 45 credit hours in chemistry, among which must be included the courses listed below.

**The following courses are required for both the Bachelor of Arts and Bachelor of Science in chemistry:**

- 1.CHEM 111 Chemical Principles I – 4 credits
- 2.CHEM 112 Chemical Principles II – 4 credits
- 3.CHEM 231 Organic Chemistry I – 4 credits
- 4.CHEM 232 Organic Chemistry II – 4 credits
- 5.CHEM 241 Quantitative Analysis- 2 credits
- 6.CHEM 242 Introduction to Inorganic Chemistry – 4 credits
- 7.CHEM 239 Integrated Research Lab I - 1 credit
- 8.CHEM 337 Elements of Physical Chemistry- 4 credits
- 9.CHEM 339 Integrated Research Lab II – 1 credit
- 10.CHEM 341 Instrumental Analysis – 4 credits
- 11.CHEM 400 Chemistry Seminar – 2 credits
12. CHEM 439 Integrated Research Lab III – 1 credit
- 13.One upper level course, such as CHEM 425 or CHEM 434- 4 credits
- 14.MATH 220 Calculus I – 4 credits
- 13-14. PHYS 111 and 112 or PHYS 117 and 118 or PHYS 121 and 122 - 8 or 10 credits

**Total credits required for A.B. degree in chemistry is 50-52 credits**

**For the Bachelor of Science major in chemistry, additional required chemistry and physics or math courses are:**

- 15.CHEM 439 Integrated Research Lab - 1 credit
- 16.CHEM 338 Applications of Physical Chemistry- 4 credits
- 17.MATH 222 Calculus II – 4 credits

**Total credits required for B.S. degree in chemistry is 59-61 credits**

**The following chemistry courses can be used to satisfy the upper level course requirement**

- CHEM 434: Biochemistry
- CHEM 425: Advanced Topics in Chemistry CHEM 390: Internship
- CHEM 460: Independent Study

An advanced course in chemistry or a related field approved by the Chemistry department chair

**For both the Bachelor of Arts and Bachelor of Science degrees in chemistry, the prerequisite courses for required courses for the major are:**

MATH 220 and MATH 222. Must be completed with a grade of C- or better before taking CHEM 337.

PHYS 111 and PHYS 112 or PHYS 117 and PHYS 118 or PHYS 121 and PHYS 122. Must be completed with a grade of C- or better before taking CHEM 337.

Majors who intend to pursue graduate study are strongly encouraged to obtain experience in computer programming at the level of Introduction to Computer Programming (CTIS 210).

Majors are strongly encouraged to participate in an industrial or governmental internship, pursue undergraduate research during the semester or summer, and/or study abroad as part of their experience at Guilford.

**Scholarships.** To recognize superior work in chemistry, the department annually offers a prize for outstanding achievement to a first-year student in Chemical Principles and the Harvey Ljung Scholarship to a rising senior chemistry major. In addition, the department selects a senior for the Ted Benfey Outstanding Student Award. Chemistry majors are also eligible for the GlaxoSmithKline Women in Science Scholarship, awarded annually to an outstanding rising junior woman science major.

**CHEM 105. Chemistry of Recycling. 4.** This course uses basic chemistry to explore the science behind recycling, as well as the context for recycling and the political and economic realities of treating and using recycled materials. Laboratory component includes investigation of properties of metals, glass and plastics, molecular modeling, and papermaking and recycling. Does not count towards the chemistry major or minor. Prerequisite: Mathematics background at the level of college algebra. Fulfills natural science/mathematics and social justice/environmental responsibility requirements (1998). Fulfills natural science/mathematics and evaluating systems and environments requirements (2019).

**CHEM 110. Real World Chemistry. 4.** Chemistry is connected to everything in our lives: from food to fuel, natural to artificial, medicine to the environment, consumer products to toxic waste. This course is designed to educate students about chemistry and its effects on our world using illustrations from our common experience. Laboratory component includes stoichiometry, chemical **synthesis and analysis**, molecular modeling, and interaction of light with matter. Does not count towards the chemistry major or minor. Prerequisite: Mathematics background at the level of college algebra. Fulfills natural science/mathematics and social justice/environmental responsibility requirements (1998). Fulfills natural science/mathematics and evaluating systems and environments requirements (2019).

**CHEM 111. Chemical Principles I. 4.** Basic principles of chemistry, periodicity, bonding, and atomic and molecular structure. Laboratory component includes classification of chemical reactions, stoichiometry, molecular modeling, interaction of light with matter, and introduction to organic synthesis. Prerequisite: Mathematics background at the level of college algebra. Fulfills natural science/mathematic requirement (1998 & 2019).

**CHEM 112. Chemical Principles II. 4.** Molecular and ionic equilibria, chemical kinetics and reaction mechanisms, intermolecular interactions, electrochemistry, and thermodynamics. Laboratory component includes chemical reaction energetics and kinetics, oxidation- reduction and electrolysis, and equilibrium and acid-base properties. Prerequisite: CHEM 111 with a grade of C- or better. Fulfills natural science/mathematic requirement (1998 & 2019).

**CHEM 115. Chemistry of Food and Cooking. 4.** This course surveys food's chemical constituents in proteins, carbohydrates,

vitamins, minerals, preservatives and flavoring, as well as cooking processes with respect to chemistry. Students will gain a better understanding of the food we eat and how to prepare it safely, nutritionally and tastefully. Laboratory component includes analysis of fats, chemical synthesis, acid-base reactions and food preparation as related to chemical transformation. Does not count towards the chemistry major or minor. Prerequisite: Mathematics background at the level of college algebra. Fulfills natural science/mathematic requirement (1998 & 2019).

**CHEM 150. Special Topics. 1-4.** May also be offered at 250, 350 and 450 levels.

**CHEM 151. HP: History of Science. 4.** A historical perspective on the rise of science over the past centuries. The course examines the development of the scientific method and traces the people, institutions, movements and false starts that led to modern science. Does not count towards the chemistry major. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

**CHEM 231. Organic Chemistry I. 4.** An introduction to the structure and reactivity of organic molecules. Topics covered include chemical nomenclature, bonding and structure of carbon compounds, acid-base relationships, mechanisms of reactions and structure determination. Laboratory component includes techniques for the synthesis and characterization of organic compounds and determination of reaction mechanisms including experimental, chromatographic and spectroscopic methods commonly employed in modern organic chemistry. Prerequisite: CHEM 112 with grade of C- or better.

**CHEM 232. Organic Chemistry II. 4.** Topics covered include mechanisms of more complex reactions, multi-step organic synthesis, applications of molecular orbital theory to reactions and the chemistry of biologically important molecules such as sugars and peptides. Laboratory component focuses on multistep synthesis of organic compounds using a variety of reactions, employing chromatographic and spectroscopic techniques in the purification and analysis of reaction products. Prerequisite: CHEM 231 with grade of C- or better.

**CHEM 239: Integrated Research Lab I. 1.** Multidisciplinary chemistry laboratory course to explore an original research project in a team- based environment. Development of experimental techniques and research, presentation, and teamwork skills are emphasized. Corequisite: CHEM 232.

**CHEM 241: Quantitative Analysis. 2.** Introduction to basic principles of quantitative analysis, including the components of an analysis, statistical tools to characterize the acceptability of an analysis, and topics in chemical equilibrium and electrochemistry that are applicable to chemical analysis. Prerequisite: CHEM 112 and MATH 220.

**CHEM 242. Introduction to Inorganic Chemistry 4.** Study of the periodic table, including atomic structure, nature of chemical bonding and periodic trends. Chemistry of main group elements. Chemistry of transition metals with emphasis on d-shell chemistry and metal complexes. Thermodynamics of inorganic compounds. Solubility, acid-base concepts, and oxidation-reduction. Introduction to crystal structure and symmetry. The laboratory centers on synthesis, structure, properties and analysis of metal complexes and other interesting inorganic materials. Prerequisite: CHEM 231.

**CHEM 260. Independent Study. 1-4.** Topics may include photoredox chemistry, organometallic synthesis, experimental design, chemical education, ionic liquids, computational chemistry, and advanced organic synthesis. May also be offered at 360 and 460 levels.

**CHEM 290. Internship. 1-4.** May also be offered at the 390 level.

**CHEM 337. Elements of Physical Chemistry. 4.** Fundamental concepts of physical chemistry including macroscopic and atomic and molecular level systems. Exploration of key ideas in thermodynamics, chemical kinetics, quantum chemistry, spectroscopy, and statistical mechanics. Laboratory work supports development of these concepts with a focus on experimental inquiry, design, and modelling in physical chemistry and computational chemistry. Prerequisites: PHYS 112, 118, or 122, MATH 220, CHEM 232 with a grade of C- or better, or instructor permission.

**CHEM 338. Applications of Physical Chemistry. 4.** Understanding of complex chemical phenomena using the tools of thermodynamics and quantum mechanics developed in CHEM 337. Topics include multicomponent systems, electrochemistry, molecular quantum mechanics and spectroscopy, and statistical mechanics as the connection between particle level and

macroscopic behavior. Laboratory work continues work on experimental inquiry, design, and modelling in physical chemistry with a focus on new experimental and computational techniques. Prerequisite: CHEM 337 and MATH 222, or instructor permission.

**CHEM 339: Integrated Research Lab II. 1.** Multidisciplinary chemistry laboratory course to explore an original research project in a team-based environment. Leadership skills as well as development of experimental techniques and research, presentation, and teamwork skills are emphasized. Prerequisite: CHEM 239.

**CHEM 341. Instrumental Analysis. 4.** A systematic study of the modern instrumental methods of chemical analysis with emphasis on the theory behind the use of instruments, principles of operation of analytical instruments and their use for the analysis of real samples. Prerequisites: CHEM 112 and MATH 220.

**CHEM 400. Chemistry Seminar. 2.** Focuses on the transition from college to graduate school, careers in the chemical industry or careers in other fields. The development of presentation skills and critical analysis of the chemical literature is stressed. Required of all chemistry majors and minors. Prerequisites: historical perspectives and any three chemistry courses that count for the chemistry major or minor.

**CHEM 425 Advanced Topics in Chemistry 4.** Rotating titles and repeatable. Focus on a more specialized chemical discipline and its relations to foundational chemistry study. Topics may include medicinal chemistry, computational chemistry, polymer chemistry, geochemistry, pedagogical methods in chemistry, environmental chemistry. Prerequisite: CHEM 232 and other courses depending on topic.

**CHEM 434. Biochemistry (BIOL 434). 4.** A study of the chemical structure and physiological function of the biochemical building blocks of living organisms including proteins, carbohydrates, lipid metabolism and nucleic acid synthesis. The laboratory experience includes techniques used in the isolation and identification of proteins, lipids and nucleic acids. Prerequisites: BIOL 101 and CHEM 232. Spring.

**CHEM 439: Integrated Research Lab III. 1.** Multidisciplinary chemistry laboratory course to explore an original research project in a team-based environment. Research topic development and facilitation of team collaboration as well as leadership skills and development of experimental techniques and research, presentation, and teamwork skills are emphasized. Prerequisite: CHEM 339.

**CHEM 470. Senior Thesis. 4.** Original research on a specific topic in chemistry or chemistry-related field. Students are expected to begin work on their topics before they register.

**CHEM 475. Research Seminar (BIOL 475). 2.** This course introduces the principles and concepts of presenting scientific research. Emphasis is placed on the preparation of oral and poster presentations and the implementation of proper etiquette for undergraduate symposia. This course also covers the preparation of funding proposals, curriculum vitae, Statements of Intent, and the interview process for post-undergraduate programs. Students are required to present their research at two undergraduate meetings including the Guilford Undergraduate Symposium.

**CHEM 490. Departmental Honors. 4-8.**

## **COMPUTING TECHNOLOGY & INFORMATION SYSTEMS (CTIS & CNS)**

Robert M. Whitnell, Professor of Chemistry, Chair

Chafic Bou-Saba, Assistant Professor

**Degrees Offered.** The Bachelor of Science is offered in computing technology and information systems and cyber and network security.

The Bachelor of Science in Computing Technology & Information Systems prepares students for professions in computing and informatics and is an excellent second major for students who wish to develop connections between current information technology and their other disciplinary work. The two introductory courses, Introduction to Computer Programming and

Management Information Systems, provide a foundation in computer science concepts with applications in programming and the application of information technology concepts and practices to problems faced by business and organizations.

In the 300 level courses, students will develop working knowledge of operating systems, networking, and database concepts as well as the ability to analyze and design solutions for larger problems that can be addressed by information technology. Elective courses allow students to explore other advanced topics and the use of information technology in other disciplines. All students take a capstone course to develop a team-based project that incorporates all components of learning in the program.

The Bachelor of Science in Cyber and Network Security provides students with both the fundamentals of cyber security theory and practice in conjunction with core information technology concepts in networking, operating systems, and computer forensics. Students select electives that allow exploration of additional cyber and network security topics or connections to topics in criminal justice or philosophy.

The required internship is an important component of both the majors in Computing Technology and Information Systems and in Cyber and Network Security. Through the internship and large-scale projects in many courses (semester-long in the case of the CTIS Capstone course), students take ownership of how they apply their learning to develop a portfolio of experience valued by employers and graduate schools.

**Major Requirements for B.S. degree in computing technology and information systems:** The major requires the following nine required courses and one elective course.

1. CTIS 210 Introduction to Computer Programming
2. CTIS 243 Management Information Systems
3. CTIS 290 Internship or CTIS 390 Internship
4. CTIS 310 Advanced Computer Programming
5. CTIS 321 Operating Systems
6. CTIS 322 Networking Computers
7. CTIS 342 Database Systems
8. CTIS 345 Systems Analysis & Design
9. CTIS 440 CTIS Capstone
10. Choose one (1) elective from:
  - a. ART 245 Digital Darkroom
  - b. CTIS/PHYS 104 Elementary Electronics
  - c. CTIS/JPS 221 Fundamentals of Cyber Security
  - d. CTIS 223 Computer Hardware Construction
  - e. CTIS 230 Web Design and Development
  - f. CTIS/THEA 274 Digital Graphic Design
  - g. CTIS 331 Information Design
  - h. CTIS 421 Computer Security and Information Assurance
  - i. GEOL 340 Images of the Earth
  - j. MATH 212 Discrete Mathematics I
  - k. PHIL 241 Ethics in a Digital World
  - l. PHIL 292 Formal Logic
  - m. XD 220 Experience Design

**Major Requirements for B.S. degree in cyber and network security.** The major requires the following eight required courses and two elective courses.

#### Common Core Requirements

1. CTIS/JPS 221 Fundamentals of Cyber and Network Security
2. CTIS 290 Internship or CTIS 390 Internship
3. CTIS 320 Cyber and Network Security Seminar
4. CTIS 321 Operating Systems
5. CTIS 322 Networking Computers
6. CTIS 370 Network and Cyber Security
7. CTIS 371 Computer Forensics
8. CTIS 471 Advanced Network & Cybersecurity



9. Two electives selected from:

CTIS 421 Computer Security and Information Assurance JPS 200 Criminal Procedure

JPS 233 Deviance and Society

JPS 330 Criminal Investigation PHIL 241 Ethics in a Digital World

**CTIS 104. Elementary Electronics (PHYS 104).** 4. Introduces students to the behavior of the fundamental building blocks of modern electronic devices and the underlying scientific principles that make these devices work. Topics will be derived from analog and digital electronics and include resistance, capacitance, diodes, signal filtering, positive and negative feedback, operational amplifiers, Boolean logic, logic gates, and digital to analog conversion. This course is designed for the general student population (but not physics majors and physics minors) who are interested in exploring the fundamentals of electronics. Prerequisite: Successful completion of the quantitative literacy requirement. Spring. Fulfills natural science/mathematics requirement (1998 & 2019). Offered in alternate years.

**CTIS 210. Introduction to Computer Programming.** 4. Exploration of computer programming with emphasis on scientific, educational and entertainment applications. Topics include programming fundamentals, user interaction, graphics display, data processing, problem solving and artificial intelligence. Prior programming experience not required. Prerequisite: An Introduction to Computers course or equivalent computer knowledge and Quantitative Literacy requirement. Background in using computers at the level of an introduction to computers course or equivalent experience, and mathematics background at the level of college algebra.

**CTIS 221 Fundamentals of Cyber Security (JPS 221).** 4. The percentage of crimes which utilize computers and networks has been increasing over the past 20 years. This course introduces students to the collection, preservation, presentation and preparation of computer- and network-based evidence for the purpose of corporate investigation and criminal law enforcement, activities that define the central roles of computer and network forensic practitioners. Students will be introduced to cybercrime and the tools available to them to be able to appropriately investigate cybercrime. Network intrusions, foot printing, computer numbering, financial crimes and malware are among the topics to be discussed.

**CTIS 223. Computer Hardware Construction.** 4. This course provides an introduction to and exploration of the current state of the art as evidenced by the actual component parts used in assembling a high-performance desktop computer. Turns occasionally vague wishes about how a computer should perform into a clear set of instructions that make it happen. Examination of the basic building blocks used in the construction of these amazing machines.

**CTIS 230 Web Design and Development.** 4. This course introduces students to the designing and development of web pages using a variety of front-end web technology. Students will learn how to organize information on web pages using Hypertext Markup Language (HTML); create web designs using Cascading Style Sheets (CSS); and create dynamic behaviors using JavaScript. Web design concepts will be employed to create web pages that are aesthetically pleasing and user friendly. Students will learn how to use modern web development tools to efficiently create, test and validate web pages across multiple browser environments. Students will apply web design techniques and web development technologies in creating a small, dynamic website.

**CTIS 243. Management Information Systems (BUS 243).** 4. Introduction to the management of computing and information resources in organizations. Course topics include computer hardware and software, telecommunications, database management, electronic commerce and business intelligence. Students explore information technology and business problems and use spreadsheet and database applications to create effective solutions. Prerequisite: Background in using computers at the level of an introduction to computers course or equivalent experience. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).

**CTIS 274. Digital Graphic Design (THEA 274).** 4. Introduction to basic principles and elements of graphic design, form/symbol development, color theory and typography. Provides practical experience in essential software processes and procedures including Adobe Illustrator, Photoshop and InDesign. Create digital designs while engaging in critiques and group discussions. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**CTIS 310. Advanced Computer Programming.** 4. A continuation of the study of program development begun in CTIS 210. The main areas of study are advanced programming features such as recursion and dynamic memory; a further investigation into object-oriented principles such as object-oriented design, inheritance and polymorphism; an introduction to simple data

structures – lists, queues, stacks and binary trees; and an introduction to algorithm analysis using searching and sorting algorithms. Prerequisite: CTIS 210.

**CTIS 320. Seminar in Cyber Security. 2.** This course focuses on ethical issues faced by security professionals, including those related to networks, intellectual property, privacy, security, reliability, liability, data collection and storage, and relevant current laws. This seminar examines the ethics of cyber security technologies and relevant current laws, in terms of the often-competing priorities of governments, corporations and citizens. This seminar also covers the professionalism for cyber and network security administrators such as job searching, interviewing skills and resume building. These topics are covered through readings, video/multimedia, writings, discussions and presentations. Prerequisite: CTIS/JPS 221.

**CTIS 321. Operating Systems. 4.** Evaluation of computer operating systems and their basic organization. Includes concurrent programming and synchronization techniques such as locks, barriers, semaphores and monitors. Addresses message passing, memory management, interrupts and file systems. Students will examine the coding used to implement the algorithms and learn to modify these structures to satisfy the specific requirements of a project. Prerequisites: CTIS 210 or CTIS 221.

**CTIS 322. Networking Computers. 4.** In-depth exposure to the terms, concepts and configurations that have historically been, are currently being, and may in the future be used to accomplish inter-computer communication. Lab exercises focus on the installation of operating systems and configuration of their networking components, design and construction of examples of computer networks, and experimentation with performance and configuration of those networks. Prerequisite: CTIS 210 or BUS 243 or CTIS 243.

**CTIS 331. Information Design. 4.** Theory and application of human-computer interaction, information architecture, usability and markup languages. Examination of communication and information transfer from the perspectives of both the provider and the consumer. Role of test, video, interactivity and other methods of providing information in computer and network-based settings.

**CTIS 342. Database Systems. 4.** Introduction to theory and practice of enterprise-level relational database systems. Using a database engine, students will learn the principles of entity relationship modeling and normalization. By modifying a database in a project, students will learn how to create queries using SQL, triggers, stored procedures, cursors, forms and reports. Prerequisites: CTIS 210 and BUS 243 or CTIS 243.

**CTIS 345. Systems Analysis and Design. 4.** This course will provide a prospective systems analyst or system architect the techniques used in the analysis, design and implementation of computer-based information systems. The course will enable students to study user requirements, create requests for proposals, prepare project plans, address systems project scope, conduct feasibility studies by providing an understanding of the systems study, project evaluation, planning and systems design phases of the system life cycle. Prerequisites: CTIS 210 and CTIS 243.

**CTIS 370. Cyber and Network Security. 4.** The objective of this course is to build on the fundamental concepts of cyber and network security. Students will experience multiple cyber security technologies, processes, and procedures; learn how to analyze the threats, vulnerabilities and risks present in these environments; and develop appropriate strategies to mitigate potential cyber security problems. Topics include security risk assessment and management; policies, procedures and guidelines for information security plans; IT security controls and technologies, security standards, compliance, and cyber laws; IT auditing; cyber insurance strategies; and emerging trends. Prerequisite: CTIS/JPS 221

**CTIS 371. Computer Forensics. 4.** This course introduces students to the techniques and tools of computer forensics investigations specifically designed for analyzing the Windows operating system. Students will receive step-by-step explanations on how to use a wide variety of forensic tools. Topics include registry analysis, file analysis, internet artifact analysis, volatile evidence collection, live incident response and metadata. Prerequisite: CTIS/JPS 221.

**CTIS 421. Computer Security and Information Assurance. 4.** Exploration of the techniques and methods used in the securing of computers and computer networks. Prerequisite: CTIS 322.

**CTIS 440. CTIS Capstone. 4.** Project management in the context of the skills and knowledge developed in CTIS courses. Team approach and solution-oriented. Prerequisites: CTIS 321, CTIS 342 and one of the following: CTIS 310, CTIS 322, CTIS 345



or CTIS 334 or instructor permission.

**CTIS 471. Advanced Cyber and Network Security. 4.** This course will cover advanced network and cyber security issues and solutions. It takes an operational approach to implementing and managing effective cyber security policies in complex networked enterprises. Topics include an evaluation of security management models, security program development, risk assessment and mitigation, threat/vulnerability analysis and risk remediation, and cyber security operations. Students also will learn incident handling, business continuity planning and disaster recovery, security policy formulation and implementation (security management cycle), in addition to information-sharing, and privacy, legal, compliance, and ethical issues. Prerequisite: CTIS 370.

**CTIS 490. Departmental Honors. 4.**

## **ECONOMICS (ECON)**

Robert B. Williams, Professor, Chair

Robert G. Williams, John K. Voehringer Jr. Professor

Natalya Shelkova, Associate Professor

Every individual must make economic decisions, and economic forces and government economic policies have a continuous impact on our lives. The Guilford economics program is designed to contribute to a liberal arts education in three ways. First, it combines scientific analysis with a historical and global perspective, providing a deeper understanding of the complex forces at work in the world. Second, it provides rigorous training in analytical thinking, problem solving, designing and carrying out fruitful research projects, and effectively communicating results both orally and in writing. All of these skills prepare students to perform well in a wide variety of careers. Third, it clarifies issues of human values and perspectives, addressing concerns that lie at the heart of every issue of public policy, thereby preparing students to become more effective and well-rounded citizens.

**Degree Offered.** The Bachelor of Arts degree is offered in economics.

**Major Requirements.** The major requires a minimum of 32 credit hours

1. ECON 221 Macroeconomic Principles: "Global Vision: the U.S. in the World Economy"
2. ECON 222 Microeconomic Principles: Public Policy or ECON 250
3. ECON 311 Data Collection and Analysis.
4. ECON 312 Econometrics
- 5-9. Five 300- or 400-level ECON courses for a minimum of 19 credits

**Mission Statement:** When most people think of economics two things usually come to mind: horrific images of mathematical equations and anxious thoughts of our tax system. For those who believe they have nothing to do with economics, this area of study conjures up nightmares of graphs, federal fiscal policy (including that monstrous deficit), and seemingly impossible problems such as welfare and Social Security. Little do they know that everyone interacts with our economy on a daily basis. Economic policies and conditions subtly (and sometimes not so subtly) impact our lives.

The Department of Economics strives to educate students about their economy and about the economies of other countries. In

The economics program at Guilford offers numerous exciting and interesting classes to enhance a student's understanding of their surrounding economy and its impact on our lives. The economics major equips students with the ability to analyze complex forces at work in society. The major also provides rigorous training in analytical thinking, creative problem solving, designing and undertaking research projects, and effectively communicating results both orally and in written form. Studies in economics enable a student to clarify issues of human values and perspectives that lie at the heart of public policy. Economics provides students with many valuable skills to be taken into a wide variety of careers.

**ECON 150. Special Topics. 4.** Recent offerings include both standard fields of economics, interdisciplinary fields (e.g., Methods of Social Research, offered jointly with the Department of Sociology and Anthropology; Economic History of the United States, offered jointly with the Department of History), and other topics of interest to the faculty (e.g., Democracy at Work; Women, Children and Economic Policy). Prerequisites: will vary depending on the design of the course. May also be offered at 250, 350 and 450 levels.

**ECON 221. Macroeconomic Principles: “Global Vision: the U.S. in the World Economy.” 4.** The study of aggregate supply and demand; national income and fiscal policy; the banking system and monetary policy; economic fluctuations and growth – all viewed from a global systems perspective. Applied topics include unemployment, inflation, gross domestic product, interest rates, economic forecasting, the Federal Reserve system, technological change, productivity, business cycles, foreign exchange markets, the balance of international payments and others, depending on current developments in the economy. Fulfills social science requirement (1998). Social/behavioral science (2019).

**ECON 222. Microeconomic Principles: Public Policy. 4.** The study of economics; supply and demand; consumer behavior; firms, production and cost; perfect competition, monopoly and other market types; income distribution; all explained with the goal of understanding economic problems and evaluating public policy to solve these problems. Applications to agriculture, energy, environment, poverty, economic development, discrimination, natural resources, taxes, regulation, sports and other special topics, depending on the semester. May be taken independently of ECON 221. Fulfills social science and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments (2019).

**ECON 260. Independent Study. 1-4.** Independent research or directed study on a topic of interest to the student. Credit depends on the quality and quantity of work agreed upon in advance; generally, for example, one credit would be earned for an acceptable 20-page paper. Prerequisite: consent of the department. May also be offered at 360 and 460 levels.

**ECON 290. Internship. 1-4.** May also be offered at the 390 level.

**ECON 301. Research Methods. 4.** The course focuses on the key areas of quantitative research methods including the scientific method, selection of research design, data collection and sampling, questionnaire design, data analysis and interpretation, and ethical issues in research design. Class assignments and projects enable students to develop their proficiency in using descriptive and inferential statistics to analyze and interpret data. Prerequisite: ECON 222 or instructor permission.

**ECON 311. Data Collection and Analysis. 4.** Students will use a variety of key economic sources and learn various techniques of univariate analysis. They will gain experience in developing testable hypotheses, creating well-designed survey instruments to test these hypothesis, and gaining experience in different methods of data presentation. Fulfills social/behavioral science requirement (2019).

**ECON 312. Econometrics.4.** Students will learn and apply multivariate analysis as they test specific economic models or theories of their choice. They will gain confidence as they interpret the results and problem solve any challenges that emerge from their analysis. Prerequisite: Econ 311. Fulfills social/behavioral science requirement (2019).

**ECON 333. Money and Capital Markets (BUS 333). 4.** Explores how the financial and world money systems operate in a global economy, the evolution of financial markets and institutions, the role that theories of money play in current economic events and in the policy efforts of the Federal Reserve and other central banks with respect to the rate of inflation, real economic activity, unemployment rates, current prices and international flows of commodities and capital. Prerequisite: ECON 221.

**ECON 335. Comparative Economic Systems: “The Rise and Fall of the Soviet Empire.” 4.** Historical analysis of the rise and decline of socialist-type economies (especially the former USSR, but cases for student research include Eastern Europe, China, Cuba, etc.) and the challenges of transition and integration into the world capitalist system. In this seminar-style course, students select a particular country other than Russia for in-depth semester-long research. Prerequisite: ECON 221 or ECON 222. Alternate years.

**ECON 336. Economic and Social Development: “Beneath’ the United States.” 4.** U.S. policy-makers frequently view Latin America and the Caribbean as “beneath” the United States. This seminar-style course adopts a radically different perspective: from within Latin America looking outwards. Prerequisites: ECON 221, ECON 222 or instructor permission. Fulfills intercultural requirement. Alternate years.

**ECON 342. Poverty, Power and Policy. 4.** Is government merely a necessary evil or can it be an effective force to improve the lives of its citizens? This course examines the role and performance of government programs in economy, raising significant social and economic issues such as wealth distribution, poverty, taxation and economic fairness. Prerequisite: ECON 222 or instructor permission. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments

(2019). Alternate years.

**ECON 344. Environmental and Resource Economics. 4.** Is economic growth necessary to provide the prosperity needed to pay for environmental restoration or does such growth create environmental problems we can never undo? The course uses economic theory, ecological concepts and systems approaches to examine current management practices of our renewable and nonrenewable resources. Prerequisite: ECON 222 or instructor permission. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments (2019). Alternate years.

**ECON 348. Health Economics. 4.** The course overviews the health care system in the U.S. and its historical roots, focusing on the economic analysis of the health care markets, including markets for physicians services, hospitals, insurance and the market for pharmaceuticals. The course explores forces that influence demand, costs and supply in each market; considers questions of market power and other market failures present in health care markets, and the role of the government. During the semester students pursue a research project by identifying a contemporary health care issue, which they research using tools of economic analysis, culminating with a proposal of its creative solution. Prerequisite: ECON 222. Alternate years.

**Econ 422. Intermediate Microeconomic Theory. 4.** The course focuses on formal economic analysis of consumer behavior, decision-making by a firm under different competitive market structures, welfare analysis, and select other topics. The course introduces students to mathematical tools of economic analysis, including optimization and marginal analysis. The course is recommended for students who plan to pursue graduate degrees in economics, finance, business, public policy and related fields. Prerequisite: Econ222, preparation in calculus recommended.

**ECON 432. International Economics: "Beside the United States." 4.** Systematic approach to international economic relations; theories of international trade and finance; impact of national governments and multinational institutions on movements of commodities, people, direct investment, portfolio flows and foreign exchange markets; and application of international economic theory to current problems of the world economic order. Prerequisites: ECON 221, ECON 222 or instructor permission. Alternate years.

**ECON 441. Labor Economics. 4.** Alternative approaches to labor-market theory and policy: perfect competition, segmentation and dual labor-market hypotheses. Income distribution; unions and collective bargaining; and discrimination and poverty macroeconomics of the labor market. Prerequisite: ECON 222 or instructor permission.

**ECON 442 Industrial Organization. 4.** Industrial organization studies how firms are organized and how they compete in the modern market place. It applies the tools of microeconomic analysis to study imperfectly competitive markets – markets where firms have market power. The course addresses such questions as: What strategies do firms use to gain and maintain market power? What causes some firms to die while others survive? What are the welfare consequences of market power? How do government regulations and antitrust policies affect firms and market structure? Specific topics include industry entry and exit, monopoly, strategic behavior and collusion, mergers, antitrust regulation. Prerequisite: ECON 222 or instructor permission.

**ECON 470. Senior Thesis. 1-4.** Research and oral presentation of an in-depth study, usually building from research done in other upper-level economics courses. For students of exceptional motivation and ability. Prerequisite: consent of the department prior to the middle of the second semester of the student's junior year.

**ECON 490. Departmental Honors. 4.**

## **EDUCATION STUDIES (EDUC)**

Julie Burke, Associate Professor, Chair

David P. Hildreth, Professor

Anna Pennell, Associate Professor

Deedee Pearman, Administrative Assistant/Licensure Officer

The Education Studies Major offers two tracks, one that leads to teacher licensure and one that does not. Education Studies strives to help individuals become thoughtful, critical and student-centered teacher/learner/leaders. We depend on the knowledge, experience and scholarship of our program faculty, who are themselves teachers/learners/leaders, to help our students

make connections between the Quaker and liberal arts traditions, multicultural and global perspectives, and the worlds of elementary and secondary schools.

The primary goal of all programs is to develop teacher/learner/leaders who are grounded in the liberal arts, self-confident, inquisitive, ethical, and reflective in their practice. We seek to develop prospective teachers and other types of educational leaders committed to and capable of constructive action in contemporary society. In preparing students to assume professional roles in schools and other educational institutions, the programs emphasize understanding educational issues from a global perspective using ethnographic observation, constructivist practices, and action research to discover how people learn and how schools and other educational settings are made effective.

Throughout all programs and tracks, faculty and students work together in interactive learning experiences in the college classroom and in the field, incorporating practical application with theoretical discussion and exploration. Small classes and close, one-on-one mentoring relationships are a unique and integral part of the program.

The five major curricular components of all programs and tracks are:

- a strong interdisciplinary liberal arts core required of all students field work in all of the foundation courses
- completion of cross-cultural education fieldwork (study abroad is highly recommended, but not necessary)
- early, intentionally focused and continuous field work in schools and other educational sites
- either (for licensure-seeking students) the completion of supervised clinical teaching experiences leading to professional licensure; OR (for non-licensure-seeking students) A sequence of courses that focuses the Non-Licensure Education major in one of a variety of educational or related disciplines based on student-interest, e.g. Policy, English Language Learners, Exceptional Children/People, Sociology of Education, etc.
- the completion of a capstone experience

**Degrees Offered.** The Bachelor of Arts degree is offered in most Education Studies programs/tracks the Bachelor of Science degree is offered in comprehensive secondary science education and may be an option in the non-licensure track.

## TEACHER LICENSURE PROGRAMS

The Education Studies Department offers six licensure tracks:

- Elementary licensure, grades K-6
- Secondary licensure, grades 9-12, in English
- Secondary licensure, grades 9-12, in social studies
- Secondary licensure, grades 9-12, comprehensive science
- Comprehensive licensure, grades K-12, in Spanish
- Comprehensive licensure, grades K-12, in French

**Major Requirements For Licensure Programs.** Education studies requires a second disciplinary major for some Secondary and Comprehensive Licensure Programs to include English, Secondary Social Studies, K-12 French, and K-12 Spanish. Elementary Education and Comprehensive Science majors do not require a second major. However, secondary science has a prescribed track of courses that must be followed. All education studies licensure majors will participate in a variety of intentionally sequenced and focused field experiences and clinical internships In addition, we encourage all of our students to study abroad to fulfill the requirements of EDUC 302.

Students are encouraged to begin a licensure program by the time they have 16-20 (credit hours may vary in the EDGE) credits, approximately the second semester of their first year. With careful planning and advising, students can meet the requirements for graduation and the state's requirements for a Beginning Teacher License (BTL) in four years. Note: It is imperative that students interested in achieving a teaching license in their Education Studies major meet with an Education Studies adviser early in their academic career to ensure they may graduate in four years.

Students must apply to their chosen licensure program the semester prior to enrollment in EDUC 312, 313 (Secondary and Comprehensive programs) or 307, 308, 309 (Elementary Education Program) or one year prior to student teaching.

In order to be accepted into any of the teacher licensure programs, students must meet the following requirements:

- have three recommendations mailed directly to the Education Studies Licensure Officer: one from an Education Studies professor, one from a professor in their second major or from a professor in another department than Education Studies. The third reference needs to be from someone – not a friend or family member – who can, ideally, speak to the student's potential as a teacher/learner/leader.
- pass PRAXIS I. A passing PRAXIS I score is part of the admissions process and must occupy the admissions folder. Admissions will not be considered without a passing PRAXIS I score or one of the following, which exempts a student from passing

PRAXIS I: SAT scores above 1100 or ACT score above 24; licensure only and residential candidates are exempt from PRAXIS I if their cumulative G.P.A. from their first bachelor's degree is 2.7 or above

- achieve a grade of C or above in each of at least six 4-credit courses in their Education Studies major/track
- for Secondary English and Social Studies and Comprehensive French and Spanish licenses, earn a C or above in at least 24 hours within their second major.

Other standardized, State mandated tests are part of the licensure requirements. These requirements change frequently. It is vital that students who are interested in achieving BTL status keep up with the requirements which are current during the time of their matriculation. These tests can be costly and time – consuming. Guilford College Education Studies must comply with the State's legislation when it comes to Teacher Licensure.

## **REQUIRED COURSES FOR LICENSURE AND NON-LICENSURE SEEKING STUDENTS IN EDUCATION STUDIES**

**Education Studies Foundations (EDUC 201 – EDUC 306) courses move through a spiral curriculum and are employed to deepen students' understandings of the critical concepts and principles of schooling, teaching and learning so that graduates of our programs will be capable of advancing the learning of all students. Every course includes content in the areas of diversity, exceptional students and technology. All Licensure Level courses build on this spiral curriculum and include all of the in the NC Pre-service Teacher Rubric.**

**All Education Studies students, licensure-seeking and non-licensure – seeking students must take and pass with a C- or above, the following courses:**

- 1.PSY 224 Developmental Psychology – 4 credits
- 2.EDUC 201 Philosophical & Ethical Reflection in Education – 4 credits
- 3.EDUC 202 Education Psychology in Classrooms – 4 credits
- 4.EDUC 203 Contemporary/Historical Issues in Education – 4 credits
- 5.EDUC 302 Field Study in Cross-Cultural Education – 4 credits

## **LICENSURE SEEKING STUDENTS MUST TAKE THE FOLLOWING IN A DESIGNATED FALL SEMESTER:**

EDUC 450 Immersion in Student Teaching (4 credits) EDUC 410 or 420: Student Teaching Seminar (4 credits)  
EDUC 440: Student Teaching (8 credits)

## **Additional requirements for Elementary K – 6 Licensure:**

- 6.MATH 103 Math for Elementary School Teachers – 4 credits
- 7.An HP or equivalent course with an HIST prefix – 4 credits/3 credits
- 8.EDUC 306 Processes in Teaching Elementary School Science – 4 credits

**The following courses are available in Spring Semester only. Students must be accepted to the Elementary Licensure program to matriculate in the following courses, which comprise the Elementary (K-6) Clinical Internship Semester**

- 9.EDUC 307 Literacies Across the Curriculum – 4 credits
- 10.EDUC 308 Internship in Leadership, Collaboration and Community – 4 credits
- 11.EDUC 309 Planning for Teaching and Learning – 4 credits

EDUC 307, 308 and 309 are corequisites and must be taken together during a spring semester once the candidate is admitted to the licensure program. Must be taken together. *NOTE: EDUC 307, 308 and 309 are corequisites and must be taken together. EDUC 307, EDUC 308 and EDUC 309 are offered in the spring. Students in this section are required to spend two full days a week in a public elementary school classroom.*

**Currently, Total credit hours required for A.B. degree with elementary licensure is currently 60 credits.** Credit hour requirements may change or vary depending on the EDGE requirements and schedules determined by the College.

Additional requirements for Secondary Licensure in English:

- A double major in Education Studies and English is required.
- ENGL 380: Technical and Professional Writing (This course is not offered every semester.)

**The following courses, which are corequisites are available in Spring Semester only. Students must be accepted into a Secondary Licensure program to matriculate in the following courses which comprise the Secondary, (9-12) Clinical Internship Semester**

- EDUC 312 Seminar in the Processes of Secondary and K-12 Teaching – 4 credits
- EDUC 313 Seminar in the Processes of Secondary and K-12 Teaching Theory into Practice) – 4 credits



**Total Credit Hours required for A.B. degree with Secondary Licensure in English is 48 credits:** Total required credit hours may vary in accordance with the EDGE curriculum.

**Additional requirements for K-12 Licensure in French or Spanish:**

- A double major in Education Studies and French or Spanish is required.

**The following courses are available in Spring Semester only. Students must be accepted to the program to matriculate in the following courses which comprise the Clinical Internship Semester**

- EDUC 312 Seminar in the Processes of Secondary and K-12 Teaching– 4 credits
- EDUC 313 Seminar in the Processes of Secondary and K-12 Teaching: Theory into Practice– 4 credits

**Total credit hours required for A.B. degree with K-12 licensure in French or Spanish is 44 credits: Total required credit hours may vary in accordance with the EDGE curriculum.**

**Additional requirements for Secondary Licensure in Social Studies: A double major in Education Studies and History is required**

- PSCI 101 The American Political System – 4 credits
- PSCI 103 International Relations or PSCI 105 Comparative Politics – 4 credits
- ECON 221 Macroeconomic Principles: “Global Vision: the U.S. in the World Economy” – 4

**The following courses, which are corequisites are available in Spring Semester only. Students must be accepted to the program to matriculate in the following courses which comprise the Clinical Internship Semester**

- EDUC 312 Seminar in the Processes of Secondary and K-12 Teaching– 4 credits
- EDUC 313 Seminar in the Processes of Secondary and K-12 Teaching: Theory into Practice– 4 credits

**Total Credit Hours required for A.B. degree with Secondary Licensure in Social Studies is 56: Total required credit hours may vary in accordance with the EDGE curriculum.**

**Additional requirements for Secondary Licensure in Comprehensive Secondary Science Education:**

11. *There are four tracks in Comprehensive Sciences. Please refer to the table below:*

Focus Content:

Biology	Chemistry	Physics	Earth Science
10. BIOL 111	BIOL 111	BIOL 111	BIOL 111
12. BIOL 112	BIOL 112	BIOL 112	BIOL 112
13. CHEM 111	CHEM 111	CHEM 111	CHEM 111
14. CHEM 112	CHEM 112	CHEM 112	CHEM 112
14. PHYS 111 or 117	PHYS 111 or 117 or 121	PHYS 117 or 121 & approved 2 credits	PHYS 117 or 121 or 121
15. PHYS 112 or 118	PHYS 112 or 118 or 122	PHYS 118 or 122	PHYS 118 or 122 or 122
16. GEOL 121 or 141	GEOL 121	GEOL 121	GEOL 121
17. MATH 115, 121 or 123	MATH 115, 121 or 123	MATH 115, 121 or 123	MATH 115, 121 or 123
18. BIOL 291	CHEM 231	PHYS 223	GEOL 122
19. BIOL 341 or 342	CHEM 232	PHYS 232	GEOL 141
20. BIOL 313 or 315	CHEM 235	PHYS 233	GEOL 311, 335, 415 or 416
21. BIOL 438	CHEM 242	approved PHYS 2 credits	GEOL 311, 335, 415 or 416
22.	CHEM 345		
23.	CHEM 331 or 341 or 412 or 434		
24.	MATH 122 or 123		



*NOTE: It is imperative that students interested in the Secondary Comprehensive Licensure Program meet with an Education Studies adviser AND a Science adviser their first semester at Guilford College. Failure to do so could result in conflicts that may negate their graduating in four years.*

Credit hours below may change in accordance with the EDGE curriculum.

**Total credit hours required for B.S. degree with a biology focus – 92 credits** **Total credit hours required for B.S. degree with a chemistry focus – 98 credits** **Total credit hours required for B.S. degree with a physics focus – 88 credits**

**Total credit hours required for B.S. degree with an earth science focus – 92 credits**

**Licensure Only (non degree-seeking student)** If a student is employed as a teacher and is attempting to earn their BTL while working full time for a public school entity, Licensure Only programs serve as Residential Programs with the approval of the local Central Office.

Individuals who hold a bachelor's degree from a four-year, regionally accredited college or university may complete teaching licenses in any one of the six licensure tracks. Licensure Only students typically complete the courses listed for an education student's major; however, additional coursework may be required. For Licensure Only in secondary or K-12 comprehensive licensure areas, if the first degree is not in the content area for that license, candidates will have to successfully complete content area requirements. This additional content area coursework may be extensive. Decisions about which content area courses are required are decided at the departmental level for each subject area, i.e. for English Licensure Only, the English department will make recommendations. These decisions are individualized based on each student's academic transcript and North Carolina State Licensure Requirements.

Licensure only secondary science students take specific mandated content courses in science, along with all other secondary education requirements. Upon completion of all requirements, successful candidates will be eligible for the Comprehensive Secondary Science Licensure.

Licensure Only and Residential Licensure students are exempt from PRAXIS I if their cumulative G.P.A. for their bachelor's degree from a regionally accredited four year college or university is 2.50 or greater.

Licensure Only and Residential Licensure candidates are subject to the same testing requirements as traditional Licensure Candidates. All Licensure Only and Residential candidates must pass edTPA in their program area discipline. Additional testing is required by the State. These requirements change frequently. Be sure to check with your adviser to see which requirements pertain to you.

**Residency Programs:** Those people who have been hired by the state of NC to teach in a public school without a BTL from an approved, four year, education preparation program (EPP) must enroll in a Residency Program. Residence varies from Licensure Only in that the student is teaching full time in a public school while enrolled in courses in the Education Preparation Program. The public school where the individual is currently employed must recommend the student for the Residency Program. The candidate for residency ought to have completed all or most of the academic work in their content area prior to enrolling in the Residency Program. Residential candidates will remain in their jobs while completing licensure. Therefore, courses for residency candidates will be scheduled starting at 4:00. We cannot guarantee that disciplinary content area courses will be offered in evening hours.

All of the requirements for admissions to the Education Studies Licensure programs are the same for Licensure Only and Residency programs.

**Add-on Licenses: ENDORSEMENTS:** Currently, candidates who complete an approved teacher preparation program's licensure requirements may have their BTL licenses endorsed to teach in additional content areas. This is a North Carolina Only endorsement. Requirements for endorsements are 1) having earned a BTL teaching license from an approved EPP, and 2) completion of a minimum of 24 credit hours in a content area which is taught in the public schools with a grade in each course of at least a C (no C-s). The endorsement may be added to the BTL license at the time of application for the BTL license. Endorsements are for teaching at all grade levels, K-12, in the specific endorsement area.

For instance, if an individual was earning BTL Elementary License and had completed 24 credit hours in History with the grade of C or above in each of the courses, they qualify for a K-12 History Endorsement. This type of endorsement would allow them to teach history content courses in middle and high school in North Carolina. These endorsements are for North Carolina

licenses only.

**ADD-ON PRAXIS II:** Candidates who earn a BTL from an accredited, four year Education Preparation Program, may take PRAXIS II tests in specific content areas and add on to their original license. This type of add-on license is portable to many states. Check the state's website for the most up – to – date criteria for reciprocity with NC.

**RECIPROCITY:** In order to ascertain if a NC Beginning Teacher License I can be transferred to another state refer to the “reciprocity” criteria on the other state's web page. Most states have reciprocity with NC and accept NC Licensure

### **Major in Education Studies: Non-Licensure Track**

The Education Studies Non-Licensure Track is meant for students who have an interest in Education, but do not wish to pursue a teaching license. Students in the non-licensure track complete the Education Studies core courses (EDUC 201, EDUC 202, EDUC 203, and EDUC 302) to gain a broad foundation in educational philosophy, educational psychology, contemporary and historical issues, and cross-cultural/culturally-responsive education. After completing the core courses with a C or above, non-licensure majors collaborate with Education Studies faculty to determine an Academic Plan of Study that results in an individualized contract to complete a non-licensure major in Education Studies. All students conclude their plan of study with a research-based capstone project in their area of interest.

This program is unique in its student-driven, interdisciplinary/interdepartmental, collaborative processes. Graduates from the non-licensure track may pursue careers in public policy, non-profits, leadership, youth mentoring, educational or workplace training, community education, private education, adult education, international education, or in government/policy agencies. Graduates may also pursue graduate degrees in Special Education, Environmental Education, Social Work, Educational Policy, Curriculum Studies, Multicultural Education, Education Law, and more.

### **Required Courses: EDUCATION STUDIES CORE (20 hours):**

- EDUC 201: Philosophical & Ethical Reflection in Education – 4 credits
- EDUC 202: Education Psychology in Classrooms – 4 credits
- EDUC 203: Contemporary/Historical Issues in Education – 4 credits
- EDUC 302: Field Study in Cross-Cultural Education – 4 credits
- EDUC 450: Capstone Research 4 hours

### **EXPECTED ADDITIONAL HOURS FOR INDIVIDUAL PLANS OF STUDY**

#### **16 Credits in Focused Sequence Plan of Study (see below) NON-LICENSURE FOCUSED SEQUENCE (12-16 credits)**

As Non-licensure Track students complete the Education Studies core, they meet with faculty to collaboratively determine a focus of study and a sequence of 4 courses to meet that focus. Faculty from across disciplines will be involved for course approval and program design.

Example of a Focused Sequence in Policy and Leadership in Education:

Understand that this list is of existing courses with the exception of the EDUC 450 which would serve as the Education Studies' research capstone course.

The core courses: EDUC 201, 202, 203, 302:

This is an example of the possibilities for a student interested in Policy and Leadership focus. The student, in collaboration and with guidance from Education Studies Faculty would choose between 4 course Here is a sample list of possible choices. It is not an exhaustive list. (This is an example. It is not a prescription. Options may change.)

PSCI 101 The American Political System – 4 credits

EDUC 350 Research Methods and Policy Analysis in Education or EDU 290 Internship

HIST 303 U.S. Social History and Social Memory

IDS 410. Power, Politics and Public Schools.

IDS 435. Understanding Poverty

JPS 103 Community Problem Solving – 4 credits

JPS 405 Juvenile Justice and Delinquency

PHIL 111 Ethics – 4 credits

PHIL 336. Social and Political Philosophy

**All non-licensure track students are required to complete EDUC 450: Culminating Research Project EDUC 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**EDUC 201. Philosophical and Ethical Reflection in Education. 4.** Based on the premise “we teach who we are,” students analyze their own experiences, biases, assumptions and values in relation to the history of the philosophy of education in the West beginning with Socrates and continuing through the Liberation Pedagogues. Students consider how the roles and responsibilities of teachers and learners have been shaped and thus how they might be transformed. This course requires 8 hours of field work.

**EDUC 202. Educational Psychology in Classrooms. 4.** An interdisciplinary approach drawing heavily upon theories of developmental psychology. This course provides a foundation for understanding the classroom as an instructional system. Theories of knowledge, development and learning provide a context for field experiences in schools. Psychology. A minimum of five hours of fieldwork in the public schools is required. Prerequisite: PSY 224 or may be taken concurrently with PSY 224.

**EDUC 203. Contemporary/Historical Issues in Education. 4.** A broad survey of US Educational History is employed to guide an analysis of contemporary social, cultural and political issues in education within an historical context. Ethnographic research based on 20 hours of fieldwork is required. Prerequisite: historical perspectives. Fulfills social science requirement (1998). Social/behavioral science (2019).

**EDUC 250. 1-4.** Special Topics: Offered in 12 and 3 week courses.

**EDUC 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels.

**EDUC 302. Field Study in Cross-Cultural Education. 4.** Combines coursework with 50-hour of cross-cultural fieldwork to support students in developing a pedagogical cultural identity and critical cultural competency skills. Students may choose from a variety of approved local or international field sites to complete the cross-cultural fieldwork requirement. Special arrangements may be made to complete some work requirements prior to overseas. Students are encouraged to seek advisement early to plan. Prerequisite: EDUC 203 and Historical Perspectives.

**EDUC 306. Processes in Teaching Elementary School Science. 4.** May be taken separately from or in combination with the EDUC 307, EDUC 308 and EDUC 309 block. This course is designed to prepare prospective educators to teach science using a hands-on/minds-on pedagogical approach. Students will be required to attend at least one all-day science education workshop. They may be required to attend the regional professional conference, depending on where it is held. Prerequisites: successful completion (a grade of C or better) in EDUC 201, EDUC 202 and EDUC 203; completion of natural science and math requirement or an equivalent lab science.

**EDUC 350. 1-4.** Special topics offered in 3 and 12 week sessions.

**LICENSURE LEVEL COURSES:** Students must be admitted to a licensure area in order to continue on this track. The Admissions process is based on State and College standards. The admissions committee meets in the Fall semester.

**INTERNSHIP SEQUENCE FOR ELEMENTARY LICENSURE: Prerequisite admission to the program. Spring Semester Only.**

Three courses, EDUC 307, EDUC 308 and EDUC 309, must be taken together. This provides systematic, integrated study of planning, instruction and assessment in reading, writing, oral language, science, social studies, mathematics and the arts. Students participate in a clinical internship in a designated or approved partner school for two full days a week. This clinical internship requires at least 210 hours field work. All of our clinical field work takes place in low-performing and/or under-resourced schools. The Internship Sequence is held in the Spring semester (the second half of the school year).

**EDUC 307. Literacies Across the Curriculum. 4.** Candidates receive instruction in the teaching of reading, including oral and written language. Students practice research based assessment and diagnosis of reading in their clinical internships and across elementary grade levels. Corequisites: EDUC 308, 309, and clinical internship.

**EDUC 308. Internship in Leadership, Collaboration and Community. 4.** Candidates observe, analyze and practice positive classroom management and behavioral strategies; understand professional roles and responsibilities; learn the expectations for student performance based on State and Local Standards; and participate in the process of identification of students with special needs. Corequisites: EDUC 307, 309, and clinical internship.

**EDUC 309. Planning for Teaching and Learning. 4.** Candidates practice instructional planning which includes UDL and differentiation as well as general, research –based best practices in instruction; assessment and evaluation strategies and theories and apply these in all elementary content areas. Corequisites: EDUC 307, 308, and clinical internship.

**INTERNSHIP SEQUENCE FOR SECONDARY AND COMPREHENSIVE PROGRAMS: Prerequisite admission to the program. Spring Semester Only. MUST BE TAKEN TOGETHER.**

**EDUC 312. Seminar in the Processes of Secondary and K-12 Teaching. 4.** Study of school structures and curricula; study and practice of methodologies in appropriate to specialty areas and to integrated curricula. A focus on instructional planning, pedagogy and assessment. Candidates focus on planning, instruction and assessment in accordance with the expectations of edTPA and State Standards, which includes identifying and supporting students with special needs, integration of technology and differentiation. . Corequisite: EDUC 313 or instructor permission.

**EDUC 313. Seminar in the Processes of Secondary and K-12 Teaching: Theory into Practice. 4.** Students observe analyze, and practice skills and knowledge of research-based planning, instruction and assessment in a 50 hours clinical internship under the supervision of a clinical educator and field supervisor in a partner school. Emphasis is placed on expanding professional knowledge and skills required of educators and the expectations for student performance based on state and local standards. Corequisite: EDUC 312. Prerequisite: Admission to the program. 40 hours of fieldwork in a clinical internship required.

**EDUC 350 Special Topics. 14.** Offered in Spring 3 weeks for Candidates who complete their 12 week internship.

**EDUC 410/420. Student Teaching Seminar. 4.** Integrated with student teaching (EDUC 440), the seminar provides collaborative reflection on and support for student teacher cohorts. Seminar topics derive from cohort next steps. The seminar also serves to guide candidates in completion of their edTPA portfolio. Corequisite: EDUC 440. Prerequisite: Admission to the Teacher Licensure Program(S) EDUC 410 designates the Elementary Licensure Seminar. EDUC 420 Designates the Secondary and Comprehensive Licensure Seminar.

**EDUC 440. Student Teaching. 8.** Under the supervision of a clinical educator and field supervisor candidates complete the second half of their clinical internship as student teachers. Clinical educators will be designated in cooperation between the partner school principal and field supervisor. Student teaching requires candidates to be in the classroom and teaching full time for one semester. Student teaching is the culmination of the candidate's studies at the College and requires that the candidate operationalize the skills, dispositions and knowledge they have studied, as well as be reflective and responsive practitioners who are capable of innovation. Student teaching takes place at the beginning of the school year.

**EDUC 450. 4.** Special Topics for Student Teachers. Offered in 3 weeks at the beginning of Fall Semester.

**EDUC 450. 4.** Culminating Research for Non-Licensure Track degree seekers. Additional credits, participate in a varsity sport in season or work without written permission from the department.

**EDUC 470. Senior Thesis. 4.**

## **ENGLISH AND MEDIA STUDIES (ENMS & CRWT)**

Cynthia M. Nearman, Assistant Professor, Chair

James Hood, Charles A. Dana Professor of English

Heather R. Hayton, Professor

Diya Abdo, Associate Professor

Mylène Dressler, Associate Professor

Tracie Fellers, Visiting Assistant Professor  
Jennie Malboeuf, Visiting Assistant Professor  
Parag Budhecha Parker, Visiting Assistant Professor  
Rod B. Spellman, Writing Director and Visiting Instructor

Choose your own adventure.

Expect many paths to choose from and a wide array of courses in literature and writing: rich fare for mind, heart and soul. We will help you outfit yourself with provisions and the skills you will need:

- How to sharpen your intellect for the literary trail, enabling you to comprehend, assess and appreciate life's complexity
- How to read maps and theory with acumen and imagination, maps that will guide you through the terrain
- How to interpret and use the cultural codes and conventions of your time in history, and others
- How to cross borders and learn from the diversity that you encounter
- How to speak your truth while sharing your discoveries with fellow explorers, always loving language for its potential to express nuance and beauty
- How to report on your journeying in pellucid prose or verse: clearly, coherently, artfully
- How to synergize creatively with others in using what you have learned to transform the world

The results? Once you complete your Guilford journey as an English major, you'll have prepared yourself for an equally wide set of life paths with your new expertise – especially in critical thinking, empathy, tolerance for ambiguity, communication – expertise that can serve as a universal key to the professions.

And those who know you will appreciate you for the thoughtfulness, creativity and richness of the inner life you'll have cultivated, traits you will carry forward as a lifelong learner and change agent.

Sample paths those before you have chosen: lawyer, Yale professor, National Public Radio national correspondent, peace worker in Haiti, Random House production manager, documentary filmmaker, novelist, CNN staff, minister, speechwriter, Air Force intelligence analyst, magazine editor, Bank of America diversity recruiter, librarian, community college instructor, canoe and kayak outfitter, *Tarheel Monthly* publisher, Shakespearean actor, brewmaster, London-based technical writer, recording studio production manager, Stanford digital information systems developer, BBC publicity coordinator, photojournalist, Screen Gems Studio producer, primary and secondary teachers, Congressional staff member, investigative reporter, Corcoran Gallery writing and research director, communication specialist, video game developer.

Guilford English and creative writing majors have attended a variety of graduate schools: University of California, Berkeley; Columbia University; Harvard University; University of Colorado; City University/London; University of Southern California; Brown University; University of North Carolina, Chapel Hill; City University of New York; University of Missouri, Columbia; State University of New York at Albany; Emerson College; University of Texas, Austin; North Carolina State University; University of Essex, England; University of Alaska; Brooklyn College; University of Pittsburgh; Pennsylvania State University; New York University.

**Degree Offered.** The Bachelor of Arts degree is offered in English and Media Studies

**Major Requirements.** The major requires a minimum of nine courses (32-36 credit hours).

1. ENGL 200 Introduction to Literary Studies – 4 credits
2. One literature course before 1830 (British) or 1865 (U.S.) – 4 credits  
ENGL 221, ENGL 223, ENGL 225, ENGL 230, ENGL 288, ENGL 306, ENGL 309, ENGL 327, ENGL 336, ENGL 342
3. One 300-level literature course – 4 credits  
ENGL 306, ENGL 309, ENGL 327, ENGL 328, ENGL 331, ENGL 332, ENGL 334, ENGL 336, ENGL 342, ENGL 372, ENGL 376, ENGL 378
4. One introduction to genre, or American literature, or writing, or film course – 4 credits  
ENGL 205, ENGL 206, ENGL 207, ENGL 208, ENGL 210/THEA 244, ENGL 211\*, ENGL 212\*\*, ENGL 215, ENGL 225, ENGL 226, ENGL 228, ENGL 230, ENGL 234, ENGL 275, ENGL 282, ENGL 285, ENGL 286, ENGL 287, ENGL 288, ENGL 331, ENGL 332, ENGL 342, ENGL 372, ENGL 376, ENGL 380, ENGL 382, IDS 409, IDS 422
5. One introduction to genre, or British or world literature, or writing, or film course – 4 credits  
ENGL 205, ENGL 206, ENGL 207, ENGL 208, ENGL 210/THEA 244, ENGL 211\*, ENGL 212\*\*, ENGL 215, ENGL 221, ENGL 222, ENGL 223, ENGL 270, ENGL 272, ENGL 275, ENGL 282, ENGL 285, ENGL 288, ENGL 306, ENGL 309, ENGL 327, ENGL 328, ENGL 334, ENGL 336, ENGL 372, ENGL 378, ENGL 380, ENGL 382
6. One 300-level course – 4 credits



ENGL 306, ENGL 309, ENGL 327, ENGL 328, ENGL 331, ENGL 332, ENGL 334, ENGL 336, ENGL 342, ENGL 372, ENGL 376, ENGL 378, ENGL 380, ENGL 382

7. One writing intensive course – 4 credits

ENGL 205, ENGL 208, ENGL 210/THEA 244, ENGL 211\*, ENGL 212\*\*, ENGL 228, ENGL 282, ENGL 285\*\*\*, ENGL 372, ENGL 376, ENGL 380, ENGL 382

8. One practical application course or experience – 4 credits

ENGL 275, ENGL 282, ENGL 285, ENGL 290, ENGL 380, ENGL 382, ENGL 390 - Internships can be done either off campus (e.g., Scuppernon Books, Greensboro Bound Literary Festival, *News & Record*) or on campus (e.g., editorship with *The Guilfordian* or *The Greenleaf Review*).

9. ENGL 400 Senior Seminar – 4 credits

**Total Credit Hours required for A.B. degree in English and Media Studies is 32-36 credits**

*\*requires ENGL 206 or instructor permission and/or a portfolio of writing samples as prerequisite.*

*\*\* requires ENGL 207 or instructor permission and/or a portfolio of writing samples as prerequisite.*

*\*\*\* must be taken with advanced writing focus; instructor permission as prerequisite*

Students develop a “plan of study” for their individually designed major as part of ENGL 200 and then monitor progress toward the major in course-selection meetings with their advisors.

Students can count one independent study toward the major as an elective. Independent studies cannot be used to satisfy one of the major’s five core requirements: ENGL 200, Literature before 1830 (British) or 1865 (U.S.), 300-level literature course, practical application, ENGL 400.

## CREATIVE WRITING (CRWT)

**Major Requirements for the A.B. in Creative Writing.** The creative writing major requires a minimum of nine courses (32-36 credit hours).

1. ENGL 200 Introduction to Literary Studies – 4 credits

2. One literature course before 1830 (British) or 1865 (U.S.) – 4 credits

ENGL 221, ENGL 223, ENGL 225, ENGL 230, ENGL 288, ENGL 306, ENGL 309, ENGL 327, ENGL 336, ENGL 342.

3. One 300-level literature course – 4 credits

ENGL 306, ENGL 309, ENGL 327, ENGL 328, ENGL 331, ENGL 332, ENGL 334, ENGL 336, ENGL 342, ENGL 372, ENGL 376, ENGL 378

4. One introduction to genre course – 4 credits

ENGL 205, ENGL 206, ENGL 207, ENGL 208, ENGL 210/THEA 244

5. One workshop course – 4 credits

ENGL 208, ENGL 210/THEA 244, ENGL 211\*, ENGL 212\*\*

6. One elective writing course – 4 credits

ENGL 205, ENGL 206, ENGL 207, ENGL 208, ENGL 210/THEA 244, ENGL 211\*, ENGL 212\*\*

7. One craft intensive course – 4 credits

ENGL 228, ENGL 372, ENGL 376, ENGL 380

8. One practical application course or experience – 4 credits

ENGL 275, ENGL 282, ENGL 285, ENGL 290, ENGL 380, ENGL 382, ENGL 390 - Internships can be done either off campus (e.g., Scuppernon Books, Greensboro Bound Literary Festival, *News & Record*) or on campus (e.g., editorship with *The Guilfordian* or *The Greenleaf Review*).

9. ENGL 400 Senior Seminar – 4 credits

**Total credits required for A.B. degree in creative writing is 32-36 credits**

*\*requires ENGL 206 or instructor permission and/or a portfolio of writing samples as prerequisite.*

*\*\* requires ENGL 207 or instructor permission and/or a portfolio of writing samples as prerequisite.*

Students develop a “plan of study” for their individually designed major as part of ENGL 200 and then monitor progress toward the major in course-selection meetings with their advisors.

For further details of all programs, see both individual course descriptions and the department’s advising guidelines, available from any department member. Students will take the introduction to the major (ENGL 200) when they declare the major (usually in the sophomore year) and the capstone course (ENGL 400) in their senior year.



*NOTE: Both ENGL 102 and Historical Perspectives are prerequisites for ENGL 200, 211 and 212 and for all 300- and 400-level English courses. ENGL 250 and 350 Special Topics courses may fulfill literature or writing course requirements, depending upon topic.*

**ENGL 101. Writing Seminar. 4.** ENGL 101. **Writing Seminar. 4.** Focuses on active reading comprehension strategies. Students examine claims, evidence, and rhetorical strategies, and learn to write for specific audiences and purposes in genres that value their own experiences and observations as evidence. They develop strategies for improving sentence and paragraph structure, revision and editing practices, collaboration with other writers, reflection on their own writing processes, and understanding of how others' ideas are used and attributed in different writing contexts. Minimum grade to move on to ENGL 102: C-. Fulfills English 101 requirement (2019).

**ENGL 102. College Reading and Writing: Many Voices. 4.** Gives students practice in reading and analyzing texts in a variety of genres and disciplines and in listening to the voices of authors from diverse backgrounds who represent a wide range of experiences and identities. Students learn to examine the contexts within which written communication takes place and craft their own communication in genres that value the use of multiple and credible sources. This course also builds students' skills in research, genre-appropriate conventions of documentation and citation, organization and sentence structure, and revision and editing strategies. Normally required in first year. Fulfills College Reading and Writing Requirement (1998). English 102 requirement (2019).

**ENGL 141. Intermediate Composition. 4.** This course is for students who wish to reinforce the academic reading, writing and thinking skills introduced in ENGL 101 and ENGL 102. Emphasizing analysis, persuasion and revision, it builds on basic knowledge of academic writing conventions and strengthens students' ability to compose clear, concise and coherent prose in the writing situations they face in other courses and beyond college. The course also includes significant research.

**ENGL 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**ENGL 151. Historical Perspectives (Variable Title). 4.** Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

**ENGL 200. Introduction to Literary Studies. 4.** Introduction to the study of English; a survey of historical periods and major critical schools. Required of all sophomore majors. Must be taken at Guilford College. Prerequisites: ENGL 102 and Historical Perspectives.

**ENGL 205. Introduction to Creative Writing. 4.** Introduction to the fundamentals of writing creatively in various genres. Prerequisite: ENGL 102. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**ENGL 206. Introduction to Poetry. 4.** Focus on analysis of poetry with attention to both formal and interpretive issues. Prerequisite: ENGL 102. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**ENGL 207. Introduction to Fiction. 4.** Study of narrative conventions in the short story and novel. Prerequisite: ENGL 102. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**ENGL 208. Creative Nonfiction. 4.** Reading, analysis and writing in various prose nonfiction genres, including memoir, personal essay, lyric and invested forms. Emphasis on peer-review and workshopping of student manuscripts, as well as on genre-specific questions of accuracy, authenticity and artful design. Prerequisite: ENGL 102. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**ENGL 210 Playwriting Workshop (THEA 244). 4.** Twelve weekly scenes read and critiqued in class and a one-act play as a final project. Exploration of various elements of playwriting such as conflict, manipulation of chronology, life studies, character exposition and development, "found" language, passive participation in and transcription of actual events. Prerequisites: ENGL 102 and Historical Perspectives.

**ENGL 211. Poetry Workshop. 4.** In-class critiques of student poems, reviews of contemporary poetry magazines and collections, craft discussions with visiting writers, evolution of literary principles, manuscript preparation. Prerequisites: ENGL 102,

Historical Perspectives, ENGL 206 or instructor permission.

**ENGL 212. Fiction Workshop. 4.** In-class critiques of student writing, reviews of contemporary literary magazines and short story collections, craft discussions with visiting writers, evolution of critical principles, manuscript preparation. Prerequisites: ENGL 102, Historical Perspectives, and ENGL 207 or instructor permission.

**ENGL 215. Play Analysis (THEA 215). 4.** Explores the methodology of script analysis used by actors, designers and directors as they prepare to execute a stage production. Techniques at the heart of the course lay the foundation for thoughtful understanding of literature and perceptive creativity in productions that effectively serve a text. Students also develop the interpretive skills needed by artists working in a theatre that responds to and addresses issues of oppression and social justice. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

**ENGL 221. British Literature I. 4.** Intensive study of representative works and survey of issues from the Anglo-Saxon period through the 18th century. Recommended for all beginning majors and prospective majors. Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**ENGL 222. British Literature II. 4.** Intensive study of major literary figures and changing forms from the Romantic period to the present. Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**ENGL 223. Shakespeare. 4.** General introduction to the comedies, histories and/or tragedies. Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**ENGL 225. American Literature Survey I. 4.** The American mind in literature from the Puritans to the Civil War. Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**ENGL 226. American Literature Survey II. 4.** The American literary tradition from the Civil War to the present. Prerequisite: ENGL 102. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**ENGL 228. American Nature Writing (REL 120). 4.** Examines literary nature writing in America from the 19th century to the present, with a primary focus on the different ways writers have presented the natural world as sacred. Writings consider both individuals' current estrangement from the natural world and possibilities for developing intimacy with the earth through a deep sense of "place." Prerequisite: ENGL 102. Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

**ENGL 230. African American Literature. 4.** Literary study focusing on major figures of the 19th and 20th centuries, such as Wheatley, Douglass, Hughes, Wright, Hurston, Walker and Morrison. Prerequisite: ENGL 102. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**ENGL 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels. Work at the 460 level may apply toward departmental honors if prior arrangement is made by student. Prerequisite: ENGL 102 and Historical Perspectives.

**ENGL 270. World Literature. 4.** Study of selected literature from the seven continents. Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**ENGL 272. World Cinema. 4.** Explores the craft and cultural significance of contemporary films from East Asia, the Middle East, Africa and Latin America. Prerequisite: ENGL 102. Fulfills arts and intercultural requirements (1998). Arts/humanities and sociocultural engagement (2019).

**ENGL 275. Literary Magazine Practicum. 1.** Study and performance of publication processes leading to the production of the campus literary magazine, including writing, editing, design, layout, digital media, promotion and distribution. Prerequisite: English major or minor, or instructor permission. Repeatable.

**ENGL 282. Journalism. 4.** A hands-on introduction to journalistic writing. All students will be working *Guilfordian* staffers while learning the fundamentals of news, feature and opinion writing as well as newspaper style. No journalistic experience required.

**ENGL 285. Guilfordian Practicum. 1-4.** Workshop options include editing, website management, layout, graphic design, photography and video. Advanced writing option available to ENGL 282 veterans. Prerequisite: Instructor permission. Repeatable.

**ENGL 286. Classic American Cinema. 4.** Study of the craft and cultural significance of key films of the 1930s through the mid-1950s, the golden age of Hollywood. Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**ENGL 287. Cult Movies. 4.** Studies the role of cult movies in American culture from the 1930s through the 1990s. Themes include social Darwinism, the Other, conformity, Freudian thanatos, feminism vs. patriarchy and the nature of consciousness. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**ENGL 288. Shakespeare and Film. 4.** Explores Shakespearean plays in relation to films that reconstruct a Shakespearean narrative in an entirely different imaginary realm. Prerequisite: ENGL 102. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**ENGL 290. Internship. 1-4.** May also be offered at the 390 level.

**ENGL 306. Medieval Literature. 4.** Studies texts from the earliest period of English literary production (roughly from the fall of Rome to 1485). Genres may include epic, romance, drama, lyric, allegory, hagiography. May also include developing introductory skills in Anglo-Saxon, history of the English language, Middle English or paleography. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**ENGL 309. Early Modern Literature. 4.** Examines one of the most prolific literary periods in the English tradition (roughly 1485- 1700). Texts may include epic or lyric poetry, fiction, essays and tragic, comedic or closet drama. Special emphasis will be given to non-Shakespearean texts. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**ENGL 327. British Romantic Literature. 4.** Selected British poetry, fiction and non-fiction prose written between 1780 and 1832 with special attention to intellectual and cultural issues such as imagination and perception, nature, aesthetic theory and industrialization, and/ or the relationship between literature and the political/historical issues of the period. These include human rights, abolition and the slave trade, the French Revolution, the Napoleonic Wars, and reform. Prerequisites: ENGL 102 and Historical Perspectives.

**ENGL 328. Victorian Literature. 4.** Selected British poetry, fiction and non-fiction prose written between 1832 and 1901 with special attention to intellectual and cultural issues such as the divided self, gender, childhood, science and religion, and sexuality. The course also draws attention to the relationship between literature and the political/historical issues of the period including imperialism, the monarchy and the rise of the middle class. Prerequisites: ENGL 102 and Historical Perspectives.

**ENGL 331. Black Women Writers. 4.** Explores a cross-section of the contemporary and historical writings produced by women of African descent primarily in North America but also in South America, Europe, the Caribbean and Africa. Includes the novel, short story, poetry, drama, autobiography, narrative, essay, interview, letters, reviews and literary criticism. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**ENGL 332. Black Men Writers. 4.** Explores classic and contemporary novels, short stories, drama, poetry, literary criticism, essays and issues by writers such as Ralph Ellison, Richard Wright, Amiri Baraka, August Wilson, Randall Kenan, James Baldwin, Yusef Komunyakaa and Nathan McCall. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**ENGL 334. African Women Writers. 4.** Explores a range of literary voices from black and white women writers born in countries

such as Ghana, Zimbabwe, South Africa, Kenya, Nigeria, Senegal, Egypt, Algeria, Botswana and Uganda. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**ENGL 336. The Elizabethan Age (HIST 336).** 4. This course centers on the political, religious and cultural changes in the British Isles between the reign of Henry VIII and the Glorious Revolution. Main topics of discussion include the Reformation and the Civil War (1642- 45). Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**ENGL 342. American Romanticism.** 4. Study of Irving, Cooper, Emerson, Thoreau, Hawthorne, Melville and Whitman as well as the painting of the era. Prerequisites: ENGL 102 and Historical Perspectives.

**ENGL 372. Modern Poetry.** 4. Significant 20th century poetry in British and American literature. Includes forms, techniques and themes; addresses poets such as Pound, Eliot and Williams. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities requirement.

**ENGL 376. Contemporary Fiction.** 4. Survey course that engages students in reading works written in the years following the end of the Vietnam War by authors who live and work outside the United States and who come from a variety of nationalities and ethnicities. Prerequisites: ENGL 102 and Historical Perspectives.

**ENGL 380. Rhetoric and Composition.** 4. A history of rhetorical studies and a survey of major schools of thought, with emphasis on the practice of teaching writing. Includes study of grammar and the history of the English language. Prerequisites: ENGL 102 and Historical Perspectives.

**ENGL 382. Visual Communication and Document Design.** 4. Introduction to the practice of professional communication and document design for public audience. Students learn to shape writing and apply visual strategies to create user-centered documents in multiple genres. Includes off-campus work with community partners and training in advanced design software. Prerequisites: ENGL 102 and Historical Perspectives.

**ENGL 400. Senior Seminar.** 4. Required of all senior English majors. Rotating seminars in special themes and literary figures. Sample topics include Violence in Early Modern Drama, Melville, and Literature and Ethics. Must be taken at Guilford College. Prerequisites: ENGL 200 and 20 credits toward the English major (at least 12 credits taken at Guilford, including one 300-level literature course) and Historical Perspectives.

**ENGL 470. Senior Thesis. Credit variable.** Work may apply toward departmental honors if prior arrangement is made by student.

**ENGL 490. Departmental Honors. 4-8.**

## **ENVIRONMENTAL AND SUSTAINABILITY STUDIES (ENVS & SFS)**

Kyle Dell, Associate Professor of Political Science, Co-Chair

Holly Peterson, Assistant Professor of Geology and Earth Science, Co-Chair

Marlene L. McCauley, Professor of Geology

Bronwyn Tucker, Visiting Instructor

The Department of Environmental and Sustainability Studies provides students with a range of knowledge, skills and values essential to effective professional and social engagement that advances and improves understandings of sustainability, food systems, and human relationships to the environment within diverse cultural communities. The department provides majors in sustainable food systems (SFS) and environmental studies (ENVS) that focus on justice, equality, stewardship and other Core Values of the College through practical problem-solving. The department and its programs represent and encourage diverse interdisciplinary learning through high-impact practices such as learning communities, collaborative assignments and projects, practical skills courses, undergraduate research, global learning across cultures, service and community-based learning, and internships.

**Degree Offered. The Bachelor of Arts is offered in environmental studies and sustainable food systems.**

**Major Requirements for A.B. degree in environmental studies.** Environmental Studies is a stand-alone interdisciplinary major that requires students to develop and articulate a focus or focus area of study, which will be designated on their transcript and diploma. Example focus areas of study include but are not limited to “Sustainable Entrepreneurship”, “Technical Environmental Analysis”, and “Environmental Justice”, and students are required to work closely with their team of advisors to develop their focus area. All proposed focus areas require final approval from their primary academic advisor and an ENSS department chair. Skills classes and electives must define and support the focus area and must be approved by the faculty advisor prior to taking the classes. The major requires a minimum of 40 credit hours (ten courses).

1. ENVS 101 Introduction to Environmental Studies – 4 credits
2. ENVS 380. Junior Seminar: Resilient Social-Ecological Systems – 4 credits
3. ENVS 480. Senior Seminar – 4 credits
4. Skills course (one course from the following list or other approved courses of data analysis, presentation, computer analysis, etc.) – 4 credits
  - GEOL 340 Images of the Earth
  - GEOL 215 Data Wrangling
  - ECON 301 Research Methods
  - JPS 338 Research Methods
  - PSY 301 Research Methods and Analysis
  - SOAN 337 Social Research Methods
  - SPST 445 Research Methods in Sport Studies
5. Required off-campus internship or study abroad at approved program – 4 credits
- 6-10. Elective courses include those listed below and other approved courses. At least two courses must be in natural sciences and at least two courses must be in social sciences or humanities. At least two of the five electives must be at the three- or four-hundred level. Skills courses can fulfill the natural science or non-science requirement for electives. Students must clearly articulate to their advisor how their chosen, coherent group of courses defines and supports and represents their focus area. The chosen focus area must be approved by the student’s academic advisor and the department chair, and the group of supporting electives must be approved by the academic advisor prior to taking the courses – 20 credits

#### **Natural Science Elective Courses**

- BIOL 201 Introductory Biology: Form and Function
- BIOL 202 Introductory Biology: Ecology and Evolution
- BIOL 212 Environmental Science
- BIOL 224 Field Botany
- BIOL 233 N.C. Freshwater Fishes
- BIOL 235 Vertebrate Field Zoology
- BIOL 330 Conservation Biology
- BIOL 332 Invertebrate Zoology
- BIOL 334 Animal Behavior
- BIOL 336 Ornithology
- BIOL 438 General Ecology
- CHEM 105 Chemistry of Recycling
- CHEM 110 Real World Chemistry
- CHEM 111 Chemical Principles I
- CHEM 115 Chemistry of Food and Cooking
- CHEM 341 Instrumental Analysis
- GEOL 121 Geology and Environment
- GEOL 141 Oceanography
- GEOL 230 Environmental Pollution
- GEOL 223 Hydrology
- GEOL 230 Environmental Pollution
- GEOL 340 Images of the Earth



GEOL 416 Sedimentology and Stratigraphy  
IDS 437 Barrier Islands: Ecology and Development  
IDS 472 Environmental Planning  
MATH 112 Elementary Statistics

### **Social Science and Humanities Elective Courses**

ART 254 Sculpture and the Environment  
ECON 222 Micro: Public Policy  
ECON 301 Research Methods  
ECON 344 Environment Resource Economics  
EDUC xxx Environmental Education  
ENGL 1xx Wild Writing  
ENGL 225 American Literature Survey I  
ENGL 228/REL 120 American Nature Writing  
ENVS 2xx Sustainable Transportation  
ENVS/ART 220 The American Landscape  
ENVS 350 Special Topics  
GEOL 230 Environmental Pollution  
HIST 227 Urban Environmental History  
HIST 324 American Rivers  
IDS 418 Science, Sex and Nature  
IDS 428 Agricultural Revolutions  
IDS 482 Ecofeminism and Environmental Justice  
INTR 350 Sikkim – Conservation and Sustainability  
JPS 103 Community Problem Solving  
JPS 245 Social and Environmental Justice Field Study  
PHIL 242 Environmental Ethics  
PPS 211 Change, Innovation and Impact  
PSCI 318 Environmentalism in Early America  
PSCI 319 Modern Environmental Problems  
PSY 244 Environmental Psychology  
SFS 110 Practicum in Sustainable Agriculture  
SFS 310 Advanced Practicum in Sustainable Agriculture  
SOAN 322 Environmental Anthropology

**Total credits hours required for A.B. degree in environmental studies is 40 credits**

**ENVS 101. Environmental Science, Policy and Thought: Introduction to Environmental Studies. 4.** An introductory course to the interdisciplinary approach as it relates to environmental studies. Intended to introduce students to a broad array of environmental issues and conflicts; uses a case study, problem-solving approach. Fulfills social justice/environmental responsibility requirements (1998). Evaluating systems and environments requirement (2019).

**ENVS 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**ENVS 220. The American Landscape (ART 220). 6.** A two-part exploration. First, students undertake traditional academic inquiry, reading and discussion. Second, they engage in experiential learning through an extended field trip and a direct photographic exploration of some of the landscapes and environments that have shaped American culture. Fulfills arts and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

**ENVS 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels. Independent student projects are dependent upon the student's initiative in shaping the terms of investigation. The supervising instructor and the coordinator of environmental studies must approve a proposal describing the project.

**ENVS 290. Internship. 1-4.** Recommended for all majors. College requirements apply. Details to be arranged between a student



and a faculty member; schedules and nature of the work to be accomplished is at the discretion of the instructor. May also be offered at the 390 level.

**ENVS 380. Junior Seminar: Resilient Social-Ecological Systems. 4.** This junior seminar dives deeply into systems thinking, resilience, and sustainability while guiding students to develop meaningful problem statements, focus area designations and descriptions, and proposals for their senior projects. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**ENVS 470. Senior Thesis. 4.** Recommended for all students planning to attend graduate school. A written senior thesis may be undertaken as a separate project or as the culmination of independent study; the senior thesis must represent serious research and independent thought.

**ENVS 480. Senior Seminar. 4.** This senior seminar is designed as a time and place for students to discuss, critique, and work on their capstone projects, and to develop and practice presentations associated with their projects as they prepare for public presentations at GUS, the Environmental and Sustainability Studies Annual Forum, and/or professional conferences.

**ENVS 490. Departmental Honors. 4-8.** For seniors with a 3.5 G.P.A. students may complete a senior thesis and obtain program honors at graduation.

**Major Requirements for A.B. degree in Sustainable Food Systems.** Sustainable Food Systems is an interdisciplinary major. The major requires a minimum of 43 credit hours.

1. SFS 120 Introduction to Food Systems – 4 credits
2. SFS 220 Sustainable Regional Food – 4 credits
3. SFS 110 Practicum in Sustainable Agriculture - 2 credits
4. SFS 410 Advanced Practicum in Sustainable Food Systems -5 credits
5. Required off-campus internship or study abroad at approved program – 4 credits
6. Skills courses or additional skills-based internship – 4 credits 7-11. Electives chosen in consultation with advisor - 20 credits

**Total credits hours required for A.B. degree in sustainable food systems is 43 credits Study Abroad and Internships**

The sustainable food systems major has identified a number of study abroad programs that provide coursework and co-curricular experiences appropriate and supportive of the learning outcomes for our program. The Guilford College faculty regularly lead a group of Guilford students to Castle Brunnenburg in the Italian Alps where students learn about agriculture in alpine settings and the history of food systems and the culture supporting it; students also work on the castle farm and vineyards through weekly workdays. The International Sustainable Development Studies Institute in Thailand is a Guilford-affiliated program where students can learn about sustainable food systems in communities from the mountains to the coast of Thailand. Students should consult with their departmental adviser in determining which study abroad program best meets their goals.

Students may also fulfill this requirement through an off-campus internship with several community partner groups working to address challenges in local and regional food systems here in the Triad.

### **Elective courses**

Students will work with their advisor to select a coherent group of elective courses, based on their interests. Examples of focus areas include food production, food enterprises, food justice, food advocacy, food policy, food economics, food education, food psychology, food and health, and more.

Students may select from the following courses:

- ACCT 201 Introduction to Accounting
- BIOL 201 Introductory Biology: Form and Function
- BIOL 202 Introductory Biology: Ecology and Evolution
- BIOL 115 General Botany
- BIOL 324 Field Botany BIOL 433 Microbiology
- BIOL 438 Ecology
- BUS 120 Introduction to Business
- BUS 324 Marketing Management
- BUS 371 Nonprofit Management
- BUS 381 Entrepreneurship

CHEM 115 Chemistry of Food & Cooking  
 ECON 222 Microeconomics  
 ECON 342 Poverty, Power, and Policy  
 ECON 344 Environmental & Resource Economics  
 GEOL 190 Terroir: Science of Wine  
 GEOL 223 Hydrology  
 IDS 416 Understanding Poverty  
 JPS 103 Community Problem Solving  
 JPS 220 Community Building and Organizing  
 PECS 236 Conflict Transformation for Peacebuilding and Justice  
 PHIL 242 Environmental Ethics  
 PSCI 319 Modern Environmental Problems  
 PPS 211 Change, Innovation & Impact  
 ENVS 101 Introduction to environmental Studies  
 SFS 470 Senior Thesis

**SFS 110. Practicum in Sustainable Agriculture. 2.** This course develops skills and knowledge in sustainable agriculture through practical experience on the Guilford College Farm. The heart of the course is a weekly three-hour work day on the College Farm. During the work time, we'll also discuss the week's readings, and students will reflect and write on their experiences in a weekly journal. This course is a prerequisite for the upper level SFS 410 Advanced Practicum in Sustainable Agriculture.

**SFS 120 Introduction to Food Systems. 4.** Interdisciplinary overview of food systems, and the challenges facing them; introduces food insecurity issues facing the region.

**SFS 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**SFS 210. Liberal Artisans Skills. 1-2.** These hands-on courses provide students with practical skills in areas of food production, preparation and use. Topics may include urban farming, season extension, preservation and canning, farm management, fermentation and pickling, cheese making, beer making, wine making, food and culture courses, grant writing, beekeeping, farm machinery operation and repair, market management, basic carpentry, business planning, pruning, seed saving, grafting, etc. Can be repeated multiple times with different content.

**SFS 220. Sustainable Regional Food. 4.** Place-based, interdisciplinary look at solutions to the challenges facing food systems and regional innovations.

**SFS 260. Independent study. 1-4.** May also be offered at 360 and 460 levels. Independent student projects are dependent upon the student's initiative in shaping the terms of investigation. The supervising instructor and the coordinator of environmental studies must approve a proposal describing the project.

**SFS 290. Internship. 1-4.** Recommended for all majors. College requirements apply. Details to be arranged between a student and a faculty member; schedules and nature of the work to be accomplished is at the discretion of the instructor. May also be offered at the 390 level.

**SFS 410. Advanced Practicum in Sustainable Food Systems. 5.** This course has been designed as a student-driven, project based capstone for Sustainable Food Systems majors, and can serve as a student's signature work. ENVS students or others with a background in sustainable food may also be eligible to take the course. Students will decide on, research, and develop a hands-on project involving the Guilford College farm and/or other sustainable food-related issues in the greater community. Students will present their projects at the annual ENSS Forum, and/or at GUS. Prerequisite: SFS 110, senior standing, and instructor permission. 1 credit is taken in the 12 week Spring semester of the senior year (project planning and research), and 4 credits are taken in the 3 week Spring semester of the senior year (project execution).

**SFS 470. Senior Thesis. 4.** Recommended for all students planning to attend graduate school. A written senior thesis may be undertaken as a separate project or as the culmination of independent study; the senior thesis must represent serious research and independent thought.

**SFS 490. Departmental honors. 4-8.** For seniors with a 3.5 grade-point average; students may complete a senior thesis and obtain program honors at graduation.

## **GENERAL STUDIES (GST)**

Kyle Dell, *Associate Academic Dean*

**GST 101. Adult Transitions. 4.** For CE students in their first term at Guilford. The central focus of the course is coming to terms with problems as well as prospects involved in life changes. Reading diversity novels provides a means of working with these adult transitions. The course includes the teaching of academic skills. Fulfills Reflection Seminar 1 (MYCQ 101) requirement.

**GST 102. Study Abroad Orientation. 1-2.** Required of all students planning to study abroad. CR/NC.

**GST 103. Gateways to Success. 1.** For CE students in their first term at Guilford. The course is designed to help new-to-Guilford CE students make a successful transition to Guilford, whether they are transfer students or attending college for the first time. The course will introduce students to the Core Values and resources of Guilford as well as documents, staff, College policies and procedures that are essential for academic success. Students will be able to learn and practice skills and study techniques needed for success in college courses.

**GST 105. Quaker Social Testimonies and Spiritual Roots. 2.** Introductory seminar for Quaker Studies minor.

**GST 107. Introduction to Community Learning. 2.** Explores complex social issues related to community service. Students volunteer weekly at sites in the Greensboro community and connect their service, academic and personal development via electronic portfolios. The course also serves as an orientation to the Bonner Scholars program; enrollment is limited to new Bonner Scholars. CR/NC.

**GST 110. Quantitative Literacy. 2.** This course covers quantitative reasoning and provides a general overview of quantitative methods, geometry and graphics, applied arithmetic and algebra. Enrollment is limited to students who have not satisfied the quantitative literacy requirement. CR/NC. Fulfills quantitative literacy requirement (1998).

**GST 120. Learning Strategies. 1.** This course will focus on such topics as G.P.A. management, time management, learning style inventories, evaluation of learning skills and reading skills, staging the writing process, effective and efficient ways to memorize, taking notes, studying for tests, and taking responsibility for one's own education.

**GST 121. Peer Mentor. 1.** This course assists first-year and transfer students in their adjustment to college life and provides each with a mentor for the first semester. Topics include management of time and stress, building relationships, preparing for exams, diversity and selecting a major. CR/NC.

**GST 125. Leadership Seminar. 2.** A preparatory program for all student leaders. Students explore different definitions and styles of leadership, diversity and basic helping/communication skills and apply these concepts to future leadership roles. CR/NC

**GST 130. Introduction to Leadership for Social Change. 1.** Open to first- and second-year students. Focuses on assessing, defining and understanding ourselves as potential change agents. Students will create an electronic portfolio to serve as a planning and reflection tool for their Guilford journey. CR/NC.

**GST 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**GST 200. Leadership Issues in Working for Change. 1.** Open to sophomores, juniors and seniors completing a 2- to 4-credit internship for academic credit. Using their internship experiences as a focus, students explore models of effective leadership and issues of change in organizations. CR/NC.

**GST 201. Teaching and Learning in the Classroom. 1.** The purpose of this class is to educate Peer Educators in the FYE classroom about the mechanics of course content, engaged teaching and learning, peer leadership, and the transitions first-year

students experience. GST 201 is available only for students accepted into the Peer Educator Program. Prerequisite: Instructor permission.

**GST 225. Renaissance People. 1.** This course meets six times each semester. It is intended to convene those interested in medieval studies or Renaissance studies in general, or in the Medieval/Early Modern Studies Concentration specifically. Various topics, usually featuring important people from the period, are discussed by a number of different faculty members and others.

**GST 253. Reflection and Journaling. 1.** This experiential course looks at the how and why questions of journal writing and reflection, and will provide students with practical ways for developing reflection and journaling into lifelong practices. A variety of techniques will be explored through weekly reflection and journaling assignments. CR/NC.

**GST 254. Let Your Life Speak. 1.** This experiential course is designed to assist students in identifying their sense of passion and purpose related to career and vocation. Students will gain a deeper understanding and awareness of their own inner and outer motivations and obstacles in exploring future personal and professional options. Weekly assignments include self-reflection, journaling and class discussion. CR/NC.

**GST 255. Career and Life Planning. 1.** Examines career development through the life span, specifically focusing on the period of time between the beginning of college and entry into the work force. Through a variety of learning approaches, students will actively facilitate their own and their classmates' career development. CR/NC.

**GST 256. Re-Careering: From Career to College to Career. 2.** Targeted to CE students, this course addresses career development from the perspective of students who bring a work history to the classroom. The course will explore through discussion and role play such subjects as downsizing, family/career life balancing, economic trends, relocation and the electronic job search.

**GST 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels.

**GST 290. Internship, 1-4.** May also be offered at the 390 level.

**GST 400. Leadership for Social Change Seminar. 1.** Open to seniors. Focuses on integrating experiential and academic learning and preparing for the transition to the professional world. Students prepare a showcase portfolio to use in their job searches. Each student designs a culminating experience based on their needs and interests. CR/NC.

**GST 405. Quaker Faith and Practice. 2.** The capstone for the Quaker Studies minor, this course serves as an overview of Friends' history and theology, with each year's class focusing on a particular issue of current Quaker concern. Prerequisite: GST 105 or instructor permission.

## **GEOLOGY AND EARTH SCIENCES (GEOL)**

Marlene L. McCauley, Professor, Chair

David M. Dobson, Professor

Holly E. Peterson, Assistant Professor

Geology is an integrative science that shapes our understanding of the planet through study of the Earth's processes. The field of geology encompasses a variety of topics, including earth materials, earth history, fossils, climate, ground and surface water, natural hazards, and environmental science. Guilford geology students are involved in hands-on field experiences, inquiry-based laboratory work, and undergraduate research. The geology major serves as a foundation for graduate study, professional geology, teaching, environmental science, environmental law, resource management and geography.

**Degrees Offered.** The Bachelor of Arts and Bachelor of Science degrees are offered in geology and earth sciences. Students pursuing either an A.B. or B.S. in geology also may opt for a track in environmental geology.

**Major Requirements for the A.B. in geology and earth sciences.** The A.B. degree allows more flexibility for students interested in working in the environmental field, teaching, law, museums and technical writing. For graduate studies in geology, the B.S. is generally required. The major requires a minimum of 48 credit hours (12 courses).

- 1.GEOL 121 Geology and the Environment or GEOL 141 Oceanography – 4 credits
- 2.GEOL 122 Historical Geology – 4 credits
- 3.GEOL 311 Optical Mineralogy – 4 credits
- 4.GEOL 312 Petrology – 4 credits
- 5.GEOL 335 Structural Geology – 4 credits
- 6.GEOL 415 Paleontology – 4 credits 7-8. Two elective lab courses – 8 credits

**Related Field Courses:** Students must take one course in mathematics (above the 110 level), plus three more courses from among the following or others as approved by the department:

- 9.Any MATH course above MATH 110, GEOL 215 Data Wrangling – 4 credits
- 10.10-12. Three courses from: 12 credits  
CHEM 111, CHEM 112, MATH 112, MATH 115, MATH 121, MATH 122, GEOL 215, EDUC 410, EDUC 420, PHYS 117, PHYS 118, PHYS 121, PHYS 122

**Total credits required for A.B. degree in geology and earth sciences is 48 credits**

Students will work with their advisors to select the electives and related field courses that are most useful for their individual goals.

**Major Requirements for the B.S. in geology and earth sciences.** The B.S. degree is designed for students who intend to pursue graduate study in the earth sciences or are seeking employment in fields such as geology, environmental science, geography, oceanography, paleontology, hydrology or geophysics. This track requires a number of related field courses expected by the profession for technical work and for graduate study. The major requires a minimum of 60 credit hours (15 courses).

- 1.GEOL 121 Geology and the Environment or GEOL 141 Oceanography – 4 credits
- 2.GEOL 122 Historical Geology – 4 credits
- 3.GEOL 311 Optical Mineralogy – 4 credits
- 4.GEOL 312 Petrology – 4 credits
- 5.GEOL 335 Structural Geology – 4 credits
- 6.GEOL 415 Paleontology – 4 credits 7-8. Two elective lab courses – 8 credits
- 9.Summer Field Camp – 4 credits

**Related Field Courses (included within the major):**

- 10.CHEM 111 Chemistry Principles I – 4 credits
- 11.CHEM 112 Chemistry Principles II – 4 credits
- 12.MATH 220 Calculus I or GEOL 215 Data Wrangling– 4 credits
- 13.MATH 221 Calculus II or GEOL 215 Data Wrangling – 4 credits
- 14.PHYS 111 Introduction to Physics for the Life Sciences I or PHYS 117 Physics I or PHYS 121 Classical and Modern Physics I – 4 credits
- 15.PHYS 112 Introduction to Physics for the Life Sciences II or PHYS 118 Physics II or PHYS 122 Classical and Modern Physics II – 4 credits

**Total credits required for B.S. degree in geology and earth sciences is 60 credits**

**Major Requirements for the A.B. and B.S. track in environmental geology.** Students pursuing either an A.B. or B.S. in geology may opt for a track in environmental geology. This track provides a strong background in geology but is designed for students interested in environmental consulting or pursuing graduate study in an environmental field.

- 1.GEOL 121 Geology and the Environment or GEOL 141 Oceanography – 4 credits
- 2.GEOL 122 Historical Geology – 4 credits
- 3.GEOL 223 Hydrology – 4 credits
4. GEOL 340 Images of the Earth – 4 credits
- 5-6. Two courses from the following: 8 credits  
GEOL 311 Optical Mineralogy (Prerequisite: CHEM 111)  
GEOL 312 Petrology (Prerequisite: CHEM 112)  
GEOL 335 Structural Geology  
GEOL 415 Paleontology
- 7-8. Two elective lab courses – 8 credits Suggested electives: GEOL 230 Environmental Pollution  
GEOL 416 Sedimentology and Stratigraphy



**Additional requirements for A.B. track in environmental geology**

9. Any MATH course above MATH 110 – 4 credits 10-12. Three courses from: 12 credits  
CHEM 111, CHEM 112, MATH 114, MATH 115, MATH 220, MATH 221, EDUC 410, EDUC 420, PHYS 117,  
PHYS 118, PHYS 121, PHYS 122 or others as approved by the department

**Total credits required for A.B. track in environmental geology is 48 credits Additional requirements for B.S. track in environmental geology**

9. Summer Field Course – 4 credits  
10. CHEM 111 Chemical Principles I – 4 credits  
11. CHEM 112 Chemical Principles II – 4 credits  
12. MATH 220 Calculus I or GEOL 215 Data Wrangling – 4 credits  
13. MATH 221 Calculus II or GEOL 215 Data Wrangling – 4 credits  
14. PHYS 111 Introduction to Physics for the Life Sciences I or PHYS 117 Physics I or PHYS 121 Classical and Modern Physics I – 4 credits  
15. PHYS 112 Introduction to Physics for the Life Sciences II or PHYS 118 Physics II or PHYS 122 Classical and Modern Physics II – 4 credits

**Total credits required for B.S. track in environmental geology is 60 credits**

**GEOL 121. Geology and the Environment. 4.** First-hand introduction to the materials the Earth is made of, as well as the forces that shape the Earth, and interactions between human activities and the environment. Many of the labs are done in the field. Fulfills natural science/mathematics and social justice/environmental responsibility requirements (1998). Natural science/mathematics and evaluating systems and environments requirements (2019). Offered yearly in fall.

**GEOL 122. Historical Geology. 4.** Historical account of discovery of geologic time and development of the theory of evolution; origin and development of the earth; geologic history of North America – both life and lands. Emphasis in laboratory on interpretation of earth history and use of the Quaker Quadrangle. Fulfills natural science/mathematics requirement (1998 & 2019). Offered yearly in spring.

**GEOL 141. Oceanography. 4.** Formation of the earth and oceans; shape and composition of the ocean floor; plate tectonics. Waves and tides, seawater chemistry, climate and the ocean's interaction with the atmosphere. Fulfills natural science/mathematics and social justice/environmental responsibility requirements (1998). Natural science/mathematics and evaluating systems and environments requirements (2019).

**GEOL 150. Special Topics. 4.** Recent topics include geographical information systems and remote sensing, reefs of Puerto Rico, environmental history of China, climate and history, earth systems science, GIS and image processing and soil science. May also be offered at 250, 350 and 450 levels.

**GEOL 151. HP: Climate and History. 4.** Explores the roles of global climate and climate change in the evolution and development of human beings and their cultures. Topics include climate-driven migration, effects of ice ages, climate change during the last two millennia and their effects on subsistence, war, commerce and exploration and what to expect in the next century. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

**GEOL 190. Terroir: The Science of Wine. 4.** An interdisciplinary look at the science behind wine. The course will investigate the geology and geography of the major wine-growing areas of the world, and see how climate, culture and geology play a role in what grapes flourish where. Students will also learn the basics of sensory evaluation of wines. Enrollment limited to students over age 21. Must provide proof of age and sign a waiver. This course is not accepted as an elective for the A.B. or the B.S. in geology, or for the minor in earth sciences. Fulfills natural science /mathematics requirement (1998 & 2019).

**GEOL 215. Data Wrangling. 4.** This course will focus on techniques for data processing, manipulation, graphing, and interpretation in scientific research. The course is intended for science majors or anyone interested in quantitative data. It is NOT geology-specific - we'll use a variety of data sets and examples from the physical and social sciences. There is an associated lab. The course will use Excel very heavily, with possible occasional departures to other data manipulation tools. There are no prerequisites.



**GEOL 223. Hydrology. 4.** This course is focused on the dynamic nature of the water cycle, and includes investigations on human reliance and impacts upon this vital resource. Course content will include investigation of both surface and ground water systems, including flow dynamics, precipitation, surface runoff, stream restoration, streamflow monitoring and data analysis, ground water geology, and basic well design. Laboratory included. Prerequisite: GEOL 121 or instructor permission and an understanding of algebra. Alternate years. Fulfills natural science /mathematics requirement (1998 & 2019).

**GEOL 230. Environmental Pollution. 4.** This course examines the impacts of human culture and activity on the quality of air, water and soil with a focus on sources of contamination and the fate of pollutants in the environment. Laboratory focuses on experimental work and field studies that introduce students to the scientific investigation of environmental problems. Fulfills natural science /mathematics requirement (1998 & 2019). Offered based upon demand.

**GEOL 242. Natural Science Seminars (BIOL 242). Credits: variable.** Studies of the biology, geology, ecology and natural history of different field areas, including the American Southwest, the Galapagos, East Africa, North Carolina and other areas. Includes a one- to three-week trip to the area being studied, depending on when the course is offered; trip includes research project. When course is offered for a minimum of 4 semester credits, the course will fulfill natural science and mathematics and social justice/environmental responsibility requirements (1998); natural science/mathematics and evaluating systems and environments requirements (2019).

**GEOL 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels. Independent and directed research, including field and laboratory experience.

**GEOL 290. Internship. 1-4.** May also be offered at the 390 level.

**GEOL 311. Optical Mineralogy. 4.** Principles of optical mineralogy, basic crystallography and crystal chemistry, rock-forming minerals and mineral formation and associations. Lab will focus on mineral identification in hand specimen and thin section. Alternate years in fall. Prerequisite: CHEM 111 (may be taken concurrently with instructor permission).

**GEOL 312. Petrology. 4.** Introduction to the study of igneous, sedimentary and metamorphic rocks. Principles of classification, occurrence, phase equilibria, tectonic environments and origin/formation of rocks are emphasized in lectures. Labs emphasize description, classification and interpretation of textures and mineralogy in hand sample and in thin section. Alternate years in spring. Prerequisites: GEOL 311, CHEM 112 (may be taken concurrently with instructor permission).

**GEOL 335. Structural Geology. 4.** Study of the deformation of rocks of the earth's crust: descriptive and theoretical treatment of folding, faulting, jointing, unconformities, diapirs, plutons and the structural features found in igneous, metamorphic and sedimentary rocks; introduction to geophysical methods; introduction to the field of tectonics. Offered in alternate years in spring. Prerequisites: two laboratory courses in geology, MATH 115, or instructor permission.

**GEOL 336. Geomorphology. 4.** Study of landforms and the processes involved in their formation, especially the investigation of fluvial and arid geomorphic cycles, coastline development, and theories of landscape evolution. Prerequisites: GEOL 121 and one other geology laboratory course or instructor permission. Offered based upon demand.

**GEOL 340. Images of the Earth: GIS and Remote Sensing. 4.** Focuses on various ways to classify, represent and visualize the Earth's surface. Interpretation, creation and use of maps, aerial photographs and satellite images. Exploration, construction and use of geographic information systems (GIS) and other computer-based methods to create maps and visualize data. Application of knowledge and techniques to issues such as ecosystem management, environmental assessment, urban planning, geologic mapping, global change and archaeology. Can also count toward the CTIS major.

**GEOL 415. Paleontology. 4.** Study of fossils with major emphasis on invertebrates: classification and identification, principles of evolution and paleoecology; Earth history and the origin and history of life; application of paleontology to geologic problems, especially its use in stratigraphic studies. Includes a focus on scientific writing in geology. Offered in alternate years in fall. Prerequisites: GEOL 122 and another course in geology and/or biology and/or chemistry; Historical Perspectives or instructor permission.

**GEOL 416. Sedimentology and Stratigraphy. 4.** Advanced study of sedimentary rocks. Emphasis on sedimentary processes, grain

size analysis, sedimentary structures and sedimentary petrography; the description, classification, correlation and interpretation of sedimentary rocks; principles of stratigraphic nomenclature; interpretation of tectonic conditions, depositional environments and paleogeography; advanced historical geology. Prerequisites: two semesters of laboratory courses in geology or related science or instructor permission. Offered in alternate years in spring.

**GEOL 470. Senior Thesis. Credits: variable.** Independent research project begun at end of junior year. See department for details.

**GEOL 490. Departmental Honors. 4-8.**

## **HEALTH SCIENCES (HSCI)**

Anne G. Glenn, Professor of Chemistry, Chair

The health sciences major is designed for students who plan to pursue graduate study or post-baccalaureate study in the health professions, including medicine, dentistry, veterinary medicine, physician assistant, pharmacy, nursing, physical therapy, occupational therapy or athletic training. . The health sciences major provides a coherent, individualized course of study that allows students to complete the required science and social science courses to prepare for admission to a graduate or post-baccalaureate program in the health field of their choice. Advisors work with each student to design the most appropriate course of study for the health professions program to which the student plans to apply.

**Degree Offered.** The Bachelor of Science degree is offered in health sciences.

**Major Requirements.** Health sciences is an interdisciplinary major that requires a second major and their advising team should be familiar with each major.

### **Specific Course Requirements**

Courses for the program will be selected in close consultation with the student's advising team. Courses in the major come from disciplines in a variety of areas of study, primarily the natural sciences, mathematics and social sciences. In addition to the pre-requisite courses needed for their desired graduate or post-baccalaureate program, all majors take Health Science Seminar, a 1-credit course designed to help students with the application process, from preparing the personal statement to interview tips and financial planning. The major requires a minimum of 33 credit hours (nine courses) chosen from the lists in each field below, one of which must be an internship at the 390 level in the student's proposed career field. This internship experience is undertaken in the junior or senior year and is intended to give the student an opportunity to gain the real-world experience necessary for a career in any of the health care fields.

The Health Sciences Seminar acts as a capstone to the major along with the internship experience and should be taken in the junior or senior year.

### **Health Sciences**

- 1.HSCI 390 Internship – 4 credits
- 2.HSCI 400 Health Science Seminar – 1 credit

Because health sciences is an interdisciplinary major, students must select courses from at least two different disciplines listed below. In addition, at least four of the courses in the major must be at the 200 level or above. Students must work closely with their advising team to make sure they select the necessary courses to prepare for the graduate program they desire, as well as courses that complement their second major.

### **Biology**

- BIOL 202 Introductory Biology: Ecology and Evolution
- BIOL 203 Introductory Biology: Molecules and Cells
- BIOL 313 Molecular Cell Biology
- BIOL 315 Microbiology
- BIOL 341 Human Anatomy and Physiology I
- BIOL 342 Human Anatomy and Physiology II

BIOL/CHEM 434 Biochemistry  
BIOL 443 Genetics

### **Chemistry**

CHEM 111 Chemical Principles I  
CHEM 112 Chemical Principles II  
CHEM 231 Organic Chemistry I  
CHEM 232 Organic Chemistry II  
CHEM 430 Medicinal Chemistry  
CHEM/BIOL 434 Biochemistry

### **Mathematics**

MATH 112 Elementary Statistics  
MATH 114 College Algebra  
MATH 115 Elementary Functions  
MATH 116 Trigonometry  
MATH 220 Calculus I: Differential Calculus

### **Physics**

PHYS 111 Introduction to Physics for the Life Sciences I  
PHYS 112 Introduction to Physics for the Life Sciences II  
PHYS 117 Physics I  
PHYS 118 Physics II

### **Public Health**

PBH 100 Introduction to Public Health  
PBH 200 Epidemiology  
PBH 292 Sci. Inq; Intro. Res. in Community  
PBH 300 Global Health

### **Psychology**

PSY 100 General Psychology  
PSY 224 Developmental Psychology  
PSY/BIOL 340 Psychobiology  
PSY 342 Abnormal Psychology  
PSY/BIOL 343 Sensory Systems

### **Sport Studies**

SPST 210 Introduction to Athletic Injury & Illness, with Lab  
SPST 211 Health and Wellness Promotion  
SPST 245 Emergency Procedures in Athletic Training  
SPST 246 Kinesiology of Sport and Exercise  
SPST 311 Sport and Exercise Physiology  
SPST 314 Perspectives in Sport and Exercise Nutrition  
SPST 340 Psychology of Sport and Exercise  
SPST 373 Physical Examination and Assessment, with Lab  
SPST 474 Therapeutic Modalities and Rehabilitation, with Lab

**Total credits required for B.S. degree in health science is 33 credits**

**HSCI 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels. **HSCI 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels. **HSCI 290. Internship. 1-4.** May also be offered at the 390 level.

**HSCI 400. Health Science Seminar. 1.** Allows students majoring in the health sciences to reflect on their internship experience

as well as learn from professionals in many health-related fields. Students will have an opportunity to discuss challenges in health care, such as managed care, care of diverse populations, medical ethics and other issues. In addition, the application process for graduate study in the health professions will be discussed. This seminar may not be taken before the junior year, and has a pre- or co-requisite of HSCI 390

**HSCI 470. Senior Thesis. 4.** May also be offered at 250, 350 and 450 levels.

**HSCI 490. Departmental Honors. 4.** May also be offered at 250, 350 and 450 levels.

## **HISTORY (HIST)**

Damon Akins, Associate Professor, Chair

Adrienne M. Israel, Professor

Timothy Kircher, Professor

Zhihong Chen, Associate Professor

Philip Slaby, Associate Professor

Sarah C. Thuesen, Assistant Professor

History is the study of the complex forces in the past that precipitate change in the human environment. These forces include ideas, political and economic developments, and social and cultural conditions. Historical investigation demands logical thinking and critical analysis as well as imagination and intuition. Students of history learn to recognize the significance of the sequential nature of events and to bring order to apparently random facts. Historical knowledge fosters an appreciation of human diversity, a global perspective, and a rich comprehension of the contemporary world and one's own experience.

The history major challenges students to understand the present by knowing the short- and long-term causes that have brought it into existence. All events, students learn, are the result of a complex interaction of forces. Students learn to differentiate between major and minor causes of events. This major is an excellent foundation for careers in teaching, research of all varieties, law, community service and business, among others.

**Degree Offered.** The Bachelor of Arts degree is offered in history.

**Major Requirements.** The major requires a minimum of 32 credit hours. No more than 8 credits may be at the 100 level. One must be at the 300 level, and students must take HIST 401 and 402. The remainder of the courses may be at the 200 or 300 level. An Historical Perspectives course taught by the Department of History faculty counts toward the major requirements. Students may choose an area of historical specialization but must take at least one course in each of the following three geographical areas: United States, Europe and non-Western (e.g., Asia, Africa or Latin America). In addition, they must take one course focusing on history before 1800 and one course focusing on history after 1800, in order to ensure a breadth of chronological knowledge.

The capstone sequence for the major is HIST 401 Methods and Practice and HIST 402 History Capstone, recommended to be taken in the junior year, particularly for students planning to complete a two-semester thesis. Both courses are required of all students majoring in history. Methods and Practice is generally taught in the fall semester. The Capstone is generally taught in the spring semester. Enrollment in Methods and Practice is limited to junior or senior history majors or minors who have taken a Historical Perspectives course. Students must successfully complete HIST 401, and at least two courses at or above the 200 level prior to taking the Capstone. It is strongly advised to take a history course at the 300 level prior to taking the Capstone course.

To develop their understanding of how historical knowledge relates to other academic disciplines, students may take one course taught by a faculty member outside the Department of History, provided that the course has been approved for the major by the department in advance.

1-2. No more than 8 credits from the following 100-level history courses – 8 credits (score of 4 or 5 on an AP history exam will count as one 100-level history course)

3. One history course before 1800 from: 4 credits

HIST 101 The Medieval Web

HIST 188 History of East Asia to 1800

HIST 233 Medieval Civilization: Crusades and Chivalry

HIST/ART 235 The Renaissance and Florence

HIST/REL 236 Reformation: Luther to Fox

- HIST 241 Africa before 1800
- HIST 271 Colonial Latin America
- HIST 283 Imperial China
- HIST 285 Samurai in Word and Image
- HIST/ENGL 336 The Elizabethan Age
- IDS 452 Ancient Greece from Homer to Socrates
- 4. One U.S. history course from: 4 credits
  - HIST 103 U.S. Origins: From Pre-Colonial Times to 1877
  - HIST 104 Modern Times: The U.S. from 1877 to the Present
  - HIST 205 United States Imperialism and Progressivism
  - HIST 212 American Frontiers
  - HIST 218 Legacies of History: The Case of California Indians
  - HIST 221 North Carolina History
  - HIST 223 Gender and Power in U.S. History
  - HIST/AFAM 225 African American History
  - HIST 227 Urban Environmental History
  - HIST 276 Civil War and Reconstruction
  - HIST 308 The Underground Railroad
  - HIST 311 The U.S. since 1945
  - HIST 312 Indians in American History since 1800
  - HIST 315 The Civil Rights Movement
  - HIST 324 American Rivers
- 5. One Europe course from: 4 credits
- 6. HIST 101 The Medieval Web
  - HIST 102 The Web of Europe since 1400
  - HIST 219 The Age of Dictators: Europe, 1920s-30s
  - HIST 233 Medieval Civilization: Crusades and Chivalry
  - HIST/ART 235 The Renaissance and Florence
  - HIST/REL 236 Reformation: Luther to Fox
  - HIST 237 Europe in Revolution
  - HIST 238 War and Peace
  - HIST 245 Europe since World War II
  - HIST 255 The Second World War
  - HIST 289 The French Revolution and Napoleon
  - HIST 314 Immigration and a Multicultural Europe, 1800-Present
  - HIST/ENGL 336 The Elizabethan Age
  - IDS 452 Ancient Greece from Homer to Socrates
- 7. One non-Western history course from: 4 credits
  - HIST 164 The Asian Pacific in Modern Times
  - HIST 188 History of East Asia to 1800
  - HIST 241 Africa before 1800
  - HIST 242 Africa since 1800
  - HIST 266 Modern China in Film
  - HIST 268 Gender and Sexuality in Chinese History
  - HIST 271 Colonial Latin America
  - HIST 272 Modern Latin America
  - HIST 283 Imperial China
  - HIST 284 China in Revolution
  - HIST 285 Samurai in Word and Image
  - HIST 286 Japan: The Road to War
  - HIST 343 Women in Modern Africa
- 8. Any HIST 300-level course – 4 credits 8-9. The Capstone Sequence – 7 credits
  - HIST 401 Methods and Practice in History
  - HIST 402 History Capstone



## **Total credits required for A.B. degree in history is 32 credits**

**HIST 101. The Medieval Web. 4.** This course examines the many changes in medieval Europe, centered around the idea of a “Christian Empire” in “Europe” from the time of Charlemagne in the 9th century to the mid-15th century. Through a close reading of sources in law, literature, religion, and biography, students explore a variety of topics: intercultural exchange, religious diversity, the papacy, crusades, feudalism, romance, and medieval art. Fulfills humanities and social justice/environmental responsibility requirements; when “HP” precedes title, only fulfills historical perspectives and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements; when “HP” precedes title, only fulfills historical perspectives and evaluating systems and environments requirements (2019). HP Prerequisite: ENGL 102.

**HIST 102. The Web of Europe since 1400. 4.** This course investigates the genesis and movements of the modern period, from the Renaissance to the fall of the Iron Curtain. On the basis of contemporary documents, students will discuss such issues as nationalism, the Reformation, absolutism, religion in the Age of Reason, egalitarianism and totalitarianism. Fulfills humanities requirement; when “HP” precedes title, fulfills historical perspectives requirement (1998). Fulfills arts/humanities requirement; when “HP” precedes title, fulfills historical perspectives requirement (2019).

**HIST 103. U.S. Origins: From Pre-Colonial Times to 1877. 4.** This course begins by studying Native American cultures before European contact as well as emerging tensions as European populations migrated westward. Students analyze why the colonists revolted against Britain, how new democratic political institutions evolved, the complex place of African enslavement and how Reconstruction-era politics and reform traditions fostered a new industrialized nation state. Fulfills humanities and social justice/environmental responsibility requirements; when “HP” precedes title, only fulfills historical perspectives and social justice/environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements; when “HP” precedes title, only fulfills historical perspectives and evaluating systems and environments requirements (2019).

**HIST 104. Modern Times: The U.S. from 1877 to the Present. 4.** This course analyzes how the United States became a mature, industrialized consumer society, a haven for peoples from around the world, a welfare state and a global superpower. Studying both the benefits and costs of 20th century U.S. political and economic success enables students to understand some of the reasons why diverse social groups challenged the economic and political order. Fulfills humanities and social justice/environmental responsibility requirements; when “HP” precedes title, only fulfills historical perspectives and social justice/environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements; when “HP” precedes title, only fulfills historical perspectives and evaluating systems and environments requirements (2019).

**HIST 150. Special Topics. 4.** Topics may include: the French Revolution, Vietnam wars, American rivers, Latin American history in film. These courses fulfill requirements for the history major and minor. May also be offered at 250, 350 and 450 levels.

**HIST 164. The Asian Pacific in Modern Times. 4.** Introduces the themes necessary to understand Asian Pacific countries today: cultural legacies, colonialism, the rise of nationalism and communism, war and revolution, as well as contemporary issues facing the region. Includes the countries of East Asia – China, Japan and Korea – and Southeast Asia – Vietnam, Indonesia, The Philippines, Cambodia, Malaysia, Myanmar, Thailand, and others. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019). When “HP” precedes title, also fulfills historical perspectives (1998 & 2019).

**HIST 188. History of East Asia to 1800. 4.** This course introduces students to major trends in East Asian (Chinese, Japanese and Korean) history prior to 1800. Major themes in the course include traditional philosophies and religions such as Confucianism, Daoism, and Buddhism, formation of aristocratic empires, rise of new elites, interaction between sedentary and nomadic civilizations, cultural identities, “technologies” of rule and trading networks, and East Asia from a global perspective. Fulfills humanities and intercultural requirement (1998). Fulfills arts/humanities and sociocultural engagement requirements (2019).

**HIST 205. American Imperialism, American Progressivism. 4.** The years 1890-1925 witnessed tremendous upheavals as America became a world power abroad while at home, reform movements flourished alongside anti-immigrant campaigns, the lynching and disfranchisement of African-Americans, a widening gap between rich and poor, and a Red Scare. Students engage in a semester-long project to define this crucial era through the public writings of those who shaped it. Fulfills humanities requirements; when “HP” precedes title, fulfills historical perspectives requirement (1998). Fulfills arts/humanities requirements; when “HP” precedes title, fulfills historical perspectives requirement (2019).



**HIST 212. American Frontiers. 4.** Defining frontiers as contested places where people met and struggled over control of natural resources, the labor necessary to exploit those resources and the right to define the boundaries of society, the course examines various frontier regions across North America from the late 18th century through the early 20th. Fulfills humanities and social justice/environmental responsibility requirements; when “HP” precedes title, only fulfills historical perspectives and social justice/environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements; when “HP” precedes title, only fulfills historical perspectives and evaluating systems and environments requirements (2019).

**HIST 218. Legacies of History: The Case of California Indians. 4.** This course tracks California history from the time before memory to present, and specifically engages the relationships between California Indians, settler colonial society, the power of the state, and the contested terrain of public memory. The course takes a *presentist* perspective, historicizing a number of critical contemporary issues facing California Indians, such as sovereignty, land use, casino gaming, disenrollment, recognition, political influence, public memory, and the relationships between Indian communities and academics. Fulfills humanities requirement; when “HP” precedes title, fulfills historical perspectives requirement (1998). Fulfills arts/humanities requirement; when “HP” precedes title, fulfills historical perspectives requirement (2019).

**HIST 219. The Age of Dictators: Europe, 1920s-30s 4.** This course focuses on one of the most turbulent and significant periods of modern European history: the period between the two World Wars from approximately 1919 to 1939. The course will deal primarily with the Soviet Union, Germany, Italy, Great Britain and France, though students may explore other nations through independent research projects. Fulfills arts/humanities requirement (2019).

**HIST 221. North Carolina History. 4.** Explores the history of North Carolina from before the European invasion to the present, grappling with the idea and definition of immigrant, foreigner and outsider, as well as questions of regionalism, race, class, gender, religious difference, and ethnicity. Students will take a hands-on approach to the study of North Carolina history by using local archival and oral history collections. Fulfills humanities and social justice and environmental responsibility requirements; when “HP” precedes title, only fulfills historical perspectives and social justice and environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements; when “HP” precedes title, only fulfills historical perspectives and evaluating systems and environments requirements (2019).

**HIST 225. African American History (AFAM 225). 4.** Examines major themes such as the African heritage, slavery, emancipation, Reconstruction, migrations, labor, criminal justice, black nationalism, the Civil Rights Movement and current issues. Fulfills humanities and diversity in the U.S requirements (1998). Fulfills arts/humanities and sociocultural engagement requirements (2019).

**HIST 227. Urban Environmental History. 4.** This course uses three urban case studies as lenses to explore urban environmental history. By restricting the focus to three cities, the course explores each deeply. Fulfills humanities and social justice/environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019).

**HIST 233. Medieval Civilization: Crusades and Chivalry. 4.** This course investigates medieval civilization through some of its most intriguing characters – crusaders, pilgrims and knights. The course also will explore developments in medieval church and religion, issues of international law or human rights, religious and ethnic diversity, social class and privilege, and the romance and ethics of knighthood and courtly love. Fulfills humanities requirement (1998). Fulfills arts/humanities requirement (2019).

**HIST 235. The Renaissance in Florence (ART 235). 4.** The course discusses the history of Renaissance Florence, its economy, society, politics and culture, in relation to the other major Italian city-states. A main theme of the course is how politics and religion combine during this time and find their expression in art and culture. Fulfills arts requirement (1998). Fulfills arts/humanities requirement (2019).

**HIST 236. Reformation: Luther to Fox (REL 236). 4.** The course is designed to introduce students to a basic understanding of events and ideas during the tumultuous era of religious and social change in Europe, from 1500 to 1660, from Martin Luther to George Fox. A focal point of the readings will be the view of community held by reformers and their followers, in a religious, political, and social sense. Fulfills humanities requirement (1998). Fulfills arts/humanities requirement (2019). Cross-listed as REL 236.

**HIST 237. Europe in Revolution, 1789-1914. 4.** A study of the main issues in 19th-century Western Europe – industrialization, shift from monarchy to constitutional government, growth of nationalism, socialism and imperialism – and their impact on Europe by the eve of the war in 1914. Fulfills humanities requirement; when “HP” precedes title, fulfills historical perspectives requirement (1998). Fulfills arts/humanities requirement; when “HP” precedes title, fulfills historical perspectives requirement (2019).

**HIST 238. War and Peace: 20th-Century Europe, 1914-1999. 4.** This course compares different European countries and examines their relations with each other in a very ideologically driven century. While the course emphasizes politics and diplomacy, peace, war and socio- economic developments, it will also consider the history of the arts, science and technology, women, the environment, business, religion, ideas, law, culture and biography. Fulfills humanities requirement; when “HP” precedes title, fulfills historical perspectives requirement (1998). Fulfills arts/humanities requirement; when “HP” precedes title, fulfills historical perspectives requirement (2019).

**HIST 241. Africa Before 1800. 4.** An overview of African history before European colonial rule, focusing on the Iron Age and related civilizations. Introduces the history of such ancient kingdoms and empires as Tekrur, Mali and Songhai, Benin, Oyo and Asante, the Swahili coast, the Kongo and Zimbabwe. Also explores the impact of the European and Arab slave trades. Fulfills humanities and intercultural requirements (1998). Fulfills arts/humanities and sociocultural engagement requirements (2019).

**HIST 242. Africa Since 1800. 4.** A survey of Africa from the European colonial era to the emergence of African nationalism and modern times. Examines the impact of foreign rule on Africa’s economic, social, cultural and political history. Focuses on sub-Saharan Africa, exploring change in the southern region from both pan-African and global perspectives. Fulfills humanities and intercultural requirements (1998). Fulfills arts/humanities and sociocultural engagement requirements (2019).

**HIST 245. Europe since World War II. 4.** This class traces the political, diplomatic, economic, and socio-cultural development of Eastern and Western Europe from the close of World War II in 1945 to European unification and the transition from communism in the late 20th and the early 21st centuries. It also sheds light on the emergence of mass consumerism, immigration and the tensions of multiculturalism, and the nature of everyday life in Western and in Eastern Europe. Fulfills humanities and social justice/environmental responsibility requirement (1998). Fulfills arts/humanities and evaluating systems and requirement (2019).

**HIST 255. The Second World War. 4.** This course examines the developments of the Second World War, and the war’s impact on states, societies and international relations. It especially contrasts contingency in negotiations and on the battlefield on the one hand, with more inflexible causes in culture and economics on the other. Fulfills humanities requirement (1998). Fulfills arts/humanities requirement (2019).

**HIST 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels. Involves weekly meetings with departmental advisors and an oral or written examination.

**HIST 266. Modern China in Film. 4.** Examines the dynamic changes that have occurred in Chinese society since the death of Mao Zedong in 1976. Using Chinese feature films produced since the 1980s, the course examines how economic reform has dramatically changed Chinese society and focuses on the relationship between art and politics in the People’s Republic. Fulfills intercultural requirement (1998). Fulfills sociocultural engagement requirement (2019).

**HIST 268. Gender and Sexuality in Chinese History. 4.** Traces the history of gender relations and sexuality in China from the imperial age, when “for a woman to be without ability [was] a virtue,” through a revolutionary era (1850-1950), which broadened women’s options, to the socialist period, in which “women [were said to] hold up half the sky.” For each of these three periods, the course examines the multiple factors that shaped gender relations and sexuality in Chinese society. Fulfills intercultural requirement (1998). Fulfills sociocultural engagement requirement (2019).

**HIST 271. Colonial Latin America. 4.** Explores Latin American history from the pre-Columbian era to independence in the early 19th century. The civilizations of the Aztec, Inca and Maya, the Spanish conquest, and the formation of the colonial institutions that underlie modern Latin American reality will be examined. Focuses will include racial, ethnic and gender relations, and the development of regional identities. Fulfills intercultural requirement (1998). Fulfills sociocultural engagement requirement (2019).

**HIST 272. Modern Latin America. 4.** An introduction to the history of Latin America from the wars for independence from Spain through the current era of struggles over democratization and globalization. This course emphasizes the actions and ideologies of Latin Americans – hacendados and peasants, masters and slaves, immigrants and indigenous peoples, elites and workers, politicians and the masses, militaries and guerillas, men and women – in making their own history. Fulfills intercultural requirement (1998). Sociocultural engagement requirements (2019).

**HIST 276. Civil War and Reconstruction. 4.** Examines the Civil War and Reconstruction period broadly by paying particularly close attention to its causes and consequences nationally between 1812 and 1890. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019).

**HIST 283 Imperial China. 4.** Explores Chinese history from the time of Confucius to the mid-19th century. Themes include the struggle for unification, the interplay between Confucian and Buddhist values, China's relationship to nomadic peoples, the growth of despotism, social organization patterns and China's artistic and scientific contributions to the world. Fulfills humanities and intercultural requirements (1998). Fulfills arts/humanities and sociocultural engagement requirements (2019).

**HIST 284. China in Revolution. 4.** Analyzes the causes of five revolutions in 19th and 20th century China. Topics include the impact of Western imperialism on China, peasant uprisings, the nationalist struggle for "strength and wealth," the rise of communism and efforts to create a socialist utopia under Mao Zedong (Mao Tse-tung) (1949-1976), and China's reforms in the post-Mao era. Fulfills intercultural requirement (1998). Fulfills sociocultural engagement requirement (2019).

**HIST 285. Samurai in Word and Image.** The course examines medieval Japanese history through one of the most distinct elements of pre-20th century Japanese society – the samurai warriors. We will discuss the origin, social composition, ethos, political positions, and popular perceptions of the samurai as reflected in historical texts, woodblock prints, as well as films. We will also analyze the ways in which the image of the samurai has been appropriated in the media and films to reflect the shifting cultural and political currents of modern times. Fulfills humanities and intercultural requirements (1998). Fulfills arts/humanities and sociocultural engagement intercultural requirements (2019).

**HIST 286. Japan: The Road to War. 4.** Examines Japan from the 1850s, when Commodore Perry "opened" Japan, until the early 1950s, when the Allied Occupation of Japan formally ended. Issues include the impact of the Meiji Restoration on Japanese politics and society, the rise of imperialism and militarism, the Pacific War and the legacy of military defeat and foreign occupation. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

**HIST 289. The French Revolution and Napoleon. 4.** Examines the French Revolution and Napoleon's rule from 1789 to 1814, exploring origins of the revolution, its moderate and radical phases, the rise and fall of Napoleon, and the period's legacy. The course particularly illuminates tensions between tradition and change, democracy and dictatorship, justice and terror, and political ideologies and social realities. Fulfills humanities and social justice/environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019).

**HIST 290. Internship. 1-4.** May also be offered at the 390 level.

**HIST 308. The Underground Railroad. 4.** Examination of abolitionist activity in the U.S. between 1800 and 1865, emphasizing the historical context, scope and impact of efforts by diverse peoples who helped the enslaved escape to "freedom" in the northern states and Canada. Each student will help develop and participate in a re-enactment to illustrate how the Underground Railroad operated. Fulfills humanities and social justice/environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019).

**HIST 310. Advanced Seminar in History. 4.** A seminar that takes a global, comparative perspective on a series of rotating themes. Sample topics include Citizenship, Revolution, Nationalism, Cities, and Education. Must be taken at Guilford College. Repeatable. Prerequisite: Historical Perspectives.

**HIST 311. The U.S. since 1945. 4.** Analyzes recent significant events such as the Great Depression, World War II, the Vietnam War, the Cold War and its demise, and their effects on contemporary U.S. society. The course also discusses the recent movements

for social justice for African Americans, industrial and service workers, women of all classes and ethnicities, gays and lesbians, and other ethnic groups. Fulfills humanities requirement (1998). Fulfills arts/humanities requirement (2019).

**HIST 312. Indians in American History since 1800. 4.** Traces first the relationships between American Indians and the European colonial enterprises of the late 18th century and then explores in detail Indian efforts to chart their own path within an expansive and emerging United States over the course of the 19th and 20th centuries. Among the themes are dispossession, resistance, “civilization,” ecology and resource management, and meanings of tribal identity. Fulfills humanities and diversity in the U.S. requirements (1998). Fulfills arts/humanities and sociocultural engagement requirements (2019).

**HIST 314. Immigration and a Multicultural Europe, 1800-Present. 4.** This class analyzes migration and immigration in Europe as both a cause and consequence of wider historical change from the Industrial Revolution in the early 1800s, through the upheaval of the World Wars, to the ethnic clashes of the 21st century. It will examine the engines of migration: the pull of employment, the push of poverty, the demands of terror and of war, the will of governments, and the choices of individuals. Further, it will consider how ethnicity, regionalism, nationalism, class, race and gender shaped the ability of immigrants to integrate into their new homes. Additionally, it will assess how the influx of new peoples reshaped the localities, regions and nations in which they arrived. Fulfills humanities requirement (1998). Fulfills arts/humanities requirement (2019).

**HIST 315. The Civil Rights Movement. 4.** Critically examines the reform movement that ended legal racial segregation, secured African American voting rights and renewed the quest for political empowerment, economic reform and social justice in the United States between 1948 and 1972. Includes discussion of related movements: black nationalism, black power, women’s liberation, community control and the “war on poverty.” Fulfills humanities and social justice/environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019).

**HIST 324. American Rivers. 4.** The course uses American rivers and their watersheds as focal points to study the various ways in which people have interacted with their environments and each other. It focuses on a few specific rivers, using a case-study approach to explore the issues which all rivers face. Additionally, students select a river of their choice on which they conduct a semester-long research project. Fulfills humanities and social justice/environmental responsibility requirements (1998). Fulfills arts/humanities and evaluating systems and environments requirements (2019).

**HIST 336. The Elizabethan Age (ENGL 336). 4.** This course centers on the political, religious and cultural changes in the British Isles between the reign of Henry VIII and the Glorious Revolution. Main topics of discussion include the Reformation and the Civil War (1642- 45). Prerequisite: ENGL 102 and historical perspectives. Fulfills humanities requirements (1998). Fulfills arts/humanities requirements (2019).

**HIST 343. Women in Modern Africa. 4.** Explores the changing roles of women in 20th-century Africa, with emphasis on Ghana and South Africa. Enrollment limited to juniors and seniors. Fulfills humanities and intercultural requirements (1998). Fulfills arts/humanities and sociocultural engagement requirements (2019).

**HIST 401. Methods and Practice in History. 4.** An Intensive, experiential course required of all majors, but optional for minors. The course focuses on the practice and methods of historical work. Students will gain practical experience by working in teams with a variety of primary sources, and visiting historical sites, archives and museums. Enrollment limited to junior or senior history majors and minors. Prerequisites: Historical Perspectives and HIST 310.

**HIST 402. History Capstone. 4.** An advanced research and writing course required of all history majors. Students select their own topics and using primary sources, engage in a semester-long project, which culminates in an oral presentation. Enrollment limited to junior or senior history majors who have successfully completed HIST 401 and two additional history courses at or above the 200 level at Guilford.

**HIST 470. Senior Thesis. 2-4.** Research and writing of a scholarly monograph.

## **HISTORICAL PERSPECTIVES (HP)**

Parag Budhecha Parker, Writing Director and Instructor

Philip Slaby, Associate Professor of History



This course is offered by different departments on campus and focuses on historical change and how individuals and groups both initiate change and respond to social, economic and political forces. Taught by professors from across the College, Historical Perspectives courses link with College Reading and Writing in a two-semester, first-year writing sequence. Course focuses include critical and research writing and responsible use of the internet. Historical Perspectives courses are indicated with the letters “HP” at the beginning of the course title. Courses without this designation will not satisfy this requirement. This course may not double-count with Breadth, but can double-count with Critical Perspectives.

**BIOL 151. HP: Evolution: An Historical Perspective. 4.** An examination of the views of species origins prior to Darwin, Darwin’s theories and those of his contemporaries, and the history of evolutionary theory in modern times. One of the weekly class periods will be used to give students practical experience in the methods of evolutionary study, such as techniques for determining protein all types, and examining species relationships through DNA analysis. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

**CHEM 151. HP: History of Science. 4.** A historical perspective on the rise of science over the past centuries. The course examines the development of the scientific method and traces the people, institutions, movements and false starts that led to modern science. Does not count towards the chemistry major. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

**ENGL 151. HP: Title Varies. 4.** Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

**GEOL 151. HP: Climate and History. 4.** Explores the roles of global climate and climate change in the evolution and development of human beings and their cultures. Topics include climate-driven migration, effects of ice ages, climate change during the last two millennia and their effects on subsistence, war, commerce and exploration and what to expect in the next century. Prerequisite: ENGL 102 Fulfills historical perspectives requirement (1998 & 2019).

**HIST 101. HP: The Medieval Web. 4.** This course examines the many changes in medieval Europe, centered around the idea of a “Christian Empire” in “Europe” from the time of Charlemagne in the 9th century to the mid-15th century. Through a close reading of sources in law, literature, religion, and biography, students explore a variety of topics: intercultural exchange, religious diversity, the papacy, crusades, feudalism, romance, and medieval art. HP Prerequisite: ENGL 102. Fulfills historical perspectives and social justice/environmental responsibility requirements (1998). Historical perspectives and evaluating systems and environments requirements (2019).

**HIST 102. HP: The Web of Europe since 1400. 4.** This course investigates the genesis and movements of the modern period, from the Renaissance to the fall of the Iron Curtain. On the basis of contemporary documents, students will discuss such issues as nationalism, the Reformation, absolutism, religion in the Age of Reason, egalitarianism and totalitarianism. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

**HIST 103. HP: U.S. Origins: From Pre-Colonial Times to 1877. 4.** This course begins by studying Native American cultures before European contact as well as emerging tensions as European populations migrated westward. Students analyze why the colonists revolted against Britain, how new democratic political institutions evolved, the complex place of African enslavement and how Reconstruction-era politics and reform traditions fostered a new industrialized nation state. Prerequisite: ENGL 102. Fulfills historical perspectives and social justice/environmental responsibility requirements (1998). Historical perspectives and evaluating systems and environments requirements (2019).

**HIST 104. HP: Modern Times: The U.S. from 1877 to the Present. 4.** This course analyzes how the United States became a mature industrialized consumer society, a haven for peoples from around the world, a welfare state and a global superpower. Studying both the benefits and costs of 20th century U.S. political and economic success enables students to understand some of the reasons why diverse social groups challenged the economic and political order. Prerequisite: ENGL 102. Fulfills historical perspectives and social justice/environmental responsibility requirements (1998). Historical perspectives and evaluating systems and environments requirements (2019).

**HIST 164. HP: The Asian Pacific in Modern Times. 4.** This course begins by studying Native American cultures before European contact as well as emerging tensions as European populations migrated westward. Students analyze why the colonists

revolted against Britain, how new democratic political institutions evolved, the complex place of African enslavement and how Reconstruction-era politics and reform traditions fostered a new industrialized nation state. Prerequisite: ENGL 102. Fulfills historical perspective and intercultural requirements (1998). Historical perspectives and sociocultural engagement requirements (2019).

**HIST 205 HP: American Imperialism, American Progressivism. 4.** The years 1890-1925 witnessed tremendous upheavals as America became a world power abroad while at home, reform movements flourished alongside anti-immigrant campaigns, the lynching and disfranchisement of African-Americans, a widening gap between rich and poor, and a Red Scare. Students engage in a semester-long project to define this crucial era through the public writings of those who shaped it. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

**HIST 212. HP: American Frontiers. 4.** Defining frontiers as contested places where people met and struggled over control of natural resources, the labor necessary to exploit those resources, and the right to define the boundaries of society, the course examines various frontier regions across North America from the late 18th century through the early 20th. Prerequisite: ENGL 102. Fulfills historical perspectives and social justice/environmental responsibility requirements (1998). Historical perspectives and evaluating systems and environments requirement (2019).

**HIST 218. HP: Legacies of History: The Case of California Indians. 4.** This course tracks California history from the time before memory to present, and specifically engages the relationships between California Indians, settler colonial society, the power of the state, and the contested terrain of public memory. The course takes a *presentist* perspective, historicizing a number of critical contemporary issues facing California Indians, such as sovereignty, land use, casino gaming, disenrollment, recognition, political influence, public memory, and the relationships between Indian communities and academics. Fulfills historical perspectives requirement (1998 & 2019).

**HIST 221. HP: North Carolina: Demographic History. 4.** Explores the demographic history of North Carolina from before the European invasion to the present, grappling with the idea and definition of immigrant, foreigner and outsider, as well as with issues involving regionalism, race, class, gender, religious difference and ethnicity. Prerequisite: ENGL 102. Fulfills historical perspectives and social justice/ environmental responsibility requirements (1998). Historical perspective and evaluating systems and environments (2019).

**HIST 223. HP: Gender & Power in US History. 4.** Analyzes how men and women with diverse social and ethnic roots participated in transforming gender norms, identities and power relationships in U.S. society from pre-colonial times to the present. Students examine how economic institutions, political debates, legal decisions, changing sexual patterns and social activism have all contributed to redefining social expectations and daily life in contemporary U.S. culture. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**HIST 237. HP: Europe in Revolution, 1789-1914. 4.** A study of the main issues in 19th-century Western Europe – industrialization, shift from monarchy to constitutional government, growth of nationalism, socialism and imperialism – and their impact on Europe by the eve of the war in 1914. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

**HIST 238. HP: War and Peace: 20th Century Europe, 1914-present. 4.** This course compares different European countries and examines their relations with each other in a very ideologically driven century. While the course emphasizes politics and diplomacy, peace, war and socio-economic developments, it will also consider the history of the arts, science and technology, women, the environment, business, religion, ideas, law, culture and biography. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

**MUS 119. HP: Music and Social Conflict. 4.** Examines a period of history that includes both the continuation of Classical/Romantic traditions and the dramatic and sometimes sudden shifts in Western musical style directly affected by world crisis. The music studied will include works from the various movements of Modernism, Neoclassicism and specific works inspired by the Holocaust. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

**MUS 152. HP: America and Its Musicals: 1900-1975 (THEA 152). 4.** Traces development of the American musical theatre from 1900 to 1975 with a primary focus on the years of significant transformation that begin in 1940. Studies the art from



sociological, political, cultural, economic, artistic and historic perspectives. Analyzes individual artists and productions that have influenced and been influenced by the evolving American national identity. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

**PSCI 207. HP: Intelligence Community: Keeping Us Safe. 4.** This course examines the origins, evolution, and organizations of the U.S. intelligence community, its success and failures, its impact on American society, and its importance to our national security. Prerequisite: ENGL 102. Fulfills historical perspectives and intercultural requirements (1998). Historical perspectives and sociocultural engagement (2019).

**REL 283. HP: Religions of the Minorities of Southwest China. 4.** The course explores the religious traditions of the Naxi, Tibetans, Yi, Lisu, Moso and Bai peoples of Yunnan Province in Southwest China. The Chinese “Cultural Revolution” (1966-1976), which systematically devastated the religious lives of these peoples, serves as the course’s central historical focus. Prerequisite: ENGL 102. Fulfills historical perspectives and intercultural requirements (1998). Historical perspectives and sociocultural engagement (2019).

**SOAN 216. HP: The Anthropology of Colonialism. 4.** Introduces historical anthropology by exploring the socio-cultural dimensions of European colonialism from the late 15th century to the post-colonial period. The course focuses on the colonial experience in Africa, the Americas, Asia and the Middle East, particularly from the point of view of the colonized. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

**SPST 247. HP: History of Sport. 4.** A study of the American sporting heritage and significant historical influences on it from other cultures. “Sport” in this course is used to include amateur, professional and school sports, fitness, recreation and dance. Emphasis on sport leaders and the innovations that have shaped American sport. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

**THEA 151. HP: The Birth of the Avant-Garde (ENGL 151). 4.** Traces the evolution of literary and performance styles from realism/ naturalism to the avant-garde movements at the turn of 20th century in Europe: symbolism, futurism, dadaism, surrealism and expressionism. Links each style to social forces, music, art, important people, ideas and watershed events. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

**THEA 152. HP: America and Its Musicals: 1900-1975 (MUS 152). 4.** Traces development of the American musical theatre from 1900 to 1975 with a primary focus on the years of significant transformation that begin in 1940. Studies the art from sociological, political, cultural, economic, artistic and historic perspectives. Analyzes individual artists and productions that have influenced and been influenced by the evolving American national identity. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

## **HONORS PROGRAM (HON)**

Heather R. Hayton, Professor of English and Director of Honors Program

The Honors Program at Guilford College provides a supportive community for students who are committed to achieving academic excellence and have demonstrated the ability to excel. The Honors Program supports a vision of students as active, empowered learners, and as vital contributors to our academic community. Through seminars, extracurricular activities, and collaboration with faculty members on research, the program provides students with opportunities to develop their knowledge and skills, to explore multiple disciplines for the love of learning, and to share the fruits of their investigations with others.

We forge this community of intellectual camaraderie through a sequence of seminars for each yearly cohort, interwoven with academic milestones like study abroad, internships, and presenting research. At the beginning of sophomore year, Honors students take an experiential learning course, “Fantastic Journeys” (HON 200). Under the individual supervision of a faculty advisor, each student completes a senior thesis project and presents or defends their work to both a committee and the larger campus community.

Regular meetings of the whole program, as well as social and academic events, provide an opportunity for honors students to get to know each other. A faculty council oversees and supports the activities of the program. Students are encouraged to work with faculty to help design, promote and lead activities, providing intellectual leadership opportunities. In addition to class work and independent study, students in the Honors Program are encouraged to attend professional and undergraduate research

conferences. The Honors Program offers “senior stipends” to seniors in good standing who present papers, research or creative projects, or need funding to help with thesis research, or to help cover expenses related to applying to graduate/professional schools.

The program is open to all full-time, degree-seeking students majoring in all departments and programs of the College. Successful completion of the Honors Program is noted at graduation and on the student’s transcript. Honors students may choose to live in a designated Honors residence after their first year. Honors students are active in a full range of campus activities, including athletics, student government, campus publications, choir, theater, community service projects and special interest clubs.

Guilford College, a founding member of the North Carolina Honors Association, participates in the National Collegiate Honors Council and Southern Regional Honors Council. Students and faculty typically attend these or other Honors annual conferences.

Admission Process: Most students are invited to apply to the Honors Program as admitted first-year students. Based on standardized and AP test scores, high school achievement, writing samples, and recommendations, students are invited to apply for a spot in the program. In addition, currently matriculated students who have earned a cumulative G.P.A. of 3.5 or higher in their first full-time semester are invited to apply to the program.

**HON 100. First Year Seminar. 1.** This course is required of all first-year Honors Program students. It will help Honors Program students develop more focused work habits, explore research and learning opportunities on campus, and create a detailed plan of study for their next three years. CR/NC.

**HON 200. Fantastic Journeys. 4.** This experiential sophomore year seminar is required of all Honors Program students and must be completed by the end of junior year. It will help Honors Program students develop confidence, engage in the broader world, and refine their own academic and career goals. May be repeated for credit with different content. Course includes off-campus travel. Students must pass course with C- or better to remain in the Honors Program.

**HON 300. Junior Year Seminar. 1.** This course is required of all junior-level Honors Program students. It will prepare Honors Program students for their senior thesis project, help them discern if graduate study or professional programs are right for them, and will help students identify and apply for internship/externship opportunities. CR/NC.

**HON 400. Senior Year Seminar. 1.** This course is required of all senior-level Honors Program students. The course ensures Honors Program students make regular progress on their senior thesis project, have support as they apply for graduate/professional programs or get ready to job-search, and prepares them for life after Guilford. CR/NC.

**HON 470. Senior Thesis. 2-4.**

## **INTERDISCIPLINARY STUDIES (IDS)**

Nancy Daukas, Professor, Interdisciplinary Studies Coordinator

IDS 400 courses represent a capstone for a student’s general education at Guilford. This course will require students to engage in problem- focused, interdisciplinary learning. Topics for IDS 400 courses represent a wide variety of interests, disciplines and problem based learning; different courses and topics are available each semester. As these courses also represent the fourth and final tier of the College’s writing program, students will be required to synthesize interdisciplinary material for a general audience through intensive writing assignments. Finally, although students may take an IDS 400 course before they have earned 88 credit hours, under no circumstances will the course satisfy the IDS 400 requirement if the student has not already completed 88 semester credits hours prior to when the course began.

**IDS 402. Business Ethics. 4.** This seminar course addresses current ethical issues in business and frameworks for addressing them. The main objective is for each student to discover the core of their moral and ethical basis for decision-making in the workplace. The course utilizes a case-study approach to assist students in applying the principles discussed in class. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

**IDS 409. Gay, Lesbian, Queer Studies. 4.** An intensive study of the literature and culture of gay, lesbian, bisexual, transgender

and queer movements in 20th century America with particular focus on the intersections among queer theory, women's studies and African and African American studies. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and diversity in the U.S. requirements (1998). Sociocultural engagement requirement (2019).

**IDS 410. Power, Politics and Public Schools. 4.** The purpose of this course is to explore the origin and nature of inequities in American public education, and the processes through which communities have come together to address them, drawing on the lenses of the history of education, sociology of education and education organizing. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and social justice/environmental responsibility requirements (1998). Evaluating systems and environments requirements (2019).

**IDS 411. Gender & Development in Africa. 4.** Uses interdisciplinary African ethnographic films and literature to understand the legitimacy of mainstreaming gender equality and sensitivity as fundamental values that should be reflected in development processes, choices and practices. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

**IDS 412. Race, Ethnicity, Psychology and Law. 4.** Consists of an interdisciplinary approach to the study of African Americans and other racial/ethnic minorities as it relates to psychology and the legal system. Counts as capstone for African and African American studies major. Prerequisites: PSY 100, or two courses in African and African American studies and minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

**IDS 415. Understanding Eating Disorders. 4.** Examines eating disorders, using multidisciplinary knowledge to deepen and broaden students' understanding of ways in which eating disorders are, as Bordo says, "a crystallization of culture" as well as individual responses to that culture. Students will interrogate sociological, philosophical, medical and psychological literature along with personal memoir to gain understanding of disturbed eating. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

**IDS 418. Science, Sex and Nature. 4.** Develops an ecofeminist analysis of dualisms in western thought as a source of both social injustice and environmental destruction. Uses that framework as a springboard for exploring the gendered politics of knowledge, including how assumptions about sex and gender historically have influenced scientific accounts of human and non-human nature, and how the logic of confirmation allows for such influence to continue. 4. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and social justice/environmental responsibility requirements (1998). Evaluating systems and environments requirement (2019).

**IDS 421. Border Crossings. 4.** This course examines the concept of "the border" that has worked to exclude those seen as not properly a part of "normal" American citizenry. Using the methodology and theoretical commitments of early "outsider" and activist scholarship, the course traces more recent scholarly movements in disability theory, critical legal theory and queer theory to examine the use of discourses of exclusion and resistance in current border controversies, such as the movement of migrant labor across the Arizona/Mexico border. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

**IDS 427. Murder, Most Foul. 4.** Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement (1998).

**IDS 428. Agricultural Revolutions. 4.** This course explores the social, political, cultural and environmental dimensions of agriculture in the United States and around the world. We will study the first agricultural revolution (the original emergence of agriculture 12,000 years ago), the industrialization of agriculture, and 21st-century social movements that promote organic, sustainable or local agriculture, including peasant and food sovereignty movements. The course integrates anthropology, sociology, history, environmental studies and literary studies. Students will conduct field research on local farming, farmers markets or agricultural activism. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

**IDS 430. African Americans in the 21st Century: Back to the Future? 4.** Using a range of related resources from various

disciplines, this course examines a range of problems and challenges African Americans have experienced in the past and explores possible outcomes and solutions for the future. The issues are criminal justice, education, social caste, and political empowerment and the time period the 20th century and the first decade of the 21st. Students will be asked to conduct original research on the topic, focusing on one community, either in the United States, or the African Diaspora, as resources are available. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and social justice & environmental studies requirements (1998). Evaluating systems and environments requirement (2019).

**IDS 435. Understanding Poverty. 4.** Examines the underlying causes and compares anthropological, sociological, political, ecological and economic theories, of poverty. Explores methodological issues in the measurement of poverty and institutional approaches to its alleviation, including both national and international development strategies. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

**IDS 440. The American Upper Class. 4.** Examines, from an interdisciplinary perspective, the American upper class throughout the 20th century and into the 21st, looking at the distribution of wealth in this country, and the extent to which that distribution changed during the 20th century. The course considers how perceptions held about upper-class life affect the lives of the vast majority of those not in the upper class. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

**IDS 442. International Development. 4.** Uses the perspectives of history, politics, economics, geography and religion to investigate the factors that determine whether or not developing countries reap the benefits of globalization and development. The course explores the various conclusions reached by different theorists and policymakers. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

**IDS 452. Cultural History of Ancient Greece from Homer to the Death of Socrates. 4.** Introduces students to the history of culture in archaic and classical Greece (ca. 800-400 BCE). The methods and materials for investigating this period are interdisciplinary, drawing on literary, philosophical and historiographical sources, including Homeric epics, Greek drama and histories, and Platonic dialogues. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

**IDS 455. Human Sexuality. 4.** An interdisciplinary study of human sexuality that draws most prominently from the academic disciplines of biology, psychology, sociology and health education. Focused topics include male and female sexual anatomy and physiology, birth control, pregnancy and childbirth, sexually transmitted diseases, gender development and identity, and sexual orientation. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

**IDS 472. Environmental Planning. 4.** This course is designed to give students the opportunity to apply interdisciplinary methods and tools to assess the current status of environmentally sensitive areas; to protect natural resources, ecosystems and watersheds; and to study the management and preservation of existing green spaces. Students will also investigate current designs for the development of more sustainable communities, including urban planning strategies that relate to preservation and restoration of the environment. This course will integrate discussion of the scientific concepts that underlie environmental planning decisions, as well as local and federal policies relevant to planning issues. Students interested in closely related fields are encouraged toward in-depth study in these areas, including other scientific disciplines, economics, cultural impacts, policy and law, etc. The course will include a large, applied project that will give students the opportunity to integrate and apply their disciplinary expertise to a complex environmental issue. Prerequisites: two laboratory sciences or permission of instructor and a minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

**IDS 477. Magic, Science and Religion. 4.** This course examines different modalities of thought, from science, to magic, to religion, among others. Issues we examine in class include the definitions of magic *vs* empiricism, reason *vs* revelation, biology *vs* theology on the issue of creation, the scope of rationality, religious pluralism and relativism, physics and the ultimate nature of reality, the role of belief in human inquiry, possible conversations between quantum mechanics and



Buddhist emptiness theory, “worldviews” *vs* individual experience, the notion of perspective, sympathy in causality, and the historical relationship between magic and religion. Prerequisites: Minimum 88 semester credits earned and completion of historical perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

**IDS 481. Notions of Beauty in 20th-Century Culture, Art & Fiction. 4.** Examines intentions and manifestations of beauty in various cultural practices, the valuation and departure from ideal depictions in visual and textual sources, and the way these conceptions come to life through the vehicles of history, sociology, contemporary art, advertising and fiction. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement (1998).

**IDS 485. Arab and Islamic Feminisms. 4.** Examines the nature, development and articulations of Arab and Islamic feminisms over the last 100 years. The course will explore the history of the status of women in the Arabo-Islamic world, the variations in feminist movements among various Arab and Islamic countries, and the debates around Islamic feminism. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and intercultural requirement (1998).

## **INTEGRATIVE STUDIES (ITGR)**

Nancy Daukas, Professor of Philosophy, Interdisciplinary Division Chair

The integrative studies major allows students to design their own interdisciplinary major in a way that integrates several fields and disciplines. Such a major is based on several things: Guilford’s emphasis on the interdisciplinary character of learning; the Quaker recognition of the unique gifts of each person; and the Quaker emphasis on the responsibility of each person in the search for truth.

This major is not for everyone. It requires additional work by both the student and their faculty advisors and is suitable only for self-directed students who are actively involved in their education and able to work well on their own. A student must have a cumulative Guilford G.P.A. of 3.25 or higher in order to apply to the program and it is considered an honor to be accepted to the program.

**Degree Offered.** The Bachelor of Arts degree is offered in integrative studies.

**Major Requirements.** Integrative studies majors requires a minimum of 45 credit hours (usually 12 courses, equivalent to a major and a minor) in courses that constitute a coherent field of study not available as a regularly offered major. If a proposed integrative studies program can be accomplished using existing majors and minors, it will not be accepted. At least 22 of the credits must be advanced courses (at the 300-400 level), including at least one course with a significant collaborative learning component, and a two-semester culminating project during the final year that counts for 8 credits. (Collaborative learning at Guilford College relies upon the active engagement of students, faculty, staff and community partners. It provides an integrated experience of critical and creative understanding, action, and reflection in addressing real-world, enduring problems).

Students must earn a grade of C- or better in each of the courses in the major. An integrative studies major must also maintain a cumulative G.P.A. of 3.25 in order to remain in the program. If the cumulative G.P.A. falls below 3.25, a student will be allowed one semester in which to regain a 3.25 cumulative G.P.A. before being dismissed from the program. The Curriculum Committee approves the student as a major by accepting the application. The interdisciplinary division chair, with advice from the appropriate department chairs, approves a preliminary prospectus at the beginning of the student’s next-to-last semester and a revised prospectus at the beginning of the final semester; and participates in the evaluation and approval of the culminating project along with the student’s advisor and a consultant reader. The interdisciplinary division chair works with the student’s advisors in supporting and directing the student in the course of study.

**Specific Requirements.** It is very important for interested students to begin to consider this major as early as possible, through discussions with the interdisciplinary division chair and potential faculty advisors. A student’s application to the program must be completed and turned in to the interdisciplinary division chair by the second week after midterm break of the second semester of their sophomore year or five full-time semesters (or the equivalent) prior to their graduation date. During the remainder of this semester, the student will work with the interdisciplinary division chair to secure the approval of this application before the end of that semester. After approval by the Curriculum Committee, students will be required to complete the program in no less than five full-time semesters, either in residence at Guilford or at a Guilford-led or Guilford-affiliated study abroad program. Under

no circumstances will late applications be considered.

The full application packet is available from the interdisciplinary division chair. The application includes:

- a statement articulating the nature and coherence of the field of study and why this program is necessary to achieve the student's goals; the rationale for the courses to be taken for the major, including the sequencing, depth and coherence of the courses; a brief description of how one of the included courses will provide a collaborative learning experience; a tentative proposal for the senior project and how it serves as an appropriate culmination for the major; the relationship between the field of study and Guilford's Five Academic Principles; and reflections on future possibilities in the field (e.g., career, graduate school);
- a program list of at least 12 courses (45 credits), distinguishing those taken and those anticipated;
- strong recommendations from at least two full-time faculty members from two different disciplines who agree to be the advisors. One advisor must commit to being the project advisor. A second letter of recommendation must come from an additional full-time faculty member who is not part of the advising team but who can speak to the student's academic qualifications for the program;
- evidence that the student is likely to succeed in a self-designed, interdisciplinary major (e.g., students must have a minimum 3.25 G.P.A., have demonstrated ability to work independently and have strong recommendations). Evidence of ability to work independently may include internships, independent studies or research projects, prior work experience and the like.

This completed proposal is shown first to the student's advisors, who must approve it and consider it in their recommendations. The proposal is then sent to the interdisciplinary division chair, who presents it to the Curriculum Committee. The Curriculum Committee may (and often does) ask the student to revise the proposal. The Curriculum Committee then decides whether or not to accept the student into the major. Once approval is secured, the student will be required to complete the program in no less than five full-time semesters as specified above.

**Culminating Project.** In the first semester of the final year, the student begins work on the culminating project and continues until shortly before the end of the final semester. During the first of the two semesters of project work, all materials should be assembled and read, the project should be planned and the first draft should be underway. The student submits an initial project prospectus and the endorsement of the project advisor to the interdisciplinary division chair by the end of the third week of the penultimate semester. The interdisciplinary division chair discusses the initial prospectus with the student, the project advisor and the appropriate department chairs and decides whether the senior project is an appropriate culmination for the major and is sufficiently interdisciplinary. The IDS division chair may ask for revisions or additions to the project before it is approved.

The project advisor, the interdisciplinary division chair or their representative and at least one consultant reader comprise the Evaluating Committee for the project. The consultant reader is someone whose expertise will aid in evaluating the project. He or she and is selected by the student and the advisor with the IDS division chair's consent. Students are encouraged to decide on and gain approval for the Evaluating Committee by the end of the first semester of the project and seek approval of the revised prospectus from everyone on the Evaluating Committee. They also are encouraged to consult with all members of the Evaluating Committee during the final semester.

The student must submit the final version of the project at least two weeks before the last day of classes to the Evaluating Committee.

The student then defends the project before the Evaluating Committee. The committee will decide whether or not to approve the project as fulfilling the requirements of the integrative studies major. After discussing the project with the other members of the Evaluating Committee, the project advisor determines the project's grade.

**ITGR 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**ITGR 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels.

**ITGR 290. Internship. 1-4.** May also be offered at the 390 level.

**ITGR 470. Senior Thesis. 4.**

**ITGR 490. Departmental Honors. 4**



## INTERNATIONAL STUDIES (INTR)

Eric D. Mortensen, Associate Professor, Department of Religious Studies

Guilford seeks to promote and expand global awareness within the College community and to prepare students to live as citizens and leaders in an increasingly interconnected world.

International education at Guilford is based upon the traditional Quaker values of tolerance and respect for diversity. The College supports a peaceful world where people who are different learn to work together toward a common human goal of harmonious coexistence. Guilford expects its students to learn to appreciate the many faces of human culture, to understand the many ways in which humankind organizes itself, and to speak in more than just their native language.

**Degree Offered.** The Bachelor of Arts degree is offered in international studies.

**Major Requirements.** International studies is an interdisciplinary major that requires a second disciplinary major and an advisor in each. Students focus their courses, language study and abroad experience on one geographic region – Africa, East Asia, Europe or Latin America.

### Specific Course Requirements

The international studies major requires a minimum of 32 credit hours (eight courses).

1. INTR 101 Global Perspectives – 4 credits

The international studies core course is required of all majors. Normally taught annually in the spring semester, this class is for sophomores or juniors in the program.

2-3. Two international courses that focus on global issues and/or the approaches used in different academic disciplines to study international topics: 8 credits

BUS 246 International Business

ECON 221 Macroeconomic Principles: “Global Vision: the U.S. in the World Economy”

ECON 335 Comparative Economic Systems

ECON 336 Economic and Social Development

ECON 432 International Economics

IDS 442 International Development

PECS 315 Human Rights

PECS 316 Globalization: Economics and Social Justice

PSCI 103 International Relations

PSCI 105 Comparative Politics

PSCI 206 Challenges of Global Democratization

PSCI 391 Globalization and Its Discontents

SOAN 103 Cultural Anthropology

SOAN 216 The Anthropology of Colonialism

SOAN 321 Development Anthropology

*Four regional courses, including one historical survey and one cultural foundations class, in one of the four geographic regions. At least two academic disciplines and at least two upper-level courses (300 or 400 level) must be included among the four regional courses.*

### African Studies

4-7. Four courses from the following: 16 credits

ENGL 334 African Women Writers

FREN 275 French-Speaking Africa, in English Translation

FREN 311 The Francophone World

HIST 241 Africa to 1800

HIST 343 Women in Modern Africa

IDS 411 Gender and Development in Africa

PSCI 222 African Government and Politics

SOAN 215 Anthropology of Slavery

SOAN 234 Culture and Sexuality in Africa

SOAN 235 African Families in Transition

SOAN 358 African Cultures in Film

8. FREN 220 Introduction to Literary and Cultural Analysis – 4 credits

**Total Credit Hours required for A.B. degree in international studies: African studies is 32 credits**

### **East Asian Studies**

4-7. Four courses from the following: 16 credits

HIST 164 The Asian Pacific in Modern Times

HIST 188 History of East Asia to 1800

HIST 266 Contemporary Chinese Society in Film

HIST 268 History of Chinese Women

HIST 283 Imperial China

HIST 284 China in Revolution

HIST 285 Samurai in Word and Image

HIST 286 Japan: The Road to War

IDS 408 East Asian Theatre

JAPN 220 Women in Modern Japan

JAPN 221 Contemporary Japanese Society

JAPN 310 Media, Gender and Nation in Japan

PSCI 210 East Asian Politics

PSCI 275 Asia and the World

PSCI 315 Chinese Politics

PSCI 316 China and the World

REL 108 Spread of Buddhism across Asia

REL 283 HP: Religions of the Minorities of Southwest China

REL 285 Daoism

REL 286 Buddhist Pilgrimage in East Asia

REL 319 Buddhist Emptiness

8. JAPN 202 Intermediate Japanese II – 4 credits

**Total credit hours required for A.B. degree in international studies: East Asian studies is 32 credits European Studies**

4-7. Four courses from the following: 16 credits

ART/HIST 235 The Renaissance in Florence

ENGL 221 British Literature I

ENGL 222 British Literature II

ENGL 223 Shakespeare

ENGL 306 Medieval Literature

ENGL 309 Early Modern Literature

ENGL 327 British Romantic Literature

ENGL 328 Victorian Literature

FREN 310 Contemporary France

GERM 310 Contemporary German Culture

GERM 311 German Youth Culture

GERM 320 Culture and Society: The Weimar Republic

GERM 400 Seminar

HIST 101 The Medieval Web

HIST 102 The Web of Europe since 1400

HIST 233 Medieval Civilization: Crusades and Chivalry

HIST/REL 236 Reformation: Luther to Fox

HIST 237 Europe in Revolution 1789-1918

HIST 289 The French Revolution and Napoleon

HIST/ENGL 336 The Elizabethan Age

IDS 452 Ancient Greece from Homer to Socrates

MUS 310 Music History I

PHIL 310 Ancient Western Philosophy

PHIL 320 Modern Western Philosophy  
SPAN 311 Contemporary Spain  
SPAN 321 Culture and Society: Golden Age of Spain  
SPAN 323 Culture and Society: Beginnings of a Nation  
SPAN 403 Senior Seminar: Spain

8. One course from: 4 credits  
FREN 220 Introduction to Literary and Cultural Analysis  
GERM 202 Intermediate German II  
SPAN 202 Intermediate Conversation and Composition

**Total credit hours required for A.B. degree in international studies: European studies major is 32 credits Latin American Studies**

- 4-7. Four of the following: 16 credits  
ENGL 378 Caribbean Literature  
ECON 336 Economic and Social Development  
HIST 271 Colonial Latin America  
HIST 272 Modern Latin America  
SOAN 245 Race and Ethnicity in Latin America  
SOAN 330 Inequality in Latin America  
SOAN 425 Latin American Politics  
SOAN 431 Latino/a Migration Patterns  
SPAN 310 Contemporary Latin America  
SPAN 320 Culture & Society: Mexico, Central America & Caribbean  
SPAN 322 Culture and Society: South America  
SPAN 340 Film, Life and Literature of Latin America  
SPAN 402 Senior Seminar: Latin America  
8. SPAN 202 Intermediate Conversation and Composition – 4 credits

**Total Credit Hours required for A.B. degree in international studies: Latin American studies is 32 credits**

**INTR 101. Global Perspectives. 4.** An introduction to the interdisciplinary nature of international studies, examining contemporary issues.

**INTR 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels. **INTR 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels. **INTR 290. Internship. 1-4.** May also be offered at the 390 level.

**INTR 470. Senior Thesis. 4.**

**INTR 490. Departmental Honors. 4.**

## **JUSTICE & POLICY STUDIES (JPS)**

Hollyce “Sherry” Giles, Professor of Community and Justice Studies, Chair, Justice and Policy Studies  
Catherine L. Bonventre, Assistant Professor of Criminal Justice, Coordinator, Criminal Justice  
Michael Costolo, Visiting Assistant Professor of Criminal Justice  
Krista Craven, Assistant Professor of Community and Justice Studies, Coordinator, Community and Justice Studies  
Barbara Lawrence, Associate Professor of Criminal Justice and Community and Justice Studies  
Christian Matheis, Visiting Assistant Professor of Community and Justice Studies  
Christopher Parrish, Adjunct Assistant Professor  
William C. Pizio, Professor of Criminal Justice, Graduate Program Director

The Department of Justice and Policy Studies offers two majors: community and justice studies, and criminal justice. The community and justice studies major focuses on policies and strategies of public service organizations. Taking an applied interdisciplinary approach, the department works with other departments and many community groups to emphasize understanding public service organizations, problem-solving, values in public policies, civic activism and strategies for changing organizations. Graduates of the community and justice studies major have pursued graduate study and careers in urban affairs,

public administration, law and related vocations. Graduates also have undertaken careers in community organizing and in nonprofit community service organizations focusing on mediation and conflict resolution, domestic violence prevention, and similar issues. Many students look forward to civic activism, influencing policy in their communities and supporting their communities through service.

The criminal justice major focuses on policies, history and problems of the American criminal justice system. Graduates of the major may choose to pursue graduate study or careers in law, urban studies, public administration, law enforcement, courts, corrections or juvenile justice. Nonprofit community service organizations provide other options for employment. Many students look forward to involving themselves in policy-making or careers in related criminal justice fields.

**Degrees Offered.** The Bachelor of Science degree is offered in community and justice studies, and in criminal justice.

**Major Requirements for the B.S. in community and justice studies.** The major consists of 11 courses (44 credit hours) as specified below.

- 1.JPS 103 Community Problem Solving – 4 credits
- 2.JPS 240 Group Dynamics and Leadership – 4 credits
- 3.JPS 262 Restorative and Transformative Justice – 4 credits
- 4.JPS 310 Policy in Action – 4 credits
- 5.JPS 336 Understanding Oppressive Systems – 4 credits
- 6.JPS 338 Research Methods - Community and Justice Studies – 4 credits
- 7-9. Three courses (one must be at the 200 level, and one must be at the 300 level) from: 12 credits
  - JPS 215 Community and Justice Studies Professional Seminar
  - JPS 220 Community Building and Organizing
  - JPS 236 Conflict Transformation for Peacebuilding and Justice
  - JPS 245 Social and Environmental Justice (Study abroad course)
  - JPS 252 Community and Peace-building in Rwanda (Study abroad course)
  - JPS 263/363 Prison Systems in the U.S. and Norway (Study abroad course) (PSY 263/363)
  - JPS 290 Internship for CMJS
  - JPS 301 Criminal Justice Policy and Practice
  - JPS 305 Juvenile Justice and Delinquency
  - JPS 311 Police and Community
  - JPS 319 Trust and Violence
  - JPS 322 Wrongful Convictions
  - JPS 325 Family Violence
  - JPS 327 Social Justice in the Southern U.S. (Study away course)
  - JPS 329 Social Movements
  - JPS 335 Reclaiming Democracy
  - JPS 350 Special Topics in Justice and Policy Studies
  - JPS 360 Independent Study in Justice and Policy Studies
  - JPS 365 Race, Society and Criminal Justice
- 10.JPS 448 CMJS Capstone Seminar I – 4 credits
- 11.JPS 449 CMJS Capstone Seminar II – 4 credits

**Total Credit Hours required for B.S. degree in community and justice studies is 44 credits**

**Major Requirements for the B.S. in criminal justice. The major requires a minimum of 44 credit hours (11 courses).**

- 1.JPS 100 Inquiry into Criminal Justice – 4 credits
- 2.JPS 290 Internship – 4 credits
- 3.JPS 300 Ethics and Professional Development in Criminal Justice – 4 credits
- 4.JPS 333 Criminological Theories – 4 credits
- 5.JPS 337 Research Methods - Criminal Justice
- 6.JPS 480 Capstone Seminar – 4 credits
- 7.One course from: 4 credits
  - JPS 200 Criminal Procedure
  - JPS 201 Criminal Law
  - JPS 202 Law Enforcement and Police Roles

JPS 203 Punishment and Corrections  
JPS 204 Courts and the Judicial Process

8. One course from: 4 credits

JPS 200 Criminal Procedure JPS 201 Criminal Law  
JPS 202 Law Enforcement and Police Roles  
JPS 203 Punishment and Corrections  
JPS 203 Punishment and Corrections  
JPS 204 Courts and the Judicial Process  
JPS 221 Fundamentals in Cybers Security (CTIS 221)  
JPS 236 Conflict Transformation for Peacebuilding and Justice  
JPS 250 Special Topics in Justice and Policy Studies  
JPS 260 Independent Study in Justice and Policy Studies  
JPS 262 Restorative and Transformative Justice  
JPS 263/363 Prison Systems in the U.S. and Norway (Study away course) (PSY 263/363)  
JPS/PSY 270 Interpersonal Communications

9-11. Three JPS 300- level courses from: 12 credits

JPS 301 Criminal Justice Policy and Practice  
JPS 305 Juvenile Justice and Delinquency  
JPS 310 Policy in Action  
JPS 311 Police and Communities  
JPS 322 Wrongful Convictions  
JPS 324 Capital Punishment  
JPS 325 Family Violence  
JPS 326 Trial Advocacy  
JPS 328 Police Brutality and Culture  
JPS 330 Criminal Investigation  
JPS 336 Understanding Oppressive Systems  
JPS 350 Special Topics in Justice and Policy Studies  
JPS 360 Independent Study in Justice and Policy Studies  
JPS 450 Special Topics in Justice and Policy Studies  
JPS 365 Race, Society and Criminal Justice  
JPS 380 Victimology

**Total Credit Hours required for B.S. degree in criminal justice is 44 credits**

JPS 100 should be the first course that is taken in the major. This course should be followed by the lower level law-related survey course (JPS 200, JPS 201, JPS 202, JPS 203 or JPS 204). JPS 337 should be taken no later than the fifth JPS course unless a student transfers three or four criminal justice courses to Guilford. In the latter case, JPS 337 should be taken as the second or third JPS course a student takes at Guilford. JPS 480 should be taken in a student's senior year and only after that student has completed JPS 337.

The major has four elective courses that a student may take, and majors should consult with their departmental advisors regarding the selection of their courses. Interested students are encouraged to consider the possibility of a double major. A list of alternative plans and detailed course sequences for pursuing a major may be obtained from the student's advisor or any other member of the department.

Field experiences/Internships are required. Recent majors have received credit through internships for activities such as work in police departments, criminal courts, substance abuse counseling centers, correctional institutions, juvenile detention facilities, and private attorneys.

Similarly, the department encourages students to pursue their interests through independent studies in specific topics not offered as regularly scheduled courses. Should a student wish to undertake original research, the department offers assistance toward presentation of papers at professional meetings and/or publication. The department offers guidance toward graduate training.

**JPS 100. Inquiry into Criminal Justice. 4.** The purpose of this course is to prepare the student for further study about the criminal justice system. This will be accomplished by laying a philosophical foundation for the study that will be useful not only to students intending to major in this field but will be useful to anyone who takes their citizenship responsibilities seriously. This

course serves as an opportunity for students to inquire into the role of law in our society. Further, students are encouraged to inquire how justice is defined and applied to people in our society as they assume the roles of independent citizens, subjects of the law and free human beings. Throughout the course the inquiry seeks to an answer to the primary question “how should morality and the law be connected?” Fulfills business and policies studies requirement (1998). Social/behavioral science requirement (2019).

**JPS 103. Community Problem Solving. 4.** Introduces students to processes for building community, critical thinking abilities and community problem-solving skills including identifying the problem, coordinating individuals into groups and assisting the groups to form a feasible plan for solving the problem. Fulfills business and policy studies and social justice/environmental requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

**JPS 200. Criminal Procedure. 4.** The study of due process in law; the legal procedures governing a criminal suspect’s civil rights and protections guaranteed under state and federal constitutions; the rules law enforcement officials, prosecutors, magistrates and judges have to follow in investigating crimes; and the body of law which governs the manner in which such rights and rules are to be enforced and wrongs are to be rectified in criminal cases.

**JPS 201. Criminal Law. 4.** Substantive law of crime and defenses. Homicide, assault and battery, burglary, crimes of acquisition (larceny, embezzlement, false premises, robbery), conspiracy, criminal agency and corporate liability, accessories, concept of failure to act and negative acts and legal causation.

**JPS 202. Law Enforcement and Police Roles. 4.** Survey of the police as a social institution: structure and process of police systems. Organizational and behavioral approaches to policing, with particular emphasis on the problems of maintaining public order under rapidly changing social circumstances. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).

**JPS 203. Punishment and Corrections. 4.** Survey of the structure of correctional institutions, parole, probation and community-based correctional programs. Students explore various kinds of leadership and ethical challenges they are likely to encounter in a system that is designed to achieve justice and accountability. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).

**JPS 204. Courts and the Judicial Process. 4.** Surveys federal, state, and local criminal court systems including structure, processes, and legal actors. Examines judicial selection and judicial decision making / policy making at the trial and appellate levels. Examines the impact and implementation of criminal justice-related judicial policy. Explores the relationship between courts and politics. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

**JPS 215 Community and Justice Studies Professional Seminar. 4.** This course assists students in their search for occupational paths to pursue, develop job search strategies, and develop skills to acquire desired jobs. Students learn about opportunities for graduate study in the field of community and justice studies, and search for and prepare applications for jobs and/or graduate programs. Guest speakers, including alumni support students as they build their professional networks and learn about possible career and graduate school paths.

**JPS 220. Community Building and Organizing 4.** This course examines community building and organizing as central to fostering community well-being and pursuing social justice. Students in this course also will learn about the nature of group process as they engage in the experience of building community together.

**JPS 221 Fundamentals of Cyber Security (CTIS 221). 4.** The percentage of crimes which utilize computers and networks has been increasing over the past 20 years. This course introduces students to the collection, preservation, presentation and preparation of computer- and network-based evidence for the purpose of corporate investigation and criminal law enforcement, activities that define the central roles of computer and network forensic practitioners. Students will be introduced to cyber crime and the tools available to them to be able to appropriately investigate cyber crime. Network intrusions, footprinting, computer numbering, financial crimes and malware are among the topics to be discussed.

**JPS 233. Deviance and Society. 4.** This course focuses on a theoretical examination of deviance and responses to deviance

Guilford College Catalog 2019-20 page 95 of 233



including critical concepts, measurement and operationalization of these concepts, and the utility of theory and research on policy. The historical evolution (emergence, dominance and decline) of major deviance theories is also examined as well as the main research and policy implications of the state of knowledge in many areas relating to deviance and social control.

**JPS 236. Conflict Transformation for Peacebuilding and Justice. 4.** Provides an overview of various models of conflict transformation and expands our understanding of the conceptualizations of conflict, justice and peace. This skill-based course is designed to introduce students to third party-intervention methods. These methods include: interpersonal nonviolent communication, sustainable peacebuilding, negotiation, mediation, community-based conflict transformation, public apology processes and Truth and Reconciliation Commissions (TRC), indigenous methods of conflict transformation, TRACK II diplomacy and art-based approaches. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**JPS 240. Group Dynamics and Leadership. 4.** Introduction to group dynamics, basic group facilitation skills, and application of knowledge and skills to the creation of just, inclusive and powerful communities. Combines lectures and discussions with experiential exercises in groups, and application of learning in class to groups and organizations in the broader community.

**JPS 245. Social and Environmental Justice Field Study. 4.** In this course, students will travel throughout one country to learn about pressing social and environmental issues affecting the lives of individuals living in that country. This course is experiential in nature, as students will work with local community partners in the country of study, exposing and engaging students in grassroots efforts to address social and environmental issues in that context. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Evaluating systems and environments requirement (2019).

**JPS 250. Special Topics in Justice and Policy Studies. 4.** May also be offered at the 350 and 450 level.

**JPS 252. Building Community and Peace in Post-Genocide Rwanda 4.** Students will travel throughout Rwanda to learn about pressing social issues affecting the lives of Rwandans. They will examine how Rwanda's social landscape has been affected by violent conflict and will learn about local community building efforts to address the subsequent consequences of this conflict. Students will visit local groups and communities that are engaging in peacebuilding and reconciliation efforts to address fractured social ties. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

**JPS 260. Independent Study. 1-4.** Individual student projects approved and supervised by a faculty member in Justice and Policy Studies. May also be offered at 360 level.

**JPS 262. Restorative and Transformative Justice. 4.** The course compares and contrasts the retribution-based United States criminal justice system with the theories and practices of restorative and transformative justice in diverse settings, including prisons, schools, and communities. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Evaluating systems and environments requirement (2019).

**JPS 263/363 Prison Systems in the United States and Norway. (PSY 263/363) 4.** This course is an interdisciplinary comparison of the prison systems in Norway and the United States in the context of their unique histories, political economies, demographics, and cultures. Drawing on the perspectives of restorative justice, criminal justice, and psychology, students in this course will compare the goals, structure, and policies of the two prison systems and consider the differential impact on violence, mental health, rehabilitation, and recidivism. The course includes first-hand visits to prisons in the United States and in Norway. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

**JPS 270. Interpersonal Communications (PSY 270). 4.** This course is designed to provide students with a basic understanding of the communication process and how this communication process is fundamental to the development of effective relationships. The students will learn techniques for better listening, developing trust and responding to others' needs, as well as the rudiments of conflict resolution.

**JPS 290. Internship. 4-8.** Supervised internship with a criminal justice, public service, or community non-profit organization. May also be offered at the 390 level.

**JPS 300 Ethics and Professional Development in Criminal Justice 4.** This course focuses on ethical decision making and professionally developing the student for a career in criminal justice. Ethics is the study and practice of making judgments about what is right and wrong and there are few areas of life where ethical decision making is more important than in criminal justice. Closely related to ethical decision making is professional conduct and behavior. This class provides the student with opportunities to explore their own interests, values and skills and to begin developing those skills and qualities that will enable them to be highly successful in the criminal justice field.

**JPS 305. Juvenile Justice and Delinquency. 4.** Survey of the problems of delinquency, child abuse and neglect in contemporary society; juvenile courts and other juvenile justice agencies and institutions; prevention and treatment programs; theories of delinquency causation and treatment.. Fulfills business and policy studies requirement (1998). Social /behavioral science requirement (2019).

**JPS 306. Multicultural Communication Identities and Interaction. 4.** This interdisciplinary course draws on the theory and practice of cross-cultural communication. Participants will learn to appreciate how not only personality, but also national, ethnic, gender, age and non-dominant versus dominant social affiliation, shapes their values, identity and social interactions.

**JPS 310. Policy in Action. 4.** Examines how public policy is formulated, interpreted, and put into practice, and identifies the strategies used by communities to influence policy formulation and implementation. Students will examine public policy as medium of power in order to consider and analyze the implications for democracy and other forms of social organization. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).

**JPS 311. Police and Communities. 4.** Explores the relationship between police and the community, with a focus on the street-level practice of policing and efforts at police reform. Topics include community policing; community-based anti-violence action; restorative community conversations on policing; and efforts to reduce crime in neighborhoods. Students engage with guest speakers with wide-ranging vantage points on these topics including police officers, community organization leaders, elected city officials, policy-makers and administrators. Fulfills social justice/environmental responsibility and evaluating systems and environments requirements (2019).

**JPS 319. Trust and Violence. 4.** Examines ways that trust binds communities together, and violence or the threat of it prevents or destroys trust. The course draws upon applied theory, organizations effective in sustaining trusting communities and experiential learning in trust-building group processes. Fulfills business and policy studies requirement (1998). Social/behavioral science requirement (2019).

**JPS 322 Wrongful Convictions 4.** Surveys the research, legal, and policy issues associated with wrongful convictions from an interdisciplinary perspective. Critically examines the correlates of wrongful convictions and their aftermath. Topics include eyewitness misidentification, false admissions, forensic science evidence, legal actors, reintegration and compensation of exonerees, and more. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

**JPS 323. Diversity at Work. 4.** Explores ways in which individual and group differences influence self-perception and interpersonal communication. Increased understanding and communication skills will enable participants to work more productively with diverse colleagues and social groups. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

**JPS 324. Capital Punishment 4.** Examines contemporary and historical issues surrounding the death penalty in the United States. Critically examines the modern constitutional framework applicable to the administration of capital punishment. Issues examined include deterrence; disparities based on race, gender, SES, and geographic region; actual innocence; conditions of confinement and execution methods; and public opinion and the declining use of the death penalty. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirement (2019).

**JPS 325. Family Violence. 4.** Introduces students to five prevalent family problems: wife abuse, husband abuse, child neglect and abuse, elderly abuse and rape/sexual assault. Central to the course are examinations of causal factors, the psychology of victim and offender, societal impact, treatment and intervention strategies and the criminal justice role and processes. Fulfills social

justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**JPS 326. Trial Advocacy. 4.** Introduces the student to advocacy procedures and skills associated with all aspects of the criminal trial, including jury selection, opening and closing statements, examination of witnesses, and expert testimony. Considers the constitutional, ethical, and tactical issues that arise during trial practice. Examines the roles and responsibilities of stakeholders including prosecutors, defense attorneys, judges, magistrates, and police officers. Develops skills through simulated exercises.

**JPS 327. Social Justice in the Southern U.S. 4.** Students will travel throughout the Southern United States to learn about pressing social justice issues (e.g., racial justice, reproductive justice, LGBTQ justice, immigrant justice, economic justice) and how community-based groups and grassroots organizations are addressing these issues locally. This course is experiential in nature, as students will learn about social justice issues by meeting with local leaders of community organizations and learning about the strategies and tactics used by these groups to address intersecting forms of oppression. Fulfills business and policy studies and diversity in the U.S. requirements (1998). Sociocultural engagement requirement (2019).

**JPS 328. Police Brutality and Culture. 4.** It has been clearly established through research that the lives of police officer are affected by the work they do, the pressures placed on them by the communities they serve and expectations of their superiors. This class will explore the factors influencing individual and institutional responses to these influences. Prerequisite: JPS 202.

**JPS 329. Social Movements. 4.** Explores social movement strategies of past and current activists and organizers, as well as several current “theories of change” in use by contemporary activists, including youth resistance theory. Examines key principles of these theories, and students practice applying them by analyzing how current groups and organizations draw on these schools of thought. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**JPS 330. Criminal Investigation. 4.** Explores the post-crime investigation process from theoretical and practical perspectives. Topics include citizen/suspect interviewing, interrogation, evidence collection/handling, evidence admissibility and the investigation of specific major crimes. Course includes practical examinations, small projects/assignments and demonstrations by professionals. Prerequisite: JPS 202.

**JPS 333. Criminological Theory. 4.** Advanced survey of criminological theory, covering sources of data about crime, the socioeconomic characteristics of both offenders and at-risk populations and the nature and theorized causes of criminal offenses.

**JPS 335. Reclaiming Democracy. 4.** This course examines theories of democracy in the context of specific issues, both historic and contemporary, in the city of Greensboro. Students identify and analyze pressing contemporary issues, devise strategies to address them, and present their work at a public forum at the end of the semester. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Evaluating systems and environments requirement (2019).

**JPS 336. Understanding Oppressive Systems. 4.** Students will examine the nature of the human system as it presents itself in small groups, organizations, communities and societies. They will develop a definition of just and humane systems as well as the kind of leadership needed to facilitate them. Fulfills social justice/environmental responsibility requirement (1998). Sociocultural engagement requirement (2019).

**JPS 337 Research Methods - Criminal Justice. 4.** An introduction to the techniques and analytic tools used to conduct research in the areas of criminal justice, public policy, and related social sciences. Completion of JPS 337 with a C- or better grade is required for enrollment in JPS 480 - CJ Capstone Seminar.

**JPS 338 Research Methods - Community and Justice Studies. 4.** An introduction to the techniques and analytic tools used to conduct research in the areas of community and justice studies, public policy, and related social sciences. Completion of JPS 338 with a C- or better grade is required for enrollment in JPS 448 - CMJS Capstone Seminar I.

**JPS 361. Philosophy of Law Enforcement. 4.** This course is based on the premise that all police officers are philosophers and need to become better philosophers of law. This course associates the works of famous jurists with the practice of law enforcement. Prerequisite: JPS 202.

**JPS 365. Race, Society and Criminal Justice. 4.** Engages students in a dynamic examination of the criminal justice system and the impact of race and racism on its development. Fulfills business and policies studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

**JPS 380. Victimology. 4.** Explores theories associated with crime victims as well as the historical antecedents of victimology. The course also examines the impact of various crimes on primary and secondary victims as well as society and the effectiveness of programs, laws and policies. While the course focuses primarily on the United States, victimization on a global scale will be discussed. Prerequisite: JPS 100 or 103 and JPS 233 recommended.

**JPS 448. CMJS Capstone Seminar I. 4.** First semester capstone seminar for senior CMJS majors; students synthesize knowledge and skills from major, and design and implement a project addressing a local issue in collaboration with community partner. Prerequisite: JPS 338. Completion of JPS 448 with a C- or better grade is required for enrollment in JPS 449.

**JPS 449. CMJS Capstone Seminar II. 4.** Second semester capstone seminar for senior CMJS majors; students synthesize knowledge and skills from major, and design and implement a project addressing a local issue in collaboration with community partner. Prerequisite: JPS 448.

**JPS 470. Senior Thesis. 4-8.** Major research project designed and conducted under the supervision of a faculty member. Prerequisite: JPS 337 or JPS 338, or other research methods course.

**JPS 480. CJ Capstone Seminar. 4.** This course serves as the culmination course for every criminal justice major. The emphasis is on helping students to apply and hone their skills from their major classes to address contemporary criminal justice problems and issues. Each problem will be examined in relation to its theoretical, methodological, policy, and practical dimensions as well as involve the identification and assessment of the existing state of knowledge. Prerequisite: JPS 337.

**JPS 490. Departmental Honors. 4-8.** For seniors with a 3.5 grade-point average in the major, or by faculty approval. Students may complete a senior thesis and obtain program honors at graduation. Students interested in pursuing Departmental Honors must consult with the department in the student's junior year in order to develop an approved proposal. Once approved to write a thesis, the student must have a thesis adviser (in the department) as well as two other committee members, one of whom should be from outside the department. The student will submit a written thesis to the full committee and make a public presentation.

## **MATHEMATICS (MATH)**

Benjamin Marlin, Associate Professor, Chair

Danielle Moran, Assistant Professor

Mathematics has been called the language of the sciences and, more broadly, the most powerful tool for the analysis of patterns across all fields of study. The main mission of the Department of Mathematics is to promote an understanding of and appreciation for this vision of mathematics. Since the power of mathematics derives from both descriptive and inferential aspects it is important to consider the possibility for its misuse while emphasizing its enormous potential for good. In practice, students are expected to participate actively in both the formulation of mathematical questions and in trying to solve them, using appropriate mathematical methods. This goal includes the understanding that students will be expected to demonstrate mastery of the basic mathematical concepts and methods relevant to the questions they are trying to solve.

**Degree Offered.** The Bachelor of Science degree is offered in mathematics.

**Applied Mathematics Track.** This track requires a minimum of 36 hours in courses or seminars numbered 200 or above, one course being an approved complimentary out-of-department course, the balance being mathematics courses.

1. MATH 226 Vector Calculus – 4 credit hours
2. MATH 212 Discrete Mathematics – 4 credit hours
3. One conceptual mathematics course numbered 300 or above – 4 credit hours
  - MATH 345 Modern Geometry
  - MATH 430 Modern Algebra
  - MATH 435 Real Analysis

- MATH 445 Topology
- MATH 470 Senior Thesis
- MATH 475 Math Seminar
- 4 - 6. Three applied mathematics courses numbered 300 or above – 12 credit hours
  - MATH 302 Differential Equations
  - MATH 310 Probability & Statistics
  - MATH 325 Linear Algebra
  - MATH 330 Statistical Methods
  - MATH 415 Numerical Analysis
  - MATH 470 Senior Thesis
  - MATH 475 Math Seminar
- 7. One approved out-of-department course emphasizing mathematics – 4 credit hours (others may be proposed for approval by Department)
  - ACCT 301 Intermediate Accounting I
  - BUS 272 Financial Planning
  - CHEM 337 Elements of Physical Chemistry
  - ECON 422 Intermediate Microeconomic Theory
  - PHIL 292 Formal Logic
  - PHYS 223 Classical and Modern Physics III
- 8 - 9. Two other MATH courses numbered above 200 – minimum 8 credit hours

**Conceptual Mathematics Track.** This track requires a minimum of 36 hours in courses or seminars numbered 200 or above, one course being an approved complimentary out-of-department course, the balance being mathematics courses.

- 1. MATH 226 Vector Calculus – 4 credit hours
- 2. MATH 231 Foundations of Mathematical Proof – 4 credit hours
- 3. One applied mathematics course numbered 300 or above – 4 credit hours
  - MATH 302 Differential Equations
  - MATH 310 Probability & Statistics
  - MATH 325 Linear Algebra
  - MATH 330 Statistical Methods
  - MATH 415 Numerical Analysis
  - MATH 470 Senior Thesis
  - MATH 475 Math Seminar
- 4 - 6. Three conceptual mathematics courses numbered 300 or above – 12 credit hours
  - MATH 345 Modern Geometry
  - MATH 430 Modern Algebra
  - MATH 435 Real Analysis
  - MATH 445 Topology
  - MATH 470 Senior Thesis
  - MATH 475 Math Seminar
- 7. One approved out-of-department course emphasizing mathematics – 4 credit hours (others may be proposed for approval by Department)
  - ACCT 301 Intermediate Accounting I
  - BUS 272 Financial Planning
  - CHEM 337 Elements of Physical Chemistry
  - ECON 422 Intermediate Microeconomic Theory
  - PHIL 292 Formal Logic
  - PHYS 223 Classical and Modern Physics III
- 8 - 9. Two other mathematics courses numbered above 200 – minimum 8 credit hours

**Total Credit Hours required for B.S. degree in mathematics is 36 credits**

Many majors emphasize a particular area of mathematics in their coursework. Those emphasizing conceptual mathematics have been notably successful in graduate study at respected universities; majors who wish to prepare for graduate school should take MATH 430 Modern Algebra, MATH 435 Real Analysis and MATH 445 Topology.



Other students emphasize applied mathematics in preparation for advanced study in areas other than mathematics; such majors should include MATH 241 Scientific Computing, MATH 302 Differential Equations, MATH 310 Probability and Statistics, and an advanced seminar MATH 475 on an applied topic of interest in their programs.

Students preparing to teach mathematics in secondary schools should take MATH 310 Probability and Statistics, MATH 345 Modern Geometry, and MATH 430 Modern Algebra.

Mathematics majors are frequently double majors. Such majors that allow students to pursue other strong interests in any other discipline and relate them to mathematics are encouraged by the department. The most frequent double major with mathematics is physics; students pursuing this option should take MATH 302 Differential Equations and an advanced seminar MATH 475 on further topics in mathematical physics.

**MATH 103. Mathematics for Elementary Education. 4.** Introduction to elementary school mathematics and its fundamental underlying concepts and structure with emphasis on problem-solving, logical thinking, use of conjecture and exploration with concrete materials. Does not count toward the major. Restricted to education studies majors. Prerequisite: passing score on Guilford's Quantitative Literacy test, passing grade in MATH 110 Mathematics for the Liberal Arts, or another math course approved by the Department of Education Studies. Fulfills quantitative literacy requirement (1998).

**MATH 110. Mathematics for the Liberal Arts. 4.** The nature of mathematics from cultural, historical and logical viewpoints, stressing relationships between mathematics and other disciplines. Recommended for humanities, fine arts and education majors. Does not count toward the major. Includes emphasis on basic quantitative skills. Fulfills quantitative literacy requirement (1998).

**MATH 112. Elementary Statistics. 4.** Descriptive statistics; probability and probability distributions; sampling and sampling distributions; confidence intervals and hypothesis testing; correlation and regression analysis. Emphasis on application and interpretation. Recommended for social science and pre-professional majors; does not count toward the major. Fulfills quantitative literacy requirement (1998).

**MATH 114. College Algebra. 4.** Pre-calculus analysis of algebraic, exponential, and logarithmic functions. Recommended for life sciences; does not count towards major. Fulfills quantitative literacy requirement (1998).

**MATH 115. Elementary Functions. 4.** Pre-calculus analysis of algebraic, exponential, logarithmic, trigonometric and inverse trigonometric functions. Does not count toward the major. Fulfills quantitative literacy requirement (1998).

**MATH 116. Trigonometry. 4.** Analysis and application of trigonometric functions, complex numbers, and vectors. Recommended for natural sciences; does not count towards major. Prerequisite MATH 114 College Algebra or equivalent high school course. Fulfills quantitative literacy requirement (1998).

**MATH 212. Discrete Mathematics. 4.** Algorithms, recursion, induction, sequences and series, combinatorics, counting techniques, particularly as related to the mathematics of computing. Prerequisite: MATH 220 Calculus I Differential Calculus or above.

**MATH 220. Calculus I Differential Calculus. 4.** Limits and differentiation of functions with approach of early use of transcendental functions. Application to Taylor polynomials, optimization. Prerequisite: MATH 114 College Algebra & MATH 116 Trigonometry or equivalent high school credit.

**MATH 222. Calculus II Integral Calculus. 4.** Antiderivatives, definite integrals, Fundamental Theorem of Calculus. Application to area, volume, solution of differential equations. Prerequisite: MATH 220 Calculus I Differential Calculus.

**MATH 224. Calculus III Multivariate Calculus. 4.** Sequences, series, and power series. Functions of multiple variables, partial differentiation, and multiple integrals. Application to probability and physical sciences. Prerequisite: MATH 222 Calculus II Integral Calculus.

**MATH 226. Calculus IV: Vector Calculus. 4.** Algebra of vector-valued functions, vector fields. Differentiation, line and surface integrals. Greens', Stokes', and Divergence Theorems. Prerequisite: MATH 224 Calculus III Multivariate Calculus. Fulfills qualitative literacy requirement (1998). Natural science/mathematics requirement (1998 & 2019).

**MATH 231. Foundations of Mathematical Proof. 4.** Axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics. Prerequisite: MATH 220 Calculus I Differential Calculus or above. Fulfills qualitative literacy requirement (1998).

**MATH 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels.

**MATH 275. Seminar in Mathematics. 1-4.** Seminars are provided to allow and encourage students and faculty members to pursue topics of mutual interest beyond the scope of regular classes. Seminars may be arranged as extensions of existing courses, as special topics courses, as undergraduate research projects or as honors projects. Students must prearrange seminars with faculty members on or before classes begin; no student may register for a seminar without prior departmental approval. Seminars carry from one to four credits and may be repeated for credit with permission of the department. Lower- and upper-level seminars in selected topics. Prerequisite: permission of the department.

**MATH 290. Internship. 1 to 6 credit hours.** May also be offered at the 390 level.

**MATH 310. Probability and Statistics. 4.** Fundamentals of the analysis and interpretation of statistical data, theory and application. Includes descriptive statistics; probability; discrete and continuous random variables, their probability, density and moment-generating function; joint, marginal and conditional probability and density functions of several random variables; sampling distributions; estimation; hypothesis testing. Prerequisite: MATH 224 Calculus III Multivariate Calculus. Fulfills quantitative literacy requirement (1998).

**MATH 325. Linear Algebra. 4.** Introduction to systems of linear equations, matrices, linear spaces and linear transformations, including applications of these concepts to other areas of mathematics and to other fields. Prerequisite: MATH 226 Calculus IV Vector Calculus.

**MATH 345. Modern Geometry. 4.** Topics chosen from Euclidean, hyperbolic, elliptic, projective, affine, etc., geometry emphasizing axiomatic development and/or physical application with content dependent upon student interest and background. Especially recommended for students interested in mathematics education. Prerequisite: MATH 231 Foundations of Mathematical Proof, MATH 212 Discrete Math, or instructor permission. Fulfills quantitative literacy requirement (1998).

**MATH 415. Numerical Analysis. 4.** Techniques, theory, computer programming and application of approximations of zeros of functions, solutions to systems of equations, integrals and ordinary differential equations. Suggested for majors emphasizing applied mathematics or mathematical physics. Prerequisite: MATH 325 Linear Algebra, computer literacy. Recommended: MATH 212 Discrete Math or MATH 231 Foundations of Mathematical Proof. Fulfills quantitative literacy requirement (1998).

**MATH 430. Modern Algebra. 4.** Study of algebraic structures such as groups, rings and fields and their morphisms. Suggested for majors emphasizing theoretical mathematics or interested in mathematics education. Prerequisite: MATH 212 Discrete Math or MATH 231 Foundations of Mathematical Proof. Recommended: MATH 325 Linear Algebra. Fulfills quantitative literacy requirement (1998).

**MATH 435. Real Analysis. 4.** Rigorous study of real functions including topics from limits, sequences, series, differentiation and integration. Suggested for majors emphasizing theoretical mathematics or mathematical physics. Prerequisites: MATH 222 Calculus II Integral Calculus and one of MATH 212 Discrete Math or MATH 231 Foundations of Mathematical Proof. Fulfills quantitative literacy requirement (1998).

**MATH 445. Topology. 4.** Topics in point-set, geometric, general or algebraic topology with content dependent on student and instructor interest. Suggested for majors emphasizing theoretical mathematics. Prerequisite: MATH 231 Foundations of Mathematical Proof or MATH 212 Discrete Math. Fulfills quantitative literacy requirement (1998).

**MATH 470 Senior Thesis. 1-4.** 3-week semester.

**MATH 475. Seminar in Mathematics. 1-4.** Seminars are provided to allow and encourage students and faculty members to pursue topics of mutual interest beyond the scope of regular classes. Seminars may be arranged as extensions of existing courses, as special topics courses, as undergraduate research projects or as honors projects. Students must prearrange seminars with

faculty members on or before the first day of classes; no student may register for a seminar without prior departmental approval. Seminars carry 1 – 4 credits and may be repeated for credit with permission of the department. Lower- and upper-level seminars in selected topics. Prerequisite: permission of the department.

#### **MATH 490 Departmental Honors. 1-4.** (3-week semester.)

### **MODERN LANGUAGE STUDIES (FREN, GERM, JAPN & SPAN)**

David J. Limburg, Professor of German, Chair  
Hiroko Hirakawa, Professor of Japanese  
Alfonso Abad-Mancheño, Associate Professor of Spanish  
Maria P. Bobroff, Associate Professor of French  
Karen Spira, Assistant Professor of Spanish  
Janet Starmer, Visiting Instructor of French

#### **Mission Statement**

Offering courses in French, German, Japanese and Spanish, the Department of Modern Language Studies is integral to the College's mission to produce creative and critical thinkers with the global perspectives necessary to promote positive change in the world. Our purpose is to graduate students who effectively use the four major skills of listening, speaking, reading and writing in the target language; who demonstrate familiarity with various cultures of the world where the target language is spoken; and who demonstrate the critical thinking, analytical and problem-solving skills necessary to function as global citizens. We likewise provide leadership in the internationalization of the College's curriculum.

#### **Introduction**

The goal of the Department of Modern Language Studies is to impart a sense of global community in all students. More so than ever before, students must be aware of other cultures and their multiple ways of understanding the world. To this end, the Department of Modern Language Studies considers the study of language and culture as integral to the formation of global citizens.

Beginning at the introductory level, our courses stress communication in the target language. Throughout our curriculum we emphasize culture broadly defined, from the political, social and historical to the artistic and literary. Essential to the modern language curriculum is study abroad, for no classroom can duplicate the experience of living in another land and interacting in another language. The Modern Language Studies Department helps to prepare all students, not just majors and minors, for their study abroad goals. The department's commitment to global understanding is evident in the many clubs, service projects, language tables and film festivals we organize. A modern language major is an excellent choice for any student desiring a career abroad or one that requires interaction with diverse groups of people. Students wishing to pursue careers in health care, human services, business, entertainment, or government, strengthen their portfolio by adding a double major in Modern Language Studies.

#### **Teaching licensure**

**K-12 licensure** is offered in **French** and **Spanish**.

Students can obtain K-12 licensure in French or Spanish by double majoring in the respective language and education studies. Students pursuing these double majors have the same requirements within the Department of Modern Language Studies as do other majors. The option of doing a senior thesis is not advisable for students receiving K-12 licensure in a modern language.

*NOTE: Students interested in pursuing a teaching career in German may do so by completing the requirements for the German Track at Guilford, a minor in education studies, and then acquiring certification at a graduate institution.*

#### **Language Laboratory**

Beginning language students gain additional language practice in the target language during weekly lab meetings. Students of French, German and Spanish use language-learning software; students of Japanese work in small groups with the instructor and several teaching assistants.

#### **Degrees Offered**

The Bachelor of Arts degree is offered in Modern Language Studies with French, German, German Studies, Japanese Studies, and

### Major Requirements

Each track (with the exception of Spanish) requires a minimum of 34 credit hours numbered 102 or above and including at least one 400-level course. The Spanish Track requires 36 credit hours, including a 2-credit internship.

All majors are expected to study abroad with an appropriate Guilford program for a semester before graduating. Approval of the department is necessary to either waive this requirement or to participate in another program abroad. Please also note that a 3-week study abroad course does not satisfy this requirement.

Students may do a senior thesis (470) or departmental honors (490) on a topic approved by the department. This will count as one of the required courses, but will not replace the required 400-level course. Students planning to attend graduate school are urged to choose the senior thesis.

Modern Language Studies majors should consider a related field in order to consolidate and complement their major field of study or to enhance career opportunities.

### Course Prerequisites

Language courses require a specific sequencing. The introductory sequence (100 level) is a prerequisite for the intermediate level; the intermediate sequence (200 level) is a prerequisite for the higher levels.

*NOTE: With the exception of MLS 210, courses in English translation cannot count for the French, Spanish or German Tracks.*

### French Track:

1-4. Four French courses, chosen from the following or their equivalents with the permission of the track coordinator – 16 credits:

FREN 102 Communicating in French II

FREN 203 Intermediate French I

FREN 204 Intermediate French II F

REN 310 Contemporary France

FREN 311 The Francophone World

FREN 315 French and Francophone Cinema

FREN 365 Literature and Culture: Period

FREN 375 Literature and Culture: Theme

FREN 385 Literature and Culture: Genre

FREN 260, FREN 290, FREN 360, FREN 390, FREN 460, FREN 470, FREN 490 with departmental permission

5. FREN 220 Introduction to Literary and Cultural Analysis – 4 credits

6. Any FREN 300-level course – 4 credits

FREN 360 or FREN 390 with departmental permission

7. FREN 400 Senior Seminar – 4 credits

8. MLS 210, an interdisciplinary, variable-topics course taught in English – 3 credits

9. MLS 220, a track-specific course taught in the target language that is experiential or immersive in nature – 3 credits

*NOTE: French track majors must study abroad in an approved Francophone country. Courses taken abroad can count toward the minimum 34 credits. The department recommends that French majors take at least one course on Francophone Africa or the Caribbean.*

**Total credits required for A.B. degree in French track is 34 credits**

### German Track:

1-4. Four German courses, chosen from the following or their equivalents with the permission of the track coordinator – 16 credits:

GERM 102 Communicating in German II

GERM 201 Intermediate German I

GERM 310 Contemporary German Culture

GERM 311 German Youth Culture

GERM 312 German Composition

GERM 320 Culture and Society: The Weimar Republic

GERM 400 Seminar

- GERM 260, GERM 290, GERM 360, GERM 390, GERM 460, GERM 470,  
GERM 490 with departmental permission
- 5. GERM 202 Intermediate German II – 4 credits
- 6. Any GERM 300-level course – 4 credits  
GERM 360 or 390 with departmental permission
- 7. Any GERM 400-level course – 4 credits  
GERM 460 with departmental permission
- 8. MLS 210, an interdisciplinary, variable-topics course taught in English – 3 credits
- 9. MLS 220, a track-specific course taught in the target language that is experiential or immersive in nature – 3 credits

*NOTE: German track majors must study abroad in an approved Germanophone country. Courses taken abroad can count toward the minimum 34 credits.*

**Total credits required for A.B. degree in German track is 34 credits**

### **German Studies Track:**

- 1-3. Three German courses, chosen from the following or their equivalents with the permission of the track coordinator – 12 credits:
  - GERM 102 Communicating in German II
  - GERM 201 Intermediate German I
  - GERM 310 Contemporary German Culture
  - GERM 311 German Youth Culture
  - GERM 312 German Composition
  - GERM 320 Culture and Society: The Weimar Republic
  - GERM 400 Seminar
  - GERM 260, GERM 290, GERM 360, GERM 390, GERM 460, GERM 470,  
GERM 490 with departmental permission
- 4. GERM 202 Intermediate German II – 4 credits
- 5. Any GERM 400-level course – 4 credits  
GERM 460 with departmental permission
- 6-7. Two courses in Guilford's Munich semester program, taught in English – 8 credits
- 8. MLS 210, an interdisciplinary, variable-topics course taught in English — 3 credits
- 9. MLS 220, a track-specific course taught in the target language that is experiential or immersive in nature — 3 credits

*NOTE: German studies track majors must participate in Guilford's Munich semester abroad program. Students can count up to two courses taught in English toward this track.*

**Total credits required for A.B. degree in German studies track is 34 credits**

### **Japanese Studies Track:**

- 1-3. Three Japanese courses, chosen from the following or their equivalents with the permission of the track coordinator – 12 credits:
  - JAPN 102 Communicating in Japanese II
  - JAPN 201 Intermediate Japanese I
  - JAPN 202 Intermediate Japanese II
  - JAPN 301 Early Advanced Japanese
  - JAPN 400 Seminar
  - JAPN 260, JAPN 290, JAPN 360, JAPN 390, JAPN 460, JAPN 470,  
JAPN 490 with departmental permission
- 4. JAPN 301 Early Advanced Japanese – 4 credits  
JAPN 360, or JAPN 390 with departmental permission
- 5. JAPN 400 Senior Seminar – 4 credits  
JAPN 460 with departmental permission
- 6-7. Two courses on Japan taught in English, chosen from the following – 8 credits:
  - JAPN 220 Women in Modern Japan
  - JAPN 221 Contemporary Japanese Society



JAPN 250 Topic varies

8.MLS 210, an interdisciplinary, variable-topics course taught in English — 3 credits

9.MLS 220, a track-specific course taught in the target language that is experiential or immersive in nature — 3 credits

*NOTE: Japanese studies track majors must participate in Guilford's Kansai Gaidai or ICU abroad program or its equivalent.*

**Total credits required for A.B. degree in Japanese studies track is 34 credits**

### **Spanish Track:**

1-3. Three Spanish courses, chosen from the following or their equivalents with the permission of the track coordinator – 12 credits:

SPAN 102 Communicating in Spanish I

SPAN 201 Intermediate Spanish I

SPAN 202 Intermediate Spanish II

SPAN 310 Contemporary Latin America

SPAN 311 Contemporary Spain

SPAN 320 Culture and Society: Mexico, Central America and Caribbean

SPAN 321 Culture and Society: Golden Age of Spain

SPAN 322 Culture and Society: South America

SPAN 323 Culture and Society: Beginnings of a Nation

SPAN 340 Film, Life, and Literature of Latin America

SPAN 260, SPAN 290, SPAN 360, SPAN 390,

SPAN 460 with departmental permission

4.SPAN 301 Advanced Grammar and Phonetics – 4 credits

5.One course from: 4 credits

SPAN 310 Contemporary Latin America

SPAN 320 Culture and Society: Mexico, Central America and Caribbean

SPAN 322 Culture and Society: South America

SPAN 340 Film, Life, and Literature of Latin America

6.One course from: 4 credits

SPAN 311 Contemporary Spain

SPAN 321 Culture and Society: Golden Age of Spain

SPAN 323 Culture and Society: Beginnings of a Nation

7.SPAN 390 Internship-2 credits

8.Any SPAN 400 level course taken senior year – 4 credits

SPAN 460 with departmental permission

9.MLS 210, an interdisciplinary, variable-topics course taught in English — 3 credits

10.MLS 220, a track-specific course taught in the target language that is experiential or immersive in nature\* — 3 credits

\*Students placed in SPAN 301 or above can place out of this requirement.

*NOTE: Spanish track majors must study abroad in an approved Hispanophone country. Courses taken abroad can count toward the minimum 36 credits. Students must complete their internship requirement after studying abroad.*

**Total credits required for A.B. degree in Spanish track is 36 credits**

**FREN 101. Communicating in French I. 4.** Basic building blocks of grammar, emphasis on oral communication and culture. Laboratory Day required. Students may not receive credit for both FREN 101 and FREN 111. Fulfills foreign language requirement (1998). Modern language 101 requirement (2019).

**FREN 102. Communicating in French II. 4.** Continuation of French I with more emphasis on grammar and developing reading and writing skills. Emphasis still on oral communication and culture. Laboratory Day required. Prerequisite: FREN 101 or placement. Spring. Fulfills foreign language requirement (1998). Modern language 102 requirement (2019).

**FREN 111. French Around the World, Communication and Cultures. 4.** Basic building blocks of grammar, emphasis on oral communication and culture. For CE students only. Students may not receive credit for both FREN 101 and FREN 111.

**FREN 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**FREN 203. Intermediate French I. 4.** Introduction of more advanced aspects of French grammar, vocabulary, and culture with an emphasis on speaking and comprehension. Prerequisite: FREN 102 or placement.

**FREN 204. Intermediate French II. 4.** Continuation of more advanced aspects of French grammar, vocabulary, and culture introduced in French 203, with an increased emphasis on reading and writing skills. Prerequisite: FREN 203 or placement.

**FREN 220. Introduction to Literary and Cultural Analysis. 4.** An introduction to important literary and cultural texts and to the tools required to understand and discuss them. This course enables students to engage more sophisticated texts and cultural artifacts from different discourses, periods and cultures, and is the prerequisite of all 300-level courses. Prerequisite: FREN 204 or placement.

**FREN 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels.

**FREN 275. French-Speaking Africa, in English Translation. 4.** Study of significant literatures, cultures and major currents of French-speaking Africa, including the Maghreb and sub-Saharan regions. Prerequisite: Historical Perspectives. Fulfills humanities and intercultural requirements (1998). Art/humanities and sociocultural engagement requirements (2019).

**FREN 290. Internship. 1-4.** May also be offered at the 390 level.

**FREN 310. Contemporary France. 4.** Study of the institutions and society of France today, with an emphasis on developing the vocabulary and cultural context required to understand them. Prerequisite: FREN 220.

**FREN 311. The Francophone World. 4.** Study of significant literatures, cultures and major currents of the French-speaking world other than those of France, with particular emphasis on Africa and the Caribbean. Course is repeatable with different topics. Prerequisite: FREN 220 or placement. Fulfills humanities and intercultural requirements (1998). Art/humanities and sociocultural engagement requirements (2019).

**FREN 315. French and Francophone Cinema. 4.** Study of French and Francophone cinema as well as societal and cultural influences. Specific directors, films and themes will vary. Course is repeatable with different topics. Prerequisite: FREN 220. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**FREN 365. Literature and Culture: Period. 4.** Study of French and Francophone culture and society within a defined period of time, e.g., the Renaissance, the Enlightenment, Romanticism, along with the period's defining characteristics and lasting influences. Course is repeatable with different topics. Prerequisites: FREN 220 and FREN 310, FREN 311 or FREN 315.

**FREN 375. Literature and Culture: Theme. 4.** Study of French and Francophone culture and society through the lens of a particular theme. Themes may be universal in nature (love, death, the nation, the Other) or more specific (the City of Paris, Revolutionary writings, the Dreyfus affair). Course is repeatable with different topics. Prerequisites: FREN 220 and FREN 310, FREN 311 or FREN 315.

**FREN 385. Literature and Culture: Genre. 4.** Study of French and Francophone culture and society through a particular literary genre, e.g. the novel, theatre, poetry. Consideration will be given to how historical periods have given rise to certain literary genres and how genres have influenced literary and cultural movements. Course is repeatable with different topics. Prerequisites: FREN 220 and FREN 310, FREN 311 or FREN 315.

**FREN 400. Senior Seminar. 4.** Topic of this capstone for majors will vary, but will focus on important questions in French and Francophone studies. Students will explore more advanced approaches to culture and literature and conduct research on a final paper. Required of majors. Prerequisites: FREN 220, a 300-level course and Historical Perspectives. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**FREN 470. Senior Thesis. 4.**

**FREN 490. Departmental Honors. 4.**

**GERM 101. Communicating in German I. 4.** Basic building blocks of grammar, emphasis on oral communication and culture. Laboratory Day required. Fall, also taught in Munich. Fulfills foreign language requirement (1998). Modern language 101 requirement (2019).

**GERM 102. Communicating in German II. 4.** Continuation of German I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Laboratory Day required. Prerequisite: GERM 101 or placement. Fulfills foreign language requirement (1998). Modern language 102 requirement (2019).

**GERM 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**GERM 201. Intermediate German I. 4.** Review of basic structures and introduction of more advanced aspects of grammar and vocabulary. Increased emphasis on conversation, reading and writing skills. Prerequisite: GERM 102 or placement. Fall, also taught in Munich.

**GERM 202. Intermediate German II. 4.** Continuation of German 201. Increased emphasis on discussion skills. Students read and discuss two youth novels. Prerequisite: GERM 201 or placement. Spring.

**GERM 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels.

**GERM 290. Internship. 1-4.** May also be offered at the 390 level.

**GERM 310. Contemporary German Culture. 4.** Analysis and discussion of literary and cultural texts and films from 1945 to the present. Further development of writing skills. Prerequisite: GERM 202 or placement. Fall, every third year.

**GERM 311. German Youth Culture. 4.** Analysis and discussion of youth literature, as well as journalism and film aimed at German youth. Prerequisite: GERM 202 or placement. Fall, every third year. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**GERM 312. German Composition. 4.** Advanced grammar work and writing practice, with increased attention to complexity and style. Prerequisite: GERM 202 or placement. Fall, taught in Munich.

**GERM 320. Culture and Society: The Weimar Republic. 4.** Analysis and discussion of German films and literature of the Weimar Republic, as well as short texts of cultural, political and historical relevance. Prerequisite: GERM 202 or placement. Fall, every third year. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**GERM 400. Seminar. 4.** Students will explore more advanced approaches to culture and literature and conduct research on a final paper. The seminar will focus on pre-19th century, 19th century, and 20th century/contemporary material in a three-year sequence. Required of majors. Prerequisites: GERM 300 level or placement and Historical Perspectives. Spring; repeatable. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**GERM 470. Senior Thesis. 4.**

**GERM 490. Departmental Honors. 4-8.**

**JAPN 101. Communicating in Japanese I. 4.** Basic building blocks of grammar, emphasis on oral communication and culture. Laboratory Day required. Fulfills foreign language requirement (1998). Modern language 101 requirement (2019).

**JAPN 102. Communicating in Japanese II. 4.** Continuation of Japanese I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Laboratory Day required. Prerequisite: JAPN 101 or placement.

Fulfills foreign language requirement (1998). Modern language 102 requirement (2019).

**JAPN 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**JAPN 201. Intermediate Japanese I. 4.** Advanced grammar study, conversation practice and increased emphasis on reading and writing. Prerequisite: JAPN 102 or instructor permission.

**JAPN 202. Intermediate Japanese II. 4.** Continuation of JAPN 201. Prerequisite: JAPN 201.

**JAPN 220. Women in Modern Japan. 4.** Examines the lives of Japanese women within the contexts of such social institutions as education, marriage, family, work and mass media. Taught in English. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**JAPN 221. Contemporary Japanese Society. 4.** Interdisciplinary course examines popular American attitudes toward Japan and social construction of national identity in contemporary Japan (as well as challenges to this identity). Studies social conditions, popular culture and racial and ethnic minorities in Japan. Taught in English. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**JAPN 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels.

**JAPN 290. Internship. 1-4.** May also be offered at the 390 level.

**JAPN 301. Early-Advanced Japanese. 4.** Solidifies the foundations of grammar, vocabulary and *kanji* that were built at the intermediate level, and helps students read and communicate more in detail and at greater lengths about various topics. Prerequisite: JAPN 202.

**JAPN 310. Media, Gender and Nation in Japan. 4.** Examines the roles of mass media in the construction of gendered national identity in Japan. Taught in English. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

**JAPN 400. Senior Seminar. 4.** Topic of this capstone for Japanese Studies track will vary, but will focus on important questions in Japanese studies. Students will explore more advanced approaches to culture and literature and conduct research on a final paper. Prerequisites: JAPN 301 and Historical Perspectives.

**JAPN 470. Senior Thesis. 4.**

**MLS 210. Interdisciplinary Language Studies. 4.** A variable-topics course taught in English.

**MLS 220. Experiential/Immersive Language Studies. 4.** A track-specific course taught in the target language.

**SPAN 101. Communicating in Spanish I. 4.** Basic building blocks of grammar, emphasis on oral communication and culture. Laboratory Day required. Students may not receive credit for both SPAN 101 and SPAN 111. Fulfills foreign language requirement (1998). Modern language 101 requirement (2019).

**SPAN 102. Communicating in Spanish II. 4.** Continuation of Spanish I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Laboratory Day required. Prerequisite: SPAN 101 or placement. Students may not receive credit for both SPAN 102 and SPAN 112. Fulfills foreign language requirement (1998). Modern language 102 requirement (2019).

**SPAN 111. Communicating in Spanish for Business I. 4.** Basic building blocks of grammar, emphasis on oral communication and culture. Special emphasis on vocabulary for the workplace. For CE students only. Students may not receive credit for both SPAN 101 and SPAN 111.

**SPAN 112. Communicating in Spanish for Business II. 4.** Continuation of SPAN 111. Basic building blocks of grammar, emphasis on oral communication and culture, particularly as they relate to the workplace in various settings such as business,

health, travel and social services. For CE students only. Students may not receive credit for both SPAN 102 and SPAN 112. Prerequisite: SPAN 111 or SPAN 101. Fulfills modern language requirement.

**SPAN 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**SPAN 201. Intermediate Spanish. 4.** Introduction of more advanced aspects of Spanish grammar and vocabulary in addition to continued speaking and comprehension, increased emphasis on reading and writing in Spanish using culture-oriented material. Students cannot receive credit for both SPAN 201 and SPAN 211. Prerequisite: SPAN 102 or placement.

**SPAN 202. Intermediate Conversation and Composition. 4.** Thorough review of Spanish grammar as needed, intensive work on oral and written expression on a variety of topics and exposure to a wide range of cultural “texts” (from traditional literature to more recent media). Students cannot receive credit for both SPAN 202 and 212. Prerequisite: SPAN 201 or instructor permission.

**SPAN 211. Intermediate Spanish for Business I. 4.** SPAN 211 parallels SPAN 201 (Intermediate Spanish) in its emphasis on learning and practicing more advanced elements of Spanish grammar, developing vocabulary as well as improving speaking and comprehension skills using culture-oriented materials related to the workplace and stressing practices in the Hispanic business world. Students may not receive credit for both SPAN 201 and 211. Prerequisite: SPAN 102 or SPAN 112 or placement.

**SPAN 212. Intermediate Spanish for Business II. 4.** Again, paralleling SPAN 202 (Intermediate Spanish Conversation/Composition) this course will review aspects of grammar learned in previous Spanish courses to help students attain greater proficiency in the use of Spanish structures. Class sessions will emphasize oral and speaking skills using a wide range of cultural texts related to the workplace. Class is conducted in Spanish. Students may not receive credit for both SPAN 202 and SPAN 212. Prerequisite: SPAN 211 or placement or instructor permission.

**SPAN 221. Advanced Spanish for Business. 4.** In this course students will strengthen their communicative skills in Spanish for professions with an emphasis on business and increase their knowledge of the cultures of Spanish-speaking peoples. Class is conducted in Spanish. Prerequisite: SPAN 212.

**SPAN 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels.

**SPAN 290. Internship. 1-4.** May also be offered at the 390 level.

**SPAN 301. Advanced Grammar and Phonetics. 4.** In this theoretical and practical course students explore Spanish sounds and practice their pronunciation. They will learn phonetic transcriptions. The class also expands on the history of the Spanish language, which prepares students to take more advanced classes in Spanish literature and linguistics (300-level literature courses and 400-capstone). Students will analyze and compare literary texts from a linguistic point of view and link the evolution of the language to historical events important on both sides of the Atlantic. There is also an advanced grammar component and a service learning project. Course must be taken at Guilford College. Prerequisite: SPAN 202.

**SPAN 310. Contemporary Latin America. 4.** Through multiple perspectives (economic, historical, political, social and religious), students will explore different themes relating to situations in contemporary Spanish America, utilizing art, literary texts and public speeches to illustrate these themes and to form connections between the various countries. Prerequisite: SPAN 221 or SPAN 301. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019). Alternate years.

**SPAN 311. Contemporary Spain. 4.** This course will study the dramatic changes that have occurred in Spain since the death of Francisco Franco in 1975: the development of a democratic government, the social and economic challenges faced in Spain's attempt to become one of the important players in the European Union, and the positive and negative effects resulting from such a position. Prerequisite: SPAN301 or instructor permission. Alternate years.

**SPAN 320. Culture and Society: Mexico, Central America and the Caribbean. 4.** Examination of the literature and culture against a historical background from the colonial period, with an emphasis on the 20th century. Prerequisite: SPAN 221 or SPAN 301. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).



**SPAN 321. Culture and Society: Golden Age of Spain. 4.** Examination of the culture, literature and historical contexts of the 16th and 17th centuries in Spain. Prerequisite: SPAN 221 or SPAN 301. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

**SPAN 322. Culture and Society: South America. 4.** Examination of the literature and culture against a historical background from the colonial period, with an emphasis on the 20th century. Prerequisite: SPAN 301 or instructor permission. Alternate years. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**SPAN 323. Culture and Society: Beginnings of a Nation (The Integration of Three Cultures). 4.** Examination of the culture, literature and historical contexts of Medieval Spain with an emphasis on the contributions of Jews, Christians and Moslems. Prerequisite: SPAN 221 or SPAN 301. Fulfills humanities requirement (1998). Sociocultural engagement requirement (2019).

**SPAN 340. Film, Life and Literature of Latin America. 4.** A view of Latin American culture, society and contemporary issues through film and literature. At times taught in English for IDS 400 credit. For Spanish credit, class meets one extra time and all work is done in Spanish. Prerequisites: SPAN 301 and another SPAN 300-level course.

**SPAN 342. Latino Culture in the United States. 4.** A study of the different Hispanic cultures in the U.S. through literature, essays and film with special emphasis on the image of self as “other,” exile, biculturalism, bilingualism and the fusion of cultures. Taught in English for IDS 400 credit. For Spanish credit, class meets one extra time and all work is done in Spanish. Fulfills humanities requirement (1998). Sociocultural engagement requirement (2019).

**SPAN 402. Senior Seminar: Latin America. 4.** Students will explore more advanced approaches to culture and literature and conduct research on a final paper. Possible topics: Indigeneity and Representation, The Latin American Novel. Prerequisites: SPAN 301 and another SPAN 300-level course and Historical Perspectives. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**SPAN 403. Senior Seminar: Spain. 4.** Students will explore more advanced approaches to culture and literature and conduct research on a final paper. Possible topics: Social and Cultural Impact of the Spanish Civil War, Women in Spanish Literature and Film. Prerequisites: SPAN 301 and a second 300-level course and Historical Perspectives. Fulfills humanities requirement (1998). Sociocultural engagement requirement (2019).

**SPAN 470. Senior Thesis. 4.**

**SPAN 490. Departmental Honors. 4-8.**

## **MUSIC (MUS)**

Drew Hays, Associate Professor, Chair

Wendy Looker, Associate Professor

Kami Rowan, Associate Professor

The Department of Music engages students in a variety of artistic, creative, intellectual and cultural endeavors. Students benefit from a strong, interdisciplinary liberal arts base, small classes that stimulate active learning, group participation, and service to the greater community. Seminar-style settings take the place of formal lectures; strong studio teaching, repertory classes, ensemble performances, recitals, opera scenes, master classes and competitions prepare students for the application of their discipline.

A variety of academic and performance-based courses inspires and challenges the music student. The department provides numerous opportunities for both solo and ensemble performance through concerts, weekly repertoire classes, Midday Musicales and junior and senior recitals. Private lessons, class piano, class voice, ensembles and general music classes are open to all students. Students have opportunities to be a part of the following groups on campus: College Choir, Lumina Treble Ensemble, Jazz

Ensembles and combos, Guitar Ensemble, String Ensemble, African Drumming Class and Musical Theatre/Opera Workshop.

Guilford's ability to service a variety of musical interests is evidenced through the successes of our alumni. Students with

music degrees from Guilford have pursued graduate studies at competitive graduate programs at major institutions such as the Peabody Conservatory, Eastman School of Music, San Francisco Conservatory, the College Conservatory of Music at Cincinnati, Florida State, Westminster Choir College, University of Southern California and UNC-Chapel Hill. Some graduates are making a living as working musicians; others have entered the teaching field. Still others have pursued experiences with programs such as Teach for America and AmeriCorps.

**The College Choir** presents several major performances throughout the year focusing on both old and new gems of the choral repertoire. An ensemble of approximately 40 singers, the College Choir occasionally collaborates with the Greensboro Choral Society and the Greensboro Symphony Orchestra to perform large works such as “Carmina Burana.” Music department ensembles have traveled to Ireland, Prague, Vienna and Salzburg, as well as Washington, Charleston, Atlanta, Philadelphia and New York. Scholarship funding is available to singers who are elected to the Choir Council.

**The Jazz Combos** provide musicians the opportunity to rehearse and perform within a small combo setting. Students study and learn the techniques of improvisation as well as the style and tradition of the jazz idiom. The ensembles perform on campus and in the greater Greensboro area throughout the academic year, and have toured throughout North Carolina, Virginia, Maryland, Pennsylvania, Delaware, and New York.

**The Jazz Ensemble** performs traditional big band repertoire from composers such as Duke Ellington, Count Basie, Charles Mingus and Mary Lou Williams, as well as brand new works and arrangements. The Jazz Ensemble performs on campus numerous times each semester.

**The Guilford College Guitar Ensemble** is a performing group open to all classical guitarists. The ensemble’s repertoire spans all musical periods and includes a variety of musical genres. The Guitar Ensemble often tours with the College Choir and performs on campus for special events and locally with other community and college ensembles, schools and organizations. In the past, the Guitar Ensemble has participated in the Mid-Atlantic (Virginia) and Mid-America (Illinois) Ensemble Festivals, as well as sharing concerts with other colleges and competitions.

Other group performance opportunities available to the Guilford student include the Lumina Treble Ensemble, String Ensemble, African Drumming Class, and Musical Theatre. Students also may join the community-based Greensboro Concert Band and the orchestra Philharmonia, both of which rehearse off campus.

**Degrees Offered. The Bachelor of Arts and Bachelor of Music degrees are offered in music.**

**Scholarships.** Several scholarships are available through the Department of Music including the Edward Lowe Scholarship and Mary Ellen Cathey Scholarship.

**Auditions.** Students wishing to declare a major in music must audition to qualify. They should contact the department chair for information regarding specific repertoire requirements and to schedule an audition. Provisional acceptance can be granted to students who submit video files via email.

**The major requires a minimum of 42 credit hours:**

**Major Requirements for the A.B. degree in music:**

- 1.MUS 101 Music Theory I – 4 credits \*co-requisite lab Aural Skills I (0 credit)
- 2.MUS 102 Music Theory II – 4 credits \*co-requisite lab Aural Skills II (0 credit)
- 3.MUS 201 Music Theory III – 4 credits \*co-requisite lab Aural Skills III (0 credit)
- 4.MUS 310 Early Music History & Culture – 3 credits (study away)
- 5.MUS 311 18<sup>th</sup> & 19<sup>th</sup> Century Music and Culture – 4 credits
- 6.MUS 312 20<sup>th</sup> & 21<sup>st</sup> Century Music and Culture – 4 credits
- 7.MUS 141 Class Piano I - 1 credit\*
- 8.MUS 142 Class Piano II – 1 credit\*

*\*or pass proficiency exam*

- 9.8 credits in private lessons: MUS 270s and MUS 280s\* – 8 credits

*\*Guilford College Prerequisite: MUS 101 or instructor permission*

- 10.8 credits in appropriate ensemble: MUS 120, MUS 121, MUS 122, MUS 123, MUS 124, MUS 127, MUS 129, MUS

135\* – 8 credits

*\*Enrollment required every semester the student is on campus. Every music major must take a minimum of one credit of MUS 120 College Choir before their junior year.*

11.MUS 291 Career Perspectives Seminar – 2 credits

12.MUS 302 Junior Recital – 1 credit

**Total credit hours required for A.B. degree in music is 42-44 credits**

**Major Requirements for the B.M. degree in music:**

1.MUS 101 Music Theory I – 4 credits \*co-requisite lab Aural Skills I (0 credit)

2.MUS 102 Music Theory II – 4 credits \*co-requisite lab Aural Skills II (0 credit)

3.MUS 201 Music Theory III – 4 credits \*co-requisite lab Aural Skills III (0 credit)

4.MUS 310 Early Music History & Culture – 3 credits (study away)

5.MUS 311 18<sup>th</sup> & 19<sup>th</sup> Century Music and Culture – 4 credits

6.MUS 312 20<sup>th</sup> & 21<sup>st</sup> Century Music and Culture – 4 credits

7.MUS 141, 142, 143, and 144 Class Piano I-IV or B.M. piano proficiency exam – 0 – 4 credits

8.16 credits in private lessons: MUS 270s and MUS 280s\* – 16 credits

*\*Guilford College Prerequisite: MUS 101 or instructor permission*

9.MUS 302 Junior Recital – 1 credit

10.MUS 402 Senior Recital – 1 credit

11.MUS 291 Career Perspectives Seminar – 2 credits

12.MUS 410 Jazz Theory or MUS 450 Special Topics – 4 credits

13.8 credits in appropriate ensemble: MUS 120, MUS 121, MUS 122, MUS 123, MUS 124, MUS 127, MUS 129, MUS 135\* – 8 credits

*\*Enrollment required every semester the student is on campus. Every music major must take a minimum of one credit of MUS 120 College Choir before their junior year.*

**Total credit hours required for B.M. degree in music general track is 55-59 credits**

**Additional requirement for guitar track:**

14.MUS 205 Guitar Pedagogy and Literature – 4 credits

**Total credit hours required for B.M. degree in music: guitar track is 59-63 credits**

**Additional requirements for voice track:**

14.MUS 103 Diction I – 1 credit

15.MUS 104 Diction II – 1 credit

**Total Credit Hours required for B.M. degree in music: voice track is 57-61 credits**

**MUS 100. Accompanying Lab. 0.** Accompanying lab is required of all students majoring in vocal studies and is optional for upper-level instrumental music majors upon recommendation by the private instructor. The course provides the student with regular time throughout the semester to work with a pianist, resulting in more thorough preparation throughout the semester for performances.

**MUS 101. Music Theory I. 4.** This course in basic musicianship examines the materials and structures of diatonic music: time, melody, harmony and form. Students must be able to read music; diatonic ear training and sight singing are required components of the class. Requires enrollment in co-requisite MUS 101 Aural Skills Lab I. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**MUS 101. Aural Skills Lab I. 0.** Aural Skills lab reinforces the theoretical concepts studied in MUS 101 by practicing the skills necessary to develop music literacy. Students will engage daily in applied exercises in ear training, sight singing, rhythm and basic conducting patterns. Emphasis is placed on achieving fluency in solfège tonal syllables and takadimi syllables. Corequisite: MUS 101 Music Theory I.

**MUS 102. Music Theory II. 4.** A continuation of MUS 101 in which resources of the tonal system are analyzed with emphasis on seventh chords, both diatonic and chromatic. Traditional part writing is stressed; some chromaticism is introduced in ear

training and sight-singing. Prerequisite: MUS 101 or instructor permission. Requires enrollment in co-requisite MUS 102 Aural Skills Lab II.

**MUS 102. Aural Skills Lab II. 0.** Aural Skills lab II builds on the skills developed in Aural Skills Lab I with a focus on more complex tonal and rhythmic language. As students continue to achieve music literacy, they will engage daily in applied exercises in ear training, sight singing, rhythm and basic conducting patterns. Emphasis is placed on achieving fluency in solfège tonal syllables and takadimi syllables. Co-requisite: MUS 102 Music Theory II.

**MUS 103. Diction I. 1.** This course includes the study of articulation, phonetics, the International Phonetics Alphabet (IPA) and the application of IPA to Italian, Latin and English song texts. It is required for music majors in voice track and recommended for students enrolled in MUS 120, MUS 132 and/or MUS 272.

**MUS 104. Diction II. 1.** This course continues the study begun in MUS 103 and includes the application of IPA to German and French song texts. It is required for music majors in voice track and recommended for students enrolled in MUS 120, MUS 132 and/or MUS 272 Private Voice. Prerequisite: MUS 103 or permission of the instructor.

**MUS 110. Jazz Appreciation. 4.** Explores the many facets of jazz as a musical art form with regards to ethnicity, cultural, historical and musical evolution. Live performances in and out of the classroom enhance the experience. Fulfills arts and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**MUS 120. Guilford College Choir. 1.** The Guilford College Choir is designed to further the vocal abilities of each individual student while working together toward the common goal of a healthy ensemble sound. In addition to basic instruction in the technique of choral singing, the rudiments of reading choral music and the rules for singing in English and a variety of other languages will be addressed throughout the rehearsal process. The style of music we sing varies from concert to concert. Your musicianship, an open mind and a positive attitude will foster a strong sense of community within the choir that will facilitate our service to the College and beyond through the offering of artistically communicative performances. Prerequisite: students must be able to match pitch.

**MUS 121. String Ensemble. 1.** This course is designed for string instruments to experience playing together while studying rehearsal techniques and learning standard repertoire. This course will culminate in a performance experience each semester.

**MUS 122. Guitar Ensemble. 1.** The Guilford College Guitar Ensemble is a dynamic group that performs on and off campus. Weekly rehearsals include work on ensemble techniques, and a wide variety of literature ranging from renaissance to 20th century. Students involved build a strong sense of community with fellow ensemble members. Guitar Ensemble is open to music majors, students minoring in music or through an audition.

**MUS 123. Jazz Combo. 1.** Allows the young jazz musician to rehearse and perform within a small combo. Techniques for improvising are explored as well as the role of each instrument in the jazz tradition. Students are expected to read music and develop their soloing skills through practice.

**MUS 124. Jazz Ensemble. 1.** Provides musicians the opportunity to rehearse and perform within a large jazz ensemble setting. Students are expected to read music, perform within their section, and develop their soloing skills through practice. Music selections studied and performed will include jazz standards as well as new arrangements and compositions. Techniques for improvising will also be explored as well as the role of each instrument in the jazz tradition.

**MUS 127. Concert Band. 1.** Weekly rehearsals of standard concert band literature with the Greensboro Concert Band in the Cultural Arts Centre (transportation required, carpooling is often available). Most performances take place in Dana Auditorium on the Guilford campus. CR/NC.

**MUS 129. Orchestra. 1.** Weekly rehearsals of standard orchestral literature with the Philharmonia of Greensboro in the Cultural Arts Centre (transportation required, carpooling is often available). Most performances take place in Dana Auditorium on the Guilford campus. CR/NC.

**MUS 130. Beginning Guitar Class: Hum and Strum. 1.** Designed for the beginning player who wishes to learn basic song

accompaniment. Students will build a strong foundation of chordal knowledge, finger-picking patterns, right-hand technique and a general understanding of the fretboard in the first position. Students do not need to know how to read music; however, they must own their own instrument.

**MUS 131. Intermediate Guitar Class: Picks and Tabs. 1.** For guitarists who play either electric or acoustic guitar and are familiar with picks and tablature notation. The class will learn pieces in the following styles: folk, country, rock and jazz. A prerequisite semester of private or class instruction is recommended and a working knowledge of chords is most helpful.

**MUS 132. Voice Class. 1.** This class is a prerequisite for MUS 272. Students learn healthy effective technique for solo singing in a supportive group environment.

**MUS 134. African Drumming. 1.** Learn techniques and patterns commonly employed in traditional West African cultures. The primary focus is on the djembe, but other drums are employed as well. No musical background is required. The music department has a limited number of instruments for student use

**MUS 135. LUMINA Treble Ensemble. 1.** An ensemble of treble voices, LUMINA is open to students, faculty, staff and alumni who appreciate the sense of community fostered by the choral arts. LUMINA seeks to explore the extensive body of literature written for treble voices and to shed light on the depth of beauty of this repertoire. We celebrate and elevate music composed by women, about women and for women's voices as we serve the college and the greater community through the offering of artistically communicative performances. Prerequisite: Singers are expected to be able to match pitch and sing in tune.

**MUS 141. Class Piano I. 1.** This course in group piano instruction is the first in a four-semester series of performance studies courses required for beginning piano students. Students should expect to spend approximately three hours per week of individual effort in preparation for this class.

**MUS 142. Class Piano II. 1.** This course in group piano instruction is the second in a four-semester series of performance studies courses required for beginning piano students. Students should expect to spend approximately three hours per week of individual effort in preparation for this class. Prerequisite: MUS 141 or instructor permission.

**MUS 143. Class Piano III. 1.** This course in group piano instruction is the third in a four-semester series of performance studies courses required for beginning piano students. Students should expect to spend approximately three hours per week of individual effort in preparation for this class. Prerequisite: MUS 142 or instructor permission.

**MUS 144. Class Piano IV. 1.** This course in group piano instruction is the fourth in a four-semester series of performance studies courses required for beginning piano students. Students should expect to spend approximately three hours per week of individual effort in preparation for this class.

**MUS 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**MUS 153. Roots Music in the US: Blues, R&B, Soul, Rock & Roll. 4.** Covers the growth and evolution of roots music in America, including blues, rhythm & blues, gospel, soul and country music, and culminating in the birth of rock & roll. Students will learn about these enduring styles, the key artists that defined them, and the social contexts that engendered them.

**MUS 154. Rock and Soul Music: From the Beatles & Motown to Indie & Hip-Hop. 4.** Covers the modern era in popular music, extending from the British Invasion and Motown Soul movements of the 1960's through the rise of hip-hop, indie rock and other contemporary styles. Students will learn to understand, appreciate and critique a variety of popular artists and genres.

**MUS 201. Music Theory III. 4.** Beginning with the chromatic material that ended MUS 102, this course studies historic developments that led to post-romanticism and beyond. An overview of 20th-century compositional practices including impressionism, atonality and serialism is presented. Ear training and sight singing are involved with modulation and chromaticism. Prerequisite: MUS 102 or instructor permission. Requires enrollment in co-requisite MUS 201 Aural Skills Lab III.

**MUS 201. Aural Skills Lab III. 0.** Aural Skills Lab III continues to build upon the ear training, sight singing, and conducting skills practiced in Aural Skills Lab I and II. Exercises will involve modulation and chromaticism. Daily exercises will focus on



four-part dictation and conducting with clear and expressive gesture. Level III students will be guided in mentoring activities with Level I students. Prerequisite: MUS 102 Music Theory II. Co-requisite: MUS 201 Music Theory III.

**MUS 205. Guitar Pedagogy and Literature. 4.** Examines two important facets of the classical guitar. The first half of the semester explores the history of the classical guitar, its players and music. The second half deals with teaching the guitar. Students will observe lessons, compare and analyze methodologies, and gain hands-on teaching experience. This class is intended for the guitar major or concentrator, but no prerequisite is required.

**MUS 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels.

**MUS 265. Music Recording and Production. 1-2.** This course is intended for music majors and on-music majors who are interested in learning about and understanding modern music technology and gaining facility in audio recording skills. The curriculum is specific to each student and will be based on the student's current level and goals. Lessons will be based around fundamental skills of computer/ software fluency, knowledge of microphone function and design, correct positioning of microphones, studio etiquette, and audio editing and mixing. The student will develop the necessary skills to run recording sessions and produce studio quality audio recordings.

**MUS 270. Performance Studies in Piano. 1-2.** Private instruction in foundations of piano technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the piano studio and other majors.

**MUS 271. Performance Studies in Jazz Piano. 1-2.** Private instruction in foundations of jazz piano technique, musicality and literature. Focus on improvisational skills and chart-reading. Weekly one-on-one lessons occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the piano studio and other majors.

**MUS 272. Performance Studies in Voice. 1-2.** Private instruction in foundations of vocal technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits). Prerequisite: MUS 132 or instructor permission. 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the voice studio and other majors.

**MUS 273. Performance Studies in Guitar. 1-2.** Private instruction in foundations of guitar technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the guitar studio and other majors.

**MUS 274. Performance Studies in Saxophone. 1-2.** Private instruction in foundations of saxophone technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the saxophone studio and other majors.

**MUS 275. Performance Studies in Brass. 1-2.** Private instruction in foundations of brass instrument (trumpet, horn, trombone, tuba) techniques, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the brass studio and other majors.

**MUS 276. Performance Studies in Winds. 1-2.** Private instruction in foundations of wind instrument (oboe, flute, clarinet, bassoon) techniques, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the woodwind studio and other majors.

**MUS 277. Performance Studies in Bass Guitar. 1-2.** Private instruction in foundations of electric bass technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits). 2

credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the bass studio and other majors.

**MUS 278. Performance Studies in Percussion. 1-2.** Private instruction in foundations of percussion technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the percussion studio and other majors.

**MUS 279. Composition. 1-2.** This course is designed to instruct students in the craft of classical music composition including: basic compositional techniques, theoretical concepts and study of the foundational tools of composing. Weekly one-on-one lessons occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits).

**MUS 280. Performance Studies in Violin. 1-2.** Private instruction in foundations of violin technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the violin studio and other majors.

**MUS 281. Performance Studies in Viola. 1-2.** Private instruction in foundations of viola technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the viola studio and other majors.

**MUS 282. Performance Studies in Cello. 1-2.** Private instruction in foundations of cello technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the cello studio and other majors.

**MUS 283. Performance Studies in Double Bass. 1-2.** Private instruction in foundations of double bass technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the bass studio and other majors.

**MUS 284. Performance Studies in Jazz Improvisation. 1-2.** Private instruction in foundations of jazz improvisation technique, musicality and literature. Weekly one-on-one lessons occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the jazz studio and other majors.

**MUS 285. Performance Studies in Harp. 1-2.** Private instruction in foundations of harp technique, musicality, and literature. Weekly lessons one-on-one occur between student and teacher for 30 minutes (1 credit) or an hour (2 credits). 2 credit lessons include laboratory work, which is the application of performance study and practice once weekly for an hour with the harp studio and other majors.

**MUS 290. Internship. 1-4.** May also be offered at the 390 level.

**MUS 295. WQFS Practicum. 2 or 4.** Students will engage in projects including, but not limited to: understanding and implementing FCC regulations such as licensure, organizing, shelving, and maintaining the music library, show production, publicity, website, and DJ communications/correspondence. Although there is not prior DJ experience needed to take this course, students are strongly encouraged to be active DJs during the semester they are registered for the course. Students also will have the opportunity to participate in peer evaluations, connect with other college radio stations at peer schools, and increase their knowledge of college radio through readings and discussions.

**MUS 302. Junior Recital. 1.** A public performance comprised of 20-30 minutes of literature standard to the instrument/voice. The selection is determined by the applied teacher and must have departmental approval. A juried recital hearing must be passed approximately four weeks prior to the public performance. CR/NC.

**MUS 309. Career Perspectives Seminar. 4.** This junior level seminar is intended to orient and prepare music majors for graduate studies or a career in music. A survey of career options will be researched and presented. Students will explore options in careers of their specific interest and pursue a local internship experience during the semester. Course activities will include resume building, developing a digital presence, and learning about industry standard tools and resources. Students taking this course should have taken at least two years (or 4 credits minimum) in performance studies on their instrument, Music Theory II, and at least one Music and Culture course.

**MUS 310. Early Music History and Culture. 4.** Explores Western art music from ancient times through 1750. Music from Ancient Greece, the Middle Ages, Renaissance and Baroque periods is examined with an emphasis on the place of music in society. Ability to read music is helpful. Prerequisite: MUS 101.

**MUS 311. 18<sup>th</sup> & 19<sup>th</sup> Century Music & Culture. 4.** Explores the history of Western music from the classic period through the Romantic period or Nineteenth century. Popular genres, forms, and styles of music will be analyzed with an emphasis on the role of music in culture. Ability to read music is helpful. Prerequisite: MUS 101.

**MUS 312. 20<sup>th</sup> and 21<sup>st</sup> Century Music & Culture. 4.** Explores the history of Western art music during the contemporary period. Music from the 20<sup>th</sup> and 21<sup>st</sup> century stylistic periods is examined with an emphasis on the place of art music in society as well as the intersection between music and culture. Concert music, as well as American popular song, Blues, and Jazz styles will be studied. The ability to read music is helpful. Prerequisite: MUS 101.

**MUS 402. Senior Recital. 1.** A public performance comprised of 40-60 minutes of literature standard to the instrument/voice consisting of several stylistic periods (and languages for voice). The selection is determined by the applied teacher and must have departmental approval. A juried recital hearing must be passed approximately four weeks prior to the public performance. The student is expected to write program notes (and translations as applicable) that reflect in-depth scholarship. CR/NC.

**MUS 403. Senior Project. 2.** Under guidance of their music faculty project advisor, students research an aspect of music of special interest. For example, a student may wish to research a topic and write a thesis; another student may wish to rehearse a small ensemble and direct its performance. The project must be approved by the department approximately at least 10 weeks before the expected completion of written work/public presentation.

**MUS 410. Jazz Theory. 4.** Jazz theory explores the fundamental musical concepts of the American musical art form, jazz. Students will study jazz notation and nomenclature, jazz chord and scale structures and relationships, voice-leading and guide tones, melodic conception and melodic paraphrase, common forms, tonicization, common chord substitutions and basic reharmonization. This course is intended for students pursuing the Bachelor of Music degree. Prerequisite: MUS 202.

**MUS 470. Senior Thesis. 1-4.**

**MUS 490. Departmental Honors. 4-8.** College requirements as well as specific rules and standards may be obtained from the department chair.

## **PEACE & CONFLICT STUDIES (PECS)**

Zulfiya Tursunova, Assistant Professor, Chair

Peace and conflict studies is an interdisciplinary major that studies the nature of conflict and violence, the possibilities of social change and the means for resolving and transforming conflict nonviolently. The major draws on Guilford's Quaker heritage by seeking the roots of situations of injustice and oppression, exploring nonviolent social change, emphasizing each individual's search for truth within different levels of community and focusing on practical problem-solving.

Peace and conflict studies melds two related fields of study, conflict resolution and peace studies, in a complementary, creative interaction. It encourages an interdisciplinary, holistic relationship between personal and social change, structured modes of conflict resolution and creative nonviolent activism, careful analysis of structural violence and exploration of spiritual foundations for peaceable living and action. Students in peace and conflict studies engage in critical analysis in several key components of the field: central concepts in peace research, the interrelation between the personal, local and global levels of

conflict and possibilities of transforming conflict, theories of war and peace and methods and practices of conflict resolution, reduction and transformation. Students build skills that help them to solve problems of violence and conflict, to listen carefully and caringly to others in the midst of conflict and to contribute to organizing groups and actions concerned with social change and conflict resolution and transformation.

**Degree Offered.** The Bachelor of Arts degree is offered in peace and conflict studies.

**Major Requirements.** The major requires a minimum of 32 credit hours (eight courses).

1. PECS 110 Introduction to Peace and Conflict Studies – 4 credits
2. PECS 236 Conflict Transformation for Peacebuilding and Justice – 4 credits 3-4. Two 300- or 400-level PECS courses, must be taken at Guilford – 8 credits
5. PECS 390 internship in the junior or senior year that builds on a student's prior coursework and incorporates peace and conflict studies analysis with site work – 4 credits
6. PECS 465 Senior Seminar – 4 credits
- 7-8. Any two additional PECS courses or approved Interdisciplinary elective course, which are offered by other departments and contribute to the global, social or personal/interpersonal levels of peace and conflict analysis – 6 credits

**Interdisciplinary-Elective Courses: Global**

HIST 238 War & Peace in 20th-Century Europe  
HIST 255 The Second World War  
IDS 405 Quakers, Community, Commitment  
IDS 435 Understanding Poverty  
PHIL 249 Pacifism and Just War Theory  
PSCI 103 International Relations  
PSCI 275 Asia and the World  
PSCI 305 Politics of Gender  
PSCI 345 Avoiding War, Making Peace  
PSCI 367 Politics and Violence  
PSCI 391 Globalization and Its Discontents  
SOAN 216 The Anthropology of Colonialism

**Social**

HIST 308 The Underground Railroad  
HIST 315 Civil Rights Movement  
JPS 220 Community Building and Organizing

**Personal/Interpersonal**

JPS 319 Trust and Violence  
JPS 325 Family Violence

**Total Credit Hours required for A.B. degree in peace and conflict studies is 32 credits**

**Internship.** A peace and conflict studies internship involves practical experience that focuses on social change, nonviolent intervention, conflict resolution or transformation, and/or building a culture of peace. The internship includes critical reflection on the student's experience and analysis of activities, experiences and structures that contribute to the reduction and transformation of violence and/or the maintenance of systems of violence and domination. Students should register for PECS 390 with the director of peace and conflict studies.

**Independent Studies and Senior Theses.** If students have special interests that they wish to pursue that are not covered in peace and conflict studies courses, they may arrange an independent study with an interested faculty member or pursue a senior thesis. We recommend that independent studies be done in the junior or senior year.

**PECS 103. Voices of Liberation. 4.** Analyzes different forms that oppression and liberation take around the world, from the perspective of activists and scholars from these regions and diverse religions. Each of them articulates the complexity of each type of oppression caused by a complex set of socio-cultural factors ranging from local to global, with religion sometimes serving

as a tool for liberation and oppression at the same time. Fulfills humanities and social justice/environmental responsibility requirements (1998). Art/humanities and evaluating systems and environments requirements (2019).

**PECS 110. Introduction to Peace & Conflict Studies. 4.** Explores the relationship of peace and social justice to conflict resolution through the use of key concepts in the fields, such as positive and negative peace. Explores the relationship of theory and practice and introduces students to academic journals and internet sites for peace and conflict studies, to professional organizations and practitioner/ activist organizations in peace and justice and conflict intervention work. Fulfills social science and intercultural requirements (1998). Social/behavioral science and sociocultural engagement requirements (2019).

**PECS 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**PECS 201. Mediation Training. 1.**

**PECS 206. Challenges of Global Democratization (PSCI 206). 4.** Examines issues and challenges relating to democracy and democratization in a variety of historical and contemporary settings across the world. The course uses the basic principles, theories, conceptual tools and comparative methods of political science to understand the underlying drivers of democratization and the various paths that countries go through on the road to democracy. Fulfills social science and intercultural requirements (1998). Social/behavioral science and sociocultural engagement requirements (2019).

**PECS 215. War and Peace in the Middle East. 4.** This course examines relevant questions pertaining to issues of war and peace in one of the most volatile regions of the world: the Middle East. It examines various dimensions/themes of war and peace in the Middle East and explores several case studies from the region (the Arab-Israeli Conflict, the Iraq-Iran war, the Gulf War and the Iraq war, to name a few). This course helps students understand the root causes of conflict in the region and the strategies used to address them. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

**PECS 235. Peacebuilding in Divided Societies. 4.** This course explores the various methods and techniques of peacebuilding and conflict resolution that have been applied in the midst of deep-rooted conflicts in divided societies. Several case studies (such as the Israeli-Palestinian conflict, Cyprus, Northern Ireland, and South Africa) will be critically reviewed and examined to distill essential elements of peacebuilding during on-going conflict.

**PECS 236. Conflict Transformation for Peacebuilding and Justice. 4.** Provides an overview of various models of conflict transformation and expands our understanding of the conceptualizations of conflict, justice and peace. This skill-based course is designed to introduce students to third party-intervention methods. These methods include: interpersonal nonviolent communication, sustainable peacebuilding, negotiation, mediation, community-based conflict transformation, public apology processes and Truth and Reconciliation Commissions (TRC), indigenous methods of conflict transformation, TRACK II diplomacy and art-based approaches. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**PECS 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels.

**PECS 290. Internship. 1-4.** May also be offered at the 390 level. A peace and conflict studies internship involves practical experience that focuses on social change, nonviolent intervention, conflict resolution or transformation, and/or building a culture of peace. The internship includes critical reflection on the student's experience and analysis of activities, experiences and structures that contribute to the reduction and transformation of violence and/or the maintenance of systems of violence and domination. Students should register for PECS 390 with the director of peace and conflict studies.

**PECS 301. Facilitation Training. 1.**

**PECS 315. Human Rights. 4.** Provides an overview of the formulation and spread of the Universal Declaration of Human Rights. One of the course's main goals is to develop a critical understanding of the concept of human rights by paying attention to how power operates, and avoiding conflating the need to ensure the well-being of all human and other (in the case of certain other world-views) beings with the human rights movement in its dominant form. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).



**PECS 316. Globalization: Economics & Social Justice. 4.** Examines sociological explanations for how these global and concomitant local events and structures came about, along with ethical evaluations of values that influence some of the dominant global ideologies, as well as their consequences. These analyses serve to relativize and question the assumptions and theories that claim the current global economic structures as the inevitable evolutionary stage of human society.

**PECS 330. Nonviolence: Theories and Practice. 4.** Non-violence is not only an alternative to taking up arms but a strategy of resistance to oppression or specific policies in the form of acts of civil disobedience. While non-violence includes these, the course aims to analyze it in all its fullness, as a way of life and spirituality that addresses certain forms of thinking and living as violent and includes nature and the rest of animal life among the subjects to be treated non-violently. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**PECS 345. Social Change: Promoting Peace. 4.** Explores the role of individuals and groups in social change. Specifically, it looks at the role of social identity and conceptions of justice implicit in the dynamics of individual and group conflict. By taking an interdisciplinary approach to global conflict analysis and resolution as well, its connection to the study of social movement organization, the course will focus particular attention on the role of justice and identity in conflict formation, escalation and de-escalation. The course explores justice and identity as critical to both local and global peace. It also looks at the value commitments implicit in social change by exploring different strategic intervention models and frameworks.

**PECS 355. Culture, Conflict, Negotiation. 4.** Focuses on the role of culture in conflict and negotiation. Addresses different cultural approaches to conflict and the various methods of dispute resolution, particularly the different styles of negotiation applied by different cultures; explores issues of communication styles, mores, values and norms from a cross-cultural perspective.

**PECS 363. Reconciliation and Justice. 4.** This course explores the multidimensional aspects of the relationship between reconciliation and justice in a post-conflict context. The course examines case studies of reconciliation projects in several different countries to explore the tension between the demand for reconciliation and the demand for justice as well as the challenges such tension poses for the application and design of reconciliation projects to promote sustainable peace rather than short-term settlement.

**PECS 401. Mediation Trainers Practicum. 2.**

**PECS 465. Senior Seminar. 4.** Provides a capstone experience for PECS majors. Includes independent research project built on students' prior scholarship; a forum for sharing research; reflection, planning and preparation for next steps after graduation. This course is required for senior peace and conflict studies majors. Limited to senior PECS majors or minors. Prerequisite: Historical Perspectives.

**PECS 468. Religion, Spirituality and Social Change. 4.** Analyzes the role of religion and spirituality in motivating and sustaining struggles for social change. The course aims to develop an understanding of the current thinking about the intersection between religion and conflict; an ability to comparatively articulate the practical problems encountered by social movement activists/third party professional engaged in both religious and secular attempts at peace; and an appreciation of the interconnection between the body and mind, the seen and the unseen, the sacred and the profane.

**PECS 470. Senior Thesis. 4-8.**

**PECS 490. Departmental Honors. 4.**

## **PHILOSOPHY (PHIL)**

Lisa McLeod, Professor, Chair

Nancy V. Daukas, Professor

Vance A. Ricks, Associate Professor

Philosophy strives to deepen our understanding of ourselves, others and the world around us. It helps us to express and examine our most fundamental assumptions, raising questions and encouraging reflection about aspects of our everyday lives that we often overlook, and it provides a basis for both critique and action. It is fundamentally a matter of thinking *together with* others

to come to grips with questions that are basic to human experiences. Philosophical analysis is an attempt to solve a problem, or an aspect of a problem, that is of significance to human beings. Philosophical inquiry involves interpretation and analysis of a rich tradition of powerful philosophical texts; intensive discussion and analysis of problems, questions and theories that emerge from those texts; and probing reflection on everyday experience, human practices and the entire range of human knowledge and study. Philosophical inquiry thus involves interpretation, analysis, and intensive discussion of rich texts and other forms of cultural expression, and of the problems, questions, theories, and opportunities that emerge from them. Philosophers learn to notice, and reflect on, our everyday experiences, our social practices, and a wide range of human knowledge and study.

As a result, philosophical inquiry enables students to develop and strengthen, collaboratively, a range of skills including careful and creative reasoning; interpretive and critical reading; clear writing and speaking; accurate synthesizing and analyzing of information; informed and imaginative problem-solving; and understanding different perspectives. These skills, along with the enhanced awareness that philosophy helps us to develop, are key for being able to investigate the world, to live ethically, and to make good decisions for oneself and with others.

**Degree Offered.** The Bachelor of Arts degree is offered in philosophy.

**Major Requirements.** The major requires a minimum of 36 credit hours (typically, nine 4-credit courses ).

1. PHIL 100: Introduction to Philosophy – 4 credits
2. PHIL 111 Ethics – 4 credits
3. PHIL 200 Informal Logic or 292 Formal Logic – 4 credits
4. One course in the History of Philosophy: PHIL 310, PHIL 320, or approved Special Topics course – 4 credits
- 5-6. Two courses in Social and Applied Philosophy from the following list – 8 credits:
  - PHIL 231: Ethics in a Digital World
  - PHIL 242: Environmental Ethics
  - PHIL 247: Philosophy of Law
  - PHIL 261: Philosophy and Race
  - PHIL 336: Social & Political Philosophy; or approved Special Topics course
7. PHIL 385: Departmental Seminar I– 4 credits (Meets concurrently with PHIL 485)
8. PHIL 485: Departmental Seminar II – 4 credits (Meets concurrently with PHIL 385) [Pre-requisite: PHIL 385]
9. PHIL 499: Intensive Writing Seminar – 4 credits

**Total Credit Hours required for A.B. degree in philosophy is 36 credits**

**PHIL 100. Introduction to Philosophy. 4.** Major philosophical problems, methods and positions, as set forth in selected historical and contemporary philosophical texts, including works by Plato, Descartes, Hume and others. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

**PHIL 111. Ethics. 4.** Chief theories of the nature and principles of the moral life, with regard to both the ends human beings seek and the obligations which claim their commitment. Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

**PHIL 150. Special Topics. 4.** Recent examples include Philosophy of Science, Free Will and Moral Responsibility. May also be offered at 250, 350 and 450 levels.

**PHIL 200. Informal Logic. 4.** General aspects of reasoning and argumentation, including inferences, evidence, and the construction and evaluation of arguments.

**PHIL 231. Philosophy and Sexuality. 4.** Inquiry into the relationship between values and sexuality. Topics include pleasure, love, homosexuality, prostitution, monogamy and sexual perversion. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**PHIL 232. Philosophy and Gender. 4.** Interrelated topics in the metaphysics and phenomenology of gender. Questions include: What is it to be a woman or man? How do Western conceptions of gender affect individual experience? How do other aspects of peoples' identities (e.g., race, sexuality) enter the conversation? How do individuals move beyond harmful gender stereotypes? Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems

and environments requirements (2019).

**PHIL 241. Ethics in a Digital World. 4.** Ethical questions connected with computer technology. For example: What is distinctive about ethics in this context? How do digital media force people to reconsider longstanding notions of “ownership” and “theft”? How do computer technologies reflect or undermine the values of privacy and anonymity? How does electronic communication change one’s understanding of what it means to be human? Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

**PHIL 242. Environmental Ethics. 4.** Exploration of environmental topics from several theoretical, cultural and religious perspectives. Questions include: What are our responsibilities to the environment? To what extent are these responsibilities affected by the interests of other persons or groups? What is the source of these responsibilities and to whom are we obligated? Fulfills humanities and social justice/ environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

**PHIL 244. Bioethics. 4.** Bioethics is an interdisciplinary field that concerns itself with normative investigations of innovations, policies, and practices in health care (including public health) and medical research. Topics range from the duties of physicians and researchers to social justice implications of organ donation and gun control. Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments (2019).

**PHIL 247. Philosophy of Law. 4.** Conceptual analysis and moral evaluation of laws and legal systems: the nature and validity of law, law and morality, the obligation to obey the law, law and judicial decision-making, criminal responsibility, and the nature of punishment. Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

**PHIL 249. Pacifism and Just War Theory. 4.** Examines conditions under which violence, and especially war, may be morally justified; distinctions between war and other forms of armed conflict; and philosophical and spiritual foundations of pacifism. Includes discussion of particular wars in which the U.S. has been engaged, including World War II and the war on Iraq. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**PHIL 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels.

**PHIL 261. Philosophy and Race. 4.** Examines race and racism, exploring the relationship between liberal ideas of freedom and equality and the reality of group exclusion. Key questions include: What conception of race will do justice to individuals’ experience of social realities while avoiding scientific errors? What conception of race and racism are needed in order to help dismantle systemic racism? Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

**PHIL 290. Internship. 1-4.** May also be offered at the 390 level.

**PHIL 292. Formal Logic. 4.** Methods, foundations and philosophical implications of using symbolic languages to evaluate deductive reasoning.

**PHIL 293. Infinity, Undecidability, Non-computability (MATH 232). 4.** Algorithms, mathematical logic, axiomatization, completeness, consistency, constructing the number systems, Turing machines, Hilbert’s programme, the halting problem, infinities, the continuum hypothesis, Gödel’s theorems, formalism, intuitionism, logicism, connections with artificial intelligence. Fulfills quantitative literacy requirement (1998).

**PHIL 310. Ancient Western Philosophy. 4.** Historical development of philosophical thought in Western civilization in terms of the main periods and thinkers of ancient Greek philosophy. Prerequisites: Historical Perspectives, and at least one prior philosophy course. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**PHIL 320. Modern Western Philosophy. 4.** Major developments of Western philosophical thought in the 17th and 18th centuries, emphasizing philosophical inquiry into metaphysical systems and problems of knowledge. Prerequisites: Historical Perspectives, and at least one prior philosophy course. Fulfills humanities requirement (1998). Arts/humanities requirement

(2019).

**PHIL 333. Individual Philosopher.** 4. Intensive study of the works of an individual philosopher (e.g., Maimonides, Plato, Spinoza, Kant, Nietzsche, Mill, James) whose thought has had a lasting influence on Western philosophy. Prerequisite: Historical Perspectives.

**PHIL 336. Social and Political Philosophy.** 4. Principal theories of the foundation of political society; the nature of political authority; limits of political obligation; relation of theories of human nature to social/political theory. Prerequisite: Historical Perspectives. Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

**PHIL 375. Topics in the Philosophy of Mind.** 4. Topics include The Mind-Body Problem, The Emotions and The Self. Prerequisite: Historical Perspectives. Fulfills humanities requirement (1998). Arts/humanities (2019).

**PHIL 385. Departmental Seminar I.** 4. Intensive, advanced philosophical inquiry into contemporary philosophical topics. Each year the course content changes, but it always provides an opportunity for a small group of students to engage intensely and collaboratively with contemporary work in the academic discipline of Philosophy at the upper-division undergraduate level. The course is a writing-intensive seminar with two lines of enrollment (PHIL 385, PHIL 485) meeting together. Philosophy majors enroll once at the 385-level, when they are in their third year of college (or the equivalent), and once at the 485-level, when they are in their fourth year (or the equivalent). Pre-requisites for PHIL 385: PHIL 200 or 292 and at least two other Philosophy courses.

**PHIL 401. Senior Seminar in Philosophy.** 4. Main developments in 20th-century analytic philosophy with emphasis on philosophy of language, epistemology and metaphysics. Capstone course for the major.

**PHIL 470. Senior Thesis.** 4-8.

**PHIL 485. Departmental Seminar II.** 4. Intensive, advanced philosophical inquiry into contemporary philosophical topics. Each year the course content changes, but it always provides an opportunity for a small group of students to engage intensely and collaboratively with contemporary work in the academic discipline of Philosophy at the upper-division undergraduate level. The course is a writing-intensive seminar with two lines of enrollment (PHIL 385, PHIL 485) meeting together. Philosophy majors enroll once at the 385-level, when they are in their third year of college (or the equivalent), and once at the 485-level, when they are in their fourth year (or the equivalent). Pre-requisite for PHIL 485: PHIL 385.

**PHIL 490. Departmental Honors.** 4-8.

**PHIL 499. Intensive Writing Seminar.** 4. An intensive writing workshop in which students choose a paper they produced in a previous course (usually PHIL 485) and revise that paper in close consultation with the course instructor, their advisor, and their colleagues (other senior majors in the course) with the aim of publishing that paper.

## **PHYSICS (PHYS)**

Thomas P. Espinola, Glaxo Wellcome Professor of Physics, Chair

Donald A. Smith, Associate Professor

Peter H. Nelson, Visiting Assistant Professor

Physics is the study of how the universe works. From the smallest of sub-atomic particles to the largest clusters of galaxies, physicists try to take apart the pieces of reality and observe how they fit together. When a piece of the puzzle fits into place in your understanding, the world around you looks different. From this understanding, one can see more clearly the dance of nature and the rules that govern it.

Physics students at Guilford come from a variety of backgrounds and have a broad spectrum of interests and career goals. About one- third of our physics majors plan for employment in a technical field immediately after graduation. Another third pursue graduate study in physics or astronomy. The remaining third go on to advanced study in another field. The common thread connecting the different goals and focuses of our students and faculty is the physicist's approach to thinking about,

modeling and understanding the universe. This process relies on clear, analytical and often abstract thinking but is ultimately grounded in concrete reality as exposed by experiment. These skills are of value in not only science and engineering but also business, law, medicine and many other endeavors.

To embrace the diverse interests of our student population, the physics curriculum is flexible and personalized. We emphasize research and experimentation throughout our program, allowing students to follow their interests. In introductory courses, students learn to work with equipment, quantify experimental uncertainties and hone their scientific writing. The experimental physics sequence stresses laboratory techniques, cooperative research, and clear, thoughtful presentation of results. In this sequence of courses, students design experiments, act as principal investigators, write journal articles and give talks for peer review. In short, they learn how to perform self-directed research. This research experience culminates in a thesis project that must be original and designed by the student. The program thus provides a coherent developmental process that gives students the skills they need to succeed.

**Degree Offered.** The Bachelor of Arts and the Bachelor of Science degrees are offered in Physics. We offer the following tracks:

- B.S. in physics for students pursuing employment in a technical field
- B.S. in physics for students preparing for graduate study
- B.S. in physics for students preparing for graduate study in astrophysics
- B.S. in physics for students preparing for engineering
- A.B. in physics for students who wish to pursue non-technical careers

*NOTE: PHYS 101, 104, 106, 107, 108, and 109 do not apply toward major or minor.*

### **Major Requirements**

The major requires a minimum of 36 credit hours (nine courses). Coursework in mathematics is required to prepare students for courses in physics. Coursework in chemistry is also required for the pre-engineering track.

The following courses are required for both the A.B. and the B.S. in Physics

1. PHYS 231 Experimental Physics I – 2 credits
2. PHYS 232 Experimental Physics II – 3 credits + 1 credit PHYS 261 seminar
3. PHYS 370 Physics Research – 1 – 4 credits

Research or an internship in engineering required for the pre-engineering track

4. PHYS 117, 121, 223, and 224 Introduction to Classical and Modern Physics I-III – 16 credits
5. PHYS 241 Scientific Computing – 3 credits

The technical and pre-engineering tracks require One 400-level theory course – 4 credits

PHYS 470 Senior Thesis or PHYS 490 Departmental Honors Thesis – 4 credits

Additional physics courses for a minimum of 36 credits

The graduate study track requires

Three 400-level theory courses – 12 credits

PHYS 470 Senior Thesis or PHYS 490 Departmental Honors Thesis – 4 credits

Additional physics courses for a minimum of 42 credits

The astrophysics track requires

PHYS 210, PHYS 443, and two additional 400-level theory courses – 16 credits

PHYS 470 Senior Thesis or PHYS 490 Departmental Honors Thesis – 4 credits

PHYS 210 may substitute for the experimental II requirement making the a minimum 42 credits

**The Bachelor of Arts Major in Physics requires Two 400-level theory courses – 8 credits**

**Additional physics courses for a minimum of 36 credits**

### **Scholarships and Research Awards**

To recognize superior work in physics, the department annually offers the E. Garness Purdom Scholarship to a rising senior physics major. The department also offers three awards to support student research – the Michael Jeglinski Physics Award, the Winslow Womack Research Award and the Adelberger Research Award. Physics majors also are eligible for the Glaxo-Wellcome Women



in Science Scholarship, awarded annually to an outstanding rising junior woman science major, and the E.G. Purdom Memorial Award for Women in Physical Science.

**PHYS 101. Physics for Nonscientists (variable title).** 4. Introductory course, intended for students with limited mathematical background and centered on one of several topics such as an in-depth look at the physics of energy or a survey of modern physical thought. The relevance of physical laws to both society and the environment is discussed. Fulfills natural science/mathematics requirement (1998 & 2019).

**PHYS 104. Elementary Electronics (CTIS 104).** 4. Introduces students to the behavior of the fundamental building blocks of modern electronic devices and the underlying scientific principles that make these devices work. Topics will be derived from analog and digital electronics and include resistance, capacitance, diodes, signal filtering, positive and negative feedback, operational amplifiers, Boolean logic, logic gates, and digital to analog conversion. This course is designed for the general student population (but not physics majors and physics minors) who are interested in exploring the fundamentals of electronics. Prerequisite: Successful completion of the quantitative literacy requirement. Spring. Fulfills natural science/mathematics requirement (1998 & 2019). Offered in alternate years.

**PHYS 107. The Solar System.** 4. This course covers the physical description of the planets, their satellites, the sun, asteroids and comets, with a strong emphasis on recent information from landers and fly-by probes. This course includes discussions of how science is known, learned and taught, which will be of interest to future teachers and others who may wish to combine work with students and science. Fulfills natural science/mathematics requirement (1998 & 2019).

**PHYS 108. Realm of the Stars.** 4. Concentrates on the study of stars. Topics include stellar observation and the life, evolution and death of stars. Fulfills natural science/mathematics requirement (1998 & 2019).

**PHYS 109. Beyond the Stars.** 4. Concentrates on the study of extra-galactic astronomy. Topics include nebulae, galaxies and cosmology. Fulfills natural science/mathematics requirement (1998 & 2019).

**PHYS 111. Introduction to Physics for the Life Sciences I.** 4. The laws of physics describe the constraints and possibilities within which living organisms must thrive. Organisms must support themselves against gravity, must move through fluids, and must manage the thermodynamics of energy production and consumption. A thorough understanding of the tools and concepts of physics can undergird a richer understanding of the properties and processes of life and the technologies we use for research and medicine. This course will embed the ideas and modeling skills of physics in a rich biological and medical context, emphasizing analytic skills, modelling and problem-solving.

**PHYS 112. Introduction to Physics for the Life Sciences II.** 4. The laws of physics describe the constraints and possibilities within which living organisms must thrive. Organisms must support themselves against gravity, must move through fluids, and must manage the thermodynamics of energy production and consumption. A thorough understanding of the tools and concepts of physics can undergird a richer understanding of the properties and processes of life and the technologies we use for research and medicine. This course will embed the ideas and modelling skills of physics in a rich biological and medical context, emphasizing analytic skills, modelling and problem-solving. Prerequisite: PHYS 111.

**PHYS 114. Introduction to Electronics for Scientists.** 4. Introduces students to the behavior of the fundamental building blocks of modern electronic devices and the underlying scientific principles that make these devices work. Topics will be derived from analog and digital electronics and include resistance, capacitance, diodes, signal filtering, positive and negative feedback, operational amplifiers, Boolean logic, logic gates, and digital to analog conversion. This course is designed for students majoring or minoring in physics and is also appropriate for other math and science students with good quantitative skills who are interested in exploring the fundamentals of electronics. Prerequisite: any one of the following courses: CHEM 111, MATH 121, MATH 123, PHYS 112, PHYS 117, PHYS 121 or instructor permission. Spring. Fulfills natural science/mathematics requirement (1998 & 2019). Offered in alternate years.

**PHYS 117. Physics I.** 4. For science majors and other interested students whose mathematics background includes algebra, trigonometry, and calculus. Topics chosen are primarily from mechanics. Prerequisite: MATH 220. Fall.

**PHYS 118. Physics II.** 4. For science majors and other interested students whose mathematics background includes algebra,

trigonometry, and calculus. Topics chosen are primarily from optics and modern physics. Prerequisites: PHYS 117, MATH 220 or instructor permission. Spring.

**PHYS 121. Classical and Modern Physics I. 4.** For physics majors and others interested in physics. This course is not a survey but an introduction to the thinking and analysis processes of physics, with classroom and laboratory topics chosen from modern and classical physics to emphasize the skills needed to think like a physicist. Prerequisite: Math 220 or instructor permission. Corequisite: Math 222 or instructor permission. Fulfills natural science/mathematic requirement (1998 & 2019). Spring.

**PHYS 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**PHYS 204. Electronics. 4.** Introduces students to the behavior of the fundamental building blocks of modern electronic devices and the underlying scientific principles that make these devices work. Topics will be derived from analog and digital electronics and include resistance, capacitance, diodes, signal filtering, positive and negative feedback, operational amplifiers, Boolean logic, logic gates, and digital to analog conversion. This course is designed for students majoring or minoring in physics and those other students who have completed an introductory calculus-based course in electricity and magnetism and are interested in applying this background to electronics. Prerequisite: PHYS 223 or instructor permission. Spring. Corequisite: PHYS 480 strongly recommended. Fulfills natural science/mathematics requirement (1998 & 2019). Offered in alternate years.

**PHYS 210. Observatory Practice. 4.** For physics majors and others interested in learning to use the J. Donald Cline Observatory at Guilford. The course includes astronomical background drawn from solar system, stellar and extra-galactic astronomy but the emphasis is on the use of the equipment, methods of data acquisition and analysis of results. Fulfills natural science/mathematics requirement (1998 & 2019).

**PHYS 223. Classical and Modern Physics II. 4.** The final semester of the introductory physics sequence. Topics are chosen from modern and classical physics to complement those discussed in PHYS 121. Prerequisite: PHYS 117 or 121 or instructor permission. Corequisite: PHYS 480 strongly recommended. Spring.

**PHYS 224. Classical and Modern Physics III. 4.** The thermal properties of matter are studied from the applied approach of thermodynamics and the theoretical analysis of statistical mechanics. Topics include the laws of thermodynamics, equations of state, first order phase transitions, partition functions, entropy and the quantum statistics of particles. Prerequisites: MATH 224, PHYS 223 or instructor permission. Corequisite: PHYS 480 strongly recommended. Spring.

**PHYS 231. Experimental Physics I. 2.** Intermediate-level laboratory course to develop experimental design and measurement techniques, data reduction and analysis methods, and oral and written presentation skills. Experiments vary as equipment and technologies evolve. Prerequisite PHYS 122 or instructor permission. Fall.

**PHYS 232. Experimental Physics II. 4.** Intermediate-level laboratory course to develop experimental design and measurement techniques, data reduction and analysis methods, and oral and written presentation skills. Experiments vary as equipment and technologies evolve. Prerequisite: PHYS 121 or instructor permission. Spring.

**PHYS 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels.

**PHYS 290. Internship. 1-4.** May also be offered at the 390 level.

**PHYS 370. Physics Research. 1-4.** The presentation of independent research projects completed during summers (e.g. the National Science Foundation-sponsored Research Experience for Undergraduates) or industrial internships. Students who are unable to undertake research at other institutions may design and complete their research on campus under the guidance of Guilford faculty.

**PHYS 421. Mechanics. 4.** The study of forces and energy and their effect on the motion of particles. Topics include the motion of a particle in a force field, the dynamics of rigid bodies, and the detailed study of damped, forced and coupled oscillators. Newtonian and Lagrangian formulation of mechanics as well as computational methods of solution will be studied. Prerequisites: PHYS 223 and MATH 226 or instructor permission. Offered in alternate years.

**PHYS 422. Electromagnetism. 4.** The study of the theory of electric and magnetic fields and their interactions with matter. Topics include the use of vector calculus, Gauss's law, Ampere's law, diamagnetism, multi-pole fields and the law of Biot-Savart. Prerequisites: PHYS 223 and MATH 226 or instructor permission. Offered in alternate years.

**PHYS 423. Quantum Mechanics. 4.** The study of the theory of the interaction of particles, waves and fields in atomic and subatomic systems. Topics include the Schrödinger formulation, operator formalism and perturbation theory. Prerequisites: PHYS 223 and MATH 226 or instructor permission. Offered in alternate years.

**PHYS 441. Advanced Modern Physics. 4.** Topics in applied modern physics including the hydrogen atom and other atomic systems, nuclear physics, condensed matter and elementary particles. Prerequisites: PHYS 223 and MATH 226 or permission of the instructor. Offered in alternate years.

**PHYS 442. Advanced Classical Physics. 4.** Advanced topics in classical mechanics and electromagnetism. Topics may include Hamiltonian mechanics, motions of particles in non-inertial reference frames, the Maxwell equations, electromagnetic radiation and the dynamics of relativistic particles and electromagnetic fields. Prerequisites: PHYS 421, PHYS 422 and MATH 226 or instructor permission. Offered based upon demand.

**PHYS 443. Astrophysics. 2-4.** The study of the application of physics to astronomical systems. Topics may include stellar structure and evolution, energy generation and nucleosynthesis, the interstellar medium, radiative transfer and degenerate stars. Prerequisite: instructor permission. Offered based upon demand.

**PHYS 461. Physics Research Seminar. 1.** All students writing theses or doing other research within the physics department are required to take this course in which students and faculty exchange suggestions, ideas and insights into their research. Fall and spring. CR/NC. Students may take this course more than once and may count up to 4 credits of Physics Research Seminar toward graduation.

**PHYS 470. Research, Thesis and Defense. 4.** Independent research projects that culminate, with guidance, in a well-defined research thesis. The thesis must be presented both orally and in writing. The thesis should be written in the standard form for technical papers in physics as currently set forth in Volume 10 of the *Journal of Undergraduate Research in Physics*. Students are encouraged to present their papers at NCUR or another appropriate conference. Fall and spring.

**PHYS 480. Physics Department Seminar. 0.** All students taking PHYS 121 or above are required to attend the Physics Department Seminar. During the semester, each student will give presentations on some aspect of the physics work on which he or she is currently working. Fall and spring.

**PHYS 490. Departmental Honors. 4.** Although enrollment is normally during the fall of the final year, the student is expected to begin work during the intermediate years on independent research projects that will culminate, with guidance, in a well-defined research thesis. The thesis must be presented both orally and in writing. The thesis should be written in the standard form for technical papers in physics as currently set forth in Volume 10 of the *Journal of Undergraduate Research in Physics*. Students are encouraged to present their papers at NCUR or another appropriate conference.

## **POLITICAL SCIENCE (PSCI)**

George Xuezhi Guo, Professor, Chair

Frank Boyd, College Provost and Professor of Political Science

Kent John Chabotar, President Emeritus and Professor of Political Science

Kyle Dell, Associate Academic Dean and Associate Professor of Political Science

Kenneth E. Gilmore, Professor

Maria Rosales, Director of Faculty Development and Associate Professor of Political Science

Sonalini Sapra, Engaged Teaching Specialist in CPPS and Adjunct Assistant Professor of Political Science

The Department of Political Science prepares students for engaged citizenship. "Engaged citizenship" in this context means not merely to understand or to manage the effects of political events and governmental actions on society, but also to evaluate and seek to shape them. We do this by providing our students with the knowledge, intellectual and practical skills, values and

experiences necessary to fulfill their responsibilities as members of an effective and diverse civil society. More specifically, the department sets the following goals for the A.B. degree in political science: to provide a skills-based education for citizenship, government employment and public service; to provide politically literate students the tools with which to influence their communities through public service and socially beneficial work; to train future governmental leaders and employees; and to prepare students for successful graduate work.

**Degree Offered.** The Bachelor of Arts degree is offered in political science.

**Major Requirements.** The major requires a minimum of 36 credit hours (9 courses).

#### **Required Core Courses**

1. PSCI 101 The American Political System – 4 credits
2. PSCI 103 International Relations – 4 credits
3. PSCI 105 Comparative Politics – 4 credits
4. PSCI 106 Political Theory – 4 credits

#### **Elective Courses**

- 5-7. – 3 electives, at least 1 of which must be at 300-level or above, 1 of which can be Internship or Independent Studies  
– 9-12 credits

#### **Required Capstone Experience**

8. PSCI 455 Designing Political Research – 4 credits
9. PSCI 465 Senior Independent Project, PSCI 470 Senior Thesis or PSCI 490 Senior Honors – 4 credits

**Total Credit Hours required for A.B. degree in political science is 32 credits**

It is recommended that all core courses – PSCI 101, PSCI 103, PSCI 105, and PSCI 106 – be completed before taking upper-level elective courses. It is required that majors complete all core courses prior to taking PSCI 455 and PSCI 455 must be taken before PSCI 465. Of the 9 elective credits, at least 1 must be from 300-level courses or above, 1 of which can be Internship or Independent Studies.

Majors may want to focus their elective credits in an area of particular interest in order to provide more in-depth knowledge of one of the particular sub-disciplines of political science: American politics/public policy and administration; international relations; comparative politics or political theory/political analysis. The core courses serve as a foundation for upper-level courses within each of the four tracks.

#### **Areas of Study**

**American Politics/Public Policy and Administration.** This track focuses on governmental and policy dynamics and debates within the United States. Students are exposed to the organization and behavior of the institutions, groups and participants in the American political arena. Students in this track investigate various public policies and political behaviors from a broad array of governmental and nongovernmental institutions. Study in this track equips students for graduate studies in American politics and public policy and provides a foundation for careers in American government, teaching or other public policy sectors. Recommended elective courses: PSCI 204, PSCI 225, PSCI 265, PSCI 301, PSCI 305, PSCI 317, PSCI 318, PSCI 319, PSCI 335, PSCI 355, PSCI 389.

**International Relations.** International relations focus on the manner in which states and other actors interact in the global arena. The track exposes students to a wide variety of methods-approaches, and substantive concerns. This track equips students for graduate studies in international affairs and provides a foundation for careers in international business, diplomacy or other public policy sectors. Students interested in this track may also double-major in international studies or complete a minor in African, East Asian or Latin American studies. Language courses are essential in this regard and thus are strongly encouraged. Recommended elective courses: PSCI 266, PSCI 275, PSCI 316, PSCI 330, PSCI 345, PSCI 350, PSCI 391.

**Comparative Politics.** The goal of comparative politics is to equip students with the concepts and methods of research necessary for understanding the enormity of contemporary political, economic and social changes, and to elucidate their significance. Students will apply practical research methods to examine policy processes and outcomes in different nations – in areas such as industry, education, health care, housing and social security. Other issues covered within the comparative politics track include political and economic development, the relationship between economic development and democratization, reform and revolution. Students interested in this track may also double major in international studies or complete a relevant minor.



Language courses are essential in this regard and thus are strongly encouraged.  
Recommended elective courses: PSCI 206, PSCI 210, PSCI 222, PSCI 315, PSCI 350.

**Political Theory/Political Analysis.** Political theory challenges students to confront the full history of political thought in order to sharpen and focus their analytical skills and to develop for themselves standards of judgment through which they can assess the relative merits of political systems and public policies. To this end, students in this track pursue coursework and independent study in the following areas: the history of political ideas (such as freedom, obligation, justice, power and democracy); interpretation of political texts; and normative approaches to persistent political issues and problems. This track equips students for graduate study in political science and law as well as for various careers in community service and public policy.

Recommended elective courses: PSCI 240, PSCI 305, PSCI 364, PSCI 367.

**Senior Capstone in Political Science.** A 3-week seminar (PSCI 455) required of all Political Science majors taken during the fall of their senior year in preparation for their Senior Independent Project, Senior Thesis, or Honors Thesis. In this seminar, student will discuss topics in Political Science and identify potential senior research project. Students will present proposals for their senior capstone at the end of the seminar. Students take their Senior Independent Project (PSCI 465) during the spring of their senior year in which they will develop their skills in research and oral and written communication as related to Political Science. The course includes presentations and discussions by students and guest lecturers, field trips, and a community service project.

**Departmental Honors in Political Science.** Majors must enroll in PSCI 465 Senior Independent Project or PSCI 470 Senior Thesis. Upon completion of PSCI 470, students may petition the department to grant Departmental Honors (PSCI 490). Requirements for Departmental Honors include: a grade-point average of 3.5 or better in the discipline and a 3.0 or higher cumulative grade point average. Departmental Honors requires extensive reading in a selected area of the discipline and submission of a 50-60 page thesis that includes: a) substantial scholarly literature review; b) proposed research methodology; c) type of analysis; d) schedule; and e) an explanation of how this project will contribute to the body of knowledge. The honors program culminates in an oral examination evaluated by three members of the faculty, two of whom must be from the department, and an outside examiner. Students interested in pursuing Departmental Honors must consult with the department in the student's junior year in order to develop an approved proposal (generally spring semester, junior year). Students pursuing a Senior Thesis or Departmental Honors may then successfully complete a PSCI 460 Independent Study in the fall semester of the student's senior year, which will serve as a research semester in preparation for writing a senior thesis or honors thesis in spring semester of the student's senior year.

**Internships and Independent Study.** Students may apply only up to two courses (6-8 credits) from any internship, independent study or teaching assistantship toward the major. These credits may not fulfill the two 300-level course requirements for the major. Many students elect to do an internship or independent study related to their political science studies. Students may participate in internships located in Greensboro, such as private law offices and local government agencies. Students may also elect to participate in The Washington Center or The Capitol Experience internship programs in Washington, D.C., or state-based internship programs such as the Institute of Government and the North Carolina Government programs. We strongly encourage students to engage in internships. Students interested in pursuing an internship or independent study must obtain approval of a full-time faculty member of the department to serve as a sponsor. Approval of internships or independent studies is at the discretion of the departmental faculty.

**Internship Requirements:** In order to qualify for an internship, students must have: a) completed at least two of the five core courses; b) a 3.0 or better grade-point average within the department, and c) submitted a one-page proposal for the instructor's approval to include: 1) learning objectives, 2) check points, 3) evaluation criteria and 4) schedule. Requirements for completing an internship include: five-20 pages of writing (depending upon the number of credits) of the internship that address the learning objectives listed in the proposal and that conform to the standards and conventions of the discipline. Students are responsible for meeting all deadlines and submitting all paperwork for an internship on time; failure to do so will result in a failing grade for the internship.

**Independent Study Requirements:** In order to qualify for an independent study (including teaching and research assistant positions), students must have at a minimum: a) completed five core courses; b) a 3.0 or better grade-point average within the department. Requirements for completing an independent study include: five-20 pages of writing (depending upon the number of credits allowed) that conform to the standards and conventions of the discipline or appropriate alternative work as determined by the professor. Students are responsible for meeting all deadlines and submitting all paperwork for an independent study on time; failure to do so will result in a failing grade for the independent study.



**Accepting AP Credits.** Incoming political science majors who have a score of 4 or higher on the Advanced Placement Test for American Government or Comparative Government & Politics are given credit for having taken PSCI 101 The American Political System or PSCI 105 Comparative Politics, respectively.

**PSCI 101. The American Political System. 4.** An introductory course designed to explain the basic processes and issues of the American political system. A particular emphasis will be placed on citizenship and public participation within a democracy. Fulfills social science requirement (1998). Social/behavioral science (2019).

**PSCI 103. International Relations. 4.** An introductory course designed to provide the basic theoretical tools and frameworks of analysis for understanding the behavior of states and other actors in the international system. Topics include the use of force, U.S. foreign policy, the causes of war and peace, the global political economy and resource and environmental issues. Fulfills social science requirement (1998). Social/behavioral science (2019).

**PSCI 105. Comparative Politics. 4.** An introductory course designed to introduce students to the methods and approaches to comparative analysis and apply them to the study of ideologies, political behaviors, social movements and revolutions, political economy and political regimes that have played a role in the formation of the contemporary world. Fulfills social science and intercultural requirements (1998). Social/behavioral science and sociocultural engagement requirements (2019).

**PSCI 106. Political Theory. 4.** An introductory course designed to critically analyze great works that reflect the fundamental themes and assumptions of Western political thought. It focuses on the concepts, principles, and values used to explain and evaluate political life. Fulfills social science and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

**PSCI 150. Special Topics. 4.** A recent topic offered is Global Inequality, an interdisciplinary exploration of the relationship between economic development and income equality. This course examines the various explanations for the gap between rich and poor countries in the international system, as well as income inequality within specific developing countries. May also be offered at 250, 350 and 450 levels.

**PSCI 201. Comparing Countries. 4.** A 3-week simulation-based introductory-course that emphasizes active engagement, collaborative learning, and public presentation. This course examines the core concepts, theories, and issues in the field of comparative relations among countries. Topics include: comparative analysis of democracies and democratization, revolution, dictatorship, development, cultural and social movements, representation and accountability, institutions of governance, political economy, and ethnicity and ethnic conflict. Particular attention is paid to the thematic similarities and differences among the diverse set of countries around the world. Fulfills social science and intercultural requirements (1998). Social/behavioral science and sociocultural engagement requirements (2019).

**PSCI 204. Public Policy and Administration. 4.** An examination of the public policy process, including policy formulation, implementation and analysis. Attention will be paid to the issues of leadership, finance and personnel administration in government and nonprofit organizations. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).

**PSCI 206. Challenges of Global Democratization (PECS 206). 4.** Examines issues and challenges relating to democracy and democratization in a variety of historical and contemporary settings cross the world. The course uses the basic principles, theories, conceptual tools and comparative methods of political science to understand the underlying drivers of democratization and the various paths that countries go through on the road to democracy. Fulfills social science and intercultural requirements (1998). Social/behavioral science and sociocultural engagement requirements (2019).

**PSCI 207. HP: Intelligence Community: Keeping Us Safe. 4.** This course examines the origins, evolution, and organizations of the U.S. Intelligence community, their success and failures, their impact on American society, and their importance to our national security. Prerequisite: ENGL 102. Fulfills historical perspectives and intercultural requirements (1998). Historical perspectives and sociocultural engagement requirements (2019).

**PSCI 210. East Asian Politics. 4.** An introduction to the political systems of East Asian countries. While examining a broad background of history and culture in comparative perspective about East Asian countries and its influence on shaping contemporary political systems, this course investigates political culture, political institutions and processes, and the impact of

modernization, ideology, the role of political elites and social dynamics. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

**PSCI 222. African Government and Politics. 4.** This course is designed to provide students with a basic understanding of African governments and their policies and of the relationship of Africa with the rest of the world. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

**PSCI 225. The American Presidency. 4.** An examination of the office of the presidency, including its constitutional and political underpinnings; the selection process; presidential policymaking; relationships to other branches of government and the public; and participation in foreign affairs.

**PSCI 240. American Political Thought. 4.** An examination of a range of expositions of the moral foundations of American politics. This course uses these primary texts, along with writings about these texts and the political situations in which they were written, to think about the development of U.S. political cultures. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).

**PSCI 246. Politics of State and Local Government. 4.** Examines the relationships between local, state and federal governments, organization, and major institutional players, as well as the major issues facing municipal governments. Various state and local government officials will share their perspectives with the class.

**PSCI 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels. Reading programs, tutorials or field projects arranged between a student and a faculty member; schedules and nature of the work to be accomplished at the discretion of the instructor. For a complete list of prerequisites, please see the detailed independent study description under major.

**PSCI 265. Terrorism in America. 4.** Examines terrorism committed by groups within the continental U.S. to include their organization, motivation, tactics and weapons – including weapons of mass destruction. Also examined are the government's efforts to combat terrorism to include challenges to Constitutional rights and freedoms. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**PSCI 266. Global Terrorism. 4.** Examines political, religious, cultural, criminal and state-sponsored terrorism from a global perspective to include motivations, weapons and tactics as well as the response to terrorist violence by the international community and national governments. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**PSCI 275. Asia and the World. 4.** An introduction to international relations among Asian countries. This course examines how domestic politics, political culture, history and social changes in these countries shape, and how they are shaped by, international politics in the region. Particular emphasis on the dynamics of great power relations and Cold War and post-Cold War competition in Asia. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

**PSCI 290. Internship. 1-4.** Recommended for all majors. Details to be arranged between a student and a faculty member; schedules and nature of the work to be accomplished at the discretion of the instructor. For a complete list of prerequisites, please see the detailed internship description under major.

**PSCI 305. Politics of Gender. 4.** This upper-level, writing-intensive course provides an opportunity to critically examine the role of gender in politics. Many still consider politics to be a gender-divided world. To be discussed are the ways that people use gendered categories to make political decisions, as well as the ways that gender intersects with other major political categories such as race, class and sexuality. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**PSCI 315. Chinese Politics. 4.** Examines Chinese political history, political ideology, political institutions, political processes as well as some key issues in Chinese politics, providing a comprehensive introduction to developments since the Communist revolution Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

**PSCI 316. China and the World. 4.** Examines China's contemporary international relations and the major military, political and

economic elements of Chinese foreign policy in the context of their development since 1949. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

**PSCI 317. The American Founding. 4.** Studies the way in which some of the most celebrated features of American government became either settled questions or continue to be debated today. Topics examined include the proper balance between governmental branches, the relationship between citizens and their representatives, the key role of elections in American politics and the contentious role of democracy in American political life. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**PSCI 318. Environmentalism in Early America. 4.** This course examines the complex dialogue between nature and politics in the United States during the late 19th and early 20th century. It will focus on the complicated links between material circumstances, ideas and politics, which affected the physical context of the American environment and the changing experience of American life. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**PSCI 319. Modern Environmental Problems. 4.** Examines the complex emergence of the American environmental movement as a response to the historical, political and socio-economic patterns following World War II. Students will analyze environmental policies in response to specific and varied problems such as pollution, species protection, urban sprawl and management of national parks. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**PSCI 329 Wealth and Inequality in the U.S. 4.** Over the last three decades, Americans have grown increasingly unequal in terms of income and wealth. At the same time, it has become increasingly hard for less-well off American to “live the American Dream” by moving up the economic ladder. This course asks: What does economic inequality look like in the U.S.? What are its causes and social consequences? How does it impact the quality of American democracy, and what can we do about it? Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**PSCI 330. Global Power and Wealth. 4.** An exploration of competing explanations for the changing relationship between political and economic power in international relations. Substantively, the course focuses on trade, finance, investment and debt, and development issues. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).

**PSCI 335. America and the World. 4.** Examines the historical context of U.S. foreign policy since World War II: the Cold War, Korea, Vietnam, collapse of the U.S.S.R., post-9/11; the individuals, institutions and processes involved in making and implementing foreign policy; and contemporary foreign policy issues and challenges – e.g., Middle East conflict, terrorism, WMD, nuclear proliferation, covert action, peacekeeping, democratization, human rights and globalization.

**PSCI 345. Avoiding War, Making Peace. 4.** The aim of this course is to gain a better understanding of the conditions and processes that lead to international war and peace. This will be accomplished through a combination of theoretical and historical analysis.

**PSCI 355. Constitutional Law and Civil Rights. 4.** Examines a series of political controversies in which at least one – and usually more than one – side makes a claim on the basis of rights. Controversies examined include property rights, First Amendment rights, rights in times of crisis, the rights of the accused and the right to vote as well as rights-based assertions on behalf of the disabled, women and the unborn. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**PSCI 364. Race, Ethnicity and Politics. 4.** Examines several theories about race and ethnicity. Among these theories are ideas about how race and ethnicity shape our political identities. The goal of the course is to use a variety of theories and methodologies in order to develop a critical understanding of the complexities of race and ethnicity, with an emphasis on race and ethnicity in the United States. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

**PSCI 367. Violence and Politics. 4.** This writing-intensive, upper-level course is an exploration of the theoretical and actual connections between violence and politics. After a brief foray into political psychology, we will examine and critique the views of several political theorists. We will end the class by analyzing specific violent events in light of these theories. Fulfills social justice/

environmental responsibility requirement (2019). Evaluating systems and environments requirement (2019).

**PSCI 389. Homeland Security Policy. 4.** An examination of the evolution of American homeland security policy especially since the end of the Cold War. Emphasis is on identification of threats and adversaries, major decision-makers and policy formulation, implementers of homeland security (intelligence agencies, Defense Department), policy evaluation, and strategies for the 21st century.

**PSCI 391. Globalization and Its Discontents. 4.** Analyzes the impact of trade, financial flows, technology and regional integration on the domestic politics of advanced and emerging countries. Case studies include the European Union and western European states, the United States, Japan and Brazil.

**PSCI 405. Departmental Seminar. 1-4.** Reading and discussion of recent contributions to political science.

**PSCI 465. Independent Project. 4.** Serves as a departmental capstone course. Majors must complete a major project/research proposal on an agreed upon topic as directed by a faculty member. This course is intended to foster students' integration and synthesis of the discipline, further develop and assess student competencies and problem-solving skills, and enhance students' preparation for careers and postgraduate education. Prerequisite: PSCI 450.

**PSCI 470. Senior Thesis. 4.** Recommended for all students planning to enter graduate school. Proposal must be presented to and approved by the department chair in the semester prior to enrolling. Thesis must include: a) literature review; b) proposed methodology; c) schedule; d) an explanation of how this project will contribute to the existing body of political science knowledge. Course culminates in a credit/no credit oral examination evaluated by three members of the faculty, two of whom must be from the department and one from outside the department.

**PSCI 490. Departmental Honors. 4.** For a complete list of prerequisites, please see the detailed departmental honors description under major. Prerequisite: PSCI 450 and a specific PSCI 460 the previous semester.

## **PRINCIPLED PROBLEM SOLVING (PPS)**

Mark J. Justad, Director, Center for Principled Problem Solving  
Sonalini Sapra, Engaged Teaching Specialist and Program Coordinator

**PPS 110. Introduction to Civic Engagement. 2.** In this class, we explore different approaches to civic engagement, survey the status of civic initiatives and social movements across the U.S., and learn from local practices and practitioners.

**PPS 111. Civic Engagement Explorations. 2.** This course examines models of civic engagement and what is required of citizens in a healthy democracy. Seminar format, may include a community or project-based engagement hours requirement. Prerequisite: PPS 110 or permission of instructor.

**PPS 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**PPS 151 (1-2 credits):** This is the first course in a sequence of two seminars developed by PPSE minor faculty that introduces students to relevant content knowledge for the minor. Readings are drawn from multiple disciplines with a focus on the particular problem the minor is addressing. Students may also be required to complete volunteer assignments or relevant fieldwork as part of the seminar. For example, the PPSE Minor: Every Campus a Refuge seminar focused on theories of forced migration and resettlement, the experience of the refugee population, and required students to support refugee families hosted by the college.

**PPS 210. Practices and Narratives. 2.** In this course, we identify students' core values and commitments, reflect upon how those values (and the Core Values of the College) connect with their education and vocation, identify capacities and strengths within local communities, identify particular problems that contradict students' and Guilford College's Core Values, research the intersecting root causes of these problems – as well as efforts already underway to address them, discern our willingness and ability to engage these problems effectively, and begin the process of imagining ethical action in particular contexts. Throughout this process, we will explore narratives and practices of effective approaches to social change and innovation in diverse contexts. This class is limited to students in the PPS Scholars Program.

**PPS 211. Change, Innovation and Impact. 4.** In this class, we will: research the intersecting root causes of particular social problems – as well as efforts already underway to address them, imagine positive alternatives, explore the roots of our own imagination process for leadership and change, create realistic, achievable plans for action in relation to a particular issue, engage in group action, and reflect about the process, making changes when necessary. Throughout this process, we will explore philosophies and practices of effective approaches to social change and innovation in diverse contexts. In addition, the class will focus on issues and concerns related to ethics and/in leadership within the selected organizations and beyond. The class is limited to students in the PPS Scholars Program.

**PPS 240. The Cape Fear River Basin Planning Seminar I (ENVS 240). 4.** This seminar is an introduction to interdisciplinary, experiential, place-based learning. You will work with students from other disciplines as you engage with learning opportunities both in and outside the classroom, practice articulating the value and limitations of your discipline, and develop independent research or creative interests. You will reflect (in writing and discussion), develop a basic understanding of some historical trends in the human relationship to water, the history, geography, and contemporary challenges of the Cape Fear River Basin. A three-day canoe camping trip and multiple in-class field trips are mandatory for this course. Prerequisites: ENGL 102 and instructor permission.

**PPS 251 (1-2 credits):** This course is a continuation of PPS 151 with more advanced readings, continued practical engagement, and planning for each student's individual or small group signature project relevant to the minor topic. For example, the PPSE Minor: Cape Fear River Basin seminar included guided river trips and required projects on place-based values presented to the campus community upon completion.

**PPS 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels.

**PPS 290. Internship. 1-4.** May also be offered at 390 level.

**PPS 340. The Cape Fear River Basin Planning Seminar II (ENVS 340). 4.** This seminar is an immersion in interdisciplinary, experiential, place-based learning. You will practice applying the skills of your discipline as you work on an independent or collaborative research or creative project that is relevant to some aspect of our place, the Cape Fear River Basin. You will engage in reflection, discussion and presentation to gain practice articulating the value and limitations of your discipline in developing knowledge that might eventually lead to positive change. A three-day canoe camping trip and multiple in-class field trips are mandatory for this course. Prerequisites: ENVS/PPS 240 with approved research proposal, or instructor permission.

## **PSYCHOLOGY (PSY)**

Christopher Henry, Associate Professor, Chair  
Richard L. Zweigenhaft, Charles A. Dana Professor of Psychology  
Karen M. Tinsley, Professor  
Eva K. McGuire, Professor  
Sarah Estow, Associate Professor  
Rachel Riskind, Assistant Professor  
Julia Jacks, Visiting Assistant Professor

Psychology students at Guilford are challenged to recognize the role of multiple causation in the determination of human behavior. Why do people do what they do? How do personality, culture, biology, gender, and ethnicity affect perceptions and behavior?

The psychology curriculum provides opportunities for students to investigate current methods and theories in personality, social interaction, learning, motivation, perception, and human development. Students are encouraged to appreciate different approaches and points of view and to understand how clinical and laboratory methods supplement each other.

A student majoring in psychology can expect to develop rigorous habits of observation with reference to psychological phenomena; to develop statistical knowledge; and to grasp the often complex interplay of theory, observation, research and analysis.

Our recent graduates have obtained positions in mental health, education, research, and administration. Some attend graduate school in psychology or social work, and others have taken a completely different route such as environmental studies, writing, or politics. The program fosters critical thinking and writing skills that are valuable to a wide variety of graduate



programs and careers. Our students gain insight into how people think and behave as well as an appreciation for individual and cultural differences. The knowledge and skills they acquire will serve them well both personally and professionally.

**Degree Offered.** The Bachelor of Science degree is offered in psychology.

### **Major Requirements.**

The major requires a minimum of nine courses and 32 credits.

1. PSY 100 Introduction to Psychology – 4 credits
2. PSY 301 Research Methods and Analysis – 4 credits (will not be accepted as transfer credit and may not be taken at a consortium school)
3. PSY 445 Contemporary Issues in Psychology – 4 credits (will not be accepted as transfer credit and may not be taken at a consortium school)
- 4-5. Two 300-level core content courses from the list below – 8 credits
  - PSY 330: Personality
  - PSY 332: Industrial Organizational Psychology
  - PSY 337: Child and Adolescent Psychopathology
  - PSY 338: Theoretical Perspectives (rotating titles, repeatable)
  - PSY 340: Psychobiology
  - PSY 341: Psychotherapy
  - PSY 342: Adult Psychopathology
  - PSY 347: Social Psychology
  - PSY 349: Multiculturalism and Psychology
  - PSY 351: Psychology and Gender (rotating titles, repeatable)
  - PSY 352: Psychology of Language
- 6-9. Four additional courses to meet the 9-course, 32-credit minimum requirement: Any-level PSY course, including special topics, 3-week courses, and theses
  - One 3 or 4-credit independent study (PSY 260 or PSY 360) may count toward this requirement
  - One 3 or 4-credit internship (PSY 290 or PSY 390) may count toward this requirement
  - Approved courses outside the department: JPS 270, SPST 340, or MATH 112

**Minimum credit hours required for a B.S. degree in psychology is 32 credits, although most students will earn more than 32 credits to complete the 9 courses required in the major.**

Majors should consult with their departmental advisors regarding the selection of their courses. A list of alternative plans and detailed course sequences for pursuing a major may be obtained from the student's advisor or any other member of the department.

Community engagement is strongly encouraged, and students may count one 3 or 4-credit internship toward the requirements for the major. Internships that count for fewer than 3 credits will not count toward the major. Recent majors have received credit through internships for activities such as work with people with autism; with children with developmental delays or emotional disturbances; with the elderly; with children at the YWCA and a local shelter for homeless families; and with such organizations as Alcohol and Drug Services of Guilford County, Moses Cone Memorial Hospital Rehabilitation Unit, Pathways Family Shelter, Triad Health Project, and the Women's Resources Center.

Similarly, the department encourages students to pursue their interests through independent studies in specific topics not offered as regularly scheduled courses. Students may count one 3- or 4-credit independent study toward the major. Independent studies that are less than 3 credits will not count toward the major. Should a student wish to undertake original research, the department offers mentorship toward presentation of papers at professional meetings and/or publication. The department offers guidance toward graduate training. Students who wish to attend research-focused graduate programs are encouraged to conduct a senior thesis. Students who complete theses in Psychology typically take PSY 301, PSY 445, and PSY 470 or 490 in sequence, which means they must enroll in PSY 301 no later than their third-to-last semester on campus. Generally, PSY 301 should be taken no later than the fourth psychology course unless a student transfers three or four psychology courses to Guilford. In the latter case, PSY 301 should be taken as the second psychology course a student takes at Guilford.

Collaborative learning is a key component of the psychology major in that many of our courses involve students working with others as they critically analyze, engage with, and try to address real-world and enduring problems. For example, students in PSY 301 work in collaborative teams as they learn the skills necessary to identify a question or problem, understand the field's current perspective on that question or problem, and then conduct an original research project. Moreover, students are encouraged to enroll in one of the department's 3-week immersive courses that are project- and team-based, and in which students apply their

knowledge of psychology to understand and address current issues.

**PSY 100. Introduction to Psychology. 4.** Introduction to the science of behavior including study of motivation, learning and remembering, the brain, perception and thinking, social processes, and developmental behavior disorders. Includes instruction on basic research methods in psychology, and requires students to find, read, and analyze primary research articles. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).

**PSY 150. Special Topics. 1-4.** May also be offered at 250, 350 and 450 levels. Prerequisites vary.

**PSY 213. Class, Race and Gender. 4.** The study of socioeconomic class, race and gender and the complex ways that these three interact. Fulfills diversity in the U.S. requirement (1998). Evaluating sociocultural engagement requirement (2019).

**PSY 224. Developmental Psychology. 4.** Psychological aspects of human growth and development across the lifespan, with emphasis on emerging capacities, expanding behavior, and increasingly complex social interactions. Includes instruction on basic research methods in psychology, and requires students to find, read, and analyze primary research articles. Includes community engagement. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).

**PSY 241. Mass Media. 4.** The study of mass media, including the impact of mass media on the ways people conceptualize the world, and the impact of mass media on human behavior. The course will look at a variety of media, including books and magazines, television, radio, film and the internet.

**PSY 242. Psychology of African Americans. 4.** The study of African Americans from a psychological point of view, with emphasis on theories, research and models as they pertain to African Americans. The course examines a variety of issues, such as: ethnic identity, personality traits, nonverbal communication, racism, mental health and the legal system. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

**PSY 243. Environmental Psychology. 4.** Study of the impact of human knowledge, attitudes and behavior on environmental problems and their solution. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**PSY 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels. Intensive reading and/or independent research on a topic of interest to the student. By departmental approval.

**PSY 263/363 Prison Systems in the United States and Norway. (JPS 263/363) 4.** This course is an interdisciplinary comparison of the prison systems in Norway and the United States in the context of their unique histories, political economies, demographics, and cultures. Drawing on the perspectives of restorative justice, criminal justice, and psychology, students in this course will compare the goals, structure, and policies of the two prison systems and consider the differential impact on violence, mental health, rehabilitation, and recidivism. The course includes first-hand visits to prisons in the United States and in Norway. Fulfills business and policy studies and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

**PSY 270. Interpersonal Communications (JPS 270). 4.** Using an experiential learning laboratory approach, this course provides students with a solid theoretical foundation for understanding interpersonal communication, the internal dynamics that lead individuals to construct meaning and the skills needed to maintain effective relationships of all kinds.

**PSY 290. Internship. 1-4.** Community engagement, individually arranged so that students can become directly involved in work within the community. Highly recommended for all majors. May also be offered at the 390 level.

**PSY 301. Research Methods and Analysis. 4.** Application of methods for collecting and analyzing behavioral science data and for drawing inferences from such data. Prerequisites: PSY 100 and Historical Perspectives.

**PSY 330. Personality. 4.** The study of personality from a variety of perspectives; Emphasis on different personality theories and techniques of assessment and research. Prerequisite: PSY 100 or 224.

- PSY 332. Industrial and Organizational Psychology. 4.** Application of psychology to problems of employee selection, motivation, training, work environment and human relations in business, industry and other organizations. Prerequisite: PSY 100 or 224.
- PSY 337. Child and Adolescent Psychopathology. 4.** Childhood and adolescent problems encountered by clinical psychologists, special education teachers, social workers, counselors and school psychologists examined in the context of normal child development. Emphasis is on psychological factors in deviant and disturbed behavior and treatment procedures. Includes community engagement. Prerequisite: PSY 100 or 224.
- PSY 338. Theoretical Perspectives. 4.** The course will focus on a major theoretical perspective in psychology, including behaviorism, cognitive psychology, humanistic psychology, or psychoanalytic psychology, one or more theorists within a perspective, or a comparison of theories or theorists. Rotating titles. Repeatable. Prerequisite: PSY 100 or 224.
- PSY 340. Psychobiology (BIOL 340). 4.** Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Co-requisite: laboratory work. Prerequisites: either two courses in biology or one course in biology and one course in psychology.
- PSY 341. Psychotherapy. 4.** Studies psychotherapy's theoretical foundations and the therapist's practical skills. The course will explore four to six therapeutic approaches in depth. The therapies chosen will vary each semester, as will the focus on individual, group, family or child modalities. Prerequisite: PSY 100 or PSY 224.
- PSY 342. Adult Psychopathology. 4.** This course examines psychological disturbances that may be diagnosed in adulthood, studied in the context of modern life, genetics, and the socio-cultural milieu. Prerequisite: PSY 100 or 224.
- PSY 343. Sensory Systems (BIOL 343). 4.** Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus and measurements of sensory abilities. Laboratory work. Prerequisites: either two courses in biology or one course in biology and one course in psychology.
- PSY 347. Social Psychology. 4.** Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction. Prerequisite: PSY 100 or 224.
- PSY 349. Multiculturalism and Psychology. 4.** Examines various areas in which multiculturalism has been applied, such as education, mental health and counseling, and inter-group relations. Students investigate cultural differences in development, examine cultural and personal identity and explore ways of improving relations among cultures. Prerequisite: PSY 100 or 224. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).
- PSY 351. Psychology and Gender. 4.** Variable title. Repeatable. Prerequisite: PSY 100 or 224.
- PSY 352. Psychology of Language. 4.** Study of the psychological aspects of language use, including language acquisition, language production and comprehension, the dynamics of interpersonal communication, and the relationship between language and thought. Also explores issues of memory, mental representation, and neuroscience as they relate to the study of language. Prerequisite: PSY 100 or 224.
- PSY 445. Contemporary Issues in Psychology. 4.** Selected theoretical and methodological issues of contemporary psychology. Prerequisites: PSY 301 and second-semester junior or senior standing.
- PSY 470. Senior Thesis. 4.** Major research project designed and conducted under the supervision of a faculty member. Prerequisites: PSY 301 and senior standing.
- PSY 490. Departmental Honors. 4-8.** Thesis designed and conducted under the supervision of a committee, including one Chair who is in the psychology department and two other committee members (one inside and one outside the department). Requires a thesis defense to the committee and entire department. Departmental honors are awarded only after approval of the committee and department. Prerequisites: PSY 301, senior standing, 3.5 cumulative G.P.A.

## PUBLIC HEALTH (PBH)

Michele K.H. Malotky, Co-Director of Public Health major and Associate Professor of Biology

Rachel G. Riskind, Co-Director of Public Health major and Assistant Professor of Psychology

Public health is an interdisciplinary field encompassing the science and practice of promoting the health and wellbeing of communities and populations. This wellness promotion is accomplished through such initiatives as health education, preventive medicine, and the monitoring and control of communicable diseases and environmental hazards.

The Public Health major at Guilford is designed to provide students with a strong foundation in public health. In an increasingly globalized world, public health professionals require diverse backgrounds and fields of expertise to tackle the challenges of complex environments. Recognizing this need, students will tailor their major to reflect their passions and career goals by choosing courses from one of three specialization tracks: (1) Natural Science, Disease, and the Environment, (2) Social Science, Health, and Behavior, or (3) Organizations, Business, and Health Policy.

In addition, through internships and community engagement components embedded in their course work, Public Health majors will experience a myriad of high impact, experiential learning pedagogies. Drawing on Guilford's long history of social justice and community problem solving, students will have the opportunity to engage in ongoing social justice initiatives and community-based research projects, challenging them to apply concepts, research findings, and theories that they have learned in their coursework.

**Major Requirements for B.S. Degree in Public Health.** The Public Health B.S. degree is recommended for students planning to pursue a career or continue graduate education in Public Health or related fields. This major is comprised of seven core courses plus one communication course, one information literacy course and a four-course track in which the student focuses one of the following areas:

Natural Science, Disease and the Environment, Social Science, Health and Behavior Organizations, Business, and Health Policy

### Core Courses (minimum of 32 credits)

1. PBH 100: Introduction to Public Health
2. PBH 200: Epidemiology
3. PBH 300: Global Health
4. MATH 112: Elementary Statistics
5. Information literacy requirement - Choose one class from the following

Students should work closely with advisors to determine the information literacy course that best fits their background and preparation.

- PBH 292 (BIOL 292): Scientific Inquiry Introduction to Research in Community Health Issues
  - ECON 301: Research Methods
  - JPS 339: Research Methods
  - PSY 301: Research Methods and Analysis
  - SOAN 337: Social Research Methods
  - SPST 445: Research Methods in Sports Studies
6. Ethics requirement – Choose one class from the following
    - PHIL 111: Ethics
    - PHIL 244: Bioethics
    - REL 230: Comparative Religious Ethics
  7. Biology requirement – Choose one class from the following
    - BIOL 202: Introductory Biology: Ecology and Evolution
    - BIOL 203: Introductory Biology: Molecules and Cells
    - Approved BIOL 101: Explorations in Biology: Special Topics course
  8. Communication requirement - Choose one class from the following
    - ENGL 282: Journalism
    - ENGL 382: Technical and Professional Communication
    - JPS/PSY 270: Interpersonal Communications
    - JPS 437: Multicultural Communication Identities and Interaction
    - PSY 241: Mass Media
    - SPAN 301: Advanced Grammar and Phonetics
  9. Experiential requirement—Choose one from the following

PBH 390: Public Health Internship

PBH 490: Senior Thesis

Approved Study Abroad

### **Specialized Tracks (each is 15 credits)**

In addition to the core curriculum, specific tracks within the public health major provide students with opportunities to specialize in one of three areas of public health. No more than 12 credit hours in any one discipline will count toward the completion of the track. Three courses must be 200-400 level. The courses in these tracks may count toward a minor or a second, disciplinary major: Natural Science, Disease, and the Environment Social Science, Health, and Behavior Organizations, Business, and Health Policy

### **Natural Science, Disease, and the Environment Track**

Covers the underlying science of human health and disease, including opportunities for promoting and protecting health over a lifetime. Students in this track will focus on material relevant to biological and environmental determinants of disease in populations.

#### **Track Electives. A minimum of 15 credit hours (four courses):**

BIOL 212 Environmental Science  
BIOL 313 Molecular Cell Biology  
BIOL 315 Microbiology  
BIOL 341 Human Anatomy and Physiology I  
BIOL 342 Human Anatomy and Physiology II  
BIOL/PSY 340 Psychobiology  
BIOL/CHEM 434 Biochemistry  
BIOL 438 General Ecology  
BIOL 443 Genetics  
CHEM 111 Chemical Principles I  
CHEM 112 Chemical Principles II  
CHEM 231 Organic Chemistry I  
CHEM 232 Organic Chemistry II  
ENVS 101 Environmental Science, Policy and Thought Introduction to Environmental Studies  
GEOL 121 Geology and the Environment  
GEOL 223 Hydrology  
GEOL 230 Environmental Pollution  
IDS 418 Science, Sex, & Nature  
PHYS 111 Introduction to Physics for the Life Sciences I  
PHYS 112 Introduction to Physics for the Life Sciences II  
PHYS 117 Physics I  
PHYS 118 Physics II  
PHYS 121 Classical and Modern Physics I  
PHYS 223 Classical and Modern Physics II  
SPST 211 Health and Wellness Promotion  
SPST 314 Perspectives in Sport and Exercise Nutrition

### **Social Science, Health, and Behavior Track**

Covers the study of social, behavioral, structural, and institutional factors that influence public health outcomes, with a focus on health disparities.

#### **Track Electives. A minimum of 15 credit hours (four courses):**

ECON 222 Microeconomic Principles Public Policy  
ECON 344 Environmental and Resource Economics  
ECON 348 Health Economics  
IDS 415 Understanding Eating Disorders  
IDS 455 Human Sexuality  
IDS 418 Science, Sex, & Nature  
JPS 103 Community Problem Solving



JPS 335 Reclaiming Democracy  
 JPS 336 Understanding Oppressive Systems  
 JPS 425 Family Violence  
 JPS 437 Multicultural Communication Identities and Interaction  
 PHIL 231 Philosophy and Sexuality  
 PHIL 232 Philosophy and Gender  
 PHIL 241 Ethics in a Digital World  
 PHIL 242 Environmental Ethics  
 PHIL 261 Philosophy and Race  
 PSCI 204 Public Policy and Administration  
 PSCI 305 Politics of Gender  
 PSCI 319 Modern Environmental Problems  
 PSCI 246 Politics of State and Local Government  
 PSY 100 General Psychology  
 PSY 224 Developmental Psychology  
 PSY 242 Psychology of African Americans  
 PSY 340 Psychobiology  
 PSY 243 Environmental Psychology  
 PSY 351 Psychology and Gender / Human Sexuality (Variable title)  
 PSY 347 Social Psychology  
 SOAN 100 Introduction to Sociology  
 SOAN 103 Cultural Anthropology  
 SOAN 323 Gender, Health and Illness  
 SOAN 416 Gender and Sociology of the Body  
 SPST 211 Health and Wellness Promotion  
 WGSS 110 Introduction to Women's, Gender, and Sexuality Studies

### **Organizations, Business, and Health Policy Track**

Covers basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the various agencies and branches of government. Students in this track will focus on material relevant to health policy and management, and the promotion of diversity and cultural competency.

### **Track Electives. A minimum of 15 credit hours (four courses):**

BUS 215 Business Law and the Legal Environment  
 BUS 249 Principles of Management  
 BUS 449 Policy Formulation and Strategy  
 ECON 222 Microeconomic Principles Public Policy  
 ECON 344 Environmental and Resource Economics  
 ECON 348 Health Economics  
 HIST 314 Immigration and Multicultural Europe  
 JPS 103 Community Problem Solving  
 JPS 220 Community Building and Organizing  
 JPS 240 Group Dynamics and Leadership  
 JPS 310 Policy in Action  
 JPS 323 Diversity at Work  
 JPS 335 Reclaiming Democracy  
 JPS 336 Understanding Oppressive Systems  
 PECS 246 Mediation and Conflict Intervention  
 PECS 315 Human Rights  
 PECS 316 Globalization and Social Justice  
 PECS 355 Culture, Conflict and Negotiation  
 PHIL 241 Ethics in a Digital World  
 PHIL 242 Environmental Ethics  
 PSCI 101 The American Political System

PSCI 105 Comparative Politics  
 PSCI 204 Public Policy and Administration  
 PSCI 230 Politics of Problem Solving  
 PSCI 305 Politics of Gender  
 PSCI 319 Modern Environmental Problems  
 PSCI 329 Wealth and Inequality in US  
 PSCI 330 Global Power and Wealth  
 PSCI 364 Race, Ethnicity and Politics  
 PSCI 246 Politics of State and Local Government  
 PSY 332 Industrial and Organizational Psychology  
 REL 230 Comparative Religious Ethics  
 SPST 211 Health and Wellness Promotion

**Total credit hours required for B.S. degree in Public Health is a minimum of 47 credits**

**PBH 100. Introduction to Public Health. 4.** What does “wellness” mean? How can individuals and social contexts, including law, physical environments, and policy, contribute to the prevention, detection, and control of disease? Students in this introductory course will explore historic and contemporary approaches to diverse public health issues. Upon successful completion of this course, students will understand basic public health principles, prominent frameworks in the discipline, and applications of best practices in communities.

**PBH 200: Epidemiology. 4.** Which populations tend to be healthy? Which populations are most in need of public health support? How do we know? Students in this course will learn to apply epidemiologic methods to examine population-based health determinants and identify health disparities. Upon successful completion of this course, students will understand screening, disease surveillance, and outbreak investigation in the context of contemporary social issues. They will also learn to apply descriptive and multivariate statistical analyses to public health issues. Prerequisite: Successful completion of Information Literacy requirement.

**PBH 290. Internship. 1-4.** May also be offered at the 390 level.

**PBH 292 (BIOL292): Scientific Inquiry: Introduction to Research in Community Health Issues. 4.** This course embraces multiple aspects of community-based, interdisciplinary research. Prior to beginning research projects, students will learn about the changing demographics of Guilford County including refugees and underserved populations. They will also receive training in anti-racism and cultural competency to prepare students for working with community members. Through community outreach efforts, students will be involved in the formation and implementation of focus groups and community events to build trusting relationships with community members as well as to identify and assess community needs. Students will work with faculty and student leaders to design, implement and evaluate a community-based research project. Projects will address current community concerns ranging from access to health care to medical and nutritional needs. This instruction will help in the promotion of effective, focused research and will prepare students for developing sustainable relationships with the targeted community

**PBH 300: Global Health. 4.** How does the burden of disease vary within and between countries? How does health relate to social and economic factors, such as equity? What challenges make it difficult to promote global health in cost-effective, efficient, and sustainable ways? Students will study key global health principles for the identification, evaluation and intervention of small and large public health problems around the world. Upon successful completion of this course, students will understand the social, cultural, economic and political implications of global health actions. Students will also learn to identify health disparities, constructing historically-rooted analyses of public health problems and drafting evidence-based proposals for intervention that emphasize cooperative public health models.

## **RELIGIOUS STUDIES (REL)**

Jill Peterfeso, Assistant Professor, Chair  
 Eric D. Mortensen, Associate Professor  
 Hadia Mubarak, Assistant Professor  
 C. Wess Daniels, Adjunct  
 Mark J. Justad, Adjunct

Studying religion at Guilford is an inherently interdisciplinary endeavor that takes the individual student as its starting point in order to draw forth each student's creative, critical and ethical energies. Our pedagogical approach supports and challenges a diverse group of student learners on a wide range of topics that examine religion's impact on local, national and global communities. In true liberal-arts form, our methodological approaches include the theological, comparative, philosophical, historical, ethical, literary, scriptural, psychological, socioeconomic and anthropological. In order to give students the knowledge and tools necessary for global citizenship, our faculty offer courses on Christianity, the Bible, Judaism, Islam, Native American religion, Tibetan and Himalayan religions, and Chinese religions.

Religious Studies as an academic discipline and as practiced in our department fits beautifully with Guilford College's mission and Core Values. We teach Religious Studies not as an isolated, esoteric field of study, but rather as a deeply integrated field requiring an invaluable tool set that merges elegantly with other academic disciplines, from the humanities and social sciences to the arts and hard sciences. Our curriculum transforms students (by opening their hearts and minds to new and expansive ideas) while preparing them for a variety of careers (such as law, medicine, education, ministry, social justice work, counseling, art, business and government) by nurturing in students a range of skills (such as critical and creative thinking, competency in oral communication, confidence reading a range of texts, and leadership and role modeling within communities).

Learning Goals: Skills, Self and Society

Our learning objectives focus on student development in terms of skills, the self and society. To that end, students pursuing Religious Studies will:

- hone critical reflection through different interpretive perspectives (historical, theological, anthropological and ideological) applied to a range of religious phenomena including religious figures, movements, texts, rituals and cultural expressions
  - conduct and present research in various written and oral forms
  - locate themselves within historical, social, and cultural contexts so that they can articulate their own values and views, listen to and learn from others' perspectives, and act knowledgeably and responsibly in a global society
  - receive a solid foundation for careers that emphasize critical thinking, close-reading, strong written and oral communication, analysis, and a robust understanding of human belief and behavior
  - engage critically, compassionately and cross-culturally with the major issues facing individuals, cultures and the world
- Courses are offered at different levels, each of which has specific expectations and goals. The 100-level courses are introductory, designed for first-year and sophomore non-majors. They are accessible to entering first-year students.

The 200-level courses are advanced introductory courses that function as core courses for the major. They are designed to serve as initial courses in the department for sophomores, juniors, seniors and for beginning majors. Majors normally take several courses at this level.

The 300-level courses are designed for majors and for upper-level students with a strong interest in the subject matter and a background in the humanities. 300-level courses are designed primarily for majors and assume at least one course in religious studies. Courses are usually offered in a seminar format that requires active participation by all class members. Majors should have several 300-level courses.

The 400-level courses are small seminars that usually examine one or a few thinkers or issues in depth. They are designed for advanced majors or, by permission, exceptionally interested and qualified non-majors.

**Degree Offered.** The Bachelor of Arts degree is offered in religious studies.

**Major Requirements.** The major requires a minimum of 33 credit hours (nine courses).

- 1-4. Four REL courses at any level – 16 credits
5. REL 295 Religious Studies Methods and Theories – 4 credits
- 6-8. Three REL courses at the 300 to 400 level -12 credits (one course must be 400 level) REL 300 or REL 400 level IDS 405 Quakers, Community and Commitment  
IDS 477 Magic, Science and Religion  
IDS 482 Ecofeminism and Environmental Justice
9. REL 495 Religious Studies Colloquium – 1 credit

**Total Credit Hours required for A.B. degree in religious studies is 33 credits**

**REL 100. Religion, Dreams and the Dreaming. 4.** This cross-cultural course will consider the religious role of the dream as initiatory experience, metaphor for aboriginal time, gateway to the other world, venue for the divine guide, healing event, "royal road" to the unconscious, and prophetic harbinger of the personal or collective future. This is an introductory course, and no previous academic experience in religious studies is expected or required. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**REL 101. History of Religion in the United States. 4.** Exploration of the interaction of American religion and culture. Examines aspects of the religious traditions of Native Americans, African Americans, Roman Catholics, Jews and Protestants and the shift from a white Protestant to a pluralist America. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**REL 108. Spread of Buddhism Across Asia. 4.** The course begins with a study of the life of the Buddha, the early formation of Buddhism and the Mahayana reformation, then shifts to its major focus: study of the diffusion of Mahayana Buddhism across Central Asia and China, and into Japan and Korea. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

**REL 109. QLSP Freshman Seminar. 1. CR/NC**

**REL 110. Quakerism. 4.** Origins and development of the theology, social testimonies and institutional structure of the Quaker movement from the mid-17th century to the present, and their relevance to non-Quaker thought and life. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**REL. 114. Reading Sacred Texts. 4.** This course introduces students to religious traditions from around the world through the lens of sacred texts. Students encounter a range of holy writings while learning about interpretation, the creation of religious communities, and different comparative and thematic approaches. Any number of traditions could be explored, including Hinduism, Buddhism, Judaism, Christianity, Islam, and many others.

**REL 120. American Nature Writing (ENGL 228). 4.** Examines literary nature writing in America from the 19th century to the present, with a primary focus on the different ways writers have presented the natural world as sacred. Writings consider both our current estrangement from the natural world and possibilities for developing intimacy with the earth through a deep sense of “place.” Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

**REL 122. Men, Masculinities and Religions. 4.** An introductory course on gender and religion that examines men’s ways of being and behaving and its collective influence on Western religious thought and practice. Particular attention will be given to analyzing hegemonic forms of masculinity that support patriarchal gender ideologies and invest religions with androcentric biases. Course readings will touch on major theological conversations (god, human, etc.) and religious concerns (faith, ethics, etc.).

**REL 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels. Possible offerings include Sufism; Gendered Spiritualities; Music in the Muslim World; Exodus from Moses to Bob Marley; Feminine Images in Biblical and Christian Literature; Social Reform and Personal Therapy; 19th- and 20th-century American Religion and Mysticism.

**REL 161. Religion in the New Media. 4.** Religion is in the news. It informs our perspectives and feeds our search for answers to many ethical questions about how individuals construct meaning and relevance in daily life. The quick answers to burning questions are often sought by the click of a button. New and emerging media renditions inform religion as much as religions permeate life. Fulfills the humanities requirement (1998). Arts/humanities requirement (2019).

**REL 171. Rumi and Revolution. 4.** This course will seek to study Rumi in primarily aesthetic terms by an examination of his own works and that of his companion, Shams Tabriz. The Rumi that has been recovered through the lens of western poets is also reclaimed by his compatriots in Afghanistan, Iran and Turkey. This study will also examine how current works by Turkish writers like Orhan Pamuk and Elif Shafaq stake their claim in their modern fictional renditions of the life and times of Rumi. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**REL 200. Native American Religions. 4.** An advanced introduction to the religion of several Native American tribes, such as the Cherokee, Sioux, Crow and Navaho. Explores the world-views/myths, rituals (including art, dance and music) and the life-ways of these different cultures. Also focuses on the long interaction between American white cultural imperialism and the religions of these indigenous people. Fulfills the humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**REL 201. Women and Gender in Islam. 4.** This course explores a variety of religious texts, interpretations, traditions, and practices central to understanding women Islam. We examine the diversity in the notion of “Muslim women,” in history and around the world. We read the Qur’an in search of messages about marriage, sex, polygyny, adultery, and veiling. We also examine Islamic feminism as a force in contemporary Islam.

**REL 204. Islam. 4.** Introduces the Islamic religion in its various aspects, including its origins, cultures, rituals, beliefs and practices. The course aims to provide a holistic analysis of Muslim civilizations by exploring some aspects of their rich and diverse contributions through historical and current expressions. Fulfills humanities and intercultural requirements (1998). Art/humanities and sociocultural engagement requirements (2019).

**REL 208. Hinduism. 4.** Addresses the religions of India, primarily Hinduism, which is a way of life emphasizing practice more than doctrine; therefore, we look at the lives of people through narratives. We also address the thought and concomitant social systems forming the framework for its acceptance of diverse and often contradictory beliefs and practices. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

**REL 209. QLSP Sophomore Seminar. 1. CR/NC**

**REL 210. Quaker Spirituality. 4.** This course situates Quaker spirituality within a range of contexts (historical, political, economic, and social) and examines the interplay of spirituality with peace and justice concerns. The course includes an experiential element and considers how Quaker spirituality impacts personal and corporate worship, decision-making, discernment, and physical and emotional well-being.

**REL 215. Hebrew Bible/Old Testament. 4.** The Hebrew Bible occupies a unique position in relation to the conventional dichotomies between modernity and tradition, East and West. This course will explore the “book” and the contradictions that envelop it, examining the Bible as a multifaceted compilation of ancient Hebrew (and Aramaic and Greek) literature and considering its various roles in contemporary life. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

**REL 216. New Testament. 4.** Explores the literature of the New Testament, emphasizing the manner in which each writer tries to express an understanding of the person and work of Jesus in relation to the early Christian community. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

**REL 217. The Qur’an and its Interpreters. 4.** This course introduces students to the Qur’anic scripture, its history, themes, characteristic, and the way in which it has functioned as an authority for Muslims throughout Islamic history. We will examine competing modes of interpretation and the most significant exegetes in the pre-modern and modern periods, paying specific attention to the role of modernity in creating new approaches to Qur’anic interpretation. This course surveys a wide range of exegetical interpretations on 1) women and sexuality, 2) violence and jihād, and 3) religious pluralism. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

**REL 222. Feminist Theologies. 4.** An exploration of 19th- and 20th-century feminist religious and theological writers. Considers such issues as the role of religious systems both in establishing and sustaining sexism and in being agents of transformation and justice; sexism and God-language; patriarchal and egalitarian views of human nature; women and ritual; and feminist views of society. Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments requirements (2019).

**REL 225. Religion, Bodies, and Sexualities. 4.** This class ventures into the contentious yet creative possibilities surrounding the intersections of religion, bodies, and sexualities. Our approaches are ontological, methodological, theoretical, and theological, and we tackle a variety of possible topics, including birth, death, healing, and food; celibacy, virginity, college “hook up” culture; and various sexual and gender identities. The course will align primarily with the instructor’s expertise but will include comparative religious elements. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

**REL 230. Comparative Religious Ethics. 4.** This course explores the varieties of ethical concepts in different religions, while teaching how to think critically about the applicability of “ethics” as a category and showing how many ethical concepts including notions of “truth” often reflect multiple “truths” in the narratives of the religions, cultures and societies. Fulfills humanities and social justice/environmental responsibility requirements (1998). Arts/humanities and evaluating systems and environments



requirements (2019).

**REL 234. African American Religion and Theology. 4.** This introductory course examines African American Christianity both chronologically and thematically from slave religion to the present and various expressions of Islam in U.S. black communities during in the same period of time. It also pays attention to West African influences and to other religious expressions among African Americans, e.g. Judaism, Buddhism and Humanism. Fulfills humanities and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**REL 236. Reformation: Luther to Fox (HIST 236). 4.** The course is designed to introduce students to a basic understanding of events and ideas of the Reformation era in Europe, ca. 1517 to 1660. A focal point of our readings will be the reformers' view of the relation between political and ecclesiastical authority. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

**REL 237. Jesus in Film and Pop Culture. 4.** Jesus of Nazareth has captured the world's imagination for two millennia, and this course focuses on humanity's multi-faceted engagement with Jesus. Examining Jesus from a multitude of sources' scriptures, films, literature and art, this class looks at the many ways Christians and non-Christians have created Jesus Christ, and what significance those diverse creations hold. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

**REL 240. History of Christianity. 4.** A one-semester survey of the history of the world Christian movement focusing on four centuries (fourth, 12th, 16th, 19th). The course combines three approaches – history of institutions, history of spirituality and history of ideas – and pays close attention to the relationship between religion and culture and the social context of Christian churches. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

**REL 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels. The individual formulation and completion of the study of a significant problem in the field of religion, such as Play, Celebration and Worship; Existential Psychology; Alchemy; Contemporary Social Change in the Church; Creativity and Imagination; or Women in Modern Japanese Religion.

**REL 283. HP: Religions of the Minorities of Southwest China. 4.** The course explores the religious traditions of the Naxi, Tibetans, Yi, Lisu, Moso, and Bai peoples of Yunnan Province in Southwest China. The Chinese "Cultural Revolution" (1966-1976), which systematically devastated the religious lives of these peoples, serves as the course's central historical focus. Prerequisite: ENGL 102. Fulfills historical perspectives and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**REL 285. Daoism. 4.** Explores Daoism, one of the most deeply pervasive and enduring religious/philosophical traditions in Chinese and East Asian culture. The course will focus the early development of Daoist ideas and practices from their inception and eventual institutionalization in China up to the present day. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

**REL 286. Buddhist Pilgrimage in East Asia. 4.** The course investigates the role of sacred geography in the religious traditions of East Asia. Taking pilgrimage as the central topic of study, we will read in-depth accounts of religious travel and experience in several regions of East Asia. Fulfills historical perspectives and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**REL 288. Defense Against the Dark Arts. 4.** This course examines the religious roles of witches, ghosts and demons. It is also, fundamentally, a course about death, dying, the fear and anxiety surrounding the dark, the night, death, and the problem of evil. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

**REL 290. Internship. 1-4.** May also be offered at the 390 level.

**REL 295. Religious Studies Methods and Theories. 4.** In this course we examine the range and depth of the theoretical aspects of the field of Religious Studies, and study and practice the various methods employed in our field. This course is required of all majors in Religious Studies and, ideally, should be taken sophomore year.

**REL 309. QLSP Junior Seminar. 1. CR/NC.**

**REL 310. Islam and Modernization. 4.** This course examines current discussions on Islam in the contemporary world, privileging politics and war and moving further to explore diverse populations, their religious and cultural practices, their struggles with economic and humanitarian issues as well as contributions made through new social movements, environmental challenges, and attempts to forge civil societies through innovative practices. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

**REL 312. Muslims, Slavery and Civil Rights in the U.S. 4.** A three-week course, “Muslims, Slavery, and Civil Rights in the U.S.” focuses on the largely neglected history of Islam in America. It explores the critical intersections between Islam, slavery and civil rights in the United States. Venturing into a rich, yet underexplored record of historical material, students in this course will study the biographical accounts of enslaved Muslim Africans, whose personal narratives reshape the story of religious freedom in U.S. history. Incorporating experiential learning, the course incorporates site visits to important landmarks, museums and state archives of enslaved Muslim Africans. The final segment explores the rise of Islam among African American communities during the civil rights era and beyond.

**REL 317. Women in Tibetan Buddhism. 4.** This course focuses on the religious roles and lives of women of Tibet and the Himalaya from the seventh through the 21st centuries. Also examined are some contemporary “Western” feminist political-philosophical theory and its problematic applicability to the traditional situation of Tibetan women throughout the last 1,300 years. Prerequisite: Historical Perspectives. Fulfills humanities and intercultural requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**REL 318. Tibetan & Himalayan Religions. 4.** Studies the religious traditions of the Himalayas and the Tibetan Plateau as well as the effects of the Chinese occupation of Tibet, the effects of modernization and tourism on local religion and the recent internationalization of Tibetan Buddhism. One prior course in religious studies, history or philosophy is highly recommended. Fulfills intercultural requirement (1998). Art/humanities requirement (2019).

**REL 319. Buddhist Emptiness. 4.** Explores Indian, Tibetan, Chinese and Japanese Buddhist masters’ commentaries on the doctrine that all phenomena including the “self” are “empty of inherent existence,” and investigates issues such as religious truth and the ethics of ego- less-ness. Counts toward a major/minor in International Studies – East Asia. Prerequisites: Historical Perspectives, and either one course in PHIL or REL 284, REL 286, or REL 318, or instructor permission. Fulfills intercultural requirement (1998). Arts/humanities requirement (2019).

**REL 322. Mechanisms of Magic & Medicine (BIOL 322). 4.** This experiential team-taught, intensive, three-week, interdisciplinary study abroad course will take place in and on the grounds of Alnwick Castle in Northumberland, in the far northeastern reaches of England. The course explores the intersections and distinctions between the causal systems, modalities, and mechanisms of magic and medicine. With site visits to the island castle and priory of Lindisfarne, the Scottish city of Edinburgh, the Magic & Medicine Garden of Dilston, Alnwick town, and the castle’s bucolic gardens and park grounds, the course will begin with a rigorous investigation into the history of the importance of the concept of causality in both scientific and non-empirical thought, and with student projects about medicinal herbs. The centerpiece of the course will utilize the Reacting to the Past pedagogical engaged-learning collaborative theatrical scenario about Charles Darwin. The final week will involve classes on the castle grounds about postmodern intercultural understandings of magic and the mysteries of the mechanisms of medicine and health. Students will spend the full three-week course living in Alnwick Castle, famously the cinematographic setting of Harry Potter’s Hogwarts. There are no prerequisites for this course. Instructor permission required prior to registration.

**REL 340. Contextual Thea/ologies of Europe and North America. 4.** A reading-intensive, seminar-format examination of 20th- and 21st-century Christian theologians from the North Atlantic region (mostly Germany and the United States) who have written with a deep awareness of their historical, cultural, economic, political and ecological contexts.

**REL 341. Liberation Theologies of Latin America, Africa and Asia. 4.** Seminar on Catholic and Protestant Christian theologies from the perspective of poor and disenfranchised women and men. Works from Latin America (Peru, Brazil, El Salvador), Africa (Ghana, South Africa and their regions), and Asia (Philippines, India, Hong Kong). Includes ecofeminist and postcolonial perspectives. Fulfills intercultural requirement (1998). Arts/humanities requirement (2019).

**REL 343. Mormonism. 4.** This course places the Latter-day Saint faith into American history and explores topics like religious innovation, church-state relations and missionary work. In looking at the Mormon Church, we look at the lives, beliefs, embodied practices and global outreach of this quintessential American religion.

**REL 409. QLSP Senior Seminar. 1. Each semester. CR/NC.**

**REL 415. Contemporary Theology: Holocaust. 4.** The contemporary Christian theological analysis of and struggle with the nature of self and God is examined in relation to forms of social domination (sexism, racism, classism, militarism, anti-Judaism and Islamophobia) through consideration of religious thinkers.

**REL 422. Contemporary Religious Problems. 4.** An exploration of one major contemporary thinker or problem, such as religion, language and the body; God and language; or religion and symbol. With changes in content, this course may be repeated more than once. Prerequisite: instructor permission.

**REL 445. Shamanism. 4.** In this discussion-style seminar, students read the entirety of Eliade's seminal and controversial work, *Shamanism: Archaic Techniques of Ecstasy*, and problematize the applicability of the term Shamanism to specific religious traditions. Course issues include: initiation, trance, the role of animal messengers and helpers, altered states of consciousness, healing in Shamanism, and others. Prerequisite: Historical Perspectives.

**REL 465. Theories and Methodologies in Quaker Studies. 4.** This is the culminating class of the Quaker Studies Minor and prepares the student for further work in the field of Quaker Studies, while also building skills for research, writing, and developing arguments as they pertain to the study of religious beliefs, attitudes, and practices. In this course, students will become familiar with the general theories and methodologies surrounding Quaker studies.

**REL 470. Senior Thesis. Credits: variable.** Individual study culminating in a thesis, which, in consultation with the advisor, may be submitted for departmental honors. Requires a prior semester's preparation (a 2- or 4-credit independent study) that can be counted either as a REL 460 or as part of the Senior Thesis.

**REL 490. Departmental Honors. 4-8.** Requires a 3.5 grade-point average in courses in religious studies and a senior thesis or the equivalent.

**REL 495. Religious Studies Colloquium. 1.** Students reflect collectively on the study of religion and its relationship to the liberal arts, to their own college career, and to life outside of college. Students complete an intellectual autobiography and a culminating project, to further both their self-understanding and academic journey as students of religion. For majors in their senior year. CR/NC.

## **SOCIOLOGY & ANTHROPOLOGY (SOAN)**

Thomas Guthrie, Professor, Chair

Maria L. Amado, Professor

Edwins L. Gwako, Professor

Julie Winterich, Professor

Naadiya Hasan, Associate Professor

Sociology and anthropology are two social sciences that seek to understand the relationship between individuals and the social worlds they create and inhabit. Sociologists and anthropologists investigate how societies are organized, how cultures are reproduced, and how these processes shape individual identities.

At Guilford, our courses cover a wide variety of social groups in the United States and around the world, and we study just about every aspect of social life, including science, religion, medicine, politics, family, gender, sexuality, race and ethnicity, economic systems, and the arts. Integrating scientific and humanistic approaches, we attempt to look at past stereotypes and understand people from their own points of view. In a world characterized by rapid social and technological change, globalization, deepening inequalities, ethnic clashes, poverty, environmental degradation, and changing social norms, anthropology and sociology are more relevant than ever. Our department prepares students to critically analyze social systems and to come up with creative solutions to social problems on various scales.

Students and faculty develop close working relationships both inside and outside the classroom, and our department offers a close-knit learning environment. Our courses promote student discussions and experiential learning, and many also count toward interdisciplinary programs. Our work really gets fun once we engage with the world around us first hand. Sociology and anthropology students at Guilford have the opportunity to develop and pursue their own interests through independent studies and research, community service, internship opportunities, and study abroad. Students greatly benefit from integrating their academic training and their experiences beyond Guilford, exploring career options, and expanding their horizons. Sociology and anthropology are part of a strong liberal arts education that prepares you for work and life – anything that involves interacting with people in a diverse world.

**Degree Offered.** The Bachelor of Arts degree is offered in sociology and anthropology.

**Major Requirements.** The sociology and anthropology major requires a minimum of eight courses and 30 credits.

1. SOAN 100 Introduction to Sociology – 4 credits
2. SOAN 103 Cultural Anthropology – 4 credits
3. One elective at the 200 level – 4 credits
4. One elective at the 300 level – 4 credits
5. One elective at any level – 4 credits
6. SOAN 337 Social Research Methods – 4 credits
7. SOAN 342 Social Theory – 4 credits
8. One elective at the 400 level taken either in the senior year, or after all other requirements have been fulfilled – 4 credits

**Minimum credit hours required for A.B. degree in sociology and anthropology is 30 credits, although most students will earn more than 30 credits to complete the eight courses required in the major.**

*Notes: A student may substitute one internship or independent study at the 200 or 300 level for one elective at the same level. Students may not receive credit at the 400 level for an independent study.*

Under special circumstances, with the approval of the department chair, a student may substitute a second 300-level elective for the required 200-level elective.

Students considering graduate school in sociology or social work are strongly encouraged to take an elementary statistics course at Guilford or elsewhere.

Credit for courses taken at other institutions or while studying abroad: Before attending other institutions, students should obtain a “Request to Take Coursework at Another Institution” form from the Registrar’s Office and have their courses approved in writing by the SOAN department chair. Departmental approval to take a course off campus is contingent upon the content and evaluation requirements of the course (which should meet SOAN departmental standards), whether the course is regularly offered by the SOAN Department, the student’s academic standing and level, and the extent to which the course is consistent with the student’s educational goals. SOAN 337 Social Research Methods, SOAN 342 Social Theory and the 400-level elective will not be accepted as transfer credit and may not be taken at a consortium school.

**SOAN 100. Introduction to Sociology. 4.** This course will provide an introduction to the field of sociology and how it can be used in the critical examination of contemporary society. The course will explore and compare theoretical perspectives on culture, social structure and the development of the individual within the social context. The course will also have a strong emphasis on social inequality as the product of structural and belief systems, with race, class, gender and sexuality explored as central elements of social organization. Fulfills social science and social justice/environmental responsibility requirements (1998). Social/behavioral science and evaluating systems and environments (2019).

**SOAN 103. Cultural Anthropology. 4.** Introduction to the study of culture and society in comparative perspective. Utilizes various approaches of anthropologists and data from societies around the world in order to illustrate the nature and functions of culture and social structures. Fulfills social science requirement (1998). Social/behavioral engagement requirement (2019).

**SOAN 106. Introduction to African Heritage (AFAM 106). 4.** Course serves as an introduction to the geographical roots and cultural heritages of the peoples of African ancestry. It will help students to begin to explore and understand the diverse lifestyles, experiences as well as the dispersion, opportunities, challenges and concerns of peoples of African ancestry in the U.S. multicultural setting. Fulfills diversity in the U.S. and social science requirements (1998). Sociocultural and social/behavioral requirements (2019).



**SOAN 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**SOAN 215. Anthropology of Slavery. 4.** Examines slavery in a comparative socio-cultural perspective; covers Africa (80 percent), North America (5 percent) and the rest of the world (15 percent). Explores explanations for the causes of slavery, debates over what practices should be labeled “slavery” and which should be placed in other categories of servitude, and how slavery affects individual understanding of self in various socio-cultural contexts. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environment requirement (2019).

**SOAN 216. HP: The Anthropology of Colonialism. 4.** Introduces historical anthropology by exploring the socio-cultural dimensions of European colonialism from the late 15th century to the post-colonial period. The course focuses on the colonial experience in Africa, the Americas, Asia and the Middle East, particularly from the point of view of the colonized. Prerequisite: ENGL 102. Fulfills historical perspectives requirement (1998 & 2019).

**SOAN 234. Culture & Sexuality in Africa. 4.** Explores how culture shapes sexual practices, identities and roles in African societies. Course topics include virginity, male and female circumcision and other rites of passage, arranged marriages, fertility, the spread of HIV/ AIDS, sexual exploitation and domestic violence, as well as lesbian, gay, bi-sexual and transgender “queer” practices. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

**SOAN 235. African Families in Transition. 4.** This course places African families at the center of an anthropological exploration of the myriad ways of family formation and the dynamic nature of how family is defined cross-culturally. It explores how families in different African societies have adapted and continue to adjust to the changing circumstances brought on by colonialism and post-colonial conditions. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

**SOAN 245. Race and Ethnicity in Latin America. 4.** Race and ethnicity occupy center stage in Latin America’s identity politics and nation-building processes. Despite the myth of racial harmony, inequalities along racial and ethnic lines shape the life-chances and daily interactions of people throughout the region. This course examines racial and ethnic politics in Latin America from a sociological stand point. We analyze racial formations and the status of Indian communities and peoples of African descent since colonial times; however, our focus is primarily on contemporary racialized structures and relations. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

**SOAN 260. Independent Study. 1-4.** May also be offered at 360 level.

**SOAN 261. Native North America. 4.** Introduces the complexity and diversity of native North American societies from an anthropological perspective. Emphasizes contemporary Indian communities and the dynamic process of maintaining distinctive cultural identities. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

**SOAN 265. Racial and Ethnic Relations. 4.** A comprehensive exploration of the experience of different racial and ethnic groups in the United States and the social relations they have established with each other. The examination starts from their countries of origin, moves to their initial migration and settlement and concludes with analysis of their current economic, social and cultural situations. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

**SOAN 267. Race and Gender in Media Focus. 4.** This course will examine the mass media as a social institution that reinforces the perception and construction of race and gender in contemporary American society. The class will discuss race and gender as socially constructed identities that can be internalized through interaction with media products. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

**SOAN 290. Internship. 1-4.** Supervised and reported experience in social agencies, organizations or related institutional services. May also be offered at the 390 level.

**SOAN 313. Sociology of Sex and Gender. 4.** Explores the social construction of masculinity and femininity within specific socio-historical contexts, with emphasis on identity formation and structural discrimination. The social organization of sexuality and gender relations within institutions such as the family, labor force and health care are also explored. Prerequisite: SOAN 100.



**SOAN 321. Development Anthropology. 4.** Comparative study of planned and unplanned development, particularly as it affects rural and traditional societies. Emphasis upon the intersection of capital and technological changes and inequalities predicated on ethnicity, class and gender. Prerequisite: SOAN 103.

**SOAN 322. Environmental Anthropology. 4.** Introduces environmental anthropology and examines human-environment relations and the social construction of nature in cross-cultural perspective. Explores “traditional environmental knowledge” and the relationship between indigenous peoples and environmentalism. Prerequisite: SOAN 103 or instructor permission. Fulfills social justice/environmental responsibility requirement (1998). Evaluating systems and environments requirement (2019).

**SOAN 323. Gender Health and Illness. 4.** This course uses a sociological perspective to analyze the relationship between the U.S. medical system and socially constructed ideas about gender for medical knowledge and for men’s and women’s experiences with health and illness. A variety of topics will be analyzed such as obesity, menstruation, erectile dysfunction, and pregnancy and birth. Prerequisite: SOAN 100 or instructor permission.

**SOAN 330. Inequality in Latin America. 4.** Analyzes power relationships and economic inequality in Latin America and examines the way rural and urban populations in the region cope with poverty and exclusion. The course also explores ethnic and gender relations as expressions of status inequality and the effects of global processes on patterns of stratification in the area. Prerequisite: SOAN 100, or instructor permission.

**SOAN 331 Latinx Migration Patterns. 4.** Explores the historical roots and the current economic and political forces, both local and global, that stimulate contemporary out-migration, return and “revolving-door” migration between selected Latin American countries and the U.S., within the larger context of U.S.-Latin America relations. Prerequisites: SOAN 100, instructor permission. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

**SOAN 337. Social Research Methods. 4.** Trains students in the rigorous use of sociological and anthropological methodologies to investigate the social world. Students will learn to use documents, artifacts, social practices, quantitative reasoning and the scientific process as relevant sources of research questions and tools for research design and implementation. Prerequisites: Historical Perspectives, Quantitative Literacy, SOAN 100, SOAN 103 and one 200-level SOAN course.

**SOAN 342. Social Theory. 4.** Provides an overview of major 19<sup>th</sup> and 20<sup>th</sup> century social theories with special attention to their assumptions and their treatment of core sociological and anthropological concerns and questions. Students will analyze how time periods influence the creation of social theories as well as the theories’ practical relevance. Prerequisites: Historical Perspectives, SOAN 100, SOAN 103 and one 200-level SOAN course.

**SOAN 358. African Cultures in Film. 4.** Survey of traditional culture patterns in Africa south of the Sahara; examination of the processes of change in contemporary Africa. Profiles of African cultures as seen by anthropologists and African writers. Prerequisites: SOAN 100 or SOAN 103. Fulfills intercultural requirement (1998). Sociocultural engagement requirement (2019).

**SOAN 362. Popular Culture and Media Studies. 4.** Explores sociological theories and methods used to study popular culture and media products in relation to broader social patterns in the contemporary United States. The course includes examination of the content of popular culture products, the significance of the institutional environments of production, and patterns of audience consumption and interpretation. Prerequisite: SOAN 100.

**SOAN 416. Gender and Sociology of the Body. 4.** This course examines feminist and sociological debates about gender and the body through a variety of topics to analyze whose bodies receive more cultural, political, media and medical attention, and why. Social contexts will be examined to discuss how and why women’s bodies are defined as different than men’s, as well as the implications for men’s and women’s daily lives. Gender equality and social change are discussed at the individual, structural and cultural levels. Prerequisites: SOAN 337 and SOAN 342, or instructor permission.

**SOAN 425. Latin American Politics. 4.** This political sociology course will analyze the central role of social movements in the political democratization of Latin America. The central goal is to understand how social unrest and upheaval, organized and active civil societies, grassroots organizations, formal political opposition and several armed movements have pressured authoritarian political systems into processes of democratization. Prerequisites: SOAN 337 and SOAN 342, or instructor permission. Fulfills

intercultural requirement (1998). Sociocultural engagement requirement (2019).

**SOAN 432. Women of Color in the United States. 4.** Examines the consequences of intersecting social systems of race and gender, with a focus on women of color in the United States. Guiding topics include the impact of structural context and individual agency on the shaping of gendered racial identities, experiences and social interactions. Issues of power, privilege, inequality and exclusion in feminist and anti-racist social action will also be explored. Prerequisites: Enrollment limited to SOAN majors who have taken SOAN 337 and SOAN 342 or instructor permission. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

**SOAN 470. Senior Thesis. 4.**

**SOAN 490. Departmental Honors. 4.** Honors and credit for grade of B or above; credit only for grade less than B. Prerequisite or corequisite: SOAN 470.

## **SPORT STUDIES (SPST)**

Craig Eilbacher, Associate Professor, Chair

Lavon Williams, Professor

Calvin Hunter, Associate Professor

Brenda Swearingin, Associate Professor

Terry Schwartz, Visiting Assistant Professor

The Department of Sport Studies focuses on both the study of human movement and on the exercise and sport industry. From physical therapy to sports psychology and sports management, Guilford students develop a broad cultural perspective of sport. Through the investigation of theories and best practices in the field, our students develop practical skills and knowledge as well as the ability to think critically and creatively. An emphasis on both clinical and liberal arts provides a breadth of experience and the moral and ethical foundations necessary to assume leadership roles in their post-graduate endeavors.

**Degrees Offered.** The Bachelor of Science degree is offered in exercise and sport sciences, and in sport management.

**Major Requirements for the B.S. in Exercise and Sport Sciences.** The ESS major requires a minimum of 53 credit hours (14 courses). Students will choose one of two tracks: health and fitness or sport medicine. A five-course Core is common to both tracks, plus a minimum of six emphasis courses. Each track offers some flexibility for students to develop an individual plan of study with the guidance of their academic advisors. It is strongly recommended that ESS majors with a health/fitness track specialization take an in-field certification test in the spring semester of their senior year. Appropriate certifications include, but are not limited to, the CSCS certification from the National Strength & Conditioning Association, the health / fitness instructor certification from ACSM and the personal trainer certification from NASM.

### **Core requirements for all students majoring in ESS:**

- 1.SPST 120 Introduction to Exercise and Sport Sciences – 4 credits
- 2.SPST 241 Motor Learning and Performance – 4 credits
- 3.SPST 246 Biomechanics of Sport and Exercise – 4 credits
- 4.SPST 311 Sport and Exercise Physiology – 4 credits
- 5.SPST 340 Psychology of Sport and Exercise – 4 credits

### **Additional courses required for ESS health/fitness track:**

- 6.BIOL 203 Introductory Biology: Molecules and Cells\*\* – 4 credits
- 7.BIOL 341 Human Anatomy and Physiology I<sup>1</sup> – 4 credits
- 8.BIOL 342 Human Anatomy and Physiology II<sup>1</sup> – 4 credits
- 9.SPST 291 Internship Seminar- 1 credit
- 10.SPST 314 Perspectives in Sport and Exercise Nutrition – 4 credits
- 11.SPST 343 Measurement and Evaluation in Sport and Exercise – 4 credits
- 12.SPST 455 Science of Strength and Conditioning\*\*\*\* – 4 credits
- 13.Four credits of health/fitness skill-based courses, for example: 4 credits SPST 112/THEA 101 Modern Dance I (2 credits)

SPST 142 First Aid (2 credits)

PHYE 100 Physical Education (1 – 4 credits)

14.SPST 485 Experiential Learning Requirement (in field of interest) or SPST 445 Research Methods in Sport Studies – 4 credits

**Total credit hours required for B.S. degree in exercise and sport sciences, health/fitness track is 53 credits Additional courses required for ESS sports medicine track**

6.BIOL 203 Introductory Biology: Molecules and Cells\*\* – 4 credits

7.BIOL 341 Human Anatomy and Physiology I<sup>1</sup> – 4 credits

8.BIOL 342 Human Anatomy and Physiology II<sup>1</sup> – 4 credits

9.SPST 245 Emergency Procedures in Sports Medicine – 4 credits

10.SPST 291 Internship Seminar- 1 credit

11.SPST 373 Therapeutic Modalities and Rehabilitation with Lab – 4 credits

12.SPST 343 Measurement and Evaluation in Sport and Exercise or SPST 445 Research Methods in Sport Studies – 4 credits

13.SPST 474 Physical Examination and Assessment with Lab – 4 credits

14.SPST 485 Experiential Learning Requirement (in field of interest) – 4 credits

**Total Credit Hours required for B.S. degree in exercise and sport sciences, sports medicine track is 53 credits**

<sup>\*1</sup>A grade of C- or better is required in these biology courses, which are prerequisites for SPST 246 and SPST 311.

**Major Requirements for the B.S. in Sport Management. The sport management major requires a minimum of 40 credit hours (10 courses).**

1.SPST 130 Introduction to Sport Management- 4 credits

2.SPST 231 Facility Design and Management – 4 credits

3.SPST 233 Sport Programming – 4 credits

4.SPST 291 Internship Seminar – 1 credit

5.SPST 320 Organization and Administration of Sport, Exercise and Health Programs – 4 credits

6.SPST 334 Sport Finance – 4 credits

7.SPST 335 Sport Communications or ENGL 282 Journalism or BUS 310 Professional Communications – 4 credits

8.SPST 431 Sport Marketing – 4 credits

9.SPST 432 Legal Aspects of Sport and Exercise – 4 credits

10.SPST 445 Research Methods in Sport Studies<sup>1</sup> – 4 credits or SPST 485 Experiential Learning Requirement<sup>1</sup> – 8 credits

11.SPST 485 Experiential Learning Requirement – 4 credits (if student chooses this course they will be required to take SPST 445)

12.ACCT 201 Introduction to Accounting – 4 credits

13.One course from: 4 credits

SPST 232 Sociology of Sport and Exercise SPST 247 HP: History of Sport

SPST 340 Psychology of Sport and Exercise

14.ECON 221 Macro: U.S. in World Econ or ECON 222 Micro: Public Policy – 4 credits

15.ENGL 282 Journalism or BUS 310 Professional Communications – 4 credits

**Total Credit Hours required for B.S. degree in sport management is 53 credits**

<sup>1</sup>Student can select additional 4 credits with internship instead of completing SPST 445 Research Methods

**PHYE 100. Elective Activities. 1.** One-credit courses include, but are not limited to general fitness, golf, tai chi, tennis, yoga, zumba and weight training. Students are limited to four elective activity courses. Course titles may vary semester by semester. Repeatable. CR/NC.

**SPST 109. Fitness for Living. 2.** A basic study of selected systems of the human body and their responses to exercise. Emphasis on personal nutrition and its relationship to fitness, the development and implementation of personal fitness programs, and the relationship of fitness to health. Laboratory, lecture and participation.

**SPST 110. Beginning Ballet (THEA 103). 2.** This is a beginning-level course for students with little or no dance or ballet experience. Students will explore the beauty and power of this art through the study of technique at the barre, learning the French terminology, the critical viewing of live concerts and performing in a semester-end showing.

**SPST 111. Jazz Dance (THEA 104). 2.** This is an introduction to the art of jazz dance, designed as a continuing study of

the technique introduced in SPST 112/THEA 101 and SPST 110/THEA 103. The emphasis of the course is on style and the acquisition of an explosive performance quality; technical studies will include isolations, turns, placement and strengthening. Prerequisite: SPST112/THEA 101 or SPST 110/THEA 103.

**SPST 112. Modern Dance I (THEA 101). 2.** An introduction to the art of modern dance, designed for students with little or no dance or modern experience. This dance form, with its philosophy based in the expression of personal and contemporary social concerns, will explore various movement techniques including those of Martha Graham, Erick Hawkins, Doris Humphrey and Jose Limon.

**SPST 113. Modern Dance II (THEA 201). 2.** This course is intended for students who have already experienced dance, with a continuation of concepts and technique from SPST 110/THEA 103, SPST 111/THEA 104 and SPST 112/THEA 101. In addition to the critical viewing of works, this course emphasizes the expansion of one's classical movement vocabulary and the discovery of one's own performance quality. Prerequisite: SPST 111/THEA 104 and SPST 112/THEA 101, or instructor permission.

**SPST 114. The Wonder of Dance (THEA 100). 4.** This course is an introduction to many aspects of dance. Students develop an awareness and appreciation for dance as art and expression through an exploration of history, contemporary trends, social themes, personalities, sample dance class experiences and choreographic projects. Fulfills arts and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**SPST 115. Choreography (THEA 204). 4.** This course is a formal introduction to the art of dance composition. It is designed for students that have had previous dance experiences in technique, the creative process leading to performance and the critical viewing of works; for students working toward a minor in dance, it is preferred that this be the final course completed. Prerequisite: SPST 114 or THEA 100. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**SPST 120. Introduction to Exercise and Sport Sciences. 4.** An exploration in the discipline of exercise and sport science (kinesiology) and its relation to health and physical activity. The course will explore the importance of history and philosophy in health and physical activity in today's society and possible career opportunities. Enrollment limited to freshmen or sophomores or instructor permission.

**SPST 130. Introduction to Sport Management. 4.** An introductory course designed to acquaint students with career possibilities for sport management personnel within various segments of the sports and fitness business communities. Course includes development of a resumé and a professional portfolio. Fulfills business and policy studies requirement. Enrollment limited to first year or sophomore, or instructor permission.

**SPST 142. First Aid. 2.** A study of basic first aid and emergency care procedures resulting in certification in first aid and cardiopulmonary resuscitation (CPR).

**SPST 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**SPST 210. Introduction to Athletic Injury and Illness with Lab. 4.** An introductory course in athletic training that explores the prevention, recognition and management of common injuries and illnesses in athletes and the physically active population. A corequisite laboratory course enables students to practice and apply principles and techniques.

**SPST 211. Health and Wellness Promotion. 4.** A study of the basic concepts of and promotion of personal and community health from a wellness perspective. Emphases are on contemporary health issues of special concern to young adults and health issues of professional concern to those aspiring to careers in sports or fitness. Fulfills business and policy studies requirement (1998).

**SPST 213. Stress Management. 4.** Introductory course that teaches how to identify, understand and combat the stresses of everyday life while developing a healthy living concept. Techniques include Zen meditation, Hatha Yoga, imagery, music therapy, Tai Chi, massage therapy, time management and coping mechanisms.

**SPST 215. Medical Terminology. 2.** The course is designed to provide students an understanding of medical terminology including recognition of word roots, prefixes, and suffixes, comprehend definitions; and learn systems and regions of the human body. Additionally, proper spelling for all body systems, treatments, human disorders and pathological conditions will provide students the knowledge to communicate in all allied health fields.

**SPST 231. Facility Design & Management. 4.** Fundamentals of and current trends in planning and design, emphasizing athletic, physical education and recreation facilities. Field trips to evaluate facilities on-site; an overview of job responsibilities of sport/recreation facility managers.

**SPST 232. Sociology of Sport & Exercise. 4.** An introduction to basic sociological theories as they apply to sport and other forms of physical activity. Students learn to think more critically about sports as a part of social life; a seminar approach used to explore issues in making sports more democratic and sport participation accessible to all people. Fulfills business and policy studies requirement and social justice/environmental responsibility (1998). Social/behavioral science and evaluating systems and environments requirements (2019).

**SPST 241. Motor Learning. 4.** A study of the neuromuscular processes involved in motor skill acquisition and performance in sport and rehabilitative settings. Emphasis is on the adult learner.

**SPST 245. Emergency Procedures in Sports Medicine. 4.** An exploration of common emergencies that occur in athletics and the physically active population. Current procedures utilized in injury recognition and management of potentially life-threatening situations will be covered in depth. A corequisite laboratory course enables students to practice and apply theoretical principles.

**SPST 246. Biomechanics of Sport and Exercise. 4.** A study of the neuromuscular and biomechanical principles that affect the safety, effectiveness and efficiency of human movement. Emphasis is on movement for sport, fitness and activities of daily living. Prerequisite: SPST 120 and BIOL 341 or instructor permission.

**SPST 247. HP: History of Sport. 4.** A study of the American sporting heritage and significant historical influences on it from other cultures. "Sport" in this course is used to include amateur, professional and school sports, fitness, recreation, and dance. Emphasis on sport leaders and the innovations that have shaped American sport. Prerequisite: ENGL 102. Fulfills Historical Perspectives requirement (1998 & 2019).

**SPST 251. Health, Culture, and Sustainability. 4.** This 3-week experiential course allows students to explore and gain an appreciation for non-western cultural influences on issues related to human relations and the field of kinesiology. This course offering includes 10-12 days in a non-western country where we will explore health- and wellness-related issues through the lens of culture and sustainability with local experts. Fulfills business and policy studies, intercultural requirements, and social justice/environmental responsibility (1998). Evaluating Systems and Environments, Social/behavioral science and sociocultural engagement requirements, and Public Health major (2019).

**SPST 260. Independent Study. 1-4.** May also be offered at 360 and 460 levels.

**SPST 290. Sports Studies Practicum. 2-4.** Supervised practicums for students interested exploring sport management and/or ESS career options. Prerequisite: Advisor permission.

**SPST 291. Internship Seminar. 1.** This course is designed to cover content and provide experiences that will assist students in researching specific sport organizations and various allied health settings while initiating the process of applying for and internship. In addition, students will be exposed to information concerning the preparation of resumes, cover letters, job interviews, and professional dispositions.

**SPST 311. Sport and Exercise Physiology. 4.** A study of human physiological responses to the stress of physical activity. Emphasis is placed on the muscular, cardiovascular, respiratory and nervous systems and various training programs and testing procedures related to each system. Prerequisites: BIOL 341 and BIOL 342.

**SPST 314. Perspectives in Sport and Exercise Nutrition. 4.** A study of the science of nutrition, especially as it applies to humans engaged in sport and exercise. Content includes nutrition basics, energy-yielding nutrients, energy production and



balance, vitamins and minerals and nutritional effects on the life cycle. Prerequisite: SPST 120 or SPST 211.

**SPST 320. Organization and Administration of Sport, Exercise and Health Programs. 4.** A study of the organizational and administrative processes in athletic and exercise programs and school physical education programs. Emphasized are administrative philosophies, programming, legal issues and budget theory. Prerequisite: SPST 130, SPST 230, Historical Perspectives and must be junior or senior to enroll.

**SPST 334. Sport Finance. 4.** The purpose of this course is to provide information to the learner about the basic financial management concepts and issues in the sport business industry. The course is primarily designed for students with interest in learning about the fiscal challenges that surround the contemporary sports world associated with a facility and how these challenges are proactively addressed in the amateur, professional and recreation sport settings. Considerable amount of time will be spent creating the financial structure of an athletic facility, Prerequisite: ACCT 201, SPST 130, SPST 230, Econ 221 or 222 or permission of the instructor.

**SPST 335. Sport Communication. 4.** A comprehensive study of the public relations function within the sport industry. Students will prepare press releases, produce oral presentations, conduct mock press conferences and develop promotions using social media for sport business.

**SPST 340. Psychology of Sport & Exercise. 4.** An examination of basic psychological theories and research related to sport and exercise behavior. Enrollment limited to juniors and seniors. Prerequisite: SPST 241 and Historical Perspectives or instructor permission. Fulfills social science requirement (1998). Social/behavioral science requirement (2019).

**SPST 343. Measurement and Evaluation in Sport & Exercise. 4.** A study of common assessment procedures used in sport and exercise programs. Includes procedures for psychomotor, affective and cognitive measurement. Prerequisite: SPST 211. MATH 112 recommended.

**SPST 373. Therapeutic Modalities and Rehabilitation with Lab. 4.** A basic study of purposes, effects and application of therapeutic modalities, along with techniques and protocols used in rehabilitation program development of athletic injuries. Pharmacological considerations also included. A co-requisite practicum course enables students to practice principles and techniques. Prerequisite: SPST 245 and BIOL 341.

**SPST 431. Sport Marketing. 4.** Fundamentals of marketing sport and of using sport to market other products. Focus on product definition, branding, distribution channels, advertising and promotion. Prerequisite: SPST 130 or permission of the instructor.

**SPST 432. Legal Aspects of Sport and Exercise. 4.** A study of legal concerns in sport and exercise programming. A focus on legal liability and risk management in a wide variety of sport and exercise programs and facilities. Must be junior or senior to enroll.

**SPST 445. Research Methods in Sport Studies. 4.** A study of the methods and materials utilized in research in sport studies. Focus on the consumption and production of research; writing-intensive. Must be junior or senior. Prerequisites: Historical Perspectives and SPST232, SPST 247 or SPST 340. Majority of the major requirements must be complete.

**SPST 455. Science of Strength and Conditioning. 4.** Capstone course for the exercise and sport science major. This course prepares the student to sit for the Certified Strength & Conditioning Specialist (CSCS) certification from the National Strength & Conditioning Association. A passing grade in this course is not, however, a guarantee that the student will pass the CSCS certification examination. Prerequisite: SPST 246 & 311.

**SPST 470. Senior Thesis. 4.**

**SPST 474. Physical Examination and Assessment with Lab. 4.** Introduction to the use of scientific assessment methods and essential techniques used in physical examination and evaluation of injuries and illnesses common in athletes and physically active individuals. Prerequisites: SPST 120 and SPST 245 or instructor permission.

**SPST 490. Departmental Honors. 4.**

## THEATRE STUDIES (THEA)

Robin Vest, Assistant Professor, Chair

Chad Phillips, Visiting Assistant Professor

Guilford's Department of Theatre Studies is unique in providing rigorous professionally oriented undergraduate theatre training within the context of a well-rounded liberal arts education that can prepare students for a broad range of future careers. An interested undergraduate can pursue theatre training in classes as challenging as those offered in any conservatory in the nation, while simultaneously obtaining a solid undergraduate education that keeps other options open as the developing student explores the work of a professional artist. The department seeks to produce creative individuals with intellectual acuity and the analytical and problem-solving skills of the theatre worker. Many alumni have gone on to prestigious graduate theatre programs, professional internships, and employment in theatre, film, and television, while others have pursued graduate work and careers in fields as diverse as law, medicine, psychology, education and social work. Guilford believes that theatre training develops skills and thought-processes applicable to problem-solving in all areas of life.

The program offers both majors and non-majors the chance to experience the collaborative process by which actors, designers, directors, scholars and technicians interpret a playscript and translate a shared vision of its meaning into the medium of theatrical production. Classes develop the skills essential to this process: critical thinking, research methods, intuitive reasoning, communication, project planning and time management, problem-solving, teamwork and leadership. The department strives also to instill in students awareness of the transformative power of theatre as an instrument of social change and the corresponding ethical responsibility of the artist for the integrity of the transaction between actor and audience.

The integration of theory and practice is fundamental to the program, as it is to successful theatre, and the conceptual learning of formal coursework is therefore augmented by laboratory work in the form of theatrical productions. Productions are chosen with attention to the developmental needs of the current student population. In a four-year period, students will experience a broad range of styles and periods of dramatic literature in performance.

Faculty members and staff have worked as practicing theatre artists in the professional theatre as actors, directors, designers or technicians. Recognizing that guest artists are essential to the vitality of any theatre program, the department also brings practicing theatre artists of high caliber to the campus to work with students.

Distinguished guests have included playwrights Edward Albee, Simon Bent, Maria Irene Fornes and Tony Kushner; actors Tandy Cronyn, Sidney Poitier, Anna Deavere Smith, Mickey Solis and Jack Wetherall; designers Dominic Abbenante, Jesse Belsky, Burke Brown, Gabriel Clausen, Roslyn Fulton-Dahlie, Elisheba Ittoop, Badger Koon, Robbie MacLean, John Wolf and Maria Wurttele; directors Mark Rucker and Danny Scheie; and master teacher Larry Singer.

**Degree Offered.** The Bachelor of Arts degree is offered in theatre studies.

**Major Requirements.** Every Student majoring in theatre studies will fulfill the core requirements and one of five possible tracks: Generalist, Performance, Design/Tech, Literature or Film Studies. All tracks in major require 41-49 credit hours.

### **Procedure for Entering the Design/Tech, History/Literature or Performance Tracks:**

Students must have completed no less than 4 credits at the 200-level in their desired area before they can qualify for entry into any track other than the generalist. Once qualified, the student must petition the department chair for acceptance into the track. Following a consultation with department faculty, the department chair notifies the student of acceptance. In order to persist in the track, students are required to demonstrate ongoing engagement in their track with no more than one semester off, allowed only for study abroad. Thus, actors must audition for all productions and act in one production every four semesters. Design/tech students must work behind the scenes in some capacity every semester during which they are on campus. Finally, history/literature students must be consistently enrolled in courses that require the formal study of dramatic literature. Anyone in these tracks who fails to meet the above criteria after entering the track, will return to the theatre generalist track.

### **Structure and Core Requirements of all theatre majors**

1. THEA 111 Backstage Production, 4 credits
2. THEA 125 Acting I: Basic Tools, 4 credits
3. THEA 130 Theatre and Culture I, 4 credits OR THEA 161 Masterpieces of Cinema (film track), 4 credits
4. THEA 131 Theatre and Culture II, 4 credits OR THEA 162 Masterpieces of Cinema II (film track), 4 credits
5. THEA 171 Introduction to Theatrical Design, 4 credits
6. THEA 295 Practicums, 4 total credits (one practicum assignment MUST be Stage Management or Assistant Stage Management)
7. THEA 112 Arts Management, 4 credits

8. THEA 494 Senior Company I and II, 4 credits

**Total credits required for Structure and Core requirements is: 26-31**

**Additional courses required for students selecting a generalist track**

9. Two additional intermediate THEA courses at the 200 level 4 credits

10. One addition THEA course at the 300 level 4 credits

11. 6 total credits of THEA 324 Advanced Mainstage Actor and/or THEA 323 Advanced Practicum, 6 credits

**Total credit hours required for A.B degree in the theatre studies: generalist track is 41-49**

**Additional courses required for students selecting a design/tech track**

10. Two additional intermediate courses at the 200 level:

- a. THEA 272 Digital Sound Design
- b. THEA 275 Costume Design
- c. THEA 273 Lighting Design
- d. THEA 274 Digital Graphic Design
- e. THEA 224 Scene Painting

11. One Course from the following advances options:

- a. THEA 375 Set Design 4 credits
- b. THEA 381 Play Direction 4 credits

12. 6 total credits of THEA 323 Advanced Practicum, 6 credits

**Total credit hours required for A.B degree in the theatre studies: design/tech track is 41-49**

**Additional courses required for students selecting a history/literature track**

13. Two additional intermediate courses at the 200 level:

- a. ENG 223 Shakespeare
- b. ENG 288 Shakespeare in Film
- c. THEA 244 Playwrighting Workshop

14. One Course from the following advances options:

- a. THEA 320 Acting 3: Shakespeare
- b. THEA 381 Play Direction (cannot double for Analysis Core requirement)

15. 6 total credits of Advanced Practicum serving as Dramaturg on a production, 6 credits

**Total credit hours required for A.B degree in the theatre studies: history/literature track is 41-49**

**Additional courses required for students selecting a performance track**

10. Two additional intermediate courses at the 200 level:

- a. THEA 221 Acting 2: Playing the Action\*
- b. THEA 228: Creating the World\*
- c. THEA 229: Voice and Diction
- d. THEA 222: Acting for the Camera

11. One Course from the following advances options:

- a. THEA 320 Acting 3: Shakespeare
- b. THEA 325: Modern Realism

12. 6 total credits of Advanced Mainstage Actor, 6 credits

**Total Credit Hours required for A.B degree in the performance track is 44-49**

*NOTE: It is highly recommended that students wishing to pursue acting take all three Acting 2 courses, Voice and Diction, Playing the Action, and Creating the World*

**Additional courses required for students selecting a film studies track**

10. Two additional intermediate courses at the 200 level:

- a. THEA 263: Artistry in Film
- b. THEA 262: Gay and Lesbian Cinema
- c. THEA 222: Acting for the Camera
- d. ENG 288: Shakespeare in Film

11. One Course from the following advances options:

- a. THEA 366 Documentary Film Production

12.THEA 323: 6 total credits of Advanced Practicum

**Total Credit Hours required for A.B degree in the film studies track 44-49**

\*It is highly recommended that students wishing to pursue acting take all three courses: Voice and Diction, Playing the Action, and Creating the World

**THEA 100. The Wonder of Dance (SPST 114). 4.** This course is an introduction to many aspects of dance. Students develop an awareness and appreciation for dance as art and expression through an exploration of history, contemporary trends, social themes, personalities, sample dance class experiences and choreographic projects. Fulfills arts and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirements (2019).

**THEA 110. Introduction to Theatre. 4.** Introduces and explores the methods of the entire collaborative creative process by which theatre is made. Focuses on text selection, text analysis, theater history, directing, casting, acting, design (set, costume and lighting), props, stage management, marketing, house management and box office. The outcome of the class is a gallery of the students' textual and visual work. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).

**THEA 111. Backstage Production. 4.** Explores methods of theatre stage craft through experiential learning. Students work directly in support of a department production as both individuals and members of a collaborative team. Focuses on the elements of planning, drafting, tools, and scenic construction. Limited outside reading, but laboratory work required outside class time. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).

**THEA 125. Acting 1: Basic Tools. 4.** Explores the challenges facing actors of realistic drama: living truthfully within a play's specific imaginary world. Focuses on the ability to discern, define and embody given circumstances, dramatic action and character. Special emphasis on goals, obstacles, tactics and expectations. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).

**THEA 130. Theatre and Culture I. 4.** Study of Western theatre from the Greeks through the English Renaissance. Examines play texts and theatre architecture as primary source documents that reflect the artistic, philosophical, political and social contexts of a particular cultural moment in history. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).

**THEA 131. Theatre and Culture II. 4.** Study of Western theatre from the late Renaissance through the present. Examines play and theatre architecture as primary source documents that reflect the artistic, philosophical, political and social contexts of a particular cultural moment in history. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).

**THEA 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.

**THEA 161. Masterpieces of the Cinema. 4.** Exploration of film as an art form that visually represents ideas under the influence of a single person, group of creative people or society and culture. Introduces basic film terminology and analytical techniques used for contemplation of a film and its basic components. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).

**THEA 171. Introduction to Theatrical Design. 4.** Introduction to the principles and techniques of theatrical design. Develops the basic core of knowledge needed to create informed designs that manifest a "world" in which the performance of a playscript can take place. Includes units on scenery, costumes, lights and sound. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).

**THEA 190. Mainstage Actor. 1-4.** Academic credit for performing in a department production. CR/NC. May be repeated for credit.

**THEA 195. Mainstage Tech. 1-4.** Academic credit for advanced technical work on a department production. CR/NC. May be repeated for credit.

**THEA 204. Choreography (SPST 115). 4.** This course is a formal introduction to the art of dance composition. It is designed for students that have had previous dance experiences in technique, the creative process leading to performance and the critical

viewing of works; for students working toward a minor in dance, it is preferred that this be the final course completed. Prerequisite: SPST 114 or THEA 100. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).

**THEA 211. Technical Production. 4.** Explores methods of theatre stage craft through experiential learning and individual projects. Students choose specific areas of focus for the duration of the semester. Personal projects will be assigned, along with work that will contribute directly towards the department production. Focuses on the categories of theatrical carpentry, paint, props, sound, lights, and costumes. Prerequisite: THEA 111 or instructor permission. Fulfills the arts requirement (1998). Arts/humanities requirement (2019).

**THEA 215. Play Analysis (ENGL 215). 4.** Explores the methodology of script analysis used by actors, designers and directors as they prepare to execute a stage production. Students also develop the interpretive skills needed by artists working in a theatre that responds to and addresses issues of oppression and social justice. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**THEA 227. Acting 2: Playing the Action. 4.** Examines the pursuit of objectives through interaction with onstage scene partners. Techniques explored include, but are not limited to, sending and receiving; eliciting response; identifying progressive change in oneself through what is received from the partner. Exercises investigate action utilizing repetition, speech, song, gibberish, physicalization and improvisation. Scene work concentrates on American realism. Prerequisite: THEA 125 or instructor permission.

**THEA 228. Acting 2: Creating the World. 4.** Explores the work of the actor in reorganizing the self into another human being existing in the circumstances and world of the play. Includes work on sense memory and sensory endowment to bring moment-to-moment physical life to an environment; the discovery and development of immediate and historic given circumstances from textual clues. Prerequisites: THEA 125 and THEA 216 or instructor permission.

**THEA 229. Acting 2: Voice and Diction. 4.** Development of the expressive potential of human sound (voice) and speech (diction). Vocal work focuses on breath support and control, grounding, resonance and the role of the voice in the creation and communication of meaning; speech work includes exercises in articulation, use of heightened text and work with dialects and accents. Prerequisite: THEA 125.

**THEA 232. Acting 2: Acting in Song. 4.** This course will explore the relationship of singing to the process of acting, examining the dramatic intention of a vocal line, including phrasing and text, and its interaction with the full musical score as both relate to the fundamentals of acting technique, particularly circumstances, inner monologue, and action. Assignments will include solos, duets, and scene work. Course fee: \$100 for accompanist. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**THEA 244 Playwriting Workshop (ENGL 210). 4.** Twelve weekly scenes read and critiqued in class and a one-act play as a final project. Exploration of various elements of playwriting such as conflict, manipulation of chronology, life studies, character exposition and development, “found” language, passive participation in and transcription of actual events. Prerequisite: ENGL 102 and Historical Perspectives.

**THEA 260. Independent Study. 1-4.** Research or directed study for exceptional students with strong interest in particular areas of dramatic literature, theatre history, design, technical production, acting, directing or performance theory.

**THEA 262. Gay and Lesbian Cinema. 4.** Study of the impact cinematic representation has on attitudes towards gay, lesbian, bisexual and transgendered Americans. Engages students in conceptual analysis of films and mass media using theories of representation, authenticity and identity construction. Fulfills arts and diversity in the U.S. requirements (1998). Arts/humanities and sociocultural engagement requirement (2019).

**THEA 265. Artistry in Film. 4.** Study of the major aesthetic elements in film and video production – light, space, time-motion and sound. Develops the knowledge and skill to select and apply those aesthetic elements in order to help translate significant ideas into significant visual messages quickly and effectively. Prerequisite: THEA 161 recommended but not required. Fulfills arts requirement (1998). Arts/humanities requirement (2019).

**THEA 272. Digital Sound Design. 4.** Exploration of sound design in theater and the psychological impact it can have on an



audience during a live performance. Topics of discussion include the role of the sound designer, sound reinforcement systems, mixing, editing and playback for film as well as live events. Fulfills the arts requirement (1998). Arts/humanities requirement (2019). Prerequisite: THEA 171 recommended but not required.

**THEA 273. Lighting Design. 4.** Examination of the power of light and the ways in which it shapes audience perceptions of a staged performance. Focus on basic elements of lighting, especially composition and mood, and the manner in which each supports the “ruling idea” of a play. Includes exploration of the technical dimensions of design: instruments, lightplot, lightwright and computer lighting control. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**THEA 274. Digital Graphic Design (CTIS 274). 4.** Introduction to basic principles and elements of graphic design, form / symbol development, color theory and typography. Provides practical experience in essential software processes and procedures including Adobe Illustrator, Photoshop and InDesign. Develops facility with the tool pallets and art boards for each program and comfort with visual methodology. Students will become aware of “good” graphic design through the creation of original digital designs followed by critiques and group discussions. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**THEA 275. Costume Design. 4.** Introduces the studio practices of costume design for theater and film. Students will learn about modes of dress throughout history by designing costumes for plays or films set in specific eras. Drawing techniques will be developed throughout the course with an emphasis on drawing the human figure in proportion, and capturing silhouettes from period research. No drawing experience is required. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**THEA 290. Internship. 1-4.** Internships in the professional theatre are strongly encouraged. May be applied to the practicum requirement where appropriate. May also be offered at the 390 level.

**THEA 295. Practicum. 1-4.** Theoretical and practical work in one of the following areas: costuming, lighting, sound, properties management, makeup, scene painting, box office, house management, publicity, film festival staff and stage management. All practicums include work on a mainstage production with documentation of outcomes presented in a digital portfolio. Prerequisite: Instructor permission.

**THEA 320. Acting 3: Shakespeare. 4.** Explores the relationship of Shakespeare’s uses of language and form to action and acting, bringing the self to the specific demands of formally structured material and identifying the tools for action-playing in various text structures and styles. Prerequisites: THEA 125, THEA 229 and either THEA 227 or THEA 228 or instructor permission.

**THEA 325. Acting 3: Modern Realism. 4.** Synthesizes the tools acquired from previous acting classes into a coherent, integrated, and systematic approach to creating a role in scenes and monologues. Focus on tools of action, imagination, and the senses in the context of detailed actor’s analysis. Prerequisites: THEA 125, and either THEA 227 or THEA 228 or instructor permission.

**THEA 361. Narrative Film Production. 4.** Study and practice of the narrative film production process from screenwriting to postproduction, utilizing skills in video and audio acquisition, lighting and editing systems. Students develop skills in aesthetic development, storytelling and evaluation through examples and applications in filmmaking based on a narrative story.

**THEA 365. Documentary Film Production. 4.** Study and practice of documentary production and post-production utilizing video and audio acquisition and editing systems as well as the development of aesthetic as well as technical capabilities through lecture and hands-on experience. Prerequisite: THEA 265 or instructor permission. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**THEA 366. Filmmaking Capstone. 1.** The practice of narrative, experimental or documentary film production from preproduction to postproduction, utilizing skills developed throughout the student’s experience in the film minor. Students produce a semester-long project utilizing a defined film concept from narrative or documentary genres.

**THEA 375. Set Design. 4.** Develops an understanding of the principles and processes of set design for the stage. Explores how this design area echoes and utilizes other art forms and functions in relation to theatre production as a whole; emphasis on spatial aesthetics, critical analysis, creative interpretation, research for design, conceptual collaboration and the oral, written and graphic

communication of the design idea. Fulfills humanities requirement (1998). Arts/humanities requirement (2019).

**THEA 381. Play Direction. 4.** Explores the “choice-making” process of creative play direction. Exercises in interpretation of a playscript, actor coaching, ground plans, composition, picturization, movement and formulation of a production “concept.” Prerequisites: THEA 125 or THEA 215 or instructor permission.

**THEA 470. Senior Thesis. 4.** A required performance or production capstone project in a student’s specific track or area of expertise as determined by faculty in consultation with the student, drawing on the cumulative academic experience in theatre and emphasizing issues of collaboration and ensemble. Involves pre-production preparation, execution of a production assignment in either the fall or spring semester as an actor, dramaturg, or technical, documentation of work in a portfolio, and post-production self-assessment and oral defense.

**THEA 490. Departmental Honors. 4.**

**THEA 494. Senior Company I. 2.** Conception, design, and public presentation of a performance or production capstone project in each student’s area of expertise, as approved and supervised by faculty. May include a self-produced work or a professional internship. Strong emphasis on research, preparation, and collaboration. Includes the administering of the Field Exit Exam.

**THEA 494. Senior Company II. 2.** Review and practice of skills for entry into Graduate studies in Theatre and/or employment within the Theatre profession. Special emphasis on resumes, audition techniques, and portfolios. Research and discussion with working professionals on current and future trends and building networks for success. Includes preparation for the Field Exit Exam. Required for all Theatre Studies Majors.

## **WOMEN’S, GENDER & SEXUALITY STUDIES (WGSS)**

Nancy V. Daukas, Department of Philosophy and Women’s, Gender & Sexuality Studies Chair

The Women’s, Gender, and Sexuality studies (WGSS) program offers an interdisciplinary major that examines gender as a set of socially created identities embedded in a complex system of power and oppression; and examines, inspires, and guides efforts to create change that promotes social justice. Because many academic departments contribute courses to this program, its curriculum allows students the flexibility to choose courses that most interest them while receiving solid training in gender theory and engaging in interdisciplinary study. All majors complete self-designed projects and engage in community education through participation in the annual WGSS conference.

WGSS encourages collaborative learning, experiential learning, Principled Problem Solving experiences, internships, independent studies, community engagement, and study abroad.

**Degree Offered.** The Bachelor of Arts degree is offered in women’s, gender and sexuality studies.

**Specific Course requirements.** 30 credits minimum. Students complete four core courses (WGSS 110, 375, 399, 401) ideally beginning with WGSS 110; and at least 14 credits of approved electives, including at least one course offered through an Arts or Humanities department and one course offered through a Social Sciences department. Up to 8 credits may be earned through independent study, thesis, and/or internship. Three of a student’s courses must be designated WoC (Women of Color).

1. WGSS110: Introduction to Women’s, Gender & Sexuality Studies (WoC) – 4 credits
2. WGSS 375: Feminist Theory and Methodology (WoC) – 4 credits
3. WGSS 399: Practicum – 4 credits
4. WGSS 401: Interdisciplinary Senior Seminar – 4 credits
5. Four electives (total of 16 credits) from designated course listings, including at least one offered through an Arts or Humanities departments, and at least one offered through a Social Sciences department. Up to 8 credits may be earned through independent study, thesis, and/or internship.

**ELECTIVES:** (Approved special topics courses may be substituted for listed courses)

### **Arts & Humanities:**

ART 279 Identity, Race, and Gender in Art (WoC)

ENGL 334 African Women Writers (WoC)  
ENGL 400 Arab Women Writers (WoC)  
FREN 275 French-Speaking Africa (WoC)  
HIST 223: Gender and Power in US History  
HIST 268 History of Chinese Women (WoC)  
JAPN 220 Women in Modern Japan (WoC)  
PHIL 231 Philosophy & Sexuality  
PHIL 232 Philosophy and Gender  
PHIL 336 Social and Political Philosophy  
REL 122 Men, Masculinities and Religions  
REL 222 Feminist Theologies (WoC)  
REL 317 Women in Tibetan Buddhism (WoC)  
THEA 262 Gay and Lesbian Cinema

**Social Sciences:**

PSCI 305 Politics of Gender (WoC)  
PSY 351 Psychology of Sex and Gender  
PSY 351 Human Sexuality  
SOAN 234 Culture and Sexuality in Africa (WoC)  
SOAN 267 Race and Gender in Media Focus (WoC)  
SOAN 313 Sociology of Sex and Gender (WoC)  
SOAN 323 Gender, Health and Illness  
SOAN 330 Inequality in Latin America (WoC)  
SOAN 432 Women of Color in the U.S. (WoC)  
SOAN 416 Gender and Sociology of the Body

**WGSS 401 approved sections:**

IDS 415 Understanding Eating Disorders (WoC)  
IDS 418 Science, Sex and Nature  
IDS 421 Border Crossings (WoC)  
IDS 481 Notions of Beauty  
IDS 485 Arab and Islamic Feminisms (WoC)  
FREN 275 French-Speaking Africa (WoC)  
HIST 223: Gender and Power in US History  
HIST 268 History of Chinese Women (WoC)  
JAPN 220 Women in Modern Japan (WoC)  
PHIL 231 Philosophy and Sexuality  
PHIL 232 Philosophy and Gender  
PHIL 336 Social and Political Philosophy  
REL 122 Men, Masculinities and Religions  
REL 222 Feminist Theologies (WoC)  
REL 225 Religion, Bodies, & Sexualities  
REL 317 Women in Tibetan Buddhism (WoC)  
THEA 262 Gay and Lesbian Cinema

**WGSS 110. Introduction to Women's Gender Sexuality Studies. 4. WoC.** This course will acquaint students with some of the basic questions, concepts and problematic issues that drive WGSS scholars, as well as the historical, political and social contexts in which these concerns and the various answers to them have arisen. Students in this class plan and produce a community education experience. Fulfills diversity in the U.S. requirement. Fulfills diversity in the U.S. requirement (1998). Sociocultural engagement requirement (2019).

**WGSS 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels. **WGSS 260. Independent Study. 4.** May also be offered at 360 and 460 levels. **WGSS 290. Internship. 4.** May also be offered at 290 level.

**WGSS 375. Feminist Theory and Methodology. 4. WoC.** Intense engagement with interdisciplinary, transformative work in

feminist theory and implications for methodologies that promote liberatory goals. Topics drawn from a range of feminisms, including Black Feminist Theory, Transnational Feminist Theory, and Queer Theory. Prerequisites: WGSS 110 and at least one other course listed for WGSS (or instructor approval).

**WGSS 399. Practicum. 4.** Students produce individualized, culminating projects for their WGSS major, with applications for problem solving related to gender/sexuality oppression. This project may consist of a theoretical analysis, an empirical research project, and/or community engagement. Students present their work to the community at an academic engagement conference. Pre-requisites: WGSS 375, including satisfactory completion of project proposal.

**WGSS 401. Interdisciplinary Senior Seminar. 4.** This seminar focuses on particular issues or problems related to gender/sexuality. Topics vary with sections and instructor. Prerequisites: WGSS 110, a total of at least 88 credits completed; WGSS 375 must be completed beforehand or concurrently.

**WGSS 470. Senior Thesis. 4.**

**WGSS 490. Departmental Honors. 4-8.**

## IV.Minors

The Guilford curriculum features interdisciplinary and disciplinary minors that provide coherent plans of study for students with special interests apart from their majors or who wish to pursue further study related to the major. Minors normally consist of four courses. All students except for double majors and triple majors, who are not required to take a minor, must complete a minimum of one major and one minor. They must take at least 48 credit hours to meet this requirement: at least 32 discrete credits for the major and at least 16 discrete credits for the minor. The discrete credits counting in the major are not allowed to count in the minor and the discrete credits counting in the minor are not allowed to count in the major. In the case where a student wishes to use a single course to fulfill requirements for both a major and a minor, she or he may do so as long as the 48-hour minimum is maintained (this may require taking additional courses).

There are two restrictions on choosing a minor in relationship to majors: Students cannot choose a minor that has the same name as their major. For example, English majors cannot choose an English minor. Students cannot satisfy the minor requirement with a minor that has a note in its catalog description prohibiting students from combining this minor with their chosen major. For example, the forensic science minor description prohibits students from combining this minor with the forensic biology major.

Accounting  
African and African American Studies (E)  
African Studies  
Anthropology  
Biology  
Business  
Chemistry  
Communications  
Community Studies  
Computing Technology & Information Systems (E)  
Creative Writing  
Criminal Justice (E)  
Earth Science  
East Asian Studies  
Economics  
Education Studies (E)  
English  
Environmental Studies  
Experience Design  
Forensic Science (E)  
French Language & Society  
German Language & Society  
History (E)  
Integrated Science  
International Political Economy

Interpersonal Communication (E)  
Japanese Language & Society (E)  
Latin American Studies  
Mathematics for the Sciences  
Medieval/Early Modern Studies  
Money & Finance  
Music  
Peace and Conflict Studies  
Philosophy  
Physics  
Political Science  
Principled Problem Solving Experience  
Psychology  
Quaker Studies  
Religious Studies (E)  
Sociology  
Spanish Language & Society  
Sport Administration  
Sport Marketing  
Sustainable Food Systems  
Theatre Studies  
Visual Arts  
Women's, Gender & Sexuality Studies

*(E = Also offered as evening minor)*

### ACCOUNTING

Ronald O. Cardwell, Department of Accounting

The accounting minor provides non-accounting majors with basic accounting concepts and tools that can be applied to enhance the application and marketability of their liberal arts education. It also prepares them to understand and participate more effectively in the world of work and provides grounding in practical applications that will serve them well throughout their lives.

The minor in accounting is not available to accounting and forensic accounting majors unless the student has completed a double major or another minor.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).



- 1.ACCT 201 Introduction to Accounting – 4 credits
- 2.ACCT 301 Intermediate Accounting I – 4 credits
- 3.ACCT 311 Cost Accounting – 4 credits
- 4.ACCT 321 Individual Taxation – 4 credits

**Total credit hours required for accounting minor is 16 credits.**

A student may petition to substitute an approved independent study relating to applicable work experience for either ACCT 321 or ACCT 311. The coordinator of the accounting minor must approve the substitution.

## **AFRICAN AND AFRICAN AMERICAN STUDIES**

Karen M. Tinsley, Department of Psychology

The African and African American Studies minor is interdisciplinary and it celebrates the achievements of people of African descent in Africa and the Diaspora while addressing their pursuit of justice, equality and self-determination. It focuses on cultures, societies, histories and concerns of people of African descent in Africa and the Diaspora including North America, the Caribbean and other parts of the world. It balances the study of race relations and racism with a celebration of African and African American achievements and contributions to the United States and the wider world. It provides a basis for better understanding among people in multicultural societies, multiracial nations and helps prepare students for a wide range of careers in such fields as criminal justice, education, law, health care, human relations, management, marketing, sports management and social work.

The minor in African and African American Studies is not available to AFAM majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses). The four courses must be taken in at least two different disciplinary departments. No more than one of these courses may be at the 100 level. Other requirements are as follows:

- 1.One course from: 4 credits
  - AFAM/HIST 225 African American History
  - AFAM/SOAN 106 Introduction to African Heritage
- 2.African Connections: one course from: 4 credits
  - ENGL 334 African Women Writers
  - FREN 311 The Francophone World
  - HIST 241 Africa to 1800
  - HIST 242 Africa since 1800
  - HIST 343 Women in Modern Africa
  - PSCI 222 African Government & Politics
  - SOAN 215 Anthropology of Slavery
  - SOAN 234 Culture & Sexuality in Africa
  - SOAN 235 African Families in Transition
  - SOAN 358 African Cultures in Film
- 3.The Americas: one course from: 4 credits
  - ENGL 151 HP: Black Women's History and Literature
  - ENGL 230 African American Literature
  - ENGL 331 Black Women Writers
  - ENGL 332 Black Men Writers
  - ENGL 378 Caribbean Literature
  - HIST 308 The Underground Railroad
  - HIST 315 The Civil Rights Movement
  - JPS 336 Understanding Oppressive Systems
  - JPS 365 Race, Society and Criminal Justice
  - MUS 110 Jazz Appreciation
  - PHIL 261 Philosophy and Race
  - PHIL 333 Individual Philosopher: W.E.B. Du Bois
  - PSY 242 Psychology of African Americans
  - PSY 349 Multiculturalism & Psychology

REL 234 African American Religion and Theology

SOAN 265 Racial and Ethnic Relations

SOAN 267 Race and Gender in Media Focus

4. One course from: 4 credits

IDS 411 Gender & Development in Africa IDS 412 Race, Ethnicity, Psychology & Law IDS 422 Harlem Renaissance

IDS 430 African Americans in the 21st Century: Back to the Future? IDS 435 Understanding Poverty

**Total credit hours required for African and African American studies minor is 16 credits**

## AFRICAN STUDIES

Edwins L. Gwako, Department of Sociology and Anthropology

This minor offers an interdisciplinary approach to the cultures, history and current issues challenging peoples on the African continent, with emphasis on the sub-Saharan region. Its goals are that students will acquire a basic understanding of some portion of Africa's history and some understanding of African perspectives, values and contributions to the world.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. SOAN 358 African Cultures in Film – 4 credits

2. One course from: 4 credits

HIST 242 Africa since 1800

HIST 343 Women in Modern Africa

PSCI 222 African Government and Politics

3-4. Two courses from: 8 credits

ENGL 334 African Women Writers

FREN 275 French-Speaking Africa, in English Translation

FREN 311 The Francophone World

HIST 241 Africa to 1800

HIST 242 Africa since 1800

HIST 343 Women in Modern Africa

IDS 411 Gender and Development in Africa

PSCI 222 African Government and Politics

SOAN 215 Anthropology of Slavery

SOAN 234 Culture and Sexuality in Africa

SOAN 235 African Families in Transition

**Total credit hours required for African studies minor is 16 credits**

## ANTHROPOLOGY

Thomas Guthrie, Department of Sociology and Anthropology

The Department of Sociology and Anthropology promotes the study of society and culture. Since people live every aspect of life within a complex socio-cultural environment, it is possible to develop the self fully only with extensive knowledge of that environment. Both disciplines focus on the ubiquitous processes of social organization and the ways in which human knowledge, behavior and institutions are socially and culturally influenced. Anthropology, in particular, focuses on the study of cultural relativity and enables students to understand and appreciate ways of life and cultural systems different from their own.

The minor in anthropology is not available to SOAN majors.

**Minor Requirements.** The minor requires a minimum of four courses and 14 credits.

1. SOAN 103 Cultural Anthropology – 4 credits

2. One elective in anthropology at the 200 level from the following: 4 credits

SOAN 215 Anthropology of Slavery

SOAN 216 Anthropology of Colonialism

SOAN 234 Culture and Sexuality in Africa

SOAN 235 African Families in Transition

SOAN 250 Special Topics\*

SOAN 261 Native North America

3-4. Two electives in anthropology at the 300 level from the following: 8 credits

SOAN 321 Development Anthropology

SOAN 322 Environmental Anthropology

SOAN 337 Social Research Methods

SOAN 342 Social Theory

SOAN 350 Special Topics\*

SOAN 358 African Culture in Films

**Minimum credit hours required for anthropology minor is 14 credits, although most students will earn more than 14 credits to complete the four courses required in the minor.**

*\* NOTE: Only certain SOAN special topic courses can count toward the anthropology minor; check course listings and syllabi to make sure.*

Internships and independent studies cannot count toward the minor.

A student interested in taking a 400-level anthropology course must receive permission from both the instructor and department chair; if the course is successfully completed it may then count for one of the 300-level elective requirements.

Credit for courses taken at other institutions or while studying abroad: before attending other institutions, students should obtain a "Request to Take Coursework at Another Institution" form from the Registrar's Office and have their courses approved in writing by the SOAN department chair. Departmental approval to take a course off campus is contingent upon the content and evaluation requirements of the course (which should meet SOAN departmental standards), whether the course is regularly offered by the SOAN Department, the student's academic standing and level, and the extent to which the course is consistent with the student's educational goals.

## BIOLOGY

Michele Malotky, Department of Biology

The biology minor allows students from any major to pursue a focused exploration of a track in biology such as general biology, field biology, or cell and molecular Biology. Requirements for the biology minor tracks will include four courses: no more than two courses chosen from BIOL 201, BIOL 202 and BIOL 203, and at least one course at the 300 or 400 level, in consultation with a Department of Biology advisor.

The minor in biology is not available to biology majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses). Appropriate prerequisites are necessary for upper-level courses.

### General Biology Track

No more than two courses from the following: 4 or 8 credits

1-2. BIOL 201 Introductory Biology: Form and Function

BIOL 202 Introductory Biology: Ecology and Evolution

BIOL 203 Introductory Biology: Molecules and Cells

BIOL 215 General Botany

3-4. Two or three additional biology courses: 8 or 12 credits (at least one course must be at the 300 level or above)

**Total credit hours required for biology minor: general biology track is 16 credits**

### Field Biology Track

1-2. Up to two courses from the following: 4 or 8 credits

BIOL 201 Introductory Biology: Form and Function

BIOL 202 Introductory Biology: Ecology and Evolution

BIOL 215 General Botany

3-4. Two or three additional field biology courses from the following: 8 or 12 credits (at least one course must be at the 300

level or above):

BIOL 224 Field Botany

BIOL 233 North Carolina Freshwater Fishes

BIOL 235 Field Biology

BIOL 242 Natural Science Seminars

BIOL 330 Conservation Biology

BIOL 332 Invertebrate Zoology

BIOL 333 Ichthyology

BIOL 334 Animal Behavior

BIOL 336 Field Ornithology

BIOL 438 General Ecology

**Total credit hours required for biology minor: field biology track is 16 credits**

### **Cell & Molecular Track**

1. BIOL 203 **Introductory Biology:** Molecules and Cells – 4 credits

2-4. Three additional biology courses from the following: 12 credits (at least two courses must be at the 300 level or above):

BIOL 313 Molecular Cell Biology

BIOL 315 Microbiology

BIOL/PSY 340 Psychobiology

BIOL/PSY 343 Sensory Systems

BIOL/CHEM 434 Biochemistry

BIOL 443 Genetics

**Total credit hours required for biology minor: cell and molecular track is 16 credits**

## **BUSINESS**

Darryl Samsell, Department of Business

The business minor provides students with basic business concepts and tools that can be applied to enhance the application and marketability of their liberal arts education and prepares them to understand and participate more effectively in the world of work. This minor will provide grounding for non-business majors in practical applications that will assist them in professional careers. Students will gain a basic understanding of the world of business, its global aspects and ethical issues.

The minor in business is not available to business administration majors.

**Minor Requirements.** The minor requires four courses (16 credit hours)

1. BUS 120 Introduction to Business – 4 credits

2. BUS 249 Principles of Management – 4 credits

3. BUS 215 Business Law and Environment – 4 credits

4. BUS 324 Marketing Management – 4 credits

**Total credit hours required for a business minor is 16 credits**

## **CHEMISTRY**

Gail Webster, Department of Chemistry

The chemistry minor gives students tools to explore rapidly growing areas of science on the boundaries of traditional scientific disciplines. Through a chemistry minor, students can select chemistry courses that best complement their major and career goals and gain an understanding of why chemistry is often called “the central science.” For example, biology, geology and physics majors and students interested in the health professions can deepen their knowledge of how chemistry is applied in their field. Pre-law students interested in patent law can benefit from the chemistry minor, as can management or accounting majors seeking to work in the area of pharmaceutical or chemical manufacturing or sales. The chemistry minor is also valuable for language or international studies majors wishing to work for multinational, scientific companies or deal with global environmental issues as well as art majors seeking a detailed knowledge of the properties and safety hazards of the materials they use.

The minor in chemistry is not available to chemistry majors.

**Minor Requirements.** The minor requires a minimum of 18 credits (five courses).

1. CHEM 111 Chemistry Principles I – 4 credits
2. CHEM 112 Chemistry Principles II – 4 credits
3. CHEM 400 Seminar or BIOL/CHEM 475 Research Seminar – 2 credits
- 4-5. Two courses from: 8 credits
  - CHEM 231 Organic Chemistry I
  - CHEM 232 Organic Chemistry II
  - CHEM 242 Introduction to Inorganic Chemistry
  - CHEM 337 Elements of Physical Chemistry
  - CHEM 341 Instrumental Analysis
  - CHEM 425 Advanced Topics in Chemistry
  - CHEM/BIOL 434 Biochemistry

**Total credit hours required for chemistry minor is 18 credits**

An internship or independent study approved by the minor coordinator can substitute for the 400-level chemistry course. With approval of the minor coordinator, students may take advanced courses at consortium colleges to fulfill the minor requirements.

## COMMUNICATIONS

Richard L. Zweigenhaft, Department of Psychology

The communications minor is open to students of any major. It offers a group of courses from various departments designed to give students a broad introduction to the general area of communications. The minor is concerned with broad social, moral and philosophical issues, as well as with the improvement of communication skills.

This minor should be considered as a core of courses that could be extended in a more focused way through additional courses, independent study and internships. Students interested in public relations or advertising, for instance, could take additional courses in art and management while majoring in English. They also could learn practical skills through involvement with College media (such as the radio station or the various publications) and arrange internships with local advertising agencies, newspapers, radio or television stations.

The minor should be particularly useful to people considering careers in any field of communications (for example, newspapers, radio or television) or business management. The minor, however, should be worthwhile in general for any student, enhancing her or his college performance and making a useful offering on a transcript for job applications in many fields.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. PSY 241 Mass Media – 4 credits
- 2-4. Three courses from: 12 credits
  - BUS 310 Professional Communications
  - BUS 324 Marketing Management
  - ENGL 282 Journalism
  - ENGL 285 Guilfordian Practicum
  - JPS/PSY 270 Interpersonal Communications
  - MUS 112 The History of Rock
  - MUS 295 WQFS Practicum
  - PSY 352 Psychology of Language
  - REL 161 Religion in the New Media
  - SOAN 267 Race and Gender in Media Focus
  - SOAN 362 Popular Culture and Media Studies
  - THEA 161 Masterpieces of the Cinema
  - THEA 262 Gay & Lesbian Cinema
  - THEA 265 Artistry in Film
  - Any 290/390 Internship approved by minor coordinator

**Total credit hours required for communications minor is 16 credits**



## COMMUNITY STUDIES

Hollyce “Sherry” Giles, Department of Justice and Policy Studies

This new field of study and practice arises from a pervasive sense of disconnection and isolation that has become widespread in American culture. Focusing on building community, the field understands our society’s institutions as on a path of systematically undermining respectful and authentic relatedness among citizens. It also sees this path as the source of many growing pathologies, including individual and systematic prejudice and discrimination and many forms of violence.

Currently, the need for community-building has begun to gain the attention and imagination of many inside and outside the academy. As new disciplines emerge and diverse technological and other forms of expertise expand, we are becoming aware that we still lack the ability to build sustainable systems that enable our endeavors to thrive.

The minor in community studies is not available to community and justice studies majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

- 1.JPS 103 Community Problem Solving – 4 credits
- 2.JPS 220 Community Building and Organizing – 4 credits
- 3.JPS 336 Understanding Oppressive Systems – 4 credits
- 4.One course from: 4 credits
  - JPS 290 Internship
  - JPS 319 Trust and Violence
  - PSY 213 Class, Race and Gender
  - PECS 345 Social Change: Promoting Peace

**Total credit hours required for community studies minor is 16 credits**

## COMPUTING TECHNOLOGY & INFORMATION SYSTEMS

Robert M. Whitnell, Department of Computing Technology & Information Systems

The minor in computing technology & information systems requires two foundation courses in computer science and information systems. Students then select two electives that allow exploration of a variety of information technology topics. The CTIS minor provides a strong complement to any major for students who wish to build a solid background in information technology theory and practice into their studies. The minor in Computing Technology & Information Systems is not available to Computing Technology & Information Systems majors.

**Minor Requirements.** The minor requires the following two courses and two electives.

- 1.CTIS 210 Introduction to Computer Programming
- 2.CTIS 243 Management Information Systems
- 3.Two (2) CTIS courses selected from, with at least one at the 300 level or higher:
  - CTIS 223 Computer Hardware Construction
  - CTIS 230 Web Design and Development
  - CTIS 310 Advanced Computer Programming
  - CTIS 321 Operating Systems
  - CTIS 322 Networking Computers
  - CTIS 331 Information Design
  - CTIS 342 Database Systems
  - CTIS 345 Systems Analysis & Design
  - CTIS 421 Computer Security and Information Assurance

## CREATIVE WRITING

Cynthia Nearman, Department of English and Creative Writing

The minor allows students to gain practice in the craft of fiction, creative nonfiction, poetry and/or playwriting while exploring both the imaginative and the practical potential of learning to more readers through the power of artful language.

Students pursuing the minor study the formal and aesthetic conventions that shape literature and creative writing in its various genres; draft, revise, and polish their own creative writing; read and study models in specific genres; and gain introductory experience in both theory and the practice of being a creative writer.

Course experience includes workshop settings in which students share and learn from each other's creative work; literary study and discussion; and hands-on experience in the professional presentation of creative tests.

Consisting of four courses, the minor is designed to offer students an introductory yet concrete understanding of the forms and audiences of imaginative writing. It will benefit students from other majors who want to explore their own creative abilities, and those whose major studies and career aspirations can be directly enhanced by a more powerful understanding of how creative language can move the minds and heart - students, for example, interested in careers in education, law, activism, politics, business and the arts.

The minor in creative writing is not available to creative writing majors.

**Minor Requirements.** The minor requires a minimum of four courses (16-18 credit hours).

1. ENGL 200 Introduction to Literary Studies – 4 credits

2. One course from: 4 credits

ENGL 205 Introduction to Creative Writing

ENGL 206 Introduction to Poetry

ENGL 207 Introduction to Fiction

ENGL 208 Creative Nonfiction

ENGL 210/THEA 244 Playwriting Workshop

3. One course from: 4 credits

ENGL 208 Creative Nonfiction

ENGL 210/THEA 244 Playwriting Workshop

ENGL 211 Poetry Workshop

ENGL 212 Fiction Workshop

4. One course from: 4 credits

ENGL 206 Introduction to Poetry

ENGL 207 Introduction to Fiction

ENGL 208 Creative Nonfiction

ENGL 210/THEA 244 Playwriting Workshop

ENGL 211 Poetry Workshop

ENGL/REL 228 American Nature Writing

ENGL 372 Modern Poetry

ENGL 376 Contemporary Fiction

ENGL 380 Rhetoric and Composition

**Total credit hours required for creative writing minor is 16 credits.**

## CRIMINAL JUSTICE

Hollyce "Sherry" Giles, Department of Justice and Policy Studies

This minor provides non-majors an opportunity to pursue an interest in criminal justice. It introduces students to the major problems of instituting legal control over criminal behavior and the complexity of making legal decisions in a moral context. It enables students to develop an appreciation of the social scientific method and to communicate their experience with criminal justice effectively in writing.

The minor in criminal justice is not available to criminal justice majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. JPS 100 Inquiry into Criminal Justice – 4 credits

2. JPS 200 Criminal Procedure – 4 credits

3-4. Two JPS 300- or 400-level courses excluding JPS 337 Research Methods, and JPS 437 Multicultural Communication – 8 credits

**Total credits required for criminal justice minor is 16 credits**

## CYBER AND NETWORK SECURITY

Chafic Bou-Saba, Department of Computing Technology & Information Systems

The minor in Cyber and Network Security requires three courses that provides students with the fundamentals of networking and cyber security theory and practice. Students then select one elective that allow exploration of additional cyber and network security topics or connections to topics in criminal justice or philosophy. The minor in Cyber and Network Security is not available to Cyber and Network Security majors.

**Minor Requirements.** The minor requires the following three courses and one elective.

1. CTIS 221 Fundamentals of Cyber Security
2. CTIS 322 Networking Computers
3. CTIS 370 Cyber and Network Security
4. One (1) elective from:
  - CTIS 210 Introduction to Computer Programming
  - CTIS 223 Computer Hardware Construction
  - CTIS 230 Web Design and Development
  - CTIS 243 Management Information Systems
  - CTIS 321 Operating Systems
  - CTIS 331 Information Design
  - CTIS 342 Database Systems
  - CTIS 371 Computer Forensics
  - CTIS 421 Computer Security and Information Assurance
  - CTIS 471 Advanced Cyber and Network Security
  - JPS 200 Criminal Procedure
  - JPS 233 Deviance and Society
  - JPS 330 Criminal Investigation
  - PHIL 241 Ethics in a Digital World

## EARTH SCIENCE

David M. Dobson, Department of Geology and Earth Sciences

The earth science minor is designed for students who would like to gain significant experience in the geological sciences. This minor is suitable for students from every division on campus, including humanities, social sciences, arts, business and policy studies. For instance, an English major might go on to become a technical writer or editor; an art major might be interested in clay and glaze mineralogy or gemology; social scientists may wish to study GIS and mapping techniques; and pre-law students could go on to study environmental law.

Majors in the other sciences, including physics, chemistry and biology, could all find the skills learned in the minor useful to their future careers. The most important and rapidly growing fields of science are those that are appearing at the intersections of scientific disciplines.

The minor in earth science is not available to geology and earth sciences majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. GEOL 121 Geology and the Environment or GEOL 141 Oceanography – 4 credits
- 2-3. Two courses from: 8 credits
  - GEOL 122 Historical Geology
  - GEOL 223 Hydrology
  - GEOL 242 Natural Science Seminars
  - GEOL 311 Optical Mineralogy
  - GEOL 312 Petrology
  - GEOL 340 Images of the Earth: GIS and Remote Sensing
  - GEOL 415 Paleontology
  - GEOL 450 Special Topics

4. One course from: 4 credits

GEOL 335 Structural Geology

GEOL 416 Sedimentology and Stratigraphy

Other advanced geology or geology-related IDS courses may also be approved

**Total credit hours required for earth science minor is 16 credits**

The minor's entry point is GEOL 121 or 141. Then students may select from a number of geology lab courses and finally take a specially designated capstone course.

## **EAST ASIAN STUDIES**

Hiroko Hirakawa, Department of Modern Language Studies

This minor offers an interdisciplinary approach to the culture, history and contemporary issues of the area. Acquaintance with a diverse cultural tradition broadens students' perspectives and helps them appreciate the achievements of societies with different values and behavioral patterns. In so doing, the minor helps students better understand their own culture and fosters a critical understanding of global interdependence in the 21st century.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses). 1-4. Four courses from: (At least one course must be at the 300 level or above): 16 credits

HIST 164 The Asian Pacific in Modern Times

HIST 188 History of East Asia to 1800

HIST 266 Modern China in Film

HIST 268 Gender and Sexuality in Chinese History

HIST 283 Imperial China

HIST 284 China in Revolution

HIST 285 Samurai in Word and Image

HIST 286 Japan: The Road to War

IDS 408 East Asian Theatre

JAPN 202 Intermediate Japanese II

JAPN 220 Women in Modern Japan

JAPN 221 Contemporary Japanese

JAPN 310 Media, Gender and Nation in Japan

PSCI 210 East Asian Politics

PSCI 275 Asia and the World

PSCI 315 Chinese Politics

PSCI 316 China and the World

REL 108 Spread of Buddhism across Asia

REL 319 Buddhist Emptiness

**Total credit hours required for East Asian studies minor is 16 credits**

*NOTE: Courses taken while in China or Japan may also apply to the East Asian minor.*

## **ECONOMICS**

Robert B. Williams, Department of Economics

Robert G. Williams, Department of Economics

Natalya Shelkova, Associate Professor

The economics minor is a package of courses that will provide a career boost for students coming from other majors. In the minor, students learn discipline-specific skills that prepare them for running their own businesses, becoming executives of corporations, managing non-profit enterprises, working for international or environmental organizations or becoming consultants in areas with a practical policy orientation. In addition, students develop transferable skills that prepare them for leadership positions in the widest range of activities, because institutions promote people who can think rigorously, view problems from different angles, make original discoveries about the world and present those discoveries in an articulate way. The economics minor is an attractive asset on one's resume, and graduate programs in law, business administration, international studies and

public policy favor candidates with strong economic backgrounds.

The minor in economics is not available to economics majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1.ECON 221 Macro: U.S. in World Economics or ECON 222 Micro: Public Policy – 4 credits

2.One ECON course at any level – 4 credits

3-4. Two ECON courses at the 301 level or above – 8 credits

**Total Credit Hours required for economics minor is 16 credits**

## EDUCATION STUDIES

Julie Burke, Department of Education

The education studies minor helps students achieve knowledge and abilities important to citizens and parents, policy makers in the workplace and creators of learning/teaching activities. Students develop habits of mind valuable in many professions and areas of responsibility. Through the minor students are able to explore the possibility of education as a profession and bring closure to that work without commitment to licensure. Most importantly, they create a reflective framework for their own education.

Examples of possible directions for an education studies minor: A history major interested in museum education would take the minor and do the final internship in a museum, either here or abroad. A science major interested in environmental education would take the minor and do her/his final internship in an environmental education center, here or abroad.

The minor in education studies is not available to education studies majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

EDUC 201 Education Inquiry: First Tutorial – 4 credits

EDUC 202 Education Inquiry: Second Tutorial – 4 credits

EDUC 203 Contemporary/Historical Issues in Education – 4 credits

EDUC 302 Field Study in Cross-Cultural Education in United States – 4 credits

**Total credit hours required for education minor is 16 credits**

## ENGLISH

Cynthia Nearman, Department of English and Creative Writing

The English minor involves principally the study of literature, a form of art through which humankind has constantly struggled to express verbally the central concerns of the human condition as understood in each age. English minors at Guilford study the literatures of the English-speaking world, primarily focusing on traditional and non-traditional American and British writers. Courses in literatures in translation are also offered..

The minor in English is not available to English and Media Studies majors.

**Minor Requirements.** The minor requires a minimum of four courses (16-18 credit hours).

1.ENGL 200 Introduction to Literary Studies – 4 credits

2.One course (literature survey) from: 4 credits

ENGL 221 British Literature I

ENGL 222 British Literature II

ENGL 225 American Literature Survey I

ENGL 226 American Literature Survey II

ENGL 230 African American Literature

ENGL 270 World Literature

3-4. Two courses (300- or 400-level literature) from: 8 credits

ENGL 306 Medieval Literature

ENGL 309 Early Modern Literature E

NGL 327 British Romantic Literature

ENGL 328 Victorian Literature

ENGL 331 Black Women Writers

ENGL 332 Black Men Writers



ENGL 334 African Women Writers  
ENGL 342 American Romanticism  
ENGL 372 Modern Poetry  
ENGL 376 Contemporary Fiction  
ENGL 378 Caribbean Literature  
ENGL 400 Senior Seminar  
IDS 409 Gay, Lesbian, Queer Studies  
IDS 422 Harlem Renaissance

**Total Credit Hours required for English minor is 16-18 credits**

*NOTE: The department will periodically add courses to the above lists. Please check with the minor coordinator.*

## ENVIRONMENTAL STUDIES

Kyle Dell, Associate Professor of Political Science, Co-Chair  
Holly Peterson, Assistant Professor of Geology and Earth Science, Co-Chair  
Marlene L. McCauley, Professor of Geology  
Bronwyn Tucker, Visiting Instructor

Environmental studies provides an interdisciplinary program that emphasizes the relationship between humans and the environment. It allows students to study and address a fundamental issue of our times – the quality of the Earth's environment and the sustainable use of its natural resources. The program's focus on justice, global awareness, service to the larger community and the concept of nature as sacred are in keeping with Guilford's five academic principles and its Quaker heritage. For the purposes of the environmental studies program, courses of environmental relevance at Guilford have been divided between environmental science and non-science courses.

Students interested in the environmental studies minor have two tracks from which to select: a traditional and broad-based environmental studies track as well as a track that focuses on the Cape Fear River Basin. Both minor tracks are described below. The traditional track of environmental studies emphasizes a combination of science and non-science courses that provide a range of perspectives and skills for addressing environmental problems and responses. The Cape Fear River track provides a more focused and place-based experience in which students access environmental problems, responses, relationships and engagement at a more immediate geographic scale; students in this track will deepen their personal engagement with this place, their critical and creative skills and the value of "upstream-downstream" thinking.

The minor in environmental studies is not available to environmental studies majors.

**Environmental Studies (Traditional) Track:** Requires a minimum of 20 credit hours (five courses); one course must be at the 300 level.

1. ENVS 101 Introduction to Environmental Studies – 4 credits 2-3. Two courses from: 8 credits

BIOL 201 Introductory Biology: Form and Function  
BIOL 202 Introductory Biology: Ecology and Evolution  
BIOL 212 Environmental Science  
BIOL 224 Field Botany  
BIOL 233 NC Freshwater Fishes  
BIOL 235 Vertebrate Field Zoology  
BIOL 332 Invertebrate Zoology  
BIOL 333 Ichthyology  
BIOL 334 Animal Behavior  
BIOL 336 Ornithology  
BIOL 438 General Ecology  
CHEM 105 Chemistry of Recycling  
CHEM 110 Real World Chemistry  
CHEM 111 Chemical Principles I  
CHEM 115 Chemistry of Food and Cooking  
ENVS 330/GEOL 230 Environmental Pollution  
ENVS 380 Junior Seminar: Resilient Social Ecological Systems

ENVS 480 Senior Seminar  
GEOL 121 Geology and the Environment or  
GEOL 141 Oceanography  
GEOL 223 Hydrology  
GEOL 340 Images of the Earth: GIS and Remote Sensing  
GEOL 416 Sedimentology and Stratigraphy  
MATH 112 Elementary Statistics or ECON 301 Research Methods

4. One course from: 4 credits

ART 254 Sculpture and the Environment  
ECON 222 Micro: Public Policy  
ECON 344 Environmental and Resource Economics  
ENGL 225 American Literature Survey I  
ENVS/ART 220 The American Landscape  
HIST 227 Urban Environmental History  
HIST 324 American Rivers  
PECS 236 Conflict Transformation for Peacebuilding and Justice  
PHIL 242 Environmental Ethics  
PSCI 318 Environmentalism in Early America  
PSCI 319 Modern Environmental Problems  
PSY 243 Environmental Psychology  
REL 120/ENGL 228 American Nature Writing  
SOAN 322 Environmental Anthropology

5. One course from: 4 credits

ENVS 380 Junior Seminar: Resilient Social Ecological Systems  
ENVS 480 Senior Seminar

**Total Credit Hours required for environmental studies (traditional) track is 20 credits**

Appropriate internships or independent studies with sufficient academic content and rigor may be substituted for a science or a non- science course, but must be approved in advance by the program coordinator.

## EXPERIENCE DESIGN

Mark Dixon, Department of Art

Experience design examines how humans interact with products, services and other people. Within such interactions, experience design encompasses the emotions, behaviors and attitudes conjure. Experience design seeks to enhance interactive experiences through better design and implementation based on research, observation, and understanding. While the field tends to have an emphasis on human computer interface, its essence is improving all aspects of the end-user's interaction. User experience design builds on elements of psychology, art, business and computer technology and has applications in both the profit and nonprofit sectors.

**Minor Requirements.** The minor requires a minimum of 20 credit hours (five courses). Students will take three courses from at least two related areas, at least one of which is (300 or 400 level).

1.XD 220 Experience Design – 4 credits

2.XD 320 Intermediate Experience Design – 4 credits

3-5. Three courses from the following from at least two different areas, at least one 300 level or above: 12 credits

ART 102 Two-dimensional Design

ART 106 Three-dimensional Design

ART 245 Digital Darkroom

BUS 120 Introduction to Business

BUS 249 Principles of Management

BUS 324 Marketing Management

CTIS 210 Introduction to Programming

CTIS/THEA 274 Digital Graphic Design

CTIS 331 Information Design  
PSY 100 Introduction to Psychology  
PSY 243 Environmental Psychology  
PSY 338 Theoretical Perspectives: Cognitive Psychology  
PSY 332 Industrial and Organizational Psychology  
THEA 125 Acting 1: Basic Tools  
THEA 171 Introduction to Theatrical Design  
XD 390 Internship in Experience Design

**Total Credit Hours required for experience design minor is 20 credits**

## **FORENSIC SCIENCE**

Frank P. Keegan, Department of Biology

The minor in forensic science provides students with a focused and coherent study of the techniques used by various disciplines to analyze evidence found at the scene of a crime. The focus is on the meaning and significance of physical evidence and its role in criminal investigations. Techniques and insights provided by the scientific areas of chemistry, biology, physics and geology are used to explore the utility and limitations that technology and knowledge impose on the individualization and characterization of forensic evidence.

The study of forensics makes science relevant and pertinent to the interests and goals of pre-law students and those interested in pursuing careers with the FBI or other law enforcement agencies, in pathology, in creative writing or with international agencies monitoring ethnic and political violence.

The minor in forensic science is not available to forensic biology majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. BIOL 245 Introduction to Forensic Science – 4 credits
2. BIOL/CHEM 246 Forensic Chemistry – 4 credits
3. BIOL 349 Forensic Anthropology – 4 credits
4. JPS 200 Criminal Procedure – 4 credits

**Total Credit Hours required for forensic science minor is 16 credits**

## **FRENCH LANGUAGE AND SOCIETY**

Maria P. Bobroff, Department of Modern Language Studies

This minor provides access to French and Francophone cultures as well as insights into our own. The program focuses on language- learning as a living, functioning and fun activity, and combines the development of language skills with the discovery of new ways to see and think about different cultures. It fosters international understanding and provides knowledge and skills that are increasingly essential in our evolving global society.

The minor in French language and society is not available to French majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses) at the 200 level or above, all taught in French.

1. FREN 220 Introduction to Literary and Cultural Analysis – 4 credits
2. One course from: 4 credits
  - FREN 310 Contemporary France
  - FREN 311 The Francophone World
  - FREN 315 French and Francophone Cinema
  - Any FREN course at the 200 level or above taught in French in a French-speaking country
- 3-4. Two FREN courses at the 200 level or above: 8 credits
  - FREN 260, 290, 360, 390, 460, 470, 490 with departmental permission

**Total credit hours required for French language and society minor is 16 credits**

## GERMAN LANGUAGE AND SOCIETY

David J. Limburg, Department of Modern Language Studies

This minor provides access to German culture as well as insights into our own culture. The program focuses on language-learning as a living, functioning and fun activity, and combines the development of language skills with the discovery of new ways to see and think about different cultures. It fosters international understanding and provides knowledge and skills that are becoming increasingly essential in our evolving global society.

The minor in German language and society is not available to German majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses) at the 200 level or above, all taught in German.

1. GERM 202 Intermediate German II – 4 credits

2. One course from: 4 credits

GERM 310 Contemporary German Culture

GERM 311 German Youth Culture

GERM 320 Culture and Society: The Weimar Republic

or any GERM course at the 200 level or above taught in German in a German-speaking country

3-4. Two GERM courses at the 200 level or above: 8 credits

GERM 260, 290, 360, 390, 460, 470, 490 with departmental permission

**Total credit hours required for German language and society minor is 16 credits**

## HISTORY

Philip Slaby, Department of History

The history minor focuses on understanding the relevance of past events to contemporary concerns, researching the range of primary sources (oral, written, visual), reading these sources in the context of other information in order to determine the bias both of the sources and of their interpreters, and writing and speaking clearly about the result. Our courses embrace actors and events from Africa, Asia, Europe, Latin America and the United States, from the pre-Christian era to recent times. The department encourages history minors to design their program of study in consultation with a member of the department.

The minor in history is not available to history majors.

**Minor Requirements.** The minor consists of 16 credit hours (a minimum of four courses) in one of the following four coherent clusters of study. Each student taking the history minor must take at least one 300-level course within their chosen region.

### Early World History Track:

1-4. 16 credits from: (Only one course permitted from each of the four regions: Europe, Africa, Asia and Colonial Americas.):

HIST 101 The Medieval Web

HIST 103 The US to 1877

HIST 188 History of East Asia to 1800

HIST 233 Medieval Civilization: Crusades and Chivalry

HIST/ART 235 The Renaissance in Florence

HIST/REL 236 Reformation: Luther to Fox

HIST 241 Africa Before 1800

HIST 271 Colonial Latin America

HIST 283 Imperial China

HIST 285 Samurai in Word and Image

HIST/ENGL 336 The Elizabethan Age

Any HIST 250, 350 or 450 course before 1800

IDS 452 Ancient Greece from Homer to Socrates

**Total credit hours required for history, early world history focus minor is 16 credits**

### European History Track:

1-4. 16 credits from:

HIST 101 The Medieval Web  
 HIST 102 The Web of Europe since 1400  
 HIST 219 The Age of Dictators: Europe, 1920s-30s  
 HIST 233 Medieval Civilization: Crusades and Chivalry  
 HIST/ART 235 Renaissance in Florence  
 HIST/REL 236 Reformation: Luther to Fox  
 HIST 237 Europe in Revolution, 1789-1914  
 HIST 238 War and Peace: 20th-century Europe, 1914-1999  
 HIST 245 Europe since World War II  
 HIST 255 The Second World War  
 HIST 289 The French Revolution and Napoleon  
 HIST 314 Immigration & a Multicultural Europe, 1800-Present  
 HIST/ENGL 336 The Elizabethan Age  
 Any HIST 250, 350 or 450 course with a European theme  
 IDS 452 Ancient Greece from Homer to Socrates

**Total credit hours required for history, European history focus minor is 16 credits**

### **Modern World History Track:**

1-4. 16 credits from: (Only one course permitted from each of the five regions: Europe, Africa, Asia, Latin America and the United States.):

HIST 104 The U.S. since 1877  
 HIST 164 Asian Pacific in Modern Times  
 HIST 205 American Imperialism, American Progressivism  
 HIST 212 American Frontiers  
 HIST 218 Legacies of History: The Case of California Indians  
 HIST 227 Urban Environmental History  
 HIST 237 Europe in Revolution, 1789-1914  
 HIST 238 War and Peace: 20th-century Europe, 1914-1999  
 HIST 242 Africa Since 1800  
 HIST 255 The Second World War  
 HIST 266 Modern China in Film  
 HIST 268 Gender and Sexuality in Chinese History  
 HIST 272 Modern Latin America  
 HIST 276 Civil War and Reconstruction  
 HIST 284 China in Revolution  
 HIST 286 Japan: The Road to War  
 HIST 311 The U.S. Since 1945  
 HIST 312 Indians in American History since 1800  
 HIST 324 American Rivers  
 Any HIST 250, 350 or 450 course from the 19th and 20th centuries

**Total credit hours required for history, modern world history focus minor is 16 credits**

### **U.S. History Track:**

1-4. 16 credits from:

HIST 103 The U.S. to 1877  
 HIST 104 The U.S. since 1877  
 HIST 205 American Imperialism, American Progressivism  
 HIST 212 American Frontiers  
 HIST 218 Legacies of History: The Case of California Indians  
 HIST 221 North Carolina History  
 HIST/AFAM 225 African American History  
 HIST 227 Urban Environmental History  
 HIST 276 Civil War and Reconstruction  
 HIST 308 Underground Railroad



HIST 311 U.S. History Since 1945  
HIST 312 Indians in American History since 1800  
HIST 315 Civil Rights Movement  
HIST 324 American Rivers  
Any HIST 250, 350 or 450 course with a U.S. theme

**Total credit hours required for history, U.S. history focus minor is 16 credits**

## INTEGRATED SCIENCE

Michele Malotky, Department of Biology

The integrated science minor is designed to provide students with a broad exposure to a variety of scientific disciplines. Such a broad exposure is essential for citizens and potential leaders who seek to understand the breaking news stories that dominate the headlines in the 21st century. Intelligent decision-making on issues such as stem cell research, the use of the anthrax bacillus as a biological weapon, the ozone holes and potential remedies for the underlying causes of global warming, requires knowledge of chemistry, mathematics, physics, geology and biology. Completion of the integrated sciences minor will provide a solid underpinning for advanced study in the sciences, as well as an appropriate background for students interested in pursuing careers in business, journalism, the law, the social sciences or politics.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses). One of the four courses must be a 300- or 400-level capstone course. In some cases a student might have to take more than three courses to meet the prerequisites of a capstone course.

1-3. Three courses from: 12 credits

BIOL 111 Integrative Biology: Molecules and Cells  
BIOL 112 Integrative Biology: Organisms, Ecology and Evolution  
CHEM 111 Chemical Principles I  
CHEM 112 Chemical Principles II  
MATH 112 Elementary Statistics  
MATH 115 Elementary Functions  
MATH 121 Calculus I  
MATH 122 Calculus II  
MATH 123 Accelerated Calculus (only if MATH 121 & MATH 122 are not included)  
PHYS 111 Introduction to Physics for the Life Sciences I  
PHYS 112 Introduction to Physics for the Life Sciences II PHYS 117 Physics I  
PHYS 118 Physics II  
PHYS 121 Classical and Modern Physics I  
PHYS 122 Classical and Modern Physics II

4. One course from: 4 credits

BIOL 313 Molecular Cell Biology  
CHEM 331 Physical Chemistry I  
CHEM 341 Instrumental Analysis  
GEOL 416 Sedimentology and Stratigraphy  
IDS 416 Biotechnology and Society  
IDS 427 Murder, Most Foul  
IDS 437 Barrier Islands: Ecology & Development  
IDS 461 Nothin' But Disasters  
IDS 472 Environmental Planning

**Total Credit Hours required for integrated science minor is 16 credits**

## INTERNATIONAL POLITICAL ECONOMY

Robert G. Williams, Department of Economics  
Kenneth E. Gilmore, Department of Political Science

Understanding the complexities of global finance, production and trade; describing and explaining the patterns of capital accumulation on a world scale; clarifying the connections among state-making, international markets and world development – require the integration of the theoretical insights of the disciplines of economics and political science. The international political economy minor encourages students to explore the interplay of economics and politics in the global arena. Students will learn the contending analytical perspectives that characterize scholarship on the politics of international economic relations. Students will also become familiar with the tools of economic analysis, including how to read a balance of payments table, how to analyze a foreign exchange market and how to evaluate the impact of international capital flows on domestic policy. The basic principles developed in introductory level courses are applied to real-world issues in the upper-level course electives.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. ECON 221 Macro: U.S. in World Econ – 4 credits
2. PSCI 330 International Political Economy – 4 credits
3. 3-4. Two courses from: 4 credits
  - ECON 335 Comparative Economic System
  - ECON 336 Economic and Social Development of Latin America
  - ECON 432 International Economics

**Total Credit Hours required for international political economy minor is 16 credits**

## INTERPERSONAL COMMUNICATIONS

Hollyce “Sherry” Giles, Department of Justice and Policy Studies

In an increasingly complex and socially diverse world, individuals need to be able to communicate effectively and to develop and maintain strong personal relationships with people close to them and from very different backgrounds. This interdisciplinary minor engages students in examining interpersonal communication in order to understand communication processes and styles and the subtle ways cultural differences enhance or inhibit relationships. Courses in the minor explore both intrapersonal communication (internal mental and emotional processes that shape selection and interpretation of communication) and interpersonal communication (the process through which individuals interact, build relationships and create meaning). Students study conflict and ways in which it can be managed and transformed to enhance relationships. The influence and importance of understanding cultural differences and their impact on interpersonal communications is examined throughout the minor.

The minor would be of special interest to adults seeking to communicate more effectively with family members, friends and intimate partners. Courses in the minor feature highly interactive and experiential activities in the classroom and local community that integrate and apply communications theory to authentic personal relationships.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. JPS/PSY 270 Interpersonal Communications – 4 credits
2. JPS 236 Conflict Transformation for Peacebuilding and Justice – 4 credits
3. JPS 323 Diversity at Work – 4 credits
4. JPS 437 Multicultural Communications – 4 credits

**Total Credit Hours required for interpersonal communication minor is 16 credits**

*NOTE: This minor will be offered only in the evening schedule for CE students.*

## JAPANESE LANGUAGE AND SOCIETY

Hiroko Hirakawa, Department of Modern Languages

This minor provides access to Japanese culture as well as insights into our own culture. The program focuses on language learning as a living, functioning and fun activity, and combines the development of language skills with the discovery of new ways to see and think about different cultures. It fosters international understanding and provides knowledge and skills that are becoming increasingly essential in our evolving global society.

**Minor Requirements.** The minor requires a minimum of 20 credit hours (five courses).

- 1-4. Four Japanese language courses: JAPN 101, 102, 201, and 202, 16 credits
5. One course from: 4 credits

HIST 385 Medieval Japan  
HIST 286 Japan: The Road to War  
JAPN 220 Women in Modern Japan  
JAPN 221 Contemporary Japanese Society

**Total credit hours required for Japanese language and society minor is 20 credits**

## LATIN AMERICAN STUDIES

Maria L. Amado, Department of Sociology & Anthropology

This minor offers an interdisciplinary approach to cultures, history and current issues of the area. An acquaintance with a diverse cultural tradition will broaden students' perspectives and help them understand and appreciate the achievement of societies with different cultural values and behavioral patterns. In so doing, the program fosters a critical understanding of global interdependence in the 21st century.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses). Spanish language courses are not acceptable; however, content courses taught in Spanish are. To provide depth, at least one of the four courses must be at the 300 level or above.

ECON 336 Economic and Social Development  
ENGL 378 Caribbean Literature  
HIST 271 Colonial Latin America  
HIST 272 Modern Latin America  
SOAN 245 Race/Ethnicity in Latin America  
SOAN 330 Inequality in Latin America  
SOAN 425 Latin American Politics  
SOAN 431 Latino/a Migration Patterns  
SPAN 310 Contemporary Latin America  
SPAN 320 Culture & Society: Mexico, Central America & Caribbean  
SPAN 322 Culture and Society: South America  
SPAN 340 Film, Life and Literature of Latin America  
SPAN 402 Senior Seminar: Latin American

**Total credit hours required for Latin American studies minor is 16 credits**

## MATHEMATICS FOR THE SCIENCES

Benjamin Marlin, Department of Mathematics

Mathematics is often called the language of the sciences. As such it provides a means by which scientists model that which they observe in the "worlds" they seek to describe and those simulated in their laboratory experiments. A primary means of such modeling is through the use of elementary functions whose analysis is a major focus of calculus.

Mathematics for the sciences is a minor within mathematics itself that provides students with the understanding of and techniques for modeling using the elementary functions and techniques of calculus. The minor is designed primarily for physics and other natural science majors who are interested in modeling or are preparing for graduate study. However, it is appropriate as well for some social science and business and policy study majors, especially those interested in economic systems.

The minor in mathematics for the sciences is not available to mathematics majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. MATH 225 Multivariable Calculus – 4 credits

2-4. Three courses from: 12 credits

MATH 121 Calculus I

MATH 122 Calculus II

MATH 123 Accelerated Calculus

MATH 310 Probability and Statistics

MATH/PHYS 320 Mathematical Physics

**Total credit hours required for mathematics for the sciences minor is 16 credits**

## **MEDIEVAL/EARLY MODERN STUDIES**

Heather Hayton, Department of History

The medieval and early modern period (ca. 400-1800 C.E.) has been profoundly formative of the world we live in today. Study of this period, a time markedly different from our own, provides a crucial vantage point for understanding the present age. The medieval/early modern studies minor aims at introducing students to interdisciplinary developments in literature, religion, history, philosophy and culture. It explores such matters as: the determination of life's meaning; the encounter with diverse civilizations; the pursuit (or evasion) of truth through reason, faith and experience; the unsettled confluence of three great world religions (Christianity, Judaism and Islam); the relation among religion, arts and science; the origins of romantic love and humanism; the development of bourgeois society and urban centers out of feudalism and manorialism; the emergence of the great national literatures of Europe; and the shaping of the mythological foundations of the modern West.

Although the locus of study is clearly Europe, students may take courses in medieval China, Japan and Africa, which offer alternative perspectives on this time period and our own.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses). 1-4. Four courses from: 16 credits ART/  
HIST 235 Renaissance in Florence and Beyond

ENGL 151 King Arthur  
ENGL 151 Fairies, Witches, Rebels, Caribs  
ENGL 221 British Literature I  
ENGL 223 Shakespeare  
ENGL 288 Shakespeare & Film  
ENGL 306 Medieval Literature  
ENGL 309 Early Modern Literature  
HIST 101 The Medieval Web  
HIST 233 Medieval Civilization: Crusades and Chivalry  
HIST/REL 236 Reformations: Luther to Fox  
HIST 241 Africa before 1800  
HIST 271 Colonial Latin America  
HIST 283 Imperial China  
HIST 285 Samurai in Word and Image  
HIST/ENGL 336 The Elizabethan Age  
PHIL 310 Ancient Western Philosophy  
PHIL 320 Modern Western Philosophy  
PSCI 106 Classics in Political Thought  
REL 240 History of Christianity  
REL 288 Witches, Ghosts, & Demons  
SPAN 323 Culture and Society  
THEA 130 Theatre and Culture I

**Total credit hours required for medieval/early modern studies minor is 16 credits**

Various special topics courses that are medieval or early-modern in content may also be counted toward the minor (for example, ENGL 250 Dante, ENGL 350 Chaucer or HIST 250 Studies in the Renaissance). Please see the medieval/early modern studies coordinator for petition information.

In order to provide coherence to the minor, students are required to build a portfolio of major essays that they have written in each of their four courses. Students will cap this portfolio with an analytical summary prior to completing the minor.

## **MONEY AND FINANCE**

Darryl Samsell, Department of Business

The money and finance minor prepares students to be successful in a wide variety of careers, including banking, investments and international business. Students learn to read and analyze critically an organization's financial reports and to think strategically about positioning an organization in the financial environment. The money and finance minor provides students with an introduction to the economic environment and basic economic, accounting and finance concepts, a complete introduction to the banking system and tools that can be applied to for-profit and not-for-profit businesses.

The minor enhances and complements major fields of study such as accounting, management and economics. It also prepares liberal arts students with the essential business skills that will enable them to move into a managerial career track later on. Former graduates of this minor have said it provided them with excellent basic preparation for graduate school in business administration.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

- 1.ACCT 201 Introduction to Accounting or BUS 282 Fundamentals of Investing – 4 credits
- 2.ECON 221 Macro: U.S. in World Econ – 4 credits
- 3.BUS 332 Financial Management – 4 credits
- 4.BUS/ECON 333 Money and Banking – 4 credits

**Total credit hours required for money and finance minor is 16 credits**

## MUSIC

Timothy H. Lindeman, Department of Music

The music minor offers students the opportunity to explore the world of music, both in academic situations as well as in performance. A student can complete it by taking four academic courses (two of which are specified by the department), or by taking two academic courses and a variety of performance studies or ensembles. Thus a student can pursue an interest in either theory and history or performance areas.

The minor will engage the student on many levels: intellectually, emotionally and creatively. By requiring two specific courses, the department guarantees that the student receives exposure to important theoretical and historical constructs while at the same time being free to pursue a performance goal or contribute to the campus community by taking part in ensembles.

The minor in music is not available to music majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

- 1.MUS 101 Music Theory I – 4 credits
- 2.MUS 310 Music History I or MUS 311 Music History II – 4 credits 3-4.
- 3.Any additional MUS courses – 8 credits

**Total credit hours required for music minor is 16 credits**

## PEACE & CONFLICT STUDIES

Zulfiya Tursunova, Department of Peace & Conflict Studies

The interdisciplinary field of peace and conflict studies examines the nature of conflict and violence, the possibilities of social change and the means for resolving and transforming conflict nonviolently. The minor draws on Guilford's Quaker heritage by seeking the roots of situations of injustice and oppression, exploring nonviolent social change, emphasizing each individual's search for truth within different levels of community, and focusing on practical problem solving. Peace and conflict studies melds two related fields of study, conflict resolution and peace studies, in a complementary, creative interaction. It encourages an interdisciplinary, holistic relationship between personal and social change, structured modes of conflict resolution and creative nonviolent activism, careful analysis of structural violence and exploration of spiritual foundations for peaceable living and action.

Students in the minor engage in critical analysis in several key components of the field: theories of war and peace; central concepts in peace research; the interrelation among the personal, local and global levels of conflict and possibilities of reducing conflict; and methods and practices of conflict resolution, reduction and transformation. Students build skills that help them to solve problems of violence and conflict, to listen carefully and caringly to others in the midst of conflict, and to contribute to organizing groups and actions concerned with social change and conflict resolution and transformation.

The minor in peace and conflict studies is not available to peace and conflict studies majors.



**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. PECS 110 Introduction to Peace & Conflict Studies – 4 credits
2. One course at the 200 level or above from: 4 credits
  - PECS 235 Peacebuilding in Divided Societies
  - PECS 236 Conflict Transformation for Peacebuilding and Justice
  - PECS 250 Special Topics
  - PECS 315 Human Rights
  - PECS 316 Globalization: Economics & Social Justice
  - PECS 330 Nonviolence: Theories and Practice
  - PECS 345 Social Change: Promoting Peace
  - PECS 350, 450 Special Topics
  - PECS 360, 460 Independent Study
  - PECS 363 Reconciliation and Justice
  - PECS 390 Internship
- 3-4. Two courses at the 300 or 400 level from: 8 credits
  - PECS 315 Human Rights
  - PECS 316 Globalization: Economics & Social Justice
  - PECS 330 Nonviolence: Theories and Practice
  - PECS 345 Social Change: Promoting Peace
  - PECS 350, 450 Special Topics
  - PECS 355 Conflict, Culture, Negotiation
  - PECS 360, 460 Independent Study
  - PECS 363 Reconciliation and Justice
  - PECS 390 Internship
  - PECS 465 Senior Seminar
  - PECS 468 Religion, Spirituality and Social Change

**Total credit hours required for peace and conflict studies minor is 16 credits**

Credit for courses taken at other institutions or while studying abroad: Before attending other institutions, students should obtain a “Request to Take Coursework at Another Institution” form from the Registrar’s Office and have their courses approved in writing by the PECS department chair. Departmental approval to take a course off campus is contingent upon the content and evaluation requirements of the course, whether the course appropriately fits the PECS curriculum, the student’s academic standing and level, and the extent to which the course is consistent with the student’s educational goals.

## PHILOSOPHY

Lisa J. McLeod, Department of Philosophy

The philosophy minor consists of four courses. Together, they enable students to: develop an awareness of the breadth and depth of the field of philosophy; develop the skills used in and virtues central to philosophical inquiry and debate, at least to a degree of excellence reasonable to expect of a non-major; and engage students as active participants in that inquiry and debate. The minor in philosophy is not available to philosophy majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. PHIL 100 Introduction to Philosophy or PHIL 111 Ethics – 4 credits
2. PHIL 310 Ancient Western Philosophy or PHIL 320 Modern Western Philosophy – 4 credits
3. One PHIL course at any level – 4 credits
4. PHIL 401 Contemporary Analytic Philosophy or PHIL 336, PHIL 375  
(Other 300-level PHIL courses may be substituted, with departmental approval) – 4 credits

**Total credit hours required for philosophy minor is 16 credits**

## PHYSICS

Thomas P. Espinola, Department of Physics

The common thread connecting the different goals and focuses of students pursuing a physics minor is the physicist's approach to thinking about, modeling and understanding the universe. This process relies on clear, analytical and often abstract thinking but is ultimately grounded in concrete reality as exposed by experiment. Reaching a clear, realistic understanding of some aspect of the world is of value in not only science and engineering but also business, medicine, law and many other fields. The physics minor will be most useful for majors in other sciences or education who wish to increase their exposure to analytical, mathematical and computational tools which they may later wish to use in their chosen fields of study. These may include chemistry majors interested in physical chemistry, geology majors interested in geophysics and biology majors interested in biophysics. Mathematics majors wishing to gain experiences with hands-on, real-world problems that require the tools of mathematics would also be interested in this minor. The minor will be of value to students in other fields and will be individualized to maximize exposure to skills to useful the individual in his or her chosen field of study.

Each student pursuing the physics minor will design a program of study with his or her advisor(s). Most students will choose to take Physics I, II and III. An independent research project is optional but encouraged.

The minor in physics is not available to physics majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses), at least 4 credits of which must be in experimental physics and 8 credits in theoretical physics.

1. PHYS 121 Classical & Modern Physics I – 5 credits

2. PHYS 122 Classical & Modern Physics II – 5 credits

3. One course from: 2 – 4 credits

PHYS 231 Experimental Physics I – 2 credits

PHYS 232 Experimental Physics II – 2 credits

4. One PHYS course at any level – 4 credits

Total Credit Hours required for physics minor is 16 credits

**OR**

1. PHYS 231 Experimental Physics I – 2 credits

2. PHYS 232 Experimental Physics II – 2 credits

3. One PHYS course at the 300 level or above (other than PHYS 461) – 4 credits

4-5. Two PHYS courses at any level – 8 credits

**Total credit hours required for physics minor is 16 credits**

*NOTE: PHYS 101, 104, 106, 107, 108, 109 and 461 do not apply toward minor.*

## POLITICAL SCIENCE

George Xueshi Guo, Department of Political Science

**Minor Requirements.** The minor requires a minimum of 16 credit hours (4 courses). It is expected that students will plan their course of study with an advisor in the department. Students are encouraged to select minors related to their special interests or career plans after graduation. It is highly recommended that at least two of these courses be at the 300 level or above to ensure depth. Independent study and internship credits may not apply to the minor in political science.

1-2. Two courses from: 8 credits

PSCI 101 The American Political System

PSCI 103 International Relations

PSCI 105 Comparative Politics

PSCI 106 Political Theory

3-4. Two PSCI course at the 300 level or above – 6-8 credits

**Total credit hours required for political science minor is 14 credits**

In addition, students are required to write a reflective paper bringing together their diverse experiences in the minor. This reflective paper must be submitted to the Department of Political Science during the semester in which a student completes her or his final course for the minor. Department faculty will grade the reflective paper credit/no credit and a credit is necessary for

successful completion of the minor.

The minor in political science is not available to political science majors.

## **PRINCIPLED PROBLEM SOLVING EXPERIENCE**

Mark J. Justad, Director Center for Principled Problem Solving

**Minor Requirements.** The minor requires a minimum of 14-16 credit hours (4 full courses). Courses include a selection of established disciplinary courses curated by each PPSE minor's faculty leadership, PPS 151 and PPS 251 dedicated theory and praxis seminars shaped by the minor topic, and possibly relevant internship or fieldwork and independent study credits. The Principled Problem Solving Experience minor is a unique learning community in which students will demonstrate sophisticated understanding of the relationship between one or more of Guilford's Core Values and a specific and significant real world problem. PPS Experiences require a significant commitment on the part of a student and are available only to those students at the beginning of each PPSE. PPSE minor topics and learning communities rotate and change and are offered with fixed calendar parameters so please consult with the Center for Principled Problem Solving for PPSEs currently accepting students. PPS Experience minors typically involve a mix of traditional coursework and experiential opportunities (e.g., internships, abroad or field experiences, research, community service, etc.) and rely upon perspectives from a variety of disciplines. Real-world problems and the College's Core Values are not exclusive to a single discipline. Interdisciplinary learning represents a key component of each PPS Experience. Finally, students will have common experiences and courses that seek to build and strengthen the PPSE learning community for each student.

### **Current PPSE Minors Include:**

#### **PPSE Minor: Forced Migration and Resettlement Studies – Director, Diya Abdo**

In this one-of-a-kind minor, students not only learn about forced migration and resettlement. Because of Guilford College's location in Greensboro, NC (a very active refugee resettlement hub in the U.S.) as well as the presence of the Every Campus A Refuge (ECAR) program on campus, students will be able to immerse themselves in refugee support history, networks, and service-providers as well as do the hands-on work of hosting refugees on Guilford's campus and supporting them in resettlement. ECAR is an initiative that mobilizes college and university campus resources (within and without the institution's physical borders) to provide housing and other forms of assistance to refugees seeking resettlement in the institution's local area. In partnership with local resettlement agencies, universities and colleges can make a big difference in refugee resettlement in terms

of numbers of refugees resettled, quality of resettlement and the shaping of public discourse around refugees and immigrants. This PPSE minor formalizes the educational components of the initiative and engages students in disciplinary, interdisciplinary and place-based experiences that facilitate:

#### **Required courses for this minor include:**

PPS 151: Forced Migration and Resettlement Studies I

PPS 251: Forced Migration and Resettlement Studies II

#### **One course focused on understanding the causes for forced displacement and (im)migration such as:**

JPS 336: Understanding Oppressive Systems

SPAN 310: Contemporary Latin America

SOAN 431: Latino/a Migration Patterns

HIST 310: Settler Colonialism and Indigenous Sovereignty

HIST 310: Immigrants and Refugees

HIST 314: Immigration and a Multicultural Europe

HIST 238: War and Peace: 20th century Europe

Or a similar course chosen by the student and approved by the minor's coordinators.

#### **One course focused on the voice, agency and perspectives of (im)migrants and displaced individuals such as:**

ENGL 350: Immigrant and Refugee Literature

HIST 310: Immigrants and Refugees

HIST 310: Settler Colonialism and Indigenous Sovereignty

IDS 421: Border Crossings

GER 400: 20th Century German Literature and Culture  
Or a similar course chosen by the student and approved by the minor's coordinators.

**One course focused on building community, advocacy, organizing such as:**

PPS 110: Intro to Civic Engagement  
PPS 211: Change, Innovation, and Impact  
JPS 103: Community Problem Solving  
JPS 220: Community Building and Organizing  
PECS 110: Introduction to Peace and Conflict Studies  
EDUC 302: Cross Cultural Education  
Or a similar course chosen by the student and approved by the minor's coordinators.

**PPSE Minor: Ethical Leadership**

Faculty Leadership Team, Mark Justad, Steve Mencarini, Maria Rosales, and Sonalini Sapra

This minor will run from Fall 2019 to Spring 2021 and will continue the work of the previous minor in integrating leadership theory and practices into curricular and co-curricular aspects of the college. By renaming the minor we aim to be more intentionally inclusive of the recent work done by the Ethical Leadership team to ensure that “every student will, from the beginning of their college career, participate in experiences designed to develop skills in ethical leadership.” The focus on civic engagement recognizes the fact that many leadership courses also prepare students to be civically engaged members of society by integrating community-engaged learning, internships, and project-based learning into their curriculum. This revised minor enables students to develop knowledge, skills and experience in leadership that are transferable to a wide range of civic and career settings.

Leadership is an often touted but misunderstood aspect of life in college and beyond. Leadership theory has grown and evolved in ways that invite deeper understandings of the personal, interpersonal, behavioral and communal aspects of what constitutes leadership. Notions of leadership borne of the industrial revolution have become paradigmatic in western society and yet many believe these ideas are incomplete (Rost, 1993). The post-industrial, or knowledge era, requires a new paradigm of leadership that reflects the importance of shared, collective, and values-based leadership. One of the problems facing college students and young graduates is how to navigate competing ideas of leadership. Newer frameworks of leadership like Adaptive Leadership (Heifetz, Grashow, & Linksy, 2009) and Collective Leadership (Ospina and Foldy, 2009) have continued to gain traction in the field. In addition, there are now leadership models that have specific values dimensions that seek to guide aspiring leaders through modern leadership challenges. Some of the most prominent in the field of undergraduate leadership education is the *Social Change Leadership Model* (HERI, 1996) and the *Ethical Decision-Making Model* created by Rushworth Kidder (2006). Guilford's Principled Problem Solving Model and Ethical Leadership Model build on these models and allow for context-specific and values-based engagement.

**Schedule and Courses (Credits: 14-16)**

In the introductory two courses titled Ethics and Leadership (I and II), students learn the various theories, concepts, and competencies related to leadership. The second set of courses examine leadership theories in particular fields (business, nonprofit, government, etc.) which will enable students to see how leadership applies to their particular discipline. Students will be able to delve more into these practical aspects by undertaking an internship in PPS or their own major discipline. The final course titled Internship: Ethical Leadership will also have a reflective writing component where students will have an opportunity to create an e-Leadership Portfolio which documents their own personal leadership journey. In addition, invited practitioners and theorists will give presentations for students in the minor and will be open to the entire campus community.

**I.PPS 151 PPSE Seminar:** Ethics and Leadership I (2 credits, offered both Fall 2019 and Spring 2020 in the twelve-week time period)

**II PPS 251 PPSE Seminar:** Ethics and Leadership II (2 credits, offered both Fall 2020 and Spring 2021 in the twelve-week time period)

**III. Two elective courses.** The list below is a sampling of some courses that could count towards the minor. You can take other courses not listed here with the prior approval of the Leadership minor coordinator (*Fall 2019, Spring 2020, Summer 2020, Fall 2020 or Spring 2021*).

BUS 249: Principles of Management  
PECS 110: Introduction to PECS

PECS 246: Mediation/Conflict Intervention  
 PHIL 241: Ethics in a Digital World  
 PHIL 242: Environmental Ethics  
 PHIL 244: Bioethics  
 PPS 110: Introduction to Civic Engagement  
 PPS 111: Civic Engagement Explorations  
 PPS 210: Practices and Narratives  
 PPS 211: Change, Innovation and Impact  
 JPS 103: Community Problem Solving  
 JPS 220: Community Building and Organizing  
 JPS 240: Group Dynamics and Leadership  
 JPS/PSY 270: Interpersonal Communication  
 JPS 437: Multicultural Communication  
 IDS 402 and IDS 417: Business Ethics or Ethics of Capitalism

*NOTE: We are aware of more than one new course under development for the new curriculum and calendar that may fit our minor's framework and may appeal to curriculum committee to add one or more of these in the near future.*

**IV. PPS 390 Internship: Ethical Leadership.** Each student will complete a four (4) credit internship that allows them to apply and expand their knowledge of values-based leadership. The internship will include the completion of a series of ethical leadership writing assignments and a presentation on their experience. Students will be encouraged to undertake an internship after completing PPS 151 Ethical Leadership I, but they may take place any time the PPSE Minor is active (*Fall 2019, Spring 2020, Summer 2020, Fall 2020, Fall 2021, Summer 2021*).

## PSYCHOLOGY

Chris Henry, Department of Psychology

The program in psychology emphasizes the contribution that psychology can make to a liberal arts education through stimulating intellectual development, personal growth, respect for others and social responsibility. The psychology curriculum is designed to familiarize students with current methods and theories in the many specialized areas of investigation in the discipline, such as sensation and perception, cognition, learning, personality, social processes, clinical and development.

Students electing a minor in psychology will identify a particular focus in the field and select courses to fit that interest. Throughout the minor, they will be encouraged to appreciate different approaches and perspectives; to learn to observe psychological phenomena; and to recognize the role of multiple causation in the determination of human behavior.

The minor in psychology is not available to psychology majors.

**Minor Requirements.** The minor requires a minimum of five courses and 16 credit hours.

1. One course from: 4 credits

PSY 100 Introduction to Psychology

PSY 224 Developmental Psychology

2. One 300-level PSY core content course from: 4 credits

PSY 330: Personality

PSY 332: Industrial Organizational Psychology

PSY 337: Child and Adolescent Psychopathology

PSY 338: Theoretical Perspectives (rotating titles, repeatable)

PSY 340: Psychobiology

PSY 341: Psychotherapy

PSY 342: Adult Psychopathology

PSY 347: Social Psychology

PSY 349: Multiculturalism and Psychology

PSY 351: Psychology and Gender, (rotating titles, repeatable)

PSY 352: Psychology of Language

3-5. Three additional courses to meet the 5-course, 16-credit minimum requirement: Any-level PSY course, except independent



studies, internships, and theses.

Approved courses outside the department: JPS 270, SPST 340, or MATH 112

**Minimum credit hours required for psychology minor is 16 credits**, although most will complete more than 16 credits to complete the 5 courses required in the minor.

## QUAKER STUDIES

Jill Peterfeso, Department of Religious Studies

C. Wess Daniels, William R. Rogers Director of Friends Center and Quaker Studies

The Quaker studies minor explores Quaker spirituality in relation to the world. Through study of Quaker history and “social testimonies” (social ethics), it uses the perspective of this world-mending spirituality to reflect on justice issues. As an interdisciplinary exploration it seeks to understand forms of systemic oppression in our time (such as sexism, racism, classicism, militarism, religious imperialism and environmentalism) and how to transform them.

This study will develop several kinds of thinking in speaking, listening and writing: analysis, criticism, imagination, textual interpretation, social problem identification and problem solving, and self-reflective exploration. It will investigate the interrelated subtle aspects of individual selves, characteristics of a religious movement, large but obscured social systems and the student’s own religious and ethical commitments.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (five courses).

- 1.REL 110 Quakerism – 4 credits
- 2.REL 295 Religious Studies Methods and Theories – 4 credits
- 3.REL 465 Theories and Methodologies in Quaker Studies – 4 credits
- 4.One course from the following list – 4 credits

*Note - Religious Studies majors seeking to minor in Quaker Studies must take an additional 300 or 400 level course from the following list that is approved by the Quaker Studies coordinator.*

- I.Upper level special-topics Quaker Studies course
- II.PECS 330 Nonviolence Theories and Practice
- III.HIST 308 The Underground Railroad
- IV.AFAM/HIST 225 African American History
- V.HIST 315 The Civil Rights Movement
- VI.REL 120/ENGL 228 American Nature Writing
- VII.REL 234: African American Religion and Theology
- VIII.REL 230: Comparative Religious Ethics
- IX.REL 222: Feminist Theology
- X.PHIL 231, 232, 262: Upper Level Philosophy Course relating to Ethics, Race, Gender, Sexuality, etc.
- XI.HIST 236: Reformation: Luther to Fox
- XII.A different course proposed by the student and subject to the approval of the Quaker Studies coordinator.

Or other courses addressing the normative Quaker testimonies of spirituality, simplicity, integrity, peace, equality and community by permission of the coordinator, or evidence of an internship (credit or non-credit) that provided direct experience with Quaker faith and practice.

**Total Credit Hours required for Quaker studies minor is 16 credits**

## RELIGIOUS STUDIES

Jill Peterfeso, Department of Religious Studies

Religious studies at Guilford explores the mystery and meaning of our existence as selves in the many aspects of the social and natural world. We seek to nurture wonder, insight, clear and creative thinking, to understand humanity’s destructive ways with others and the environment and to imagine ways of mending the world. We want to open heart and mind to the sacred and the problematic in our world today and historically. The burning issues we address are forms of social oppression and environmental destruction, the nature of the divine and the human condition, the development and practice of religious traditions and the

meaning of the religious. We aim to draw forth leadership potential in all students to enable them throughout their lives to be agents of change where they find themselves, overcoming injustice and engendering the fullness of life.

Students work with the department chair or minor advisor to determine a specific focus. The minor in religious studies is not available to religious studies majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses). 1-2. Two REL courses at any level – 8 credits

3. One REL course at the 200 level or above – 4 credits

4. One REL course at the 300 level or above – 4 credits

**Total Credit Hours required for religious studies minor is 16 credits**

## SOCIOLOGY

Thomas Guthrie, Department of Sociology and Anthropology

The Department of Sociology and Anthropology promotes the study of society and culture. Since people live every aspect of life within a complex socio-cultural environment, it is possible to develop the self fully only with extensive knowledge of that environment. Both disciplines focus on the ubiquitous processes of social organization and the ways in which human knowledge, behavior and institutions are socially and culturally influenced. Sociology at Guilford includes an added focus on structural analysis of the institutionalization of values that contribute to social problems such as violence, racism, sexism, class stratification and intolerance generally in organizations.

The minor in sociology is not available to sociology/anthropology majors.

**Requirements.** The minor requires a minimum of four courses and 14 credits.

1. SOAN 100 Introduction to Sociology – 4 credits

2. One elective in sociology at the 200 level from: 4 credits

SOAN 245 Race and Ethnicity in Latin America

SOAN 250 Special Topic\*

SOAN 265 Racial and Ethnic Relations

SOAN 267 Race and Gender in Media Focus

3-4. Two electives in sociology at the 300 level from: 8 credits

SOAN 313 Sociology of Sex and Gender

SOAN 323 Gender Health and Illness

SOAN 330 Inequality in Latin America

SOAN 331 Latinx Migration Patterns

SOAN 337 Social Research Methods

SOAN 342 Social Theory

SOAN 350 Special Topics\*

SOAN 362 Popular Culture and Media Studies

**Minimum credit hours required for sociology minor is 14 credits, although most students will earn more than 14 credits to complete the four courses required in the minor.**

*NOTE: Only certain SOAN special topic courses can count toward the sociology minor; check course listings and syllabi to make sure.*

Internships and independent studies cannot count toward the minor.

A student interested in taking a 400-level anthropology course must receive permission from both the instructor and department chair; if the course is successfully completed, it may then count for one of the 300-level elective requirements.

Credit for courses taken at other institutions or while studying abroad: Before attending other institutions, students should obtain a “Request to Take Coursework at Another Institution” form from the registrar’s office and have their courses approved in writing by the SOAN department chair. Departmental approval to take a course off campus is contingent upon the content and evaluation requirements of the course (which should meet SOAN departmental standards), whether the course is regularly offered by the SOAN department, the student’s academic standing and level, and the extent to which the course is consistent with the student’s educational goals.

## SPANISH LANGUAGE AND SOCIETY

Karen Spira, Department of Modern Language Studies

This minor provides access to Spanish-speaking cultures as well as insights into our own culture. The program focuses on language- learning as a living, functioning and fun activity and combines the development of language skills with the discovery of new ways to see and think about different cultures. It fosters international understanding and provides knowledge and skills that are becoming increasingly essential in our evolving global society.

The minor in Spanish language and society is not available to Spanish majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

1. SPAN 301 Advanced Grammar and Phonetics – 4 credits
2. One course higher than SPAN 301, focused on Spanish or Latin American literature, film or culture – 4 credits
- 3-4. Two SPAN courses at the 200 level or above, by department approval, SPAN 260, 290, 360, 390, 460, 470, 490: 8 credits

**Total Credit Hours required for Spanish language and society minor is 16 credits**

## SPORT ADMINISTRATION

Lavon Williams, Department of Sport Studies

The sport administration minor provides students the basic competencies desired in the administration of athletics, recreation and sport. In addition to obtaining theoretical knowledge in the classroom, students have the opportunity to apply their knowledge in a practical experience of organizing and managing a sport event. Students are not required to major in either the sport studies or sport management departments. Students choosing this minor should be motivated in the proper and ethical administration of sports programs.

The minor in sport administration is not available to sport management majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

- 1.SPST 130 Introduction to Sport Management – 4 credits
- 2.SPST 320 Organization and Administration of Sport – 4 credits
- 3.One course from: 4 credits  
SPST 231 Facility Design and Management SPST 234 Sport Finance  
SPST 335 Sport Communication
- 4.One course from: 4 credits  
SPST 335 Sport Communication SPST 431 Sport Marketing  
SPST 432 Legal Aspects of Sport and Exercise

**Total Credit Hours required for sport administration minor is 16 credits**

## SPORT MARKETING

Craig Eilbacher, Department of Sport Studies

The sport marketing minor provides students the basic competencies desired in the promotion and marketing of athletics, fitness, recreation and sport. Its goal is to develop ethical, competent, thoughtful, confident and creative practitioners of sport marketing for organizations such as the YMCA, community recreation departments, sport facilities, professional sports teams, sporting goods manufacturers, fitness centers and interscholastic athletic departments. In addition to the theoretical knowledge obtained in the classroom, students have the opportunity to apply their knowledge in a practical experience through course assignments.

Students from any department are eligible to have a minor in sport marketing. Students choosing this minor should be motivated in the proper and ethical promotion and marketing of sport programs and products.

The minor in sport marketing is not available to sport management majors.

**Minor Requirements.** The minor requires a minimum of 16 credit hours (four courses).

- 1.SPST 232 Sociology of Sport – 4 credits
- 2.SPST 335 Sport Communication – 4 credits
- 3.SPST 431 Sport Marketing – 4 credits

4. An approved fourth course – 4 credits

**Total Credit Hours required for sport marketing minor is 16 credits**

## **SUSTAINABLE FOOD SYSTEMS**

Kyle Dell, Associate Professor of Political Science, Chair

Holly Peterson, Assistant Professor of Geology and Earth Science

**Minor Requirements.** The minor is an interdisciplinary minor. The minor requires a minimum of 20 credit hours (six courses):

1. SFS 120 Introduction to Food Systems – 4 credits
2. SFS 220 Sustainable Regional Food – 4 credits
3. IDS 428 or another approved senior capstone – 4 credits
4. SFS 110 Practicum in Sustainable Agriculture - 1 credit
5. SFS 210 Liberal Artisan Skills - 3 credits
6. An approved SFS elective – 4 credits

**Total Credit Hours required for sustainable food systems minor is 20 credits.**

## **THEATRE STUDIES**

Robin Vest, Assistant Professor, Chair

Chad Phillips, Visiting Assistant Professor

The Department of Theatre Studies offers two different minor tracks: the theatre arts track and the film and video track. The theatre arts track provides students with the opportunity to study an intensely collaborative art form from three perspectives: design/technical; history/literature; and performance. It explores the unique responsibilities carried by different members of the creative staff as they conceive and execute a theatrical production.

The theatre arts track is not available to theatre studies majors.

The film and video track serves students of any major who seek a serious exploration of film as an artistic medium. The track examines filmmaking as an important component of modern culture in the following aspects: a reflection of society, an artistic medium of the auteur and a medium of influence and social change.

The film and video track is available to theatre studies majors.

### **Minor Requirements.**

- One course from each of the three perspectives areas listed below: 12 credits
- One other 4-credit course with a THEA prefix (or the equivalent in 2-credit offerings). Ideally, this course should enhance the student's understanding of their perspective area: 4 credits
- One practicum assignment (THEA 295, one to four hours) to be determined in a meeting with a theatre studies advisor. Options include stage management, properties management, costuming, lighting, publicity, sound, box office, house management, makeup and scenic art.

**Theatre Arts Track.** A minimum of 17 credit hours (five courses):

1. One course from: 4 credits
  - THEA 111 Backstage Production
  - THEA 171 Introduction to Theatrical Design
2. One course from: 4 credits
  - IDS 408 East Asian Theatre
  - THEA 130 Theatre and Culture I
  - THEA 131 Theatre and Culture II
  - THEA 151 HP: Birth of the Avant-garde
  - THEA/ENGL 215 Play Analysis
3. One Theatre course at any level – 4 credits
4. THEA 295 Practicum Course – 1 – 4 credits
5. THEA 125 Acting 1: Basic Tools – 4 credits

**Total credit hours required for theatre arts track minor is 17-20 credits Film and Video Track.** A minimum of 17 credit hours (five courses):

- 1.THEA 161 Masterpieces of Cinema – 4 credits
- 2.THEA 265 Artistry in Film – 4 credits
- 3.THEA 365 Documentary Filmmaking – 4 credits
- 4.One course from: 4 credits
  - ENGL 272 World Cinema
  - ENGL 286 Classic American Cinema
  - ENGL 287 Cult Movies
  - ENGL 288 Shakespeare and Film
  - FREN 315 French & Francophone Cinema
  - THEA 262 Gay and Lesbian Cinema
- 5.THEA 295 Practicum: Film Festival or THEA 366 Filmmaking Capstone – 1 credit

**Total Credit Hours required for film and video track minor is 17 credits**

Students will process the coherence of their minor experience in a formal “post-mortem” critique with the minor coordinator following the film festival.

## **VISUAL ARTS**

Kathryn Shields, Department of Art

The visual arts minor allows students from any major to pursue a focused exploration of ceramics, design, drawing, painting, photography, printmaking, sculpture or art history.

The visual art minor in a studio area is not available to students obtaining an A.B. degree in art. The visual arts minor is available to students obtaining a B.F.A. degree provided that the medium chosen for the minor is different from the student’s studio focus area for the degree. Students obtaining an A.B. or B.EA. degree in art may minor in art history.

**Minor Requirements.** Each of the eight tracks in the visual arts minor requires a minimum of 16 credit hours (four courses).

### **Art History**

- 1.One course from: 4 credits
  - ART 100 Introduction to Visual Arts
  - ART 172 Arts of Africa, Asia and the Americas
  - ART 271 Art History Survey
- 2-3. Two courses from the following list or approved art history courses: 8 credits
  - ART/HIST 235 Renaissance in Florence
  - ART 250 Special Topics in Art History
  - ART 272 Portraiture and Self-Portraiture
  - ART 275 Modern Art
  - ART 276 Contemporary Art
  - ART 278 History of Photography
4. One ART course at any level – 4 credits

**Total credit hours for visual arts, art history track is 16 credits**

### **Ceramics**

- 1.ART 106 Three-dimensional Design – 4 credits
- 2.ART 140 Ceramics I – 4 credits
- 3.ART 240 Ceramics II – 4 credits
- 4.One ART course at any level – 4 credits

**Total credit hours for visual arts, ceramics track is 16 credits**

### **Design**

- 1.ART 102 Two-dimensional Design – 4 credits
- 2.ART 106 Three-dimensional Design – 4 credits
- 3.ART 245 Digital Darkroom or CTIS/THEA 274 Digital Graphic Design – 4 credits



4. One ART course at any level – 4 credits

**Total credit hours for visual arts, design track is 16 credits**

### **Drawing**

1. ART 104 Drawing I – 4 credits
2. ART 204 Life Drawing I – 4 credits
3. ART 205 Drawing II – 4 credits
4. One ART course at any level – 4 credits

**Total credit hours for visual arts, drawing track is 16 credits**

### **Painting**

1. ART 102 Two-dimensional Design – 4 credits
2. ART 211 Painting I – 4 credits
3. ART 212 Painting II – 4 credits
4. One ART course at any level – 4 credits

**Total credit hours for visual arts, painting track is 16 credits**

### **Photography**

1. ART 102 Two-dimensional Design – 4 credits
2. ART 130 Photography I – 4 credits
3. ART 231 Photography II or Art 245 Digital Darkroom – 4 credits
4. One ART course at any level – 4 credits

**Total credit hours for visual arts, photography track is 16 credits**

### **Printmaking**

1. ART 102 Two-dimensional Design or Art 104 Drawing I – 4 credits
2. ART 221 Woodcut – 4 credits
3. ART 323 Etching – 4 credits
4. One ART course at any level – 4 credits

**Total credit hours for visual arts, printmaking track is 16 credits**

### **Sculpture**

1. ART 106 Three-dimensional Design – 4 credits
2. ART 251 Sculpture I – 4 credits
3. ART 353 Sculpture II – 4 credits
4. One ART course at any level – 4 credits

**Total Credit Hours for visual arts, sculpture track is 16 credits**

## **WOMEN'S, GENDER & SEXUALITY STUDIES**

Nancy Daukas, Department of Philosophy and Women's, Gender & Sexuality Studies

The minor requires a minimum of 15 credit hours (four courses). All students in the minor complete WGSS 110: Introduction to Women's, Gender & Sexuality Studies, and should do so as early in their career as WGSS minors as possible. Students also complete three electives (see list of electives in WGSS major) including at least one designated WoC, at least one offered by a Social Science department, at least one offered by an Arts or Humanities department, and at least one at the 300- or 400- level. Up to 4 credits may be earned through approved independent studies, internships, or community engagement projects.

### **Arts & Humanities:**

- ART 279 Identity, Race, and Gender in Art (WoC)
- ENGL 334 African Women Writers (WoC)
- ENGL 400 Arab Women Writers (WoC)
- FREN 275 French-Speaking Africa (WoC)
- HIST 223: Gender and Power in US History

HIST 268 History of Chinese Women (WoC)  
JAPN 220 Women in Modern Japan (WoC)  
PHIL 231 Philosophy and Sexuality  
PHIL 232 Philosophy and Gender  
PHIL 336 Social and Political Philosophy  
REL 122 Men, Masculinities and Religions  
REL 222 Feminist Theologies (WoC)  
REL 225 Religion, Bodies, & Sexualities  
REL 317 Women in Tibetan Buddhism (WoC)  
THEA 262 Gay and Lesbian Cinema

**Social Sciences:**

PSCI 305 Politics of Gender (WoC)  
PSY 351 Psychology and Gender PSY 351 Human Sexuality  
SOAN 234 Culture and Sexuality in Africa (WoC)  
SOAN 267 Race and Gender in Media Focus (WoC)  
SOAN 313 Sociology of Sex and Gender (WoC)  
SOAN 323 Gender, Health and Illness  
SOAN 330 Inequality in Latin America (WoC)  
SOAN 432 Women of Color in the U.S. (WoC)  
SOAN 416 Gender and Sociology of the Body

**Interdisciplinary:**

IDS 415 Understanding Eating Disorders (WoC)  
IDS 418 Science, Sex and Nature  
IDS 421 Border Crossings (WoC)  
IDS 481 Notions of Beauty  
IDS 485 Arab and Islamic Feminisms (WoC)  
IDS 485 Arab and Islamic Feminisms (WoC)  
WGSS 375 Feminist Theory and Methodology (WoC)  
WGSS 399 Practicum  
WGSS 401 Interdisciplinary Senior Seminar

**Total Credit Hours required for women's, gender & sexuality studies minor is 16 credits.**

# *V. Graduate Program*

## **MASTER'S OF SCIENCE IN CRIMINAL JUSTICE**

William C. Pizio, Criminal Justice Graduate Program Director

### **Overview**

The M.S. in criminal justice program is ideal for criminal justice professionals seeking career advancement, as well as undergraduate students who plan to earn an advanced degree.

As the only criminal justice graduate program in the Triad, we offer a curriculum that is interdisciplinary, theoretically grounded, empirically rigorous and policy-oriented. The curriculum addresses ongoing problems and contemporary issues in criminal justice and emphasizes the transferrable skills afforded by the liberal arts tradition, including advanced critical thinking, written and verbal communication and research skills.

The program is unique because it focuses on both systems of criminal justice and the communities they serve. Graduates will be leaders committed to improving the criminal justice system and who embody Guilford's seven Core Values, especially justice and integrity.

### **Program Benefits and Highlights**

Only criminal justice master's degree program in the Triad Low faculty to student ratio

Diverse faculty with backgrounds in law enforcement, law and corrections Flexible schedules with day & evening classes, including hybrid online courses Thesis option to prepare students for doctoral studies

Problem-solving practicum (non-thesis option) that engages students with local criminal justice agencies for those planning careers in criminal justice and practitioners seeking career advancement

## **II. ADMISSION REQUIREMENTS**

Guilford's program is competitive; acceptance is not automatic even if the applicant does meet the department's minimum admission requirements. The number of students accepted depends on the quality of applications, availability of financial aid, and adequate faculty supervision. Similar to Guilford's undergraduate process, the graduate admissions decisions are made on a more holistic basis.

### **1. Admission Criteria**

**To be considered for admission, the applicant must:**

- Possess a baccalaureate degree in a social or behavioral science from an accredited college or university.
- Have earned a grade point average of 3.0 (on a scale of 4.0) in their most recent two years of undergraduate work.
- Achieve an acceptable score on the GRE examination.

*NOTE: Applicants with five or more years of experience in the criminal justice system will not be required to take the GRE.*

- Submit a statement of purpose.
- Submit a curriculum vitae.
- Submit two letters of recommendation that reflect the student's ability to complete a graduate level program successfully.
- In addition to the above criteria, international students must also score 550 or higher on the TOEFL examination.

### **2. Provisional Acceptance**

Candidates, at the discretion of the program, may be accepted provisionally. Conditions of provisional acceptance will be at the discretion of the program but generally, a student who is accepted provisionally must maintain a 3.0 or higher grade point average for two program courses. If the student maintains a 3.0 or higher grade point average, they will achieve unconditional admission to the program. If the student does not achieve a 3.0 or high grade point average, they will not be eligible to continue in the program.

### **3. Transfer and Non-matriculated Credits**

Up to two graduate courses may be transferred from another accredited institution toward the degree. Any transfer credits must have received a B or better and all must be approved by the program. Exceptions may be made at the discretion of the program.

### **Non-matriculating Students**

Students may take up to two courses in the program prior to being formally accepted. Grades of B or better are required for the courses to apply toward the degree. Exceptions may be made at the discretion of the program.

Non-matriculating students must complete the application, submit undergraduate transcripts, and pay the application fee in whole at time of application submission. Guilford does not require letters of recommendation, statement of purpose, and GRE score for non- matriculating applicants.

#### **4. Application Deadlines**

Applications for admission into the program will be reviewed on a rolling basis. Admission for the summer semester will not be considered.

#### **5. Non-Degree Admission**

Individuals who have specific interests or professional needs, but who do not intend to pursue a master's degree, may apply for admission as non-degree students. The Admissions Committee will review and make recommendations to the Program Director on all such applications. No registration will be allowed while such review is pending.

Non-degree students may take no more than 14 credits over a period no longer than two academic years. However, non- degree admission does not extend beyond a single semester, and students must apply for non-degree admission each semester in which they take classes.

#### **6. Undergraduate Students**

Undergraduates who are not in the B.S./M.S. program may also register for up to two graduate courses. Graduate courses may also count as upper level electives (300 or 400 level) toward a student's undergraduate degree in Criminal Justice. If a student who takes graduate courses as an undergraduate enrolls in the graduate program, the graduate courses taken will count toward their M.S. degree.

## **II. PROGRAM REQUIREMENTS**

To earn the M.S. in criminal justice, students must complete 40 credit hours through a combination of required and elective courses, detailed below.

### **REQUIRED COURSES**

#### **REQUIRED COURSES 600-LEVEL - 4 COURSES (16 CREDITS)**

- JPS 600 Analysis of Foundations in Criminal Justice (4 credits)
- JPS 601 Advanced Research Methods or JPS 504 Advanced Data Analysis (4 credits)
- JPS 602 Problem-Solving in Criminal Justice (4 credits)
- JPS 603 Crime, Justice and Community (4 credits)

#### **REQUIRED COURSES 600-LEVEL - CHOOSE EITHER THESIS OR PROBLEM-SOLVING TRACK - 2 COURSES (8 CREDITS)**

- JPS 650 Thesis Preparation (4 credits)
- JPS 651 Thesis (4 credits) OR
- JPS 652 Problem Solving Preparation (4 credits) JPS 653 Problem-Solving Practicum (4 credits)

#### **ELECTIVE COURSES - 4 COURSES (16 CREDITS) CRIME AND POLICY**

- JPS 510 Criminological Theory (4 credits)
- JPS 511 Cybercrime (4 credits)
- JPS 512 Environmental Crime (4 credits)
- JPS 513 Law and Social Science (4 credits)
- JPS 514 Race, Class, Gender and Criminal Justice (4 credits)
- JPS 515 Public Policy (4 credits)

#### **CORRECTIONS**

- JPS 520 Theories of Punishment (4 credits)
- JPS 521 Advanced Corrections and Incarceration (4 credits)
- JPS 522 Current Issues in Corrections (4 credits)

## LAW AND COURTS

- JPS 530 Legal Theory (4 credits)
- JPS 531 Advanced Criminal Procedure (4 credits)
- JPS 532 Prosecution and Trial (4 credits)
- JPS 533 Current Issues in Courts (4 credits)

## POLICING

- JPS 540 Advanced Policing (4 credits)
- JPS 541 Police Theory (4 credits)
- JPS 542 Current Issues in Policing (4 credits)
- JPS 545 Police Brutality and Culture (4 credits)

## INDEPENDENT STUDY AND SPECIAL TOPICS

- JPS 598 Independent Study in Criminal Justice (4 credits)
- JPS 599 Special Topics (4 credits)

**JPS 510. Criminological Theory 4.** This is a graduate seminar focusing on the theories and schools of thought that underpin criminology as a field of study. The course provides a comprehensive overview of influential ideas and considers the social, historical and political factors that influenced their emergence, popularity and decline. An examination of competing and integrated models including religious perspectives; classical, positivist and neo-classical schools; biological and psychological explanations; developmental models; the ecological school; social structural theories; symbolic interaction; and critical perspectives may be included in this course. This course focuses on original works by key scholars as well as modern critiques of their ideas.

**JPS 511. Cybercrime 4.** This course introduces students to the many different types of cybercrime. Students learn how to identify cybercriminal activity and learn how companies and law enforcement agencies are responding to the dangers these crimes present. This course will also address criminal law as it relates to computer network security, copyright infringement and private use of the computer.

**JPS 512. Environmental Crime (cross listed with JPS 412) 4.** This course addresses crimes relating to environmental damage. Topics will include criminal and civil laws relating to local and federal standards of pollution or other environmental harm. This course will examine the relationship between corporate entities and the social, political and medical concerns of society-at-large.

**JPS 513. Law and Social Science 4.** This course is multidisciplinary overview of key institutions, processes, and policy issues regarding crime and justice and the role law can play in resolving arising conflicts. Readings and discussion will include traditional criminal justice institutions and processes; the role of private sector and community organizations in crime control; law and justice policy in a federal system; crime prevention and institutional responses to crime; emerging cross-national issues in crime, law and policy.

**JPS 514. Race, Class, Gender and Criminal Justice 4.** This course provides students with a human-rights' framework and cross-cultural understanding of violence against women, minorities, and the economically deprived and examines efforts across societies to translate this knowledge into effective policy.

**JPS 515. Public Policy 4.** This course provides an overview of factors shaping crime policy. The concept of crime, the use of law to promote social control policies, policy responses related to crime control and the efficacy of those policies will be examined. Addresses conceptualizations of the modern state and the use of state power and how these concepts have affected the development of public policy.

**JPS 520. Theories of Punishment (cross listed with JPS 420) 4.** Beginning with the enlightenment and classical philosophers, students will examine historical and current trends in punishment and social control theory and practice. This course also addresses social control and punishment in latemodernity. Topics will include the philosophical issues associated with criminal punishment, particularly the moral justification for punishment. The relationship between theories of punishment and theories of the state, theories of ethics, theories of law and broader philosophical issues such as free will versus determinism.

**JPS 521. Advanced Corrections and Incarceration. 4.** This course will examine the social organization in correctional institutions. The focus of this course is to inquire into the nature, organization, and aims of the penal system and its effect on groups it deals



with. This course will also examine inmate classification methods and institution security classification.

**JPS 522. Current Issues in Corrections. 4.** This course examines the origin, nature, and operation of various correctional institutions and practices. The focus of the course varies by semester; topics include institutional corrections, community corrections, intermediate sanctions, legal aspects of corrections, the death penalty and philosophical theories of punishment. This course will also examine the interaction of groups within institutions, the need for solitary confinement and institutions designed specifically for inmates presenting high-security risks.

**JPS 530. Legal Theory. 4.** This course serves as an introduction to the philosophical analysis of law and its role in society. The course considers questions such as what is law, how is it relied upon to control behavior and resolve conflicts. This course also considers whether it is a moral obligation to obey the law and examines the relationship between morality and the law.

**JPS 531. Advanced Criminal Procedure. 4.** This course examines constitutional standards and operation of the criminal justice system, to include: police practices, bail, decision to prosecute, scope of prosecution, grand jury proceedings, preliminary hearings, right to counsel, right to speedy trial, plea bargaining, discovery and disclosure, jury trial, trial by newspaper, double jeopardy and post-trial proceedings.

**JPS 532. Prosecution and Trial. 4.** This course reviews functions and practices of prosecutors, with special reference to an analysis of the interrelationships among charging, conviction, and sentencing, and in relation to the functions of police and probation staff. This course provides an overview of court goals, functions and potential for system reform.

**JPS 533. Current Issues in Courts. 4.** An examination of structure of local and federal courts and analyzing the effect that courts have or may have had upon current social issues, and how public opinion may influence the court. Specific issues may include race, gender and class issues, as well as larger topics of federalism and states' rights.

**JPS 540. Advanced Policing. 4.** The focus of this course is to address issues that may not be addressed in other policing courses, such as Policing Theory and Police Administration. This course is designed to address in a scholarly manner policing issues that are of particular concern to police and the public. Topics that may be addressed include: police leadership, ethics/professional standards/internal affairs, policies and procedures, training, information and communication management, recruitment/retention/diversity in policing, officer mental health/suicide prevention, regional consolidation of police agencies or functions, gangs, guns, drugs, police response to victims, and/or new/ emerging policing models (evidence-based policing, for example).

**JPS 541. Police Theory (cross listed with JPS 441). 4.** This course analyzes the strategies and programs utilized in modern police work. Previous research studies and contemporary methods for assessing the effectiveness of police practices are examined. This course includes an examination of theoretical, historical, and comparative perspectives on policing and a critical analysis of the function of police in modern society.

**JPS 542. Current Issues in Policing. 4.** This course examines major U.S. police and law enforcement systems and issues. The focus of the course may be either the role of police in society, police-community relations, and special problems in policing, or management and policy issues such as police organization, federalism, police effectiveness, police discretion and use of force, and police accountability.

**JPS 545. Police Brutality and Culture (cross listed with JPS 445). 4.** This class will explore the prevalence, causes of police use of force, and its relationship to police culture. Police subculture will also be examined as its own phenomena. Review and remedies for excessive use of force along with a comparative view of force usage in Japan will also be addressed in a seminar discussion type format.

**JPS 560. Independent Study in Criminal Justice. 1-4.**

**JPS 599. Special Topics. 4.**

**JPS 600. Analysis of Foundations of Criminal Justice, 4.** This orients students to a field of study that examines criminal justice and crime control apparatus. This course includes a review of the assumptions, theories, research, and normative orientations that underlie and drive criminal justice thinking and practice.

**JPS 601. Advanced Research Methods or JPS 604. Advanced Data Analysis. 4.**

This course is the first half of a two-part sequence intended to help students develop the skills necessary to design, critique and execute social science research. Through readings and discussion, the students will develop necessary skills to develop an original research project.

**JPS 602. Problem-Solving in Criminal Justice. 4.** This course will focus on program planning and evaluation, and other responsibilities executives, managers, and planning and oversight agencies may have. The student will be responsible for contacting a criminal justice agency for the purposes of addressing a current problem identified by the agency.

**JPS 603. Crime, Justice and Community. 4.** Examines crime and synthesizes the body of theory and research examining community level effects on crime/crime control. This course will also examine the effect of crime and crime control on the community.

**JPS 650. Thesis Preparation. 4.**

**JPS 651. Thesis. 4.**

**JPS 652 Problem Solving Practicum Preparation. 4. JPS 653 Problem Solving Practicum. 4.**

For additional program information including, Administrative Policies, please refer to the *Master's of Science in Criminal Justice Student Handbook*.

## VI. Study Abroad

Guilford offers over 800 academic study abroad options throughout the world during semesters, summers, and short-term programs. Semester programs carry up to 18 credits, while summers and short-term programs range from 4-6 credits. All programs contain serious academic experiences that seek a balance between formal study and the opportunity for experiencing life and culture in a unique international setting.

Students can choose from two different types of programs: faculty-led and independent affiliate programs. Each program is suited to different types of students. Some offer broad cultural enrichment while others focus specifically on unique topics. A significant number of programs offer opportunities for undergraduate research, service learning, and internships. For more information and guidance on how to select the right program, students should visit with the study abroad office! Information is also available on the Guilford College Study Abroad website: <https://tinyurl.com/ybq5xbmo>

The cost of a Guilford faculty-led, semester-long, program is in line with the cost for a full semester on the Guilford campus that includes housing, meals, tuition and fees. Flights, passports, and visas are not included. The cost of a Guilford faculty-led short-term program varies; details are provided by the faculty-leader and the study abroad office. Financial aid is available and students will need to discuss their options with their student financial services counselor. Many affiliate programs may incur a surcharge. Students are strongly encouraged to work closely with the Study Abroad office to outline estimated costs and applications.

*NOTE: A student must be in academic good standing to be eligible for participation in any study abroad program. Guilford-affiliated programs have specific cumulative G.P.A. requirements. Study abroad staff also review and consider a student's judicial record during the application process.*

## **VII. Other Special Study Opportunities**

Guilford offers numerous special study opportunities, including internships, independent study, senior thesis, special topic courses, the honors program, departmental honors work, off-campus seminars and coursework, and summer school.

### **INTERNSHIPS**

Designated by the course numbers 290 and 390 in the curriculum and carrying 1 – 4 credits, internships provide students with part-time involvement in public and private agencies while they are enrolled at Guilford. Internships are open to students who have accumulated 24 or more credits and who have a cumulative grade-point average of at least 2.5. Applications are available in the Career Development Center. The development of a learning plan and approval by the student's faculty advisor, faculty sponsor, site supervisor and internship coordinator are required. Summer internship credit is also available.

Regular contact with the faculty sponsor is expected throughout the duration of the internship. Deadlines for registering for an internship with the Registrar's Office are posted in the academic calendar. Retroactive credit will not be awarded.

A student may apply a maximum of 12 credits obtained through internships to her/his degree requirements. Internships cannot, however, be used to satisfy general education requirements.

### **INDEPENDENT STUDY**

Academic departments offer independent study opportunities under the 260, 360 and 460 course numbers. The success of such independent work depends in large measure on the student's initiative in shaping the terms of the investigation and her/his reliability in carrying out commitments.

A descriptive proposal of the project must be approved by the supervising instructor and the chairperson of the department. It is understood that the subject of the independent study must be supervised by someone in the department most relevant for that subject. The proposal must set forth the subject, scope, method and materials to be used during the project. It also must indicate the evaluation procedures agreed upon by the student and the supervisor. When the instructor and the chairperson have indicated their approval by signing the proposal, the student should take a copy of the proposal to the Registrar's Office. The instructor agreeing to supervise an independent study is expected to be available for consultation while the project continues.

First-year students are not allowed to do independent studies. Further, no student may enroll for more than two independent studies or more than eight credits of such work in a single semester; also, independent studies cannot be used to satisfy general education requirements.

Independent studies normally carry 1 – 4 credits.

Because each credit corresponds to three hours of dedicated work per week, an associate academic dean must approve independent studies of 5 or more credits. To request such approval, students must first obtain the approval of the student's academic advisor, instructor and department chairperson and then submit a written petition request that explains why such a large time commitment is appropriate for this work.

### **SENIOR THESIS**

A written senior thesis (470 course number) may be undertaken as a separate project or as the culmination of a program of independent study. The academic department determines the format of the final work. The thesis should represent both independent research and thought. In most departments, the student submits a written thesis and defends the thesis in an oral presentation to a committee.

### **SPECIAL TOPICS COURSES**

Under the 150, 250, 350 and 450 designations, most academic departments offer upper-level courses exploring topics according to special interests and capabilities of groups of students and instructors. These courses may take an interdisciplinary approach and may be taught by faculty members from different departments working together as a team. Special topics courses are not scheduled on a regular basis, but as student interest warrants or as a department desires to make them available. Courses on the same topic normally are not offered more than twice.

### **DEPARTMENTAL HONORS WORK**

Some academic departments offer an honors option (490 course number) consisting of extensive reading, independent study and perhaps a research paper or senior thesis. Detailed requirements are defined in each department's course descriptions. Students successfully completing this course are awarded departmental honors at graduation. A minimum of 4 credits of 490 coursework is required for a student to receive departmental honors in a single department. Students may not receive departmental honors in

more than one department without completing 4 credits of a 490 course separately in each of these departments. Any exception will need the approval of the provost.

## SUMMER SCHOOL

Guilford provides a summer program of one five-week day session and one 10-week evening session. Students may attend on either a full-time or part-time basis. Courses are also open to all visiting students and community residents during the summer. Students may take courses in the summer to accelerate completion of their degree program, to fulfill general education, major and minor requirements or to explore new areas of interest. Summer School is considered to be a third term, and the same academic standards apply to Summer School that exist during the regular academic year. Dismissed and suspended students must normally wait at least one full calendar year before petitioning for reinstatement and are not eligible to enroll in Summer School during that period. However, students who have been suspended may petition early to attend Summer School. Contact Continuing Education for further information.

## THE EARLY COLLEGE AT GUILFORD

The Early College at Guilford College is a collaborative venture of Guilford College and Guilford County Schools (GCS) for academically talented high school students (ninth through 12th graders). The Early College at Guilford is North Carolina's first early college high school and is ranked among the nation's best high schools in *U.S. News and World Report*. It is situated on the Guilford campus.

ECG students in ninth and 10th grades take honors or AP classes each semester on a block schedule. These students are taught by certified high school teachers and advised by a high school guidance counselor. Their classes are located in the ECG classroom buildings on the College campus. They have access to the College's library, information technology and services, computer labs, Learning Commons and the cafeteria. By the end of 10th grade, students complete most requirements for high school graduation.

Junior and senior high school students are dually enrolled in Guilford and GCS. These students take a full-time college load and graduate at the end of their senior year with a high school diploma and two years of college course credits from Guilford. In grades 11 and 12, students are dispersed in courses across the campus, enrolling in a pattern of classes similar to Guilford's first- and second-year students. These students are assigned to a Guilford faculty advisor and also work with a high school guidance counselor. Upon high school graduation, students may apply to Guilford or another college to complete their final college undergraduate degree.

Students accepted by Early College must have qualifications similar to those who are invited to participate in Guilford's Honors Program. All applicants are required to complete an application for GCS that includes an essay, transcript and test information. Both Guilford and GCS are committed to attracting a diverse pool of applicants and to making Early College available to all qualified students.

## OFF-CAMPUS EDUCATION

**Washington, D.C., Semester.** Any Guilford student with second-semester sophomore, junior or senior status and a cumulative grade- point average of at least 2.75 (3.0 for some agencies) is eligible to spend a semester in Washington, D.C., at The Washington Center ([www.twc.edu](http://www.twc.edu)). The full-time internship and seminar provide 12 semester credits. Students may earn 4 additional credits by registering for a second course. Last-semester seniors must obtain special approval before applying.

The cost of a TWC semester is equal to full-time tuition for traditional-age students. Housing is optional and available through TWC. All financial aid normally awarded a student applies to the costs. Students are also encouraged to apply for any scholarships offered through TWC. Additional information is available through the Career Development Center and on The Washington Center's website.

**Off-Campus Seminars.** Fall, spring and summer break programs are regularly planned under faculty leadership. For example: in New York City students may study art, drama and urban problems; in Washington, D.C., national government; on the coast and in the mountains of North Carolina, ecology and geology; and in the South, African American experience and culture. One credit is granted for each seminar. The College arranges for lodging, and a minimal charge to the student covers meals and travel. Two off-campus geology seminars are offered. Natural Science Seminar travels to different locations. Seminar West, a three-to five-week field camp conducted jointly by the biology and geology departments, studies the geology and ecology of the Rocky Mountains, Colorado Plateau and the East African Rift. Both of these geology seminars fulfill the natural science and mathematics requirement.

**Consortium Arrangements.** Degree-seeking Guilford students may supplement their course selections by cross-registering for courses at nearby colleges and universities under Greater Greensboro Consortium arrangements. Besides Guilford, the Greater Guilford College Catalog 2019-20



Greensboro Consortium includes Bennett College, Elon University, Greensboro College, Guilford Technical Community College, High Point University, North Carolina Agricultural & Technical State University and the University of North Carolina at Greensboro.

Students enrolled at Guilford and with a minimum Cumulative GPA of 2.0 or higher may, with permission from the registrar and the appropriate department chair, take fall and spring semester courses for credit and without additional registration at any of seven other consortium institutions.

Cross-registration privileges assume that courses are of a general nature acceptable to Guilford College and are not offered at Guilford during the selected term. There are no additional charges beyond the payment of Guilford tuition unless the selected courses carry special fees.

As much as possible, consortium calendars are synchronized. However, because consortium academic calendars are not the same as Guilford's, grades from consortium courses may arrive after graduation and thereby delay a student's graduating and thus prevent him or her from participating in the graduation ceremony. Consortium schools are not required to give exams early to accommodate students. Students should check a consortium school's academic calendar before registering for classes there.

Library resources are shared by consortia members, with many college libraries' holdings available online through Guilford's computers. Students must be signed up for an equal or greater number of credits at Guilford before registering for consortium courses. Dual admission and dual enrollment outside of the cross-registration procedures are prohibited, and any changes to consortium registration must be done at Guilford and the consortium school. It is the right of each college or university to allow consortium students to take online courses.

Guilford students attending consortium schools are subject to the rules, regulations and deadlines of the consortium school. Consortium parking stickers are given by the home institution.

**Study at Other Institutions.** Guilford students with a cumulative grade-point average of 2.00 or higher may request permission to take coursework as a visiting student at other accredited colleges and universities. Guilford encourages our students to study for the summer, a semester or a year at other American or international universities only when such programs are consistent with the students' educational goals and interests. After a student reaches junior classification standing, transfer credits from two-year institutions are limited to 100- and 200-level courses.

Students who want to attend another institution as a visiting student during the summer must process an "Authorization for Study at Another Institution." It approves coursework equivalency so that transfer credit applies to Guilford as agreed and also serves as a letter of good standing to the host institution. Students with a cumulative grade-point average lower than 2.00 may not attend summer school at other institutions; if they want to attend summer school they must attend at Guilford.

During fall or spring semesters, students planning to attend another institution as a visiting student must complete a leave of absence form through the Office of Academic and Student Affairs.

Only course credit, not grade points, can be transferred to Guilford from other institutions, and students must pass courses with grades of C- or better if the courses are to apply to the Guilford degree.

## VIII. Academic Regulations

Academic regulations are established by the faculty to ensure the academic integrity of Guilford College. It is the student's responsibility to be familiar with all academic regulations of the College.

Academic regulations are subject to change. Students may choose to graduate according to the academic regulations stated in the catalog that is active their first semester of enrollment or in any later catalog that becomes active before they graduate. However, students are not permitted to satisfy requirements by mixing catalogs. Students must choose one catalog and meet all graduation requirements from that catalog. It is the responsibility of students, aided by their advisors, to familiarize themselves with academic regulations and to plan courses of study that meet all departmental and College graduation requirements.

### THE ACADEMIC HONOR CODE

To foster individual responsibility, Guilford subscribes to the principles of an honor system and encourages a mature understanding and acceptance of the code.

**Honor Code.** The statement, "I have been honest and have not observed any dishonesty," gives testament to the honor system and should be pledged in writing on all academic work. Compliance is assumed even if the statement does not appear on College work. Faculty members may insist that the statement be written on all academic work and may refuse to extend credit for work on which it does not appear.

**Student Responsibility to the Honor System.** In addition to adherence to the honor code, students are expected to confront other students who have apparently violated the code and to report such violations. A failure to confront or report such violation may be considered a violation of the honor code.

**Violation of the Academic Honor Code.** Academic honesty and integrity represent central elements of the liberal arts education at Guilford. As scholars pursuing knowledge and truth, informed by the Quaker testimony on integrity, we seek a community where each member acts responsibly and honorably in all activities and at all times. Acts of dishonesty represent a serious offense at Guilford. The academic honor code is violated when anyone claims credit, implicitly or explicitly, for work and ideas that are not her or his own. Violations of the academic honor code include, but are not limited to, the list below:

**Plagiarism.** Guilford defines plagiarism broadly as presenting the interpretations, wording, images or original conceptions of others as one's own without appropriate acknowledgement. Individual faculty members determine what constitutes "appropriate acknowledgement" within the context of their courses, either by specifically stating requirements or by acknowledging the standard practice within a given discipline. The charge of plagiarism applies to any and all academic work whether done inside or outside the classroom and whether submitted as a rough draft or a final product.

**Unauthorized Collaboration.** Students may not combine efforts on any and all academic work, done inside or outside the classroom, submitted to an instructor as a rough draft or a final product, unless specifically permitted by the instructor. Although instructors should clearly define the limits of collaboration allowed, the absence of any instructions indicates that collaboration is not permitted. When uncertain, the student should seek clarification from the instructor.

In cases of unauthorized collaboration, any student giving aid is as responsible as the recipient, unless the former is unaware that she/ he has provided aid. A student who seeks unauthorized aid is responsible for participating in unauthorized collaboration whether the aid was given or received. The charge of unauthorized collaboration applies to any and all academic work whether done inside or outside of the classroom and whether submitted as a rough draft or a final product.

**Unauthorized Use of Materials.** It is the student's responsibility to ascertain what materials may be used in any and all academic work whether done inside or outside of the classroom and whether submitted as a rough draft or a final product. The submission for credit of the same written work in more than one course is not permitted without the prior permission of both instructors.

### CLASS STANDING: CLASSIFICATIONS OF STUDENTS

Class standing for students admitted to a baccalaureate degree program is determined at the beginning of each semester. A **first-year student** has completed fewer than 24 credits toward a degree; a **sophomore**, at least 24 credits; a **junior**, at least 56; and a **senior**, at least 88.

An **unclassified student** is one who already holds a baccalaureate degree. Such students may or may not be seeking a second degree.

A **visiting student** is not seeking a Guilford degree, but is earning college credit to be applied to a degree program at another college or university. Students visiting in spring or fall semesters must go through the admission process, but students visiting only for summer are not required to do so. Summer visiting students need only complete the summer school registration form

and submit it to the Registrar's Office by the last day to add courses for that session.

An **auditor** is a student who attends class, listens to lectures and may participate in class discussion without receiving credit.

These students do not go through the admission process. They are not required to fulfill course assignments.

Auditors may enroll in any college course for which they have the stated prerequisites, with permission of the instructor and payment of a course fee where applicable. However, students may not audit classes with preparatory content other than class discussion, for example physical education activities, private music lessons, choir, theater production, theater practicums, laboratories, independent studies and internships.

Auditors may not register before the first day of class and the deadline to register is the last day to add a class. Should a course be filled beyond capacity, students enrolled for credit will have priority over auditors, and the instructor may request that the student withdraw from the course or the registrar will administratively withdraw the student from the course. A full tuition refund is made in such cases.

## CLASS ATTENDANCE

Individual faculty members and academic departments define individual requirements for their particular courses and publish these requirements in their syllabi. Failure to meet such requirements may result in lowered grades or an involuntary withdrawal from a course and, if the last day to withdraw with a W has passed, a failing grade.

The College also grants an associate academic dean the right, following a consultation with the faculty member of record, to withdraw a student administratively from any course in which he or she has reached the number of absences listed below. In no way should students interpret these limits as acceptable or automatically allowable. Instead, they represent the point at which College policy authorizes administrative withdrawal; a student with this number of absences will have missed 20 percent of a given course, and fairness to other students dictates the administrative withdrawal.

<b>Course formats</b>	<b>Total absences generally resulting in a withdrawal</b>
3-week session (generally 16 meetings total)	3 absences
12-week session	
One meeting per week	2 absences
Two meetings per week	5 absences
Three meetings per week	7 absences
Summer school	4 absences
Graduate program session (one meeting per week, 15 weeks)	3 absences

Students on academic probation are allowed no unexcused absences unless approved by an associate academic dean. If administrative withdrawal occurs by the published last day to withdraw with a W grade, the student is awarded a grade of W. When withdrawal occurs later, the student is awarded either a WP (withdrawn passing) or WF (withdrawn failing) grade. A WP has no effect on the cumulative grade-point average, but a WF is calculated into the cumulative grade-point average as a zero. No tuition refunds will be granted for administrative withdrawals other than those allowable under published policies.

*NOTE: Laboratory attendance is considered an essential part of science and language courses. Also, the success of classes using discussion techniques and seminars emphasizing student participation depends on regular attendance by the participants.*

**Registration Cancellation Policy.** A student who has registered for one or more classes but has not attended any classes may request a complete registration cancellation through the last day to drop a course without a grade. A registration cancellation will delete the student's entire schedule and no tuition is owed. The College does not allow registration cancellations after the last day to drop a course without a grade; after this date dropping all classes is considered a withdrawal (see "Withdrawal from the College" below).

To request a registration cancellation, students should contact the Office of Academic and Student Affairs. CE students are not charged for registration cancellations completed before the first day of the official start of term; however, there is a \$250 late fee for registration cancellations received the first day of the official start of term or later.

## CANCELLATION OF CLASSES

Classes are scheduled to assist students in the learning process, and it is the policy of the College to hold all classes as

scheduled. Classes are normally not cancelled in times of inclement weather. However, in case of severe weather hazards, the president and the provost will determine if scheduled classes will be held. Cancellations will be announced via campus voice mail, local radio and television stations, 316- CLOS and on the College website. Instructors may make arrangements for makeup classes if they choose to do so.

When classes are not cancelled and commuting students miss classes because of hazardous driving conditions, their absences will be excused and special arrangements will be made to enable each student to make up missed work.

## **NORMAL SEMESTER LOAD**

Traditional-age students working toward a degree normally enroll in 16 credits (four courses) each full semester. Enrollment in 12 or more credits is considered a full-time load. Traditional-age students are expected to divide these credits across both the three-week and 12-week sessions of the fall and spring semesters in ways to benefit their plan of study.

However, every traditional-age student is expected to be in a course in each three-week session or to be earning credits through other approved learning experiences. Permission to be exempt from this expectation can be sought from the Associate Academic Deans in Founders 210.

When calculating full-time status in the summer, the two sessions of summer school are considered one term rather than calculating each session separately.

Guilford assigns course credit hours on the combination of student effort outside, as well as inside, the classroom. For example, in 4-credit courses students are expected to spend 12 hours per week of consistent effort outside the classroom. This expectation is based on the faculty-approved standard that students are awarded 1 credit for every three hours per week that the typical student is expected to spend on coursework. This policy stems from the College's Quaker heritage that encourages students to be active partners with faculty in the learning process. One of Guilford's five academic principles, "student-centered learning," means that Guilford expects faculty members to "serve less as lecturers and more as tutors, resource persons and critics." As a result, the College considers student interaction with faculty, other students, community members and organizations outside the classroom as vital to the learning experience. In addition to standard reading, research projects and papers, Guilford faculty members who teach courses that yield 4 credit hours and meet the standard 2.5 hours per week in classroom time are expected to incorporate learning activities outside of the classroom which may include, but are not limited to:

- Conferences and workshops
- Experiential and service learning
- Fieldwork and field trips
- Modern language conversation tables
- Group work and cooperative work
- Journaling
- Online discussion groups
- Labs
- Lectures, performances and films
- Research projects

## **REGISTRATION**

Students new to Guilford must apply and be admitted to the College before they are allowed to register for classes, with the exception of auditors and visiting summer school students. Students who have attended Guilford but withdraw or skip one or more semesters, not including summer, must be readmitted before they are allowed to register.

All degree-seeking students are required to satisfy the Foundations requirements of the general education program in a timely manner after beginning their studies at Guilford. Specifically, students must satisfy all Foundations requirements within the first 40 credits they complete at Guilford. Students who have not done so are expected to register for at least one course that satisfies the remaining Foundations requirement(s) in their next immediate fall or spring semester of enrollment.

## **COURSE REGISTRATION RESTRICTIONS**

### **First Year Traditional-age Students:**

Students enrolled in FYS **may not enroll** in any of the following:

- Fast Track classes
- Courses beginning later than 6 p.m. other than courses such as astronomy, learning strategies, music and theatre
- Consortium courses
- Independent studies
- Internships

## EARLY COLLEGE STUDENTS

**Early College students may not enroll** in any of the following, unless approved by their advisor:

- Fast Track classes
- Courses beginning later than 6 p.m. other than courses such as astronomy, learning strategies, music and theatre
- Consortium courses
- Independent studies
- Internships

### **Fast Track Courses.**

To enroll in a Fast Track course students must:

- have completed a minimum of 24 credit hours of approved College work;
- have fulfilled the English 102 requirement; and
- be in good academic standing.

**CE-Only Classes.** GST 101 Adult Transitions, GST 103 Gateways to Success, SPAN 111 Communicating in Spanish for Business I and SPAN 112 Communicating in Spanish for Business II are restricted to CE students only. Some special topic classes may also be restricted to CCE students only.

During fall and spring semesters, many evening courses are limited to CE students only. This is done primarily to ensure class space for CE students in evening classes.

**Changes in Registration.** Once registered, the student is academically and financially responsible for all listed courses and may change registration using BannerWeb until the first day of classes or by delivering to the Registrar's Office an appropriately completed and signed drop-add slip. Students can drop or add courses with just an advisor's signature until the last day to add. However, adding courses that are full or closed requires the instructor's signature. Refer to the academic calendar for specific registration-related dates such as the last day for students to add courses, drop courses without a grade, and drop courses with a W grade.

Requests for registration changes are dated according to when the request is received by the Registrar's Office or completed in BannerWeb. Students are financially responsible for courses dropped after the last day to drop a course without a grade. Students should check BannerWeb for an updated schedule of classes in which they are registered and report any discrepancies to the Registrar's Office within one week of submitting the drop/add form. Corrections will not be made after one week.

All registration or transcript-related petitions should be directed to the registrar, whose decision is final. A denial of a registration or transcript-related petition may only be appealed to an associate academic dean on procedural grounds.

**Withdrawal from the College.** Attending students will receive W grades when they withdraw between the first day of class and the last day to withdraw with a W grade. After the last day to withdraw with a W grade, students who either withdraw voluntarily or are administratively withdrawn from the College will be awarded grades of WP (withdrawal with a passing grade, when a student has earned a D- or higher) or WF (withdrawal with a failing grade). Students who receive a medical withdrawal from the College will be granted grades of W for all courses in progress at the date of withdrawal. (For further information on withdrawal from the College see section entitled Separation From The College below).

## OVERLOADS

No student may be registered to take more than four credits of coursework in any three-week session. Students can consult with the Associate Academic Deans for permission to combine coursework at other institutions with an experience in the three-week session.

Students must submit a petition to the registrar requesting permission to overload under the following circumstances: the student wishes to take more than

- 14 credits in a twelve-week session
- 16 credits in summer school
- 12 credits during the 10-weeks summer term
- 8 credits during a five weeks summer term

The petition must include the approval signature of the student's advisor and an Associate Academic Dean.

*Please note that no overload petitions for the 12-week session will be approved without students being registered for a course in the*



## **THE GRADING SYSTEM**

A student's grades are determined by daily preparation, participation in class discussion, the quality of written and laboratory work, and the results of quizzes and examinations.

The grade of A represents exceptional achievement and is awarded for original insight, sound reasoning and the ability to evaluate the scope of the materials studied. The grade of B is granted for superior work and reflects interpretive skill on the part of the student and a clear understanding of the meaning and interrelatedness of the course materials. A grade of C is given for average work and indicates thorough familiarity with the basic facts and concepts considered in the course, even though underlying principles may not have been grasped. Although D is labeled a passing grade, it reflects a lack of fundamental knowledge of the subject. The grade of F is assigned for failing work. There is no one numerical scale associated with these letter grades. Faculty assign grades based on requirements in their course syllabus.

Plus (+) and minus (-) suffixes to letter grades may be assigned and will be shown on the student's permanent transcript. Plus (+) and minus (-) suffixes may not be used when assigning the grade of F, and the plus (+) suffix may not be used when assigning the grade of A.

Only grades of C- or better may be counted toward the major.

The possible grades for credit/no-credit graded classes are CR and NC, respectively. A grade of CR signifies that the student achieved at the C- level or better and is given only to students that are taking a class for credit/no-credit. A grade of NC signifies that the student achieved below the C- level or better and is given only to students that are taking a class for credit/no credit.

A WN (Withdrawn, Never Attended) grade is given by an instructor when a student registered for a class but failed to attend a single class. For full-term courses: If by the deadline for reporting interim grades, a student has yet to attend one class, the instructor will award this student, at this time, a final grade of WN. For half-semester and summer courses: If, by the deadline for reporting final grades for this course, a student has never attended a class, the instructor will award this student a final grade of WN. A WN grade does not affect the student's grade-point average but, because it represents a withdrawal from the course, may adversely affect the student's subsequent financial aid eligibility. No tuition refunds will be granted for such administrative withdrawals other than those allowable under policies published in the College Catalog.

Provisional grades are preceded by an X (i.e., XB, XC, XD and XF). A provisional grade is a temporary grade which an instructor may choose to give whenever, through unavoidable circumstances, the student is unable to complete the work in a course by the end of the semester. The student must receive instructor's approval to qualify for the extension. Unavoidable circumstances are defined as verifiable cases of extended personal illness, death or serious illness in the family, significant accident or other grave circumstances beyond a student's control. A student must request approval for a provisional grade from her/his instructor as soon as possible and, for unavoidable circumstances that occur before the Friday before the last week of classes, no later than this date. In addition, beginning students (those with fewer than 32 Guilford credits) and students on academic probation must also obtain the approval of an associate academic dean. This approval must be obtained following instructor approval but before the instructor submits the grade to the Registrar's Office. To facilitate this process, the instructor submits an electronic Provisional Grade Request Form.

Instructors must calculate provisional grades under the assumption that the student will complete no additional work (i.e., by awarding zeros on all outstanding assignments). Provisional grades may only be replaced with an equal or better mark upon the student's completion of the remaining work. The provisional grade becomes the final grade if the coursework has not been finished by the deadline set by the instructor. Instructors may not set a deadline that is later than interim of the next regular semester without first obtaining approval from an associate academic dean. No student with an outstanding provisional grade can graduate. Graduating seniors who require a provisional grade must therefore notify the registrar's office of their revised expected graduation date.

Provisional grades may only consist of one of the following: XB, XC, XD and XF. Plus (+) and minus (-) suffixes may not be used. Instructors should assign an "I" (Incomplete) grade when a credit/no-credit graded course is incomplete. Provisional grades affect a student's grade point average as if the "X" was not there.

A WP (Withdrawn Passing) has no effect on the cumulative grade-point average, but a WF (Withdrawn Failing) is figured into the cumulative grade-point average as a zero.

A grade of WP, which does not affect a student's grade point average, shall be used only to indicate withdrawal while passing when a student who is passing the course (D- or above) (a) voluntarily withdraws or is administratively withdrawn completely from the College or (b) is administratively withdrawn from a course for poor attendance (see Attendance Policy) after the published last day to withdraw with a W grade and before the end of classes for that semester. A grade of WF, which affects a student's grade-point average as if it were an F, calculated into the grade-point average as a zero, may be used to indicate withdrawal while failing when a student who is failing the course (a) voluntarily withdraws or is administratively withdrawn completely from the College or (b) is administratively withdrawn from a course for poor attendance (see Attendance Policy) after the published

last day to withdraw with a W grade and before the end of classes for that semester. The grade of WN, which does not affect a student's grade-point average, is given when a student registers for a course but neither attends nor withdraws (see Attendance Policy).

Occasionally, RD (Report Delayed) is recorded to indicate that the Registrar's Office did not receive a grade from the instructor. The grade for auditing is AU (Audit).

Once academic standing has been processed for the semester, final grades cannot be changed unless a faculty member discovers a computation or clerical error and an associate academic dean grants approval for such a change or an official grade appeal results in an approved change (See Grade Appeal Procedure section).

**Grades. Interim and final** grades are viewed online using BannerWeb. At the end of each semester, including the end of the summer term, final grades are posted to the permanent transcript. Because transcripts are sealed and may not be changed for any reason after a student graduates, graduating seniors have only until 5 p.m. two days before the graduation date to appeal final regular, intensive, second-half semester course grades and have them corrected.

Permanent transcripts are unabridged records of all academic work attempted by students at Guilford. Confidentiality of student records is maintained according to guidelines published by the Office of Academic and Student Affairs.

Numerical values assigned to grades:

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

**Grade Points (Quality Points).** One grade point is assigned for each credit of D work, two for C, three for B, and four for A; zero points are assigned for grades of F, XF, and WF. Plus (+) and minus (-) suffixes add and subtract .3, respectively, to the numerical value of the grade affected. A student must have a cumulative C (2.00) average to graduate.

Cumulative grade-point averages are determined by dividing the accumulated grade points by the total credits attempted, minus credits attempted in courses marked AU, W, WN, WP, CR (Credit), NC (No Credit) or RD and transfer credits. Each time a course is taken or repeated, the attempted credits and grade points are entered into the statistics used to compute the grade-point average.

Grade-point averages are computed at the end of each term and include all work done at Guilford plus work completed during fall and spring semesters at consortium institutions. Summer work completed at Guilford is included in the computation of a student's grade-point average; summer work taken at other institutions is not included.

**Grade Replacement Policy.** A student may repeat a course for grade replacement except for:

- FYS 101 First Year Seminar;
- GST 101 Adult Transitions;
- Courses that can be repeated for additional credit (e.g., practicum and physical education courses);
- Courses in which s/he has been found responsible for violating the Academic Honor Code; and
- Courses taken after their degree has been granted.

When a student repeats a course, it counts only once for credit toward her/his degree. The grade from each course will be placed on the student's academic transcript, but only the most recent grade will be considered in the calculation of the student's cumulative grade point average. If a student repeats a course for which s/he originally obtained a passing grade and earns a grade of F, both the original grade and the repeated course grade of F will be calculated in the student's grade point average. Academic probation is not recalculated for each semester prior to any grade replacement. The registrar determines which courses may be repeated for grade replacement.

**Credit/No Credit Option.** To encourage students to broaden their course selections after the first year, the College offers students the opportunity to elect one course each semester (a maximum of 8 credits a calendar year) on a credit/no credit basis.

Students electing credit/no credit grading by the last day to add classes who meet all the normal requirements of the course at the C- level or above are awarded credit for the course with a grade of CR (Credit). Unsatisfactory progress is indicated with a mark of NC (No Credit). Neither grade affects the student's grade-point average.

To elect credit/no credit grading for a regularly graded course, the student secures the instructor permission by obtaining the instructor's signature on a completed drop/add form, then submitting the form to the Registrar's Office by the last day to add the course. Students who decide to adopt credit/no credit grading may not reverse the option.

Unless otherwise specified in the major, the credit/no credit option may not be used for any required course (including the major, minor and general education requirements). Veteran's benefits are not available for courses taken on a credit/no credit basis. Veteran's benefits are not available for courses taken on a credit/no credit basis.

A few Guilford courses, as indicated in the catalog, are graded exclusively credit/no credit.

**Grade Appeal Procedure.** Grade appeals may not be made simply because a student wants a better grade or because of a disagreement over a subjective evaluation of submitted work. In addition, once posted, grades may not be lowered.

**Grounds for grade appeals are:**

- Clerical error by the instructor (e.g., misplacing an assignment that had been submitted properly by the student, mistyping a grade in a spreadsheet, or “clicking” on the wrong grade in BannerWeb); and
- Computational error by the instructor (e.g., combining individual grades incorrectly); and
- Deviation from the grading scheme provided in the syllabus so significant as to affect a student’s grade (e.g., assigning a different weight to an assignment than stated in the syllabus so as to change the final grade).

The following procedures are followed by the Provost’s Office in cases of student appeals of final course grades. In all cases, the appeal of a final grade must first be made to the instructor within 10 business days after the official due date for final grades at the close of any given grading period. In the event that the instructor is unavailable, the student must contact the department chair or an associate academic dean within the 10-business-day period.

*NOTE: Because transcripts are sealed and may not be changed for any reason after a student graduates, graduating seniors have only until 5 p.m. two days before the graduation date to appeal final regular, intensive or second-half semester course grades and have them corrected.*

1. Either the student or the professor may contact the Conflict Resolution Resource Center to request assistance in their communication, or each may invite one individual from within the Guilford community to attend the discussion. If the student and/or the professor is uncomfortable with meeting face-to-face, even with the assistance of others, it is possible to have this discussion in writing.
2. If the student remains unsatisfied, she or he must then discuss the situation with the chairperson of the academic department involved, unless the faculty member is the chairperson. The student shall bring all relevant materials and information to this meeting, including papers, tests, syllabi, etc. The student must contact the department chair within five business days of having finished discussing the matter with the faculty member.
3. If still unresolved, the case may be appealed to the Provost’s Office, where an associate academic dean will continue to try to achieve an appropriate resolution. The student must contact an associate academic dean within five business days of having discussed the matter with the department chair and present to the assistant dean for student academic affairs a complete, written account of the facts and an argument that explains the justification for a grade change.
4. If the student wishes to appeal the decision made by an associate academic dean, he or she must submit this appeal in writing to the provost within five business days of the date of an associate academic dean’s decision. This appeal must include a discussion of the grounds upon which an associate academic dean’s decision should be reviewed; such grounds could include the discovery of additional information or a procedural irregularity so substantial as to have compromised the student’s right to a fair hearing. The provost will review the matter and make a determination whether or not the appeal warrants calling together a special hearing board. If the provost decides there are no grounds on which to proceed further with the appeal, the decision of an associate academic dean will be considered final. If the provost decides otherwise, a special hearing board will be constituted.
5. At the discretion of the provost, a special hearing board will be instituted, composed of Guilford faculty and professional staff. The student and the instructor will each be asked to submit a list of requested faculty the provost might appoint to such a committee. Utilizing each list, the provost will appoint a group, drawing one individual from the student list, one from that of the faculty member and nominating a third. Both the student and the faculty member will have the opportunity to reject up to three proposed members of the projected hearing board, until a group of three individuals satisfactory to the provost, the faculty member and the student have been chosen and have agreed to serve.
6. The hearing board may meet with the student, the faculty member and anyone else appropriate and examine all relevant documentation. It will then make a final recommendation to the provost.
7. After receiving the recommendation of the hearing board, the provost will make the final decision regarding the student’s grade.

## **TRANSFER CREDITS**

Guilford College accepts for transfer credit undergraduate courses from regionally accredited institutions, as long as the following criteria are met:

- The grade earned is C- or higher
- The course is similar to an existing Guilford course or otherwise compatible with Guilford’s curriculum

Courses to be applied to major, minor and general education requirements at Guilford must be approved by the appropriate chairperson, following the learning outcomes, course descriptions, and syllabi for both the proposed transfer course and the

corresponding Guilford course or curriculum. The final evaluation of transfer of credits is approved by the registrar. All transferred credits will be listed on a student's Guilford transcript. Only credits are transferred, not grades.

There is no maximum on the number of credits transferred from regionally accredited four-year institutions. A maximum of 64 credits total may be transferred from regionally accredited two-year institutions.

Guilford does not award academic credit for courses completed at non-accredited educational institutions, for work taken on a non-credit basis, for job-related experience or for non-academic experiential learning. Guilford does not allow students to be enrolled at Guilford and another institution at the same time unless prior approval has been granted by the student's advisor and department chair of course(s) to be taken.

Students with transcripts from non-U.S. institutions must request a World Education Services, Inc. ([www.wes.org](http://www.wes.org)) evaluation.

## SATISFACTORY ACADEMIC PROGRESS

Satisfactory academic progress is based on meeting academic checkpoints based on minimum cumulative GPA requirements and credit hours completed. In order to progress each semester at Guilford College, students must meet the academic checkpoints outlined below:

*NOTE: The following checkpoints are representative of satisfactory academic progress for full-time students enrolled in a minimum of 12 credits in the fall or spring semester. Part-time students enrolled in less than 12 credits are only responsible for the meeting the cumulative GPA requirements. If a part-time student becomes full-time in either the fall or spring semester, both the GPA and credit hours requirements will apply based on the number of credits earned at the beginning of the semester.*

*NOTE: New students entering with transfer credit accepted by Guilford College must meet the corresponding checkpoint based on the number of credits earned.*

**The following table is representative of Satisfactory Academic Progress for full-time students enrolled in a minimum of 12 credits.**

Checkpoint	Timing	GPA Requirements	Credits Complete	Other
1st	in order to enter the sophomore year (typically third semester)	1.6 cumulative minimum	minimum 22 credits (30 credits represents a usual progress for a full-time student)	
	recommended to enter the second semester of the sophomore year	1.7 cumulative minimum		
2nd	in order to enter the junior year (typically fifth semester)	1.8 cumulative minimum	minimum 54 credits completed (60 credits represent usual progress)	
3rd	in order to enter the senior year (typically seventh semester)	2.0 cumulative minimum	minimum 87 credits completed (90 credits represent usual progress)	
4th	in order to receive a diploma	2.0 cumulative minimum	<b>1998 Curriculum</b> 128 credits (to receive diploma);  120 credits (to participate in May Commencement)	all graduation requirements met (to receive diploma)  all graduation requirements met and registered for remaining credits (to participate in May commencement)
			<b>2018 Curriculum</b> 124 credits (to receive diploma);  116 credits (to participate	

## UNSATISFACTORY ACADEMIC PROGRESS

Students who miss a checkpoint once are granted a support semester to complete the minimum requirements for that checkpoint to maintain satisfactory academic progress. If a student does not meet the minimum requirements for the missed checkpoint twice, that student is ineligible to return for the subsequent semester. Students may elect to register for summer courses to improve their cumulative GPAs and to take additional credits. However, summer coursework does not impact a student's academic status.

*NOTE: Summer coursework does not affect the academic status of a veteran and/or dependent of a veteran. However, summer courses may impact VA educational benefits for veterans and dependents of veterans - see section on "Veterans."*

To be reinstated after the conclusion of the semester in which a student is ineligible to return, students must reapply and be readmitted to the College following the guidelines in the Student Handbook. Applications for readmission are available on the Guilford College Admissions Web page and are referred to an associate academic dean.

To avoid further separation from College after readmission, readmitted students must meet the requirements of the missed academic checkpoint at the conclusion of the semester.

## VOLUNTARY WITHDRAWAL

**Regular Withdrawal.** All students who wish to withdraw from the College during a semester or at the end of a semester must indicate their intentions through completion of an official withdrawal form. Withdrawal forms can be obtained through the Office of Academic and Student Affairs. All students who withdraw must complete and submit applications for readmission if they wish to re-enroll. Applications for Readmission are available on the Admissions page of the Guilford College website under "Apply," then the "Returning Students" link. If an official withdrawal form is not completed, it could result in "F" grades and may impact satisfactory academic progress.

**Medical Withdrawal.** When illness, injury, or psychological/psychiatric disorders occur while enrolled, a student or guardian may pursue a medical withdrawal from school, to be requested no later than the last day of classes. The associate dean of students must approve all medical withdrawals. Documentation of the illness, injury, or psychological/psychiatric disorder from a medical professional (employed by Guilford College or not) is required prior to this approval. Requests for a medical withdrawal from the current semester must be submitted before the last day of classes. Students who are granted medical withdrawals receive grades of W in all courses in progress at the date of the medical withdrawal with the exception of students sanctioned for honor code violations. Specific conditions for re-admittance are stipulated at the time of withdrawal. These conditions may specify a minimum period of time for the withdrawal and/or may require a letter of medical clearance from a physician, psychologist, or psychiatrist stating that upon return, in the professional expert's opinion the student is now capable of handling the academic and social demands of college.

**Leave of Absence.** A student in good academic and financial standing may apply for a leave of absence for one or two semesters. A leave of absence may be approved for students with financial, personal or medical concerns, students participating in non-Guilford educational experiences, and students who need a break. Students considering this option need to meet with a member of the Office of Academic and Student Affairs who will provide full details and assist in working out specific arrangements related to the leave. All students who withdraw must complete and submit applications for readmission if they wish to re-enroll.

## Procedures for Involuntary/Administrative Withdrawal for Students with Medical, Mental/Psychological Conditions or Disabilities.

If it becomes evident (through observed behavior or by report(s) from faculty, staff or students) that a withdrawal from the College may be in the best interest of a student and the College, and the student (and/or his or her family) does not agree, then the following procedures will be engaged:

The associate dean of students will review all available information obtained from incident reports, conversations with students, faculty and staff, and the expert opinions of appropriate medical professionals.

The associate dean of students will engage in a determination on an individualized, case-by-case basis and will apply the direct threat analysis, taking into consideration the nature, duration and severity of the risk and the likelihood, imminence and nature of the future harmful conduct, either to the student or to others in the College community.

The associate dean of students will meet with the student (if possible), giving notice to the student of the meeting and providing



an opportunity for the student (and his/her family if the student has a signed waiver indicating permission to share information) to provide evidence to the contrary and/or to make suggestions for reasonable accommodation(s) short of involuntary withdrawal from the College.

If, after conversation, the student chooses to withdraw voluntarily, a Withdrawal Form will be processed indicating that the withdrawal is voluntary and of a medical nature and setting appropriate conditions for the student's return.

If, after conversation, the student maintains that s/he would like to remain enrolled, the associate dean of students will consult with appropriate medical professionals regarding the evidence presented by the student. (Failure by the student to sign the Consent to Share Information form so that medical/clinical professionals may be consulted will result in the involuntary withdrawal from the College as the College will have insufficient evidence to render an individualized determination.) The dean will also consult with other College officials as appropriate.

The associate dean of students will render a decision and present that decision to the student in writing. Should the decision be to withdraw the student involuntarily, appropriate conditions for return will be contained within the withdrawal letter. The College will not as a condition of return mandate that self-injurious behavior ceases unless that behavior continues to constitute a direct threat to the student or others. The College will require, as a condition for return, a signed release by the student for the associate dean of students and appropriate College officials to discuss the student's readiness to return to College and assistance in developing reasonable accommodation(s) to mitigate any direct threat to self or others.

Should the student choose to appeal the dean of student's decision, s/he will make such appeal to the president, who will render a final decision.

**Vacating Residence Halls.** Vacating Residence Halls. Students residing on-campus who withdraw or take a leave of absence from the College are required to vacate residence halls within 24 hours of their effective date of withdrawal. They are responsible for contacting Residential Education & Housing to make arrangements to check out and return keys.

**Readmission.** All students withdrawn or taking a leave of absence from Guilford who subsequently wish to return as a student are required to re-apply through admissions. Academically suspended students may apply for readmission after one semester. Applications for Readmission are available on the Admissions page of the Guilford College website under the "Returning Students" link, <https://www.guilford.edu/admissions/apply/application-for-readmission>.

After reviewing a student's application for readmission, admissions may, at its discretion, refer the application to an associate academic dean for advice.

However, if an applicant that is applying for readmission is otherwise admissible but had been academically suspended from the College or has a pending academic honor code charge, the admission office must refer the person's application to an associate academic dean for her/his approval before the person may be offered readmission. An associate academic dean may either grant or deny such approval with or without soliciting advice from the Readmission Advisory Group.

If an applicant that is applying for readmission is otherwise admissible but had been suspended or dismissed from the College for judicial violations, has a pending judicial charge, or left the College with a medical withdrawal, the relevant admission office must first refer the person's application to the associate dean of students before then forwarding the application to an associate academic dean for approval. In considering an application for readmission, an associate academic dean and the Readmission Advisory Group may use information provided by the associate dean of students, and any other appropriate College officials. For an application following a medical withdrawal, an associate academic dean and the Readmission Advisory Group may also consult the director of student health and/or the director of counseling services.

Readmission is not guaranteed. Students readmitted to Guilford return in the same academic standing as they earned in their final semester attending Guilford. If readmitted following academic suspension, a student will be required to satisfy the conditions of good academic standing. A student returning from academic suspension may become eligible again for financial aid; the returning student must file an appeal with the Office of Financial Aid. A readmitted student is permitted to resume athletic participation if she/he meets all athletic eligibility standards.

## **Student Records**

Guilford College is committed to maintaining the privacy and confidentiality of students' information, and to compliance with the regulations of the Family Educational Rights and Privacy Act of 1974 (known as FERPA). The purpose of this policy is to outline the College's policies and procedures regarding the privacy of and access to student information.

FERPA is a federal law that protects the privacy of student education records. It provides students (or parents of dependent students) the following rights:

- The right to inspect and review the student's education records maintained by the school.
- The right to request that a school correct records the student or parent believes to be incorrect. If the school does not elect to revise the student record, the parent or student may request a formal hearing.

- The right to prevent the school from disclosing information from a student's education record, with specific exceptions.
- These exceptions allow school officials access to students' education records if such access is due to legitimate educational interest, such as in teaching, advising, educational support, financial aid, or institutional research.

Guilford College may release grades and academic progress information to parents and/or legal guardians if a student provides written consent to the Registrar's Office or if either parent has claimed you as a dependent on the parent's most recent year's income tax statement. Students may provide written consent by submitting a FERPA Disclosure & Consent Form to the Registrar's Office.

Guilford College may release financial aid and student accounts information to parents and/or legal guardians if a student provides written consent to the Registrar's Office, has designated parents and/or legal guardians as Authorized Users on TouchNet, or if either parent has claimed you as a dependent on the parent's most recent year's income tax statement. Students may provide written consent by submitting a FERPA Disclosure & Consent Form to the Registrar's Office.

**Directory Information.** At Guilford College, directory information includes the following: name, major, minor, anticipated date of graduation, enrollment status, degrees, honors and awards, and dates of attendance. For student athletes, this information also includes height and weight.

Students have the right to request that directory information be withheld from disclosure, within the constraints of the federal guidelines. To request this, please see a staff member in the Registrar's Office, located on the first floor of New Garden Hall.

**Requesting to view educational records.** Students have the right to request to view their educational records. To do so, the student must request, in writing, an opportunity to review the official educational records maintained by the College. Details about which office maintains which parts of the educational record are available below.

**Requesting to amend educational records.** Students have the right to request the amendment of their educational record if the student believes it is inaccurate or misleading. A student must first request, in writing, an opportunity to review the official educational records maintained by the College. If the student believes the records are inaccurate or misleading, the student would then write the College official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

The College has five business days to respond to the student request. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her 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.

Student records and where they are housed:

- Academic Curricular Records – Registrar's Office
- Academic Disciplinary Records – Office of Academic and Student Affairs
- Admission Records – Admissions Office
- Advising Records – the student's assigned advisor
- Disciplinary Records – Office of Academic and Student Affairs
- Financial Aid Records – Office of Financial Aid
- Health Records – Student Health Services
- Title IX Records - Title IX Coordinator

The academic record of a student is maintained by the Registrar's Office and is kept by the College in perpetuity.

The student record of a student, excluding academic records, is coordinated by the Office of Academic and Student Affairs. The student record is maintained by the Office of Academic and Student Affairs for seven (7) years after the student graduates. Students wishing to review documents contained in their student record or their student conduct record must make such a request in writing to the associate dean of students. Students will be permitted to review these records in the Office of Academic and Student Affairs. Certain student conduct records may not be viewed without being first redacted to protect the FERPA rights of other students mentioned in those records.

The health record of a student is maintained by Student Health Services, and by the Athletic Training office for student athletes. Information is not released without the student's written permission. Students are encouraged to notify their parents of illness or injury. Parents are notified by the College in the event of serious illness or injury or with the student's permission. Student Health Services and the Athletic Training office comply with the provisions of the Health Insurance Portability and

Accountability Act (HIPAA) of 2003. The HIPAA Compliance Officer for the College is the Director of Human Resources. The health record, including immunization records, is maintained by the Student Health Center for seven (7) years after the student graduates.

**FERPA Complaints:** If you feel that Guilford College has not complied with your privacy rights under FERPA, you have a right to file a complaint. The information necessary for filing such a complaint is available at the following site maintained by the federal government agency responsible for FERPA: <https://studentprivacy.ed.gov/file-a-complaint>  
For more information about FERPA: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

## NAME CHANGES

A name change will only be made when legal documentation is provided; driver's license and social security cards are not acceptable.

## TRANSCRIPTS

The registrar's office will release transcripts only upon the written request of the student. The cost for each official transcript requested in advance is \$10. The cost for transcripts needed immediately (on demand) is \$20. The registrar's office will not issue a student's official transcripts when there is a hold on their Guilford account (e.g., there is an outstanding financial or judicial obligation to the College).

## DEGREE CANDIDACY

Diplomas are dated at the time of degree completion (May, July or December). Commencement exercises are held in May. One semester before expected graduation, each degree candidate must submit an online application for graduation to the Registrar's Office. The Registrar's Office evaluates the candidate's transcript and must approve the application, indicating that the student could complete all degree requirements at the end of the next semester. A student who fails to complete all degree requirements by the scheduled graduation date will not graduate as scheduled and must reapply for a later graduation date.

To receive a diploma or participate in commencement, a student must have satisfied all academic requirements, must have cleared all outstanding accounts with the Office of Student Financial Services and must have no judicial action pending. A diploma will not be awarded to any student against whom unresolved judicial charges exist.

Diplomas are issued for the graduation date for which the student has applied and the student's documented legal name will be on the diploma, listed in the graduation program, and read at graduation.

Once all requirements for graduation have been completed, students only are allowed to participate in the ceremony that applies to the graduation date for which they applied.

## TEACH OUT POLICY

When a degree or major/minor program is discontinued by Guilford, that degree or major/minor will continue to be awarded for a subsequent five-year period. All courses will be offered or Guilford will make arrangements for course substitutions to ensure students can graduate under a catalog when they are enrolled at Guilford.

## SECOND DEGREES

Any College graduate who desires an additional bachelor's degree from Guilford must apply and register through Continuing Education. To be awarded an additional degree, a student must complete, with an overall grade-point average of 2.0 or better, the following: a minimum of 32 credits beyond those used to fulfill the requirements for the first bachelor's degree, all of which must be taken in residence at Guilford; all prescribed major requirements; and all of Guilford's general education requirements. At least half the major courses must be completed at Guilford after completion of the first degree. General education requirements may be satisfied either by courses taken at

Guilford or courses transferred from a prior institution.

When a Guilford graduate is awarded a second undergraduate degree from the College, notation of the new degree and the date it was awarded will be added to the permanent transcript. The general education requirements from the Guilford graduate's first degree satisfy those for the second bachelor's degree.

A student who has received a bachelor's degree from an accredited institution other than Guilford may receive a second degree from Guilford by fulfilling the conditions outlined above.

*NOTE: Guilford's required general education courses must be satisfied either by courses taken at Guilford or courses transferred from the prior institution.*

## **VETERANS**

Guilford complies with the Principles of Excellence and is a Military Friendly School. To remain compliant with the North Carolina State Approving Agency each recipient of VA benefits must submit official transcripts from each prior college or university attended along with their official high school/GED transcript.

Veterans and dependents/spouses of veterans must maintain satisfactory academic progress to continue receiving educational benefits through the Department of Veterans Affairs (DVA). Guilford College must report a student's support semester following a missed checkpoint to the DVA. Students may continue obtaining VA educational benefits in the support semester. However, missing the academic checkpoint at the conclusion of the support semester will result in the termination of VA educational benefits. Benefits may resume upon readmission following a minimum of one semester of separation from the College.

**Summer coursework.** While summer coursework does not have any bearing on a student's academic standing within the College, summer courses can impact VA educational benefits. If summer coursework results in student falling below an academic checkpoint for a second consecutive semester, education benefits are terminated until that checkpoint is met at the conclusion of the next semester of enrollment.

## **WITHDRAWAL/REFUND POLICY FOR STUDENTS CALLED TO ACTIVE DUTY DURING A SEMESTER**

With a copy of their orders, students may withdraw for military reasons without academic penalty. If the student has paid for the term, they will receive a 100 percent refund, regardless of when they are withdrawn. If the student is receiving financial aid during the semester, the aid will be prorated and returned, based on the effective withdrawal date, according to federal and state regulations. Students will be accountable to the Department of Education and/or Guilford College for any outstanding balances. Upon return, students will need to complete a readmission application but the fee will be waived if a copy of their orders is provided.

